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JIMS JOURNAL OF EDUCATION

A Bi-Annual Peer Reviewed Journal

JIMS JOURNAL OF EDUCATION

Editor's Note

This issue of the JIMS JOURNAL OF EDUCATION contains eight articles/research papers on recent trends in education and a book review.

The first paper, "A Comparative Study of Occupational Stress and Life Satisfaction between Teachers of Private and Government Primary Schools" by. Dr Isha Varshney attempts to find out satisfaction of teachers in their life.

The second paper deals with "ICT Enabled Flipped Classrooms: A Boon for Student Engagement, Exploration and Achievement", by Ms. Eram Aziz, which throws light on the various dimensions of flipped classrooms and the challenges it poses apart from the increased student engagements and achievements.

"Quality Concerns in Higher Education," by Dr. Geetika Agarwal gives snapshots of the future developments in the areas of infrastructure, curriculum, methods of teaching, teachers and management and administration in higher education.

The fourth paper by Dr. Neha Goyal deals with –"Multiple Intelligence: Modus Operandi for Restructuring Teaching Learning Process'.

The fifth paper by Ms Himani Gajwani, "Trailblazing Strategies for Framing Dimensions of Effective Educational Standards "gives an overview of effective educational standards.

The sixth paper, "Human Rights of Differently Abled Groups: Challenges and Prospective Approaches," by Dr. Amruta Panda attempts to focus on the rights of differently abled group.

The article by Mr Pawan kr.Mishra is on human values – "मानवीय जीवन में मूल्यों का महत्व"

The last article is by Ms. Meera Maurya on "शिक्षा में शिक्षा से ज्यादा अंको पर बल".

The issue ends with a book review by Mr. Sanjay Bhardwaj, title of the book **MATHEMATICS - Text book for class IX**

We invite our readers to contribute to the journal by sharing their knowledge in the form of articles, action research reports, theoretical papers, etc.

Your valuable suggestions and comments for improvement of the quality of the journal are welcome.

Prof.(Dr.)Tandra Sharma
Editor, JIMS JOURNAL OF EDUCATION.

As a reflective academician, scholar and reflective practiceners in the field of education, one must have felt a need of a platform to share their ideas. Yes it is the Journal where research papers, articles, action research, case studies etc can be shared.

JIMS JOURNAL OF EDUCATION (JJE) is a peer reviewed annually published Journal under the patronage of reputed educational group JIMS. The Journal has tried to cover important aspects of education and its related areas. JJE explores all the perspectives of disciplinary and interdisciplinary knowledge. The Journal has focussed towards theoretical as well as practical implication of education.

Views and factual claims expressed in individual contributions are personal to the respective contributors and are not necessarily endorsed by the editors, their advisors, or the publishers of the journal.

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A Comparative Study of Occupational Stress and Life Satisfaction Between Teachers of Private and Government Primary Schools

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Abstract

The society was economically independent and people got satisfied with their hunger out of the natural fruits and vegetation which grew on earth. There was no concept of property. There was no specialization as the occupation is concerned. Hence we can say that in old days a person were almost free from the concept of occupational stress, but this world of ours founded upon science and technology, is highly mechanized and materialistic. Thus, as a result the life has become quite challenging and competitive at all levels.

Key words: *Occupational stress, life satisfaction, Primary teachers*

Introduction

Education is the capacity to realize the value of one existence and make it worthy for the development of his own and his surroundings. It is universal process that humanizes the humanity and makes life progressive, civilized and cultured. Education is an experience that has a formative effect on the mind, character or physical abilities of an individual. It transmits education, knowledge, skill and values from one generation to another. It enables a person to think clearly and at effectively to realize self-assertive goals and aspirations. It is dynamic and continuous process by which human being develop thinking and reasoning, problem-solving ability. Education is essential for development of an individual as well as of society.

Significance of the study

Now days when India is progressing by leaps and bounds and is on the verge of becoming a developed nations, we cannot afford to neglect talents of our teachers because the scan progress. The teachers influence the immixtures minds of the youth. He immature minds of the youth, he treats and moulds the young mind into various forms. The economic condition of teachers is also miserable and we know that our country is economically backward and the standard of the masses is very low. In present day society only those people command respects that power and money. The society the past which respected teachers has vanished. The poor teacher does not enjoy much prestige in the society of today. These schools employee teachers at very low salaries and the teachers cannot give his best to the students. There is a great dis satisfaction and frustration

among teachers working conditions I schools and college are appalling. It is very sad that the persons in charge of education are then salvers quite ignorant. They look down upon teacher as more employees and nothing else. In such conditions the teacher's feels helpless and frustrated.

The need of study is to find out satisfaction of teachers in their life because if they satisfied in their life, they will be satisfied in their occupation and perform their job in a better way. There is mushrooming growth of school during recent years but there is unavailability of adequate Teaching learning material, poor infrastructure and new recruitment policy, and poor connectivity. These factors could cause an impact on their job satisfaction. The study aims to find out the impact these factors on their life satisfaction.

Statement of the problems

"A comparative study of occupational stress and life satisfaction between teachers of private and government primary schools".

Objectives

1) To study occupational stress of teachers in private and government primary schools.
2) To study life satisfaction of teachers in private and government primary schools.
3) To compare life satisfaction of teachers of private and government primary schools.
4) To compare occupational stress of teachers of private and government primary schools.

Hypotheses

1-There is a significant difference between occupational stress between private and government primary school teachers.

2- There is a significant difference between life satisfaction of private and government primary school teachers.

Selection of the area

Ujhani city was selected as the target area for conducting the present study due to the convenience in the availability of schools, for data collections. There are number of govt. primary schools and private primary schools available in Ujhani city. It is a city with cultural peace and diversity.

The travelling distance between Chandausi and Ujhani is 85km. and travelling time is approx 2½ hours by bus. Good daily service of bus is available here Ujhani is the residential and working area of researcher while that of supervisor is Chandausi.

Population

In order to serve a useful purpose, sampling should be unbiased or representative. The logic of the theory of sampling is the logic of induction, i.e. we proceed from particular (sample) to general (population) and all the results are expressed in terms of probability.

There are many schools of govt. primary teachers and private primary teacher where occupational stress and life satisfaction both are provided. There are almost 10 to 12 schools in Ujhani city.

Sample

In order to obtain in objectives of the study 100 teachers of govt. primary teachers and private primary teachers were selected randomly from schools of primary level of Ujhani city govt. teachers and private teachers at primary level are being taken.

The researcher selected, primary schools of Ujhani city randomly.

TABLE A (Government teachers)

Sl.No.	Name of city	No. of teachers	Total of schools
1	Ujhani	50	15

TABLE B (Private teachers)

Sl.No.	Name of city	No. of teachers	Total of schools
1	Ujhani	50	10

Variable

The following two type of variable were used in this study:-

a) Independent variable
b) Dependent variable

Independent variable

Independent variables are those that by the experimenter can be manipulated or controlled the independent variable I the study is attitude.

Dependent variable

Dependent variable is the measured change in the pupils performance attributable to the influence for independent variables the study involved two dependent variable.

1) Occupational stress
2) Life satisfaction

Tools of data collection

For collecting new unknown data required for the study of any problems the selection of suitable instrument is of vital importance for successful research.

Occupational stress index

The investigator used "occupational stress index for knowing the occupational stress of govt. teachers and primary teachers at primary level. This tool constructed by Dr. A.K. Srivastava and Dr.A.P.Singh.

Life satisfaction scale tool

The Life Satisfaction (LSS) is developed with a view to provide a handy tool for identifying persons having low satisfaction in life, and who may require psycho-diagnostic help.

Statistical techniques

The obtained scores (or X scores) were analysed by the help of mean, S.D. and 't' test.

RESULTS AND DISCUSSION

Statistical Analysis

Objectives
a) To study occupational stress of teachers in private and govt. primary schools.

TABLE- A

Sl.No.	Primary Teachers	No. of teachers	Mean	S.D.
1	Govt, primary teachers	50	127.66	9.02
2	Private primary teachers	50	132.34	14.51

b) To study life satisfaction of teachers in private and govt. primary schools.

TABLE- B

Sl.No.	Primary Teachers	No. of teachers	Mean	S.D.
1	Govt, primary teachers	50	132.34	16.13
2	Private primary teachers	50	118.7	4.98

c) **To compare life satisfaction of teachers of private and govt. primary schools.**

TABLE -C

Sl.No.	Primary Teachers	No. of teachers	Mean	S.D.
1	Govt, primary teachers	50	127.66	9.02
2	Private primary teachers	50	132.34	14.51

d) **To compare occupational stress of teachers of private and govt. primary schools.**

TABLE -D

Sl.No.	Primary Teachers	No. of teachers	Mean	S.D.
1	Govt, primary teachers	50	127.66	9.02
2	Private primary teachers	50	132.34	14.51

Hypothesis verification

Null hypothesis was formulated. Data were collected with the help of tool . Hence to carry out the research and also reach on some conclusion. The data give statistical treatment. The data analysed and discussed as below:

Hypothesis I

There is a significant difference between occupational stress between private and govt. Primary school teachers.

TABLE-E

S.No.	Primary teachers	N	Mean	SD	t- value	Level of significance
1	Govt.teachers	50	127.66	14.51	1.93	.05=1.96
2	Private teachers	50	132.34	9.02		.01=2.57

- Table A shows that mean of group I was 127.66 And SD of group I 14.51
- The mean of group II was 132.34 and SD of group II was 9.02
- The calculated 't' value was 1.93
- The table value at df 98 is 1.97 at 0.05 level and 2.57 at 0.01 level of significance. Our calculate 't' value is 1.93 which is lesser at both level significance. So it is not significant and null hypothesis is accepted at the both the level.

Hypothesis II

There is a significant difference between life satisfaction of private and govt. Primary school teachers.

TABLE-F

S.No.	Primary teachers	N	Mean	SD	t- value	Level of significance
1	Govt.teachers	50	132.34	16.13	5.71	.05=1.96
2	Private teachers	50	118.7	4.98		.01=2.57

- Table no 1 shows that mean of group I was 132.34 And SD of group I 16.13
- The mean of group II was 118.7 and SD of group II was 4.98
- The calculated 't' value was 5.71
- The table value at df 98 is 1.97 at 0.05 level and 2.57 at 0.01 level of significance. Our calculate t' value is 5.71 which is greater at both level significance. So it is significant and the null hypothesis is rejected at both the level.

Discussion

From the result of the study it is clear that the primary schools teachers as a whole are found to be highly. Stressed, this finding supports the past research that the teaching profession has become one of the most stressful professions.

The next finding of this study revealed that on the basis of the type of school private school teachers face more stress than the government Teachers. This may be due to low salary and more. Burden of working in private schools.

Similarly, primary teachers of private and government are similar. Schools teachers have been found to differ significantly in the level of occupational stress. The private school teachers have found to be significantly more stressed than their govt. School teachers.

From the results of the study it is also clear that primary schools teachers as a whole are found to be satisfied with average satisfaction.

The private primary schools teachers are average and satisfied with their mental, job, social and family. The govt Primary school teachers are average satisfied with their life.

Conclusion-

The following conclusions were drawn:

1) The govt. and private primary school teachers do not differ significantly on sub scales. Role overload, responsibility for person power lessens unprofitably.
2) The govt. and private primary school teachers differ significantly or subscales. Role ambiguity, role conflict, unreasonable group and poor peer relationships and low status.
3) The govt. and private school teachers difference significantly on over all occupational stress level. Private primary school teachers have more stress level them govt. primary school teachers.

The study analysed occupational stress and life satisfaction of teachers. It was found that occupational stress levels of teachers were slightly higher than their life satisfaction levels. Economic problems experienced by teachers might have caused this result. Economic insufficiency of individuals mostly affects their life satisfaction. Analysis showed that there was a positive significant relationship between occupation stress and life satisfaction.

Teachers working in govt. schools had higher life satisfaction than those working in private schools and there was a statistically significant difference between these two groups of teachers. In ujhani schools are inspected by the govt. of education. Teachers working in govt. schools are permanent govt. servants and have no risk of dismissal.

On the other hand, teachers working in private schools work and contractual basis and their contacts are extended each year according to their performance. For these reasons, teachers have to achieve a great success in their work and to improve and renew themselves to stay at the same school. These might have negatively affected life satisfaction of teachers working in private schools.

This study analysed their relationship between occupational stress and life satisfaction of teachers. It was found that there is a correlation between occupational stress and life satisfaction; however, life satisfaction levels of teachers were found to slightly higher than their..

Suggestions for Future Research

Researches are not the end results but they always open new ways and directions for further endeavours. In the same way, the present investigation is also not the dead end. It can be extended by including new variables, sample and place. At the same time further reasons can be undertaken while removing the limitations of the study. Some of the important suggestions can be given as follows:

▢ The present research was conducted on a smaller sample of teachers working in different schools of Ujhani, which is limited in size, further research can be conducted on larger sample including teachers from different cities and regions.

▢ A comprehensive research can be planned and conducted on teachers of different categories like primary school, middle school, secondary school, senior secondary school and university teachers with different grades.

▢ This kind of study can also be conducted on teachers of English, Hindi and Urdu medium schools.

▢ A comparison of teachers of rural-urban background, different age groups, socio-economic status and length of job can also be made in this regard.

▢ Studies regardless of religion, cast and creeds on married and unmarried, male and female, school teachers which seems to be a neglected area of research can also be carried out.

▢ In the present investigation interview method and projective techniques could be used, besides using the questionnaire for data collection to validate the results of the present investigation.

▢ Further, this kind of research can also be conducted on life satisfaction, burnout, job commitment, job involvement, job motivation and quality of work life dimensions
▢. The levels of stress of teachers in relation to their biological, psychological and social systems.
▢. The long term effects of occupational stress to teachers

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ICT Enabled Flipped Classrooms: A Boon for Student Engagement, Exploration and Achievement

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Abstract

The use of technology is evident in every walk of life. Being dependent on technology comes with its own challenges and there is always an ongoing debate whether to surrender to the technology or stay aloof and continue with our traditional ways. Integration of ICT based teaching has become a way of life and teachers are making use of technology not only for curriculum transaction but also for other uses. This article is an attempt to understand one such ict based approach in teaching learning, aptly called as flipped learning. The paper throws perspectives on the various dimensions of flipped classrooms and the challenges it poses apart from the increased student engagements and achievements.

Keywords: *Flipped Learning, Active Learning, Student Engagement*

Introduction

Our societies have become technology driven without question. The use of technology is evident in every walk of life. It has overtaken our traditional ways of doing and understanding things and offers solutions to all our problems in novel ways. Being dependent on technology comes with its own challenges and there is always an ongoing debate whether to surrender to the technology or stay aloof and continue with our traditional ways. However the answer lies in making judicious use of the technology that surrounds us and being aware of the threats and challenges that might come with the use of these technologies. The use of technology or ICT in education has found its place and today almost every education sector is making use of ICT in teaching learning process. The use of ICT is not just restricted to classrooms but works such as evaluation; administration etc. can be sorted and taken care of by integrating technology in education process.There are multiple ways to integrate ICT in teaching learning. Researches have been done to explore the effectiveness of ICT enabled classrooms. With the launch of Operation Digital Blackboard on February 20, 2019, by HRD Minister Prakash Javadekar, a new word entered in the education

dictionary -- 'flipped learning'. The concept is very innovative and futuristic. Of the many approaches is the use of Flipped Learning. Teachers and students are working in tandem to achieve better outcomes.

