

<b>Criteria 3.2.1:</b>	Number of research papers per teachers in the Journals notified on UGC website during the last five years.
<b>Findings of DVV</b>	Please provide as per SOP, the scanned images of 1. upload the scanned images of screenshot of the presence of the referred Journal in UGC CAREwebsite/SCOPUS/Web of Science/others against each paper in the College website with link provided in the DVV portal so as to land on pages in one click and not in any other Drives. 2.cover Page, Page 2 of the Journal showing list of papers where the referred paper name and author high lighted, 1st page of the paper showing the authors name of all the research papers to be uploaded in the College website and link provided in the DVV portal. 3. Cover Page, Page 2 of the Journal showing list of papers where the referred paper name and author high lighted, 1st page of the paper showing the authors name of the following papers be provided for verification: All research papers for 2017-18, 2019-20 assessment years attested by the Principal.
<b>Response/ Clarification</b>	1)List of the papers published in UGC journals for the last 5 years(year wise) is attached. <b>(Appendix-I)</b> 2)Cover Page, Page 2 of the Journal showing list of papers where the referred paper name and author high lighted, 1st page of the paper showing the authors name of the following papers be provided for verification: All research papers for 2017-18, 2019-20 assessment years attested by the Principal is attached. <b>(Appendix-II)</b>



Cr-3 Coordinator



IQAC Coordinator

**IQAC-COORDINATOR**  
Bhagwan Aadinath Collage of Education  
Maharra-Lalitpur



Principal

**प्राचार्य**  
भगवान अदिनाथ कॉलेज ऑफ एजुकेशन  
महारा, ललितपुर (उ०प्र०)

# Appendix-I




# भगवान आदिनाथ कॉलेज ऑफ एजुकेशन

ग्राम-महर्षा, जनपद-ललितपुर (उ.प्र.)

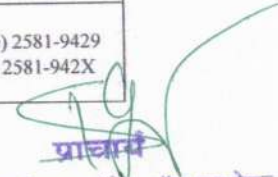
Mob- 09453675775

### 3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years (5)

Title of paper	Name of the author/s	Department of the teacher	Name of journal	Year of publication	ISSN number
Session 2017-18					
माध्यमिक स्तर पर अध्ययनरत ग्रामीण एवं शहरी विद्यार्थियों के नैतिक मूल्यों का तुलनात्मक अध्ययन	Dr. Rohit Kumar	Department of Education	Transframe e-Journal	2017 September	2455-0310
माध्यमिक स्तर पर अध्ययनरत ग्रामीण एवं शहरी विद्यार्थियों के व्यक्तिगत गुणों का तुलनात्मक अध्ययन	Dr. Rohit Kumar	Department of Education	Transframe e-Journal	2018-Jan.-Feb.	2455-0310
The Importance of Innovation in Teaching and Learning-Trends in the 21 <sup>st</sup> Century	Dr. Rohit Kumar	Department of Education	EDUCATION PLUS APH Publication	(Special Issue )March 2018	ISSN 2277-2405
स्वतंत्र भारत में गठित राष्ट्राक्षय आयोग उच्च शिक्षा में सुधारों एवं सुझावों का अध्ययन	Dr. Rohit Kumar	Department of Education	Education Times	2018 April	2319-8265
Communicative Approach For Teaching English	Dr. Rohit Kumar	Department of Education	EDU World	2018 March- April	2319-7129
Viewpoints of Mahatma Gandhi On role of Teacher Education in Promoting Peace & Non -Violence	Smt. Nidhi Jain	Department of Education	EDU World	2018 May	2319-7129
Role of Technology in Quality Education	Aruna Singh	Department of Education	EDU World	2018 May	2319-7129
Higher Education in India : Challenges and Opportunities	Rakesh Kumar	Department of Education	EDU World	2018 May	2319-7129
Role of Technology in Quality Education	Dr.Sunil Kumar Jain	Department of Education	EDUCATION PLUS APH Publication	Vol-18 Issue 1, May 2018	ISSN 2277-2405
भारत में महिलाओं की स्थिति एवं राजनैतिक क्षेत्र में महिलाओं की भागीदारी	Dr. Rohit Kumar	Department of Education	EDU World	2018 May	2319-7129
Session 2019-20					
नई राष्ट्रीय शिक्षा नीति 2020	Dr. Rohit Kumar	Department of Education	International journal of Advanced Research in Science, Communication and	Vol-10 Issue 1, OCT 2020	ISSN (online) 2581-9429 ISSN(Print) 2581-942X

  
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महर्षा, ललितपुर (उ.प्र.)

# **Appendix-II**

**Academic Year**

**2017-18**

ISSN 2455-0310

3.1

LISTED UNDER  
UGC APPROVED LIST OF JOURNALS

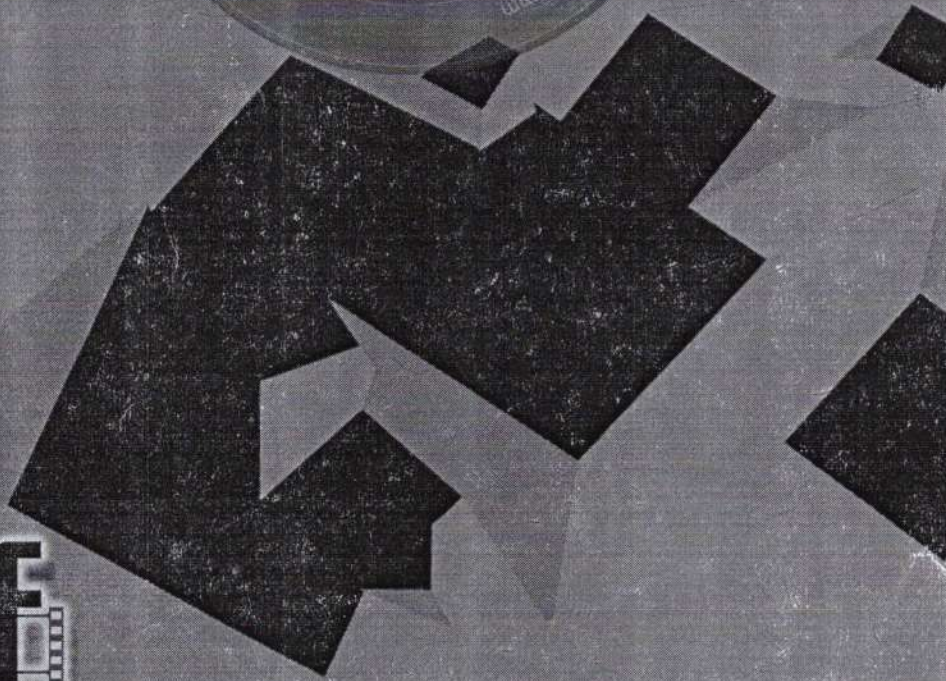
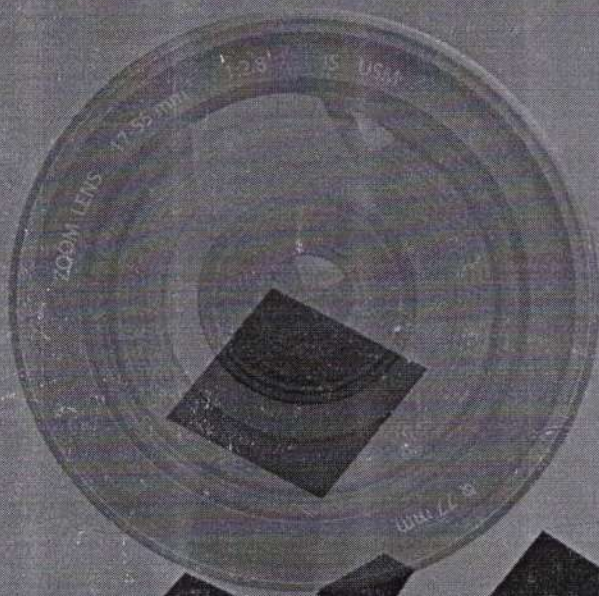


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SEPTEMBER-OCTOBER 2017

  
प्रचारक

भगवान आदिनाथ कॉलेज ऑफ एजुकेशन  
महारा, ललितपुर (उ०प्र०)

माध्यमिक स्तर पर अध्ययनरत ग्रामीण एवं शहरी छात्रों के बीच  
नैतिक मूल्यों का तुलनात्मक अध्ययन

**सारांश (abstract)-**  
प्रस्तुत शोध पत्र में दो मूल्यों ईमानदारी एवं मानवता को लिया गया है। प्रस्तुत शोध पत्र में केवल उत्तर प्रदेश के ललितपुर के ग्रामीण एवं शहरी क्षेत्र के माध्यमिक स्तर के विद्यार्थियों को लिया गया है। जिन्हें दो वर्गों में विभाजित किया गया है। 25 छात्र एवं 25 छात्राओं को लिया गया। जिसमें शहरी क्षेत्र के विद्यार्थियों में ईमानदारी एवं मानवता का नैतिक मूल्य ग्रामीण विद्यार्थियों की तुलना में अधिक है।

**प्रस्तावना**—मूल्य का सम्बन्ध व्यक्ति की पसन्द से है। जिस वस्तु को हम अधिक पसन्द करते हैं उसे हम अधिक मूल्य प्रदान करते हैं और उसे प्राप्त करना चाहते हैं। मूल्य का सम्बन्ध हमारी प्राथमिकताओं से है। उदाहरणार्थ, कोई व्यक्ति इस दुनिया में शक्ति, धन और नाम को मूल्य प्रदान करता है किन्तु इन तीनोंमें से सबसे पहले वह किसको प्रधानता देता है इसका निर्णय वह इन तीनों की तुलनात्मक मूल्य को ध्यान में रखकर करेगा और ऐसा करने में प्रत्येक का क्रमिक मूल्य या क्रमिक स्थान देगा। मान लीजिए वह 'धन' को प्रथम प्रधानता देता है, 'शक्ति' को दूसरे नम्बर पर रखता है और 'नाम' को तीसरा स्थान देता है तो स्पष्ट है कि वह मूल्य-निर्धारण करने के पश्चात् ही ऐसा निश्चय कर पाया है। वह व्यक्ति पहले नम्बर पर धन प्राप्त करना चाहेगा, दूसरे पर शक्ति और शक्ति के पश्चात् नाम की इच्छा करेगा। दूसरे, विभिन्न विकल्पों के मध्य जब हम प्राथमिकताओं के आधार पर उनका मूल्य-निर्धारण करते हैं तो उनमें से प्रत्येक विकल्प की प्राप्ति या उपलब्धता की पूर्ण सम्भावना मूल्यकर्ता को रहती है। अर्थात् मूल्य निर्धारण में हमारे सामने स्पष्ट विकल्प होते हैं जिनमें से हमें चयन करना होता है। दूसरे शब्दों में वे विकल्प हमारे सामने मौजूद होते हैं या स्पष्ट दिखाई देते हैं। दूसरी धारणाओं की तरह मूल्य शब्द के भी अनेक अर्थ निकलते हैं। मूल्यों की धारणा और अर्थ में संदर्भ तथा विषय/अनुशासन के अनुसार बदलाव आ जाता है। मसलन गणित में 'मूल्य' का अर्थ किसी बीजगणितीय पद या किसी समीकरण के एक चर या खुद व्यंजक का परिमाणात्मक मान होता है। भौतिकी में पदार्थ का मूल्य उसकी अन्तः वस्तु को किसी पारम्परिक पैमाने पर कियाजाने वाला परिमाणात्मक या संख्यात्मक माप है। अर्थशास्त्र में बाजार में दूसरे वस्तुओं/सेवाओं के सापेक्ष किसी वस्तु की अपनी महत्ता या क्रय शक्ति को उसका मूल्य कहते हैं। इसी प्रकार किसी समय विशेष में किसी वस्तु विशेष के बदले जितनी मुद्रा या जितनी अन्य वस्तुएं/सेवाएं प्राप्त हो सकती है, उन्हें उसका मूल्य कहा जा सकता है। रोजमर्रा की बातचीत में मूल्य से तात्पर्य यह है कि कोई व्यक्ति मनोगत स्तर पर किसी अच्छे विचार या सिद्धान्त को कितना महत्त्व प्रदान करता है। इस तरह मूल्य का सम्बन्ध जीवन के लिए मूल्यवान महत्वपूर्ण या शुभ समझी जाने वाली बातों के बारे में व्यक्ति के सिद्धान्तों या मानदंडों से होता है। मूल्य आमतौर पर कर्म की दृष्टि से चयन के मानदंड होते हैं। वे कमोवेश स्पष्ट ढंग से यह बताते हैं कि कुछ विशेष परिस्थितियों में हमें क्या करना और क्या नहीं करना चाहिए। मूल्य वांछित होने के मापदंड होते हैं जो विशिष्ट स्थितियों से लगभग स्वतंत्र होते हैं। मूल्य अनेक प्रकार के हो सकते हैं, जैसे— सामाजिक मूल्य, सांस्कृतिक मूल्य और आर्थिक मूल्य आदि। प्रत्येक मानव के जीवन में कुछ न कुछ अनुभव अवश्य होते हैं, जो समय की गति के साथ-साथ बढ़ते

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जाते हैं। इन्हीं अनुभवों से कुछ सामान्य सिद्धान्त जन्म लेते हैं, जो कि मानव के व्यवहार को निर्देशित करते हैं। ऐसे सिद्धान्त जो समस्त जीवन को एक दर्शन के रूप में परिवर्तित कर देते हैं तथा जीवन जीनेकी एक विशिष्ट कला को जन्म देते हैं। वे अनुभव व्यक्ति के पथ प्रदर्शक के रूप में कार्य करते हैं "मूल्य" अथवा "वैल्यूज" के नाम से जाने जाते हैं। व्यक्ति के मूल्य इस बात के दर्पण होते हैं कि वे अपनी सीमित शक्ति व समय में क्या करना चाहते हैं। जीवन के पथ-प्रदर्शक के रूप में मूल्य अनुभवों के साथ-साथ और अधिक परिपक्व होते जाते हैं। सामान्य रूप से मूल्यों का प्रयोग व्यक्ति की रुचियों, प्रेरणाओं एवं अभिवृत्ति के मापन हेतु किया जाता है अर्थात् मूल्य व्यक्ति की रुचियों, अभिवृत्तियों प्रेरणाओं की ओर इंगित करते हैं। मूल्यों की व्याख्या एवं विवेचना अलग-अलग विद्वानों के द्वारा अलग-अलग तरह से की गई है।

ब्राइट मैन (1958) के अनुसार— मूल्य से हमारा आशय किसी पसन्द, पुरस्कार, वांछित पहुँचया आनन्द से है। किसी क्रिया या वांछित वस्तु का वास्तविक अनुभवों पर आनन्द प्राप्त करना ही मूल्य समझा जाता है अर्थात् मूल्य में समस्त सुखदायी भावनाएँ निहित होती हैं। किसी भी परिस्थिति या विशिष्ट समय में जिनके द्वारा व्यक्ति को आनन्द की अनुभूति होती है।

बी०एस० सन्याल (1962) ने समस्त दार्शनिक परिभाषाओं के अध्ययन के पश्चात् यह बताया कि मूल्य आंशिक रूप से भाव या तर्क से सम्बन्धित होते हैं जो स्थिर प्रकृति के होते हैं। जी०ई० मूर व चार्ल्स मौरिस ने मूल्यों की जटिलता को देखते हुए कहा कि मूल्य जैसे प्रत्यय की परिभाषा करना अत्यन्त ही कठिन कार्य है। मूल्यों की दार्शनिक परिभाषा इस भावना, संवेग, चियों एवं अरुचियों के सन्दर्भ में स्वीकार करती है। मूल्यों के मनोवैज्ञानिक स्वरूप की व्याख्या करते हुए मर्फी, मर्फी एवं न्यूकौम्ब (1937) का मत है कि "मूल्य सामान्य रूप से किसी उद्देश्य की प्राप्ति का एक विन्यास है।" आल्पोर्ट (1951) के मतानुसार, 'मूल्य वह क्रिया है जो किसी उद्दीपक से उद्दीप्त होती है।' कलकहोन (1961) के शब्दों में 'मूल्य इच्छाओं के वे प्रत्यय है जो चयनात्मक व्यवहार के लिए महत्वपूर्ण होते हैं।' यह एक विशेष प्रकार की अभिवृत्तियाँ भी होती हैं जो प्रतिमानों के रूप में कार्य करती हैं तथा जिनके द्वारा निर्णयों का मूल्यांकन होता है। अतएव विद्वानों की दृष्टि में मूल्य भावनाओं, विन्यासों क्रियाओं या अभिवृत्ति की उत्पत्ति है।

व्यक्तित्व के निर्माण में मूल्यों का महत्वपूर्ण स्थान होता है। एक व्यक्ति का व्यक्तित्व अन्य पक्षों के साथ-साथ विभिन्न प्रकार के मूल्यों का संगठन होता है। प्रताप एवं श्रीवास्तव (1982) ने मूल्यों को व्यक्तित्व निर्माण के संगठन में महत्वपूर्ण माना है। रेसूचर (1969) ने मूल्यों को योग्यताओं, व्यवहार व किसी विशिष्ट उद्देश्यों के प्रति समर्पित होना माना है। कोई भी कार्य जो किसी व्यक्ति की इच्छा पूर्ति करता है, सामान्य रूप से मूल्य के रूप में माना जाता है।

वह व्यक्ति की मूल प्रवृत्तियों, रुचियों एवं अभिव्यक्तियों को इंगित करता है।

स्प्रेन्जर (1928) ने मूल्यों को एक व्यक्ति की अंतर्निहित प्रेरणाओं एवं रुचियों के रूप में परिभाषित किया है। कुल्लर होम (1981) के शब्दों में "मूल्य इच्छाओं के वे प्रत्यय हैं, जो चयनात्मक व्यवहार के लिए आवश्यक होते हैं"। ये एक प्रकार की अभिवृत्तियाँ भी होती हैं जो प्रतिमानों के रूप में कार्य करती हैं तथा जिनके द्वारा निर्णयों का मूल्यांकन होता है। मूल्य व्यक्ति के जीवन में बहुत महत्वपूर्ण भूमिका अदा करते हैं। ये वे इच्छायें होती हैं जो कि एक समाज के द्वारा स्वीकृत होती हैं। मूल्य वह मापित स्तर है जिसके द्वारा व्यक्ति अपनी इच्छाओं से प्रभावित होकर उपलब्ध विकल्पों में से किसी एक का चयन करता है। परिभाषा स्प्रेन्जर ने मूल्यों को एक व्यक्ति की अंतर्निहित प्रेरणाओं के रूप में परिभाषित किया है तथा छः वर्गों में विभक्त किया।

