

Proceedings of
Binani Girls College, Bikaner & The Society for Academic Research's Joint
Multi-disciplinary International Conference on Education: Emerging Social Change – ICEESC – 2018
Venue: Binani Girls College, Bikaner, Rajasthan, India

ISBN – 978-93-5321-292-6

Organized by:



Date of Event:
25-26 October, 2018

Online Event Promotion Partner:



Binani Girls College

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India**

The Society for Academic Research (Regd.)

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Website: www.iaarhies.org



From the CEO's Desk

Greetings from **International Academic Association of Researchers in Humanities, IT, Engineering and Science (IAARHIES)**.

I am extremely privileged to lead **IAARHIES**, which is an undisputed association in providing a platform to the best research-oriented minds; not only in the country but also in the global arena. We at **IAARHIES** continuously upgrade the benchmark through latest IT tools, world class research standards, exploration of new research avenues to cope with ever changing social, cultural, economic, corporate and education scenario.

I am overwhelmed by a dedicated team of hard-working staff and erudite peer group of more than 70 International & National researchers who have made me proud by making **IAARHIES** a world class research platform. To strive for brilliance, we have gone to outreach and fetch scholars with excellent postdoctoral and teaching experiences from all over the world to enrich the research quality.

Since 2015, we have been organizing International /National Seminars. The papers written/presented by participants in various Conferences organized by us are reviewed by our peer group members. Selected papers get published in our journals and are available online.

The overall aim of this seminar is to help develop an emerging field at the intersection of multi-disciplinary understandings of society and education. It will build on the already existing body of work on education and culture, but its aim is exploring and developing new perspectives in this area.

The objectives of the seminar are:

- to explore new research from a range of academic disciplines which shed light on the far-reaching effects of education
- to showcase cutting edge research on education and the emerging social changes from outstanding academic researchers across the Globe
- to bring together participants from different disciplines such as Sociology, Philosophy, Psychology, Media Studies, Humanities, Engineering, Management, Science, Education, Cultural, Gender, as well as Post-colonial Studies
- to encourage the participation of post graduate students and research scholars
- to actively involve practitioners and users from each venue
- to provide a Global network to the scholars of Bikaner
- to use the seminar to develop links between academics and stakeholders in the arts, library, media, community and educational sectors

We have made a spectacular start but there is a long way to go. Nevertheless, I am certain that with the dynamic teamwork of all our faculty, staff, employees, collaborators, stakeholders, students, constitutional organizations, funding agencies and public at large, we will be able to achieve the maxims of **IAARHIES**.

Prof. (Dr.) Neelam Raisinghani

Prof. Bhagirath Singh
Vice Chancellor



Maharaja Ganga Singh University
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No. 01(01)MGSU/VCS/2018/

Date: 08 October, 2018

MESSAGE

It gives me immense pleasure to know that, International Association of Academic Research in Humanities, IT, Engineering and Science, **IAARHIES** (Governed by the Society for Academic Research) in collaboration with Binani Girls College, Bikaner is going to host a multi-disciplinary **International Conference on Education: Emerging Social Change** on 25-26 October 2018.

I congratulate the organizers on the selection of an important theme for this seminar. Nothing is static in this World, so change and dynamism are the needs of the hour. Change, if brought through education is bound to have far reaching implications for the society. I am sure that this Conference would provide a platform for discussions to scholars on challenges being faced by the marginalized sections of the society in advancing and achieving the Sustainable Development Goals (SDGs) of quality education, gender equality and reduced inequality.

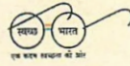
Papers and posters are the research outputs of any Conference. I am happy to know that **IAARHIES** would publish the selected papers, which might facilitate our policy makers to formulate welfare and developmental policies and at the same time benefit teachers and students also.

I wish the Conference a grand success!


(Prof Bhagirath Singh)



Prof. (Dr.) Vishnu Sharma
Vice-Chancellor



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No. F. 1/PS/VC/RAJUVAS/2018/ 1315
Dated: 17.10.2018

Message from Chief Guest


It gives me immense pleasure to know that The International Academic Association of Researchers in Humanities, IT, Engineering and Science (IAARHIES) is organising a multi-disciplinary International Conference on "Education: Emerging Social Changes (ICEESC-2018)" at Binani Girls College, Bikaner on 25-26 October, 2018.

Education is the most powerful instrument of social change. It is through education that the society can bring desirable changes and modernize itself. I am sure that the interaction of scientists, academicians, researchers and students of India with various internationally renowned counterparts will go a longway in knowledge sharing to face emerging issues of social changes through education.

The Conference will provide a platform for exchanging scientific ideas on various latest developments of social changes.

I extend my greetings and congratulations to the organizers and the participants and wish the Conference a grand success.

पशुधनं नित्यं सर्वलोकोपकारकम् ।


(Prof. Vishnu Sharma)
Vice-Chancellor

Toll Free Help line No. : 1800-180-6224

Dr. D.N. PUROHIT

Former Vice Chancellor
M.D.S. University
AJMER

3rd October, 2018

MESSAGE

It is a matter of great pleasure to know that a Multi-Disciplinary – “International Conference on Education: Emerging Social Change [ICEESE – 2018]” is being organized in Binani College Campus on 25th and 26th October, 2018.

Multi Disciplinary Academic Conference: it seems is aimed at bringing researchers from various fields to share their current research ideas and experiences, obviously to bring quantitative transformation in higher education.

The higher education sector has been known as playing a major role in shaping contemporary society. The language of higher educational used by nation-states as well as international intergovernmental organizations, believe that by understanding the language of each, we can reach a greater understanding of the multiple, conflicting, and overlapping higher educational ideologies across the globe. However, in addition the higher education intersects with many factors such as political, geographical and economics differences, educational outcomes become significantly different. In addition to these factors, the understanding of a main "true outcome" in higher education is vital in understanding the variance of educational outcomes. Furthermore, the issue of education on an international scale is also embedded in a complex framework of international relations which alters the effectiveness of those who employ the ideologies in a practical manner.

This Conference would serve as a platform for inter-national exchange of ideas, collaborations and cooperation among academicians, educators, industry researchers. A scientist or technologist would become aware with the work of a sociologist and like and vice versa. I wish that the Conference at the end would arrive at some conclusion and issues the recommendations to

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Dr. D.N. PUROHIT

Former Vice Chancellor

M.D.S. University

AJMER

coordinate and assimilate the multi faculty knowledge as a part of curriculum for higher education at international level.

The Curriculum could be sent to **Director-General of UNESCO** for consideration of its – **International Bureau of Education** - “The Global Centre of Excellence in Curriculum and related matters.” This step could perhaps serve as a concrete forward step from qualitative to quantitative improvement of higher education.

This Conference adds a feather to the cap of Binani College and the M.G.S. University to which it is affiliated. I congratulate those responsible persons, whose indefatigable zeal and efforts have put Binani College in this glorious position that IAARHIES had chosen this College as a venue for holding their First International Conference in Bikaner. Wishing for a fruitful outcome.



(Dr. D.N. PUROHIT)

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Dr. Lad Kumari Jain

Professor (Retd.)

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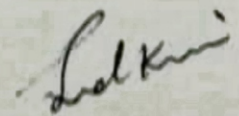
MESSAGE

At the outset I congratulate **IAARHIES** for organizing an International Conference in a Girls College of Bikaner, where the female literacy rate is still 65.50% in comparison to the male literacy rate of 82.10%.

Women and girls are held back from fulfilling their ability. Although Governments are committed to breaking down barriers to help them unlock their potential so that they have the chance to rise as high as their talents and ambition allow them, but such efforts in this direction by world class NGOs like **IAARHIES** can boost up their confidence.

I feel that this initiative would make a positive change for women in society by promoting social justice, empowering them through economic independence and promoting their participation in decision making at all levels.

I wish the very best to all the participants and the organizers of the Conference, and success in all their endeavours in the future.



LAD KUMARI JAIN



MESSAGE

I would like to congratulate both IAARHIES and Binani Girls College, Bikaner for the initiative they are taking to organize this two-day conference on **Education: Emerging Social Changes**, October 25-26, 2018. It is indeed a seminal dialectic and truly a need-of-the-hour concern. I can foresee that the issues raised and the explorative discussions will indeed feed into thinking how Education can be disseminated more meaningfully as a social changer.

I wish the conference all the very best.

Rajul Bhargava.
RAJUL BHARGAVA

Prof. Asha Kaushik

Former Dean, Faculty of Social Sciences

- *Head, Department of Political Science*
- *Director, Centre for Women's Studies*

*University of Rajasthan
Jaipur-302004 (Rajasthan)*

President, RUWA

(Rajasthan University Women's Association, Jaipur)

President, SAMANTAR, Jaipur

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Oct 18, 2018

Message

I am glad to learn that IAARHIES and Binani Girls College, Bikaner (Rajasthan), India are jointly organizing a Multi-Disciplinary International Conference on Education: Emerging Social Change – ICEESC – 2018 on 25-26 October, 2018. Contemporary relevance of the theme of Conference is beyond doubt. Education and Social change are mutually reinforcing in both material and normative terms. Education is rightly accepted as the key to not only individual human development but also Nation-building. Policy perspectives attain specific significance in the given context. I am sure, the multiple dimensions of this interactive – continuum will be explored and discussed during the conference.

I wish the conference all the success.

Prof. Asha Kaushik



GOVERNMENT MOHINDRA COLLEGE PATIALA

(NAAC Reaccredited with 'A' Grade: A Top ranked College in India with CGPA 3.86)

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Professor (Dr.) Sangeeta Handa

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Ref. No. ਸਦੀ-੦1.....

Dated. 20/10/2018.....



MESSAGE

Education is the most important concern of the present century as it is right or wrong education that can make or mar a nation. The present conference organised by IAARHIES and Binani Girls College on the theme **Education: Emerging Social Change** is a commendable effort that would generate a lot of new research on this subject. I congratulate the organisers for taking initiative in this matter that needed attention.

Sangeeta Handa

Principal

Govt Mohindra College

Patiala

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TANTIA UNIVERSITY

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Prof. (Dr.) M.M. Saxena
President (Vice Chancellor)

Date 19.10.2018

MESSAGE

Society is a dynamic unit changing its values, demands, aspirations, satiety levels and other attributes with space and time. Education is the most vital tool transforming a society and in turn it is influenced by contemporary social values. Obsessed with huge volume of information, true or false, perhaps today the society is most confused than ever before.

It is true that education has always played a pivotal role in elevating the mass awareness on social issues eliminating physical and mental poverty. It has shown path to deal with the day-to-day issues with wisdom and logic. The proposed **International Conference on Education: Emerging Social Changes** to be organized by IAARHIES jointly with the Binani Girls College, Bikaner is a welcome venture and I am sure the deliberations and discussions during the event by eminent educationists will focus on current issues pertaining to social changes to be addressed by the education system. I wish all the success for this endeavor of the two institutions.

(M.M. Saxena)

बिनानी कन्या महाविद्यालय

(राजस्थानी युवक परिषद, मुम्बई द्वारा संचालित)

नत्थूसर गेट के बाहर, बीकानेर

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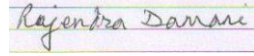
: Message :

It is really heartening to know that an international conference on the issue of "Education and emerging social change" is being organized in the campus of Binani Girls College. I feel highly obliged for the authorities of IAARIES for selecting this college as the venue of the conference.

I hope research scholars across the country and from other parts of the world will take part in two days conference and present their research papers.

For any institution of higher education, cultivating the tendency of research is extremely important. Research is an attitude which deeply understands the problem and pinpoints the root-cause and brings out the possible solution. I hope that our students will be able to develop this tendency by listening to authorities on education.

With my best wishes for the success of the conference.



Rajendra Dammani,
President,
Rajasthani Yuvak Parishad

बिनानी कन्या महाविद्यालय

(राजस्थानी युवक परिषद, मुम्बई द्वारा संचालित)

नत्थूसर गेट के बाहर, बीकानेर

फोन नं. 2211621, 2210521

: Message :

I extend my warm greetings to all the participants who have come from India and different parts of the world to be the part of this International Conference.

I regard this conference a great opportunity not only to the students of Binani Girls College, but also to the faculty members of this and other colleges and universities as they would be able to meet and listen to the nationally and internationally renowned authorities on education.

Binani Girls College has been contributing to women's education since 1981. It has tried to accord equal status to women and to associate them with the mainstream of the society. Today a visible change is seen in the condition of women. They are full of confidence marching in every sphere of life. Education has been the real catalyst for this change.

I am sure, this two day conference on ***“Education: Emerging Social change”*** will bring scholars of different discipline on one platform and give them the chance to think beyond their boundary lines. I hope that deliberations presented here and the findings thereby brought out will be useful for the future strategy of imparting education.

I wish all the success to participants and scholars and look forward to organize other conferences in the campus of Binani Girls College.



Gauri Shanker Vyas,
Secretary,
Binani Girls College

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(राजस्थानी युवक परिषद, मुम्बई द्वारा संचालित)

नत्थूसर गेट के बाहर, बीकानेर

फोन नं. 2211621, 2210521

: Message:

I welcome all national and international delegates in the campus of Binani Girls College to the *International Conference on Education: Emerging Social Change*.

I truly regard the Conference as a privilege to my college as it will become a part of the golden history of this college.

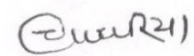
I believe that no change whether social, economic, political or spiritual can ever be brought about without education. Education dispels the darkness and enlightens the soul. It enriches the discretion of a person and boosts the moral sense of a being. So if any change in the behavior of a person is to be engineered, it is only through the education.

I cannot forget to point out that Binani Girls College, for last three decades, has been educating the girls of Bikaner city and transforming them into self-reliant, and responsible citizens of the country.

I pay my highest gratitude to the authorities of *IAARHIES* for selecting Binani Girls College as the venue of this Conference.

I hope scholars will show their keen and judicious involvement in the proceedings of the Conference and will reach to a certain consensus, though may be having variants for different levels, about the methods and pedagogies of education.

I extend my best wishes to all participants.



Dr. Chitra Panchariya
Principal,
Binani Girls College

The Society for Academic Research (Regd.)

Dr. Hardev Sharma

Secretary, IAARHIES

Jaipur-302004, Rajasthan, India.

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Message from the Convenor

I welcome the participants of ICEESC- 2018. The main goal of organizing this conference is to share and enhance the knowledge of everyone in this computer world. The conference is a good opportunity for those who have a thirst in knowing the present technological developments and share their ideas. Furthermore, this conference will also facilitate the participants to expose and share various novel ideas.

The conference aims to bridge the researchers working in academia and other professionals through research presentations and keynote addresses in current technological trends. It reflects the growing importance of intelligent Computing systems as a field of research and practice. You will get ample opportunities to widen your knowledge and network. Outside of the conference, I hope that you would/will enjoy some of the many attractions found in and around the beautiful city of Bikaner. Such a conference event is the culmination of many individuals.

I thank the Binani College administration for collaborating with us and extending their valuable time in organizing the program and all the authors, reviewers, and other contributors for their sparkling efforts and their belief in the excellence of ICEESC-2018.

Dr. Hardev Sharma

CONFERENCE AGENDA

Topic: *International Conference on Education: Emerging Social Change
(ICEEC-2018)*

Dates: 25-26 October 2018

Time: 9.:30 AM

Venue: Binani Girls College, Bikaner

Day-I, Thursday, 25 October 2018

TOPIC	TIME	SPEAKERS
Registration of Participants	9.30-11.00	By IAARHIES Team
Welcome Address	11.00-11.10	Dr. Sonu Shiva
About IAARHIES & Objectives of the Seminar	11.10-11.20	Prof. Neelam Raisinghani
About Binani College	11.20-11.30	Mr. Gauri Shankar Vyas
Key Note Address	11.30-12.15	Prof. Sangeeta Handa
Address by the Chief Guest	12.15-1.00	Prof. Vishnu Sharma Hon'ble Vice Chancellor RAJUVAS
Presidential Address	1.00-1.30	Prof Tassanee Laknapichonchat
Vote of Thanks	1.30-1.40	Dr. Chitra Panchariya
Lunch Break	1.40-2.30	
Panel Discussion: Hall Prof. Neelam Raisinghani-Moderator	2.30-4.30	Prof. Lad Kumari Jain Prof. Rajul Bharagava Prof. Krishna Tomar Prof. Suresh Agarwal Dr. Rustam Vansu Dr. Sohail Ahmed

Technical Session-I (Room -1)	2.30-4.30	Chair: Prof. Tassanee Laknapichonchat
Technical Session-II(Room-II)	2.30-4.30	Chair: Dr. Manjula Bareth
Tea	4.30-5.00	

Day-II, Friday, 26 October 2018

TOPIC	TIME	Chair/Speakers
Technical Session -III (Hall)	10.00-11.30	Dr. Rustam Vansu
Technical Session-IV (Room No. I)	10.00-11.30	Dr. Ayehsa Munira
Technical Session -V (Room No. II)	10.00-11.30	Dr. Meera Srivastava
Technical Session -VI (Room No. III)	10.00-11.30	Dr. Sonu Shiva
Technical Session VII- (Hall)	11.30-1.00	Dr. Divya Joshi
Technical Session VIII (Room No. I)	11.30-1.00	Dr. Soheil Ahmed
Technical Session IX (Room No. II)	11.30-1.00	Dr. Avinash Jodha
Technical Session X (Room No. III)	11.30-1.00	Dr. Kshamta Chaudhary
Lunch Break	1.00-1.45	
Valedictory Session: Report Reading	2.00-2.15	Dr. Hardev Sharma, IAARHIES
Distribution of Certificates & Address by the Chief Guest	2.15-4.00	Prof. Bhagirath Singh Hon'ble Vice Chancellor MGSU
Vote of Thanks	4.00-4.10	Gajanand Vyas Binani College
Tea	4.10-5.00	

TECHNICAL SESSIONS 25 OCTOBER, 2018

Technical Session I--Chair Prof. Tassanee Lakanpichonchat				Technical Session II -- Chair: Manjula Bareth					
S.N.	Title of the Paper	Participant	Time	Room No.	S.N.	Title of the Paper	Participant	Time	Room No
1	Globalisation and Skills for development through Community Colleges in India	Dr. S S Rekhi	2.30-4.30	1	1	Shiksha Vikasonmukhi aur Rozgatonmukhi Ho	Dr. Gauri Shankar Prajapat	2.30-4.30	2
2	Psychological Impact on the Behavior Problems of Middle Age Children in Relation to Parental Involvement in the Educational Activities of the Child	Priyanka Rathore	2.30-4.30	1	2	भारत के वर्तमान परियेक्ष्य में उद्यमिता शिक्षा का महत्व एवं चुनौतियां	Ashok Kumar Vyas	2.30-4.30	2
3	Perception and Awareness about Behaviour Change Pertaining to Hypertension	Samarpita Koley	2.30-4.30	1	3	स्वस्थ शिक्षण संस्कृति	Dr. Mukesh Kirad	2.30-4.30	2
4	Educational Status among the Tribes of West Bengal: With Special References to the Paschim Medinipur District	Parikshit Chakraborty	2.30-4.30	1	4	शिक्षा और मनोविज्ञान का अन्तर्सम्बन्ध	Dr. Suman Joshi	2.30-4.30	2
5	Teaching for Social Awareness	Shachi Vyas	2.30-4.30	1	5	"शिक्षा और सामाजिक परिवर्तन"	Dr. Aruna Achary	2.30-4.30	2
6	Social & Economic Infrastructure	Lalit Purohit	2.30-4.30	1	6	प्राचीन भारत में शिक्षा की समग्र व्यवस्था	Dr. Sunita Goyal	2.30-4.30	2
7	Colonial Heritage of English Language in India: A Boon or a Bane	Dr. Aysha Munira	2.30-4.30	1	7	Special Students can bring Miracles in Education System	Dr. Meenakshi Rathore	2.30-4.30	2

TECHNICAL SESSIONS 26 OCTOBER, 2018

Technical Session III--Chair : Dr. Rustam Vansu				
S.No.	Title of the Paper	Participant	Time	Room No.
1	Less-representation of Female Writers in the 'Male-dominated' Academia: A Critique	Debabrata Hazra	10.00-11.30	Hall
2	Perception and Knowledge about Menstruation among the Muslim Rural School girls of Paschim Medinipur, West Bengal	Mahua Samanta	10.00-11.30	Hall
3	Equality in Education: A passport to a better future	Mahesh Gandher	10.00-11.30	Hall
4	Sustainable Women Empowerment through Providing Higher Education in India	Dr. Pragti Sobti	10.00-11.30	Hall
5	Mainstreaming equity: education for all - a conceptual study	Dr. Rasna Sehrawat	10.00-11.30	Hall
6	Early Childhood Education-;National schemes &Constitutional provisions The Role of Education.in	Dr. preety kochar	10.00-11.30	Hall
7	Developing and Sustaining Future Gender Education: How Far Succeeds in Women's Emancipation (With Special Focus on the Protagonists of Shashi Deshpande)	Dr. Nidhi Bhatnagar	10.00-11.30	Hall
8	Gender and Education	Chitra Dadhich	10.00-11.30	Hall
9		Ms Yamini Sharma	10.00-11.30	Hall

Technical Session VII--Chair: Dr. Divya Joshi				
S.No.	Title of the Paper	Participant	Time	Room No
1	Assessment the Knowledge of Adolescent Boys and Girls regarding Child Rights of Sri Ganganagar City	Manpreet Kaur	11.45-1.15	Hall
2	Women Empowerment	Ranjeeta Rajawat	11.45-1.15	Hall
3	Technology Narrows Gender Differentials In Education	Shraddha	11.45-1.15	Hall
4	समाज के वंचित वर्ग में शिक्षा एवं मानव अधिकार	Dr. Dinesh Kumar Sewag	11.45-1.15	Hall
5	Girl Education in Rajasthan: Implementation and Challenges	Hema Mishra +1	11.45-1.15	Hall
6	Rajasthan mein Vidyalay Shiksha mein Balikaon ke Dropout Hone ki Samasya	Ms. Ritu Shiva	11.45-1.15	Hall
7	बाल्यकालीन शिक्षा :वत 'मान स' दर्भ' म' बुनीतिया' एवं नवीन प्रवृत्तियां	Dr. Indira Goswami	11.45-1.15	Hall
8	अल्पसंख्यक वर्गों के संवैधानिक प्रावधान : - उनमें आया सामाजिक परिवर्तन	Narendra Sharma	11.45-1.15	Hall
9	Rethinking the 'Body': Post feminist Media Culture	Dr. Divya Joshi	11.45-1.15	Hall