Flipped classroom is a "pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter" (The Flipped Learning Network, 2014).**Flipped learning is a concept wherein students focus on shorter duration video lectures and other content before entering the traditional classroom arena.** When they enter the classrooms with the prior knowledge of the concept, the learning becomes more of an interaction and collaborative process.

The four main pillars of FLIP include,

1. Flexible Environment
2. Learning Culture
3. Intentional content
4. Professional educator

The educators who use flip classroom are flexible with when and where their learners will learn. The focus is on a learner centered approach, Educators continually think about how they can use the Flipped Learning model to help students develop conceptual understanding, as well as procedural fluency. They determine what they need to teach and what materials students should explore on their own. Flipped learning focuses on active engagement and pedagogy approach of facilitation, organic processing and dissemination of ideas and concept.Its main thrust is on deeper learning strategy, peer discussions and enhancing problem-solving techniques.

Flipped learning empowers young minds to:

1. Take ownership for their learning and instant learning outcomes.
2. Get better performance results and academic pursuits on tests as was observed in social experiments at University of Texas.
3. Be more interested and engaged with the learning content facilitated by:

   - Video collection
   - PowerPoint formatting
   - Classroom discussion
   - Instructor/receiver discussion
   -

4. Adapt to differential content delivery and feel more synergy with the content.

The main goal in flipping a class is to cultivate more deeply engaged learning experiences for students when the instructor is present to coach and guide them. Emphasis is on higher-order thinking skills and application to complex problems.

Common activities include:

- Collaborative learning
- Case-based learning
- Peer instruction
- Problem sets

Challenges in implementing flipped classrooms

- There are many challenges towards effective implementation of flipped classrooms.
- The most important amongst these is the development of mindset both of the teachers and students towards this and also lack of awareness towards effective use of this. Also lack of internet facilities and resources can prove to be a hindrance in making use of this approach.
- How do we know which students have completed their lesson and to what extent they have understood it?
- It is often difficult to gain students attention in class, and that task is made considerably more difficult when it has to be done remotely at home.
- The personality and the passion of the educator, so important to captivate students in a classroom, needs to be carried through in the digital experience.
- This is where tools like Adobe Presenter come to play in being a catalyst to educators who want to adopt flipped learning in their classrooms – it allows the teacher to create videos that capture themselves and their screens at the same time, bringing in their personality into the digital courses.
- To keep the learners attention going, educators can add quizzes, puzzles, drag and drop elements and other fun out of the box elements in each module, creating an appealing experience for students.

How to implement a flipped classroom?

Jeff Dunn (2014) has written a short piece on "The 6-step guide to flipping your classroom", which presented 6 easy steps for implementing flipped classroom.

1. **Plan:** Figure out which lesson in particular you want to flip. Outline the key learning outcomes and a lesson plan.

2. **Record:** Instead of teaching this lesson in-person, make a video. A screen cast works. Make sure it contains all the key elements you'd mention in the classroom.

In Bergmann and Sams' book (2012), they also pointed out that do not make a video just for the sake of making a video. Only do so when you feel these are appropriate and necessary. It all depends on the educational goal of your lesson. If making videos better facilitate your instructional goal, and then go ahead.

3. **Share:** Send the video to your students. Make it engaging and clear. Explain that the video's content will be fully discussed in class.

4. **Change:** Now that your students have viewed your lesson, they're prepared to actually go more in-depth than ever before.

5. **Group:** An effective way to discuss the topic is to separate into groups where students are given a task to perform. Write a poem, a play, make a video, etc.

6. **Regroup:** Get the class back together to share the individual group's work with everyone. Ask questions, dive deeper than ever before.

After the six steps, Review, Revise, and Repeat.

Some other strategies that can be used in in-class activities include:

- Active learning. Allow students to apply concepts in class where they can ask peers or instructors for feedback and clarification.
- Peer instruction. Students can teach each other by explaining concepts or working on small problems.
- Collaborative learning. Collaborative learning activities could increase student engagement, enhance student understanding, and promote collective intelligence.
- Problem-based learning. Class time can be spent working on problems that can last for the duration of a semester.
- Discussions or debate. Give students the opportunity to articulate their thoughts on the spot and to develop their arguments in support of their opinions or claims.

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Quality Concerns in Higher Education

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Abstract

Higher education is universally recognized as a major driver of economic and social development, in both more or less affluent countries. The assurance of quality and standards of higher education is now widely recognized as a fundamental requirement, if we are to be confident that the huge potential benefits of higher education for individuals, economies and societies will be achieved. A variety of social forces point to the shape of alternative educational futures. Among these forces are emergence of information society; challenges of quality; globalization and liberalization of economy; and education as life-long activity. Vision of future education presents a volatile picture of many exciting developments. When it comes to the efficiency and effectiveness of quality management, as used in higher education, there are a number of questions, which need immediate attention of all the concerned. An attempt has been made in the present paper to give snapshots of the future developments in the areas of infrastructure, curriculum, methods of teaching, teachers and management and administration in higher education.

Key words: *Quality, Quality management, Quality Assurance, Curriculum integration, teacher competence*

Introduction

Higher education occupies an important place at the apex of the educational pyramid and helps developing the cream of the society – a select group of individuals – physically, intellectually, emotionally and socially. Higher education is universally recognized as a major driver of economic and social development, in both more and less affluent countries.

Defining quality in education is a massive challenge since it deals with the most sensitive creation on earth –human beings. Industrial products are finished goods – take them or leave them.

Nothing can be done once they are finished. Service is here and now. You can look for better quality only next time. Education has no such finished product, nor even the graduates. They are on the way 'to be'. Education only charges the human propensities to evolve and unfold it till the last breath, a process that covers the human journey from 'womb to tomb'. Human beings continue to learn, and evolve, 'to be'. Education facilitates this very evolution of the individual.

Concept of quality

Quality is a highly debatable theme. Quality has been the goal of an eternal quest through the corridors of human history. It has been the driving force for the entire human Endeavour. Quality is the inspiration for transcendence from the mundane to the higher realms of life. It is the source of craving behind the unfolding human civilization through ages immemorial.

According to the Oxford English Dictionary, the notion of quality includes all the attributes of a thing, except those of relation and quantity. The British Standards Institution (BSI) (1991) defines quality in functional terms as the totality of features and characteristics of a product or service that bear upon its ability to satisfy the stated or implied needs.

The assurance of quality and standards of higher education is now widely recognized as a fundamental pre-requisite requirement, if we are to be confident that the huge potential benefits of higher education for individuals, economies and societies will be achieved. Looking at the importance of quality, there is an urgent need in the country towards the development of knowledge and understanding of the practice of quality assurance in higher education.

The realization of uniformity in quality standards has been one of the major challenges before the higher education planners, as well as the other stakeholders in the country. The basic theory of the service quality management explains that the problem of quality variation is due to the human oriented nature of the higher education services. However, in the present era of knowledge driven society, one needs to delve deep into the problem to identify and explore the real factors behind quality variation, both in the output as well as the process.

In Indian higher education system, a number of positive measures have been initiated by the various higher education regulating agencies including the Assessment and Accreditation Council of University Grants Commission (NAAC-UGC) and National Board for Accreditation of All India Council for Technical Education (NBA-AICTE). The experience shows that despite all these initiatives, the fundamental objectives of quality, as conceptualized by these agencies.

When it comes to the efficiency and effectiveness of the quality management system, as used in higher education there are a number of questions or areas, which need immediate attention of all

the concerned. The present paper aims to explore the critical issues relating to the quality concerns in the higher education institutions of the country.

1. Infrastructure: - Paradoxically, India being the largest country of illiterates takes the credit of operating one of the largest higher education systems in the world. At the time of independence, it had only 19 universities and 636 colleges with a student enrollment of about 1, 06,000 in 1947. Despite the constraint of resources, the quantitative expansion has been highly spectacular in the post – independence period. Our literacy has been constantly improving over the years (36.17 in the 1970's 52.19 in 1991 and 65.38 in 2001). We have more than 300 universities, deemed universities, thousands of colleges, hundreds of engineering colleges , IIT's , IIM's , medical colleges and scores of agricultural universities and equally large fund crunching science and industrial councils , scores of national regional laboratories and many other such units. These deliver their products in large numbers, who need employment. It has produced a mismatch of supply and demand. The largest educated middle class is faced with the nightmare of unemployment and unemployable graduates even in science, agriculture, engineering, social science and medicine.

The higher education services by its very basic nature have direct impact on the all sectors of environment in both societal as well as in task environment .Even a minor change in the higher education structure may trigger a corresponding major change in the environment and may further be subjected to the change itself due to the changes in the environment sector(s). This bidirectional flow of impact makes the higher education structure very complex as compared to other service sector organizations.
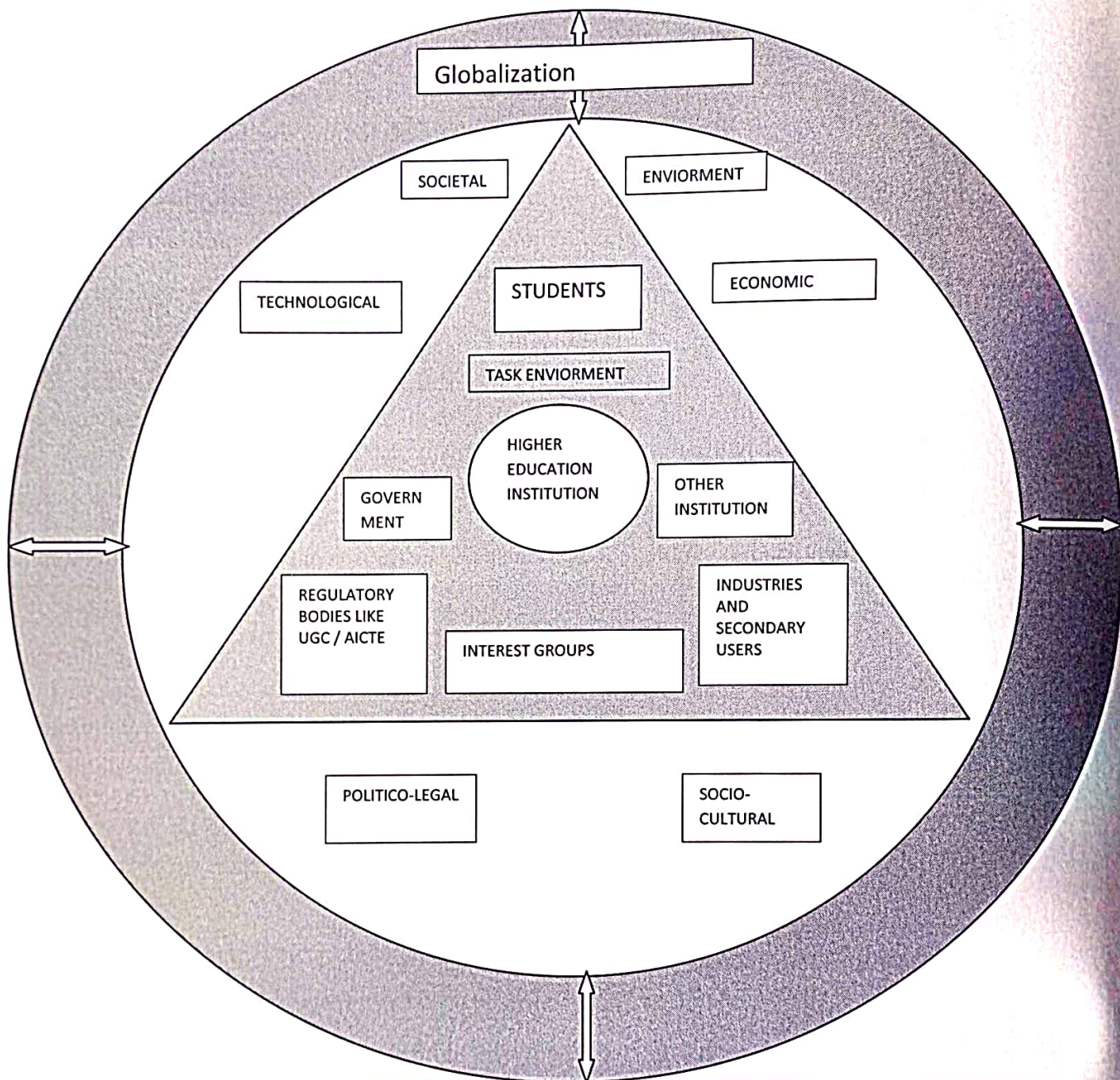
Fig. 1: Framework for Environmental Analysis

These trends are the indicators of how the important factors in the higher education environment of the country are changing. In order to develop an effective quality management system of higher education, it should be linked to the overall strategic planning framework of the institution.

2. Curriculum: the higher education in our country suffers from many defects as far as curriculum is concerned. Excessive stress on theory takes precedence over the practical aspect and forces the students away from the real life. The syllabus lacks integration between general and skill-oriented vocational education. The recent trend of entrance tests has no relevance with the course content taught in the classes. The syllabus for any level should be designed in consultation with the teachers teaching at that level and should be realistic and inter-disciplinary. Academic programmes should be integrated and students with varying interests should be accommodated in it. There should be enough space for everyone involved: teachers, students and parents. The feedback provided should be constantly acted upon. The courses should breakdown the monotony of the traditional courses; they should be both innovative and job oriented. In regard to the choice of subjects, there should be number of options available to the students. Computer-friendly gadgets like VCDs, DVDs, CD-ROMs and floppies can be utilized to produce study materials and reduce the burden of students. Computers can also be utilized to access relevant materials from the internet, help students have direct contact with the teachers via e-mail, voice-mail and chatting, produce computer generated presentations to accompany lectures, use real current databases for research and conduct video-conferencing sessions with students from abroad. The best brains can be utilized for the production of self-instructional and audio-visual material in different languages.

3. Methods of teaching: another rapid change that is taking place is in the domain of instruction and pedagogy, and educational technology. Methods of teaching should be highly diverse. Lecturing will no doubt linger. But techniques like discussion, role-play, field work, laboratory experimentation, simulation and gaming will move rapidly to the centre stage. The mode of instruction should emphasize student constructed knowledge and interactive nature of learning. Emerging educational technology like telecommunication and computers will reshape practically entire spectrum of teaching methods. This technology factor will take over in rapid strides and encourage autonomous learning. Instead of just remaining at the receiving end, the students will be expected to assume increasing responsibility for managing their own learning.