ये हैं —





1. सैद्धान्तिक मूल्य,
2. आर्थिक मूल्य,
3. सौन्दर्यात्मक मूल्य,
4. सामाजिक मूल्य,
5. राजनैतिक मूल्य,
6. धार्मिक मूल्य।

आल्पोर्ट के अनुसार, "मूल्य वे विश्वास हैं जिन पर व्यक्ति प्राथमिकता से कार्य करता है।"

फ्लिंक (Flink) ने मूल्यों की अनेक परिभाषाओं का अध्ययन करने के बाद कहा कि मूल्य वे मानक हैं जिनसे कार्य करने के विभिन्न विकल्पों में व्यक्ति का चयन प्रभावित होता है।

पैपर (Pepper Stephen C.) ने मूल्यों को रुचियों, आनन्दों, पसन्दों, प्राथमिकताओं, कर्तव्यों, नैतिक दायित्वों, इच्छाओं, आवश्यकताओं, मांगों, आकर्षणों तथा चयनित अभिमुखता की अन्य अनेक प्रकारों के रूप में परिभाषित किया है। जुंग ने कहा है कि जिस प्रकार अन्य प्रत्ययों को मापा जा सकता है। उसी प्रकार मूल्यों को भी मापा जा सकता है। जिस प्रकार किसी व्यवसाय में होने वाले लाभ को मुद्रा के द्वारा मापा जा सकता है उसी प्रकार किसी व्यक्ति के क्या जीवन मूल्य है यह उसके द्वारा किए जाने वाले व्यवहार के द्वारा ज्ञात किये जा सकते हैं। मूरे (1975) ने अपने अध्ययन में कहा कि मूल्य व्यक्ति से भिन्न हो सकते हैं। रोकिक के मतानुसार किसी भी व्यक्ति के मूल्यों की तुलना वरीयता क्रम के द्वारा की जा सकती है। मूल्य एक विश्वास है जो कि व्यक्ति के वरीयता क्रम के द्वारा निर्धारित होता है। आल्पोर्ट, बर्नन, लिण्डेजे के द्वारा मूल्यों के मापन के लिए बनाया गया है तथा उन्हीं मूल्यों को अपने जीवन में अपनाने की कोशिश करता है तथा किसी वस्तु, व्यक्ति आदि के विषय में किस प्रकार का दृष्टिकोण बच्चे द्वारा अपनाया जायेगा इसका निर्धारण भी परिवार के सदस्यों तथा माता-पिता के दृष्टिकोण के ऊपर निर्भर करता है।

प्रस्तुत शोध में दो मूल्यों को ही लिया गया है—

1. ईमानदारी
2. मानवता

**शोध अध्ययन के उद्देश्य—** उद्देश्य के अभाव में कोई भी कार्य करना रेत को मुठठी में पकड़ने के समान है क्योंकि संस्कृत में कहा जाता है कि "प्रयोजन बिना मन्दोषपि न प्रवर्तते" अर्थात् बिना किसी उद्देश्य के तो मूर्ख भी प्रयत्न नहीं कर सकता है। प्रत्येक अध्ययन के लिए न्यादर्ष के चुनाव से लेकर प्राप्त निष्कर्षों तक समस्त प्रक्रिया का सम्पन्न तभी हो सकता है जब इसका उद्देश्य निश्चित हों।

**शोध अध्ययन के लिए निम्न उद्देश्य का निर्धारण किया गया है—**

1. माध्यमिक स्तर में अध्ययनरत् विद्यार्थियों के बीच नैतिक मूल्यों का अध्ययन करना है।
2. माध्यमिक स्तर में अध्ययनरत् विद्यार्थियों के मूल्यों की तुलना करना।



**शोध की परिकल्पना :** प्रस्तुत शोध अध्ययन के उद्देश्यों की प्राप्ति हेतु निम्नलिखित परिकल्पनाओं का निर्धारण किया गया है।

1. ग्रामीण एवं शहरी क्षेत्र के विद्यार्थियों के मूल्यांकों में कोई सार्थक अन्तर नहीं है।

### शोध अध्ययन की परिसीमायें :

प्रस्तुत शोध पत्र में केवल उत्तर प्रदेश के ललितपुर के ग्रामीण एवं शहरी क्षेत्र के विद्यार्थियों को लिया गया है।

प्रस्तुत शोध पत्र में केवल उत्तर प्रदेश के ललितपुर के ग्रामीण एवं शहरी क्षेत्र के माध्यमिक स्तर के विद्यार्थियों को लिया गया है।

**शोध अधिकल्प—**न्यादर्श समूचे इकाईयों से चुनी गई कुछ ऐसी इकाईयों का समूह होता है, जो समष्टि का पर्याप्त प्रतिनिधित्व करता है।

शोध अध्ययन हेतु ग्रामीण एवं शहरी क्षेत्र माध्यमिक स्तर के कक्षा 10 वीं के 50 – 50 छात्रों को लिया गया है।

प्रश्नावली— नैतिक मूल्य परीक्षण के लिए विद्या भारतीय प्रकाशन का एल0एन0 दुबे का नैतिक मूल्य परीक्षण प्रश्नावली ली गई है।

सांख्यिकीय गणना—

विद्यार्थी	ग्रामीण क्षेत्र के छात्रों की संख्या	शहरी क्षेत्र के छात्रों की संख्या
छात्र	25	25
छात्राएँ	25	25
ईमानदारी का गुण का औसत	09.55	8.2
मानवता का गुण का औसत	11.1	7.05

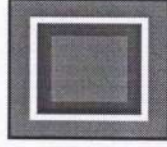
(प्रस्तुत आकड़ों मेरे शोध कार्य में एकत्रित आँकड़ों को लिया गया है।)

उपरोक्त सारणी से निष्कर्ष प्राप्त होता है कि ग्रामीण क्षेत्र के छात्रों में ईमानदारी एवं मानवता का गुण शहरी क्षेत्र के छात्रों की तुलना में श्रेष्ठ है।

निष्कर्ष—: परिणाम हमारी शोध परिकल्पना के विपरीत है।

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प्राचार्य

भगवान आदिनाथ कॉलेज ऑफ एजुकेशन  
भईरा, लालितपुर (२०२०)

## शहरी और ग्रामीण क्षेत्र के विद्यार्थियों के व्यक्तित्व गुणों का तुलनात्मक अध्ययन

### सारांश

उत्तर प्रदेश के ललितपुर शहर के शहरी और ग्रामीण क्षेत्र में अध्ययन कक्षा 10वीं एवं 9वीं के कला वर्ग के विद्यार्थी प्रस्तुत शोध का आधार है। इस शोध में एस. डी. कपूर व्यक्तित्व परीक्षण का प्रयोग किया गया है। इस शोध में 400 विद्यार्थियों का अध्ययन किया गया है। विद्यार्थियों को 200 की संख्या में शहरी तथा ग्रामीण ऐसे दो वर्गों में विभाजित किया गया। शोध में पाया गया कि शहरी क्षेत्र में अध्ययनरत छात्रों तथा ग्रामीण क्षेत्र में अध्ययनरत छात्रों के व्यक्तित्व में सार्थक अंतर है।

### प्रस्तावना

**व्यक्तित्व :** मानसिक शिक्षा विज्ञान के विकास ने व्यक्तित्व की पुरानी अवधारणाओं को बदल दिया है। गैरिसन, कार्ल सी. और अन्य ने लिखा है- "व्यक्तित्व संपूर्ण मनुष्य है, उसकी स्वाभाविक अभिरुचि तथा क्षमताएँ और उसके भूतकाल में अर्जित किये गए ज्ञान, इन कारकों का संगठन तथा समन्वय व्यवहार प्रतिमानों, आदर्श, मूल्यों तथा अपेक्षाओं की विशेषताओं से पूर्ण होता है।"

व्यक्तित्व का कोई स्थायी प्रत्यय नहीं है। समय-समय पर व्यक्तित्व का स्वरूप बदलता रहता है। वास्तव में व्यक्तित्व उस ढंग को कहते हैं, जिसके द्वारा कोई व्यक्ति अपने परिवेश के साथ अनुकूलन करता है। इसी आधार पर कहा जा सकता है कि यदि किसी व्यक्ति का अपने परिवेश के साथ अनुकूलन है तो उसका व्यक्तित्व उत्तम है। व्यक्तित्व सदैव ही व्यवहार द्वारा ज्ञात होता है। व्यवहार व्यक्तित्व का बाहरी रूप है। व्यवहार में जितना अधिक संकलन होगा उतना ही सुदृढ़ व्यक्तित्व माना जाएगा।

जैसे-जैसे समय बीतता गया वैसे-वैसे पर्सोना शब्द का परिवर्तित होता चला गया। चौदहवीं शताब्दी में मनुष्य की मुख्य विशेषताओं का उल्लेख करने के लिए एक नए शब्द की आवश्यकता का अनुभव किया जाने लगा। इन आवश्यकताओं का पूर्ण करने के लिए पर्सोना को पर्सनेल्टी शब्द में तब्दील कर दिया गया।

प्राचीन मतानुसार व्यक्तित्व शब्द का अंग्रेजी शब्द Personality का हिंदी रूपांतरण है। Personality शब्द लैटिन भाषा के Persona से विकसित हुआ है, जिसका अर्थ नकली चेहरा है।

**आधुनिक मत :** व्यक्ति और व्यक्तित्व दोनों ही अलग-अलग शब्द हैं, जिनका एक दूसरे से अकाट्य संबंध होते हुए बहुत विभेद है। यदि ध्यानपूर्वक विचार किया जाए तो स्पष्ट होता है कि प्रत्येक व्यक्ति अपने गुणों से अन्य को प्रभावित करता है और अन्य लोगों से प्रभावित होता है। अतः वर्तमान समय में व्यक्तित्व को मध्यवर्ती के रूप में माना जा रहा है। कुछ प्रमुख मनोवैज्ञानिकों के

राजेश साकोरीकर

विचारों को स्पष्ट करेंगे जिन्होंने मध्यवर्ती चरों को मानकर व्यक्ति के स्वरूप को स्पष्ट किया है।

व्यक्तित्व के संबंध में विभिन्न शिक्षाशास्त्रियों के द्वारा दी गई परिभाषाएँ निम्न हैं -

**मन के अनुसार** - व्यक्तित्व एक व्यक्ति के गठन, व्यवहार के तरीकों, रुचियों, दृष्टिकोणों, क्षमताओं और तरीकों का सबसे विशिष्ट संगठन है।

**वारेन के अनुसार** - व्यक्तित्व व्यक्ति का संपूर्ण मानसिक संगठन, है जो उसके विकास की किसी भी अवस्था में होता है।

**रैक्स के अनुसार** - व्यक्तित्व समाज द्वारा मान्य तथा अमान्य गुणों का संगठन है।

**मार्टन प्रिंस के शब्दों में** 'व्यक्तित्व समस्त शारीरिक तथा अर्जित वृत्तियों का योग है।'

आल्पोर्ट द्वारा दी गई व्यक्तित्व की परिभाषा काफी समग्र तथा संतोषजनक है। आल्पोर्ट के की परिभाषा के अनुसार "व्यक्तित्व व्यक्ति की उन मनोभौतिक पद्धतियों का गतिशील संगठन है जो पर्यावरण के प्रति अपूर्व समायोजन स्थापित करता है।"

आज भी अधिकांश मनोवैज्ञानिक इस परिभाषा को प्रत्यक्ष या परोक्ष रूप से मानते हैं। अतः हम आल्पोर्ट की परिभाषा के विश्लेषण द्वारा व्यक्तित्व का सही स्वरूप निम्नानुसार स्पष्ट कर सकते हैं-

### मनोदैहिक शीलगुण -

आल्पोर्ट की परिभाषा में एक आवश्यक बात यह कही गई है कि व्यक्तित्व का संबंध शारीरिक तथा मानसिक प्रणालियों से है। सतही परिभाषा में केवल शारीरिक शीलगुणों पर बल दिया गया और तात्त्विक परिभाषा में केवल मानसिक शीलगुणों पर। परंतु आल्पोर्ट ने इन दोनों शीलगुणों पर बल दिया और कहा कि व्यक्तित्व का संबंध मनोदैहिक शीलगुणों से है। इस प्रकार उन्होंने व्यक्तित्व का समग्र तथा समन्वित रूप प्रस्तुत किया, जिसे अन्य मनोवैज्ञानिकों ने सहर्ष स्वीकार किया।

### संगठन -

इस परिभाषा में संगठन शब्द बहुत सार्थक एवं मूल्यवान है। आल्पोर्ट ने कहा कि व्यक्तित्व व्यक्ति के शीलगुणों का योगफल नहीं, बल्कि एक विशेष संगठन है। यदि व्यक्तित्व वास्तव में शीलगुणों का योगफल होता तो सभी व्यक्तियों के व्यवहार एवं अभियोजन समान होते; क्योंकि सभी व्यक्ति शीलगुण या विशेषक गुण के दृष्टिकोण से समान होते हैं। इसलिए आल्पोर्ट ने कहा कि भिन्न-भिन्न व्यक्तियों के शीलगुणों में समानता होते हुए भी उनके विशिष्ट संगठन के कारण प्रत्येक व्यक्ति का व्यवहार या अभियोजन भिन्न हो जाता है। आल्पोर्ट का यह विचार सर्वमान्य है।

### गत्यात्मकता -

आल्पोर्ट के अनुसार मनोदैहिक शीलगुणों का यह संगठन स्थिर नहीं है, बल्कि गत्यात्मक है। परिवर्तनशील वातावरण में व्यक्तित्व-संगठन में भी परिवर्तन हो सकता है। एक व्यक्ति एक परिस्थिति में ईमानदार और दूसरी परिस्थिति में बेईमान प्रमाणित हो सकता है। एक व्यक्ति एक परिस्थिति में निर्दय और दूसरी परिस्थिति में दयालु सिद्ध हो सकता है। अतः व्यक्तित्व संगठन में गत्यात्मकता का गुण पाया जाता है। परंतु, इसके साथ-साथ व्यक्तित्व संगठन में संगति या स्थिरता भी पाई जाती है। यह सत्य है कि एक व्यक्ति एक परिस्थिति में ईमानदार और दूसरी परिस्थिति में बेईमान बन जाता है। परंतु यह भी असत्य नहीं है कि ईमानदार व्यक्ति अधिकांश परिस्थितियों में ईमानदार ही रहता है केवल कुछ विशेष परिस्थितियों में बेईमान बन सकता है, इसी प्रकार बेईमान व्यक्ति अधिकांश परिस्थितियों में बेईमान रहता है। केवल यदा-कदा ईमानदार बन सकता है। एक लज्जालु व्यक्ति अधिकांश परिस्थितियों में लज्जालु और एक आक्रमणशील व्यक्ति अधिक परिस्थितियों में आक्रमणशील ही रहेगा। अतः प्रमाणित हुआ कि



व्यक्तित्व संगठन में एक ओर स्थिरता तथा दूसरी ओर गत्यात्कता की विशेषता पाई जाती है। इस प्रकार, आल्पोर्ट ने व्यक्तित्व निर्माण में परिवर्तनशील वातावरण के महत्व को स्वीकार किया और व्यक्तित्व के अभियोजन पक्ष पर बल दिया है।

### अपूर्व अभियोजन -

आल्पोर्ट के अनुसार व्यक्ति का व्यवहार या अभियोजन अपूर्व होता है। एक ही वातावरण में भिन्न-भिन्न व्यक्तियों के अभियोजन में भिन्नता होती है। दो व्यक्तियों के अभियोजन में कोई समानता नहीं दीख पड़ती है। इसे व्यक्तित्व की अपूर्वता कहते हैं। आल्पोर्ट ने अपने इस विचार के पक्ष में तर्क दिया कि एक ही ताप में अण्डा जम जाता है और घी पिघल जाता है। समान वातावरण में दोनों के अभियोजन के इस अंतर का कारण उनकी विशिष्ट आंतरिक संरचना है। ठीक इसी तरह मनोदैहिक शीलगुणों के विशिष्ट संगठन के कारण समान वातावरण में भी प्रत्येक व्यक्ति का अभियोजन अपूर्व तथा बेमिसाल बन जाता है।

आल्पोर्ट की इस परिभाषा से व्यक्तित्व का वास्तविक स्वरूप बहुत अंशों में स्पष्ट हो जाता है। लेकिन अपूर्वता के प्रत्यय को लेकर कुछ मनोवैज्ञानिकों ने उनकी आलोचना की और कहा कि व्यक्ति का व्यक्तित्व पूर्णतः अपूर्व नहीं होता है। कलकहीन आदि ने दावा किया है कि "प्रत्येक व्यक्ति कुछ अंशों में सभी अन्य व्यक्तियों के समान होता है, कुछ अंशों में कुछ लोगों के समान होता है और कुछ अंशों में सबों से भिन्न होता है। आल्पोर्ट ने स्वयं अपनी भूल महसूस की और 1961 में अपनी मौलिक परिभाषा (1937) में थोड़ा परिमार्जन कर 'अपूर्व अभियोजन' के स्थान पर 'विशिष्ट व्यवहार एवं विचार' शब्द को अपनी परिभाषा में शामिल किया और कहा कि, "व्यक्तित्व व्यक्ति के अंतर्गत उन मनोदैहिक शीलगुणों का गत्यात्मक संगठन है, जो उसके विशिष्ट व्यवहार एवं विचार को निर्धारित करते हैं।" आल्पोर्ट की यह परिमार्जित परिभाषा अन्य परिभाषाओं की अपेक्षा अधिक स्पष्ट, समग्र तथा संतोषजनक है। अन्य मनोवैज्ञानिकों ने प्रत्यक्ष या परोक्ष रूप से व्यक्तित्व की इस परिभाषा का समर्थन किया है। सैनफोर्ड ने कहा है, "मानव की टिकाऊ विशेषताओं का अपूर्व संगठन ही व्यक्तित्व है। हिल्गार्ड, ऐटकिंसन, एवं ऐटकिंसन ने व्यक्तित्व के अभियोजन-पक्ष पर बल देकर आल्पोर्ट की परिभाषा का महत्व बढ़ा दिया है।