Technical Session IV--Chair: Dr. Ayesha Munira			
S.N.	Title of the Paper	Participant	Time Room No.
1	Education for Living or Education for Life	Dr. Preeti Pareek	10.00-11.30 1
2	Swami Vivekanand Ka Shaikshik Darshan Avem Prasangikta	Ms. Soniya Joshi	10.00-11.30 1
3	लोक साहित्य में पर्यावरण चेतना	Dr. Krishna Gahlot	10.00-11.30 1
4	स्वामी दयानन्द सरस्वती का शैक्षिक दृष्टिकोण व प्रासंगिकता	Dr. Chitra Acharya	10.00-11.30 1
5	Comparative Study of Education System In India And USA	Dr. Manisha Gandhi	10.00-11.30 1
6	Extra-Curricular Activities: A Tool for Social Awareness	Swati Dochania	10.00-11.30 1
7	Contemporary Relevance of Tagore's Philosophy of Education	Usha Charan	10.00-11.30 1
8	Reconstructing Jihad in Answer to Religious Terrorism	Dr. Usha Kanwar	10.00-11.30 1
9	Teachers' Education : Issues and Suggestions	Mrs. Himanshu Kandpal	10.00-11.30 1

Technical Session VIII--Chair: Dr. Soheil Ahmed			
S.N.	Title of the Paper	Participant	Time Room No
1	Urban Spaces and Crime: Bombay in Narcopolis, Maximum City and Shantaram	Tripti Soni	11.45-1.15 1
2	शिक्षा एवं सामाजिक परिवर्तन : एक दृष्टि	Dr Manjula Bareth	11.45-1.15 1
3	Rajasthani Neeti Kavya Mein "Rajiya Ra Duha' Ki Aaj Ke Samaj Mein Prasangikta	Dr. Namami Shankar Acharya	11.45-1.15 1
4	स्थापना शिक्षा में मानवीय मूल्यों की पुनर्स्थापना शिक्षा में मानवीय मूल्यों की पुनर्स्थापना	Dr. Prakash Amrawat	11.45-1.15 1
5	ऋषयैक पर्यावरण-संरक्षण शिक्षाओं की प्रासंगिकता	Dr. Nandita Singhvi	11.45-1.15 1
6	महात्मा गांधी का शिक्षा दर्शन : एक अध्ययन	Rajshekhhar Purohit	11.45-1.15 1
7	Experimental Education: Analysis and Implementation	Virendra Singh	11.45-1.15 1
8	Mahatma Gandhi Ke Shiksha Sambandhi Vicharon ki Prasangikta	Dr. Babita Jain	11.45-1.15 1
9	Effect of Violence on College students: A Case Study of the Students of GDC Doda,	Jamsheed	11.45-1.15 1

Technical Session V--Chair : Dr. Meera Srivastava

S.No.	Title of the Paper	Participant	Time	Room No.
1	Multilingual Education	Priyanka Gadhwal	10.00-11.30	2
2	Impact of Social media on society	Anila Purohit	10.00-11.30	2
3	Health Hazards of Mobile Phone Radiations	R.K.Purohit	10.00-11.30	2
4	E-Learning – Turning the Brains into Rare Diamond	ANSHU RAJ PUROHIT	10.00-11.30	2
5	Profitability Analysis of Reliance Communication with Reference of Last Ten Year Financial Statement	MOHAMMAD ASIF CHOUHAN	10.00-11.30	2
6	E-learning : A learning Tool	Dr. Manisha Aggarwal	10.00-11.30	2

Technical Session IX--Chair: Dr. Avinash Jodha

S.No.	Title of the Paper	Participant	Time	Room No
1	E-Learning	Dr. Manjeshwari Vyas	11.45-1.15	2
2	Teaching Sustainability: Surviving in Tech World	Ms. Shivani Arora	11.45-1.15	2
3	Current Scenario of E Learning	Dr. Anjali Sharma	11.45-1.15	2
4	EDUCATION IN THE MODERN ERA OF EMERGING SOCIAL CHANGES	Dr. Mona Alembain	11.45-1.15	2
5	Need for Constructive Strategies in Indian Education	Parneet Jaggi	11.45-1.15	2
6	Educational Landscape: Coming Over Change Vis a Vis over Coming Change	Pooja Rawal	11.45-1.15	2

Technical Session VI--Chair : Dr. Sonu Shiva

S.No.	Title of the Paper	Participant	Time	Room No.
1	Teachers' Education: Issues and Suggestions	Mrs. Himanshu Kandpal	10.00-11.30	3
2	Say it at Work: Interpersonal Communication Skills in Business Settings	Manish Maharshi	10.00-11.30	3
3	Bringing Independence to Language Learning: A Call for Autonomy	Pritam Singh	10.00-11.30	3
4	Workplace Values and Professional Ethics: Key to better Career Trajectory	Dr. Rajesh	10.00-11.30	3
5	Strengthening English Language Skills	Bhuvnesh Swami	10.00-11.30	3
6	NEED TO REFORM THE COLONISED EDUCATION SYSTEM	Sunil Dutt Vyas	10.00-11.30	3
7	Role of Rhetoric and Writing in Education	Chandana	10.00-11.30	3
8	अधुनिक समाज में पुस्तकालयों की भूमिका	Sharmila Purohit	10.00-11.30	3

Technical Session X--Chair : Dr. Kshamta Chaudhary

S.No.	Title of the Paper	Participant	Time	Room No
1	Adhyapak Shiksha	Sameeksha Vyas	11.45-1.15	3
2	Experimental Education in Mixed Ability Classroom	Asha Arora	11.45-1.15	3
3	Emotional Intelligence: An Important Teaching Tool	Dr. Atul Goswami	11.45-1.15	3
4	School of Joy	Monika Vyas	11.45-1.15	3
5	Less Constraints and free thinking in reference to elementary education	Gajanan Vyas	11.45-1.15	3
6	Textbook: Voices of the Legacies	Dr Kshamata Chaudhary	11.45-1.15	3
7		Madhusudan Gaur	11.45-1.15	3

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Key Note & Abstracts

Key Note

Education: Emerging Social Change

The theme of the present conference Education: Emerging Social Change conjoins, two most relevant concerns of the present century - education and social change. The topic is to analyze whether education is responsible for the social change or the social change is due to the new standards of education.

In order to establish a connection between education and emerging social change, it is imperative to have a brief overview of what education means and how it has been conceptualized by Indian and Western thinkers.

In the words of University Education Commission Report "Education according to the Indian tradition, is not merely a means of earning a living; nor it is only a nursery of thought or a school for citizenship. It is initiation into the life of spirit or training of human souls in the pursuit of truth and the practice of virtue. It is a second birth, divitiyam Janma". This report encapsulates the Indian tradition and it is a commonplace knowledge that in our sacred texts, in upnishadic thought and in vedic tradition, Education always denoted the purification and evolution of mind and spirit through oral traditions and through gurukul tradition of guru and shishya. The classic western idea of education, starting from Plato and Aristotle coincides to a great extent with Indian idea of education. The philosophers of this era also laid emphasis on the understanding of mind and development of spirit as the primary aim of education. To quote Aristotle "Education develops man's faculty, especially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty in which perfect happiness essentially consists."

It is obvious, with this very brief overview of education that the basic premise of education has been the upliftment of spiritual thought from the times immemorial. With the passage of time however, concept and idea of education underwent change and became more practical and empirical. In modern ideology, Education came to be defined as "a conscious and deliberate process in which one personality acts upon on other in order to modify the development of the other by the communication and manipulation of knowledge." (Adams)

The basic tenets of education may remain the same but with the changing times, its parameters has to change, are changing and will keep on changing because education needs to be contextualized and be in sync with the times.

The age of Information Technology that we are in, the role of the educator as well as education has become very demanding and sensitive. The world having become a global village due to the ever expanding tentacles of globalization, no nation can escape its influence as it is a constant flow of technology, economy, knowledge, people values and ideas across borders. Globalization affects each country in different ways due to nation's individual history, tradition, culture and priorities. Hence, it cannot be denied that role and parameters of education need to be revised to keep it at par with global standards, otherwise a nation, any nation for that matter would be branded as backward and lacking.

With the exponential spurt of Information Technology and overpowering influence of social media, there is a visible change in ways of teaching. If technology has made many beneficial changes in the lives of people, it has certain pitfalls as well and the basic parapet of education is greatly affected by it.

Education, largely is to educate and mentor young minds, its basic premise is to fruitfully harness and direct the young minds not only with knowledge, but also with overall development, with a holistic growth. Youth is the future of all nations hence this class of fresh minds has to be handled with care and love. But with technology impinging so rigorously in the minds of these young packages of energy and its easy accessibility has made the role of education very demanding as well as tricky. How to bring back this youth in the real fold of education when the distractions on internet is playing havoc with their lives. There are certain issues which need to be subtly evaluated and addressed in regard to education in the current times.

There is a plethora of online courses, the recent one being MOOC programme launched by UGC which makes various online courses available to the students. There are also a lot of courses available through distance education.

In such trends in developing countries like India are welcome and form a part of that imperceptible social change

that brings us at par with the developed nations. This also boosts up the economy as it gives opportunity to the youth to earn as well as study and make a better living.

There is no denying the fact that this gives a lot of impetus to the intellectual and economic growth. But once again, it appears that a balance has to be worked out between tradition and modernity in context of education and that is the thrust of the theme of the present conference.

The process of change, in all walks of life is inevitable and education cannot remain untouched. When the border crossing is so frequent and the student influx in foreign universities is becoming so thick, one needs to revamp and review our education standards so that this trend of brain drain could be curbed. The overhauling of the education system requires a lot of expenditure if the emphasis is to be laid on the technology part, but at the same time the new breed of educators have to be honed in such a way that they are able to handle knowledge and technology well. Lastly I would like to conclude by saying that at the same time the classic tradition of teaching has to be retained and preserved. The classroom teaching has its own charm and value. Too much insistence on technology in education will eliminate teacher and educator and will make teaching and education an extension of virtual reality that is gnawing human values and moral values.

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Impact of Social Media on Society

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Abstract: Social media helps bring access to information regarding educational, mobile health and financial services in ways that were impossible before mobile technology. Perhaps the most obvious advantage social media brings to the table is its potential to rival mainstream media in giving voice to people on their own terms. It can grant visibility to their experiences, provide a venue for discussion and offer a platform for direct participation, even enabling people to speak directly to the powerful. And because of its built-in multiplier effect, social media can vastly speed up the diffusion of information, ideas, practices, values and social norms that support positive change. It's also worth emphasising that social media needn't just reinforce echo chambers. Our experience shows that it can be used to cut across existing societal divisions and expose fabrications and hearsay. With the hope of raising children to become responsible and active citizens with upstanding values, many youth-related organizations have focused their efforts on providing quality opportunities to encourage early participation in civic engagements. Many organizations actively engage in social media to fulfill their goals most effectively. Social media offer the potential to promote those opportunities, communicate with youth, and eventually facilitate positive youth development. Considering the importance of social media among youth, it is critical to understand how to use it as a tool to foster youth development. Therefore, utilizing the positive youth development framework, the role of Facebook communications in developing six traits—competence, confidence, connection, character, compassion, and contribution—and their effects on youth civic engagement by analyzing a 4-H club case. Mixed methods are used to conduct a two-step study. The findings emphasized the critical role of social media in fostering positive development of youth and future civic engagement, and practical implications are discussed.

Social media can also serve as a tool for organising and taking action. This is critical for achieving what many see as its most transformative potential: enabling people to coalesce around solutions to problems set out elsewhere in the media. The most intensive scrutiny of the relationship between social media and politics is found in analysis of the Arab uprisings. However, social media may be less effective in representing the interests of ordinary people on a sustained basis. It's consequently incumbent on media and development organisations alike to figure out how to use it – and to use it well.

Keywords: Media, Education, Society, literature, language, communications

Education for Living or Education for Life

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Abstract: The purpose of the paper is to state the present trend of Education. Education for living or Education for life. A comparison as well as the harm to creativity of the student is analyzed in this paper. The more we are competitive the more there are shortcuts to education. The continuous revisions of the syllabii according to the demand of the companies in short studying for professional degrees. We have forgotten the learning process we are educating ourselves only for the job opportunities is it taking us anywhere. There are no moral values left in the children they are only joining the rat race mugging up the course and producing it on answer sheets. The change in mindset of parents analyzing the potential of their children through the score card. No practical knowledge only theoretical. Is it correct or should we go for the change? Sometime using the grading system sometime using the number system. There is an increase and decrease in the suicide rates. Where are we landing with this system of Education. The Question is yet unanswered.

Key Words- Education, Competition, rat race, creativity, professional degree.

Multilingual Education

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Abstract: Education for child is a compulsory habit, which he/she should not be denied. Education creates a foundation which builds up the child as civilized citizen of the country who can think and contribute for nation and its literature. Multilingual Education is a medium in which a person can communicate in more than one language either actively (through speaking, writing) or passively (through listening, reading or perceiving). It means he has command over many languages. Multilingualism is the use of more than one language, either by an individual speaker or by a community of speakers. It is believed that multilingual speakers outnumber monolingual speaker in the world population. It is becoming a global phenomenon and by the needs of globalization and cultural openness owing to the ease of access to information facilitated by the internet, individual exposure to multiple languages is becoming increasingly frequent, thereby promoting a need to acquire additional languages.

Keywords: Multilingual Education, literature, language, code switching, Odisha, MLE, ELE.

Psychological Impact on the Behavior Problems of Middle Age Children in Relation to Parental Involvement in the Educational Activities of the Child

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Abstract : Middle childhood years are few of the most crucial or the golden years where qualitative changes take place in children. The way they are dealt with during these years have lifelong impacts on their personality and behavior. As middle age children enter formal schooling at the age of 6 they face endless challenges and conflicts which they need to face and deal with. Thus parent's unremitting interest and involvement in the education of their children is very much required at this stage. And therefore the present study was designed to identify the relationship between the behavior problems of middle age children and parents' involvement in their educational activities. For the study a sample of 200 middle age children (6-8 years) and 200 parents (N = 400) from different schools of Jodhpur city were selected through purposive random sampling. Questionnaires were used by the researcher to obtain the data related to the parents' involvement in the educational activities of children (Parental Lifestyle Questionnaire) and behavior problem in children (Child Behavior Checklist by Achenbach, 1981). The findings of the study indicated that most of the parents (70.50%) in the selected sample were highly involved in the education of their middle age child. Furthermore the results indicated that there is a significant negative correlation between parental involvement in the educational activities of their middle age child and behavior problems in them. Higher the involvement of parents, lower the occurrence of behavior problems in children.

Keywords: Personality, Education, literature, Questionnaires etc.

Comparative Study Of Education System In India And USA

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Abstract: Education system is an important part of Socialization. Education is the social institution through which a society teaches its members the skills, knowledge, norms and values, they need to learn to become good, productive members of their society. It is quite interesting and intriguing to study the difference between Indian education system and other countries. Here, chosen the education in USA for the comparative study. If asked which is better, it is like asking which one do you prefer, where one is equivalent to 'Good' and other is equivalent to 'not bad at all'. Each of these education system both American as well Indian have their own strength and weaknesses. This paper is clearly depicts the realities happening in India and United States of America. This paper gives information about the history of both education systems as well as explains the similarities and differences in the education system of India and USA. This paper helps everyone to learn more about which education system is better. Each and every person has his own opinion about which educational system is preferable whether Indian education or American education. Though this argument is debatable, the fact remains unchanged that every system has its benefits as well as its loopholes. So, let's leave it for the rest of the world to decide which one is better and preferable.

Educational Status among the Tribes of West Bengal: with Special References to the Paschim Medinipur District

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Abstract: Education is one of the most essential elements for human resource development. India is yet to achieve the required level of education, in post-independence time. Scheduled Tribe groups have traditionally lived in more remote areas of the country and in close proximity to forests and natural resources. They are living in distinct geographical area. They have their own culture, customs, religious belief etc which make them different from other tribal community. Each of the tribal communities has its own cultural characteristics and usually they are very poor. Educationally backwardness lies at the root of their economic, marginalized, deprived communities, social and political backwardness. The present study highlights the educational scenario of the Scheduled Tribes in West Bengal with special references to Paschim Medinipur District. According to 2011 census report, West Bengal has total number of population is 91347736 in which 5296953 (5.79% of the total population) are tribal people. As per 2011 census the literacy rate among tribal (58.96%) is found to be far below the overall literacy of the country (74.04%), whereas, in West Bengal, literacy rate among tribal communities 57.97% is found to be far below the overall literacy of the state 77.08%. Finally, the study given a literacy picture among Scheduled tribes in West Bengal and as well, the study also stated with special references of a Tribal District where the tribal people below the literacy rate of the general population in India as well as state of West Bengal.

Keywords – Education, Essential elements, Educationally backwardness, Scheduled tribes, Tribal District.

Perception and Knowledge about Menstruation among the Muslim Rural School Girls of Paschim Medinipur, West Bengal

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Abstract : Menstruation is an important phenomenon in every woman's life. Knowledge about menstruation and practices of menstrual hygiene is learnt from the teen age. The aim of the study was to know the concept of menstruation and existing knowledge regarding menstrual hygiene practices among the adolescent Muslim school girls. A total of 119 Muslim girls of age between 12 and 18 years were randomly selected from different schools of Daspur II Block of Paschim Medinipur District. All of them have come across menstruation for at least one complete year. Data on socioeconomic status, menstruation and menstrual hygiene related knowledge and practices were collected with the help of pretested questionnaires.

Majority (63.8%) of them heard about menstrual bleeding before their menarche from school friends, however, an overwhelming majority (98.1%) did not know the correct actual biology of menstrual cycle. Mother was found to be the principal source of their menstrual hygiene practices. On the contrary, more than 40% has reported reusing of cloths of their previous month during menstrual cycle. Only 22.4% were found to be aware about drying of the used and washed cloths in direct sunlight. More than 90% students do not enter into holy places and also faces social and cultural restrictions during their menstruation.

Poor economic status of the family and low level of literacy rate of mother may be the main factors of less knowledge regarding hygienic practices during menstruation. Effective educational program is essential for the children and adolescents with clear and proper information about menstruation to enhance their knowledge about menstrual hygiene.

Keywords: Menstrual hygiene, practices, washed cloths, factors

E-Learning – Turning the Brains into Rare Diamonds

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Abstract: Human beings are inclined to evolution since the time of primitive age. Continuous and consistent pursuit to evolution never ended but increased by the passage of time. Nowadays various innovations in the E-world take place every day and only those sustain or exist that are of true worth and capable of taking learners to the desirable destinations. E-Learning is a historic success in the field of learning and innovation. It has turned down the whole scenario of learning factories established in the form of institutions, coaching centers, schools and colleges. The product is of better quality when processed on the latest scales, advancements and technologies. Product here means learners equipped with latest weapons to fight and win in the battle of learning.

E-learning innovations sprouted in late 1960s with the invention of e-mail and computer conferencing. Then a series of developments slid in the E-world and flourished abundantly. At present E-learning has founded its roots deep down in the brains of learners. E-Learning tools like online courses, tutorials and everything that is available in the online or offline digital formats. It can range from simple digital books to typing software, to webinars and many more. Nowadays raw brains are donated to the learning factories and better options as per quality and capacity of the brain are provided to sharpen it to the extent it shines like a rare diamond in this world. Dearth of materials, techniques and methods in the E-world contain capability of creating confusion and at the same time can create miracles by mining out brains from dark coal mines to shine like a Rare Diamond.

Health Hazards of Mobile Phone Radiations

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Abstract: Mobile phones are low power radio devices that transmit and receive radio frequency radiation (at frequencies in the microwave range of 900-1800 MHz) through an antenna used close to the user's head. Digital systems have recently replaced analogue. There is concern that microwaves might induce or promote cancer, and the symptoms associated with their use include sleep disturbance, memory problems, headaches, nausea, and dizziness. Changes in the permeability of the blood-brain barrier, electroencephalographic activity, and blood pressure have also been reported. UK guidelines are set by the National Radiological Protection Board and are based on the assumption that the only risk from microwave radiation arises from thermal effects—that is, from the heating of tissue that it can induce. Today's mobile phones, with a total power output of about 1 W, are estimated to produce insignificant local heating (equivalent to about a 0.1°C rise in temperature in the brain), which is unlikely to produce any deleterious effects. Although the recommended limits of exposure are similar in the United States and western Europe, there is no global consensus. Recent research from many countries suggests, however, that there are “non-thermal” effects on living tissue, ranging from immediate early gene expression and micronucleus formation to changes in the excitability of nerve cells, permeability of the blood-brain barrier, and the ability of rats to learn mazes. Limits on exposure for workers have been suggested by the International Commission on Non-Ionizing Radiation Protection and are similar to those set by the National Radiological Protection Board. However, the commission recommended that the limit for the general public should be five times lower to provide additional protection for those who are ill or very young, since these groups may be more vulnerable. In the absence of stronger evidence that there is no risk from mobile phones, the recommendation of the independent group that these guidelines for public exposure should be adopted is prudent.

This is a controversial field of science. *In vitro* experiments on cell proliferation, membrane properties, and ion channels are difficult to extrapolate to humans. Moreover, it is also difficult to extrapolate effects on brain function and behaviour from rodents to humans because the entire brain of a rat or mouse is exposed but for a person using a mobile phone only the small region of the head that is close to the phone would be exposed. Although some studies have claimed to show an increase in DNA strand breaks in rats, others have failed to replicate this finding. So far there is no clear evidence from epidemiological studies of a relation between mobile phone use and mortality or morbidity. The American Cancer Society (ACS) states that the IARC classification means that there could be some risk associated with cancer, but the evidence is not strong enough to be considered causal and needs to be investigated further. Individuals who are concerned about radiofrequency exposure can limit their exposure, including using an ear piece and limiting cell phone use, particularly among children.

Perception and Awareness about Behaviour change pertaining to Hypertension among the older People of Paschim Medinipur District, West Bengal

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Abstract: Hypertension is a common ailment among the older people which causes health problems, such as heart and cerebrovascular diseases. Since decades, studies have reported that uncontrolled high blood pressure increases the risk of serious health problems, including heart attack and stroke. Reports also suggested that knowledge of healthy lifestyle is one of the most imperative issues that reduce the risk of such life threatened diseases. The principal aim of the present study was to evaluate the awareness and behavioural pattern among the older people residing in a rural area of Paschim Medinipur District of West Bengal. A total of 202 individuals of both sexes, aged 50 years and above were selected from rural areas of Midnapore Sadar Block. Data on socioeconomic aspects, dietary practices and physical activity, substance use and so on were collected through pretested questionnaires, after taking verbal consent from each of them. Anthropometrics and blood pressures were measured following standard techniques. The results depicted a poor awareness about the bad effect of consumption of oily and spicy food among the study participants, which is found to be significantly higher ($p < 0.05$) in case of females. Very few study participants have the awareness that hypertension affects daily lifestyle. Visiting to doctors was found to be very less frequent among them. In conclusion, the present small scale cross-sectional study suggests that most of the rural people are unaware about the healthy lifestyle required to control over hypertension. Regular awareness programmes are required for the aged population of the rural area for their better understanding pertaining to hypertension and other chronic illnesses. Further, to unearth the exact scenario pertaining to hypertension and its lifestyle related correlates and to implement appropriate intervention research, rural-urban comparative study will be of utmost importance.