4. Teachers: the most important component of the instructional process is the teacher who cannot be replaced from the instructional situation irrespective of the developments in the media and ICT. In order to determine the quality of the instructional processes one of the main marks will have to be with respect to teacher's behavior and competence. There are 3 main areas of teacher's competence:

-Professional knowledge and understanding,

- Professional skills and abilities, and

- Professional values and personal commitment.

The benchmarks of a good teacher are: communicate effectively, using a variety of media, to stimulate pupils and achieve the objectives of lessons, employ a range of teaching strategies and justify their approach, set expectations and a pace of work, work effectively in co-operation with other assistants in the classroom. Teachers should be trained regularly through academic staff colleges to improve the effectiveness of their teaching and classroom performance.

5. Administration and Management: the emphasis laid on academic freedom of institutions of higher learning by public bodies such as the UGC and the Knowledge Commission of India is quite welcome, and timely. The creation of more autonomous colleges, clusters of autonomous colleges and central universities is the beginning of the long expected academic freedom from the affiliating system. An autonomous college is free to start a new degree or post-graduate course with the approval of the Academic Council of the college. Such courses shall fulfill the minimum standards prescribed by the university/ UGC in terms of number of hours, curricular content and standards, and the university shall be duly informed of such courses. The charter of academic freedom, articulated in terms of the National Policy on Education is broadly indicated in the 11th plan guidelines and it includes the freedom to:

Determine and prescribe (the colleges) own courses of study and syllabi, and restructure and redesign the courses already offered in order to suit local needs.

Prescribe rules for admission of students accommodating the reservation policy of the state government.

Evolve methods of assessment of student performance, conduct examinations and notify results.

Use modern tools of educational technology to achieve higher standards and greater creativity; and

Promote healthy practices such as community service, extension activities, projects for the benefit of society, neighborhood programmes, etc.

This academic *panchsheel*, if one may so call it, has far reaching enabling implications to address academic, social, pedagogic, global and quality concerns of higher education in India, if only institutions could be diligent to perceive and internalize them in their own systems of operation.

Conclusion

It is never too late to mend. If the system of higher education is not improved in response to the need of the hour, the preamblary promise of justice- social, economic and political, equality of status and of opportunity, liberty of thought, faith and worship will ever remain fulfilled. The aim of higher education should be necessarily broad and dynamic. The universities and colleges of

today must work not only for promotion and dissemination of knowledge but also for generation of knowledge. They must promote humanism, reasoning, tolerance, critical thinking and search for truth. They are expected to achieve new knowledge, understanding, good leadership qualities and equality for their students. Higher education should aim at socialization and democratization in true sense of the word.

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Multiple Intelligence: Modus Operandi for Restructuring Teaching Learning Process

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Abstract

Intelligence is considered to be the ability to acquire and use knowledge for solving problems and adapting to the world. Intelligence has many facets and is a hierarchy of abilities, with general ability at the top and more specific abilities at lower levels of hierarchy. The Theory of Multiple Intelligences suggested by Gardner in the early 1980s as an alternative way to traditional classroom designs that as a need for the variety of ways people learn and understand. Gardner (1983) suggested that learners do not have a single intelligence, but a range of intelligences. His assumption is that all people have these intelligences but in each person one of them is more pronounced. According to Gardner, this theory, which emerged from cognitive research, "documents the extent to which students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways." An awareness of multiple-intelligence theory has stimulated teachers to find more ways of helping all students in their classes. An integrated approach also means that the teacher needs to employ media and representations which are perhaps consistent with the intelligence-bias of the student. Different strengths (intelligences) of individuals should be utilised teaching methods, even in cognitive tasks such as reading and arithmetic. This may be achieved through creative classroom and curriculum structures, as well as the use of multimedia teaching tools. An educational goal of such an approach is to open-up learning to the widest spectrum of individuals, and perhaps help individuals towards later fulfilment in their careers, and indeed personal lives.

Keywords: *Multiple Intelligence, Learning Styles, Howard Gardner*

Introduction

The concept of intelligence has perhaps received more devoted attention in psychology than any other concept, and yet has resisted a thorough clarification (Reber (1995)). The early works of Binet viewed intelligent behaviour as cognitive abilities in reasoning and problem solving, and in collaboration Simon, produced the first psychometric-type intelligence test in 1905. Such a view of intelligence has persisted through modern intelligence tests, such as the Stanford-Binet and the various versions of the Wechsler tests (see, for example, Rust and Golombok (1989)). Whilst theoreticians continue to argue the underlying factors of cognitive processes which constitute

intelligence, or indeed, the existence of a single underlying or general (g) factor for intelligence (Spearman (1927)), the definition of intelligence itself has been conceptualised in a rather broad manner to depict the ability to profit from experience. In reality, intelligence is now cynically viewed by many psychologists and educationalists as whatever intelligence tests measure. An issue of concern then arises as to whether or not intelligence tests assess the full range of talents, competencies and skills that an individual may possess. Likewise, if educational quality is measured against such tests, then the educational system itself may be focussing on skills development for success at school, rather than development on the broad intellectual potentialities of the individual. More fundamentally, the notion of intelligence as a single unitary process or feature has been challenged, given the broad nature of talents exhibited by individuals.
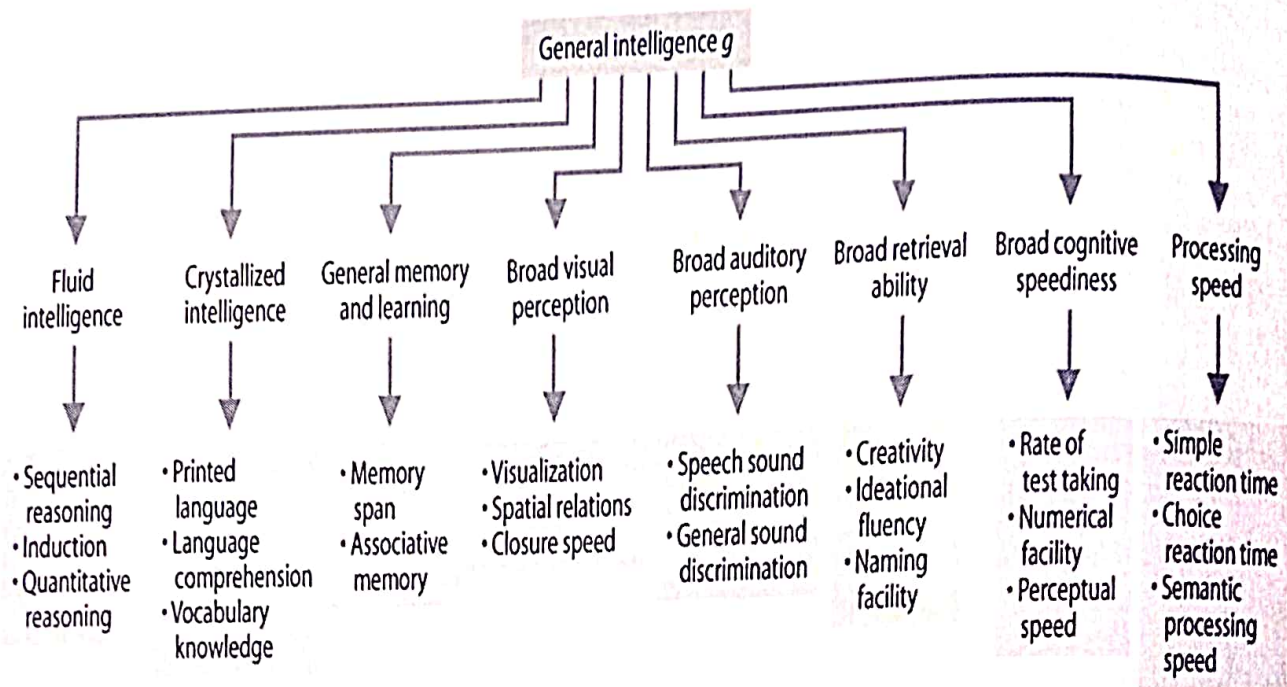
What does Intelligence Mean?

Most early theories about the nature of intelligence involved one or more of the following three themes: (1) the capacity to learn (2) the total knowledge a person has acquired and (3) the ability to adapt successfully to new situations and to the environment in general. It is considered to be the ability to acquire and use knowledge for solving problems and adapting to the world.

Intelligence: One Ability or Many?

Some theorists believe intelligence is a basic ability that affects performance on all cognitively oriented tasks from computing mathematical problems to writing poetry or solving riddles. Evidence for this position comes from studies finding moderate to high positive correlations among all the different tests that are designed to measure separate intellectual abilities.

Charles Spearman suggested there is one mental attribute, which he called *g* or general intelligence that is used to perform any mental test, but that each test also requires some specific abilities in addition. Another view that has stood the test of time is Cattell and Horn's theory of fluid and crystallized intelligence. Fluid intelligence is mental efficiency that is essentially culture free and non verbal and this aspect is grounded in brain development. Crystallized intelligence, in contrast, is the ability to apply culturally approved problem solving methods and which includes the learned skills and knowledge such as vocabulary, facts, etc. By investing fluid intelligence in solving problems, we develop our crystallized intelligence but many tasks in life such as mathematical reasoning, etc; draw on both fluid and crystallized intelligence.

The most widely accepted view today is that intelligence has many facets and is a hierarchy of abilities, with general ability at the top and more specific abilities at lower levels of hierarchy. John Carroll identified one general ability, a few broad abilities (like fluid and crystallized abilities, learning and memory, visual and auditory perception, processing speed) and at least 70 specific abilities such as language development, memory span and simple reaction time.

General intelligence g

Fluid intelligence	Crystallized intelligence	General memory and learning	Broad visual perception	Broad auditory perception	Broad retrieval ability	Broad cognitive speediness	Processing speed
• Sequential reasoning • Induction • Quantitative reasoning	• Printed language • Language comprehension • Vocabulary knowledge	• Memory span • Associative memory	• Visualization • Spatial relations • Closure speed	• Speech sound discrimination • General sound discrimination	• Creativity • Ideational fluency • Naming facility	• Rate of test taking • Numerical facility • Perceptual speed	• Simple reaction time • Choice reaction time • Semantic processing speed

What is Multiple Intelligence?

"It is widely agreed that standardized tests do not sample all forms of intelligence. Obvious examples include creativity, wisdom, practical sense and social sensitivity, among others" *(American Psychological Association, 1996 Press Release)*

The psychometric testing of intelligence has been widely recognised to focus on specific student abilities which mainly involve linguistic and logical-mathematical skills, and thus a highly cognitive bias towards intelligence. As mentioned above, such measurement of intelligence will typically fail to recognise other student abilities such as creativity, or indeed practical (tacit) knowledge which has been accumulated from the experiences of the individual.

Furthermore, observations show that individuals of high IQ are not necessarily talented in all tasks or aspects of life. Likewise, individuals with severe learning difficulties can on occasion exhibit certain specific (and exceptional) talents. For example, successful businessman, politicians or indeed teachers are not necessarily of high IQ, but have other attributes which make them excel in their professions. Similarly, studies have shown that individuals with brilliant school and even higher-education credentials may fail miserably in their professions in later life (Kornhaber et al (1990)). This suggests that the multitude of abilities and talents of individuals cannot be measured by tests which are predominantly geared towards cognitive abilities.

Theory of Multiple Intelligence by Howard Gardner

Over the past few decades, research in the field of learning has led to the discovery of the Theory of Multiple Intelligences. In short, this theory states that each person has different ways of learning and different intelligences they use in their daily lives. While some can learn very well in a linguistically-based environment (reading and writing), others are better taught through mathematical-logic based learning. Still others benefit most from body-kinesthetic intelligence (learning by doing with the hands). Each person possesses each intelligence to an extent, but there is always a primary, or more dominant, intelligence.

The Theory of Multiple Intelligences suggested by Gardner in the early 1980s as an alternative way to traditional classroom designs that as a need for the variety of ways people learn and understand. Gardner (1983) suggested that learners do not have a single intelligence, but a range of intelligences. His assumption is that all people have these intelligences but in each person one of them is more pronounced.

Gardner made a significant contribution to cognitive science by Multiple Intelligences Theory, which builds a learner-based philosophy. With the help of this theory, people can comprehend better how individual differences can be understood, approached and improved in a teaching and learning environment. While identifying potentials of intelligences, various criteria should be taken into consideration. Gardner defined eight criteria to be identified as intelligence:

1. Potential isolation by brain damage

2. The existence of idiots, savants, prodigies and other exceptional individuals

3. An identifiable core operation or set of operations

4. A distinctive developmental history

5. An evolutionary history and evolutionary plausibility

6. Support from experimental psychological tasks

7. Support from psychometric findings

8. Susceptibility to encoding in a symbol system

He described nine different intelligences based on the above criteria: logical – mathematical (number smart), verbal-linguistic (word smart), bodily-kinesthetic (body smart), musical-rhythmic (music smart), interpersonal (people smart), visual-spatial (picture smart), intrapersonal (self-smart), the naturalist (nature smart), existential. Each intelligence type is described below:

1. Verbal – linguistic Intelligence: Gardner (1993) explained this intelligence as sensitivity to the written and spoken language. This intelligence is mainly concerned with the ability to comprehend and compose language efficaciously both orally and in writing. Poets, writers, linguists, journalists, language teachers, etc. are the example of people who have the verbal-linguistic intelligence.

2. Logical/mathematical intelligence: This intelligence is the ability to calculate and comprehend situations or conditions systematically and logically. Students who have this type of intelligence are good at exploring patterns and relationships, problem solving, and reasoning (Gardner, 1999). This intelligence type can be connected with deductive reasoning. People who work in the scientific and mathematical fields are supposed to have this type of intelligence.

3. Visual/Spatial intelligence: This type of intelligence is described as the ability of perceiving, modifying and creating images. Artists, designers, architects, sculptors have highly this type of intelligence.

4. Musical intelligence: This type of intelligence is the ability to identify pitch, rhythm, and emotional side of sound, appreciation of the forms of musical expressiveness. It is exemplified by musicians, singers, composers, and people who are interested in music.

5. Bodily/kinesthetic intelligence: This type of intelligence refers to use the body for expression. It is also described as the potential of using the body and its parts in mastering problems or creation of products. Athletes, professional dancers, mechanics, physical education instructors are in this group.

6. Intrapersonal intelligence: This intelligence requires the ability to have self-knowledge and recognize people's similarities and differences among them. Gardner (1999) adds that it involves the ability to understand yourself, and to interpret and appreciate your own feelings, emotions, desires, strengths, and motivations.

7. Interpersonal intelligence: This intelligence suggests the ability to identify, comprehend and appreciate the emotions, intentions, motivations, desires, and beliefs of other people. Teachers, therapists, salespersons, political leaders have high interpersonal intelligence. In Teele's (2000) view, interpersonal intelligent people are friendly and participate in social activities. These people prefer cooperative learning, exchanging information, and studying in groups.