"आर.बी. कैटल ने 1956 में व्यक्तित्व के 16 कारकों के मापन के लिए परीक्षण का निर्माण किया इनमें प्रत्येक कारक द्विध्रुवीय विमा के रूप में है। इस परीक्षण के द्वारा व्यक्तित्व का कम समय में विस्तार से मापन किया जाता है। वर्तमान शोध में इस परीक्षण द्वारा जिन 16 कारकों का मापन किया गया है, वे निम्नलिखित हैं -

1. उत्साही एकाकी - (Outgoing-Reserved) (ए)
2. अधिक बुद्धिमान - (More Intelligent-Less Intelligent) (बी)
3. स्थिर-संवेगात्मक - (Stable-Emotional) (सी)
4. दृढ़-नम्र - (Assertive-Humble) (ई)
5. मुँह-सौम्य - (Happy-go-lucky-Sober) (एफ)
6. आध्यात्मिक सांसारिक - (Conscientious-Expensive) (जी)
7. समाजी संकोची - (Venturesome-Shy) (एच)
8. संवेदनशील-निष्ठुर - (Tenderminded-Tough-Minded) (आई)
9. शंकालु-विश्वस्त - (Suspicious-Trusting) (एल)
10. कल्पनाकुशल-यथार्थवादी - (Imaginatives-Practical) (एम)
11. व्यवहारकुशल - सामान्य - (Shrewd-Forthright) (एन)
12. चिंतित - आत्मविश्वासी - (Apprehensive-Placid) (ओ)

13. आधुनिक - रूढ़िवादी - (Experimentive- Conservative ) (क्यू 1)
14. स्वआधारित -समूह नियंत्रित - (Self-sufficient- Group tied) (क्यू 2)
15. नियन्त्रित - अन्तर्द्वन्द्वी -(Controlled-Casual) (क्यू 3)
16. तनावयुक्त -तनावमुक्त -(Tense-Relaxed) (क्यू 4)

2- स्टैगर तथा कारवोस्की ने व्यक्तित्व को उद्दीपन तथा अनुक्रिया के बीच मध्यवर्ती अवस्था माना है। उन्होंने लिखा है- “व्यक्तित्व अभिप्रेरणों तथा प्रत्यक्षों का ऐसा विलक्षण प्रतिरूप है, जिसमें एक विशिष्ट व्यक्ति का पता चलता है।” आपने विस्तृत रूप से व्यक्तित्व की परिभाषा करते हुए लिखा है- “वास्तविक व्यक्तित्व किसी विशेष व्यक्ति की बाह्य अनुक्रिया का प्रतिमान मात्र नहीं होता और न एक व्यक्ति के सामाजिक प्रभाव होते हैं। वस्तुतः व्यक्तित्व प्रेरकों, संवेगों, प्रत्यक्षों तथा स्मृतियों का ऐसा आंतरिक संगठन होता है, जो व्यवहार की दिशा को निर्धारित करता है।

3- मनोवैज्ञानिक एडवर्ड्स ने व्यक्तित्व माँगों के आधार पर व्यक्तित्व मापन का एक उपकरण भी तैयार किया है जिसे एडवर्ड्स पर्सनल प्रीफरेन्स शैड्यूल कहते हैं। इसमें 15 व्यक्तित्व माँगों को सम्मिलित किया गया है। ये 15 माँगें निम्नलिखित हैं-

1. संप्रति की माँग
2. स्वीकृति की माँग
3. व्यवस्था की माँग
- दर्शन की माँग
5. स्वायत्तता की माँग
6. सानिध्य की माँग
7. परिहार की माँग
8. पराश्रय की माँग
9. प्रभुत्व की माँग
10. आत्महीनता की माँग
11. परोकार की माँग
12. प्रतिक्रिया की माँग
13. सहनशीलता की माँग
14. वैभिन्नता की माँग
15. आक्रामता की माँग

मा. ऋ आधार पर व्यक्तित्व की व्याख्या भी सभी मनोवैज्ञानिकों को मान्य नहीं है। यह बात तो सही है कि मनुष्य की जन्मजात माँगों उसे उनकी पूर्ति के लिए प्रेरित करती है, परंतु ये तो सब मनुष्यों में समान होती है उनके आधार पर उनके आधार पर उनके व्यक्तित्व में भेद कैसे किया जा सकता है और पर्यावरणीय माँगों का विस्तार इतना अधिक होता है कि उनकी पूर्ति के लिए किए गए प्रयत्न एवं तरीकों के आधार पर व्यक्तित्व की पहचान करना एकदम असंभव होता है। फिर मनोवैज्ञानिकों ने माँगों की जो सूचियाँ तैयार की हैं वे भी अपने में स्पष्ट नहीं हैं सभी माँगें एक-दूसरे से गुंथी-बंधी हैं। अतः यह सिद्धांत भी भ्रामक है।

शोध का उद्देश्य -

शोध का उद्देश्य शहरी एवं ग्रामीण क्षेत्र में अध्ययनरत छात्रों के व्यक्तित्व के आधार पर तुलना करना है।

**परिकल्पना -**

शहरी एवं ग्रामीण क्षेत्र में अध्ययनरत छात्रों के व्यक्तित्व गुणों में सार्थक अंतर नहीं है।

**शोध की परिसीमा -**

1. शोध में केवल उत्तर प्रदेश के ललितपुर जिले के शहरी एवं ग्रामीण क्षेत्र के विद्यालय में अध्ययनरत विद्यार्थियों को लिया जाएगा।
2. शोध में केवल उत्तर प्रदेश के ललितपुर जिले के शहरी एवं ग्रामीण क्षेत्र के राजकीय एवं अराजकीय विद्यालय में अध्ययनरत विद्यार्थियों को लिया जाएगा।
3. शोध में केवल उत्तर प्रदेश के ललितपुर जिले के शहरी एवं ग्रामीण क्षेत्र के माध्यमिक विद्यालय में अध्ययनरत विद्यार्थियों को लिया जाएगा।
4. शोध में केवल उत्तर प्रदेश के ललितपुर जिले के शहरी एवं ग्रामीण क्षेत्र के माध्यमिक विद्यालय में अध्ययनरत केवल कला वर्ग विद्यार्थियों को लिया जाएगा।

**शोध अध्ययन में उपकरण(TOOLS & TECHNIQUES OF RESEARCH)-**

शोध में एस. डी. कपूर व्यक्तित्व परीक्षण मापनी का प्रयोग किया जाएगा।

**विधि -**

शोध में प्रयुक्त आँकड़ों का एस. डी. कपूर की प्रश्नावली की सहायता से प्राप्त किए।

**विश्लेषण-**

प्राप्त आँकड़ों का विश्लेषण मध्यमान, मानक विचलन एवं टी- टेस्ट की सहायता से किया।

शहरी क्षेत्र के विद्यार्थी	मध्यमान	मानक विचलन	मानक त्रुटि	ग्रामीण क्षेत्र के विद्यार्थी	मध्यमान	मानक विचलन	मानक त्रुटि	टी- मान
200	100.25	15.90	1.12	200	67.12	9.27	0.66	25.45

**निष्कर्ष-**

उपरोक्त आँकड़ों के आधार पर यह कहा जा सकता है कि शहरी एवं ग्रामीण क्षेत्र में अध्ययनरत विद्यार्थियों के व्यक्तित्व गुणों में सार्थक अंतर है।

**संदर्भ ग्रंथ-सूची**

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# The importance of Innovation in Teaching and Learning – Trends in the 21<sup>st</sup> Century

Dr. Rohit Kumar\*

## ABSTRACT

"In education, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education" – B.K. Passi.

In the twenty-first century, significant changes are occurring related to new scientific discoveries, informatization, and globalization, the development of astronautics, robotics, and artificial intelligence. The twenty-first century is rapidly changing. New technology introduces day by day. Teaching is more challenging. We need to change the teaching method according to the changing world. In the 19th century and 20th century, the information resources were only books for the students. But now there are many means of information all around us. An age in which wireless internet means we are literally surrounded by information, we no longer need students in rows facing the teacher. For primary education, interactive learning is a great way of education for rising stars (age 5-12 years). Interactive learning styles comprise of mind mapping, flipped learning and remote learning. The pursuit of 21st century skills – collaborative problem-solving, IT, information and economic literacy – require 21st century teaching methods. The role of teachers can no longer be to impart knowledge but to guide, discuss and, of course, measure the progress of students so that they know when more support is needed. Today, innovative schools are designing classrooms for the pursuit of knowledge, rather than its conveyance, and even doing away with them altogether.

**Keyword-** Importance of Innovations in Teaching and Learning in 21 Century

## INTRODUCTION

Education is an important component of every society which could significantly contribute to a country's economic, social development. In an era where technology enhancements and innovations are in their prime, there are many opportunities for innovative learning and teaching methodologies. Traditional teaching methods were primarily based on a teacher explaining a topic of a textbook; students were not active participants in the class. New teaching methods, however, encourage the students to take an active role in the class to awaken their curiosity and creativity.

Education plays an important and critical role globally in developing a skilled workforce. For many decades, the use of textbooks has been the traditional method of instruction; however, the emergence and implementation of teaching effectiveness assessment techniques has revealed that most students do not absorb the course content up to the expected level.

In 21st century teachers need to serve as a guide or mentor for their students, not as the all-knowing sage providing them with all their information. With so much access to resources of all kinds, children are invariably going to know more than teachers on different topics, and be a step

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ahead of the technology in use. Teachers need to be empowered as facilitators and motivators for learning, so that they can empower their students in turn.

This shift is great news for teachers. Instead of struggling to give kids all the information they need to succeed in areas the teacher knows little about, they can support students as they make their own steps into different fields. It's about preparing kids to go beyond their parents and teachers, making sure they have the skills to do it, and then helping along the way as they build confidence to achieve.

This means teachers need to be forward-thinking, curious and flexible. Teachers must be learners: learning new ways of teaching, and learning alongside their students. Simply asking questions like "what will my students need twenty or fifty years from now? How can I help give them those skills?" can change your mindset, make you a leader, and help you bring about change in your classroom, school and community. In a time when mental health and wellbeing is one of the biggest challenges facing young people, a 21st century education can give students the skills they need both for now and for the future. Skills like communication, critical thinking and EQ go beyond the workplace: they can help people through the most difficult times of their life. Finding your passion, doing it well, having a sense of purpose and focus, and being able to control your own work and life are all significant steps on the path to wellbeing.

A 21st century education is about giving students the skills they need to succeed in this new world, and helping them grow the confidence to practice those skills. With so much information readily available to them, 21st century skills focus more on making sense of that information, sharing and using it in smart ways.

The coalition P21 (Partnership for 21st Century Learning) has identified four 'Skills for Today':

- **Creativity**
- **Critical thinking**
- **Communication**
- **Collaboration**

These four themes are not to be understood as units or even subjects, but as themes that should be overlaid across all curriculum mapping and strategic planning. They should be part of every lesson in the same way as literacy and numeracy.

Creativity is about thinking through information in new ways, making new connections and coming up with innovative solutions to problems. Critical thinking is about analysing information and critiquing claims. Communication is understanding things well enough to share them clearly with other people. Collaboration is about teamwork and the collective genius of a group that is more than the sum of its parts.

There are other skills that are important, which fall within these four areas. Entrepreneurship can be considered a skill of its own. Inquiry and problem solving are key. Emotional intelligence (EQ) is one of the most important keys to successful work and relationships. The bottom line? Education needs to be all about empowering students with transferable skills that will hold up to a rapidly changing world, not prescribed content that has been chosen for its past relevance.

The ability to think critically and creatively, to collaborate with others, and to communicate clearly sets students up for success in their careers, but also empowers them to lead happier, healthier lives.

Bringing your school into the 21st century requires taking the lead instead of trailing behind, actively seeking out new ways of doing things and staying in touch with the world outside of the education system. Change on a broad scale requires leadership in the classroom and across the school community, but every teacher can take steps immediately to help their students succeed.

  
प्राचार्य

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महाराष्ट्र, रत्नपुर (३०५०)

### Difference the past traditional teaching and present era-

In a traditional classroom, students sit in rows at individual desks or small tables, facing the teacher. There's a very good reason for this: they are designed so that teachers can efficiently transmit information to groups of students. This made sense when teachers were students' most accessible information sources. But in an age in which wireless internet means we are literally surrounded by information, we no longer need students in rows facing the teacher. The pursuit of 21st century skills – collaborative problem-solving, IT, information and economic literacy – require 21st century teaching methods. The role of teachers can no longer be to impart knowledge but to guide, discuss and, of course, measure the progress of students so that they know when more support is needed. Today, innovative schools are designing classrooms for the pursuit of knowledge, rather than its conveyance, and even doing away with them altogether.

In a traditional classroom, teacher in the central part of the class room and main sources of information is the book. But in present scenario teacher is only guide and mentor of the students.

Today, innovative schools are designing classrooms for the pursuit of knowledge, rather than its conveyance, and even doing away with them altogether.

### TRENDS IN 21ST CENTURY EDUCATION

For primary education, the interactive learning is a great way of education for rising stars (age 5-12 years). The interactive learning styles comprise of mind mapping, flipped learning and remote learning.

- (a) **Mind-maps** being graphics and visual makes learning fun and interactive. The current hyperactive generation studying in preschools and primary finds it easy to grasp and recall information. Also, it opens up imaginations in their minds since the entire mind-map is prepared using circled ideas linked together with lines, the same way a human mind functions.
- (b) **Flipped learning** is a blended learning where students study the concepts at their home from tutorials and video lectures. Such online learning provides comfort to all – students, tutors and parents.
- (c) **Remote learning** is kind of flipped learning where tutor provides assistance/tutoring to the students online from the remote location. Here, students can avoid going to schools or educational institutes and still can attend classes virtually.

### There are 5 Emerging Trends in 21st-Century Education

1. App Innovation and Gamification.
2. Digital Literacy.
3. Library Media Specialists.
4. Self-Directed Professional Development.
5. Collaborative Learning.

#### 1. App Innovation and Gamification:

As a result of the recent explosion in education-related apps, educators can decipher students' interests, academic passions and "trouble spots" more readily and in real-time to differentiate and fine-tune instruction. MIT App Inventor, for example, enables students to create their own apps in the comfort of their classrooms. The app offers training for students, a forum and additional support for educators, and a "challenge" for students to create their own apps. At the same time, education-related games that enhance skills in English language arts and other subjects have exploded in popularity, such as "Mathalicious"

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and "Get the Math," which provide practical, true-to-life experiences. As students become comfortable utilizing online games to learn, educators can entice students via new apps to fine-tune skill-specific areas, such as mathematics and science.

## 2. Digital Literacy

Creating a digital literacy curriculum can be based on students' developmental stages, and educators should be cognizant of both the risks (such as distractions) and myriad learning opportunities that technology integration and utilization in the classroom may provide. With increasing numbers of teachers using technology in the classroom and schools permitting students to become engaged with content via digital literacy, some schools are adopting formal digital literacy curriculum and digital literacy plans. Perhaps as a result, Google has published a plethora of resources about understanding digital literacy and digital citizenship, including YouTube videos, teacher's guides and lesson plans.

Digital literacy may encompass simple student tasks, such as creating classroom presentations, or more intricate, collaborative work, such as video clip creations or posting online "mind-maps" using digital tools. The field of digital literacy will continue to grow in importance in the coming years as new approaches to learning via new technologies are embraced.

## 3. Library Media Specialists

Across the United States, and indeed throughout the world, libraries are increasingly becoming local technology hubs. Since libraries offer myriad services which require some knowledge of technology and how to access the internet, librarians' job descriptions and key responsibilities have drastically changed.

Library Media Specialists today remain informed about new technologies and research methods, and how students (and the general public) integrate digital formats into their work. In a separate, newfound administrative role, Library Media Specialists have many new responsibilities. They not only must establish technology policies and become responsible for budget oversight, but they must also plan the physical and virtual library space, and create a welcoming, positive and innovative atmosphere. Considering how new digital formats should be arranged in new workstations and deciding which specific formats to choose could affect physical layout, budget planning and alignment and common space issues.

They also evaluate and produce information through the active use of a broad range of tools, resources and information technologies, and (particularly at the high school and collegiate levels) may also integrate technology into the curriculum, which requires a keen understanding of how new technologies enhance the learning process for students while adhering to rigorous state standards. Library Media Specialists will continue to grow in importance as technology is integrated into 21st-century school curriculum.

## 4. Self-Directed Professional Development

In recent years, we have seen an increase in self-directed professional development (PD) for educators that includes interactive online webinars, or videos and other content that may be streamed through web browsers. One recently-published article offers a tempting feast of online options for educators to choose from. Since states are increasingly demanding that certified educators update their skills to remain in compliance with ethical and legal guidelines and become familiar with the latest standards, some school districts are turning to self-directed, online modules to provide educators opportunities to complete interactive learning components to remain abreast of the latest developments in education.

SPG

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महाराष्ट्र, जलितपुर (३०५०)

### 5. Collaborative Learning

New applications are making it easier for classroom teachers to be both innovative and interactive, and this trend is expected to grow exponentially in the coming years. From Google Docs to interactive whiteboards to new applications that create quizzes and activities, this is an exciting time for collaborative learning in education.

- Kahoot is one new application worth highlighting. At no cost for educators to download and install, educators may conceive of fun quizzes and learning activities to enhance student engagement. According to one review, this management system enables educators more flexibility in managing students' learning and documenting progress from any device.

"Educreations Interactive Whiteboard" by Edmodo is another way for both educators and students alike to assess, jointly present, or partake in interactive activities. Unlike "Kahoot," however, which is available gratis, the "Educreations Interactive Whiteboard" is available for individual classroom purchase from Edmodo for \$11.99/month.

New technologies have been a boon for school leaders and educators seeking to collaborate and hone their skills. Advancements in technology should continue to enhance collaborative learning, along with improving dynamic group presentations, in 21st-century school settings.