Key words: Hypertension, Rural Population, Behavioural Pattern, Awareness, Paschim Medinipur

Special Students can bring Miracles in Education System

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Abstract: Education system must be synergic & symbiotic amalgamation of people with 'Tangible and Intangible' disabilities. Special Students have tangible disabilities & intangible different abilities. Regular Students have intangible disabilities. Even anger, greed & low self esteem are intangible & lucky disabilities, as they can be controlled. Disability is mandatory but to discover different abilities inside & to help others to invent different abilities is optional. Zenith of education comes from people in Nadir. Special Students can be boon to Education System. Observing Special Students fighting spirit & liveliness will improve EQ of all students. The main objective of education is not only IQ but also EQ. Knowledge is mandatory output of education, but Morales and values are optional. The most important aspect observed from Special Students is 'Up Person despite Down World' and 'Rise despite Fall'. This is the best education, which inculcates strength, develops EQ, develops Morale, develops helping spirit & 'Yes We can' feeling is triggered. We learn most from 'Up person in a Down World'. We get inspired from those people, who go for rare milestones, despite suffering from extreme hardships. For Example..Imagine a Disabled Child Prodigy, becoming latest torch bearer of the whole world. Hridayeshwar Singh Bhati Wikipedia Link https://en.wikipedia.org/wiki/Hridayeshwar_Singh_Bhati is teaching the best lesson to the whole world. He is suffering from fatal disease and is 75% Disabled & Bound to Wheel Chair. He is left with only 'Intact Fingers & Brain', in the name of body. Despite that he is Youngest Patent Holder of India & Youngest Disabled Patent Holder of the world & often quoted as Mini Stephen Hawkins of India. So What? He cannot move his body, he is determined to move the world of invention. That Inspires World. That Educates World. Accessibility of education system is not only a big issue for Special Students but also a deciding factor for students with intangible disabilities. Yes there should be Ramps, Lifts, Braille System, Ear devices etc to take care of tangible disabilities. But accessibility is also required for intangible disabilities. Developing Morales, values & EQ will help education system to become accessible. Special Students can play a great & deciding role in helping education system to provide stimulus for developing Morales, values & EQ. Last but not the least, education system should not only focus on needs of special students, but also remember that, whole education system needs them.

Keywords: synergic, symbiotic, Education System, Disabled Child Prodigy.

Teachers' Education: Issues and Suggestions

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Abstract: Teaching is sensitive profession and at the same time full of liabilities and responsibilities. It is the duty of a teacher not only to impart his knowledge but he should make sure that the knowledge transferred by him has reached to his students properly. But the fact is that no one is a born teacher, these qualities can be generated by practice or teachers have to be taught, how to teach. This 'how to teach', is known as teachers' learning or teachers' education. Teachers' learning is a continuous progress. The teacher has to skill himself with new areas of knowledge, he should develop his proficiency, he should develop more mastery in his subject so that the student can be benefitted maximum by his knowledge. There are several teachers' training programs running at every stage through the country. Ofcourse, it is a good step taken by schools, colleges, universities or other administrative bodies to train their concern teachers time to time. Still so much is left to be changed. The problem is that the teacher trainers are basically the teachers or professors who have been retired from their services or comparatively senior members of the same departments. No doubt, the experienced trainers are a gift to the young teachers but some times if they are not properly updated, they will not be able to benefit their students with new ideas. We have various refresher and orientation courses along with different training sessions. But these courses are designed on a traditional manner and do not cover the new strategies for teaching and learning properly. In the fast moving present era of technological revolution the teacher should also learn to survive because getting knowledge is not difficult in present times but understanding what you know is more important and this is the job of a teacher to make his student to comprehend what they already know. The present paper is an attempt to throw light upon the problems related to teachers' training and learning programme and to suggest new ideas to improve the existing pattern.

Say it at Work: Interpersonal Communication Skills in Business Settings

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Abstract: In a professional environment one is connected to ones associates either in form of making a product or providing a service to the finished goods. This connection not only establishes a strong relationship between them but also initiates the whole entrepreneurial venture. The purpose of any project; the plan of action, requirements, including the complete procedure of business, depends largely on the communication between individuals and groups. It includes the people working under one roof as well as the people physically located at long distances.

Interpersonal communication is a term used for both verbal and non verbal interactions between individuals as well as small groups and is a foundation to build communication climate within an organization. With the upsurge of service oriented economy the importance of interpersonal skills has increased to build an element of trust, respect, cluster of personal qualities and habits among departments and organizations to deal with customers and co-workers. This research tries to explore the ways interpersonal communication can be used in business settings in a cultural diverse and globalised environment and create positive business relationships.

Experimental Education: Analysis and Implementation

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Abstract: Experimental education is a practical study of education. It is an experience of life. In experimental education learners are engaged intellectually, emotionally, socially, soulfully and physically. This involvement of learners produces a perception that the learning should be task based and authentic. Experimental education is not just a part of our education system it is also part of usage in our day to day life. Whatever is learnt through it comes under the experimental education. There is a need to update our education system because one finds that education system is not based on practical implementation of our learning. In Indian's classrooms we find English is introduced as a second language or a foreign language. This article deals with the practical aspect rather than theoretical aspect of teaching and learning and how this experimental education can be applied to the primary student's of Indian background.

Online Learning: A Pedagogical Paradigm Shift in Higher Education

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With its focus on open education, new teaching pedagogy, online learning, the concept of openness in education has evolved rapidly in the early decades of 21st century, heralding a movement of massive open online learning in higher education. It has resulted in a change in our educational landscape with its primary aim being on exploring new teaching pedagogies and reinventing our institutions promoting innovations in teaching and learning methodologies. This rapid expansion of openness in education having global audience and an increasing access to educational resources has attracted major business tycoons, corporations to enter higher education market. The present article is an attempt to map openness in education as one of the pedagogical paradigms in rapidly changing educational scenario in the present world. This paradigm shift in higher education opens up new opportunities for sharing and collaboration among teachers, learners and institutions promoting innovations in teaching and learning methodologies.

Keywords: Pedagogy, Disruptive innovations, Swayam, Nptel, Webinar, MIT edX

Extra-Curricular Activities: A Tool for Social Awareness

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Extra curricular activities are performed by the students. These activities are generally voluntary, social, and philanthropic and fall outside the realm of the normal curriculum of school or university education.

In our society, the primary function of school is considered to provide academic and bookish knowledge. Students can't even come out of their textbooks. School authorities often ignore the active participation of students, benefits of extra curricular activities and the positive impact they have on student's development.

Extra curricular activities affect the social skills of students. To give exposure to students, various activities are organized at the campus. Students nowadays are not interacting with the outside world. They are drowned completely in the virtual world of mobiles, internet, computers, etc. At this time, co-curricular activities are essential to introduce social values.

This research paper explores the benefits of extra curricular that are not always as evident as the academic benefits. But these benefits should be given due credit because they act as an important component in the development of whole child.

Need to Reform the Colonised Education System

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Abstract: Education has been the prime determinant of survival and growth of any nation in the modern world where the acquisition of knowledge is the supreme attainment. In the ancient Indian social system there was an effective working system of imparting necessary education to all. There existed the *Gurukuls* as the formal academic institution for higher study and the *pathshalas* as the local system for basic education. In spite of such deep rooted traditions, the literacy in India was only 17% at the time when the British rulers left, indicating the complete uprooting of the system by the Colonisers. They followed their colonisers in turn, the Roman, in mitigating the impressions of every native system and order to establish everything Roman [British] here in India. It alienated the few from the masses so much so that they had no sympathy and respect for their country. The Western education system colonised the Indian intelligentsia so much that everything, still now, is judged according to the imported intellectual and aesthetic standards. Tharoor says, "Colonialism misappropriated and reshaped the ways in which a subject-people saw its history and even its cultural self definition." Till the governance systems of the British are nourished, no change in education system will be successful. It is important to reform and to develop judiciary, administration and economy according to the need and nature of the native land before bringing about fundamental changes in the system and policies of education.

Contemporary Relevance of Tagore's Philosophy of Education

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Abstract: Rabindranath Tagore, Asia's First Nobel Laureate, is not only a poet but also a great educationist. His vision of holistic education is a blend of traditional Indian culture and Western progressive thinking. He believes that, "the highest education is that which does not merely give us information but makes our life in harmony with all existence." His approach is totally against the modern mechanical learning which only focuses on intellectual development of student's mind. Tagore's educational philosophy contains four fundamental principles that are Naturalism, Humanism, Internationalism and Idealism and under these principles he set up three institution in India namely Santiniketan (1901), Visva-Bharti (1921) and Sriniketan (1922). This article investigates these four fundamental principles and also analyses the relevance of Tagore's educational philosophy in the world of today.

Textbook: Voices of the Legacies

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Abstract: One of the major challenges confronted by teachers is the dearth of rendezvous with the textbook among the students. The reason behind this is that the content of the text is of little relevance to the students and is not close to their hearts. Moreover, the language of the text is not accessible to the students and cannot be comprehended by them without a teacher-directed lesson. The present paper shares the parameters used by researcher in conniving a textbook for general English undergraduate students so that it promotes engagement and critical thinking among them. Because of these effects, literature encourages us to be sensitive to the whole spectrum of human experience and to consider this when making decisions in our day-to-day lives. The paper also shares the ways in which classroom instruction was used to help students connect the content of the text to their own lives and also provide opportunities for them to not only develop their vocabulary and communication skills but also their high order thinking skills. When we read, we learn to look between the lines. We are taught to find symbols, make connections, find themes, and learn about characters. Reading expands these skills, and we begin to look at a sentence with a larger sense of detail and depth and realize the importance of hidden meanings so that we may come to a conclusion.

Key terms: Textbook, Context, Relevance, Engagement, Communication, Vocabulary, Critical Thinking

Newer tools in biological teaching

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Abstract: The field of biology teaching is experiencing a revolution every second day with the fast development that is taking place in Science and Technology. Not only the conceptual information, but also the learning process and teaching in biological science are advancing. And therefore, is the demand to update pedagogy and tool in this discipline too. Information and Technology has a great role to play. Biochemical long processes are being replaced by sophisticated analyzers and kits. Experiments are supported by good graphics and animation. Dissections are replaced by computer aided learning. Complex physiological, biochemical, genetics and cytological processes are better displayed by computer aided learning. However, these alone are no substitute to authentic books for in depth knowledge of the subject and first hand information gathered through performing dissections and field visits. Nevertheless, the advancement in techniques definitely has taken the subject to great heights for being more accurate and authentic. Therefore these tools must be employed in biological teaching, when and where ever required.

Teaching in 'Tech-Era' : New Challenges and Newer Strategies

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Abstract: The paper tries to present the changed scenario of education system after the introduction of web technology. Earlier teaching process used to be a one linear flow of information from the teacher to the student and as such the teacher was the sole source of authentic information on any subject. However, as now almost everyone is equipped with easy access to web resources, there is a need to adopt different strategies in the classroom. The paper also discusses some of these possible strategies to counter the newer challenges posed by the 'tech era'.

E-Learning

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Abstract: In today's era technology has not only revolutionized the way corporate businesses operate but has also impacted the learning processes in the education sector. A learning system which is based on formal teaching but with the help of electronic resources is known as E-learning. E-Learning is slowly replacing the conventional methods of teaching. The use of computers and the Internet forms the major component of E-learning. It can also be termed as a network enabled transfer of skills and knowledge. The delivery of education is made to a large number of recipients at the same or different times. The introduction of computers was the basis of this revolution and with the passage of time has created an important place in the classrooms for learning. Knowledge can also be shared via the Internet, which is accessible 24/7, anywhere, anytime. The schools which use E-learning technologies are a step ahead of those which still have the traditional approach towards learning. E-Learning has completely metamorphosed the way in which learning is imparted to students. Unlike traditional chalk and board method of teaching, E-Learning makes learning simpler, easier, and more effective. E-Learning has become quite popular and appreciated among students all over the world because of the wide range of benefits given to them by it.

Key Words- Technology, Revolutionized, E-Learning, Metamorphosed

Mainstreaming equity: education for all - a conceptual study

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Abstract: Education has the power to address the fault-lines in our academic culture. Besides enhancing the skills of reasoning and objectivity, it imparts a sense of empathy, speaks for human equality and inclusion for all. Equity in Education provides a ground to the disadvantaged to fight back and meet their outcomes of learning. It is often being misinterpreted as Equality in educational outcome which is certainly not the case. It's time to promote and deliver quality and equitable education. This paper throws light on the meaning of equity in learning. It provides a conceptual framework of measuring the equity in learning and gives clarity on the outcomes of learning. There is a need to address the key challenges and issues around equity in education. Perfect equality is a far-fetched dream, but equity can ensure greater equality.

Key words: Equity, Equality of opportunity, Inclusive education

Rethinking the 'Body': Post feminist Media Culture

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Abstract: In recent years, the body has been radically rethought by both science and philosophy. The body is no longer viewed as a natural object rather it is seen as a cultural representation constructed through various media, especially language. Feminist writers from Wollstonecraft onwards have drawn attention to the way in which dominant discourses in society prescribe norms in relation to which subjects regulate their own bodies and those of others. The critique of the mind/body dualism also revolutionized the rethinking of body and gender issues in current corporeal feminism. What becomes clear from this reopened discussion about the body and the human condition is that *despite* the additional knowledge of the body and its possibilities, we still do not know what the body really is? My paper explores:

- the gradual process of objectification and fragmentation, and, in the case of the female body and philosophy, outright exclusion.
- the concept of the body from early modernity to high modernity.
- how and what happened at the end of the nineteenth century when an alternative to the objectification of the body appeared.
- and how this attempt to reintroduce a holistic body concept into the human sciences, became characteristic of post modernist thought.

Early Childhood Education: National Schemes & Constitutional Provisions

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Abstract: Early childhood education refers to a structured program that serves pre-school children from birth to the age of 6 years. In terms of human development, this early phase of life is the most critical period when the brain develops majority of its neurons, determining child's survival and thriving and laying a foundation for his/her holistic development. In India, where the number of children aged six or younger is approximately 160 million, which exceeds the entire population of Japan, the demand for early childhood education is increasing and constantly diversifying. Changing social landscapes including emerging nuclear families and double-income families, improved family income, effect of globalization on India's education system along with reduced child and maternal mortality have all played a pivotal role in adding new dimensions to this Early Childhood Education Program (ECE).

Various private and government organizations have stepped forward in response to this need, however there is a staunch absence of an official framework to regulate such ECE activities. Along with the current political movement for children's rights, the Indian government is now working to establish a regulatory system to ensure quality and appropriate standards of ECE to all children. Some examples of such government initiatives and constitutional provisions include article 45 (provision for free and compulsory education for children), Right of children to free and compulsory education (RTE) Act 2010, National Early Childhood Care and Education policy of 2013 and Integrated child development services program among others.

Conclusion: The significance of ECE cannot be overstated and its success rests on a synchronised social and political orchestra.

Profitability Analysis of Reliance Communication with Reference to last 10 Years Financial Statement

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Abstract: The paper is related to profitability analysis of reliance communication ltd. This company is related with telecommunication sector and working in many equipment of telecommunication sector as mobile phone, broadband, digital TV, internet television etc. Telecommunication sector is the largest growing sector in any country of world. In India this sector is very important role for economy development. Because every transaction are depending on online and every business activities is also depend on network transaction base. So for Indian economy telecommunication sector is very important point for development of people, industry, and society etc.

The research is depending on financial statement of reliance communication ltd for period of ten years, starting from 2006-07 to 2015-16. The objective of this study is evaluating the profitability of the company and Analysis Company running trend in present and future. To know whether the company is making profit or not, is maintaining liquidity position, and know the growth of the company. To know whether the company is go to up side or down side in last ten years with analysis has financial statement and trend way situation.

Analysis financial statement of company the result is that the company situation is poor and very critical. Company sales and profit are continue down side and situation near about close the company if company is not take same good step for improve. For research helping key is ratio analysis, statistical tools of analysis and time series analysis etc with financial statement of company.

Emotional Intelligence: An Important Teaching Tool

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Abstract: Emotions play an important role in learning. As teachers our job is to assist students in learning and so to play our part effectively, we should be aware of our own emotional state as well as those of our students. In addition we need to foster those feelings in our students which help them into becoming better learners.

The present paper is an attempt to put emphasis on the emotional component of teaching which is sometimes neglected. Understanding the role emotions play in our daily lives will help us to become better sources of learning and understanding.

Education and Teaching in the Information Age

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Abstract: The mode of present education and teaching has completely changed on account of the world of advanced technology. Education and teaching is closely interlinked with the information and the methods to provide it. Earlier the provision of information via formal and informal channels of communication was in the traditional form including the human values. And with the advent and approach of information technology in the 90's in India, we have attained and accomplished a lot in terms of knowledge, education, teaching and also general awareness. It has become possible only due to our advanced Information technology in the form of online courses, video conferencing and lectures and mobile applications especially educational applications. Now-a-days, any information is just a single click away from the seeker or learner.

Present Era is known as the era of technological innovation and development in education. Indian Govt. is also promoting Digitalisation in every sphere of life. Since the information is available in abundance around us, sometimes it so happens that some unnecessary and unsolicited information becomes handy so it is important to channelize it to the right receptor, at the right time with the right medium. It is also required that we should change the direction of this technology at a large scale for positive outcomes like Moodle, Moocs, NPTEL, SWAYAM etc. which has given even village students an opportunity to experience the world class education with latest technical aids. This diversion on the right track will contribute a lot more to improve the qualitative and quantitative aspect of our society resulting in great transformation.

This paper aims at discussing the contribution and benefits of technology in education and teaching. It also discusses the limitations of information age. It also aims to suggest some recommendations to control it at least to some extent and to make right and sensible use of technology to educate the learners for the welfare of our society.

Key Words: Advanced technology, Formal and informal channels, traditional form, human values, accomplished, world class education, qualitative and quantitative aspect, transformation, recommendations

Platforms for Teaching: With special reference to 21st century classrooms

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Abstract: Teaching as a discipline has undergone a lot of changes since time immemorial. Whenever we think of teaching, there comes into our mind a picture of a classroom full of students and a teacher delivering his/her lecture with a blackboard in the room. This is the setting we have been witnessing since a long time now. Till the inception of information and communication technology in India in the 90s, a teacher could only meet, connect and talk to his students in a physical classroom designed and constructed for the purpose of providing learning. But the teaching platform has taken a swift transformation in the last few decades and the teacher can now meet, connect and talk to his/her students throughout the day. Students today live digitally every day. The number of likes on their Instagram and Facebook posts matter much to them. They use the Internet, text messaging, social networking, and multimedia fluidly in their lives outside the classroom and they expect a parallel level of technology opportunity in their academic lives also. Therefore the teaching-learning environment today must encompass programs, strategies, 21st century learning tools and techniques to create supportive, productive environment for both the educators and knowledge seekers. This paper aims to explore the major teaching platforms in 21st century including e-learning tools like video lectures, virtual classrooms, distance learning online programmes like Massive open online courses (MOOCS), mobile applications and social media platforms like Facebook, What's App and Twitter which can be used to share educational videos, assignments and assessment methods which help to develop a dynamic communication with students and their parents. These platforms help to serve the needs of both the students and teachers.

Keywords: Teaching, platform, classroom, learning, students, tools and techniques, e-learning tools, social media

Gender Education: How Far Succeeds in Women's Emancipation (With Special Focus on the Protagonists of Shashi Deshpande)

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Abstract: The Indian patriarchal society is a male dominated society where all the rights reserved by the male authority. The male authority knows the fact very well that how a woman is being suppressed. Education is the only source by which one can understand the life. To gain one's self one must have to be educated and financially independent. The people of the traditional mindset do not ready to give school and college education to their girl child. In modern society in the life of modern women the attention is given to education. Only educated women gain the independence and freedom to make themselves free from the traditional clutches. Although women start to recognize themselves, still clutched in the patriarchal world of Manu's preaching. For leading a cultured life, without any frustration, woman must be educated.

Literature of Post Independent India focuses on the gender discrimination which prevails in society. The male patriarchy afraid by the active involvement of women because if once they are aware of their liberty and rights, the male patriarchy is can't rule over them anymore. The female writers focus their attention towards this burning issue. Shashi Deshpande, Sahitya Akademi Award winner, presents the real picture of women. All the woman protagonist of Deshpande reflects the hurdles which they have to face on their way to gain education and make a career. Deshpande through her novels *The Dark Holds No Terrors*, *That Long Silence* and *The Binding Vine* and their protagonists Saru, Jaya and Urmi, who suffers to gain their education and faces many hurdles to lead a confident life and becomes an independent self.

Role of ICT in modern day Teaching - Learning in Higher Institutions

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Abstract: The use of ICT in teaching and learning process has become the focus of educational researchers. The effective integration of modern technology in the classroom practices is quite necessary in higher educational institutions. It is the need of the hour that it should be adopted by the teachers and administrators in the higher institutions across the country. The value of ICT should be conveyed to the teachers and students by training them adequately. India like other developing countries is still in the primary stage of the implementation and integration of ICT in teaching and learning process. But the world is heading towards a huge technological change to open new challenges in the field of information and knowledge. ICT facilitates the teachers and the students to update and enhance their capacity and ability through e-based learning i.e. internet, CD-ROM, TV, audio-video tape and Edusat technology. The knowledge of ICT is very much essential in transforming the class room teaching based on the requirements of continuous and comprehensive evolution of teachers and students for the betterment of our future generations. This paper will discuss about the role of ICT in present day teaching in higher institutions.

Key words: ICT, teaching, learning, student, technology, e-learning.

Technology Narrows Gender Differentials In Education

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Abstract: The present study was conducted in Hisar city of Haryana State on 100 computer users (50 female & 50 male) randomly selected from five computer Training Centers. The study was conducted to find out the time and use pattern followed by the respondents on computer. The data were collected personally with the help of interview schedule. Findings revealed that maximum respondents were students (72% m & 84% f), graduate (44% m & 40% f), from high caste (80% m & 96% f), and of age between 21-22 years (60% m & 52% f). Both male (72%) & female (76%) users had done basic course before joining advanced course. The time of computer use, average time spent on computer per day, main purpose of use (education and profession), all had shown similar trend for both sex i.e., male and female users. Thus it can be concluded that approximately equal number of male and female respondents shown the same time and use pattern on computer. Computer use is helping to narrow the gender differentials in education.