8. Naturalistic intelligence: This type of intelligence is the ability to identify and classify the natural world around people. Teele (2000) states that these people live in harmony with the nature. Some occupations need a well-developed form of this intelligence, like astronomers,

biologists, and zoologists. Gardner added this intelligence as the eighth one, after the first publication of the model.

9. Existential intelligence: This intelligence suggests the ability to question about the existence of human, death, the meaning of life and the reason for existence (Armstrong, 2009). It was added the list in 1999 by Gardner. Language teachers are expected to consider multiple intelligences types of learners and plan, design activities from which all types of learners can benefit. If teachers understand there are different intelligences types in their classes, they can effectively carry out their lessons involving in all students, not just those who read and write or calculate well.

According to Gardner, this theory, which emerged from cognitive research, "documents the extent to which students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways."

Gardner specifically justifies his theory through several positions:

• The intelligences reflect distinct classes of profession

• The explanation of prodigies (and savants) which may have an exceptional talent in one area, but otherwise normal (or in the case savants, deficient) intelligence in other areas

• Evidence from cases of brain damaged individuals whereby certain specific intelligences may be affected

• An evolutionary development argument in which different types (or modules) of intelligence were necessitated at different levels of evolution.

Multiple Intelligence and Learning Styles:

There are specific modes of multimedia and instruction techniques, which include the following:

Visuals: Visual media help students acquire concrete concepts, such as object identification, spatial relationship or motor skills.

Printed words: While the printed word is the most common method of dispensing information, some argue that audio is superior.

Sound: Sound media offer a stimulus for sound recognition or recall. Audio narration is a useful tool for students who struggle with reading.

Motion: Motion depicts human performance so that learners can copy the movement. This kinesthetic method can be essential for understanding some subject matter.

Color: Choices on color display are required if it is essential to what is being learned (such as, the sky is blue).

Instructional Setting: Design must include what materials are being used, as well as the environment in which it is to be taught. Printed materials should be individualized to allow the learner to set the pace.

Learner Characteristics: Teaching models must consider learner characteristics, as media may be interpreted in various ways by different learners. Research has not provided definitive methods in matching the media most suitable for types of learners.

Reading ability: Pictures aid learning for poor readers who understand spoken words rather than printed words; good readers can control the pace, and print allows for easier review.

Categories of Learning Outcomes: Categories ranged from three to eleven and most include some or all of Gagne's (1977) learning categories: intellectual skills, motor skills, verbal information, overall attitudes and use of cognitive strategies.

Events of Instruction: Teachers have to choose the external events which support internal learning with events of instruction. This occurs in the planning stage and before selection of appropriate media.

Performance: It is important for students to perform tasks that demonstrate learning and retention. The elicited performances can be categorized by type: covert, overt, motor, verbal, constructed and select. Media should be selected to correspond with the desired outcome.

Multiple Intelligence in Teaching Learning Process: New Horizons

An awareness of multiple-intelligence theory has stimulated teachers to find more ways of helping all students in their classes. It is widely believed that schools in general have honoured linguistic and logical abilities, but have given relatively small recognition to other abilities. Whilst this may be a reflection of our current societal needs, for example a perception for more scientists and engineers rather than dancers, it is quite conceivable that some students are being prevented in achieving natural or perhaps innate abilities.

Furthermore, the teaching approach for any given task is unlikely to be optimal if the particular strengths (intelligences) of the student are not utilised in the learning process. This would then suggest that it may be possible to teach, for example, mathematics through a mixed media involving music, physical activity, language and pictorial depictions, so as to appeal to the spectrum of intelligences of the classroom.

An integrated approach also means that the teacher needs to employ media and representations which are perhaps consistent with the intelligence-bias of the student. Multimedia learning facilities, such as CD-ROM based material, may be particularly useful to represent educational material through multiple perspectives, as well as mixed pictorial, textual and auditory modes (Veenema and Gardner (1996)). Likewise, in group work, a teacher could draw on and give attention to the experiences, knowledge and perspectives of individuals, so as to gain from the diverse-intelligence of the group.

Campbell (1990) describes a learning centre approach in which a junior-school classroom is physically restructured into designated intelligence zones. Classroom restructuring in this way had led to increased multi-modal skills, improved co-operative skills, and improved student attitudes and behaviour (particularly with children who had been previously identified as having behavioural problems).

Eight Ways of Teaching

Intelligence	Teaching Activities	Teaching Materials	Instructional Strategies
Verbal-Linguistic	lectures, discussions, word games, storytelling, choral reading, journal writing	books, tape recorders, word processors, stamp sets, books on tapes	read about it, write about it, talk about it, listen to it
Logical-Mathematical	brain teasers, problem solving, science experiments, number games, mental calculation,, critical thinking	calculators, math manipulatives, science equipment, math games	quantify it, think critically about it, put it in a logical framework, experiment with it
Spatial-Mechanical	visual presentations, art activities, imagination games, mind-mapping, metaphor, visualization	graphs, maps, videos, LEGO sets, art materials, optical illusions, camera, picture library	see it, draw it, visualize it, color it mind-map-it
Bodily-Kinesthetic	hands-on learning, drama, dance, sports that teach, tactile activities, relaxation exercises	building tools, clay, sports equipment, manipulatives, tactile learning resources	build it, act it out, touch it, get a "gut feeling" of it, dance it
Musical	rhythmic learnings, rapping, using songs that teach	tape recorders, tape collection, musical instruments	sing it, rap it, listen to it
Interpersonal	cooperative learning, peer tutoring, simulations, community involvement, social gathering	board games, party supplies, props for role plays	teach it, collaborate on it, interact with respect to it
Intrapersonal	individualized instruction, independent study, options in course of sturdy, self-esteem building	self-checking materials, journals, materials for projects	connect it to your personal life, make choices with regard to it, reflect on it
Naturalist	nature study, ecological awareness, care of animals	plants, animals, naturalists' tools, (e.g. binoculars), gardening tools	connect it to living things and natural phenomena

Multiple Intelligence in Classroom

- Providing students with multiple ways to demonstrate knowledge and skills increases engagement and learning, and provides teachers with more accurate understanding of students' knowledge and skills (Darling-Hammond, 2010).
- Instruction should be informed as much as possible by detailed knowledge about students' specific strengths, needs, and areas for growth (Tomlinson, 2014).
- School authorities must alter the way in which curricula are viewed, and in particular flexibility introduced to address different student abilities; i.e. a recognition that students learn in different ways
- Broader assessment methods are needed which are not confined to memory or written-test orientations
- An integrated and thematic approach to teaching is needed which builds on the prior knowledge of the student and capitalises on individual strengths and abilities (intelligences).
- Apprenticeships can allow students to "gain mastery of a valued skill gradually, with effort and discipline over time." Gardner feels that apprenticeships "should take up about one-third of a student's schooling experience."
- The provision of flexible learning will require a teacher commitment towards student responsibility in learning. This, of course, may be beneficial in promoting intrinsic student motivation towards the learning task. Gardner himself states that the key imperative Multiple Intelligences is for individually configured education.
- Students may exhibit competencies or leadership skills in certain intelligence areas, and thus an observable means for assessing student strengths and weaknesses.
- The role of the teacher is likely to change to become more facilitative and less directive. However, the teacher will need to adopt a more creative teaching style so as to give consideration to the various student intelligences.
- Students need to be assessed through their demonstrations of their spectra of intelligences in as natural fashion as possible, but care is needed to avoid labelling the student, which may otherwise act as a self-fulfilling prophecy.

Conclusion

In conclusion, this approach appeals to a teaching philosophy that students should be given opportunities to develop and utilise the many types of human abilities. Furthermore the different strengths (intelligences) of individuals should be utilised teaching methods, even in cognitive tasks such as reading and arithmetic. This may be achieved through creative classroom and curriculum structures, as well as the use of multimedia teaching tools. An

educational goal of such an approach is to open-up learning to the widest spectrum of individuals, and perhaps help individuals towards later fulfilment in their careers, and indeed personal lives. However, as Gardner states himself, perhaps more important than intelligence in the human firmament are motivation, personality and emotions.

The Multiple Intelligence theory provides a perspective on future implications of being aware of multiple intelligences and learning styles on designing lessons, materials, and learning environment. Teachers can take steps to improve their students' learning styles and intelligences through different techniques. They can, for instance, employ easier tasks and practices so that students can be more satisfied with their educational attainment. Moreover, they can plan and deliver a lot of different activities so that a large number of students with varying learning styles and intelligences can benefit from the instruction they receive. For Multiple Intelligences based teaching approaches to be successful in schools, a fundamental change in the attitude of parents is also needed outside the school environment. This may be rather difficult for some parents who may, after all, have been products of a schooling system which had a distinct view of student success based on traditional intelligence theories.

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Trailblazing Strategies for framing Dimensions of Effective Educational Standards

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Abstract

Over the last two decades educational standards-based policies are not only limited to the achievement of goals but they also require resource allocation in order to achieve them. Educational Standards improve the learning opportunities offered to students by engaging them in capacity building activities. These standards enhanced educator's working efficiency and their performance has a positive impact on student learning. Educational standards define the knowledge and skills students should possess at a specific stage in their educational career. Standards serve as a basis of educational reform across the nation as educators and policy makers design them according to desired outcomes and student success. There are four parameters for assessment of standards such as Validity, Reliability, Fairness and Genuineness .In this changing educational scenario, educators have to reframe the existing Educational Standards and redesign according to Parameters based on latest educational policies and dimensions. Therefore some trailblazing Strategies are required for setting Educational Standards that should be based on interest of students, answer all problems of students, focused on skill enhancement , self expressing , manifest creative learning environment ,widens students' outlook ,encourage motivation , coupled with latest technological advancements, and authentic in nature .

Keywords: *Educational, Standards, Trailblazing, Strategies, Organization, Effective*

Introduction

Educational institutions are not the cornerstones of knowledge and learning, they have the power to influence one's personality and frame the destiny of our nation as a whole. Apart from

maximizing academic potential, these educational institutions also inculcate values, help develop social skills, play a key role in character building, influence the emotional stability of students and shape their career paths going forward. The concept 'effectiveness' refers to the degree to which objectives are achieved and the extent to which targeted problems are solved.

Literature Review

Effectiveness means "doing right in a system and considering all protocols." Educational effectiveness is regarded as a distinct characteristic along with criteria to find strengths, needs, goals, priorities of School. Educational Effectiveness is based on student performance to ensure academic excellence, Educational infrastructure, and classroom organization, professional training of teachers, teaching strategies, learning arrangements, use of latest technology in classrooms and assessment.

Educational Effectiveness can be evaluated by following parameters –

1. A strong, purposeful and involved educational leader.
2. Cooperation between Educational Leader and teachers and among teachers
3. Effective teaching and learning with variety of teaching methods and strategies
4. Effective evaluation and monitoring
5. Focused professional Development
6. Effective Co-curricular activities including sports
7. The effective use of ICT and in teaching and learning
8. Effective Counseling of students because emotional stability facilitates effective learning.
9. Student self-discipline
10. Positive Learning Environment
11. The Educational Leader have to offer constructive feedback of the teaching staff on a regular bias and plan improvement efforts and staff development activities.
12. An orderly, safe environment conducive to learning along with a safe and secure place to work.

13. Educational building must be clean and well-maintained.

14. Educational policies and procedures designed to promote student achievement.

15. Teachers must be encouraged to keep abreast of the current developments and policies in education.

Dimensions of Educational Effectiveness –

Every organization follows a different path in achieving its mission. All employees in effective organizations know their roles and what is expected of them. At the same time, management monitors employees and provides regular feedback on how well they are doing, with incentives given to those who distinguish themselves-

- **Quality leadership** – Team Members perform better where the Educational Leader provides strong leadership. Effective leaders always successfully convey the school's goals and visions, collaborate with teachers to enhance their skills, and are involved in the solutions of problems.

- **High Expectations of Educational Team** - The second factor is having high expectations of students, as well as teachers. High expectations of students have repeatedly been shown to have a positive impact on students' performance. More attention should be paid to high expectations of teachers. In other words, teachers who are expected to teach at high levels of effectiveness are able to reach the level of expectations, particularly when teacher evaluations and teacher professional development is geared toward improving instructional quality.

- **Perfect Assessment** - The third characteristic of a successful Educational is the ongoing screening of student performance and development. Schools should use assessment data to compare their students with others from across the country. Effective use of assessment data allows schools to identify problematic areas of learning at the classroom and Educational levels, so that solutions can be generated as to how to best address the problems.

- **Goal and Direction** - The fourth characteristic of a successful Educational is the existence of goals and direction. Administration should actively construct goals and then effectively communicate them to appropriate individuals (i.e., students, teachers, community-at-large). Educational principals must also be open and willing to incorporate innovation into goals for Educational processes and practices. It is important to invite input from all stakeholders in the process of developing Educational goals. Student performance has been shown to improve in schools where all in the Educational community work toward goals that are communicated and shared among all in the learning environment.

- **Security of organization** -The fifth and final factor of a successful Educational is the extent to which the Educational is secure and organized .For maximum learning to occur, students need to feel secure. Respect is a quality that is promoted and is a fundamental aspect of a safe school. There are also a number of trained staff and programs, such as social workers, who work with problem students before situations get out of hand.

- **Advance planning** - Advance planning is essential for effectiveness. This means setting clear, measurable and achievable standards to help employees achieve organizational goals. Involving employees early in the planning process, so they understand what needs to be done, why it must be done and how well it should be done.

- **Balanced Priorities**-Instead of overburdening employees with multiple tasks, efficiently run organizations break them down into definable actions and lay down a map road for implementing them. This

- **Continued Monitoring-** Continued monitoring of employees is needed to determine whether they are meeting an organization's expectations for their performance. Regular feedback allows organizations to address unacceptable performance more quickly, and take steps to address it.

- **Defined Roles-** Each participant and team must know their responsibilities to ensure its success. Each team then had to develop its own progress report

- **Employee Recognition-** No organization can thrive without rewarding the employees who contribute collectively and individually to its mission. Such recognition is a natural

part of the daily work experience, and stems from the idea that all behaviors have positive and negative consequences.

Understanding and developing standards in education

Educational Standards identify the measurable skills a student should have at certain points in the education path National, state and local educators play an important role in improving student learning through development and implementation of standards throughout the country. Education standards are written descriptions of what students are expected to know and be able to do at a specific stage of their education. They describe educational objectives—i.e., what students should have learned by the end of a course or grade level. Educational standards are the learning goals for what students should know and be able to do at each grade level.

Need of Educational Standards

1. They give information about what has been achieved at a particular stage of education and how it can be compared with other achievements.
2. They provide feedback to learners and teachers.
3. They enable students to know what they are expected to understand and teachers to know what to teach and how to teach.
4. They help in reformation of testing, teacher education, improved teaching practices, and proper allocation of resources.
5. They give us ideas about strengths and shortcomings, and makes suggestions for improvement.
6. Focus the education system on understandable, objective, measurable, and well-defined goals to enable schools to work smarter and more productively.
7. Reinforce the best teaching and educational practices.
8. They ensure better accountability – holding teachers and schools responsible for what goes on in the classrooms.
9. They help in planning, implementation, and assessment of student learning.
10. They maintain quality of Education
11. To maintain uniformity for function among various types of Educational systems.