## CONCLUSION

The job of a teacher is a challenging one, encompassing a diverse range of roles and responsibilities. But this does not mean that teachers have skills and qualities that belong exclusively to them: students, too, have long been informally inspiring, advising, supporting and offering a listening ear to their friends and classmates. Indeed, schools are beginning to recognize the potential of harnessing and developing these assets in order to help students to work in complementary ways alongside teachers, enabling them to play a more active part in shaping their own education and that of their peers.

The challenges of the 21st century place demands on young people to be good learners. They need to be resilient learners, able to make mistakes and learn from them. To be independent learners, willing to take ownership of their learning. And to be flexible learners, ready to use different learning strategies to navigate and adapt to a rapidly changing world. If students are to achieve this they must have effective 'teachers of learning', who fully understand the process of learning – and the best way for teachers to achieve this is to become learners themselves.

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प्रकाशक

## स्वतंत्रता भारत में गठित राधाकृष्णन आयोग उच्च शिक्षा में सुधारों एवं उनके सुझावों का अध्ययन

डॉ. रोहित कुमार\*

### प्रस्तावना

स्वतंत्रता के पश्चात भारत को नये रूप से गठित करने का प्रयास शुरू किये गये। किसी भी देश निर्माण में शिक्षा की महात्वपूर्ण भूमिका होती है। ऐसा नहीं है कि देश में आजादी के पूर्व शिक्षा के स्तर में प्रयास नहीं किये गये अंग्रेजों के अपनी सहूलियत के अनुसार शिक्षा में सुधार में प्रयास किये। अंग्रेजों ने अपने व्यापार एवं प्रशासनिक कार्यों को कराने के लिए, उन्हें शिक्षित कामगारों की आवश्यकता थी। उनकी आवश्यकता की पूर्ति के लिए ब्रिटिश शासकों ने भारत में शिक्षा के प्रसार के लिए आयोगों का गठन किया। उच्च स्कोली शिक्षा से उच्च शिक्षा का विस्तार किया। परन्तु आजादी प्राप्त होने के पश्चात नवगठित भारत सरकार ने शिक्षा को अपनी आवश्यकता के अनुरूप बनाने के लिए समय-समय पर अनेक प्रयास किये। इसके लिए भारत सरकार में विद्वानों की अध्यक्षता में कमेटीओं का गठन किया गया और उनके सुझावों के आधार पर भारत की शिक्षा प्रणाली में परिवर्तन किये गये।

स्वतंत्रता के बाद बदलती दुनिया के साथ भारत को आगे बढ़ने के लिए शिक्षा के क्षेत्र में परिवर्तन की आवश्यकता थी। स्वतंत्र भारत की आवश्यकताओं की समीक्षा करने के उद्देश्य तथा उच्च विद्यालयी शिक्षा का पुनर्गठन करने के लिए तत्कालीन भारत सरकार के मुखिया एवं स्वतंत्रता के प्रथम प्रधानमंत्री श्री पं. जवाहरलाल नेहरूजी के 4 नवम्बर 1948 को डा० सर्वपल्ली राधाकृष्णन के नेतृत्व में विश्वविद्यालय शिक्षा आयोग की नियुक्ति की। इस आयोग का राधाकृष्णन कमीशन के नाम से भी जाना जाता है। इस आयोग में 10 सदस्यों को नियुक्त किया गया था। आयोग में डॉ. एस्. आर. राधाकृष्णन (आयोग के अध्यक्ष), डॉ. तारा चंद, डॉ. जेम्स एफ० डफ, डॉ. जाकिर हुसैन, डॉ. अदर ई०, डॉ. ए०एल० मुदालियर, डॉ. मेघानंद साहा, डॉ. कर्म नारायण बहल, डॉ. जान टीग्रेंट और श्री निर्मल कुमार सिद्धांता सम्मिलित थे। आयोग में सम्मिलित विद्वानों के विश्वविद्यालयी शिक्षा का गहन अध्ययन किया और इसमें सुधार के लिए अपने सुझाव प्रस्तुत किये। इन सुझावों का राधा कृष्णन आयोग के नाम से जाना गया।

### राधाकृष्णन आयोग के गठन के उद्देश्य

4 नवम्बर सन् 1948 को शिक्षाविद् राधाकृष्णन की अध्यक्षता में गठित आयोग के गठन के उद्देश्य निम्नलिखित हैं—

\* (पीएच० डी०, यू० जी० सी० नेट, एम० एड०,) विभागाध्यक्ष डी० एल० एड० आदिनाथ कॉलेज आफ एजुकेशन, महारा ललितपुर

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 पुणे

# Communicative Approach for Teaching English

Rohit Kumar\*

## ABSTRACT

The communicative approach be said to be the product of educators and linguists who had grown dissatisfaction with the audio-lingual and grammar-translation methods of foreign language instruction as the students were not learning enough realistic whole language. Communicative language is the product of educators and linguists who had dissatisfied with the approaches or method used to teach or learn a foreign language. They did not know how to communicate using appropriate social language, gestures or expressions. In brief, they were at a loss to communicate in the culture of the language studied. This paper discusses method and material along with role of the teacher in this approach to teaching.

## INTRODUCTION

### Communicative Language Teaching Approach

The importance of interpersonal communication is increasing in today's world. If you are not a good communicator you are not likely to develop into a good teacher. Communication can be considered as a personal process that involves the transfer of information and also involves some behavioral input. It dose not exist without people taking some form of action. It can be very complex or very complex or very simple, very formal or informal – it all depends on the nature of message to be passed and on the relationship between the sender and the receiver.

New the question which comes to our mind is why do we need communication

Some common answers to the questions are:

- It leads to better understanding.
- It helps in building better relationship.
- It is required for trade and commerce.
- It is the basic necessity of human beings.
- It helps in social connectivity

In India students have been studying English language at least since they were in high school. Later in life, students complain about the fact that in spite of having studied a language for several years they are not able to use the language at all. Many language learners know the grammar rules of a language well, but they cannot communicate effectively in that language. It is encouraging to know that this is not entirely the students or teachers fault. It is mostly the consequence of a traditional approach to language teaching with an enormous emphasis on grammar. In the past it was thought that the grammatical rules of memorize hundreds of verb tense and word lists, but they never really learnt how to use the language spontaneously and naturally. The writing and reading skills were also given more importance than listening and speaking. As a result, the overall communicative competence of the students was very poor.

Language is about communicating, not about grammar rules. The communicative approach could be said to be the product of educators and linguists who had grown dissatisfaction with the

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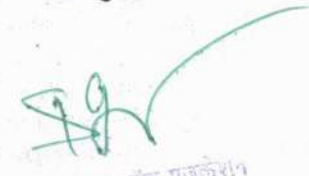
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मईरा, ललितपुर (द०प्र०)

# Viewpoints of Mahatma Gandhi on Role of Teacher Education in Promoting Peace & Non-violence

Nidhi Jain\*

## ABSTRACT

"If we are to reach real peace in this world and if we are to carry on a real war, we shall have to begin with children."

Mahatma

The emergence of global issues and problems infesting humankind in general underlines the fact that we need a new philosophy not only of thinking but also of practicing which is embodied by Gandhian philosophy of peace education. For Gandhi, religious and moral education within an overarching framework of non-violence is complimentary in nature and forms the core of education. Gandhi's thoughts on inequality, social development, education and non-violence, if operationalised, can go a long way to negotiate and overcome not only the socio-economic challenges but also the ethical dilemmas of present times. The present nature and form of education undermines the social goal and obligation of developing a balanced and peaceful society. For Gandhi value education is necessary for moral development of individual whereas peace education is vital for humankind as a whole.

## INTRODUCTION

Gandhi ji was basically a man of action whose major contribution consisted in leading the country's struggle for independence. The Gandhian thought of peace is worldwide acknowledged. The name of Gandhi is synonymous with peace & non-violence. That is why United Nations observe World Peace Day on 2<sup>nd</sup> October, the birth date of Mahatma Gandhi. The contribution of Gandhi to the humanity is incomparable. The present paper is an attempt to locate how he tendered peace education & education for peace within his broad schema on his ideas on education. Gandhi viewed education as vital in the overall development of individual as well as society. Education has to be given to the students so that they can learn and imbibe the ethics of a humanitarian, just and peaceful society i.e. 'Sarvodaya Samaj'.

## PEACE EDUCATION

Peace education can be understood as education for facilitating peace. "a fundamental principle of peace education is education to prevent the suffering and wastage of warfare within the modern era" Harris and Morrison (2003) argue that "peace education, refers to teaching about peace, why it doesn't exist, and how to achieve it" (Harris and Morrison, 2003: 25-26). According to the Peace Education Working Group at UNICEF, peace education "refers to the process of providing the knowledge, skills, attitudes and values ..... to prevent conflict and violence. Hague Peace Conference defines peace education as "a participatory holistic process that includes teaching about democracy and human rights" among other issues.

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For Gandhi, peace can be located in "his revolutionary mode of action which he called *satyagraha*, and his challenging goal of *sarvodaya*, meaning the welfare and good of all, a fuller and richer concept of people's democracy than any we have yet known' (Bose, 1981: 159).

## NON-VIOLENCE

Peace to Gandhi is primarily located in his idea of *Ahimsa* i.e. non-violence however, according to Gupta (1968: 1876), his ideas of trusteeship and passive resistance both form the base peaceful and just society. For Gandhi, "A votary of *ahimsa* ..... remains true to his faith if the spring of all his actions is compassion, if he shuns to the best of his ability the destruction of the tiniest creature, tries to save it, and thus incessantly strives to be free from the deadly coil of *himsa* (Violence)."

## GANDHIAN CONCEPT OF EDUCATION

Gandhian concept of education is based on all round development of human personality that includes physical development, intellectual development and spiritual development. According to Gandhi, "By education I mean an all round drawing out of the best in child and man." Gandhi's important writings on education is compiled in two books; '*Basic Education*' (1951) and '*Towards New Education*' (1953). He didn't liked the western education. According to him western education is based on materialism. In western philosophy the value of education is like the value of land or property, which is a very narrow concept. He believed that education is very broad concept and if it is implied in a better way, it can solve many problems of society and world.

**Buniyadi Shiksha** (Basic Education also known as '*Nai Talim*') was the base of educational practice as propounded by Gandhi in 1937 at Wardha which subsequent became as Wardha Scheme or Basic National Education. As has been argued by Samuel Ravi, that "The principle of non-violence is the basis of basic education. Through it..... Gandhi wants to develop qualities which are necessary for building a non-violent society. It is against exploitation and centralization." His idea of basic education was firmly oriented towards activity based. He elaborated on his notion of '*Nai Talim*' as "Craft, Art, Health and education should all be integrated into one scheme. *Nai Talim* is a beautiful blend of all the four and covers the whole education of the individual from the time of conception to the moment of death"

The idea of **Sarvadharm Samabhava** i.e. equality of religions as espoused by Gandhi is an effective tool to counter the increasing tensions among different religious groups. According to Gandhi, "a curriculum of religious instruction should include a study of the tenets of faiths other than one's own. For this purpose, the students should be trained to cultivate the habit of understanding and appreciating the doctrines of various great religions of the world in a spirit of reverence and broad-minded tolerance. This, if properly done, would help to give them a spiritual assurance and a better appreciation of their own religion. This study of other religions besides one's own will give a grasp of the rock-bottom unity of all religions, and afford a glimpse also of that universal and absolute Truth which lies beyond the 'dust of creeds and faiths.'

His idea of peace education can be seen in his interpretation of religious education though he was critical of it many a times. Religious education tends to sensitize individual towards his/her moral duties and responsibilities. All religions are based on love and compassion towards humanity and thus teach tolerance to its respective followers. Religious teachings should not be confused with dogmatic, conservative and static notions of social reality rather these should be seen as a form of moral cleansing of individual. The practice of non-violence can achieve its optimum if one has an attitude of tolerance of others. He argued that religious and moral education in the overarching framework of non-violence is complimentary in nature and form the core of peace education. Peace

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education needs to inculcate tolerance among the different faiths. His thoughts on inequality, social development, education and non-violence if operationalised can go a long way to negotiate and overcome not only the socio-economic challenges but also the ethical dilemmas of present times.

## ROLE OF TEACHER EDUCATION IN PROMOTING PEACE AND NON-VIOLENCE

the Teacher's Role in Peace Education in an Increasingly Multicultural and Multiethnic Society," we start with the basics.

**First**, the teacher must understand that multicultural, multiethnic, and multi religious problems in society are not to be dealt with in isolation in bits and pieces of a good peace education program but, being interconnected with all other problems of peace and violence, are addressed in the whole program. For example, developing such qualities as compassion and service to others can help reduce racial, religious, or other prejudices, but students of all backgrounds must take part in the program.

**Second**, the teacher must be cognizant and wholly supportive of the basic nature and aims of peace education, one example given before from Dale Hudson being: "... education that actualizes [people's] potentialities in helping them learn how to make peace with themselves and with others, to live in harmony and unity with self, humankind and nature." The principles upon which this statement rests include: "1. The cardinal prerequisite for world peace is the unity of humankind. 2. World order can be founded only on the consciousness of the oneness of humankind." It follows that, in this view, the teacher of peace education in an apparently diverse society must keep certain basic aims in mind: the achievement of a unified, peaceful society both globally and within the nation, where world citizenship is fostered and "unity in diversity" is recognized and practiced.

**Third**, the teacher should constantly keep in mind that the attainment of any aim is conditioned upon knowledge, volition, and action. Unless these three are forthcoming, nothing will be accomplished. The power needed to accomplish a peaceful world is the unification of humankind. To this end the teacher must use his or her volition and will-power. In the words of Sarvepalli Radhakrishnan, we should "... will peace with our whole body and soul, our feelings and instincts, our flesh and its affections." Then we should act intelligently to reduce intercultural, interethnic, and inter-religious violence, bringing a greater degree of unity and harmony in society. To accomplish this, the teacher should develop qualities such as tolerance, respect of and appreciation of others, being fair and open-minded, and being able and willing to consider other points of view looking beyond his or her own self-interest. In other words, the teacher must be sincerely attempting to be free of prejudice.

In our experience, when a teacher becomes deeply and regularly involved in teaching peace education, this can cause that teacher to take a long, deep look at his or her values and beliefs. Clearly, it can center a person on one's own thoughts, words, and deeds. In order to be a model for the students, the teacher has the opportunity of transformation and change of the inner self. Then the students can be helped to understand and feel what is a peaceful person who is a peacemaker, and the teacher will have a powerful, positive influence on hundreds and thousands of children and youth.

A number of approaches exist, both secular and religious, besides those already given, to help teachers cope with prejudices, conflicts, and violence in an increasingly diverse society by starting with themselves. Our first example is the development of the teacher's own emotional intelligence. Some psychologists maintain that the old concepts of IQ revolved around a narrow range of linguistic and mathematics skills, and they took a wider view of intelligence, trying to reinvent it in terms of what it takes to lead a successful life. This is called EQ, emotional intelligence. People with high EQ know and manage their own emotional life well and understand and deal effectively with the

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feelings of others. They are skillful in relationships. No doubt many of you immediately recognize its connection with what has been said about peace education so far today.

## CONCLUSION

The present times crisis both at the levels of global and national once again has made our self aware of the immense importance and relevance of Gandhian philosophy. It is true that unlike other theoreticians, he did not theorized the social issues and presented them in a sound methodological framework. Yet, his ideas on education are very much in tune with the needs of the present generation. Peace today has become a rare and priced commodity. As Gandhi has said, that it is in the minds of the grown-ups we need to see the problems and it is in the minds of the children we need to sow the seeds of solution to such problems. Educating the children regarding peace, non-violence and most importantly mutual respect towards each other is very important. Needless to say, Gandhi's Basic education engrained such thinking.

As violence also has its roots in wealth and individuals' desire for accumulating it beyond his/her need, Gandhian notions of *Astaya* (non-stealing) and *Aparigraha* (non-possession) needs to be engrained in the educational philosophy. He focused on the internalization of the education in day to day life so as to imbibe its moral values. The practice of non-violence is also central as it not only relates to the physical violence rather the inner soul is mauled and left bleeding. Though it can be argued that Gandhi did not specifically wrote on peace education yet it is diffused across his writings which are very critical for today's time.

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प्रसाध

भगवान आदिनाथ कलेज ऑफ एजुकेशन

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महारा, ललितपुर (उ०प्र०)

# Role of Technology in Quality Education

Aruna Singh\*

## ABSTRACT

Information and Communication Technology (ICT) can be utilized for the education sector. Education includes online, distance and part time education. There are unlimited applications of ICT in the real world. In his paper emphasis is on the education field. Traditional Non-formal education system process includes activities like admission, Personal Contact Programmes, Exam for any course in a University or Institution. In this process ICT can play a great role in all the activities by providing a lot of benefits to students, teachers, parents and Universities itself. ICT can be used for providing education to the people who are not able to come to school due to various constraints. ICT can play great role in formal and non formal forms of education. The paper examines certain important issues related with the effective implementation of ICTs in all levels of education and provides suggestions to address certain challenges that would help in the implementation of ICTs in education and simultaneously increasing Quality of education.

## INTRODUCTION

IT has become a buzzword while talking about technology and its applications. IT is used in various business and management functions but not in the improving the quality of education. Quality of education has been issue of concern in the absence of standard parameters of to measure the quality. The hardware, software, the methods and know how required or used in acquiring, storing, processing and displaying data and information is collectively known as Information Technology (IT). Also on other hand, many developments and achievements took place in communication technology sector after and Second World War. Hardware, know how, programs and the methods used in ensuring that message is transmitted correctly, efficiently and cost effectively are collectively known as Communication Technology (CT). Both of these technologies became complementary to each other means progress in one alone is not much beneficial. Hence IT and CT started moving together and a new term was coined named as Information and communication Technology (ICT). Convergence of these two technologies gave birth to ICT. Education system includes formal and Non-formal forms of education at various levels of education. Teaching is imparting knowledge or skill whereas learning is skill acquisition and increased fluency. Usage of ICT is one of the way by which India's large population base can be effectively reached. Moreover in enhancing the quality and delivery of services through ICT-especially in case of developing relations with citizen- Government will be better positioned. Passive learning occurs when students use their senses to take in information from a lecture, reading assignment, or audiovisual. Traditional lecture is not an effective learning environment for many of our students because so many students do not participate actively during a traditional lecture. This is the mode of learning most commonly present in classrooms whereas active learning involves the student through participation and investment of energy in all three phases of the learning process (input, operations, and feedback). This type of learning is more apt to stimulate higher cognitive processes and critical thinking.