Key Words : computer users, Time & use pattern, gender

E-learning : A learning Tool

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Abstract: Understanding eLearning is simple. eLearning is learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom. In most cases, it refers to a course, program or degree delivered completely online.

There are probably as many types of e-learning as there are types of class room learning. E-learning can be instructor led, facilitated, or learner led. It can be synchronous or asynchronous. E- learning eliminates this because the course can be accessed anytime, anywhere. This can also happen without Internet access.

- You are able to link the various resources in several varying formats.
- It is a very efficient way of delivering courses online.
- Due to its convenience and flexibility, the resources are available from anywhere and at any time.
- One cannot think of the **human resource management (HRM)** as a beacon of **eLearning** without thinking of “human” at an individual level. The HR department is responsible for the employee's well-being. It is also responsible for bridging the communication between the organization and the employees.

Bringing Independence to Language Learning: A Call for Autonomy

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Abstract: Inherent in human nature is the proactive tendency to engage one's physical and social surroundings and to assimilate ambient values and cultural practices. That is, people are innately curious, interested creatures who possess a natural love of learning and who desire to internalize the knowledge, customs, and values that surround them. These evolved tendencies to be curious, interested, and to seek coherence in one's knowledge would seem to be resources that could be cultivated and harnessed by educators as they guide learning and development. Developing learner independence has an important role in the theory and practice of language learning as it is a lifelong process. Learners have to work within and beyond the classroom to develop their language skills.

Autonomous learning relates to the change in focus in the classroom from the teacher to the student or from teaching to the learning. In this scenario, learners set their own objectives and follow strategies devised by themselves to fulfil them. The notion of learner independence or learner autonomy moves into an area where learners can direct their own learning. The present paper will discuss some of the themes like what is learner autonomy, why it is needed and how it can be developed for language learning.

Workplace Values and Professional Ethics: Key to Better Career Trajectory

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Abstract: For ensuring better job and career opportunities, it is essential that the as an intern or as a new employee the individual should focus on the desire of the employers for their employees. Skills have never been enough to ensure better career graph. The interviews and supported selection procedures are organized to assess the skills, as well as, the personal values, ethics, character, loyalty and the attitude of coexistence among the employees. The key workplace skills like strong communication, teamwork, problem solving, learning ability, initiative and enterprise, self-motivation, leadership can attain their best outcome if they are supported with basic human values and professional ethics like collaboration, societal integration, natural acceptance, self exploration etc. The employers, on the other hand, wish to hire the people who have integrity, compassion, accountability, diligence and perseverance as the essential part of their personality. The cooperation of co-workers plays a key role in reaching to the desired career growth and achievement as an employee, as well as, a leader. After being hired the employees sometimes ignore to understand the essentiality of supporting value with skills. They fail to express themselves as the person worthy enough to rely upon or look for help or the patient enough to listen to the positive criticism of the colleagues. This sometimes results into missing the opportunity of growth or losing the support of colleagues. The study therefore aims at highlighting the significance of the human values and professional ethics in ensuring success not only during but also after the recruitment. It will emphasise the fact that a new recruited employee or the intern must include the workplace values and ethics in his behaviour and attitude on workplace.

Teaching Sustainability: Surviving in Tech World

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Abstract: In present time it is not competition of knowledge, it is competition of creativity, competition of learning, competition of imagination, competition of solving social problems. Jobs as we know today are under threat from robotics and automation. These are the words of Jack Ma, a Chinese business magnate and co-founder of Alibaba group. Even the most skillful jobs are facing competition and are in threat. When IBM Watson can diagnose cancer better than radiologists then how will the Doctors compete, who will survive then? This paper focuses on education that brings social changes through change in teaching methods in general and teaching for creative and critical thought. Education creates sustainability by imparting education of hand -the one gift that visibly distinguishes man from beast. Various policies, commission have envisaged a shift from rote learning and develop a sense of self-reliance. Skill based teaching, teaching to explore and use knowledge for practical purpose and generate something to give back to society, environment and all the living beings on the planet is the need of the hour.

Role of rhetoric and writing in education

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Rhetoric and writing have had a much debatable space in western philosophy. In ancient Greece, philosophers accorded more importance to speech and rhetoric and considering the binary oppositions, writing was always secondary in importance.

Plato in his Republic uses a dialogical means to communicate his ideas. Structuralists believe in the representation of language as langue and parole, and give more weightage to langue. Post structuralists follow the theories by Roland Barthes and Jacques Derrida to reshape the model of language. Barthes, remodelled the structuralist perspective to throw some light upon his concept of myth as propounded in Mythologies(1957). Derrida gave his idea of binary oppositions (in Of Grammatology, 1967) to explain the importance of writing over speech.

The researcher would like to interpret the means and methods of representation of speech and writing over the years to interpret their roles in education. The reason behind selecting the modes of instruction for research is the need to acknowledge an ancient system of learning which has seen advancements at every stage to come out in the present forms of smart boards and e-learning.

The researcher would study the interrelationship of Rhetoric and Writing, the developments over the years and theories which have supported either or both. In the study of the binary oppositions, a small segment will also throw some light on the gender bias in the field of education.

Current Scenario Of E-Learning

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Abstract: E-learning is playing very important role in the present educational scenario. E-learning involves the use of digital tools for teaching and learning. It makes use of technological tools (multimedia, education on the base of web technologies etc.) to enable learners study anywhere and anytime. E-learning has completely transformed the way in which learning is imparted to students. It involves the training, delivery of knowledge and motivates students to interact with each other, as well as exchange and respect different point of views. It eases communication and improves the relationships that sustain learning. Despite some challenges, e-learning has made strong impact in teaching and learning. Its adoption in some institutions has increased faculty and learner's access to information and has provided a rich environment for collaboration among students which have improved academic standards. E-learning can be another form of teaching that will support educational mechanism used so far.

Key words: E-learning, technological tool, communication, teaching

Sustainable Women Empowerment through Providing Higher Education in India

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Abstract: The concept of empowerment flows from that of power. In the popular sense, the term 'power' is understood as the capability to do anything. In the social context, 'power' is understood as an authority, right to command, right to govern or rule, capability to influence etc. Thus, empowerment simply means vesting power where it does not exist or exist inadequately. Empowerment is now increasingly seen as a process by which the powerless gain greater control over the circumstances of their lives. This means control over material assets, intellectual resources and ideology. It involves power to, power with and power within. With reference to women the power that has to be involved includes their lives at multiple levels: family, community, society and the state. Women are usually seen to have more deprived status in terms of access to resources and enjoyment of rights and freedom that together enhance the quality of human life. This inequality and vulnerability is visible in all sectors—economical, social, political, education, health care, nutrition and legal. Women are oppressed in all the spheres of life and as such they need to be empowered in all social contexts. The disparities based on gender affect women and their relative power to conduct their lives as autonomous and self-reliant beings.

Empowering women is a pre-requisite condition for creating a good nation. When women are empowered society with stability is assured. What is important is not so much the current status of women but whether, they are moving in the right direction towards equality. Education is one of the means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process. Education is important for everyone, but it is especially significant for girls and women. This is true not only because it is an entry point to other opportunities, but also because the educational achievement of women can have ripple effects within the family and across generations. My paper will be an attempt to analyze the role of higher education in women empowerment.

Experimental Education in Mixed Ability Classroom

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Abstract: The teachers always have to deal with the mixed abilities classes as every individual has different learning abilities, strengths and weaknesses. The role of a teacher is to make a balance in teaching-strategies for the students of different levels of abilities. In today's challenging learning scenario, the role of the teacher has become a complex one. Every student learns and progresses at different speeds. An inspiring teacher always has to formulate such effective teaching-strategies that are useful for all the students. In such a situation, the experimental education becomes a best means for the teachers. In experimental education, the teachers/educators engage themselves with learners with their direct experience, and focus on the various dimensions of teaching-process i.e. to increase knowledge, developing different skills, clarifying concepts and developing the pupils' capacity to enhance their ability in learning. The present paper focuses on the bound role of a teacher in motivating the students to learn according to their different ability-levels and to prepare them to face the competitive and challenging scenario of the present times. Some experimental education's strategies have been discussed that can be implemented in teaching-learning process—the preparation of lesson-plan, use of visual and modern techniques, students' responses, offering choices and more important developing a healthy and congenial relationship with the learners.

Urban Spaces and Crime: Bombay in *Narcopolis*, *Maximum City* and *Shantaram*

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Analyzing the 'theory of space' which is popularly known as Geocriticism propounded by Bertrand Westphal, this research is an attempt to understand reconfiguration of urban spaces, social structures and the nature of crime with changing geography. It tries to establish the relationship among space- time- being- crime. The production of Place is the social process of valuing Space which involves but is not limited to the study of Geography, History, Sociology, Environment, Culture, Architecture and Literature. Jeet Thayil's *Narcopolis* (2012), Suketu Mehta's *Maximum City* (2004) and Gregory David Roberts's *Shantaram* (2003) deal with the networks of different types of crimes with the sudden changes in the reconfiguration in geography of Bombay during 1970-80 which is now called Mumbai. This paper presents how these modern writers thrash out the restructuring of space in the city Mumbai and subsequent crimes like arms and drugs smuggling, murders and prostitution take place with spatialization. To understand the nature of crime in terms of space and how it is represented in literature is the prime concern of this research.

Reconstructing Jihad in Answer to Religious Terrorism

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The contextualist approach to the teachings of Quran has been marginalized and even condemned by the more dominant textualist approaches caught in the snares of literalism and abrogation. Various militant-understood interpretations and applications of Jihad have become dominant in the Muslim world in response to different historical conditions and political realities. The pattern of religious violence implicated by the modern mujahideens in defence of faith through a prolonged endurance of trials, pains and ordeals in this world appears quite luring in hope for an ensured place in paradise after death. Though the various religious terrorist groups and movements, like Al Qaeda, Laskar, Hamas and Jammu-Kashmir groups to name a few, share the general profile of religious identity and are often rooted in similar belief system, have their origins in unique historical, political and cultural environments peculiar to their own idiosyncratic individual influences. Several sociological, psychological, political, anthropological, economical and a multitude of other factors contributing to people becoming violent are rear-seated and religion becomes the explanation for them all. With more and more innocent-slaughters in the name of Allah, with hoards of Muslim refugees seeking shelter in the west, with such a surge of Islamic terrorism engulfing the world today, there seems a dire necessity for some conflict resolution and to search for the answers to the looming questions like- do the terrorists' actions actually reflect the teachings of Islam or is it the Jihad taught by the Prophet Mohammad in the Quran. Tracing the rich history of Islam, the paper will look into the Prophet's constitution of the Islamic community with striking socio-economic reforms, emphasizing on the unity of the human race and its belief in one God. The paper will further investigate the possibilities to strive and struggle for a real Jihad against evil and unbelief and once again establish the beliefs of Islam: peace, justice and righteousness. Educating and introducing the future generations to the commonalities in all religions and making them learn to practise them will further pave the path to universal peace.

Educational Landscape: Coming Over Change Vis a Vis over Coming Change

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Abstract: Education is co-extensive with life and both are evolving rapidly. There is no denying the fact that owing to digitalization, educational landscape in coming five years will change more than that has changed during last many centuries. Buzzwords like E-learning, M-learning and U-learning are threatening the established forms of teaching-learning. Teachers are afraid of being replaced by robots. Students are suffering from informational diarrhea. Parents complain about cyber bullying instead of physical bullying. Splendid libraries appear puny as compared to the few inches of digital screen. Augmented reality and virtual reality have thwarted real time classroom experience. Artificial intelligence has hit hard the emotional intelligence. From Pre-schools to B-schools new pedagogies are being vented. Industry and academia are joining hands to meet the needs of market. This unprecedented mobility, flexibility and accessibility in educational domain augur well for educational revolution. Amid this upheaval and commotion the real challenge lies in decoding the future of education. This paper is one such humble attempt. It is designed to encapsulate 180 degree turn that has come over the educational domain and endeavors to propose strategies that can help overcome this change by making the teachers, students, institutions, and curriculum and evaluation system future ready.

Key Words: Technology, Revolution, Cloud-based Content, Seamless access, Future-proof.

Parental Involvement in Early childhood Education and Care

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Parents involvement in early childhood education benefits the parents, the teachers and most importantly the child. Parents involvement is a concept that refers to the participation of parents in their child's development and academic learning and is centred on the fostering of relationship between the home and the school environment. Parents have a crucial part to play to ensure early childhood development in their children. Involved parents can make a positive and lasting impact on their children's learning ability. Children who are properly stimulated from birth to six years perform better than other children in long run. In nutshell we say young children acquisition of problem solving, language and social emotional skills are facilitated by interaction with their parents.

Education : Emerging Social Change

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Abstract: Education is one of the best way to introduce yourself. If we think about our society then education is the milestone for the whole change. Education is the vital link that brings about social change and generates synergies to address the interconnectedness between sustainability, society and the environment.

Change is rule of nature, so change may be nice and soft and may be hard. But it is totally depends on our hand.

What is the change and what would be the effect of this change?

There are so many fields these have been giving us emerging social change, like political, social and economical.

This paper is based on Political change in our society leads to Political empowerment of women through education.

If we see our society circumstances then we will get the difference between men & women education. Women political empowerment is the most important for the change of our society. These changes can be brought in our society by taking favourable steps for empowerment of women.

Education remains the key to both economic and political empowerment.

Barbara Jordan

But now the right time to give them more strong and capable for their empowerment. Education has large positive associations with women's perceptions about satisfaction with life and educated women.

Keywords: Empowerment, Women in Politics, Gender equality, Women Development, Education, Independence, nation, participation, discrimination, India,

E-Learning and English Language Teaching in India: Issues and Challenges

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Abstract: Technology has come to our lives to stay, to ease difficulty in many things we do, to make teaching and learning more effective and productive and also to ease the task of a teacher. Regardless of what we think about the old and conventional ways of language teaching, the impact of technology on modern education system cannot be condoned and the fact cannot be denied that e-learning can be more productive with less human effort. At a time when the Government of India lays emphasis on e-governance and wants to make the country 'digital', at a time when conventional ways of human lives appear to be making way for technology, it becomes important for educationists and intelligentsia to understand the issues and challenges of technology in the field of education. The paper will analyse how teaching of English Language by adopting an e-learning approach can yield the desired results, how teachers can be trained to use technology in classroom and online teaching and how the use of technology still happens to be a deterrent for many teachers and learners in semi-urban and rural areas of our country.

Key Words: E-learning, English Language Teaching, Technology, Issues, Challenges

The effect of Ganesh Idol immersion on the water quality of Gorai creek, Mumbai - The environmental Health perspective

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Abstract: Water is one of the most important substances on earth. All plants and animals must have water to survive. If there was no water there would be no life on earth.

Various factors play a part in this worrying state of affairs in India, such as dumped industrial and household waste and open defecation. But a surprisingly high level of pollution comes from religious ceremonies.

The Ganesh festival is one of the biggest festivals in Mumbai. These idols are made up of non-biodegradable materials like plaster of Paris (PoP) and synthetic paints used are also a major source of contamination and sedimentation. This can pose a serious threat to water quality and the flora and fauna. The festival also generates a large amount of holy waste (Nirmalya) in the form of flowers, decoration materials, oil and other religious offerings. After the festival the Ganesha idols are immersed at the various beaches and lakes and creeks across the Mumbai city.

To assess the water quality, the water samples were collected from Gorai creek before, during and after the Ganapati immersion and analysed for different physico-chemical parameters. The parameters like pH, Temperature, DO, COD, Chloride, Sulphate, turbidity etc. were studied to find out the effect of idol immersion on quality of water. It has been observed that the values of some parameters were significantly increased during the immersion period and then declined in the post-immersion period.

Key Words: Water, Ganesh idol immersion, water pollution water quality, Physico-chemical, contamination

Assessment the Knowledge of Adolescent Boys and Girls regarding Child Rights of Sri Ganganagar City

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Abstract: Child Rights are fundamental freedoms and the inherent rights of all human beings below the age of 18. These rights apply to every child, irrespective of the child's race, color, gender, caste, class or religion. All children should have the same rights and should be given the same opportunity to enjoy an adequate standard of living. Hence the present study was undertaken to assess the knowledge of adolescent boys and girls regarding child rights studying in Govt. Secondary schools of Sri Ganganagar city. The total sample was consisted of 120 adolescents (12-16 years) randomly selected (chit system) 60 boys and 60 girls belonging to low income group studying in Government Secondary Schools were included for the present study. Data were collected through tool questionnaire prepared by Shikha (2006) were used with few modifications in the tool by investigator herself. Frequency, percentage was applied to assess the significant difference between the knowledge of boys and girls. The results of the study revealed that most of the boys and girls had poor knowledge regarding selected dimensions of child rights. Thus it can be concluded that there is a great need to organize awareness campaign about child right and child right education.

Need for Constructive Strategies in Indian Education

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Abstract: In the age of globalization, we talk of the Right to Education and Universalization of Education, but in reality, education has been turned into a commodity, that is proudly bought and sold. Students are the consumers easy to trap. Education once produced the intellectual national leaders like Raja Rammohan Roy, Ambedkar, Subhash Chandra Bose and many more, and they in turn took upon themselves the responsibility to build a modern, prosperous and powerful India.

Today's India is ironically thankful to the Indian politicians who, instead of uplifting the standards of education to desirable levels and coping with the global demands, are contented to see the education sector grow as a source of infinite profit to themselves. The quality of primary and secondary school education in India is not as per world's standards. The number of people waiting for quality education and availability of top class education has a great imbalance. This makes India a strong target to feed private equity investment in educational sector.

What is needed today is the introduction of a useful and constructive strategy of education such as the TQM approach as advocated by Professor W. Edwards Deming in the 1950's. The education sector needs to be developed with the support of the politicians, but with the supervision of the learned and intellectual visionaries. Students should not be considered consumers or commodities. They form the building blocks of the nation, that need to be tended and nurtured meticulously for the future of the nation.

Extractive Spectrophotometric Determination of Nickel (II) and its determinations in Various samples

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Nickel is one of the toxic metals found in many environmental and biological samples. It causes many serious health effects like chronic bronchitis, lung cancer, nasal sinus and kidney diseases. Solvent extraction with spectrophotometric determination is the one of the best method for separation and quantitative determination of nickel. In the present work the reagent Isonitrosopropiophenone Thiosemicarbazone (INPTC) is used for extractive spectrophotometric determination of Nickel (II). The reagent forms yellow coloured stable complex with Ni (II) which is quantitatively extracted into n-butyl acetate in the pH range 9.0 to 9-5 and at the wavelength 375 nm. The Beer's law is obeyed in the concentration range of 0.2 to 8.5ppm. The molar absorptivity and Sandell's Sensitivity has been determined. The various experimental factors like stability of complex, equilibration time and tolerance limit of various cations and anions have been studied. The metal–ligand ratio is 1:2. The proposed method is rapid and sensitive and is used for determination of nickel in synthetic mixtures and real samples. It is inexpensive and alternative method to more expensive instrumental method like AAS.

Education as the most important instrument for social and economic development

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Education is the most important instrument for social and economic development of a nation. A well-educated population, equipped with the relevant knowledge, attitudes and skills is essential for achieving development. Education is the most potent tool for socio-economic mobility and a key instrument for building an equitable and just society. Recognizing, the importance of education in national development, the Twelfth plan places an unprecedented focus on the expansion of education, on significantly improving the quality of education imparted and on ensuring that educational opportunities are available to all segments of the society.

Social infrastructure refers to the core elements of social change (like schools, colleges, hospitals and nursing homes) which serve as a support system for the process of social development of a country. Social development focuses on human resource development, implying the development of skilled personnel as well as healthy and efficient human beings.

While Economic infrastructure fosters economic growth (implying an increase in living standards of the people), social infrastructure fosters human growth (implying an increase in their quality of life). While economic infrastructure accelerates the process of growth, social infrastructure accelerates the process of human development.

Keywords: Social infrastructure, Economic infrastructure, Literacy Rate. Twelfth plan.

Globalisation and Skills for development through Community Colleges in India

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Abstract: Globalisation has radically different implications for Skill development in the developing countries as compared to developed industrial nations. Government of India has launched Skill India campaign to train over 40 crore individuals in different skills by 2022. Considering the ever increasing needs of skilled manpower for industrial expansion, Govt of India had started Community Colleges in India through Indira Gandhi National Open University (IGNOU) in 2009. Initially IGNOU had approved 100 Community Colleges across India to enhance the competency of the individuals.

Community Colleges started by IGNOU failed to achieve desired outcome and with the recommendations of a high power committee, these Colleges were shut down by the IGNOU in 2012.

Ministry of Human Resource Development, Government of India relaunched Community College scheme in India through University Grants Commission (UGC) in 2014. Before its formal relaunch, the UGC had invited Academicians, Principals of Colleges, all stakeholders controlling higher education of Indian states to attend a two day international conference organised at New Delhi from 7-8 February 2013. The primary motive of organising the conference was to introduce the Community College models of USA, CANADA, GERMANY, UK and Australia. After the conference the UGC invited proposals to establish Community Colleges for approval from the institutes of higher education throughout India. Initially around one hundred Community Colleges were approved by the UGC, all over India in 2014. UGC controlled Community Colleges are imparting skill based learning in India and their numbers are increasing since the relaunch of the scheme.

The Community Colleges in India are offering 6 months certificate courses, 1 year Diploma and two year advance diploma courses to the students. Key features:

Dropouts are eligible to get admission in Community College at any age, The Community College Scheme is 100 percent centre government funded scheme and liberal grants being received by the Colleges for the smooth functioning of the institutes, Main focus is to develop the life skills and communication skills of the learners, These institutes were opened across nation to lessen the burden of other institutes of higher education, These Colleges are providing annual scholarships to every student enrolled who complete the course successfully, Curriculum is developed and approved by the respective board of studies of Community Colleges in consultation with industry, These institutes are under the control of local Board of Management of Community College which is answerable to UGC, Nominal fee is charged from the students to attract large number of students for skill development, These Colleges are providing training as per the Specific job roles prescribed by the respective Sector Skill Councils (SSC) of India

Community College program in India has been working successfully with 75% job placements. Industries were told to employ students of Community Colleges on priority basis. Community College scheme is very recent phenomenon in India We can say that it is in the stage of infancy and needs more clarity and understanding among the masses. The stakeholders are trying very hard to popularise Community College as prestigious skill centres. According to MS Jacob, Director Centre for Research and Development of Community Colleges "Community Colleges are contributing to a gradual social change that is building the Human Resources in communities across the nation led by strong partnership of local organisations, business and industry".