Parameters for Assessment of standards

The parameters for assessment of standards are as follows:

1. **Validity-** An assessment meets the requirements of validity if it assesses what it says i.e. relevant set of knowledge and skills.

2. **Reliability** -An assessment meets the requirements for reliability if the mark or grade reported as the result is correct.

3. **Fairness-** Fairness requires that the conditions in which the tests are taken should be standard for all learners as far as possible. Consistency in the time allowed, the extent of use of reference materials and easily accessible to everyone.

4. **Genuineness–**Parameters should be based on latest educational policies and dimensions.

Importance of Education standards

The role of standards in education has shifted over time, the stakes surrounding standards remain high and will continue to remain high in the future. Standards are an essential component of education because:

- **Standards set clear and measurable goals.** There's a common misunderstanding surrounding standards. Individuals often perceive standards as the curriculum or course of study in a particular subject. Rather, standards inform educators about what the outcomes of a course of study should be. Common Core and other state college and career readiness standards define the skills and knowledge that students must obtain to be prepared for college, work and life; standards also guide the goals that educators must work toward.

- **Standards inform instruction.** Standards are what curriculum, assessments and professional development are designed to support and achieve. At Apex Learning, curriculum development starts with standards.

- **Standards help measure achievement.** These form a common set of goals that can be measured within a Educational to determine student's success.

- **Standards ensure better accountability** – Holding teachers and schools responsible for what goes on in the classrooms. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers in the process of assessment and helps keep them on track.

- **Standards ensures a planned System-** Standards based instruction helps guide the planning, implementation, and assessment of student learning. The use of standards to streamline instruction ensures that teaching practices deliberately focus on agreed upon learning targets. Expectations for student learning are mapped out with each prescribed standard.

- **Standards ensure demands and expectations in classroom -** Teachers follow standards based instruction to ensure that their students meet the demands targeted. Following a standards-based model for classroom assessment and instruction is an approach teachers use to track student performance and plan focused instruction to meet the specific needs of students

Trailblazing Strategies for setting Educational Standards

1. **Make the standards fit into student interests-** Using students' interests as the guideline for framing standards helps in tapping into the unique qualities of each student.

2. **Teach students to question-** When students develop effective questioning techniques they become active partners in constructing learning. They can shape and create meaning by questioning if educators encourage them to do so.

3. **Focus on the skills and language of learning-** When students can talk about their own learning, they can begin to make connections themselves, broadening conversations beyond standards and moving towards authentic, individualized learning.

4. Be open to many answers- When educators focus on discovering how students know what they know, and are open to that manifesting in multiple ways, it gives students the opportunity to bring creative demonstrations of learning to the table.

5. Have authentic conversations about motivations- Many students have significant responsibilities outside of school that have made them skeptical about what school can do for them.

6. Action Plan -Indian education system needs an action plan make it at par with global standards. The action plan needs to focus on the teacher who plays a pivotal role in imparting education. There should be just a short policy statement outlining the objectives: Providing quality education to every student in the country.

7. Focus on Quality Education - A quality education is one that focuses on the whole student — the social, emotional, mental, physical, and cognitive development of each student regardless of gender, race, ethnicity, socioeconomic status, or geographic location. It prepares the student for life, not just for testing.

8. Positive Environment and organization's Culture - Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities. This positive environment can be further sub-divided into following areas like Physical, Psychosocial , Peaceful and safe environments .

9. Enrichment of Content at all levels of Education –Content is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, prevention, peace and Life skills.

10. Process centered Protocols-Processes through which trained teachers use student-centered teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities.

11. Qualitative Evaluation - Evaluation will be implemented qualitatively according to grade-wise learning goals that target to overcome learning weaknesses and improve teacher's accountability.

12. Well Maintained infrastructure- A clean and spacious <u>school organizational building</u> **that includes facilities including** Spacious classrooms with requisite furniture, boards, electrical fittings like lights and fans, Activity areas, Laboratories with requisite instruments and Latest ICT resources .

Conclusion

Trailblazing Educational stands will work as Remarkable Standards of Education that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society. These standards are linked with Achievement in literacy, numeracy, formative assessment, community participation, learner's confidence and life-long learning experiential learning. The challenge of improving quality of teaching by training teachers and supporting them with modern educational Standards encourage an ecosystem essential for imparting quality education. The concept of lifelong learning will have to be embedded in the way we teach our students therefore various initiatives linking with enhancement in effectiveness of Standards for educational institutions this trail blazing Educational Standards are key ingredients and participants in nation-building and growth-linked economic development. To achieve this, an enabling ecosystem will have to be developed which comprises organizational premises along with facilities that are inviting for students, teachers who have a passion for their chosen vocation, <u>pedagogy</u> that transitions from rote learning to conceptual methods. These trail blazing Educational Standards are indeed a considerable contribution towards making the world a better place, by enlightening young minds.

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Human Rights of Differently Abled Groups: Challenges and Prospective Approaches

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Abstract:

Human rights denote that irrespective of discriminations, all human beings should be treated equally. The discriminations depict the differences that exist in the society i.e., nationality, place of residence, sex, national or ethnic origin, colour, religion, language or any other status which hinder the human moralities. Very often to renounce from these discriminations different legislations have been made both in international and national levels. All human beings are born free and equal in dignity and rights. They are endowed with reason and conciseness and should behave each other in a spirit of brotherhood. However, with the passage of time and developed awareness the concept of human rights has also been changed and now it is not limited only to property or public participation right, but extended to the protection and interest of all human moralities. Moreover, to maintain the dignity of disadvantaged ones and specifically differently abled persons (divyang) in particular is the most critical issue. It has been proved that disability is a perception attitude which lies in the society, who also need their rights and equal opportunities instead of avoidance or mercy. Worldwide movement including India towards the right of disability has changed the scenario into a new look. To strengthen this many policies and legislations have been made, but still it is a thrust area as discriminations in society has not been removed so far. , the present article will attempt to focus on the rights of differently abled groups especially in India with special reference to the challenges faced by both the Policy makers, Inclusive Teachers and the differently abled group itself. The article further will focus on the possible prospective approaches and role of the Teacher to maintain the dignity of this vulnerable group.

Keywords: *Human Right, Vulnerable Group, Differently Abled, Divyang, Prospective Approach, Inclusive Teachers*

Introduction:

Human rights have been a fundamental point of discussion since the dawn of human civilization. It is a universally acceptable provision and promotion of equity, equality and freedom to which all humans are entitled. Maintaining the dignity of an individual irrespective of caste, class, religion, gender, community, society is a critical issue. Moreover, to maintain the dignity of disadvantaged one and person with disability in particular is the most critical issue. It has been proved that disability is a perceptual attitude which lies in the society, who also need their rights and equal opportunities instead of avoidance or mercy. Worldwide movement towards the rights of disability and within India has turned the scenario into a new look. To strengthen this so many policies and legislations have been framed, but still it is a thrust area as discriminations in society is not yet removed. Therefore, the present article will attempt to focus on the rights of differently abled groups especially in India with special reference to the challenges faced by both the Policy makers, Inclusive Teachers and the differently abled group itself. The article further will focus on the possible prospective approaches and role of the Teacher to maintain the dignity of this vulnerable group.

BASIC CONCEPT ABOUT HUMAN RIGHTS:

Human rightsdenote that irrespective of discriminations all human beings should be entertained equally. The discriminations depict the differences that exist in the society i.e. nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status, which hinder the human moralities. To renounce these discriminations, different legislations have been made in international and national levels. All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood (Article 1 of the United NationsUniversal Declaration of Human Rights, 1948). The duty of States is to promote and protect all human rights and fundamental freedoms, regardless of their political, economic and cultural systems (Vienna World Conference on Human Rights, 1993). Since 1970 the field of human rightshas emerged, especially from former socialists in eastern and Western Europe, with major contributions also from the United States and Latin

America. In the pre-modernworld, the human right was mainly based on the right of participating in public affairs and property rights. However, with the passage of time and developed awareness, the concept of human rights has also been changed. With the changing strata, now it is not limited only to property or public participation right, but extended to the protection and interest of all human moralities.

The major focused groups, who are vulnerable and need special attention due to the misuse of human rights are disabled groups who are structurally discriminated therefore need special protection. The period from 1970 shows us different examples of human right movement. It was started with the disability rights movement, which beganin the United States, in which people with disabilities along with people with no disabilities had been able to come together to fight for a common cause. Since then different declarations and acts such as EFA-1992, RCI Act-1992(Amendment 2002), HR Act-1993 (Amendment 2006), PWD Act-1995, NTA- 1999 etc. has been passed both in international and national level for the protection of rights of these vulnerable groups.

PERCEPTIONSON DISABILITY:

Historical evidenceshows that the perception of disability varies with individual differences. Some conceptualized them as a sin to society where as some other for the sake of mercy or sympathy. Later it has been changed to the feeling of oneness among them and now it turned into the protection of human rights. So, the changes in the conceptualization of disability can be observed with different progressive development in perceptions.

- **Phase of Objection:**In this phase existence of the disabled were objectionable in the society
- **Phase of Avoidance:** In this phase the disabled were treated like a sinner and had no right to live in mainstream society.
- **Phase of Acceptance:** In this phase the disabled were accepted but in a mercy base only.

- **Phase of Charity**: In this Phase sympathetic attitude had been developed for disabled groups.

- **Phase of Segregation**: In this phase, instead of right to live equally, the disabled were provided with moral support and charity. Further they were provided with education and other rehabilitation facilities. But the discrimination was still going on as they were restricted to be treated like a member in mainstream society.

- **Phase of Integration**: This was the phase in which the disabled people were tried to integrate with mainstream society. The sense behind this ideology was empathy and not sympathy. But some limitations could also be found in this ideology. This ideology emphasized on the adjustment of the disabled masses with a mainstream environment. It in other sense depicts the survival of the fittest.

- **Phase of Inclusion**: This is the phase in which every individual is considered as an equal member of society and emphasis is mainly on the full inclusion of the excluded masses. In this phase the ideology is mainly based on the right of being an individual, who are born free and equally entitled to rights as others.

RETROSPECTIONS ON THE PROTECTION OF RIGHTS OF DISABILITY:

Historical perspectives reveal the gradual nourishments on the protection of rights of disabled. In fact, it gives us a clear idea about the systematic journey of rights of disabled with special focus on the change in attitude, interest and behaviour of people. It can be discussed under two heads i.e. International scenario and National scenario.

International Scenario:

- 1817 - The American School for the Deaf was founded in Hartford, Connecticut.
- 1838-the London Society for Teaching the blind to read opened a school in London.
- 1841-the first residential institution of comprehensive treatment for mentally handicapped was established in the mountains of Switzerland.
- 1847-the first separate institution was opened for mentally retarded, named Asylum for Idiots at Park House.

- 1864 - Congress authorized the Columbia Institution for the Instruction of the Deaf and Dumb and the Blind to confer college degrees.
- 1870- Landmarked for Foster's Act (mass education).
- 1889- The Egerton Commission recommended compulsory education for blind.
- 1913-The Royal Commission passed the Mental Deficiency Bill (MBD)

- 1918 - The Smith-Sears Veterans Rehabilitation Act became law, and provided for the promotion of vocational rehabilitation and return to civil employment of disabled persons discharged from the U.S. military.
- 1932- The Birmingham education authority set up a child guidance clinic in convention with special schools.
- 1935 - The League for the Physically Handicapped in New York City was formed to protest discrimination by the Works Progress Administration (WPA).
- 1935 - The Social Security Act became law, and provided federally funded old-age benefits and funds to states for assistance to blind individuals and disabled children.
- 1940 - The National Federation of the Blind was formed in Wilkes-Barre, Pennsylvania, by Jacobus Broek and others. They advocated for white cane laws, input by blind people for programs for blind clients and other reforms.
- 1940 - The American Federation of the Physically Handicapped, founded in 1940 by Paul Strachan, was the first cross-disability national political organization to urge an end to job discrimination.
- 1943 - The LaFollette-Barden Vocational Rehabilitation Act became law, and it added physical rehabilitation to the goals of federally funded vocational rehabilitation programs and provided funding for certain health care services.
- 1945 - PL-176 became law, and it created an annual National Employ the Handicapped Week.
- 1948-Universal Declaration of Human rights for the protection of rights of disabled by the United Nations.
- 1950- National Association for Retarded Children (NARC), founded by America.

- 1960 - The National Association for Down Syndrome, was founded by Kathryn McGee.

- 1961 - The American National Standard - A117.1 Barrier Free Standard was first published.

- 1963 - Public Law-164 became law, and required that all physically disabled mentally retarded, deaf, speech and visually impaired, and hard of hearing children must be educated.

- 1968 - The Architectural Barriers Act became law, and required all federally financed and constructed buildings to be accessible to disabled people.

- 1970 - Urban Mass Transportation Act: made mass transport facilities and services accessible to the handicapped and the elderly.

- 1971-Declaration on the Rights of Mentally Retarded Persons.

- 1973 - Rehabilitation Act of 1973: addresses the issue of discrimination against people with disabilities and prohibits federally funded programs from discriminating against disabled individuals.

- 1975 - Education for All Handicapped Children Act (renamed Individuals with Disabilities Education Act in 1990): gives all children with disabilities the right to receive a free and integrated public education "in the least restrictive environment".

- 1978 - Disability rights activists protest the Denver Regional Transit Authority because the transit system is inaccessible.

- 1979 - The Disability Rights and Education Fund is established in Berkeley, California.

- 1981 - The United Nations establishes the year as the International Year of Disabled Persons

- 1982 - Telecommunications for the Disabled Act: mandates that public phones be accessible to the hearing impaired by Jan 1, 1985.

- 1983-The World Programme of Action concerning Disabled persons by the United Nations.

- 1983 - The Americans Disabled for Accessible Public Transit (ADAPT) organization is established in Denver, Colorado.

- 1984 - Voting Accessibility for the Elderly and Handicapped Act: requires that polling places be accessible and accommodating to the disabled and elderly.
- 1989- Convention on Rights of disabled persons by UN.
- 1990- Individual with Disability Education Act (USA).
- 1990 - Americans with Disabilities Act: It gave citizens with disabilities equal rights and prohibited discrimination by the local and federal government, employers, and private services based on disabilities.
- 1992-Education For All, Jomtien.

- 1995 - The American Association of People with Disabilities is founded in Washington, D.C.
- 1995-The Rights of Person With Disability Act was declared by the United Nations.
- 1995- Salamanca Report On Inclusion (UNESCO).
- 2000- Dakar Framework For Action.
- 2000-Millenium Development Goals by UN.
- 2001- EFA: Towards Inclusion.
- 2006-Convention on Rights of Persons with Disabilities by the UN.
- 2009 - Crimes Prevention Act became law, and it expanded the definition of federal hate crime to include those violent crimes in which the victim is selected due to their disability.