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In the past few years there has been a paradigm shift in curriculum where teacher acts as a facilitator in a student centered learning. In Student centered learning focus is on the student's needs, abilities, interests, and learning styles with the teacher as a facilitator of learning.

Here students have to be active responsible participants in learning process. Teacher has key role in the whole process whereas in case of ICT based education, various ICT tools are supplemented to make the teaching-learning process effective.

With the help of blended learning, total time devoted to teaching can be decreased. A survey says that there was a sense of pride created and interest generated among the teachers and students for gaining ICT and its privileges.

ICT has the potential to remove the barriers that are causing the problems of low rate of education in any country. ICT as a tool can overcome the issues of cost, less number of teachers, and poor quality of education as well as to overcome time and distance barriers. In this paper how learning through ICT can be made effective and easier for improving the quality of both formal and non-formal forms of education. Section 2 explains ICT tools, section 3 explains ICT application for quality improvement in formal and Non-formal education, section 4 shows ICT for Content development section 5 shows ICT and teachers Training whereas section 6 shows certain challenges and their solution for the implementation of ICT in the education sector.

## TECHNOLOGICAL TOOLS AND TRENDS IN QUALITY EDUCATION

There are various Technological tools available which can be utilized for the knowledge creation and dissemination in the modern world. Tools include Radio, T.V, Internet, Mobile phone,

Computer, laptop, tablets and many other hardware and software applications. Certain ICT tools like laptops, PCs, mobile phones, and PDAs have their own implication in Education. These devices can be used in imparting education and training for teachers and students. Many of the ICT tools are much hyped but have not given fruitful results till now. Use of radio for pedagogical practices has been very much popular in past and is still in use in India by IGNOU. But One-to-many broadcast technologies like radio and television are seen as less revolutionary ICTs in education, as their usage is seen as reinforcing of traditional instructor-centric learning models, unlike computers, which many see as important tools in fostering more learner-centric instructional models. Successful ICT initiatives meet three intertwined objectives: availability, access, and demand. Educational ICT tools are not for making educators master ICT skills themselves, but for making educators create a more effective learning environment via ICT. Teachers can utilize ICT tools to get benefits from using these tools in the areas of content, curriculum, instruction, and assessment. ICTs include fixed-line telephony, mobile telephony, newspapers, radio, television, radio trunking, very small terminal (VSAT), computer, and internet must be accessible to rural public as per their demand. School children using various ICT tools.

## TECHNOLOGY AS PERSONAL AND PROFESSIONAL TOOL FOR EDUCATORS

Technology provide a wide range of aids to the personal –professional work of teachers. some examples are given:

- Lesson plans and student handouts are stored as word processor files and they are easily modified and bought up to date. Word documents give the pupils a chance to present their work in a style them. Word and publishing documents available for display work purposes.
- Technology give to teacher chance to plan short, timed, tightly focused activities.

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- Electronic grade book that includes provisions for seating charts, pictures of students, automatic emailing of report to student and so on.
- Test generation software, including databanks of exam questions.
- Access to lesson plans created by other via the web.
- Planning activities across a number of sessions to allow sufficient time for all pupils to take part.

## ICT AND TEACHERS TRAINING

In the modern world of ICT there is decentralization of knowledge source. Technology is only a tool and it must be utilized only to remove the barriers and challenges present in the existing system. ICT provides opportunities to complement on the job training and continuing education for teachers in a convenient and flexible manner.

Use of ICTs in education requires major shift in the way content is designed and delivered. New technologies cannot be imposed without enabling teachers and learners to understand these fundamental shifts. Ongoing training is necessary for the trainers in institutions and organizations who are engaged in the design of curriculum, teaching materials and delivery of ICT-enabled education. ICT is applied in their teaching practices as well as for delivery for these trainings. In order to implement ICT-driven distance education programmes, the teachers must first understand and be comfortable with the technologies. They must be given opportunities for acquisition of a new knowledge. This can begin by promoting computer-training programmes for teachers. Use of ICTs for teacher training has been recognized by the governments of most South Asian countries and teacher training programmes like Intel Teach across India, Pakistan, and Sri Lanka; Microsoft Shiksha in India; and several other initiatives in Nepal and Bhutan are focused on using ICTs for training teachers. The International Society for Technology in Education (ISTE) has created the most comprehensive set of ICT standards for teachers, students, and administrators. The SSA has taken initiatives to strengthen Computer-Aided Learning (CAL) in collaboration with a number of private organizations after having a look at the advantages of ICT in Education for achieving the goals of SSA. Under the SSA framework, a provision has been made for computer education district-wise and is made available to each State under CAL interventions under PPP mode. ICT can be applied for pre-service and in-service teachers training programmes. Through SSA and RMSA various block resource centre (BRC) offices exist in Haryana. Through these centre and infrastructure available at these centres in service training can be provided effectively. Instead of inviting teachers at district level they can be asked to assemble at least one teacher from every school daily to get certain basic knowledge about ICT and its application in school curriculum. The training batches duration may be on weekly or fortnightly basis by expert in ICT and its implementation for education. In teacher training colleges, computers and the Internet can be used to increase teachers' basic skills of teaching and subject related knowledge by accessing the resources that can later be used in classrooms teaching. Visualiser can be easily operated and used by teachers which is an cost effective, easy to use and time saving tool for education in schools and colleges. It decreases teacher's preparation time, increases interactivity with students and student concentration in complex issues. It can also be used even without computer and is budget friendly. Small training sessions on how to use such new tools in educating schools may be arranged for interested teachers.

## HOW DOES TECHNOLOGY AFFECT EDUCATION?

**Does technology improve education?** That's the big question we have to answer. If it doesn't improve education to a great extent, is it even worth trying?

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(०५०९) शिक्षण 'विज्ञान'  
नियंत्रित रूप से शिक्षण प्रणाली में  
प्रयोग

The answer is yes, it improves education to a great extent. Let's be specific: **how can technology improve education?**

### Ed Tech Keeps Students Engaged

When teachers are using technology effectively, it will keep the students engaged in the learning process. That's exactly what a study published in the *British Journal of Educational Technology* showed. The study doesn't neglect the importance of the teacher. In fact, the researchers state that "when professors have more 'sophisticated' conceptions of teaching, it is more likely that they use instructional strategies that result in student learning and active engagement in the process."

When teachers decide to use technology, the preparation process has to go beyond technological competence. They have to analyze the needs of their students and pick the right tools for specific tasks, tests and goals.

Since students are mesmerized with technology, we can find a way to use it with the purpose to boost the engagement.

### Technology Helps Students Improve Their Results

The flipped classroom is a huge educational trend. When the teacher introduces digital tools to be used outside the classroom, they can use class time for evaluation, discussions, and interactions that matter. They can pay attention to every single student's achievements and they can personalize the educational process.

The teacher can use different methods to capture the students' attention and assess their progress. With that approach, we can enhance the learning process.

### Students Can Learn at Their Own Pace

The traditional classroom makes that difficult. Today's students still have to take standardized tests and follow a curriculum. However, with the integration of technology in the classroom, they have the option to take things slowly. They can go back to lessons and concepts they don't understand. They can get online instructions to support the learning process. Those who are advanced can go ahead with the online lessons.

Technology makes learning personalized, and that's one of its greatest advantages.

### Technology Improves the Entire Educational System

**How does technology improve education?** It makes every piece of information available. Anyone can learn anything. There are absolutely no limitations to what students can learn outside the classroom. If someone wants to become a carpenter, they can't get the instructions at school. Online lessons, however, will teach them the basics. If an elementary student wants to be a scientist, they can take beginner and advanced science classes online.

When the teacher sets the foundations for responsible use of technology, they are opening the doors to a limitless world of knowledge. We should be proud of that.

### Collaboration!

That's another huge advantage. Some of the best ways to enhance the collaboration between students in the classroom are hands-on projects and collaborative learning. Technology supports those processes. The teachers can create a safe online environment where the students can ask

प्रचारक

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questions, discuss different topics, and help each other learn. They can also collaborate on projects without the need to get together outside the classroom. They can connect online.

The collaboration between teachers gets easy, too. Thanks to educational technology, we can learn from the experience of educators from all over the world.

## CHALLENGES AND SOLUTIONS OF APPLYING ICT FOR LEARNING

Certain challenges also exist for the ICT based teaching learning. One of the great challenge for quality control in education is lack of standards for parameters to measure the quality of education. For the solution of this all the accreditation bodies like NAAC, NBA, AICTE, CBSE and other authorities must sit together and circulate a standard list of parameters to decide the quality of education. Development of ICT has changed the epic centre of knowledge and hence in many of the cases student is more informed than the teacher. Teachers lack adequate qualification and training and their lesson plans are most often outdated or irrelevant. Setting up the ICT devices can be very troublesome. It is expensive to afford it is hard for teachers to use with a lack of experience using ICT tools. These reasons destroy the available quality of education. ICT enabled distance education to a great extent, can combat this problem. One of the important barriers is lack of trained teachers to exploit ICT proficiently. Most of the teachers are not willing to introduce new technologies in themselves first and subsequently to their students. There is resistant from teachers, basically from older teachers as compared to younger ones, to apply ICT in their subject. Hence teachers need to update their knowledge and skills as per change in the curriculum and technologies. At present, ICT in school education is strictly limited to a handful of elite schools. Beyond that, it's just a computer lab that's held apart from the conventional educational process.

Though computers came to Indian classrooms in the year 1984-85, the level of adoption of modern technology in the teaching and learning process has been limited and uneven. Various ICT tools must be available and it must be accessible at demand. Many schools have limited resources for buying books, stationery, furniture and other classroom materials. Role of private sector providing services in such sectors may be taken into account. Rural population may not be able to pay high amount to utilize such ICT resources for education. One of the major challenges in the implementation of ICT in education is the initial thinking that is based on the technology. ICT hardware and software are not designed as per educational purposes rather they are designed for general purpose. One first thinks about the available technology and then a try is being made to apply it into educational field, but if we look at in reverse way then possible outcomes may be more useful and may give good results. As per latest tradition only special subject like IT or ICT is available and that is also optional one there is need for to have basic knowledge of computers and IT to utilize various ICT tools to be used for teaching learning. Only computer teachers would not be able to carry this important mission of being agents of change. To sort out infrastructure problems for providing ICT education in schools one can split the screen in half vertically and at two sets of an application can be displayed and used by two users (students) simultaneously. Because one student may use the keyboard and another may use mouse, each student can work independently of the other. The survey done in the highly ICT enabled states Gujarat and Karnataka says that Access to government school students to ICT tools outside schools is in general low. The access of private school students to such devices is comparably better. It also shows that one of the challenges to be met is also of digital divide between private and Government schools and moreover in rural and urban schools also. Major challenge for educators and trainers is how to develop learning materials for delivery on available ICT tools including mobile devices. The learning materials should be in manageable learning chunks and should make use of multimedia. There are many advantages of using learning objects in mobile

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delivery including: they can be re-used and changed without affecting other learning objects, and they can be stored in an electronic repository for remote access at any time. Barriers include costly supportive infrastructure, developing online material can be expensive and time consuming, quality, validity of online material, lack of flexibility in already prepared study material. A lot of information available online may dissuade student learning. Students can feel isolated in absence of classroom environment [24]. Computer Programmes at various levels of quality parameters can be used to

Curriculum development, Teaching and learning, Research and extension, Governance and leadership, infrastructural facilities and use of expert system in suggesting intelligent decisions to the management in policy making and other important areas in higher education

## CONCLUSION

Quality in education through ICT and its awareness among stakeholders will have positive impact on the society. ICT can be helpful in quality and standards of education by implementing it in various phases of education. ICT can be employed in formal and Non-formal types of education and would eventually make the learners employable and socially useful part of the society. By employing ICT in teacher training can save a lot of money of the Government. Moreover a lot of qualitative improvement can be seen as resource persons for the training can be best of the world. By employing ICT in administration can help in solving the problem of Absenteeism of students and teachers. Good quality content is one of the major issue and directly affects the standards of education and quality. By overcoming the certain challenges involved in the process of education can help a lot in this side. Conclusively a lot of quality improvement is possible after careful and planned implementation of ICT in education by various stakeholders.

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# Higher Education in India: Challenges and Opportunities

Rakesh Kumar\*

## ABSTRACT

The world has realized that the economic success of the states is directly determined by their education systems. Education is a Nation's Strength. A developed nation is inevitably an educated nation. Indian higher education system is the third largest in the world, next to the United States and China. Since independence, India as a developing nation is contentiously progressing in the education field. Although there have been lot of challenges to higher education system of India but equally have lot of opportunities to overcome these challenges and to make higher education system much better. It needs greater transparency and accountability, the role of colleges and universities in the new millennium, and emerging scientific research on how people learn is of utmost important. India need well skilled and highly educated people who can drive our economy forward. India provides highly skilled people to other countries therefore; it is very easy for India to transfer our country from a developing nation to a developed nation. The current study aims to highlight the challenges; and to point out the opportunities in higher education system in India.

**Keywords:** Education, Opportunities, Challenges, Colleges, Universities

## INTRODUCTION

India's higher education system is the world's third largest in terms of students, next to China and the United States. In future, India will be one of the largest education hubs. India's Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges since independence. The 'Right to Education Act' which stipulates compulsory and free education to all children within the a regroups of 6-14 years, has brought about a revolution in the education system of the country with statistics revealing a staggering enrolment in schools over the last four years. The involvement of private sector in higher education has seen drastic changes in the field. Today over 60% of higher education institutions in India are promoted by the private sector. This has accelerated establishment of institutes which have originated over the last decade making India home to the largest number of Higher Education institutions in the world, with student enrolments at the second highest (Shaguri, 2013). The number of Universities has increased 34 times from 20 in 1950 to 677 in 2014. Despite these numbers, international education rating agencies have not placed many of these institutions within the best of the world ranking. Also, India has failed to produce world class universities.

Today, Knowledge is power. The more knowledge one has, the more empowered one is. However, India continues to face stern challenges. Despite growing investment in education, 25 per cent of its population is still illiterate; only 15 per cent of Indian students reach high school, and just 7 per cent

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graduate (Masani, 2008). The quality of education in India whether at primary or higher education is significantly poor as compared to major developing nations of the world. As of 2008, India's post-secondary institutions offer only enough seats for 7 per cent of India's college-age population, 25 per cent of teaching positions nationwide are vacant, and 57 per cent of college professors lack either a master's or PhD degree (Newsweek, 2011). As of 2011, there are 1522 degree-granting engineering colleges in India with an annual student intake of 582,000 (Science and Technology Education, 2009) plus 1,244 polytechnics with an annual intake of 265,000. However, these institutions face shortage of faculty and concerns have been raised over the quality of education (Mitra, 2008).

Despite these challenges higher education system of India equally have lot of opportunities to overcome these challenges and have the capability to make its identity at international level. However, it needs greater transparency and accountability, the role of universities and colleges in the new millennium, and emerging scientific research on how people learn is of utmost important. India provides highly skilled people to other countries therefore, it is very easy for India to transfer our country from a developing nation to a developed nation.

### GROWTH OF HIGHER EDUCATION SECTOR IN INDIA

As higher education systems grow and diversify, society is increasingly concerned about the quality of programmes, public assessments and international rankings of higher education institutions. However these comparisons tend to overemphasize research, using research performance as a yardstick of institutional value. If these processes fail to address the quality of teaching, it is in part because measuring teaching quality is challenging (Hernard, 2008).

India has been always been a land of scholars and learners. In ancient times also, India was regarded all over the world for its universities like Taxila, Nalanda, Vikramshila and its scholars. By independence India had 20 universities, 500 colleges enrolling about 2,30,000 students. Since independence India has progressed. Significantly in terms of higher education statistics. This number has increased to 659 Universities and 33023 colleges up to December 2011-12. Central Government and state Governments are trying to nurture talent through focusing on the number of Universities and Colleges for expansion of higher educations. There is no doubt to the fact that much of the progress achieved by India in education has come from private sector. In fact the public sector and private sector is not in opposition to each other but they are working simultaneously in Indian education sphere. UGC is the main governing body that enforces the standards, advises the government and helps coordinate between center and states. The chart 1.1 & 1.2 shown below depicts the growth of universities and colleges in India from 1970 to 2012 respectively. The number of universities has grown more than six times in last four decades and the number of colleges has been increased from 3603 in 1970-71 to 33000 colleges in 2011-12.

### CHALLENGES IN HIGHER EDUCATION IN INDIA

It is our 69th year of independence, still our education system has not been developed fully. We are not able to list a single university in top 100 universities of the world. Various governments changed during these six decades. They tried to boost the education system and implemented various education policies but they were not sufficient to put an example for the universe. UGC is continuously working and focusing on quality education in higher education sector. Still we are facing lot of problems and challenges in our education system. Some of the basic challenges in higher education system in India are discussed below.

- **Enrolment:** The Gross Enrolment Ratio (GER) of India in higher education is only 15% which is quite low as compared to the developed as well as, other developing countries.

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### The growth of universities and Colleges in India from 1970 to 2012

Chart 1.1

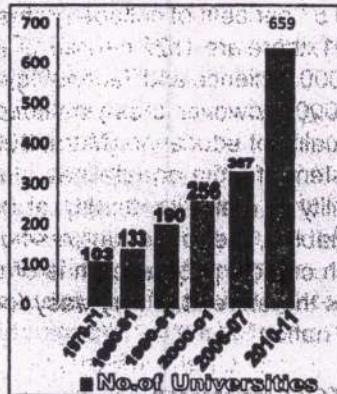


Chart 1.2



Source: Higher Education in India: Twelfth Five Year Plan (2012-17) and beyond FICCI Higher Education Summit 2012

With the increase of enrolments at school level, the supply of higher education institutes is insufficient to meet the growing demand in the country.