Key words- Globalisation, Community College, UGC, IGNOU

Effect of Violence on College students: A Case Study of the Students of GDC Doda, Jammu and Kashmir

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The paper titled “**Effect of Violence on College students: A Case Study of the Students of GDC Doda, Jammu and Kashmir**” shall try to throw light on the effect of violence on the studies of the teenagers (college students). The paper depends heavily upon the detailed case study of the college students of Doda, a remote and mountainous district of Jammu and Kashmir. It attempts to take into account the experiences and feedback of the students who have been one of the worst sufferers of Kashmir imbroglio. Without going into the details of the political and historical background of the problem, the paper tries to bring to light the direct effect of violence on the psychology, emotional being, studies, subject choices, aims and choice of professions of the students. The highlight of the paper is that it tries to bring to forefront the students of an area which has been hitherto neglected at various fronts. It is a humble attempt of giving some decibels to the muted voices of an area that have not been discussed and given proper space in the mainstream narrative of Jammu and Kashmir.

Keywords: violence, narrative, politics, history, militants, gun, security forces.

Differentiated Instruction to Bridge Learning Gaps in Classroom

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We are now at a point where we must educate our children in what no one knew yesterday and prepare our schools for what no one knows yet.

~ Margaret Mead~

It is a common sight to see students sitting passively while the teacher drones on and on about a concept which is unclear or a new one at that. Recent school reforms and various policies are emphasizing on enhancing the quality of instruction for all. There has been an emphasis on inclusion of all in the general classrooms, inclusion of special educations combined/amalgamation of linguistically and culturally diverse groups has made the work of teachers much more challenging. This has resulted in teachers being overwhelmed with academic work and results in them being overworked and overburdened. The burdens result in inadequate planning of their classrooms and modifications based on learner's individual differences. This paper examines the need for differentiated instruction or better yet known as academically responsive instruction in a diverse classroom. It discusses the theory and research for differentiating instruction based on a student's interest, learning and the content, process and product. This research was carried out among grade 11 biology students. Several students reported learning difficulties mostly in learning the terms and processes of biology. The students were assessed based on their multiple intelligences and learning styles and a learning profile unique to each was developed.

Colonial Heritage of English Language in India: A Boon or a Bane

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Among innumerable forms of diversity, linguistic diversity in India poses one of the biggest challenges facing the nation. While the English followed the formula of 'divide and rule', is it not ironic that English language has the ability to serve as a lingua franca? Or it does not? Initially used in order to achieve Macauleyistic objective of producing interpreters who could be a 'class of persons, Indian in blood and colour, but English in taste, in opinions, in morals, and in intellect', and then in the postcolonial era, helping in the production of mimic men (Of Mimicry and Man: The Ambivalence of Colonial Discourse Homie K. Bhabha 2010) who took over as the leaders when the white left, English language remained to stay as a colonial heritage Indians have not been able to do away with. However, this predicament raises important questions that remain to be answered. Does English do more harm to the Indian masses than good? Does it enable people in socioeconomic and psychological uplift or does it become a hindrance in their progress? Does it lead to a sense of self-alienation that Franz Fanon discusses in “Black Skin, White Mask”, or does let a person reconcile with herself better in this globalized era? Is English not a language much desirable and loathsome at the same time? The paper does not attempt to solve the questions raised through a dialectic process. It is rather an attempt at an engagement with a dialogic argument with probably an ambivalent result.

ICT for Sustainable Development in Higher Education

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The 21st Century belongs to knowledge society and has opened up new avenues and tremendous opportunities in every field. The Universities and Colleges imparting higher education have a vital role to utilize this opportunity and become an incubator of knowledge creation and innovation. Higher Education Systems have grown exponentially to fulfill the demands of quality education for all due to advancements in Information and Communication Technology. Education is the driving force of economic and social development of the country. For a country like India, with more than 1.2 billion people, education has become a major challenge. The problem is in the terms of quality, and quantity. The introduction of ICT has profound implications for the whole education process, especially in dealing with key issues of access, equity, management, efficiency, pedagogy and quality. For an emerging economy like India, with the Millennium Development goal of achieving a GER of 30% by 2020, and with a demographic dividend it is absolutely necessary to focus on expansion of higher education capacity. For good quality education, the need of the hour is to involve and bridging the gap and bringing the change in the way teaching and learning take place in educational institutes. The present paper will study the present scenario of higher education and studies the various programs launched by the Govt. of India. It will focus on the changes which has been brought by ICT in higher Education. It also focuses on the limitations of ICT use in education and concludes the findings.

Education in the Modern Era of Emerging Social Changes

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The modern era has witnessed multifaceted social, cultural and educational changes all over the world. Due to the modern information technology a revolution is brought about in the whole world. From infancy to old age, almost all people are seen involved in this rebellion. Some more and some less, but all are now a part of a link or belt connected by the international network. In this tempestuous assemblage of worldwide cultures and environment, education system is sometimes felt to be handicapped or paralyzed as it is clutched and imprisoned in highly advanced technologies of, "viral of fake news" and "hacking of social website account" etc.

Social changes brought about by this so called IT Revolution have casted their impact on students too. Our ancient and disciplined culture has to surrender itself before this monstrous and all pervading technological system. No doubt, it has brought about many beneficial and social changes, yet innocent teenagers, soft and tender hearted females are easily ensnared in the nets of cheating and betrayal. Whenever there is any competitive exam, the whole internet system has to be blocked by the orders of governments. Any news, real or fake, becomes viral within a few hours. In such circumstances questions such as "what kind of our education system should be at school and college level, "how the creativity be developed among the Students", "how human values be inculcated among them", "how they may be taught to defend themselves from the vicious tricks of the deceitful people", haunt our minds continuously. This research paper focuses at such types of problematic issues and their solutions.

Girl Education in Rajasthan: Implementation and Challenges

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One of the purposes of education is to change man, his life and living standard. Education has brought about phenomenal changes in every aspect of not only in individuals life but in society also. Education is a powerful tool and our state Rajasthan is lagging behind, in comparison to other states of India. Social customs, traditions and rituals are responsible for this. One of the reasons of girls in Rajasthan being deprived of education is gender disparity. Every year one million girls drop out due to early marriage or child marriage. The common mentality of the society is that girls are born to do household chores and provide them grandchildren. In present scenario, education is contributing a lot. Rajasthan government is doing immensely in this field. Different plans are implemented in schools and colleges to encourage girls for education. These plans include incentives for girls as laptop and scooty, Gargi puraskar, free bicycle and other scholarships for the girls who score more than 75%.

This research paper tries to explore the extent to which government of Rajasthan has been successful in implementing its schemes for the education of girl child. It will also deal with the challenges that still need to be answered for the overall and visible success of this issue of general concern.

Gender and Education

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Women's schooling attainment in India continues to lag considerably behind that of men. To examine the role of socioeconomic and cultural factors in influencing gender differentials in schooling. The results provide quantitative evidence of the role of different economic and sociocultural factors on gender disparities in education. The empirical results show that economic development is an important factor in narrowing gender gaps in education, with wealthier districts more likely to educate girls than poorer districts. However, the norm of patrilocal exogamy, where wives migrate to co-reside with their husband's kin, is associated with worse outcomes for women's schooling relative to men's schooling; and, in keeping with anthropological research, genderdifferentiated inequities in education are more pronounced in Northern India.

To promote equality, it will be necessary to provide for equal opportunity to all not only in access to education, but also in the conditions for success. It is important to ensure the education system must play a positive role in the empowerment of people and removal of all kinds of biases which are basically man made.

School of Joy

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The present paper focuses on the natural unhindered growth of a child based on his sensory experiences. Learning begins in the mother's womb. We have ample examples throughout history and science has proved it too. Animals learn everything from the environment, but a human child has to learn certain language and movements. Behavior, culture and language imbibed by the child is never forgotten.

There are certain inherent qualities in a child that will grow in its own way in a predetermined fashion. The environment provides the conditions for development. With physiological changes, a mental change also takes place in a child. The needs and interest change from time to time. Will power is the vital force needed by a child to observe things.

The first six years are the formative and creative years. Home plays a vital role. Education should provide scope to help him actualize his potentialities. We should guide and facilitate his development in all respects making necessary changes from time to time for his growth.

Discipline is very important but not by being harsh but firm. They have to be treated as individuals' right from the beginnings. Taking interest in their activities and observing them goes a long way in forming their personality.

During these formative years child's curiosity is at full force. The inner urge to grow makes him follow the adults. You will find every child wearing a larger pair of shoes. Every new action the child learns, he likes to repeat several it times, till it is deeply engraved in his psyche.

Be patient and loving.

Impatience and stern attitude will only destroy the sapling.

Equality in Education: A passport to a better future

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Abstract: To build a strong nation, we need to provide equal education to all students. Equality in education means that personal or social circumstances such as gender, ethnic origin or family background are not obstacles to achieving educational potential. Equality in education is also referred to as 'Educational Equity'. A more useful way to view equality is through the lens of 'Fairness'.

The past time, girls were taught that boys are more capable of handling responsibilities and performing tasks. We know that these mindsets decreased the self-esteem of girls. We should not deny the fact that our schools have responsibilities to prepare both boys and girls. Both boys and girls are equally essential for political, economical and social growth of a nation.

It is an accepted working policy of all the democratic nations to make provisions for equal opportunities. The articles 15, 16, 17, 38 and 48, in the Constitution, guarantee that state should not discriminate on the basis of race, religion, gender, etc.

This research paper focuses on the idea of equality of opportunity, as it is believed that the principle of equality has a powerful and a persistent appeal.

Role of Education in Developing and Sustaining Future

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The aim of education is to provide an equal opportunity to every human being to , access knowledge , skills, attitudes and values so that they can step ahead to shape their future. Education for sustainable development is an exciting vision , empowering learners to advance and open a doorway for their future development as well as for society. It requires participation of teachers and learners and their methodologies that motivated learners to take actions for sustainable development. It also promotes competencies like evolving critical thinking, futuristic planning and decision making in a collaborative way.

In our country, a large number of government and non- government organisations are effortlessly working to promote sustainable development in Education. Most notable amongst them are Centre for Environment Education (CEE) which is the nodal agency for implementing UNDESD in India; The Energy and Resources Institute (TERI); Bharti Vidya Pith (BVP); Centre for Science and Environment (CSE); World Wide Fund (WWF); National Council for Science Museums (NSCM); and National Council of Education, Research and Training (NCERT)). These organisations work with schools, colleges, youth groups and conduct training programmes not just for students but for teachers, principals, school administrators and policy makers .

This paper aims to discuss the scope , implementation and target achievements of sustainable development through education in various field such as environment, society and economic sphere.

Keywords : Education , Sustainable development , Students , Teacher's, Environment, Society Economic

Gender Construction: Mahesha Dattani- A True Story teller

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Gender is the base factor of our Indian society and it is considered as the main deciding factor to divide the working of the humans. If the person is a male, he is considered the source of income and he will not do anything which is given to female component of the society. If the person is a female, she is considered to be live in a veil on her face all the time and do all the domestic work to prove herself a *kushal grahini* (skillful duodenal).

A male will be free from all kinds of works related to the domestic life just because he goes to earn the money and therefore the house keeps on running only on his earning. In return of this work he can do anything with a female who is brought to him for his service only. On the other hand a female has to do domestic work throughout the day and in return she has face torture by both physical and mental aspects. This is the harsh reality of this society.

Mahesh Dattani is shrewd playwright who has written about such issues like gender bias social orders, gender discrimination prevailing in the society, etc. and put the problems made by the Indian society through the characters of plays. Dattani has shown this problem in a very sensible manner that it shakes us internally and forces us to remember that what we are doing to our people. This theme can be seen in his plays *Tara, Bravely Fought the Queen, Where There's a Will*, etc. Many thinkers have demarcated the issues related to sex and gender shown in the plays of Mahesh Dattani.

Less Constraints and free thinking in reference to elementary education

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The Paper proposes to explore this idea that a child in elementary education must be given less burden of books, homework and home-tutorials and rather be encouraged to do what his indulgence directs him to do. The idea behind this theory is that every child is unique and would like to explore his world and accumulate its understanding his own way. Our intervention at that primary stage may prove to be unsoliciting. Too much burden of books and tutorials may hamper the growth of his own understanding. The paper will try to focus on this point that what kinds of teaching-methods be adopted at the elementary level so that children are encouraged to come, and stay in the school and enjoy the life in school because as it is commonly observed, that a child fears to come to school and visualizes teacher as a horrible giant holding a ruler in his hand. As in kendriya Vidyalayas, it was decided, that up to the fifth standard, if a child, during the course of a classroom teaching, roams outside the room inadvertently and goes either into the garden or into playground or library or computer labs, he must not be intimidated and restricted from doing so. This atmosphere of freedom will enable him not only to enjoy his life in school but to develop his own understanding in his own way.

Strengthening English Language Skills in ESL/EFL Classroom

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In the past few years the need of innovative approaches towards ELT in the ESL/EFL classrooms has been immensely felt. Modern technology, increased social media involvement and growing competitive educational scenario are the most responsible factors for it. Most commonly such ELT classrooms are driven by theoretical approaches, repetitive communicative activities and methodological modes of teaching. Such classrooms help the learners to develop a good understanding of English but ignore the creative and modern communicative aspects of it which the learners need to imbibe in present global era. The overall objectives of English language proficiency among learners will only be completed when they cultivate a strong spontaneous command over all the four aspects (Listening, Speaking, Reading and Writing) of English language. A common learner after the classroom must be able to write what he thinks, read sentences and convey effectively his thoughts in English and all this has to be done in the English used nowadays at global platform. This is the requirement of the hour and every facilitator should strive to bring in these changes in classroom. This paper puts forward some ELT techniques that can be executed in ESL/EFL or traditional classrooms easily and which will slowly fetch language understanding and improved language usage among pupils. The paper can not only help learners to develop English language competence but also will generate an inclination to use it fearlessly. The research paper is an attempt to make learners competent enough that they have both a reasonable grasp over modern English language and a natural tendency to use it in daily classroom.

स्वामी दयानन्द सरस्वती का शैक्षिक दृष्टिकोण व प्रासंगिकता

डॉ. चित्रा आचार्य

व्याख्याता लोक प्रशासन, नेहरू शरदा पीठ (पी.जी.) महाविद्यालय

“ अविद्या का नाश और विद्या की वृद्धि करनी चाहिए”

स्वामी दयानन्द

भारतीय संस्कृति में ज्ञान के प्रकाश स्तंभ के रूप में अवतीर्ण होने वाले महापुरुष स्वामी दयानन्द सरस्वती एक महान देश भक्त व उच्चश्रेणी के समाज सेवी थे । उनका प्रभावशाली व्यक्तित्व और असीम ज्ञानकोश उन्हें इतिहास में विशेष स्थान प्रदान करता है । ज्ञानी सर्वगुण सम्पन्न स्वामी जी का सम्पूर्ण जीवन समाज कल्याण के कार्यों में बिता था । उनकी हार्दिक अभिलाषा थी कि वैदिक सूत्रों का वर्तमान जीवन की समस्याओं से संबंध स्थापित हो । स्वामी जी ने समाज कल्याण व सुधार आंदोलन में शिक्षा को समाज में पुनरुत्थान का प्रभावशाली अंग बनाया । प्लेटो के समान दयानन्द जी ने शिक्षा को व्यक्ति के व्यक्तित्व निर्माण में सर्वाधिक महत्वपूर्ण स्थान प्रदान किया है । उनकी राष्ट्रीय शिक्षा में प्रजातांत्रिक अवधारणा दिखाई देती है । स्वामी जी के अनुसार “ जिससे विद्या, सभ्यता, धर्मात्मा बढ़ती हो और अविद्या दोष छूटे उसको शिक्षा कहते हैं । ” स्वामी जी ने ‘सबके लिए तथा सर्वांगीण विकास युक्त शिक्षा पद्धति का समर्थन किया ’ उन्होंने शिक्षा में शारीरिक, मानसिक, नैतिक सभी पक्षों को प्रधानता दी है । शिक्षा के क्षेत्र में स्वामी जी का योगदान अद्वितीय रहा है जो आज भी प्रासंगिक है । जन-शिक्षा, स्त्री शिक्षा, निःशुल्क व अनिवार्य शिक्षा, पाठ्यक्रम निर्माण, जीवन पर्यन्त अध्ययन, व्याख्यान, विधि तर्क पर बल, प्रायोगिक या व्यवहारिक विधि आदि अवधारणाओं के प्रणेता स्वामी जी ही माने जाते हैं जिनके विचार शिक्षा के क्षेत्र का आधार स्तंभ हैं । स्वामी जी द्वारा प्रतिपादित अनिवार्य शिक्षा के विचार को भारतीय संविधान के राज्य की नीति के निर्देशक तत्वों में सम्मिलित किया गया है । स्वामी जी ने अपनी शिक्षा योजना में प्राचीन एवं आधुनिक भारतीय आदर्शों का सुन्दर समन्वय किया है । जो आज भी प्रशंसनीय है ।

स्वामी विवेकानन्द का शैक्षिक दर्शन एवं प्रासंगिकता

सोनिया जोशी

“मनुष्य की अंतर्निहित पूर्णता को अभिव्यक्त करना ही शिक्षा है ।”

स्वामी विवेकानन्द

स्वामी विवेकानन्द एक महान दार्शनिक थे और दार्शनिक होने के नाते उन्होंने अपने दर्शन के अनुकूल शैक्षिक विचार प्रस्तुत किए हैं । स्वामी जी के शिक्षा संबंधी विचार आधुनिक भारत में विद्यमान शिक्षा संबंधी विचारों से बहुत आगे बढ़े हुए थे । स्वामी विवेकानन्द शिक्षा के द्वारा मानव का संपूर्ण विकास करना चाहते थे । शिक्षा का लक्ष्य केवल व्यक्ति को शिक्षित करना ही नहीं, बल्कि अंतर्निहित शक्तियों का विकास होना चाहिए । वह शिक्षा का एक उद्देश्य व्यक्तित्व में मनुष्यत्व के विकास को भी मानते थे । उनकी शिक्षा व्यवस्था में शिष्य के चरित्र निर्माण, उसके स्वावलम्बन और निर्भय होने का पुट अधिक था । उन्होंने अपने काल की शिक्षा का विरोध किया और उसे निषेधात्मक व भावनात्मक बताया । उनका मानना था कि विद्यालयों में दी जाने वाली शिक्षा मनुष्य बनाने वाली शिक्षा नहीं है, वह केवल जानकारियों का ढेर देती है जो आत्मसात हुए बिना मस्तिष्क में पड़ा रहता है । उन्होंने कहा कि हमें ऐसी शिक्षा चाहिए जिससे चरित्र निर्माण हो, मानसिक विकास बढ़े, बुद्धि का विकास हो और व्यक्ति अपने पैरों पर खड़ा हो जो भावों और विचारों को आत्मसात कराए । इस प्रकार वे सैद्धांतिक शिक्षा का विरोध और व्यवहारिक शिक्षा का समर्थन करते थे । वे जीवन के रहस्य को मौन रूप में स्वीकार नहीं करते वरन् अनुभव द्वारा शिक्षा ग्रहण करने को ही जीवन का रहस्य मानते थे । वे वेदांत दर्शन के माध्यम से मनुष्य के संपूर्ण व्यक्तित्व का विकास करना चाहते थे जिससे कि व्यक्ति में छिपी संपूर्ण प्रतिभा को अभिव्यक्ति मिल सके । उन्होंने शारीरिक स्वास्थ्य के साथ मस्तिष्क के स्वस्थ होने के समन्वय पर भी बल दिया । शिक्षा, समाज एवं नारी से संबंधित विभिन्न समस्याओं पर उन्होंने गहन चिंतन-मनन किया और उसके समाधान के लिए विभिन्न सुझाव दिए जो आज भी प्रासंगिक हैं ।

अल्पसंख्यक वर्गों के संवैधानिक प्रावधान : – उनमें आया सामाजिक परिवर्तन

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भारतीय संविधान में अल्पसंख्यक वर्ग, जो धर्म एवं भाषा के आधार पर देश की आबादी में अपना सीमित/अल्प स्थान रखते हैं, के लिए विशेष प्रावधान किये गये हैं । अल्पसंख्यक वर्ग की जनसंख्या का देश की कुल जनसंख्या में 18 प्रतिशत भागीदारी है । 15 जुलाई 2004 को यू.एन.डी.पी. **Human Development Report 2004** के अनुसार सांस्कृतिक आजादी एवं सांस्कृतिक विविधताओं का संरक्षण किया जाना प्रत्येक राष्ट्र के लिए अनिवार्य है क्योंकि इससे सामाजिक संघर्षों एवं तनावों से बचाव बना रहता है । भारत में अल्पसंख्यक वर्ग अपने आप में सम्पत्ति जैसा है जिसने भारतीय सभ्यता और संस्कृति को समृद्ध बनाने में तथा भारतीय समाज को विकसित करने में अपना महत्वपूर्ण योगदान दिया है । मुस्लिम अल्पसंख्यक वर्ग भारत का सबसे बड़ा अल्पसंख्यक वर्ग रहा है । यह वर्ग अपनी सामाजिक, शैक्षणिक एवं आर्थिक प्रगति के लिए अपना प्रबल दावा रखता है । ईसाई अल्पसंख्यक वर्ग की आबादी भारत में दक्षिणी राज्यों में ज्यादा केन्द्रित रही है, भारत में ईसाई समुदाय का अपना कोई राजनीतिक दल नहीं है । सन् 1966 में पंजाब का विभाजन कर पंजाब व हरियाणा दो अलग राज्य बनाये गये । वर्तमान में पंजाब में सिक्ख अल्पसंख्यकों की आबादी सर्वाधिक 65 प्रतिशत के पास है । संविधान के अनुच्छेद 14 व अनुच्छेद 15, अनुच्छेद 16 में कानून के समक्ष समानता और विधि के समान संरक्षण का आश्वासन दिया गया है । अनुच्छेद 30 में अल्पसंख्यकों को अपनी पसंद की शिक्षण संस्थाओं की स्थापना और प्रशासन करने का अधिकार दिया गया है । ईसाई समुदाय में परिवर्तन की बयार शैक्षणिक क्षेत्र में पिछले सात दशकों में अच्छी एवं संतोषजनक रही है ।

शिक्षा एवं सामाजिक परिवर्तन : एक दृष्टि

डॉ० मंजुला बारैठ

सह-आचार्य, राज. म. सु. महाविद्यालय, बीकानेर

मानवीय संसाधनों का विकास ही वास्तविक विकास की कुन्जी है। स्वस्थ्य दीर्घायु एवं समृद्ध मानवीय सम्पदा ही सम्पन्न समाज की रचना कर सकती है।

या यो कह सकते हैं कि इन दोनों में परस्पर धनीभूत सम्बन्ध है। शिक्षित, स्वस्थ्य एवं प्रसन्न व्यक्ति ही अधिक आर्थिक धनोपार्जन कर सकता है। दूसरी तरफ आर्थिक सम्पन्नता तथा आर्थिक विकास से ही शिक्षा का स्तर रहन सहन तथा जीवन स्तर, स्वास्थ्य की बेहतर स्थिति तथा जीवन जीने की अनुकूलतम दशाये प्राप्त की जा सकती है। अतः मानवीय जीवन का विकास ही विकास का केन्द्र बिन्दू है। जीवन के सभी आयामों में वृद्धि का एक मात्र उद्देश्य शिक्षा को बढ़ाना निरक्षरता एवं अस्वस्थता को कम करना, आय में वृद्धि करना तथा संसाधनों का विकास करना है। अतः इसमें कोई शक नहीं कि जैसे जैसे शैक्षिक विकास का स्तर आगे बढ़ता है, सामाजिक आर्थिक उन्नति उसका अनुसरण करती है। अनेक विद्वानों ने भी सामाजिक विकास की ब्यूह रचना के सिद्धान्तों द्वारा इस मत को सम्पुष्ट किया है।

ब्राउन लिखते हैं "शिक्षा व्यक्ति व समूह के व्यवहार में परिवर्तन लाती है। यह चैतन्य रूप में एक नियंत्रित प्रक्रिया है। शिक्षा ही समाज को सभ्य एवं सुसंस्कृत पीढ़ी प्रदान करती है। समाज का स्वरूप एवं परिस्थिति में निरन्तर बदलाव होता रहता है। एलवुड ने लिखा है "समाज का सर्वोत्तम परिवर्तन मानव के स्वभाव में परिवर्तन कर किया जा सकता है। और ऐसा करने की सर्वोत्तम विधि शिक्षा द्वारा ही सम्भव है"

शैक्षिक स्तर में परिवर्तन से आधुनिक समाज में अनेक परिवर्तन हुये हैं। ये परिवर्तन पृथक पृथक तरीके से होते रहे हैं। परन्तु प्रत्येक बार समाज इन परिवर्तनों का साक्षी बना है। मैंने निम्न बिन्दुओं के माध्यम से इन प्रभावों को जांचने का प्रयास किया है—

सामाजिक ढांचे में परिवर्तन, समाज के दृष्टिकोण में परिवर्तन, रीति रिवाज तथा परम्पराओं में परिवर्तन, खान पान व रहन सहन में परिवर्तन, कुरितियों की समाप्ति — पर्दा प्रथा, सती प्रथा, बहु विवाह, दहेज आदि, महिलाओं की स्थिति में परिवर्तन, वर्ग भेद में कमी, धार्मिक कट्टरता में परिवर्तन, आर्थिक संरचना में परिवर्तन

शिक्षा और सामाजिक परिवर्तन

डॉ. (श्रीमती) अरुणा आचार्य

विभागाध्यक्ष — समाजशास्त्र, बिनानी कन्या महाविद्यालय बीकानेर (राज.)