National Scenario:

- 1826- An Asylum for blind was opened at Varanasi by Raja Kali Shankar Ghosal.
- 1841- An Asylum for idiots was opened at Chennai.
- 1884- Institute for Deaf and Mute came into existence at Mumbai.
- the 1886-Braille system came into India.
- 1934- The Psycho medical Retardation center opened at Ranchi.
- 1939- School for Mental Retardation started by the Govt. Mental Hospital, Madras.
- 1941- The first home for the mentally deficient came up at Mumbai.

- 1954- The first special class began in regular school by Mr. Srinivasan at Andheri in Mumbai.
- 1965-66- The Education Commission Report recommended placement of disabled children in ordinary schools.
- 1968- National Policy Resolution recommended the integration of disabled.
- 1965- The Federation for the Welfare of the Mentally Retarded (FWMR, India) recommended the mobilization of resources to provide services to persons with mental retardation.
- 1986- The Rehabilitation Council of India was established (with special amendments in 1992 and 2002).
- 1986- National Policy on Education was framed emphasizing on the integration of disabled with mainstream society.
- 1987- The first comprehensive study was conducted by Behrul Islam Committee.
- 1995- The Persons With Disability Act was framed with the recommendations of equal opportunities, Protection of Rights and Full Participation of Disabled.
- 1997- The National Handicapped Finance and Development Corporation (NHFDC) were established to provide financial assistance to the disabled.
- 1999- Multiple Disability Act; The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation.
- 2002- Sarva Shiksha Abhiyan recommended with an aim for the fulfillment of right to education.
- 2009- Declaration of Right to Education as a Fundamental Right.

Hence, the historical perspectives of disabled prove that the rights of the disabled are an ongoing discussion. Development from pity to right has been a long-term movement. It is not enough just only to frame different Acts or Legislations rather it should be our responsibility to monitor the successful implementation and moreover the maintenance of these recommendations.

PRESENT CHALLENGES:

Though so many policies and legislations have been framed, still it is a thrust area as discriminations in society is not yet removed. Different facilities have been provided both in the Constitution and through legislation but the rights of disabled are not yet fulfilled. The challenges confronted by the policy makers, legislatures or implementers are mainly due to the lack of overview of the practical aspect of the need of the disabled. Maximum schemes are based on the facilitation in medical ground i.e. limited to physical rehabilitation in the form of preventive action, provision for aids and appliances etc... Fewer efforts made to emphasis on human rights because of the ignorance on the part of persons with disabilities, and voluntary organizations. Various approaches to deal with the needs of differently abled are based on following key points:

1. **Measure:** Do we Measure the accessibility of differently abled groups to various programmes for their development?

2. **Maintain:** Do we maintain the accessibility of differently abled groups to various programmes for their development?

3. **Monitor:** Do we monitor the accessibility of the differently abled group to various programmes for their development?

4. **Modify:** Do we modify the accessibility of the differently abled group to various programmes for their development?

5. **Manage:** Do we manage the accessibility of the differently abled group to various programmes for their development?

6. **Motivate:** Do we motivate the accessibility of the differently abled group to various programmes for their development?

SUGGESTIONS FOR FUTURE:

Implementation and maintenance is really a problem in case of the rights of disabled. World is changing day by day with different ideologies. So the legislations, for the protection of rights of

disabled, need to keep abreast to cope up with the changing challenges. The basic suggestions can be suggested under the following heads:

- Proper enactment and inclusion should be emphasized so that this vulnerable group can feel themselves equal with the members of the mainstream of the society.
- Developmental Rehabilitation
- Economic Rehabilitation
- Social Rehabilitation
- Employment Opportunities
- Special recommendations for multiple disabled
- Special recommendations for women with multiple disability
- Empowerment of the disabled people
- Measures to be taken to minimize the attitudinal barriers
- Development of awareness of each and every member of society for better treatment to the disabled groups.

CONCLUSION:

To conclude, we can say that every individual has equal rights to enjoy their rights equally. If we want an inclusive society, even after having many hurdles on the way, we have to develop an attitude to solve the problems rather than just putting them aside. We all know that the problem lies within the society. So, we as a member of society should change our own negative attitude and also should motivate others to do the same. Today's slogan is inclusion. So, for better inclusion: protection and promotion of the rights of the disabled should be taken into consideration, otherwise Recommendations and Acts will be framed and no progressive result will be achieved.

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मानवीय जीवन में मूल्यों का महत्व

पवन कुमार मिश्रा

सहायक प्राध्यापक

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सार

प्रस्तुत लेख में मूल्य, उनकी आवश्यकता और उनके महत्व के विषय में बताया गया है कि किस प्रकार ये मूल्य हमारी सामाजिक एकता और बंधुत्व के लिए अत्यंत आवश्यक हैं । ये मूल्य ही हैं जो व्यक्ति को व्यक्ति से और उसके समाज से जोड़ते हैं; समाज को एकजुट बनाए रखते हैं और लोगों में एक–दूसरे के प्रति आदर और सम्मान का भाव जागृत करते हैं । इनके अभाव में समाज में तमाम प्रकार कि बुराइयाँ उत्पन्न हो जाती है; जिससे उस समाज में अराजकता की स्थिति पैदा हो जाती है । प्रस्तुत लेख में यह बताया गया है कि एक ओर जहाँ भारत विकास की दिशा में आगे बढ़ रहा है, वहीं दूसरी ओर वहाँ नैतिक मूल्यों का पतन हो रहा है, जिसके कारण लड़ाई–झगड़े, हिंसा, लूटमार, बलात्कार जैसे आपराधिक मामले दिन प्रतिदिन बढ़ते जा रहें है और इन सबसे निपटने में सरकार और पुलिस असफल साबित हो रही हैं । जो भारतवर्ष कभी पूरे विश्व में अपने नैतिक मूल्यों एवं आदर्शो के लिए प्रसिद्ध था; आज उसी भारतवर्ष में उन आदर्शों और मूल्यों का पतन हो रहा है । इस लेख में नैतिक मूल्यों के पतन के कारणों, उनकी महत्ता एवं उनको पुनः व्यवस्थित करने के सन्दर्भ में कुछ सुझाव दिए गये हैं ।

- मुख्य विन्दु : मूल्य शिक्षा

1. मूल्य

मूल्य का शाब्दिक अर्थ होता हैंउपयोगिता, वांछनीयता और महत्व । सामान्यतः सामाजिक रूप से स्वीकृत व्यवहार को मूल्य की संज्ञा दी जाती है । मूल्य किसी भी समाज के वे विश्वास, आदर्श, सिद्धांत, नैतिक नियम और व्यवहार मानदंड हैं, जिन्हें उस समाज के लोग महत्व देते हैं और जिनसे उनका व्यवहार निर्देशित एवं नियंत्रित होता है । मूल्य हमें बताते हैं कि हमारे लिए क्या सही है और क्या गलत है । मूल्य समाज के प्रमुख तत्त्व हैं । इनके आधार पर हम किसी समाज की प्रगति, उन्नति, अवनति अथवा परिवर्तन की दिशा निर्धारित करते हैं । इन्हीं मूल्यों द्वारा व्यक्तियों की क्रियाएँ निर्धारित की जाती हैं । मूल्यों के बिना न तो समाज की प्रगति की कल्पना की जा सकती है और न ही भविष्य में प्रगतिशील क्रियाओं का निर्धारण ही सम्भव है । मूल्यों के आधार पर ही हमें इस बात का पता चलता है कि समाज में किस चीज को अच्छा अथवा बुरा समझा जाता है । विभिन्न समाजों की आवश्यकताएँ तथा आदर्श अलग–अलग होते हैं । किसी भी समाज में मूल्य उन उद्देश्यों, सिद्धान्तों अथवा विचारों को कहते हैं, जिनको समाज के अधिकांश सदस्य अपने अस्तित्व के लिए आवश्यक समझते हैं और जिनकी रक्षा के लिए बड़े से बड़ा बलिदान करने को तत्पर रहते हैं ।

भारत पूरे विश्व में अपने नैतिक मूल्यों एवं आदर्शों के लिए प्रसिद्ध रहा है । सच्चाई, ईमानदारी, प्रेम, सम्मान, दयालुता, बंधुत्व, अहिंसा, न्याय, परोपकारिता, शांति, धर्मनिरपेक्षता, प्रजातन्त्र इत्यादि हमारे मूल्यों को ही व्यक्त करते हैं । वसुधैव कुटुंबकम् और अतिथि देवो भवः जैसे संस्कार भारतीय सभ्यता एवं संस्कृति का मुख्य अंग रहे हैं । यही भारतीय मूल्य और आदर्श विश्वभर में भारत को श्रेष्ठता प्रदान करते हैं ।

2. मूल्यों के प्रकार

मूल्य विभिन्न प्रकार के होते हैं, जो इस प्रकार हैं:–

- सामाजिक मूल्य, जैसे– परोपकारिता, सहिष्णुता, न्याय, अहिंसा, अधिकार, कर्त्तव्य, न्याय आदि ।

- नैतिक मूल्य, जैसे– न्याय, ईमानदारी, दयालुता, सच्चाई, सम्मान आदि ।

- आध्यात्मिक मूल्य, जैसे– शांति, प्रेम, अहिंसा आदि ।

- राजनीतिक मूल्य, जैसे– ईमानदारी, सेवा भाव आदि ।

- न्यायिक मूल्य , जैसे– सत्यनिष्ठा, निष्पक्षता आदि ।

- व्यावसायिक मूल्य, जैसे– जवाबदेही, ज़िम्मेदारी, सत्यनिष्ठा आदि ।

3. मूल्य शिक्षा के प्रमुख श्रोत

- घर

- समुदाय

- विद्यालय

- संस्कृति

- धर्म

- पुस्तकें

- संविधान

4. मूल्य शिक्षा की आवश्यकता एवं महत्व

- जीवन को खुशहाल व सफल बनाने के लिए इन्सान को अपने आप को मूल्यवान बनाना आवश्यक है,जिसके लिए सर्वप्रथम उसे अपना व्यवहार, आचरण व कर्म सुधारने आवश्यक होते हैं । इन्सान को मूल्यवान बनाने में शिक्षा की सर्वाधिक आवश्यकता होती है क्योंकि शिक्षा के बल पर ही कर्मों को गति प्रदान की जा सकती है । शिक्षा इन्सान के गुणों एवं प्रतिभा में वृद्धि करती है परन्तु सिर्फ पढ़ने–लिखने से ही इन्सान प्रतिभाशाली नहीं बनता; बल्कि पढ़ने–लिखने के साथ–साथ शिक्षा को समझना भी आवश्यक है क्योंकि शिक्षा समझने से तथा विवेक द्वारा मंथन करने से ही इन्सान को ज्ञान की प्राप्ति होती है और ज्ञानी इन्सान समाज के लिए बहुत मूल्यवान होता है ।

- जीवन की कठिनाइयों से बचने एवं उज्ज्वल भविष्य के लिए खुद को संसार में मूल्यवान बनाना अत्यंत आवश्यक है । संसार में प्रत्येक वस्तु व विषयों तथा जीवों तक का मूल्य है, जो इन्सान संसार में बेमोल होते हैं उनका जीवन किसी भौतिक वस्तु या जीव से भी तुच्छ हो जाता है ।

- इन्सान का मूल्य समाज में व्यवहार, आचरण व कर्म के आधार पर प्राप्त सम्मान के अनुसार होता है । जो इन्सान सामाजिक सम्बन्धों का आदर करते हैं; अच्छे व्यवहारिक होते हैं; समाज की भलाई एवं समाज सेवा का कार्य करते हैं, समाज उनका सम्मान करता है और उन्हें समाज में मूल्यवान समझा जाता है । इसके विपरीत, जो इन्सान समाज में अव्यवहारिक तथा भ्रष्टाचारी, अपराधिक प्रवृति के होते हैं; उन्हें न केवल समाज के लिए अपितु सम्पूर्ण मानवता के लिए नुकसानदेह माना जाता है ।

- चरित्र के निर्माण के लिए भी मूल्य शिक्षा आवश्यक है । मनुष्य के भाग्य का निर्माण उसका चरित्र करता है। चरित्र ही उसके जीवन में उत्थान और पतन, सफलता और विफलता का सूचक है । अतः बालक को सफल व्यक्ति, उत्तम नागरिक और समाज का उपयोगी सदस्य बनाना चाहते हैं तो उसके चरित्र का निर्माण किया जाना परम आवश्यक है । यह तभी सम्भव है, जब उसके लिए धार्मिक और नैतिक शिक्षा की व्यवस्था की जाये ।

- अच्छे गुणों व आदतों के निर्माण के लिए भी मूल्य शिक्षा की अत्यंत आवश्यकता है । मूल्य शिक्षा उनमें अनेक अच्छे गुणों और आदतों का निर्माण करती है, यथा–उत्तरदायित्व की भावना, सत्य की खोज, उत्तम आदर्शों की प्राप्ति, जीवन–दर्शन का निर्माण, आध्यात्मिक मूल्यों की अभिव्यक्ति इत्यादि ।

- मूल्य व्यक्तियों को अपनी इच्छाओं, आकांक्षाओं व उद्देश्यों को वास्तविकता प्रदान करने का आधार प्रस्तुत करते हैं ।

- मूल्य व्यक्ति के समाजीकरण एवं विकास में सहायक होते हैं ।

5.   मूल्यों का गिरता स्तर

वर्तमान युग आधुनिकीकरण का युग है । आधुनिकीकरण के फायदे हैं तो कुछ नुकसान भी हैं । एक और जहाँ हमारा समाज विकास पथ पर आगे बढ़ रहा है; वहीं दूसरी ओर धीरे–धीरे नैतिक मूल्यों का पतन भी देखने को मिल रहा है । मूल्यों का इस प्रकार पतन हमारे समाज के लिए बहुत ही खतरनाक साबित हो रहा है । आज छोटी सी उम्र में ही बच्चे धुम्रपान करना शुरू कर देते है; नशे और जुए के आदि हो जाते हैं । मूल्यों के अभाव के कारण ही आज समाज में लोगों में सहनशीलता कम होती जा रही है; छोटी सी कहासुनी भी एक व्यापक हिंसा का रूप ले रही है और विभिन्न प्रकार के अपराधों का ग्राफ हर वर्ष बढ़ता जा रहा है। अब विद्यालयों, महाविद्यालयों और विश्वविद्यालयों में भी अध्ययन कम और विद्यार्थियों के बीच लड़ाई–झगड़े ज्यादा हो रहे हैं ।