- **Equity:** There is no equity in GER among different sects of the society. According to previous studies the GER in higher education in India among male and female varies to a greater extent. There are regional variations too some states have high GER while as some is quite behind the national GER which reflect a significant imbalances within the higher education system.
- **Quality:** Quality in higher education is a multi-dimensional, multilevel, and a dynamic concept. Ensuring quality in higher education is amongst the foremost challenges being faced in India today. However, Government is continuously focusing on the quality education. Still Large number of colleges and universities in India are unable to meet the minimum requirements laid down by the UGC and our universities are not in a position to mark its place among the top universities of the world.
- **Infrastructure:** Poor infrastructure is another challenge to the higher education system of India particularly the institutes run by the public sector suffer from poor physical facilities and infrastructure. There are large numbers of colleges which are functioning on second or third floor of the building on ground or first floor there exists readymade hosieries or photocopy shops.
- **Political interference:** Most of the educational Institutions are owned by the political leaders, who are playing key role in governing bodies of the Universities. They are using the innocent students for their selfish means. Students organize campaigns, forget their own objectives and begin to develop their careers in politics.
- **Faculty:** Faculty shortages and the inability of the state educational system to attract and retain well qualified teachers have been posing challenges to quality education for many years. Large numbers of NET / PhD candidates are unemployed even there are lot of vacancies in higher education, these Deserving candidates are then applying in other departments which are a biggest blow to the higher education system.
- **Accreditation:** As per the data provided by the NAAC, as of June 2010, not even 25% of the total higher education institutions in the country were accredited. And among those

accredited, only 30% of the universities and 45% of the colleges were found to be of quality to be ranked at 'A' level.

**Research and Innovation:** there are very nominal scholars in our country whose writing is cited by famous western authors. There is inadequate focus on research in higher education institutes. There are insufficient resources and facilities, as well as, limited numbers of quality faculty to advise students. Most of the research scholars are without fellowships or not getting their fellowships on time which directly or indirectly affects their research. Moreover, Indian Higher education institutions are poorly connected to research centers. So, this is another area of challenge to the higher education in India.

**Structure of higher education:** Management of the Indian education faces challenges of overcentralisation, bureaucratic structures and lack of accountability, transparency, and professionalism. As a result of increase in number of affiliated colleges and students, the burden of administrative functions of universities has significantly increased and the core focus on academics and research is diluted (Kumar, 2015).

## OPPORTUNITIES IN HIGHER EDUCATION

India is a large country, with an estimated population of young people aged between 18 to 23 years to be around 150 millions. The sheer size of the market offers huge opportunities for development of the higher education sector in India. India now boasts of having more than 33,000 colleges and 659 universities, which has been quite a remarkable growth during the last six decades. The year 2012 witnessed 21.4 million enrollments, which makes India the 3rd largest educational system in the world. Unfortunately, the educational infrastructure of India is inadequate to handle such huge volumes. In spite all the government spending in the educational sector, it is just too insufficient to meet the growing requirements. Therefore, higher Education sector has now been identified as one of the promising areas for private and foreign investments. It offers immense investment opportunities in both non-regulated and regulated segments (Nexus Novus, 26 July, 2013).

Indian higher education system is growing very fast irrespective of various challenges but there is no reason that these Challenges cannot be overcome. With the help of new-age learning tools, it is easy for country like India to overcome these problems and bring a paradigm shift in the country's higher education sector. With such a vibrant country with huge population properly educated, the possibilities are endless. If knowledge is imparted using advanced digital teaching and learning tools, and society is made aware of where we are currently lagging behind, our country can easily emerge as one of the most developed nations in the world.

There are opportunities for strategic engagement and capacity building in higher education leadership and management at the state level. There are opportunities for India to collaboration at national and international level on areas of systemic reform, including quality assurance, international credit recognition, and unified national qualifications framework. Equality of educational opportunity in higher education is considered essential because higher education is a powerful tool for reducing or eliminating income and wealth disparities. The idea of equalising educational opportunities also lies in the fact that "the ability to profit by higher education is spread among all classes of people. There are great reserves of untapped ability in the society; if offered the chance they can rise to the top. A great deal of talent of the highest level is, in fact, lost by an inegalitarian system of education" (Balachander, 1986).

The need to enhance the employability of graduates is presenting entry points for collaboration in enterprise education and entrepreneurship, links with industry, research skills and the wide range of transferable skills, including English. The emerging interest in Indian higher education institutions in

the vocational skills market provides areas for potential engagement with international partners. There is a need to build stronger relationships and increase mutual understanding in higher education by increasing support and participation in platforms (conferences, workshops, seminars) which enable debate and dialogue with other countries of the world (British Council, 2014).

### SUGGESTIONS IMPROVING THE SYSTEM OF HIGHER EDUCATION:

- There is a need to implement innovative and transformational approach from primary to higher education level to make Indian educational system globally more relevant and competitive.
- Higher educational institutes need to improve quality and reputation.
- There should be a good infrastructure of colleges and universities which may attract the students.
- Government must promote collaboration between Indian higher education institutes and top international institutes and also generates linkage between national research laboratories and research centers of top institutions for better quality and collaborative research.
- There is a need to focus on the graduate students by providing them such courses in which they can achieve excellence, gain deeper knowledge of subject so that they will get jobs after recruitment in the companies which would reduce unnecessary rush to the higher education.
- Universities and colleges in both public private must be away from the political affiliations.
- Favoritism, money making process should be out of education system etc.
- There should be a multidisciplinary approach in higher education so that students knowledge may not be restricted only up to his own subjects.

### CONCLUSION

Education is a process by which a person's body, mind and character are formed and strengthened. It is bringing of head, heart and mind together and thus enabling a person to develop an all round personality identifying the best in him or her. Higher education in India has expanded very rapidly in the last six decades after independence yet it is not equally accessible to all. India is today one of the fastest developing countries of the world with the annual growth rate going above 9%. Still a large section of the population remains illiterate and a large number of children's do not get even primary education. This is not only excluded a large section of the population from contributing to the development of the country fully but it has also prevented them from utilising the benefits of whatever development have taken place for the benefit of the people. No doubt India is facing various challenges in higher education but to tackle these challenges and to boost higher education is utmost important. India is a country of huge human resource potential, to utilize this potential properly is the issue which needed to discuss. Opportunities are available but how to get benefits from these opportunities and how to make them accessible to others is the matter of concern. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. To reach and achieve the future requirements there is an urgent need to relook at the Financial Resources, Access and Equity, Quality Standards, Relevance, infrastructure and at the end the Responsiveness.

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महारा, ललितपुर (उ०प्र०)

# Role of Technology in Quality Education

Dr. Sunil Kumar Jain\*

## ABSTRACT

Information and Communication Technology (ICT) can be utilized for the education sector. Education includes online, distance and part time education. There are unlimited applications of ICT in the real world. In his paper emphasis is on the education field. Traditional Non-formal education system process includes activities like admission, Personal Contact Programmes, Exam for any course in a University or Institution. In this process ICT can play a great role in all the activities by providing a lot of benefits to students, teachers, parents and Universities itself. ICT can be used for providing education to the people who are not able to come to school due to various constraints. ICT can play great role in formal and non formal forms of education. The paper examines certain important issues related with the effective implementation of ICTs in all levels of education and provides suggestions to address certain challenges that would help in the implementation of ICTs in education and simultaneously increasing Quality of education.

## INTRODUCTION

IT has become a buzzword while talking about technology and its applications. IT is used in various business and management functions but not in the improving the quality of education. Quality of education has been issue of concern in the absence of standard parameters of to measure the quality. The hardware, software, the methods and know how required or used in acquiring, storing, processing and displaying data and information is collectively known as Information Technology (IT). Also on other hand, many developments and achievements took place in communication technology sector after and Second World War. Hardware, know how, programs and the methods used in ensuring that message is transmitted correctly, efficiently and cost effectively are collectively known as Communication Technology (CT). Both of these technologies became complementary to each other means progress in one alone is not much beneficial. Hence IT and CT started moving together and a new term was coined named as Information and communication Technology (ICT). Convergence of these two technologies gave birth to ICT. Education system includes formal and Non-formal forms of education at various levels of education. Teaching is imparting knowledge or skill whereas learning is skill acquisition and increased fluency. Usage of ICT is one of the way by which India's large population base can be effectively reached. Moreover in enhancing the quality and delivery of services through ICT-especially in case of developing relations with citizen- Government will be better positioned. Passive learning occurs when students use their senses to take in information from a lecture, reading assignment, or audiovisual. Traditional lecture is not an effective learning environment for many of our students because so many students do not participate actively during a traditional lecture. This is the mode of learning most commonly present in classrooms whereas active learning involves the student through participation and investment of energy in all these phases of the learning process (input, operations, and feedback). This type of learning is more apt to stimulate higher cognitive processes and critical thinking.

\*Principal, Bhagwan Aadinath College of Education, Maharra, Lalitpur (UP)

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In the past few years there has been a paradigm shift in curriculum where teacher acts as a facilitator in a student centered learning. In Student centered learning focus is on the student's needs, abilities, interests, and learning styles with the teacher as a facilitator of learning. Here students have to be active responsible participants in learning process. Teacher has key role in the whole process whereas in case of ICT based education, various ICT tools are supplemented to make the teaching-learning process effective.

With the help of blended learning, total time devoted to teaching can be decreased. A survey says that there was a sense of pride created and interest generated among the teachers and students for gaining ICT and its privileges.

ICT has the potential to remove the barriers that are causing the problems of low rate of education in any country. ICT as a tool can overcome the issues of cost, less number of teachers, and poor quality of education as well as to overcome time and distance barriers. In this paper how learning through ICT can be made effective and easier for improving the quality of both formal and non-formal forms of education. Section 2 explains ICT tools, section 3 explains ICT application for quality improvement in formal and Non-formal education, section 4 shows ICT for Content development section 5 shows ICT and teachers Training whereas section 6 shows certain challenges and their solution for the implementation of ICT in the education sector.

## TECHNOLOGICAL TOOLS AND TRENDS IN QUALITY EDUCATION

There are various Technological tools available which can be utilized for the knowledge creation and dissemination in the modern world. Tools include Radio, T.V, Internet, Mobile phone,

Computer, laptop, tablets and many other hardware and software applications. Certain ICT tools like laptops, PCs, mobile phones, and PDAs have their own implication in Education. These devices can be used in imparting education and training for teachers and students. Many of the ICT tools are much hyped but have not given fruitful results till now. Use of radio for pedagogical practices has been very much popular in past and is still in use in India by IGNOU. But One-to-many broadcast technologies like radio and television are seen as less revolutionary ICTs in education, as their usage is seen as reinforcing of traditional instructor-centric learning models, unlike computers, which many see as important tools in fostering more learner-centric instructional models. Successful ICT initiatives meet three intertwined objectives: availability, access, and demand. Educational ICT tools are not for making educators master ICT skills themselves, but for making educators create a more effective learning environment via ICT. Teachers can utilize ICT tools to get benefits from using these tools in the areas of content, curriculum, instruction, and assessment. ICTs include fixed-line telephony, mobile telephony, newspapers, radio, television, radio trunking, very small terminal (VSAT), computer, and internet must be accessible to rural public as per their demand. School children using various ICT tools.

### Technology as Personal and Professional Tool for Educators

Technology provide a wide range of aids to the personal –professional work of teachers. some examples are given:

- Lesson plans and student handouts are stored as word processor files and they are easily modified and bought up to date. Word documents give the pupils a chance to present their work in a style them. Word and publishing documents available for display work purposes.
- Technology give to teacher chance to plan short, timed, tightly focused activities.
- Electronic grade book that includes provisions for seating charts, pictures of students, automatic emailing of report to student and so on.

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- Test generation software, including databanks of exam questions.
- Access to lesson plans created by other via the web.
- Planning activities across a number of sessions to allow sufficient time for all pupils to take part.

## ICT AND TEACHERS TRAINING

In the modern world of ICT there is decentralization of knowledge source. Technology is only a tool and it must be utilized only to remove the barriers and challenges present in the existing system. ICT provides opportunities to complement on the job training and continuing education for teachers in a convenient and flexible manner.

Use of ICTs in education requires major shift in the way content is designed and delivered. New technologies cannot be imposed without enabling teachers and learners to understand these fundamental shifts. Ongoing training is necessary for the trainers in institutions and organizations who are engaged in the design of curriculum, teaching materials and delivery of ICT-enabled education. ICT is applied in their teaching practices as well as for delivery for these trainings. In order to implement ICT-driven distance education programmes, the teachers must first understand and be comfortable with the technologies. They must be given opportunities for acquisition of a new knowledge. This can begin by promoting computer-training programmes for teachers. Use of ICTs for teacher training has been recognized by the governments of most South Asian countries and teacher training programmes like Intel Teach across India, Pakistan, and Sri Lanka; Microsoft Shiksha in India; and several other initiatives in Nepal and Bhutan are focused on using ICTs for training teachers. The International Society for Technology in Education (ISTE) has created the most comprehensive set of ICT standards for teachers, students, and administrators. The SSA has taken initiatives to strengthen Computer-Aided Learning (CAL) in collaboration with a number of private organizations after having a look at the advantages of ICT in Education for achieving the goals of SSA. Under the SSA framework, a provision has been made for computer education district-wise and is made available to each State under CAL interventions under PPP mode. ICT can be applied for pre-service and in-service teachers training programmes. Through SSA and RMSA various block resource centre (BRC) offices exist in Haryana. Through these centre and infrastructure available at these centres in service training can be provided effectively. Instead of inviting teachers at district level they can be asked to assemble at least one teacher from every school daily to get certain basic knowledge about ICT and its application in school curriculum. The training batches duration may be on weekly or fortnightly basis by expert in ICT and its implementation for education. In teacher training colleges, computers and the Internet can be used to increase teachers' basic skills of teaching and subject related knowledge by accessing the resources that can later be used in classrooms teaching. Visualiser can be easily operated and used by teachers which is an cost effective, easy to use and time saving tool for education in schools and colleges. It decreases teacher's preparation time, increases interactivity with students and student concentration in complex issues. It can also be used even without computer and is budget friendly. Small training sessions on how to use such new tools in educating schools may be arranged for interested teachers.

## Challenges and solutions of applying ICT for learning

Certain challenges also exist for the ICT based teaching learning. One of the great challenge for quality control in education is lack of standards for parameters to measure the quality of education. For the solution of this all the accreditation bodies like NAAC, NBA, AICTE, CBSE and other authorities must sit together and circulate a standard list of parameters to decide

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the quality of education. Development of ICT has changed the epic centre of knowledge and hence in many of the cases student is more informed than the teacher. Teachers lack adequate qualification and training and their lesson plans are most often outdated or irrelevant. Setting up the ICT devices can be very troublesome. It is expensive to afford it is hard for teachers to use with a lack of experience using ICT tools. These reasons destroy the available quality of education. ICT enabled distance education, to a great extent, can combat this problem. One of the important barriers is lack of trained teachers to exploit ICT proficiently. Most of the teachers are not willing to introduce new technologies to themselves first and subsequently to their students. There is resistant from teachers, basically from older teachers as compared to younger ones, to apply ICT in their subject. Hence teachers need to update their knowledge and skills as per change in the curriculum and technologies. At present, ICT in school education is strictly limited to a handful of elite schools. Beyond that, it's just a computer lab that's held apart from the conventional educational process.

Though computers came to Indian classrooms in the year 1984-85, the level of adoption of modern technology in the teaching and learning process has been limited and uneven. Various ICT tools must be available and it must be accessible at demand. Many schools have limited resources for buying books, stationery, furniture and other classroom materials. Role of private sector providing services in such sectors may be taken into account. Rural population may not be able to pay hefty amount to utilize such ICT resources for education. One of the major challenges in the implementation of ICT in education is the initial thinking that is based on the technology. ICT hardware and software are not designed as per educational purposes rather they are designed for general purpose. One first thinks about the available technology and then a try is being made to apply it into education field, but if we look at in reverse way then possible outcomes may be more useful and may give good results. As per latest tradition only special subject like IT or ICT is available and that is also optional one there is need for to have basic knowledge of computers and IT to utilize various ICT tools to be used for teaching learning. Only computer teachers would not be able to carry this important mission of being agents of change. To sort out infrastructure problems for providing ICT education in schools one can split the screen in half vertically and at two sets of an application can be displayed and used by two users (students) simultaneously. Because one student may use the keyboard and another may use mouse, each student can work independently of the other. The survey done in 2007 in two highly ICT enabled states Gujarat and Karnataka says that Access to government school students to ICT tools outside schools is in general low. The access of private school students to such devices is comparably better. It also shows that one of the challenges to be met is also of digital divide in private and Government schools and moreover in rural and urban schools also. Major challenge for educators and trainers is how to develop learning materials for delivery on available ICT tools including mobile devices. The learning materials should be in manageable learning chunks and should make use of multimedia. There are many advantages of using learning objects in mobile delivery including: they can be re-used and changed without affecting other learning objects, and they can be stored in an electronic repository for remote access at any time. Barriers include costly supportive infrastructure, developing online material can be expensive and time consuming, quality, validity of online material, lack of flexibility in already prepared study material. A lot of information available online may dissuade student learning. Students can feel isolated in absence of classroom like environment [24]. Computer Programmes at various levels of quality parameters can be used to c

Curriculum development, Teaching and learning, Research and extension, Governance and leadership, infrastructural facilities and use of expert system in suggesting intelligent decisions to top management in policy making and other important areas in higher education



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## CONCLUSION

Quality in education through ICT and its awareness among stakeholders will have positive impact on the society. ICT can be helpful in quality and standards of education by implementing it in various phases of education. ICT can be employed in formal and Non-formal types of education and would eventually make the learners employable and socially useful part of the society. By employing ICT in teacher training can save a lot of money of the Government. Moreover a lot of qualitative improvement can be seen as resource persons for the training can be best of the world. By employing ICT in administration can help in solving the problem of Absenteeism of students and teachers. Good quality content is one of the major issue and directly affects the standards of education and quality. By overcoming the certain challenges involved in the process of education can help a lot in this side. Conclusively a lot of quality improvement is possible after careful and planned implementation of ICT in education by various stakeholders.