शिक्षा एक ऐसी सामाजिक संस्था है जो ज्ञान कौशल एवं मूल्य आदि सिखाती हैं। शिक्षा सामाजिक परिवर्तन का एक सशक्त माध्यम है। परिवर्तन एक शाश्वत निरन्तर चलने वाली प्रक्रिया है लेकिन इसकी गति धीमी है। परिवर्तन का तात्पर्य सामाजिक संस्था में होने वाले परिवर्तन से है।

भारतीय विचारधारा के अनुसार मनुष्य स्वयं एक सम्पदा अमूल्य संसाधन है। जरूरत इस बात की है कि उनकी परवरिश गतिशील, संवदेनशील और सावधानी से की जाये। विकास की इस पेंचीदा और गतिशील प्रक्रिया में शिक्षा ही उत्प्रेरक योगदान दे सकती है। शिक्षा ही समाज को सही दिशा में ले जाकर उन्नति के अवसर प्रदान करती है।

शिक्षा समाज के व्यक्तियों को इस योग्य बनाती है कि वह समाज में व्यापक समस्याओं, कुरीतियों, गलत समस्याओं के प्रति सचेत होकर उनकी आलोचना करते हैं और धीरे-धीरे सामाजिक परिवर्तन हो जाता है। शिक्षा ही व्यक्ति में वांछनीय परिवर्तन कर नेतृत्व करना सिखाकर सामाजिक बुराईयों को दूर करने के लिए नई विचारधाराओं, आन्दोलनों तथा सामाजिक परिवर्तन के निर्माण में महत्वपूर्ण भूमिका निर्वाह करती है।

शिक्षा के द्वारा ही नवीन अविश्कार, अनुसंधान आदि कार्य किये जाते हैं जिससे संस्कृति के दोनों पक्ष भौतिक अभौतिक में परिवर्तन ला सकती हैं। शिक्षा ही मूल्यों को निर्धारित कर वांछिक परिवर्तन को प्रोत्साहित करती है। मानव के विचारों दृष्टिकोणों को उदारा, व्यापक बनाने का काम भी शिक्षा ही करती है। शिक्षा से ही वैज्ञानिक उन्नति नये नये अविश्कार कर परिवर्तन किये जाते हैं। सामाजिक परिवर्तन के मार्ग में आने वाली बाधाओं, बुराईयों, कुरीतियों को दूर करने का प्रयास किया। इससे समाज के पुराने ढांचे में परिवर्तन होकर आध्यात्मिक मूल्यों के स्थान पर भौतिक मूल्य अधिक लोकप्रिय हुये। प्रारम्भ में महिलाएं जो चार दिवारों में बन्द रहती थी वो आज शिक्षा के माध्यम से ही बाहर निकलकर प्रत्येक क्षेत्र में पुरुष के बराबर कन्धे से कन्धा मिलाकर कार्यरत हैं।

इसका उद्देश्य युवकों को सामाजिक मूल्यों, विश्वासों और समाज के प्रतिभावों को आत्मसात करने के लिए तैयार करना और उनको सामाजिक क्रियाओं के भाग लेने योग्य बनाकर समाज व देश को आर्थिक रूप से समृद्ध बना सकती है।

विषय: लोक साहित्य में पर्यावरण चेतना

डॉ. कृष्णा गहलोत

हिन्दी व्याख्याता, सेसोमू गर्ल्स कॉलेज, श्रीडुंगरगढ़

पं. आचार्य हजारी प्रसाद द्विवेदी के शब्दों में लोक शब्द का अर्थ नगरों और ग्रामों में फैला हुआ समुचा लोकसमुदाय है। डॉ. वासुदेव शरण अग्रवाल के शब्दों में कहें तो 'लोक' हमारे जीवन का महासमुद्र है। उसमें भूत, भविष्य, वर्तमान सभी कुछ संचित रहता है। लोक राष्ट्र का अमर स्वरूप है। लोक साहित्य जन साहित्य होता है। यह जनकल्याण स्वभावी और जन को शिक्षा देने वाला होता है। यह सरल, स्वाभाविक एवं स्वान्तः सुखाय भावों से युक्त होता है।

पर्यावरण शिक्षण में लोक साहित्य का बहुत महत्त्व है। प्राकृतिक पर्यावरण, सामाजिक पर्यावरण, सांस्कृतिक पर्यावरण तथा मानसिक पर्यावरण लोक साहित्य में भली-भाँति चित्रित हुआ है। सूरज, चाँद, सितारे, आकाश, बादल, ऋतु, समुद्र, नदी, सरोवर, कुएँ, पेड़-पौधे, लता, फल-फूल, खेती-पानी, पशु-पक्षी आदि का उल्लेख लोक साहित्य में हुआ है।

राजस्थानी लोकगीतों में यहां की वनस्पतियों का चित्रण खूब हुआ है। बड़, पीपल, तुलसी, नीम, इमली, बिजोरा, नारियल, सुपारी, खजूर, जाल, कैर, खींपोली, जांटी, बड़बोर, आक, केवड़ा, मरवा, गुलाब, मेंहदी, चम्पा, चमेली, नींबू, तम्बाकू, भांग, नागरबेल आदि का उल्लेख साहित्य में हुआ है। इन वृक्षों को कहीं धार्मिक रूप से महत्वपूर्ण बताया गया है तो कहीं उपयोगिता के आधार पर इन्हें न काटने की सलाह दी है।

लोक साहित्य में कृषि से संबंधित विभिन्न कार्यों का वर्णन हुआ है। कृषि कार्य श्रम तथा समय साध्य होने के कारण नगरीय लोगों को कम पसंद आता है। ऐसे में कृषि कार्य में रुचि जगाने वाले गीतों का महत्व बहुत बढ़ जाता है। पशु-पक्षी भी हमारे प्राकृतिक पर्यावरण का एक महत्वपूर्ण अंग हैं। लोक साहित्य में घरेलू तथा जंगली सभी प्रकार के पशु-पक्षियों का सुन्दर चित्रण हुआ है।

गाय के महत्व को विशेष रूप से स्थान मिला है। अनेक लोक-देवता गायों की रक्षार्थ खेत रहे या फिर गायों की रक्षा के लिए उन्होंने बड़ी-बड़ी लड़ाइयाँ लड़ी। पाबूजी, तेजाजी का नाम इसमें विशेष रूप से लिया जाता है। यदि लोक साहित्य में वर्णित जल संबंधी वर्णन पढ़ें, उस पर अमल करें तो वर्तमान का सारा जल संकट समाप्त हो जाएगा। विभिन्न प्रकार के 'पणिहारी' गीत के माध्यम से जल संकट का वर्णन हुआ है। साथ ही हरिजस के रूप में नदियों के धार्मिक तथा सांस्कृतिक महत्व का वर्णन भी खूब हुआ है। जल को देवता मानकर उसे बर्बाद न करने की सीख लोक साहित्य में मिलती है। यदि हम वर्तमान संदर्भ की प्राकृतिक पर्यावरण संबंधी समस्याओं पर गौर कर उसका हल लोक साहित्य में ढूँढ़ें तो हमें हमारे हर प्रश्न का उत्तर वहां मिल जाएगा।

हमारे लोक साहित्य में यह स्पष्ट लिखा मिलता है कि यदि सिर देकर भी 'रुख' यानी पेड़ बचा सकें तो सस्ता जानना चाहिए। पर्यावरण शब्द से तात्पर्य सिर्फ प्राकृतिक पर्यावरण ही नहीं होता। लोक साहित्य में सामाजिक पर्यावरण तथा सांस्कृतिक पर्यावरण भी बखूबी वर्णित हुआ है।

सामाजिक पर्यावरण के अन्तर्गत समाज के रीति-रिवाज, मूल्य, रहन-सहन, जीवन शैली, वेश-भूषा, पर्व-त्यौहार आदि तत्व आते हैं। लोक साहित्य में सामाजिक पर्यावरण को सुधारने, बनाए रखने के लिए तथा बिगड़ने से बचाने के लिए अनेक प्रयास दिखाई देते हैं। सामाजिक मर्यादाएं, भाईचारा, आपसी सौहार्द, बड़ों का सम्मान आदि सामाजिक मूल्य लोक साहित्य में भली-भाँति वर्णित हैं। वर्तमान की अनेक सामाजिक समस्याओं जैसे- नई पीढ़ी द्वारा रीति-रिवाज का ख्याल न रखना, मर्यादाओं की अवहेलना करना आदि का हल हमें हमारे लोक साहित्य में मिल जाता है। लोक-साहित्य में वर्णित सामाजिक पर्यावरण एक आदर्श समाज की स्थापना करता है।

लोक साहित्य संस्कृति का खजाना है। लोक साहित्य में सांस्कृतिक मूल्य यत्र-तत्र-सर्वत्र बिखरे मिलते हैं। सांस्कृतिक मूल्य हमारी आस्था, विश्वास को बनाए रखते हैं। गौरक्षा, वचन-पालन, सोलह संस्कारों की प्रक्रिया, शत्रु के प्रति मानवीय मूल्य, स्त्री रक्षा आदि ऐसे सांस्कृतिक मूल्य हैं जिनसे हमारी सनातन संस्कृति जीवित है और हम संस्कृत। वर्तमान में जब प्राकृतिक, मानसिक, सामाजिक तथा सांस्कृतिक पर्यावरण प्रदुषित होते नजर आ रहे हैं तो हमें एक बार फिर से अपने लोक साहित्य का अध्ययन, अनुशीलन करने की आवश्यकता है।

राजस्थानी नीति काव्य में राजिया रा दूहा की आज के समाज में प्रासंगिकता

डॉ. नामामी शंकर आचार्य

अतिथि व्याख्याता 'राजस्थानी', महाराजा गंगासिंह विश्वविद्यालय, बीकानेर (राज.)

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राजस्थानी साहित्य आदिकाल से ही सृजित हो रहा है। इस साहित्य में कई प्रवृत्तियां सामने आती हैं। वीर प्रसूता इस धरा का साहित्य वीर रस से सराबोर हो उठता है। यहां वीर और भक्ति काव्य के साथ रीति काव्य का भी सृजन हुआ है। पृथ्वीराज रासो, खुमाण रासो, हाला झाला रा कुण्डलिया, वीरसतसई आदि जैसे वीर रसात्मक काव्य मिलते हैं तो वलेी क्रिसण रूखमणी री, नागदमण, हरिरस, राधा जैसे भक्ति परख काव्य भी अपनी आभा फैलाते हैं। ढोला मारू रा दहूा जैसे काव्य राजस्थानी रीति काव्य को सरस बनाता है। इसी क्रम में राजस्थानी नीति काव्य भी आता है जिसमें राजिया रा दूहा राजस्थानी साहित्य की सिरमौर रचना साबित होती है। यह रचना समाज में नई चेतना और सामाजिक बदलाव में सहयोग प्रदान करती है। चारण कवि कृपाराम खिड़िया ने अपने सेवक राजिया को संबोधित करते हुए समाज में अच्छे-बुरे का ज्ञान कराती यह रचना आज के समाज में भी प्रासंगिक है। राजिया के माध्यम से कवि समाज सुधार तथा मनुष्य को सद्व्यवहार करने को प्रेरित करते हैं। कवि मनुष्य को समाज में आदर्श रूप में अपने आप को स्थापित करने के लिए प्रेरित करते हुए लिखते हैं कि मनुष्य के पास जीवन में अच्छे अवसर कम आते हैं यदि वह इस अवसर को सत्कर्म के लिए चुनता है तो उसकी कीर्ति तो बढ़ती ही है, साथ में समाज का भी भला होता है। कवि लिखते हैं - अवसर पाय अनेक, भावै कर भूँडी भली।

अन्त समै गत अेक, राव-रंक री राजिया ! ।।

कवि सदैव अच्छे लोगो की संगति करने पर बल देते हैं। वे कहते हैं कि साधारण तथा संस्कृतिहीन लोगो की संस्कृति में रहने से शिष्ट तथा सुसंस्कृत लोगो के समान बोलने-चालने के नाना प्रकार के तौर-तरिके नहीं सिखे जा सकते हैं। जैसे टिटहरियों की संगति में रहने से

राजहंसो की रीत नहीं आ सकती, वह तो राजहंसो में रहने से ही आ सकती है।

कवि समाज में बैर वामनैस्यता को समय रहते रोकने पर बल देते हैं। कवि का कहना है कि जिस प्रकार रोग और अग्नि को समय रहते रोकना चाहिए ताकि वह नासूर और अग्निकांड का रूप धारण न कर सके उसी प्रकार समाज में यदि छोटी-मोटी लड़ाई हो तो उसे समय रहते रोकना ही अच्छा है, क्योंकि लड़ाई के बढ़ने पर समाज में वैमनस्यता बढ़ जाती है। कवि लिखते हैं -

रोग अगन अर राड़, जाण अलप किजै जतन।

वधियां पछै विगाड़, रोक्यौ रहै न राजिया ! ।।

कवि यहां समाज में उन लोगो से बचने की सलाह देता है जिनका स्वभाव छण-छण में बदलने वाला होता है। ऐसे लोग समाज का हित नहीं अहित ही करते हैं। कवि लिखते हैं- पळ मांही करै प्यार, पळ मांही पळटै परा।

लानत दे ज्यां लार, रजी उडावो राजिया ! ।।

इस प्रकार कवि कृपाराम खिड़िया कृत 'राजिया रा दूहा' आज के समाज में व्यक्ति का सही मार्ग प्रसस्त करने में सहायक सिद्ध होती है। मध्यकाल की यह रचना आज भी इसलिए प्रासंगिक है क्योंकि आज समाज में संघर्ष, द्वंद्व और अपकृत्य का बोलबाला चल रहा है। इसलिए यदि समाज को सही दिशा में लेकर जाना है तो 'राजिया रा दूहा' इस हेतु सार्थक होगी।

शिक्षा में मानवीय मूल्यों की पुनर्स्थापना

डॉ. प्रकाश अमरावत

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राजस्थानी की कहावत है कि 'भणिया पण गुणिया कोनी' अर्थात् शिक्षा को व्यवहार में लाना, शिक्षा की गुणवत्ता से अर्थ है। यह प्रश्न विचारणीय है कि साक्षरता का प्रतिशत तो बढ़ा किन्तु उसके साथ हम सुशिक्षित भी हुए या नहीं? आज की शिक्षा अर्थोपार्जन का साधन मात्र है। जबकि शिक्षा जीवन की संवाहक होती है। राष्ट्रपिता महात्मा गांधी ने कहा कि समस्त ज्ञान का लक्ष्य चरित्र निर्माण होना चाहिए। चरित्र के बिना शिक्षा और पवित्रता के चरित्र व्यर्थ हैं। कोरा ज्ञान वैसा ही है जैसा डॉ. मनोहर शर्मा ने कहा है— विद्याबळ पा तू गरबायो, पण ग्यान तेरो के गुण आयो। पाणी मथ कुण इमरत पायो, झूठा ये सारा उडै झाग।।

तू जाग—जाग ओ मिनख जाग!

आये दिन शिक्षित युवाओं द्वारा चौंकाने वाले कारनामों से हम हतप्रभ हैं। लगता है हमारी शिक्षा संस्कार विहीन है। इसके अभाव में मानवीय मूल्य ध्वस्त होते जा रहे हैं। हमारे शिक्षा मनीषियों ने हमारी संस्कृति को पोषक बनाते कई बीज वाक्य दिए जो कालजयी और सार्वजनीन हैं— 'सत्यमेव जयते',

'अहिंसा परमोधर्म', 'वसुधैव कुटुम्बकम्', 'अतिथि देवो भव', 'क्षमा वीरस्य भूषणम्', 'विद्या ददाति विनियम्' जैसे सुभाषित वाक्य हमें शिक्षा के माध्यम से हमारे गुरुजनों से ही मिले हैं। महर्षि अरविन्दो, स्वामी विवेकानन्द जैसे शिक्षा मनीषियों के सिद्धान्तों को अपना कर हमारा देश चरित्र से विश्वगुरु बन सकता है। अन्यथा अतीत आँखों से ओझल और भविष्य कल्पनातीत हो जाएगा। प्रगतिशीलता, विदेशी शिक्षा के जुनून और आधुनिकता ने हमारी जीवन शैली को कृत्रिम बना दिया है। आतंकवाद ने संवेदनाओं का कंठ मोचन कर दिया है। झूठे प्रलोभन और छलावों ने ग्राम्य जीवन में निराशा और हताशा का विष घोल दिया है। प्रसिद्ध कवि कन्हैयालाल सेठिया की कविता 'आ धरती गोरा धोरां री, इण धरती रो रुतबो ऊंचो, आ बात कैवै कूचो—कूचो' हमारी सांस्कृतिक विरासत का गौरवगान है। आज शिक्षा जगत को चेतना होगा। भागीरथ प्रयासों की महती आवश्यकता है। युवाओं में कौशल विकास के साथ जीवन के बीज वाक्यों को व्यावहारिक शिक्षा से जोड़ना होगा। नए जीवनमूल्यों का आधार भी हमारी प्राचीन शिक्षा प्रणाली हो। हमारी शिक्षा में जीवनमूल्यों का लोप नहीं, किन्तु शिक्षण के समय विषयगत ज्ञान की प्रधानता के कारण मूल्य गौण हो जाते हैं। संचार साधनों के स्वच्छन्द प्रयोग से होने वाले दुष्प्रभावों के प्रति युवाओं में जागरूकता लानी होगी। शिक्षा की सुनियोजित मूल्य आधारित रूपरेखा उचित अवसर पर शिक्षक मनोरंजक सामग्री द्वारा प्रस्तुत करें। शिक्षा के प्राथमिक स्तर पर ही यह प्रयास आरम्भ हो। शिक्षा ही सदमूल्यों की स्थापना कर सकती है। हमारे युवाओं में आत्मविश्वास की पकड़ इतनी मजबूत हो कि वे हर परिस्थिति में डट कर आगे निकल सकें। सुमनेश जोशी के शब्दों में—

कोई गावै गीत न गावै, उणनै कद अभिलाषा। मरण पंथ रा पंथी तो बस,
करम करण रा प्यासा।।

मानवाधिकार संरक्षण में मीडिया की भूमिका

डॉ. शशि वर्मा

एसोसिएट प्रोफेसर (राज.विज्ञान), एम.एस.कालेज, बीकानेर

मानव बुद्धिमान एवं विवेकपूर्ण प्राणी है और इसी कारण इसको कुछ ऐसे मूल तथा अहरणीय अधिकार प्राप्त होते हैं जिन्हें सामान्यतया "मानवाधिकार" कहा जाता है। अधिकार उन्मुक्ति होने के कारण इस बात को निर्दिष्ट करते हैं कि कोई भी कार्य व्यक्ति की इच्छा के विरुद्ध नहीं किया जा सकता या नहीं किया जाना चाहिए। इस अवधारणा के अनुसार मानव को अन्यायोचित और अपमानजनक व्यवहार से संरक्षित किया जाना चाहिए। वर्तमान में लोकतंत्र का चौथा स्तंभ माना जाने वाला मीडिया, मानवाधिकार संरक्षण में अपनी महती भूमिका आवश्यक रूप से निभा सकता है। मीडिया का काम सत्ता एवं समाज में मौजूद महामानवों पर नजर रखना, उनकी मनमानी पर अंकुश लगाने की कोशिश करना, उनके गलत कार्यों को जनता के सामने लाना है। प्रश्न यह है कि क्या मीडिया अपनी भूमिका निभा रहा है ?