आज प्रतिदिन समाचार चैनलों पर यह देखने में आता है, समाचार पत्रों में यह पढ़ने में आता है और दूसरे से यह सुनने में आता है कि छोटे कर्मचारी से लेकर मंत्री तक, पुलिस से लेकर सेना तक; हर तरफ, हर क्षेत्र में भ्रष्टाचार फैला हुआ हैं । विभिन्न खाद्य पदार्थ जैसे– बेसन, दाल, मिर्च, घी, खोया, तेल में मिलावट हो रही है । व्यापारी वर्ग अत्याधिक मुनाफे के प्रलोभन में आम जन के स्वास्थ्य के साथ खिलवाड़ कर रहे हैं। आज बलात्कार, भ्रष्टाचार, कालाबाजारी, हिंसा, लूटमार और इस प्रकार की तमाम आपराधिक घटनाएँ नैतिक मूल्यों के पतन का ही परिणाम हैं ।

भारतीय परंपरा में नारी को देवी के रूप में देखा जाता है । यहाँ ऐसा माना जाता है कि जहाँ नारी की पूजा होती है, वहाँ देवता निवास करते हैं । वर्तमान समय में एक ओर जहाँ संविधान में महिलाओं को उनके विकास, सुरक्षा एवं

सम्मान के लिए विभिन्न प्रकार के संवैधानिक अधिकार प्रदान किए गए हैं; वहीं दूसरी ओर महिलाओं के साथ हो रहे अपराधों जैसे– महिलाओं के प्रति यौन हिंसा, मानव तस्करी और यौन व्यापार के मामले दिन प्रतिदिन बढ़ते जा रहे हैं । साल 2012 में हुए निर्भया कांड के बाद महिलाओं की सुरक्षा; एक महत्वपूर्ण मुद्दा बनकर सामने आया था; इस मुद्दे को लेकर व्यापक स्तर पर जन आंदोलन भी हुए लेकिन आज भी महिलाओं के साथ हो रहे अपराधों में कोई कमी नहीं आई; स्थिति जस के तस बनी हुई है ।

अब हमारी संसद ही कुश्ती का मैदान बन चुकी है; जिसमे कानून बनाने वाले ही सरेआम क़ानून की धज्जियां उड़ा रहें है । आज हत्या, बलात्कार, चोरी और लूट–मार एक आम बात हो गयी है । कारण स्पष्ट है कि भौतिकता की चकाचौंध के कारण नैतिक मूल्यों में गिरावट आ रही है । आज नैतिक मूल्यों के अभाव में परिवार टूट रहे हैं; बच्चों द्वारा अपने वृद्ध माता–पिता को घर से बाहर निकाला जा रहा है, उनकी हत्या की जा रही है। संपत्ति के लालच में आकर एक ही परिवार के लोग; आपस में एक–दूसरे की जान के दुश्मन हो गए हैं। दिन प्रतिदिन आपराधिक घटनाएँ बढ़ती जा रही है और सरकार इस पर काबू पाने में असमर्थ साबित हो रही है। अतः आर्थिक विकास के साथ–साथ यदि जीवन में उच्च आदर्शों और मूल्यों को महत्व दिया जाए तो परिवार से लेकर समाज एवं समाज से लेकर राष्ट्र; हर क्षेत्र में चहुँमुखी विकास हो सकता है। एक समय भारतवर्ष पूरे विश्व में अपने नैतिक मूल्यों एवं आदर्शों के लिए प्रसिद्ध था। बसुधैव कुटुंबकम् और अतिथि देवो भवः जैसे संस्कार भारतीय सभ्यता एवं संस्कृति का मुख्य अंग रहा है । वर्तमान समय में आज उसी भारतवर्ष में उन मूल्यों का पतन हो रहा है; जो बहुत ही दुःखद है। लेकिन जब एक पक्ष को भूलकर समाज आगे बढ़ता है तो वह विकलांग हो जाता है या फिर विकलांग होने की स्थिति में पहुँच जाता है ।

6. मूल्यों के गिरते स्तर के कारण

- भौतिकवाद का प्रभाव
- सामाजिक संवेदना का अभाव
- स्वार्थ की भावना
- न्याय का अभाव
- सामाजिक अनुशासनहीनता
- मनोवैज्ञानिक कारण
- सांस्कृतिक प्रभाव
- पारिवारिक संरचना में बदलाव

7. नैतिक मूल्यों के गिरते स्तर को कैसे रोका जाए?

- मनुष्य के आचार–विचार को सही दिशा देने के लिए मूल्य शिक्षा आवश्यक है ।

- आज के बच्चे ही कल का भविष्य हैं । अतः बचपन से ही उनके जीवन में मूल्यों को स्थान देना चाहिए ।

- परिवार बच्चों की प्रथम पाठशाला है । अगर अभिभावक अपने बच्चों में उच्च आदर्शों और मूल्यों को स्थापित करना चाहते हैं तो सर्वप्रथम उनका यह कर्तव्य है कि वह उन आदर्शों और कर्तव्यों को अपने स्वयं के जीवन में अपनाएं क्योंकि अगर उनका स्वयं का आचरण शुद्ध, सरल, पवित्र एवं मर्यादापूर्ण होगा तो इसका प्रभाव प्रत्यक्ष रूप से उनके बच्चों पर पड़ेगा । उनके बच्चे भी उनको देखेंगे और उनसे सीखेंगे ।

- माता–पिता को प्रतिदिन अपने बच्चों के साथ थोड़ा समय बिताना चाहिए, उनसे बातें करनी चाहिए ताकि उनके बच्चों के साथ उनका संबंध और मजबूत हो सके और उनके बच्चे अपने सुख–दुःख को बिना झिझक के, उनके साथ साझा कर सकें ।

- आज जो संस्कार बच्चों में स्थापित होंगे वही आगे चलकर उनके व्यक्तित्व, परिवार, समाज और देश के विकास में सहायक होंगे ।

- अच्छे नैतिक मूल्यों द्वारा ही एक आदर्श और खुशहाल राष्ट्र का स्वप्न साकार किया जा सकता है । इसलिए बच्चो को प्राथमिक स्तर से ही विद्यालय में नैतिक मूल्यों की शिक्षा दी जानी चाहिए ताकि छोटी उम्र से ही उनका चारित्रिक विकास हो सके ।

- कभी कोई ऐसा काम नहीं करना चाहिए जिससे किसी दूसरे छति पहुँचे ।

- हमेशा अपने से बड़ो को आदर–सम्मान देना चाहिए ।

- प्राथमिक एवं माध्यमिक स्तर के पाठ्यक्रम में नैतिक मूल्यों की शिक्षा को शामिल करना चाहिए।

- विद्यालयों में मूल्य शिक्षा सम्बन्धी कार्यक्रमों का समय समय पर आयोजन करना चाहिए ।

- विद्यालयों एवं महाविद्यालयों के छात्रो को समाज सेवा के कार्यक्रमों में सलग्न करना चाहिए ।

- संचार माध्यमो द्वारा मूल्य शिक्षा सम्बन्धी कार्यक्रमों का प्रचार–प्रसार करना चाहिए ।

- जिस प्रकार हम अपने घर की महिलाओं का सम्मान करते हैं; उनकी सुरक्षा को लेकर हमेशा सतर्क और

संवेदनशील रहते हैं; उसी प्रकार हमें अपने समाज में रहने वाली महिलाओं का सम्मान करना चाहिए और उनकी सुरक्षा के प्रति हमेशा सजग, सतर्क और संवेदनशील रहना चाहिए। कोई भी ऐसा काम नहीं करना चाहिए जिससे किसी महिला की गरिमा को ठेस पहुँचे।

- अपने दिल में सभी के लिए प्यार और सम्मान का भाव रखना चाहिए ।

- विभिन्न विवादों को बढ़ाने की जगह उनके समाधान का प्रयास करना चाहिए ।

- विभिन्न विद्यालयों, महाविद्यालयों और विश्वविद्यालयों में पढ़ने वाले विद्यार्थियों को अपने नागरिक कर्तव्यों का ज्ञान होना चाहिए; उनको कभी कोई ऐसा कार्य नहीं करना चाहिए जिससे कि समाज में अशांति फैले और सामाजिक सम्पत्ति को हानि हो ।

कन्फ्यूशियस के अनुसार— "यदि आपका चरित्र अच्छा है तो आपके परिवार में शांति रहेगी, यदि आपके परिवार में शांति रहेगी तो समाज में शांति रहेगी, यदि समाज में शांति रहेगी तो राष्ट्र में शांति रहेगी ।"

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शिक्षा में शिक्षा से ज्यादा अंको पर बल

मीरा मौर्या

सहायक प्राध्यापिका

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सार

वर्तमान शिक्षा व्यवस्था साक्षर कर रही है या शिक्षित कर रही है यह देखना आवश्यक है क्योंकि वास्तविक शिक्षा का स्वरूप केवल अक्षर ज्ञान कराने में लिखने पढ़ने में सक्षम बनाने तक ही सीमित नहीं है बल्कि क्या वह हमारे अंदर व्यक्ति और समाज के लिए संतुलित विकास के लिए आवश्यक गुणों को विकसित करने में सक्षम हैजैसे तार्किक विश्लेषण की क्षमता, सृजनात्मकचिंतन ,तनाव का प्रबंधन ,स्वयं के गुणों एवं दोषों की जागरूकता इत्यादि|

दुर्भाग्यपूर्ण रूप से वर्तमान शिक्षा व्यवस्था व्यापक रूप में अंको की उपलब्धता की मकड़जाल से उलझी हुई है विद्यार्थियों की क्षमता की जांच का एकमात्र मानदंड अंकों की उपलब्धता हो गई है जिससे शिक्षा की मूलभूत भावना मानसिक एवं भावनात्मक रूप से संतुलित मानवीय विकास का लक्ष्य पीछे छूट गया है |

यही वजह है कि आज अंको पर आधारित डिग्रियां हासिल करके एवं नौकरी प्राप्त करने के बावजूद अगर नौजवानों की जीवन में तनाव ,कुंठा, असंतुष्टी,असंतुलन उत्पन्न होता है तो उनको समझ में नहीं आता कि अब क्या करना चाहिए इस प्रकार की समस्याओं से कैसे निपटा जाना चाहिए इस समस्या से निपटने के और विकल्प क्या हो सकते हैं वह चिंतित रहते हैं, कुंठित रहते हैं या आत्महत्या जैसे कठोर कदम भी उठा लेते हैं |

एक प्रतियोगिता परीक्षा के लिए तैयारी करने वाले छात्र को सफलता पाने के लिए क्या-क्या आवश्यक है यह सब बताते हैं शिक्षा व्यवस्था भी बताती है, शिक्षक भी बताते हैं कहां से पढ़ना चाहिए ,क्या क्या पढ़ना चाहिए, कहां से कोचिंग करना चाहिए लेकिन उसको कभी यह नहीं बताया

जाता कि अगर वह फेल हो जाता है, असफल हो जाता है तो उसको क्या करना चाहिए उसके पास क्या विकल्प है हम उसे असफलता का प्रबंधन कभी नहीं सिखाते | इसका ज्वलंत उदाहरण हम कोटा राजस्थान में मेडिकल या इंजीनियरिंग की तैयारी करने वाले विद्यार्थियों में असफलता के बाद बढ़ती आत्महत्या की घटनाओं में देख सकते हैं |

अतः यह आवश्यक हो गया है कि शिक्षा व्यवस्था वर्तमान सामाजिक, आर्थिक ,राजनीतिक, वैश्विक चुनौतियों को ध्यान में रखते हुए अंकों के स्थान पर मानव को साक्षर बनाने के साथ-साथ सक्षम बनाने वाली भी होना चाहिए |

संकेत शब्द (तार्किक विश्लेषण ,सृजनात्मक चिंतन ,तनाव का प्रबंधन ,असफलता का प्रबंधन ,मानदंड

हमने बचपन में एक कहावत सुनी थी जिसमें एक शिक्षक कबूतरों को शिक्षा देते है कि एक दिन बहेलिया आएगा जाल बिछाएगा दाना डालेगा लेकिन तुम उसमे फसना नहीं , कबूतरों ने शिक्षक की बात को रट लिया | एक दिन शिक्षक नहीं थे उचित अवसर देखकर बहेलिये ने जाल बिछाया उस पर दाना डाला कबूतर यह सब देख रहे थे और सबसे मजेदार बात यह है कि यह कहते हुए कि सुनो एक दिन वहेलिया आएगा दाना डालेगा ,जाल बिछाएगा लेकिन तुम उसमे फसना नहीं यह कहते हुए सारे कबूतर जाल पर बैठ गये और उसमें फंस गए|

वर्तमान शिक्षा व्यवस्था की भी यही स्थिति हो गयी है जो विद्यार्थियों में समग्र समझ , कौशल, ज्ञान ना उत्पन्न करके उनको रतन्तु तोता या उस कबूतर की तरह हो गयी है जो रटकर

परीक्षा में उत्तर लिख आता और अच्छे अंक भी लता है लेकिन क्या उसके द्वारा अच्छे अंक उसके समग्र विकास , उसके तार्किक विश्लेष की क्षमता , उसके सृजनात्मक क्षमता , उसके आत्ममूल्यांकन की क्षमता को दर्शाते है ?