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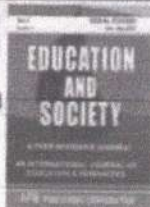
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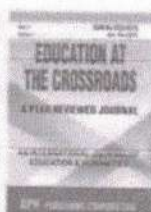
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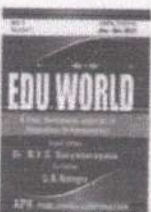
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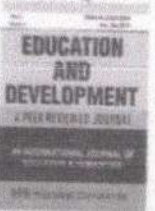
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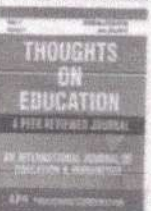
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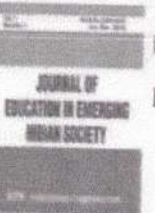
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# भारत में महिलाओं की स्थिति एवं राजनैतिक क्षेत्र में महिलाओं की भागीदारी

डॉ. रोहित कुमार\*

सारांश

## ABSTRACT

भारत में महिलाओं की स्थिति हमेशा एक समान नहीं रही है। इसमें समय समय पर हमेशा बदलाव होता रहा है। यदि हम महिलाओं की स्थिति का आकलन करें तो ज्ञात होगा कि वैदिक युग से लेकर वर्तमान समय तक महिलाओं की सामाजिक स्थिति में अनेक तरह के उतार चढ़ाव आते रहे हैं और उसके अनुसार ही उनके अधिकारों में बदलाव भी होता रहा है। इन बदलावों का ही परिणाम है कि महिलाओं का योगदान भारतीय राजनैतिक, आर्थिक, सामाजिक एवं सांस्कृतिक व्यवस्थाओं में दिनो दिन बढ़ रहा है जो कि समावेशी लोकतंत्र व्यवस्था के लिए एक सफल प्रयास है।

1952 के प्रथम आम चुनावों में 22 महिलाएँ जीत कर आयी थीं। 2019 में सत्तरहवीं लोकसभा में सबसे अधिक महिलाएँ चुनी गई हैं। इस लोकसभा में महिलाओं की स्थिति पहले से बेहतर हुई है। आज 23 कैबिनेट मंत्रीओं में 6 महिला मंत्री हैं। महिला वोटर्स की संख्या में लगभग 15 प्रतिशत की वृद्धि हुई है। 1995 से 2019 के बीच राजनीति में महिलाओं की भागीदारी में 75 प्रतिशत की वृद्धि हुई। 17 वीं लोकसभा में 78 महिलाएँ चुनकर आयी हैं। राज्य सभा के वर्तमान सत्र में 238 सदस्यों में 21 महिलाएँ। भारतीय संविधान के 73 वें संशोधन में पंचायती राज की बात कही गई। अनुच्छेद 243 डी के अनुसार ग्राम पंचायत में महिलाओं को 1/3 सीटें आरक्षित की गईं। परन्तु आन्ध्रप्रदेश, बिहार, छत्तीसगढ़, झारखण्ड, केरला, महाराष्ट्र, उड़ीसा, राजस्थान, त्रिपुरा एवं उत्तराखण्ड में सरपंचों में 50 प्रतिशत सीटों को महिलाओं का आरक्षित की है। अब महिलाओं की स्थिति सुधारने के प्रयास कर रहे। सक्रिय राजनीति में महिलाओं की संख्या बढ़ाने के लिए लोकसभा में 33 प्रतिशत महिला आरक्षण का प्रस्ताव लोकसभा में लम्बित है। महिलाओं के वास्तविक प्रतिनिधित्व का अर्थ है कि अलग अलग पृष्ठभूमि वाली महिलाओं को आवाज मिले और इससे राजनीति में नई संवेदना विकसित हो। यह जरूरी है कि लोकतंत्र और नारीवाद के मूल्यों में विश्वास पैदा किया जाये।

## प्रस्तावना

भारत में महिलाओं की स्थिति हमेशा एक समान नहीं रही है। इसमें समय समय पर हमेशा बदलाव होता रहा है। यदि हम महिलाओं की स्थिति का आकलन करें तो पता चलेगा कि वैदिक युग से लेकर वर्तमान समय तक महिलाओं की सामाजिक स्थिति में अनेक तरह के उतार चढ़ाव आते रहे हैं और उसके अनुसार ही उनके अधिकारों में बदलाव भी होता रहा है। इन बदलावों का ही परिणाम है कि महिलाओं का योगदान

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महारा, ललितपुर (उ०प्र०)

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## नई राष्ट्रीय शिक्षा नीति 2020

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सारांश—किसी भी देश में परिवर्तन लाने के लिये देश की शिक्षा प्रणाली में बदलाव की आवश्यकता होती है। आज वर्तमान में हमारे देश में इस आवश्यकता को महसूस किया जा रहा है। इस आवश्यकता की पूर्ति के लिए भारत सरकार ने इसरो के भूतपूर्व चेयरमैन श्री के. कस्तूरीरंगन की अध्यक्षता में एक समिति का गठन किया और उन्हें राष्ट्रीय शिक्षा नीति के ड्राफ्ट को तैयार करने का दायित्व सौंपा गया। राष्ट्रीय शिक्षा नीति 2020 में भारत की शिक्षा प्रणाली को मुख्य रूप से दो मार्गों में विभाजित किया है स्कूली शिक्षा एवं उच्च शिक्षा। शिक्षा नीति में व्यवसायिक शिक्षा, वयस्क शिक्षा, पेशेवर शिक्षा के साथ साथ शिक्षा क्षेत्र के नियमन को भी विस्तृत रूप से परिभाषित किया गया है।

### विशेष शब्दावली—

- RSA= Rashtriya shiksha Aayog,
- NTA= National Testing Agency
- NRF= National Research Foundation
- NHERA=National Higher Education Regulatory Authority
- NIEPA= national Institution of Educational Planning and Administration.
- RTE =Right To Education
- GER=Gross enrollment Rate
- NAAC = National Assessment and Accreditation Council
- स्कूली शिक्षा— पूर्व प्राथमिक कक्षा से 12वीं कक्षा तक
- उच्च शिक्षा— 12 वीं कक्षा के बाद दी जाने वाली शिक्षा जो विश्वविद्यालय स्तर पर दी जाती है।

प्रस्तावना— बदलते हुये दुनिया के परिवेश के साथ हमें भी बदलने की आवश्यकता है। किसी भी देश में परिवर्तन लाने के लिये देश की शिक्षा प्रणाली में बदलाव की आवश्यकता होती है। आज, वर्तमान में हमारे देश में इस आवश्यकता को महसूस किया जा रहा है। इसी को ध्यान में रखते हुये वर्तमान सरकार ने नई शिक्षा नीति तैयार करने का प्रयास सन 2017 में प्रारम्भ किया मानव संसाधन विकास मंत्री श्री प्रकाश जावेडकर ने इसरो के भूतपूर्व चेयरमैन श्री के. कस्तूरीरंगन की अध्यक्षता में एक समिति का गठन किया और उन्हें दायित्व सौंपा गया। नई शिक्षा नीति के ड्राफ्ट तैयार करने का इस समिति में निम्न अध्यक्ष के अतिरिक्त 10 सदस्य—

1. बसुधा कामत, पूर्व वाइस चांसलर एस.एन.डी.टी. वूमैन युनीवर्सिटी मुम्बई,
2. के.जी. एलेफोन्स,
3. मंजुल भार्गव संस्थापक प्रिंसिपल विश्वविद्यालय प्रिंसटोन यू.एस.ए.,
4. राम शंकर कुशील भूतपूर्व संस्थापक एप कुल सचिव बाबा साहिब अंबेडकर सोसल साइंस विश्वविद्यालय मध्यप्रदेश,
5. टी.बी. कहीरानी कुल सचिव, इंदिरा गांधी ट्राइबल विश्वविद्यालय अमरकंटक मध्य प्रदेश,
6. कृष्णा मोहन त्रिपाठी डायरेक्टर ऑफ एजुकेशन एण्ड भूतपूर्व चेयरमैन उत्तर प्रदेश,
7. मजहर आसिफ प्रवक्ता, Cent of Persion and Cantral Asian Studier Cchool of Language Literature and Culuse Syudier JNU New Delhi.

8. एम.के. श्रीधर भूतपूर्व सचिव सदस्य कर्नाटका नालेज कमीशन बैंगलूर कर्नाटक,
9. राजेन्द्र प्रताप गुप्ता भूतपूर्व सलाकार स्वास्थ्य एवं परिवार कल्याण मंत्रों भारत सरकार,
10. शकीला टी.सम्सू OSD (NEP) उच्च शिक्षा मानव विकास मंत्रालय भारत सरकार नई दिल्ली ।

इन चुने हुये सदस्यों ने लगन एवं उपने दायित्वों की पूर्ति कीते हुये शिक्षा नीति 2019 का ड्राफ्ट तैयार किया है ।

**राष्ट्रीय शिक्षा नीति 2020 का विजन-** 'राष्ट्रीय शिक्षा नीति 2020 एक भारत केन्द्रित शिक्षा प्रणाली की कल्पना करती है जो सभी को उच्च गुणवत्ता की शिक्षा प्रदान करके हमारे राष्ट्र को एक न्याय संगत और जीवंत ज्ञान समाज में लगातार बदलने में योगदान देती है'। राष्ट्रीय शिक्षा नीति 2020 में भारत की शिक्षा प्रणाली को मुख्य रूप से दो भागों में विभाजित किया है-

1. स्कूली शिक्षा
2. उच्च शिक्षा

**स्कूली शिक्षा-** स्कूली शिक्षा में भारत सरकार का मुख्य उद्देश्य वर्ष 2025 तक 3 से 6 वर्ष की आयु के प्रत्येक बच्चे कि लिये मुफ्त सुरक्षित उच्च गुणवत्तापूर्ण विकासात्मक स्तर के अनु रूप देखभाल और शिक्षा की पहुँच सुनिश्चित कराना है ।

वर्तमान शिक्षा प्रणाली में 5 से 6 वर्ष आयु के बच्चों की सीधे कक्षा 1 में प्रवेश दिया जाता है परन्तु नई शिक्षा नीति में कक्षा 1 से पूर्व 3 वर्ष की आयुके बच्चे को पहले प्रीप्राइमरी कक्षा में प्रवेश दिया जायेगा जिससे बच्चे में मानसिक विकास से लेकर उनकी स्कूल जाने की तैयारी, सीखने के बे हतर नतीजो, समानता और न्याय का विकास होगा । 3 से 6 की आयु तक के लिये विभिन्न कौशलों का विकास जैसे खुद से तैयार होना, मोटर कौशल, स्वच्छता अपने देखभाल करने वालों से दूर रहने का कौशल, देर तक एक ही स्थान पर बैठने एवं रहने का कौशल, साथियों के बीच सहज रहने का कौशल, नैतिक मूल्यों का विकास करना है ।

इन सब कौशलों के विकास के लिये आंगनवाडी केन्द्रो को सुदृढ किया जायेगा जिसके लिये आंगनवाडी कार्यकर्ताओं को प्रशिक्षण दिया जायेगा । यह सुनिश्चित करने के लिये प्रत्येक माँ एवं बच्चे की आंगनवाडी केन्द्रों तक पहुँच सरल और निःशुल्क हो, आवश्यकता अनुरूप देश भर में अतिरिक्त गुणवत्तापूर्ण केन्द्रों को स्थापित किया जायेगा । सभी आंगनवाडी केन्द्रो और प्राथमिक शालाओं को क्षेत्र के किसी प्रा. स्कूल से भैतिक या फिर औपचारिक/शैक्षणिक रूप से स्कूल कम्प्लेक्स के सबसे निचले पायदान से जोडा जायेगा ।

**प्रारम्भिक बाल्यावस्था शिक्षा को शामिल करने के लिये RTE एक्ट का विस्तार -**

**RTE एक्ट-** जिसमें कक्षा 1 से 8 तक की अनिवार्य एवं निःशुल्क शिक्षा का प्रावधान है उसका भी विस्तार किया जायेगा और इसमें बच्चों के मरिष्ठक के विकास के महत्वपूर्ण समय प्रारम्भिक बाल्यकाल 3 से 6 वर्ष तक की आयु वर्ग में मुफ्त एवं अनिवार्य गुणवत्ता पूर्ण शिक्षा को लम् एक्ट के अगिन्न अंग के रूप में शामिल किया जायेगा वर्ष 2030 तक कक्षा 12 स्तर के सभी विद्यार्थियों को RTE एक्ट के दायरे में शामिल किया जायेगा ।

**पाठ्यचर्या की रूप रेखा-** स्कूली शिक्षा के विकास के साथ साथ उसके पाठ्यचर्या में परिवर्तन की आवश्यकता महसूस की जा रही थी अतः इसे पुनर् गठन किया जायेगा इसमें चार चरण में बांटा गया है। अर्थात 5+3+3+4 स्वरूप होगा ।

1. **बुनियादी स्तर** - प्रथम पाँच साल की बुनियादी स्तर होगा जिसमें पहले 3 साल पूर्व प्राथमिक स्कूल के लिये तथा बाद के 2 वर्ष कक्षा 1 एवं 2 के लिये रखे गये है । इसमें बहुस्तरीय,खेल आधारित गतिविधि आधारित एवं खोजने पर अधारित सीखना होगा ।
2. **प्रारम्भिक चरण** - 3 वर्ष जिसमें कक्षा 3, 4, एवं 5 के लिये है ।
3. **मध्य चरण** - यह चरण 3 वर्ष को होगा जिसमें कक्षा 6 से कक्षा 8 तक का शिक्षण कार्य होगा ।
4. **माध्यमिक चरण** - माध्यमिक चरण 4 वर्षों का होगा जिसमें माध्यमिक शिक्षा कक्षा 9 से 12 तक को रखा जायेगा ।

फोकस समिति ने माना कि वर्तमान शिक्षा प्रणाली रष्ट्रमार पद्धति पर अधारित है जिसमें परिवर्तन आवश्यक है इसलिये नई शिक्षा नीति को करके सीखने पर अधारित बनाया गया है । कमेटी अनु शंसा करती है कि प्रत्येक विषय के पाठ्यक्रम को घटाकर केवल उसके आवश्यक मूल तक कर दिया जाये ।



**स्कूल परीक्षा पद्धति में सुधार-** स्कूली परीक्षा में भी सुधार की अनुशंसा की गयी है अभी केवल कक्षा 10वीं एवं 12वीं राज्यस्तरीय बोर्ड परीक्षाएँ होती हैं जब कि नई शिक्षा नीति में कक्षा 3, 5 एवं कक्षा 8 में राज्यों द्वारा तय सेसंस परीक्षाएँ भी होंगी। बोर्ड परीक्षाओं का पुनर्गठन किया जायेगा। विद्यार्थियों से अपेक्षा होगी कि वे कुल मिलाकर 24 विषय बोर्ड परीक्षाओं में बैठें। एक सेमेस्टर में औसतन 3 परीक्षाएँ ये परीक्षाएँ स्कूलों में होने वाली वार्षिक परीक्षाओं के स्थान पर होंगी। छात्र अपने विषयों और सेमेस्टर का चयन स्वयं कर सकेंगे कि वे कब इन परीक्षाओं को देना चाहते हैं।

**स्कूल का बुनियादी ढांचा-** पूरे देश में विद्यार्थियों में क्षेत्र विशेष में रुचि और प्रतिभा के विकास के लिये स्कूल कॉम्प्लेक्स ब्लॉक और जिले स्तर पर मुद्रा दे आधारित, प्रोजेक्ट आधारित क्लब, अलग-अलग विषयों जैसे गणित, विज्ञान, संगीत, चैस, काव्य, भाषा, साहित्य वाद-विवाद, खेल आदि में स्थापित किये जायेंगे। इनके लिये वित्तीय सहायता प्रदान की जायेगी।

**शिक्षा प्रबंधन -** समिति ने माना कि प्राथमिक स्तर पर प्रशिक्षित एवं योग्य शिक्षकों की कमी है। इसमें सुधार की आवश्यकता है शिक्षक गैरशैक्षिक कार्यों में अधिक व्यस्त रहते हैं। जिसमें शिक्षण कार्य के लिये समय नहीं दे पाते। शिक्षा नीति के ड्राफ्ट में सिफारिस की गयी है कि शिक्षकों को पाँच से सात साल तक एक विशेष परिसर में रखा जाये। उनका तबादला नहीं किया जाये। इसके अतिरिक्त शिक्षकों को किसी भी गैर शिक्षण गतिविधियों में शामिल, जो शिक्षण कार्य को प्रभावित करते हैं होने की अनुमति नहीं दी जाये। शिक्षक प्रशिक्षण के लिये मौजूदा द्विवर्षीय बी0एड0 पाठ्यक्रम को चार वर्षीय बी0एड0 (एकीकृत)। सभी विषयों विकास के लिये एक एकीकृत सतत व्यवसायिक पाठ्यक्रम तैयार किया जाये शिक्षकों को पूरा करना होगा। ग्रामीण स्कूलों में पदस्थ शिक्षकों के लिये परिसर के निकट स्थानीय आवास उपलब्ध कराया जायेगा। विषय शिक्षकों की नियुक्ति के लिये उनके सम्बंधित विषयों में NTA परीक्षा प्रस्ताव को भी ध्यान में रख जायेगा स्कूलों में भर्ती के दौरान उनमें शिक्षण के प्रति रुचि और प्रस्ताहन को परखने के लिये कक्षा में शिक्षण का प्रदर्शन और साक्षात्कार एक अभिन्न प्रक्रिया होगी शिक्षकों की नियुक्ति की प्रथम स्क्रीनिंग TET से होगी।

**स्कूलों के नियमन-- (Regulation of School)** शिक्षा नीति 2019 के ड्राफ्ट में स्कूलों के नियमन के लिये अनुशंसा की गयी है इसमें कहा गया कि स्कूल संचालन नीति निर्धारण एवं शैक्षिक विकास जैसे पहलुओं को अलग अलग करने की अनुशंसा की गयी। इसमें प्रत्येक राज्य को अलग अलग एक स्वतंत्र राज्य स्कूल नियामक प्राधिकरण बनाने का सुझाव दिया है जो सार्वजनिक और निजी स्कूलों के समान बुनियादी मानकों को निर्धारित करेगा राज्य का शिक्षा विभाग नीति तैयार करेगा और निगरानी एवं पर्यवेक्षण भी करेगा।