समाचार पत्रों में मानवाधिकारों के हनन के नाम पर सिर्फ पुलिस हिरासत और जेल में होने वाली गतिविधियों एवं मौतों की खबरें ही अधिकांश रूप से प्रकाशित की जाती हैं। परंतु मानवाधिकार हनन की घटनाओं को वह स्थान नहीं मिल पाता है जो मिलना चाहिए। समाचार पत्रों की अपेक्षा इलेक्ट्रॉनिक मीडिया मानवाधिकारों के हनन से संबंधित घटनाओं को आधिकाधिक रूप से मुखरित कर रहा है। मीडिया को आज अपने अधिकारों से वंचित लोगों के अधिकारों का रक्षा के मुद्दों पर अधिक ध्यान देने की जरूरत है।

यह कटु सत्य है कि देश के सभी हिस्सों में पुलिस के साथ प्रेस का संबंध तनावपूर्ण रहा है। पुलिस की अकर्मण्यता, निष्क्रियता, ब्लात्कार, नरसंहार और खराब कानून व्यवस्था आदि के बारे में जब पत्रकार लिखते हैं तो पुलिस के बड़े अधिकारियों की आँखों में खटकने लगते हैं। अतः पुलिस के असहयोगात्मक रवैये के कारण भी मीडिया अपनी सशक्त भूमिका निभाने में असमर्थ हो जाता है। जबकि मानवाधिकारों के संरक्षण का प्रमुख दायित्व पुलिस पर ही है, परंतु विडंबना यह है कि उन्हीं के द्वारा मानवाधिकारों के हनन की घटनाएँ आए दिन उजागर होती रहती हैं। मानवाधिकारों का दायरा बहुत व्यापक है। लेकिन मीडिया से जुड़े लोगों को ही इसकी विस्तृत जानकारी नहीं है। हालांकि यह भी सही है कि मानवाधिकार खुद मीडिया के लिए भी जरूरी है। आज मानवाधिकारों की स्थिति अच्छी नहीं होने के कारण मीडिया को भी स्वतंत्र रूप से कार्य करने में दिक्कत आ रही है। यदि हम मीडिया की भूमिका का गहन परीक्षण करते हैं तो हमें अनेकों ऐसे उदाहरण दृष्टव्य होते हैं। जब जटिल परिस्थिति के बावजूद मीडिया ने अपना दायित्व बखूबी निभाया है तथा मानवाधिकारों की बहाली में अपना सफल योगदान दिया है।

आज संपूर्ण विश्व न्याय, उचित राजनीतिक, सामाजिक व्यवस्था की स्थापना हेतु मीडिया की ओर देख रहा है, क्योंकि मीडिया पारदर्शिता का सोपान है। यह सत्य है मीडिया ने समाज के सूक्ष्म विकास के लिए कार्य नहीं किया है। परंतु वैश्विक राजनीतिक समस्याओं को समाज के सामने रखा है। आज मीडिया से ऐसी आशा की जा रही है कि वह समाज में एक ऐसा पारदर्शी आवरण तैयार करे जिसके प्रकाश में समस्त मानव जाति अपने मानवाधिकारों को संरक्षित कर सके।

महात्मा गांधी का शिक्षा दर्शन : एक अध्ययन

डॉ. राजशेखर पुरोहित

सहायक आचार्य – इतिहास

श्रीडूंगरगढ़ महाविद्यालय, श्रीडूंगरगढ़

भारत की धरा अनेक विद्ववानों, विचारकों, दर्शनशास्त्रियों की ऋणी है, जिन्होंने अपने अनुभवजन्य ज्ञान और विचारों के आधार पर समग्र देश को एक सूत्र में बाधानों का कार्य किया है। आधुनिक भारत में एक ऐसे ही विचारक थे – मोहनदास कर्मचन्द गांधी। महात्मा गांधी का व्यक्तित्व और कृतित्व आदर्शवादी रहा। उनका आचरण प्रयोजनवादी विचारधारा से ओतप्रोत था इसी आधार पर समग्र विश्व उन्हें कुशल राजनीतिक विचारक ही नहीं, वरन् समाजसुधारक भी मानता था। महात्मा गांधी का विचार था कि – एक स्वस्थ समाज का निर्माण शिक्षा द्वारा ही सम्भव है, और शिक्षा केवल दिखावे के लिए नहीं वरन् बुनियादी होनी चाहिए। महात्मा गांधी स्वयं एक अध्ययता थे। उन्होंने शिक्षा के उद्देश्यों और सिद्धान्तों की व्याख्या प्रारम्भिक शिक्षा योजना और शिक्षा दर्शन के आधार पर की।

महात्मा गांधी का विचार था कि भारत के प्रत्येक बालक को 3H की शिक्षा अनिवार्य रूप से दी जानी चाहिए अर्थात् **Head, Hand, or Heart**, ताकि प्रत्येक विद्यार्थी स्वावलम्बी बने, देश को मजबूत बनाए और स्वयं हृदय से राष्ट्रप्रेमी बन सके।

बुनियादी शिक्षा महात्मा गांधी का मौलिक विचार था। महात्मा गांधी का यह मानना था कि – प्रारम्भिक स्तर पर पाठ्यक्रम के अन्तर्गत आधारभूत शिल्प जैसे – कृषि, कताई-बुनाई, लकड़ी, चर्म, मिट्टी शिल्प, मछली पालन, फल-सब्जी की बागवानी, बालिकाओं हेतु गृहविज्ञान तथा स्थानीय एवं भौगोलिक आवश्यकताओं के अनुकूल शिक्षाप्रद हस्तशिल्प, इसके अतिरिक्त गणित, मातृभाषा, कला, हिन्दी, शारीरिक शिक्षा आदि का समावेश होना चाहिए। बुनियादी शिक्षा के अन्तर्गत उद्योग पर आधारित शिक्षा पर बल दिया गया ताकि बालक किसी न किसी हस्तशिल्प को सीख कर युवा होने पर आत्मनिर्भर बन सके, बेरोजगारी से मुक्ति प्राप्त कर सके। इसी संदर्भ में एक विचारक ने यह लिखा भी है कि – “बुनियादी शिक्षा महात्मा गांधी का अन्तिम और सम्भवतः महानतम उपहार है।”

महात्मा गांधी द्वारा प्रतिपादित शिक्षा के विचारों में बालक एवं बालिकाओं को निःशुल्क शिक्षा एवं अनिवार्य शिक्षा का भी प्रावधान था। जो कि देश के समस्त वर्ग के बालक-बालिकाओं को शिक्षित करने के विचार से भी अभिप्रेरित था। महात्मा गांधी ने अपने समय में इस ओर ध्यान इंगित किया था कि बढ़ती जनसंख्या बेरोजगारी का कारण बनेगी ऐसे में मंहगी शिक्षा सर्वसुलभ नहीं हो पाएगी अतः शासकीय संस्थाओं का चाहिए की वे निःशुल्क शिक्षा के विचार को अपनाए जो आज भी प्रासंगिक है।

महात्मा गांधी सर्वोदय समाज के पक्षधर थे, जिसके अन्तर्गत श्रम का महत्व था न की धन का। उनका विचार था कि समाज में स्नेह और सहयोग की भावना होनी चाहिए घृणा एवं पृथकता नहीं होनी चाहिए। शोषण के स्थान पर परहित एवं संघर्ष की प्रवृत्ति के स्थान पर त्याग की प्रवृत्ति होनी चाहिए। इस आधार सर्वोदय समाज की परिकल्पना आज की परम आवश्यकता भी है।

वैचारिक अन्वेषण की दृष्टि से महात्मा गांधी के शिक्षा सम्बंधि विचारों का अवलोकन यह प्रतिपादित करता है कि महात्मा गांधी ने भारतीय परिवेश के अनुसार ऐसी शिक्षा योजना का प्रारूप प्रस्तुत किया, जिसके अन्तर्गत भारतीय समाज में नवाचार हो, और जीवन मूल्यों पर केन्द्रित शिक्षा का प्रसार हो। महात्मा गांधी हृदय से आशावादी थे, क्योंकि उनका लक्ष्य सत्य को प्राप्त करना था। संक्षेप में गांधी जी द्वारा दिए गए शिक्षा के सिद्धान्त, उद्देश्य, पाठ्यक्रम, शिक्षणविधि, आज भी बालक-बालिकाओं विद्यालयों, महाविद्यालयों तथा समाज में प्रासंगिक है तथा शिक्षा के संबंध में उनका विचार केवल मानसिक विकास तक ही नहीं बल्कि शारीरिक, नैतिक, चारित्रिक एवं आध्यात्मिक विकास के लिए भी उपयोगी सिद्ध हो सकता है।

सामाजिक जागरुकता हेतु अध्यापन

शची व्यास

व्याख्यता, सिस्टर निवेदिता महाविद्यालय, बीकानेर

भारतीय उच्च स्तरीय शिक्षा प्रणाली विश्व में संयुक्त राज्य अमेरिका और चीन के बाद तीसरे स्थान पर हैं। उच्च शिक्षा देश में बुद्धिमत्ता, बेहतरीन कार्यबल और मूल्य प्रदान करने चाहिये। भारत में इन उद्देश्यों का विश्लेषण करने पर ज्ञात होता है कि भारत पहले दो उद्देश्यों को प्राप्त करने में सफल हुआ है, परन्तु प्रश्न यह है कि क्या भारतीय उच्च शिक्षा प्रणाली हमारे विद्यार्थियों में बेहतर मूल्य और सामाजिक जागरुकता लाने में सफल हुआ है? समाज में परिवर्तन के बहुत से साधन हो सकते हैं। व्यवस्थित कारक जैसे शिक्षा सामाजिक परिवर्तन के लिये एक उचित साधन है। शिक्षण के अभिनव तरीकों में संवाद चर्चा, समस्या निवारण शामिल हैं ताकि समाज के मुद्दों का विश्लेषण और आलोचना करने की छात्र की क्षमता विकसित हो सकें। जागरुकता ज्ञान है और ज्ञान ही शक्ति है। इसका आशय है कि जब हम लोगों में जागरुकता लाते हैं, तो हम उनको कठिन परिस्थितियों को सामना करने भी सशक्त बनाते हैं और साथ ही उन समस्याओं को दूर करने में भी सहायता करते हैं। शिक्षण द्वारा सामाजिक जागरुकता लाकर समाज में व्याप्त बहुत सी बुराइयों जैसे दहेज प्रथा, बलात्कार, हत्या, महिला उत्पीडन, छेड़छाड़, नशा या तम्बाकू सेवन, राजनैतिक दृष्टिकोण में सुधार लाने में सहायता प्रदान करती हैं। वास्तव में, जब लोगों को उनकी बुरी आदतों के बारे में पता चलेगा तो वे अधिक जिम्मेदारीपूर्ण व्यवहार करेंगे और अधिक सक्रिय होने की कोशिश करेंगे। शिक्षा हमारी कमजोरियों को ताकत में बदलने में मदद करती है। शिक्षा हमें अपने लिये खड़े होने का विश्वास दिलाती है। यह हमारी निर्णय लेने की क्षमताओं में सुधार करता है हमें गतिशील बनाता है। अंधविश्वास ने समाज को उलझन में डालने और समाज को दबाने का काम किया है। झूठी मान्यताओं से गुमराह लोग, समाज के लिये ज्यादा नुकसान पहुंचाने वाले होते हैं। शिक्षा हमें प्रश्न पूछने में मदद करती है, हमें एक विश्लेषणात्मक दिमाग देती है और हमें अंधविश्वासों को अस्वीकार करने में मदद करती है। एक शिक्षित मन सभी कार्यों के लिये वैज्ञानिक तर्क मांगता है।

समाज के वंचित वर्ग में शिक्षा एवं मानव अधिकार

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सभी मनुष्य समान नहीं होते उनके शारीरिक तथा मानसिक भिन्नता पाई जाती है कुछ व्यक्तियों में असाधारण मानसिक प्रतिभा होती है और कुछ मन्द बुद्धि के होते हैं कुछ में पर्याप्त शारीरिक बल होता है और कुछ निर्बल होते हैं। प्रायः यह विभिन्नता प्राकृतिक होती है। परन्तु कभी-कभी सामाजिक संगठन की बुराइयों के कारण भयंकर असामनता उत्पन्न हो जाती हैं जिन लोगों को शारीरिक तथा मानसिक उन्नति करने के सुअवसर प्राप्त होते हैं उन लोगों से अधिक बुद्धिमान तथा शक्तिशाली हो जाते हैं जिन्हें ऐसे अवसर की प्राप्ति नहीं होती है इसलिए समाज का संगठन ऐसा होना चाहिए जिसमें प्रत्येक अपनी शिक्षा, धनप्राप्ति, समाज सेवा तथा अन्य प्रकार के सुअवसर पात्र हो। मानव के शक्तियों की उन्नति सुअवसर से ही प्राप्ति से ही होती है और सुअवसर मानव को समाज के ही प्राप्त होते हैं। इसलिए समाज में मानव को ऐसी परिस्थितियों में रखा जाए जिसमें से अपनी अधिक से अधिक उन्नति करने का सुअवसर प्राप्त हो। ऐसा करने से समाज तथा मानव दोनों का हिता होगा। इसलिए हम कह सकते हैं कि वह प्रत्येक मानव का अधिकार है कि वह समाज में उन्नति करने के लिए अधिक से अधिक अवसर प्राप्त कर सके। दूसरे शब्दों में हम कह सकते हैं कि उसे उन्नति करने के लिए अधिकार प्राप्त हो, अधिकारों का जन्म समाज में ही होता है और समाज की उन्नति अधिकारों पर निर्भर है इसलिए अधिकार हम मानव की उन सामाजिक परिस्थितियों को कह सकते हैं जिनमें उसे अपने व्यक्तित्व की उन्नति के लिए सुअवसर प्राप्त होते हैं अधिकार एक प्रकार की शक्ति है जिसमें मानव अपनी स्वतन्त्रता का अनुभव करता है, परन्तु यह शक्ति शारीरिक शक्ति नहीं है यह वह शक्ति है जो मानव को समाज अथवा राज्य की ओर से प्राप्त होती है।

वृहत् रूप से मानव अधिकार वे मौलिक अधिकार हैं जो मानव गरिमा को बनाये रखने के लिए आवश्यक हैं उन्हें मानवधिकार कहा जाता है। ये वे अधिकार हैं जो प्रत्येक मानव के हैं क्योंकि वह मानव है चाहे वह किसी भी राष्ट्रीयता, प्रजाति या नस्ल, धर्म लिंग का हो। अतः मानव अधिकार वह अधिकार है जो हमारी प्रकृति में अर्न्निहित है तथा जिनमें अभाव में हम मानवों की भांति जीवित नहीं रह सकते हैं।¹

अधिकार वह सामाजिक आचरण है जैसे कि हम दूसरे से अपने प्रति आशा करते हैं और अन्य हम से। इस प्रकार अधिकार का वास्तविक अर्थ मानव की स्वतन्त्रता, समानता और गरिमा के साथ जीने के लिए स्थितियां उत्पन्न करने से है इनके द्वारा व्यक्ति समानता के साथ एवं निर्भिक रूप से मानव गरिमा के साथ अपना जीवन-यापन करने में समर्थ होता है।

भारत के वर्तमान परिपेक्ष्य में उद्यमिता शिक्षा का महत्व एवं चुनौतियां

डॉ अशोक कुमार व्यास

व्याख्याता, सिस्टर निवेदिता कन्या महाविद्यालय, बीकानेर।

उद्यमी के अन्दर गुणात्मक ज्ञान, कौशल विकास एवं नवीन खोज की उपलब्धियों का सकारात्मक प्रयोग ही उद्यमशीलता है। उद्यमशीलता उद्यमों को बढ़ावा देती है, इसी कारण यह देश के आर्थिक विकास का आधार है। विकसित राष्ट्र के निर्माण के लिए शिक्षित युवाओं के लिए उद्यमिता शिक्षा बहुत महत्व रखती है। गांवों के देश भारत में ग्रामीण युवाओं का शिक्षा, कौशल विकास एवं रोजगार के लिए लगातार शहरों की तरफ पलायन करना शिक्षित बेरोजगारों की संख्या में निरन्तर वृद्धि कर रहा है। भारतीय शिक्षण शैली की विडंबना ही है कि यहां उच्च शिक्षा प्राप्ति के पश्चात् भी युवाओं को उचित लाभकारी नौकरी नहीं मिल पाती है। वर्तमान परिपेक्ष्य को ध्यान में रखकर सरकारी एवं गैर सरकारी स्तर पर इस बात पर विशेष बल दिया जाना चाहिए की शैक्षणिक संस्थानों में छात्रों के बीच उद्यमिता शिक्षा के तहत कौशल एवं कुशल शिक्षण व्यवस्था प्रदान करें, ताकि वैश्विक चुनौतियों से निपटने के लिए युवा उद्यमी नई तकनीक, अभिनव विचार एवं शोध विकास कर उद्यमिता को बढ़ावा दे, इससे ना सिर्फ बेरोजगारी की समस्या का निवारण होगा साथ ही देश का सर्वांगीण विकास संभव हो पायेगा। इसी सकारात्मक सोच पर स्वतंत्रता प्राप्ति के पश्चात् से ही केन्द्र सरकार द्वारा उद्यमिता शिक्षा को बढ़ावा दिया जा रहा है, जिससे देश के समग्र निर्माण में योगदान मिला है। शोध पत्र में भारत के वर्तमान परिपेक्ष्य में उद्यमिता शिक्षा का महत्व एवं चुनौतियों पर अपनी राय रखते हुए की उद्यमशीलता शिक्षा एवं शिक्षण विधियों की आवश्यकता भारत में उद्यम एवं उद्यमिता के विकास के लिए बेहद आवश्यक है।

स्वस्थ शिक्षण संस्कृति

डॉ. मुकेश किराडू

व्याख्याता (A.B.S.T.) श्री नेहरू शारदा पीठ पी.जी. महाविद्यालय, बीकानेर

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हम भारतीयों की आवश्यकताओं को पूरा करने के लिये सभी जरूरी संसाधन पर्याप्त मात्रा में देश में उपलब्ध है। हमारे यहां बहुत सी नीतियाँ और संस्थाएँ हैं। चुनौती है तो बस शिक्षकों, विद्यार्थियों और तकनीक-विज्ञान को एक सूत्र में पिरोकर एक दिशा में चिंतन करने की! छात्र व युवा-शक्ति को भावनात्मक, नैतिक एवं बौद्धिक विकास की ओर प्रवृत्त करने की। वैज्ञानिक और तकनीकी खोजों को सही ढंग से छात्रों के विकास में उपयोग करने की। इसके लिये स्वस्थ शिक्षण संस्कृति का विकास करना होगा। और यह संभव है पठन-पाठन अर्थात् परिचर्चा से। वर्तमान समय में विद्यालयों एवं महाविद्यालयों में छात्रों की तार्किक-शक्ति एवं मानसिक चेतना से अवगत होने के लिये परिचर्चाओं या वाद-विवाद प्रतियोगिताओं का आयोजन किया जाना चाहिये। किसी भी देश की राजनीतिक, सामाजिक, धार्मिक, सांस्कृतिक एवं आर्थिक समस्याओं के प्रति छात्रों के क्या विचार है। क्या दृष्टिकोण है, यह परिचर्चा के माध्यम से जाना जा सकता है परिचर्चा छात्रों की आंतरिक-भावना का प्रतिबिम्ब होती है। जो भावना हृदय में किसी भी समस्या या विषय को लेकर संचित है परिचर्चा के माध्यम से वह व्यक्त कि जा सकती है। अतः अगर परिचर्चा का आयोजन किया जाये तो उससे पढ़ने से ऊबने की प्रवृत्ति समाप्त हो जाएगी। छात्रों को अपने विचार व्यक्त करने के अवसर प्राप्त होंगे। जिससे प्रत्येक छात्र की वक्तव्य-शक्ति और तार्किक-शक्ति का विकास होगा। अतः प्रत्येक शिक्षण-संस्था में पठन-पाठन अर्थात् परिचर्चा का आयोजन एक स्वस्थ शिक्षण संस्कृति का विकास करेगा।

शिक्षा और मनोविज्ञान का अन्तर्सम्बन्ध

डॉ. सुमन जोशी प्राचार्या राजस्थान महिला टीटी कॉलेज, बीकानेर प्रस्तुत पेपर शिक्षा और मनोविज्ञान के अन्तर्सम्बन्धों तथा मनोविज्ञान के द्वारा शिक्षा में आए परिवर्तनों पर चर्चा करने का प्रयास करेगा। एक राष्ट्र अथवा समाज के लिए सबसे महत्वपूर्ण अंग मानव को कहा गया है। कोई भी राष्ट्र मानव के प्रयासों द्वारा ही उन्नति के पथ पर अग्रसर हो सकता है, क्योंकि विकास करने की क्षमता मानव में ही होती है। परन्तु ये व्यक्ति के अन्दर अनन्त शक्तियाँ निहित होती हैं। जब इन शक्तियों का सुचारु रूप से सर्व हन होता है तो विकास तदनु रूप क्षमता के अनुसार हो जाता है। वास्तव में मानव विकास में शिक्षा का महत्वपूर्ण योगदान है। शिक्षा यानि 'सीखना'। सीखने के लिए शिक्षण की आवश्यकता होती है। शिक्षा ग्रहण करने का कार्य जन्म से लेकर मृत्युपर्यन्त चलता रहता है। इस प्रकार शिक्षा घर से प्रारम्भ होकर अनवरत् रूप से चलती रहती है। इसके अन्तर्गत विद्यालय, शिक्षक एवं समाज अपनी अहम भूमिका निभाते हैं। विद्यालय में शैक्षिक लक्ष्यों को पाने हेतु शिक्षक अपने शिक्षण-कार्य के लिए मनोविज्ञान का सहारा लेते हैं। इस संदर्भ में कहा भी गया है कि एक आदर्श शिक्षक को मनोविज्ञान का ज्ञाता होना आवश्यक है तथा शिक्षा मनोविज्ञान की एक शाखा है। इस प्रकार शिक्षा एवं मनोविज्ञान का गहरा संबंध है। ये एक-दूसरे के पूरक भी हैं। शिक्षा के द्वारा ही हम बालक का सर्वांगीण विकास कर सकते हैं। इसके लिए यह आवश्यक है कि बालक के व्यक्तित्व को श्रेष्ठता की ओर ले जाया जाये। शिक्षा का कार्य मनुष्य के व्यवहारों में सशोधन करना है और मनोविज्ञान का कार्य मानव व्यवहारों का अध्ययन है। शिक्षा मनोविज्ञान के ज्ञान द्वारा शिक्षक कई महत्वपूर्ण बिन्दुओं को ध्यान में रख सकता है जो कि उसके शिक्षण में बहुत महत्वपूर्ण साबित हो सकते हैं, जैसे- प्रभावी शिक्षण विधियों का चुनाव, पाठ्यक्रम निर्माण शिक्षार्थियों की समस्याओं को समझना एवं उनका हल निकालना, अनुशासन, समय-सारणी, पाठ्यसहगामी क्रियाएँ इत्यादि। इस प्रकार वर्तमान संदर्भ में शिक्षा-मनोविज्ञान की उपयोगिता पर विचार करें तो शिक्षक-विद्यार्थियों की समस्याओं का निराकरण, व्यवसायिक निर्देशन, आधुनिक शिक्षण तकनीक का प्रयोग इत्यादि के लिए मनोविज्ञान का अध्ययन करना आवश्यक है। यह ध्रुव सत्य है कि राष्ट्रीय एवं सामाजिक सरोकारों को साधने हेतु एक आदर्श शिक्षक को मनोविज्ञान एक आधार पर प्रस्तुत करता है ताकि बौद्धिक एवं सांस्कृतिक सामर्थ्य से युक्त आदर्श नागरिक का निर्माण सम्भव हो सके।