इस प्रश्न का उत्तर है ,नहीं क्योंकि यदि वाकई में उच्च अंक प्राप्त करना व्यक्तिगत एवं समाज के संतुलित विकास के लिए आवश्यक योग्यता को दर्शाता तो १०वीं ,१२वीं या अन्य कक्षाओं में उच्च अंक लाने के बावजूद ये विद्यार्थी जीवन की वास्तविक समस्याओं में उलझ कर तनाव या

डिप्रेशन के शिकार नहीं बनते ,बल्कि अपनी समस्या समाधान कौशल के द्वारा अपने जीवन में घटित अनापेक्षित समस्याओं का समाधान करते | वास्तव में यह दोष विद्यार्थियों का नहीं है क्योंकि वर्तमान शिक्षा व्यवस्था में उन्हीं विषयों को प्रमुखता दी जाती है जिनके अंकों के आधार पर विद्यार्थियों को अगली कक्षाओं में आसानी से प्रवेश मिल जाए या नौकरी प्राप्त करने में आसानी हो|

वर्तमान शिक्षा व्यवस्था विद्यार्थियों को मात्र विभिन्न परीक्षाओं के लिए तैयार कर रही है या नौकरियों के लिए तैयार कर रही है लेकिन जीवन कैसे जीना है, अगर जीवन में कोई समस्या आए तो कैसे उसका सामना करना है इसकी सीख नहीं देती |

विद्यार्थी को विभिन्न परीक्षाओं में सफल कैसे होना है उसे क्या पढ़ना है क्या नहीं पढ़ना है कहां से कोचिंग करना है या नहीं करना है इसकी जानकारी हर कोई देता है लेकिन कोई भी उस विद्यार्थी को यह नहीं बताता कि अगर वह सफल नहीं होता है   तो उसके पास क्या विकल्प बचते हैं वह और क्या उपाय कर सकता है अर्थात उसकी असफलता के प्रबंधन के बारे में कोई नहीं बताता |

जबकि यह कड़वी सच्चाई है कि यदि किसी कॉन्पिटिटिव एग्जाम में अगर ५०० सीट है और ५००००० बच्चे परीक्षा देते हैं तो इनमे   से किन्हीं पांच सौ विद्यार्थियों का ही चयन होगा और ना चाहते हुए भी बाकी विद्यार्थियों को असफलता का मुंह देखना पड़ेगा ऐसी स्थिति में यह आवश्यक है कि शिक्षा व्यवस्था ऐसी हो जो ना केवल सफल होना सिखाएं बल्कि अगर हम असफल होते हैं तो हमें क्या करना है और असफलता का प्रबंधन कैसे करना है यह भी सिखाएऔर यदि हम असफलता का का प्रबंधन सिखाने में सफल रहते हैं तो बहुत सारी आत्महत्याओं को रोक सकते हैं जो अक्सर विद्यार्थी किसी परीक्षा में असफल होने के कारण करते हैं|

हाल ही में एचआरडी मिनिस्ट्री की एक रिपोर्ट के अनुसार पिछले 5वर्षों में देश के अलग-अलग IIT में 50 से अधिक छात्रों ने सेमेस्टर की परीक्षा में फेल होने के कारण आत्महत्या कर ली इसके प्रमुख कारणों में यह पाया गया कि इन विद्यार्थियों में आत्मविश्वास था कि उन्होंने iit जैसी परीक्षा पास की है और वह फेल कैसे हो सकते हैं अर्थात फेल या असफलता के लिए उनके अंदर

स्वीकरोक्ति नहीं थीअर्थात उनमें ज्ञान की कमी नहीं थी बल्कि उनको आवश्यक जीवन कौशल का ज्ञान नहीं दिया गया जो उन्हे विपरीत परिस्थियो में संघर्ष करने के लिए तैयार करता |

अंको पर आधारित शिक्षा पद्धति में पिछले लगभग एक दशक से हर वर्ष जब 10वीं और 12वीं के स्कूलों के रिजल्ट आते हैं खासकर सीबीएसई स्कूल के तो लड़कियों का लड़कों की तुलना में अधिक अंक लाना, टॉपर बनना सुर्खिया बनता है यह कुछ हद तक क्षणिक सुखद घटना लगती है |

लेकिन मेरा मानना है कि विभिन्न कक्षाओं में बहुत अंक लाने वाली लड़कियां के प्रति जब घरेलू हिंसा होती है या रेप जैसी कोई घटना होती है उन्हीं लड़कियों के अंदर इतना आत्मविश्वास क्यों नहीं होता वह समाज की गलत व्यवहार का विरोध करें | गलत ना होने के बावजूद स्वयं को सजा ना देकर दोषियों को सजा दिलाये और सामाजिक दबाव के आगे ना झुके लेकिन लड़कियां आज भी समाज का मुकाबला करने के बजाय और दोषियों को सजा देने की बजाय स्वयं का जीवन समाप्त करना उन्हे अधिक सहज लगता है अगर हम इसके कारणों की पड़ताल करें तो वास्तव में हमने लड़कियों को अक्षर ज्ञान तो दे दिया जिसके आधार पर वह मेहनत करके उच्च अंक और डिग्री भी हासिल कर लेती हैं लेकिन हमने उनके अंदर कभी भी उस जीवन कौशल का विकास नहीं किया जो उनमें विपरीत परिस्थितियों में अपने अस्तित्व एवं पहचान के लिए संघर्ष करने की क्षमता विकसित करता हमने लड़कियों को वह शिक्षा नहीं दी जो उनको सेल्फ वर्थ समझने में मदद करती |

अपना सेल्फ वर्थना समझने के कारण ही आज कई डिग्री धारक, उच्च अंक प्राप्त करने वाली लड़कियां सामाजिक दबाव में सुंदर दिखने ,पतले दिखने , गोरे दिखने की मानसिक पीड़ा को झेल रही है और उनके अंदर इसका प्रतिकार करने की हिम्मत नहीं है कि वह जैसी भी हैं काली हैं ,छोटी हैं, मोटी है उसको उसी रूप में स्वीकार करें | अपने वास्तविक गुणों को छोड़कर समाज के दबाव में अपनी सारीऊर्जा एवं समय मात्र गोरा ,पतला, सुंदर दिखने में खर्च करती हैं | मैंने हाल ही में एक फिल्म देखी बाला जिसे देख कर खुशी हुई क्योंकि जिस सिनेमा ने बहुत हद तक पतले ,गोरे होने को सुंदरता का मानदण्ड स्थापित किया था आज उसी सिनेमा के माध्यम से समाज की इस रूढ़िवादी सोच पर चोट भी किया जा रहा है क्योंकि बाला फिल्म की नायिका अपने काले रंग के

कारण फिल्म के नायक के द्वारा एवं समाज के द्वारा मजाक का पात्र बनती है लेकिन उसको अपने रंग से अधिक अपनी काबिलियत पर विश्वास होता है और वह सुंदर और गोरा दिखने के स्थान पर अपनी ऊर्जा का प्रयोग अपनी योग्यता बढ़ाने में करती है और वह वकील बनती हैं और अपनी योग्यता साबित करती हैं |

पुनः प्रश्न यही है कि क्या अंको पर आधारित शिक्षा व्यवस्था में इस प्रकार की व्यक्तिगत एवं सामाजिक समस्याओं के समाधान की गुंजाइश है उसके लिए कोई प्रावधान है क्या हम विद्यार्थियों में इस तरह के मूल्यों और गुणों का विकास कर रहे हैं या मात्र अंको को प्राप्त करने के लिए उनको सूचना ही दे रहे हैं|

वास्तविक शिक्षा व होती है जो न केवल प्रगतिशील पारंपरिक मूल्यों को आत्मसात करने की प्रेरणा दें बल्कि बदलती आधुनिक युग की नई तकनीकों को भी आत्मसात करने में भी मदद करें लेकिन साथ ही साथ यह शिक्षा प्रणाली ऐसी होनी चाहिए कि नए का आकर्षण के साथ-साथ उससे उत्पन्न चुनौतियां या नई तकनीक की चुनौतियों को समझने की क्षमता भी विकसित करें क्योंकि वर्तमान समय में युवा वर्ग सोशल मीडिया एडिक्शन का शिकार हो रहा है उसे यह समझ नहीं आ रहा है कि वह सोशल मीडिया को इस्तेमाल कर रहा है , इंटरनेट को इस्तेमाल कर रहा है या इंटरनेट और सोशल मीडिया उसका इस्तेमाल कर रहे हैं इसका नतीजा यह हो रहा है कि विद्यार्थी देर रात तक सोशल मीडिया साइट्स परया पब्जी ब्लू व्हेल जैसे गेम का शिकार हो रहे है और देर रात तक जाग रहे है |

इसका नतीजा यह हो रहा है कि उनकी नींद प्रभावित हो रही है वह पर्याप्त मात्रा में नींद नहीं ले पा रहे है जिससे उनका फोकस प्रभावित हो रहा है उनके अंदर एंजाइटी ,डिप्रेशन ,आइसोलेशन की प्रॉब्लम आ रही है वह रात देर रात तक जागने के बाद सुबह अपनी कक्षा में ध्यान नहीं दे पा रहे हैं इससे उनकी पूरी क्षमता प्रभावित हो रही है साथ ही साथ दिन-रात सोशल मीडिया जैसे कि इंस्टाग्राम फेसबुक व्हाट्सएप आदि पर लगे रहने के कारण उनका उनके पैरंट्स के साथ फैमिली मेंबर्स के साथ संवाद कम हो रहा है , पड़ोसियों के साथ संवाद कम हो रहा है रिश्तेदारों के साथ संवाद भी कम हो रहा है ऐसी स्थिति में फेसबुक व्हाट्सएप पर फ्रेंड्स की संख्या हजार दो हजार तक पहुंच जाती हैं और वर्चुअल दुनिया में लाइक्स और कॉमेंट्स बढ़ते जाते हैं लेकिन जब युवाओं

की वास्तविक जीवन में कोई समस्या आती है तो उन्हें एक फ्रेंड भी ऐसा नहीं दिखता है जिससे वह अपनी समस्या बता सके या उसका समाधान मांग सके। इसका नतीजा यह होता है कि वह अपनी बात ना बताने की कारण अंदर ही अंदर कुंठित रहता है, डिप्रेस रहता है एंजाइटी से घिरा रहता है और आत्महत्या जैसे कदम भी उठा लेता है |

अंततः वर्तमान सामाजिक ,आर्थिक ,मनोवैज्ञानिक एवं वैश्विक चुनौतियों को देखते हुए यह आवश्यक हो गया है कि वर्तमान अंक आधारित शिक्षा व्यवस्था के स्थान पर एक ऐसी शिक्षा व्यवस्था विकसित की जाए जो व्यक्ति को ना केवल साक्षर करें बल्कि उसको सक्षम भी बनाए |उसमें तार्किक विश्लेषण की क्षमता ,आत्म मूल्यांकन की क्षमता ,सृजनात्मक कौशल की क्षमता ,समस्या समाधान की क्षमता , प्रभावी संप्रेषण संप्रेषण की क्षमता,तनाव के प्रबंधन की क्षमता ,निर्णय लेने की क्षमता का भी विकास करें जिससे विद्यार्थी मात्र सूचनाओं का आदान-प्रदान ना करें बल्कि वास्तविक ज्ञान को अपने जीवन में प्रयोग कर सकें एवं अपने जीवन को अधिक सफल एवं सामंजस्य पूर्ण बना सकें एवं राष्ट्र निर्माण में अपनी प्रभावी भूमिका भी निभा सके|

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Textbook Review

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INTRODUCTION TO THE BOOK

As per the recommendation of the National Curriculum Framework (NCF) 2005, it is very essential to establish a link between the life of children in and outside the school. The legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community can be removed with the help of the principle of learning through experiences. This basic idea can be implemented by developing syllabi and textbooks on the basis of guidelines of NCF 2005. Textbooks have always been a vital and intact part of education. As we know, it is very true in the case of developing countries that are lagging behind in technological advancement so they can't supplement textbook teaching with any other technology or device for imparting educational instruction. Mathematics is an important and interesting subject in school education and textbooks are an important part of school mathematics. Textbooks provide the content in an organised manner which helps teachers to plan their teaching or to decide what is taught and how it is taught. Textbooks also provide a sequence that is followed in a particular subject. Given the sequential nature of mathematics, the mathematics textbook becomes a fundamental component of mathematics achievement. The National Policy on Education
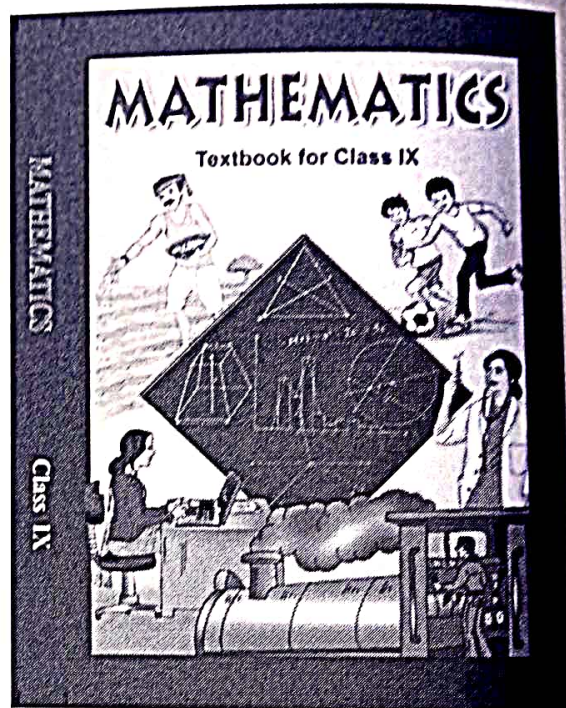
stresses learning mathematics as a compulsory subject up to the secondary level. It is also essential to see to what extent the school mathematics textbook reflects the changes in the mathematics curriculum that have taken place.

This is the review on Mathematics text book for class IX based on CBSE Curriculum. This book is written by a panel of 16 renowned authors of different schools. The Chairperson of the advisory group in science and mathematics is Professor J.V. Narlikar and the Chief Advisor for this book, Professor P. Sinclair of IGNOU, New Delhi for guiding the work of this committee. All the authors are highly qualified and expert in their field. They all are very experienced as well as having in-depth and conceptual knowledge of content. They are expert in student psychology and understand the importance of subject and write the content as per its need and importance.

PHYSICAL APPEARANCE

As per NCERT rule to keep the cost of book low, paper used is not pure white but still it is durable and very good. Quality of content printing of book is clear, bold and easily readable from first to last and font used is legible. Cover page is attractive and blue colour appeals the students. Book is of standard A4 size and easily handled and fitted in school bag also. Book binding is quite strong but still if handled carefully works for whole year.

CONTENT

Since this book is prescribed by CBSE, it is fully in accordance to syllabus. The book is constituted 15 chapters. Each and every topic of the chapters is relevant, elaborated and described very intelligently with sufficient elaboration and examples. After every two or three topics it has an exercise which contains sufficient questions to understand and practice the topic by the students. Since the course is to complete in one session the number of questions are not sufficient so it require adding more. The Textbook is strictly based on child centred curriculum.

ORGANISATION AND PRESENTATION

Book has a lot of exercises to revise and practice the topics. Content of the book is logically arranged, well organised, systematically presented by the authors as per child psychology. Laboratory work and project work is given at the back of book to promote group task and hands

on activities. This mathematics books is very interesting which initiate students to work hard. It facilitates to learners to use problem solving, synthetic, analytic and various other approaches for effective learning. It also take care individual differences among learners by catering their various psychological needs. It also carries tables, appendix, answer key and hints suitably. The book is updated and of latest edition. Price of the book is affordable by learners

LANGUAGE

Language used is understandable and moderate. Vocabulary used is according to the mental level of students. Terminology and symbols used is accepted at national and international level. Mathematical grammar used effectively to develop critical thinking and scientific attitude in students. It helps students to use mathematical symbols and to appreciate the precision, brevity, logic, sharpness and beauty of its language.

EXERCISE AND ILLUSTRATIONS

Illustrations after topics are provided. Exercises are sufficient, very clear and appropriate. It contains questions following NPC which follows Blooms' taxonomy and contributes a lot in developing appropriate attitude and interest in students for mathematics. There is lack of HOTS (High order thinking skills) questions in exercise, which does not satisfy the needs of gifted children.

Jagannath International Management School
Vasant Kunj, New Delhi

presents

Radio JIMS Vasant Kunj 90.4 MHz
Voice of The Voiceless

Jagan Institute of Management Studies
Rohini, Delhi

Presents

JIMS Rohini Community Radio 96.9 MHz

This radio is being run by the students and is providing an opportunity to develop programmes for community broadcast. The radio station is used by the college as laboratory for training students specializing in radio broadcast and they work in close coordination with community representatives and leaders. At present the radio broadcasts daily for eight hours with original programme of four hours in morning which is repeated in the afternoon. The students are encouraged to explore the needs of the society, thereafter, they conceive, design and broadcast their own programmes in a real life environment.