**स्कूल कॉम्प्लेक्स के माध्यम से प्रभावी गवर्नेंस और कुशल संसाधन उपलब्ध कराना-** स्कूलों के समूह को स्कूल कॉम्प्लेक्स का रूप दिया जाता है जिससे संसाधनों का साझा उपयोग सुगम बने और स्थानीय स्तर पर कुशल एवं प्रभावी गवर्नेंस सुनिश्चित हो बहुत से सार्वजनिक क्षेत्र के स्कूलों को एक साथ लाकर संस्थानिक और प्रशासनिक इकाई का गठन किया जायेगा जिसे स्कूल कॉम्प्लेक्स कहा जायेगा। इसमें भौतिक रूपसे स्कूलों का स्थान परिवर्तन नहीं होगा और प्रशासनिक रूप से स्कूल कॉम्प्लेक्स का भाग होने के बावजूद हर स्कूल का संचालन जारी रहेगा। स्कूल कॉम्प्लेक्स में पूर्व प्राइमरी से लेकर 12वीं कक्षा तक के एक दूसरे से नजदीकी के आधार पर किया जायेगा। स्कूल कॉम्प्लेक्स का नेतृत्व माध्यमिक स्कूल का प्रधानाचार्य करेगा।

**विनियामक संरचना और मान्यता-** शिक्षा नीति 2019 ड्राफ्ट समिति ने कहा कि वर्तमान उच्च शिक्षा प्रणाली अतिव्यापी जनादेश एवं कई नियामक वाली है इस कई संस्था अलग-अलग स्तर संस्थाओं को मान्यता देती है एवं उनका नियामक करती है जो उच्च शिक्षा शिक्षण संस्थाओं की स्वायत्तता को कम करता है और निर्भरता और केन्द्रीय निर्णय लेने के वातावरण को बनाता है समिति इसके लिये राष्ट्रीय स्तर पर एक प्रधिकरण के गठन का प्रस्ताव रखती है समिति का कहना है कि राष्ट्रीय स्तर पर सभी विषयों के विकास एक एकीकृत सतत व्यवसायिक पाठ्यक्रम तैयार किया जाये शिक्षकों को प्रत्येक वर्ष न्यूनतम 50 घण्टे के निरंतर व्यवसायिक विकास प्रशिक्षण को पूरा करना होगा। ग्रामीण स्कूलों में पदस्थ शिक्षकों के लिये स्कूल परिसर के निकट स्थानीय आवास उपलब्ध कराया जायेगा। विषय शिक्षकों की नियुक्ति के लिये उनके सम्बंधित विषयों में NTC परीक्षा प्रस्ताव को भी ध्यान में रखा जायेगा। स्कूलों भर्ती के दौरान उनमें शिक्षण के प्रति रुचि और प्रस्ताहन को परखने के लिये शिक्षण और प्रदर्शन और साक्षात्कार एक अभिन्न प्रक्रिया होगी। शिक्षकों की नियुक्ति प्रथम स्क्रीनिंग TET से होगी।

भगवान अरविन्द कटिया ऑफ एजुकेशन  
महारा, ललितपुर (उ०प्र०)

स्कूल काम्प्लेक्स के माध्यम से प्रभावी गवर्नेंस और कुशल संसाधन उपलब्ध कराना – स्कूलों के समूह को स्कूल काम्प्लेक्स का रूप दिया जाना है। जिससे संसाधनों का साझा उपयोग सुगमबने और स्थानीय स्तर पर कुशल एवं प्रभावी गवर्नेंस सुनिश्चित हो बहुत से सार्वजनिक क्षेत्र के स्कूलों को एक साथ लाकर संस्थानिक और प्रशासनिक इकाई का गठन किया जायेगा जिसे स्कूल कॉम्प्लेक्स की जायेगा। इसमें भौतिक रूप से स्कूलों का स्थान परिवर्तित नहीं होगा और प्रशासनिक रूप से स्कूल काम्प्लेक्स का भाग होने के बावजूद हर स्कूल का संचालन जारी रहेगा। स्कूल काम्प्लेक्स में पूर्व प्राइमरी से लेकर 12 वी कक्षा तक के विद्यालयों को सम्मिलित किया जायेगा जिसका चयन उनकी एक दूसरे से नजदीकी के आधार पर किया स्कूल काम्प्लेक्स का नेतृत्व माध्यमिक स्कूल का प्रधानाचार्य करेगा।

**उच्च शिक्षा** – भारतीय शिक्षा प्रणाली में 12वीं कक्षा के बाद वी जाने वाली शिक्षा को उच्च शिक्षा की श्रेणी में रखा गया है।

**उद्देश्य**– उच्च शिक्षा प्रणाली में सुधार करके देश भर में बहु अनुशासनात्मक उच्च शिक्षा संस्थान स्थापित करना एवं वर्ष 2035 तक कुल नामांकन दर (Gross enrollment Rate, GER) को कम से कम 50 प्रतिशत तक बढ़ाना।

वर्तमान भारत में 800 से अधिक विश्वविद्यालय और 40000 महाविद्यालय हैं। AAISHE के अनुसार 40 प्रतिशत से अधिक महाविद्यालय केवल एक ही कार्यक्रम चला रहे हैं। 20 प्रतिशत महाविद्यालयों में 100 से नीचे नामांकन है जबकि 40 प्रतिशत महाविद्यालयों में 3000 से अधिक नामांकन हो विगत वर्षों में उच्च शिक्षा के क्षेत्र में काफी सुधार हुआ है परन्तु यह भी पर्याप्त नहीं है पिछले कई वर्षों में GER 25 प्रतिशत तक की वृद्धि हुई है वर्तमान में अधिकांश विश्व विद्यालयों और महाविद्यालयों में शोध की कमी है।

नई राष्ट्रीय शिक्षा नीति में उच्च शिक्षा में सुधार के लिये निम्न अनुसंज्ञा की गई है।

नई राष्ट्रीय शिक्षा नीति में उच्च शिक्षा के विखण्डन को समाप्त करना है बहुअनुशासनिक विश्व विद्यालयों और कॉलेजों में स्थानान्तरित करके उच्च शिक्षा में विखण्डन का अन्त करना।

21 वी सदी की जरूरतों को देखते हुये कहा जा सकता है कि एक उदार एवं व्यापकता के लिये हुये बहु अनुशासनात्मक शिक्षा ही हमारी उच्च शिक्षा का आधार होगी।

राष्ट्रीय उच्चतर शिक्षा नियामक प्राधिकारी (NHERA) की स्थापना की जायेगी। यह स्वतंत्र प्राधिकरण पेशवर, व्यवसाय शिक्षा सहित उच्च शिक्षा में मौजूद सभी व्यक्तिगत नियामकों का स्थान लेगी। विश्वविद्यालय अनुदान आयोग केवल उच्च शिक्षण संस्थानों के अनुदान सम्बंधी कार्य को देखेगा।

वर्तमान में उच्च शिक्षण संस्थानों के मूल्यांकन के लिये राष्ट्रीय मूल्यांकन और प्रत्यायन परिषद (NAAC) है जो UGC के अर्न्तगत कार्य करती है। मसौदा समिति NAAC को स्वतंत्र एवं स्वायत्त संस्था बनाने की सिफारिश करती है NAAC की नई भूमिका NAAC उच्च शिक्षा संस्थानों में श्रेष्ठ संस्थानों की पहचान करेगा और प्रत्येक 5 से 7 वर्षों में संस्थानों का मूल्यांकन करेगा। वर्तमान में संचालित सभी उच्च शिक्षण संस्थानों को 2030 तक NAAC के मूल्यांकन कराना अनिवार्य होगा।

**उच्च शिक्षण संस्थानों का पुर्नगठन**– मसौदा समिति ने वर्तमान परिदृश्य को देखते हुये उच्च शिक्षण संस्थानों के पुर्नगठन की अनुशंसा की है उच्च शिक्षण संस्थानों को तीन प्रकार से पुर्नगठित किया जायेगा–

1. अनुसंधान और शिक्षण पर समान रूप से ध्यान केन्द्रित करनेवाले अनुसंधान विश्वविद्यालय।
2. मुख्य रूप से शिक्षण ध्यान देने वाले विश्व विद्यालय।
3. केवल स्नातक स्तर शिक्षण पर ध्यान केन्द्रित करने वाले कालेज।

उपरोक्त सभी प्रकार के विश्वविद्यालय एवं कालेज सभी शिक्षण संस्थान और अकारभिक, प्रशासनिक और वित्तीय अधिकार प्रदान किये जायेगे तथा ये धीरे-धीरे पूर्ण स्वयन्ता की ओर बढ़ेंगे।

**राष्ट्रीय अनुसंधान फाउंडेशन की स्थापना**– सभी विषयों में उत्कृष्ट एवं रचनात्मक अनुसंधान प्रस्ताव के लिये राष्ट्रीय अनुसंधान फाउंडेशन की स्थापना की जायेगी। जिसमें प्रतिस्पर्धी अनुदान देने के लिये साधियों की समीक्षा और प्रज्ञाताओं के सफलता को आधार रखा जायेगा। NRF शोधकर्ताओं, सरकार, उद्योगों और मंत्रालयों के बीच एक सम्पर्क के रूप में कार्य करना।



प्राचार्य

भारतीय अर्थशास्त्र कालेज ऑफ एजुकेशन  
महारा, लालितपुर (उ०प्र०)

मसौदा समिति ने NRF की संरचना दी उन्होने कहा कि NRF चार प्रमुख प्रभागों से मिलकर बनेगा—

1. विज्ञान
2. तकनीकी
3. सामाजिक विज्ञान
4. कला एवं मानविकी

NRF को प्रतिवर्ष 20,000 करोड़ रु की वित्तीय सहायता दी जायेगी जो (G.D.P. का 0.1 प्रतिशत) है। NRF शोधकर्ताओं के काम को पहचानने वाले पुरस्कारों और सेमिनार के माध्यम से फंडिंग के साथ विषयों और विभिन्न श्रेणियों में पहल के माध्यम से प्राप्त उत्कृष्ट शोध उपलब्धियों को मान्यता भी देगा।

**उदार शिक्षा कार्यक्रम—** ड्राफ्ट समिति ने कहा कि एक उदार शिक्षा दृष्टिकोण सभी विषय और क्षेत्रों में स्नातक शिक्षा का आधार होगा। सभी उच्च शिक्षण संस्थान विश्वविद्यालयों सहित उदार शिक्षक शिक्षा के लिये सभी विश्वविद्यालय 4 वर्षीय शिक्षक शिक्षा कार्यक्रम भी प्रदान करेंगे। कई कॉलेज भी स्थापित करने का लक्ष्य रखेंगे इसके अतिरिक्त अगले पाँच वर्षों के अन्दर पाँच उदारवादी कला संस्थानों को मॉडल बहुविषयक के रूप में स्थापित किया जायेगा।

**संकाय का व्यवहारिक विकास—** उच्च शिक्षण संस्थानों में जाटिल सेवा शर्तों के बीच शिक्षक कार्य कर रहे हैं उन पर शिक्षण के अतिरिक्त अन्य भार भी है बदलती दुनिया में तकनीकी का शिक्षण क्षेत्र में उपयोग से भी शिक्षण कार्य भी प्रभावित हो रहा है शिक्षकों को अपने कैरियर में स्वायत्ता एवं प्रगति भी लक्ष्य नहीं है इस कारण मसौदा समिति में संकाय के व्यवसायिक विकास के लिये भी अनुशंसा की है। उन्होने कहा कि उच्च शिक्षण संस्थानों में संकाय के लिये सतत व्यवसायिक विकास कार्यक्रम का विकास किया जायेगा एवं शिक्षण संस्थानों में संकाय के लिये एक स्थाई रोजगार टेक प्रणाली की शुरुआत की भी सिफारिश की है। शिक्षण संस्थानों में छात्र एवं शिक्षक का अनुपात 30 प्रतिशत करने की भी सिफारिश की है।

**अधिकतम शिक्षण वातावरण—** कमेटी ने देखा कि उच्च शिक्षा संस्थानों में पाठ्यचर्या कठोर संकीर्ण एवं उबाऊ है इसमें शिक्षकों को पाठ्यचर्या को डिजाइन करने की अनुमति नहीं है। जिससे शिक्षण कार्य में रूकावट पैदा होती है। और वह उतना प्रभावी नहीं हो पाता जितना कि होना चाहिये इसलिये मसौदा कमेटी अनुशंसा करती है कि उच्च शिक्षण संस्थानों को पाठ्यचर्या और शैक्षणिक और संसाधन सम्बंधी मानकों में पूर्ण स्वायत्तता होनी है।

**शिक्षक शिक्षा—** उच्च शिक्षा का बहुविषय संस्थान उच्च गुणवत्ता के शिक्षण विभाग और शिक्षक शिक्षा कार्यक्रम को बनाने के लिए कार्य करेंगे। 2030 तक सारे शिक्षक शिक्षा कार्यक्रम चार वर्षीय एकीकृत त्रि-वर्षीय कार्यक्रम उपलब्ध करायेगे। यह चार वर्षीय एकीकृत त्रि-वर्षीय डबल मेजर लिबरल बैचलर्स डिग्री शिक्षा और कुछ विशेष विषयों जैसे—भाषा, इतिहास, संगीत, गणित, विज्ञान, रसायनविज्ञान, अर्थशास्त्र, कम्प्यूटर होगा। स्नातक कर चुके विद्यार्थियों के लिए दो वर्षीय त्रि-वर्षीय कार्यक्रम होगा। शिक्षक बनने के लिए प्रवेश परीक्षा ज्यादातर NTA करायेगी।

**शिक्षा में तकनीकी —** इस युग को सूचना एवं संचार क्रान्ति का युग कहा जा सकता है वर्तमान युग में शिक्षा क्षेत्र में भी तकनीकी का तेजी से उपयोग बढ़ा रहा है इसको और सुदृढ़ करने के लिये मसौदा समिति एक राष्ट्रीय तकनीकी मंच की स्थापना की अनुशंसा करती है। यह स्वातंत्र्य निकाय के रूप में कार्य करेगा। इसका उद्देश्य प्रौद्योगिकी को अपनाये जाने और किसी क्षेत्र विशेष में उसके उपयोग से संबंधित निर्णयों को सुगम बनाना होगा।

**व्यवसायिक शिक्षा— (Vocational Education)** व्यवसायिक शिक्षा को सभी शैक्षणिक संस्थानों, स्कूल कॉलेज और विश्वविद्यालयों के साथ एकीकृत किया जाये। वर्ष 2025 तक लगभग 50 प्रतिशत छात्रों को व्यवसायिक शिक्षा प्रदान की जाने का लक्ष्य रखा है। व्यवसायिक शिक्षा के एकीकरण के लिए राष्ट्रीय समिति—मसौदा समिति ने 2025 तक 50 प्रतिशत छात्रों को व्यवसायिक शिक्षा प्रदान करने के लक्ष्य को प्राप्त करने के एक समिति का गठन करने का सुझाव दिया। शैक्षणिक संस्थानों में व्यवसायिक शिक्षा के एकीकरण के लिए अलग से कोष की स्थापना की जायेगी। पेशेवर शिक्षा—पेशेवर शिक्षा क्षेत्र को विस्तारित किया जायेगा विशेषतौर पर चिकित्सा, नर्सिंग कृषिक्षेत्र। भारत में पेशेवर शिक्षा के लिए योजना बनाने का कार्य आर0एस0ए0 द्वारा किया जायेगा। नये संस्थान खोलते समय NHERA के द्वारा एकत्रित आकड़ों का लिया जायेगा सभी पेशेवर अनुशासनों में किये जाने वाली शोध, NRF द्वारा



मिलने वाली वित्तीय सहायता की पात्र होगी। मौजूदा वित्तीय सहायता देने वाली संस्थाएँ जैसे- ICMR एवं ICAR भी अपनी वित्तीय सहायता जारी रखेंगी। पेशेवर शिक्षा से संबंधित सभी परिषदों नियामक की भूमिका में परिवर्तित कर उन्हें PSSB में बदला जायेगा।


**वयस्क शिक्षा**—भारत की जनगणना 2011 के अनुसार देश में अभी भी 3.26 करोड़ से अधिक वयस्क गैर साक्षर हैं जिनकी आयु 15 से 24 वर्ष है। इस संबंध में मसौदा समिति ने सिफारिश कि स्कूल परिसरों में वयस्क शिक्षा केन्द्र खोले जायें तथा वयस्कों के लिए प्रासंगिक पाठ्यक्रम राष्ट्रीय मुक्त विद्यालय द्वारा तैयार करके संचालित किये जायेंगे। वयस्क शिक्षा कार्यक्रम को संचालित करने लिए एक अलग से टीम गठित करने का प्रावधान रखा गया। गठित टीम में एक प्रशिक्षक एवं प्रबंधको का एक केंद्र बनाने का सुझाव दिया गया है।

**शिक्षा और भारतीय भाषाएँ**—शिक्षा मसौदा समिति ने सिफारिश कि कक्षा 5 तक तक छात्रों को उनकी मात्र भाषा/घरेलू भाषा/स्थानीय भाषा में दी जानी चाहिए। जहां तक संभव हो कक्षा 8वीं तक इन्हीं भाषा में दी जानी चाहिए। प्रथम शिक्षा नीति में तीन भाषा का सूत्र दिया गया। तीन भाषा सूत्र से अभिप्राय पहली भाषा हिन्दी, दूसरी भाषा राज्य की भाषा, तीसरी भाषा अंग्रेजी होगी। इसी सूत्र को जारी रखने की सिफारिश की। भारतीय भाषाएँ पाली, प्राकृत और फारसी जैसी भाषाओं को बढ़ावा देने के लिए एक राष्ट्रीय संस्थान की स्थापना की जाए। सभी क्षेत्रों में इन भाषाओं को बढ़ावा देने के लिए भारतीय भाषाओं की शब्दावली का अधिकतम प्रयोग किया जायेगा।

**प्रौढशिक्षा**—प्रौढशिक्षा के संबंध में भी मसौदा समिति ने अनुशंसा कि 2030 तक युवा व प्रौढशिक्षा साक्षरता दर 100 करना है। इसके लिए एक केन्द्रीय प्रौढशिक्षा संस्थान की स्थापना की जायेगी जो एन0सी0ई 0 आर0 टी0 के एक घटक के रूप में कार्य करेगी। यह समिति प्रौढशिक्षा के लिए एक राष्ट्रीय पाठ्यचर्या की रूपरेखा विकसित करेगी। पाठ्यचर्या का ढाँचा इतना लचीला होना चाहिए कि वह स्थानीय जरूरतों के अनुसार परिवर्तित किया जा सके।

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मईरा, ललितपुर (उ०प्र०)