आधुनिक समाज में पुस्तकालायों की भूमिका

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आज आधुनिक समाज की सबसे बड़ी आवश्यकता है सूचना एवं ज्ञान। पुस्तकालय की आवश्यकता की पूर्ति हेतु एक महत्वपूर्ण भूमिका निभाता है। पुस्तकालय एक सामाजिक संस्था है जो समाज कल्याण के लिए निरन्तर कार्य करती है। हमारे देश में विद्यादान को श्रेष्ठ कार्य माना जाता है तथा विद्या दान को सभी दानों में श्रेष्ठ माना जाता है। यह श्रेष्ठदान पुस्तकालय ही कर पाते हैं ग्रंथालय सभी बच्चे, बूढ़े जवान, महिला पुरुष, विकलांग, ज्ञानी व अज्ञानी आदि को बिना शिक्षक के एक शैक्षिक संस्था के समान ज्ञान देता है। ग्रन्थालय ज्ञान के भण्डार होते हैं, तथा विद्या प्रदान करने वाले अथाहा सागर होते हैं। अतः आधुनिक युग में पुस्तकालय की भूमिका निम्न क्षेत्रों में अधिक महत्वपूर्ण है।

- (1) पुस्तकालय एवं अनुसंधान
- (2) सूचना के प्रसारण में भूमिका
- (3) आर्थिक विकास
- (4) शिक्षा के क्षेत्र में महत्वपूर्ण भूमिका
- (5) मनोरंजन एवं अतिरिक्त समय में भूमिका समाज की उन्नति व शिक्षा के लिए पुस्तकालय एक आवश्यकता है। जिस तरह से साहित्य का दर्पण होता है उसी प्रकार ग्रन्थालय संस्कृति के संवाहक व रक्षक होते हैं समाज में यदि ग्रंथालयों की स्थिति समृद्ध है तो नागरिकों के व्यक्तित्व निर्माण के लिए आवश्यक पृष्ठभूमि तैयार हो जाती है। समाज विज्ञान अनुसंधान कार्यों में पुस्तकालय प्रयोगशाला व ग्रंथालय दोनों की भूमिका निभाता है ग्रन्थालय आज सूचना केन्द्रों के रूप में कार्य कर रहे। समाज की बदलती परिस्थितियों के अनुसार पुस्तकालयों की भूमिका में भी काफी परिवर्तन हो गया है। आज रंगनाथन जी के पाँच सिद्धान्त फलीभूत हो रहे। जो रंगनाथन जी ने 1931 में दिये थे। आज सभी पाठकों को उनकी पुस्तक व पुस्तक को पाठक तथा **Technology** के उपयोग के कारण पाठकों का समय बचाओं। सभी सूत्रों का पालन हो रहा है पुस्तकालय सूचना को एकत्रित करके उनका प्रसारण करते हैं। शिक्षा के क्षेत्र में पुस्तकालय अहम भूमिका निभाते हैं। जहाँ पुस्तकों की सुरक्षा व संरक्षण महत्वपूर्ण था वहाँ आज पुस्तकों का उपयोग महत्वपूर्ण हो गया है। शिक्षा के शैक्षिक पुस्तकालयों में प्रारम्भ से विद्यार्थियों में पढ़ने की आदत विकसित हो जाती है तथा जिससे वे स्वयं अपनी पढ़ने की रुचि को बढ़ा सकें।

पुस्तकालय आर्थिक विकास में सहयोग प्रदान करता है बड़ी बड़ी कम्पनियाँ अपने यहाँ सुसज्जित पुस्तकालयों की स्थापना करती हैं जिनमें आधुनिक **Technology** का प्रयोग किया जाता है।

शोधकार्य पुस्तकालय ग्रंथीय सहायता प्रदान करते हैं जैसे **Indian oil corporation, Bharat**

Petroleum, Tata Steels, ONG आदि पुस्तकालय स्थापित करते हैं। पुस्तकालय शिक्षा के सभी उद्देश्यों को पूरा करने में सक्षम होते हैं

- (1) ज्ञान का प्रसार
- (2) मूल्यों का निर्माण तथा विकास
- (3) रोजगारोन्मुखी शिक्षा तथा तकनीकों का शिक्षण

संक्षेप में हम कह सकते हैं कि आधुनिक समाज में पुस्तकालयों की अहम भूमिका है जो सभी क्षेत्रों में समान रूप से अपने दायित्वों का निर्वाह करते हुए। देश को विकास की ओर अग्रसर करता है।

बाल्यकालीन शिक्षा :वर्तमान संदर्भ में चुनौतियां एवं नवीन प्रवृत्तियां

डॉ. इंदिरा गोस्वामी
सहायक आचार्य

राजकीय महारानी सुदर्शन कन्या महाविद्यालय, बीकानेर

वर्तमान युग वैश्वीकरण का युग है, इस दौर में विविध क्षेत्रों में चुनौतियों का सामना करने हेतु शिक्षा एक महत्वपूर्ण कड़ी है, जिसके माध्यम से सकारात्मक दिशा में प्रयास संभव है। वर्तमान में तकनीकी क्रांति के फलस्वरूप बाल्यकालीन शिक्षा के क्षेत्र में नित नये प्रयोगों एवं अनुसंधानों के फलस्वरूप नवीन शैक्षिक प्रवृत्तियों, अभिनव सिद्धांतों, नवीन प्रविधियों एवं तकनीकों का आविर्भाव हो रहा है, फलस्वरूप बाल्यकालीन शिक्षा के स्वरूप में बदलाव एवं विकास की संभावनाएं बढ़ी हैं किंतु इन सभी प्रयासों के बावजूद भी हम शिक्षा के महत्वपूर्ण लक्ष्य को प्राप्त करने में सफल नहीं हो पा रहे हैं। शिक्षण संस्थाओं की असंतोषजनक स्थितियों, प्रशिक्षित शिक्षकों की कमी, खेल एवं अधिगम सामग्री—उपकरणों की अपर्याप्तता, दिशा—विहीन शिक्षा नीतियों एवं संस्कार प्रधान शिक्षा का अभाव इत्यादि इस क्षेत्र में चुनौतियां हैं। वर्तमान संदर्भ में बाल्यकालीन शिक्षा के क्षेत्र में आने वाली इन समस्याओं का सामना करने हेतु आवश्यक है बालकों की शिक्षा के क्षेत्र में सकारात्मक दिशा में प्रयास किए जाएं। बालकों के सर्वांगीण विकास एवं बाल संस्कारों के पोषण की दिशा में सार्थक प्रयास के क्रम में घर एवं विद्यालय में रोचक एवं प्रेरणास्पद वातावरण का सृजन करते हुए तकनीकी शिक्षा के साथ—साथ नैतिक मूल्यों की भी शिक्षा दी जाए, वैदिक एवं तकनीकी शिक्षा को सम्मिलित रूप में आत्मसात् कर हम एक संस्कारवान नई पीढ़ी का सृजन कर राष्ट्र निर्माण में अपना अमूल्य योगदान दे सकते हैं।

राजस्थान में विद्यालय शिक्षा में बालिकाओं की ड्रॉपआउट दर अधिक होने की समस्या

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राजस्थान महिला साक्षरता विशेषकर बालिका शिक्षा के क्षेत्र में सदैव एक पिछड़ा राज्य रहा है। विद्यालय शिक्षा में बालिकाओं का नामांकन एवं ठहराव सदैव एक समस्या एवं चुनौतीपूर्ण कार्य रहा है। संपूर्ण भारत की तुलना में राजस्थान में विद्यालय शिक्षा में बालिकाओं की ड्रॉपआउट दर सदा अधिक रही है। यद्यपि राज्य सरकार की विभिन्न योजनाएं एवं विभिन्न गैर सरकारी संगठन सदा इस दिशा में प्रयासरत रहे हैं तथापि विद्यालय शिक्षा में बालिका ड्रॉप आउट दर में राजस्थान उत्तर प्रदेश के पश्चात दूसरे निम्नतम स्तरका राज्य है। 2016—17 के आंकड़ों के अनुसार 11 से 14 वर्ष आयु समूह में विद्यालय शिक्षा में भारत की बालिकाओं की ड्रॉपआउट दर 5.2: रही वहीं इसी आयु समूह में राजस्थान की बालिका ड्रॉपआउट दर 9.7: रही। आयु समूह बढ़ने के साथ ड्रॉपआउट दर भी बढ़ती जा रही है गत वर्षों में विद्यालय शिक्षा में बालिकाओं की ड्रॉपआउट दर में कमी आई है परंतु अभी भी बालिका शिक्षा में ड्रॉपआउट दर बहुत बड़ी समस्या है प्रस्तुत शोध पत्र पन्का उद्देश्य विद्यालय शिक्षा में बालिकाओं के ड्रॉपआउट दर कम करने एवं बालिकाओं के ठहराव को सुनिश्चित करने के लिए राज्य सरकार की विभिन्न योजनाओं के प्रभाव एवं गैर सरकारी संगठनों द्वारा किए गए प्रयत्नों का विश्लेषण करते हुए विद्यालय शिक्षा में बालिकाओं के ड्रॉपआउट, दर अधिक होने के कारण एवं समस्या का समाधान खोजना है।

शिक्षा विकासोन्मुखी और रोजगारोन्मुखी हो

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संसार में शिक्षा का जितना प्रसार लगभग चालीस वर्षों में हुआ है, उतना पहले कभी नहीं हुआ और विकासशील देशों में तो पिछले बीस—पच्चीस वर्षों में अधिकाधिक लोगों को शिक्षित करने के अथक प्रयास हुए हैं। आश्चर्य की बात यह है कि शिक्षा के लिए इतने प्रयास किए जाने पर भी जिन्हें पढ़ा—लिखा समझा जाता है, जिन्हें शिक्षित और सुसंस्कृत कहा जाता है, उन्होंने संसार में जितनी अशान्ति, जितना तनाव, जितनी हिंसा फैलाई है उतनी अनपढ़, अशिक्षित, गंवार लोगों ने नहीं फैलाई।

शिक्षा के कारण आधुनिक मनुष्य ने निश्चित ही चाँद—तारों की ऊँचाइयों को छू ली हैं, परन्तु उसके भीतर उतना ही गहरा खोखलापन, उतनी ही अधिक निराशा और सूनापन उत्तर आया है।

शिक्षा की समस्याओं पर विचार करने से पहले यह पूछना जरूरी है कि भूल कहाँ होती जा रही है? शिक्षा के क्षेत्र में इतनी अराजकता क्यों फैली हुई है? जिन्होंने शिक्षा प्राप्त की है, वे क्यों इतने दुःखी, हताश और तनाव से भरे हैं? आज शिक्षा का प्रचार—प्रसार चारों तरफ से हो रहा है। परन्तु शिक्षा किसे कहते हैं? शिक्षा का उद्देश्य क्या है? आज की शिक्षा किस तरह से मनुष्य का जीवन सुधार सकती है, समाज का भला और देश का कल्याण कर सकती है। 'लोगो! पढ़ाई करो, पढ़ाई करो' का नारा लगा रखा है, जैसे 'अन्धे वाली गफी घाल रखी है'। सरकार ने 'स्कूल चलें', 'बच्चों को पढ़ाएँ' और 'साक्षर बनाएँ' की रट लगा रखी है। बहुत सी योजनाएँ चला रखी हैं। परन्तु लोग इसका लाभ नहीं लेते। सरकार भी राज्य को पूर्ण साक्षर बनाने की कोशिश में लगी है। इसके लिए निरन्तर प्रयास करती रहती है। पढ़ाई में 'गोळी कठीनै ई जावो, भटके सूँ काम' वाली बात से काम नहीं चलता।

आज सही दिशा में सही शिक्षा से गाड़ी चल सकती है। केवल डिग्री से काम नहीं चलता। आज की डिग्री तो 'गीदड़ वाला परवाना' है। एक गीदड़ को जंगल में उड़ता हुआ कागज मिल जाता है। वह उसकी भूंगली बनाकर सभी गीदड़ों, लोमड़ियों, खरगोशों आदि को इकट्ठा करके कहता है, "देखो भाई लोगो! यह परवाना भगवान ने भेजा है और इसमें लिखा है कि आज से मैं आप सभी का राजा हूँ। आज से आप मेरी प्रजा हो। मेरा हर हुक्म आपको मानना है, मैं आप पर राज करूँगा।" सभी उसकी जय—जयकार करने लगे। गीदड़ों ने उधम मचानी शुरू कर दी।

‘मालिक का मालिक कौन?’। एक दिन घूमते-फिरते गीदड़ राजा और उसके भाई-बन्धु शहर के निकट जाकर उधम मचाने लगे; शहर के कुत्ते उनके पीछे दौड़े। राजा के पास आकर पुकार की, “माई बाप! वो आपका ‘परवाना’ इन कुत्तों को बताओ न!” गीदड़राज के पैरों तले से जमीं खिसकने लगीं, कलेजा काँपने लगा। गीदड़राज बोला, “अगर अपना जीवन प्यारा है तो भागो, ये तुम्हारे बाप अनपढ़ हैं, इन्हें ‘परवाना’ पढ़ना नहीं आता। इस तरह परवाने की पोल खुल गई। तो भाई लोगो! यह डिग्रियाँ तो ‘परवाना’ है, उसे कौन समझ सकता है।

मनुष्य का भला कर अपना जीवन सफल करने वाले युवाओं को तैयार करे, वही शिक्षा है। इस वैज्ञानिक युग में अच्छे काम करने वाले और समाज का कल्याण करने वाले कितने लोग हैं? अँगुलियों पर गिनाए जा सकते हैं! अन्यथा पढ़े-लिखे लोगों की तरफ देखें तो भटकती भीड़ नजर आती है। ‘घाण ही बिगड़ गया’ और ‘कुएँ भांग पड़ गई’ की कहावतें चरितार्थ होती हैं। आज की शिक्षा ‘भूतों वाला कोयला’ हो गई है, जो देखने पर रुपए लगते हैं लेकिन हाथ में लेते ही कोयला हो जाते हैं। जब पढ़ते हैं तब उनके पैर जमीन पर नहीं टिकते और आकाश के तारे तोड़ने की बात करते हैं परन्तु जब डिग्री हाथ में आती है तब सच्चाई से सामना होता है। गाड़ी कीचड़ में फंस जाती है और अपने से कम पढ़े-लिखे पूंजीपतियों, अफसरों के सामने गिड़गिड़ाना पड़ता है, क्योंकि डिग्री की भूंगली से पेट भरने वाला परवाना है।

अब बताइए! पढ़े-लिखे लोग कहाँ जाएँ? मैं पूछता हूँ, ऐसी शिक्षा का क्या महत्त्व है? पढ़ा-लिखा क्या करे, कहाँ जाए, किसको दोष दे? जिन्होंने शिक्षा प्राप्त की है, वे क्यों इतने दुःखी, हताश और तनाव से भरे हैं।

जो शिक्षा साक्षर और निरक्षर में भेद नहीं करती, पेट भरने की कला, हुनर नहीं सिखाती, मानवता और भाईचारे का पाठ नहीं पढ़ाती, उससे क्या लाभ? कुतर्क और घात करने वाले, भ्रष्टाचार की कमाई खाने वाले नागरिकों से क्या भला होगा? यह बात तो प्रत्यक्ष है कि इस शिक्षा का व्यावहारिक दृष्टि से कोई खास महत्त्व नहीं है। प्राचीन कहावत है-‘अणभणिया घोड़े चढ़े, भणिया मांगे भीख’। आज भी यही स्थिति देखने को मिलती है। अब हाथी-घोड़ों का जमाना नहीं है, परन्तु निरक्षर अब कारों और हवाई जहाजों में मौज-मस्ती करते फिरते हैं और पढ़े-लिखे लोगों की भीड़ भटक रही है। आज की अधिकचरी शिक्षा व्यवस्था तो मरे हुआँ को और मार रही है। यदि निरक्षर होते तो कोई भी काम करके पेट पाल सकते हैं परन्तु पढ़ा-लिखा युवक मेहनत का काम कैसे करे, शर्म जो आती है। फिर यह हराम की ताकते फिरते हैं और गलत रास्तों पर चलकर संस्कार और जीवनमूल्यों से मूलतः रुग्ण हो जाते हैं। इस रुग्णता की जड़ को उखाड़ना अनिवार्य है।

उच्च शिक्षा को गुणवत्तापरक एवं रोजगारोन्मुखी बनाने के लिए नई शिक्षा नीति को लागू किया गया। शिक्षण संस्थाओं के माध्यम से कौशल विकास कर सीधा उद्योगों से जोड़ा जाएगा। काफी समय से देश में नई शिक्षा नीति की आवश्यकता महसूस की जा रही थी, ताकि उसे लागू कर युवाओं में बेरोजगारी को कम किया जा सके।

हमारे देश में उच्च शिक्षण संस्थानों की कमी नहीं है। कमी है तो बस गुणवत्तापूर्ण शिक्षा एवं श्रेष्ठता की। आज हमारे देश में पढ़ाई पूरी करने के बाद भी छात्रों को रोजगार नहीं मिल पा रहा है। छात्र अपना पाठ्यक्रम पूरा करके डिग्रियाँ तो प्राप्त कर रहे हैं, लेकिन शिक्षा में गुणवत्ता और कौशल विकास की कमी के कारण रोजगार नहीं पा रहे हैं। और अगर रोजगार मिल भी जाए तो उन्हें सम्मानजनक वेतन व सुविधाएँ नहीं मिल पा रही हैं।

अनेकानेक समितियों और कमिशनों द्वारा तैयार की गई डेरों रिपोर्ट्स तथा उपराऊपरी किए गए शिक्षा सम्बन्धी सभी सुधार व्यर्थ हैं। आवश्यकता है एक पैनी, सर्वांगीण दृष्टि की, जो हमारी तमाम भ्रान्तियों को मिटाकर शिक्षा के प्रति एक स्वस्थ और सार्वभौमिक विचार पैदा कर सके।

प्राचीन भारत में शिक्षा की समग्र व्यवस्था

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प्राचीन भारत में शिक्षा व्यवस्था की समग्र व्यवस्था थी। भारतीय शिक्षा में आध्यात्मिकता और वैज्ञानिकता का अद्भूत समन्वय था। यह शिक्षा समकालीन विश्व की शिक्षा व्यवस्था से समुन्नत एवं उत्कृष्ट थी। नालन्दा तक्षशीला और विक्रमशीला, ये ऐसे विश्व विद्यालय थे जहाँ पढ़ना छात्रों का सपना होता था चीनी यात्री एक्वुन खेंग ने लिखा है कि दुनिया के सभी विषयों की पढ़ाई इन विश्वविद्यालयों में होती थी। आर्थिक, राजनीतिक, कूटनीतिक, धर्म संस्कृति और आपसी सम्बन्धों की शिक्षा प्राप्त करने के लिए भारत से अच्छी जगह नहीं हो सकती है। प्राचीन भारत में 13 बड़े विश्वविद्यालयों या शिक्षण केन्द्रों में शिक्षा प्रदान की जाती थी। इन शिक्षण केन्द्रों में गणित, भूगोल, ज्योतिष, चिकित्सा, विज्ञान के अलावा अन्य विषयों की भी पढ़ाई होती थी। शिक्षा के क्षेत्र में भारत का कोई सानी नहीं था। हमारी शिक्षा ने पूरी दुनिया को न सिर्फ ज्ञान बल्कि संस्कार भी दिए हैं।

डॉ० आल्टेकर “वैदिक युग से लेकर भारतवासियों के लिए शिक्षा का अभिप्राय यह रहा है कि शिक्षा प्रकाश का स्रोत है तथा जीवन के विभिन्न कार्यों में यह हमारा मार्ग आलोकित करती है।”

अध्यापक शिक्षा

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“अध्यापक शिक्षा से तात्पर्य अध्यापकों के प्रशिक्षण व्यवस्था से है। एक सक्षम, आत्मनिर्भर, अनुशासित, चरित्रवान आदि गुणों से युक्त विद्यार्थी के लिए आवश्यक है, उसकी उच्च कोटि की शिक्षा व्यवस्था, जो न केवल पाठ्यक्रम से पूरी की जा सकती है बल्कि उसके लिए एक सक्षम अध्यापक की भी आवश्यकता होती है। इसी आवश्यकता की पूर्ति हेतु अध्यापकों को विशेष प्रशिक्षण दिया जाता है, उसे ही अध्यापक शिक्षा कहते हैं।”

प्राचीन काल में शिक्षा से सम्बन्धित साक्ष्य तो उपलब्ध होते हैं पर शिक्षक प्रशिक्षण से सम्बन्धित जानकारी प्राप्त नहीं होती। इस युग में शिक्षा व्यवस्था पूर्णतः वेदों से सम्बन्धित थी। गुरुकुल में रहकर अध्ययन करने वाले श्रेष्ठ शिष्य को ही आगे चलकर शिक्षण कार्य का दायित्व दे दिया जाता था। बौद्ध काल में कुछ अध्यापकों के लिए प्रशिक्षण की व्यवस्था तो थी लेकिन ये प्रशिक्षण प्राप्तकर्ता बौद्ध भिक्षुक थे, जिन्होंने बौद्ध धर्म के प्रचार के लिए कार्य किया। मध्यकाल में अध्यापक प्रशिक्षण का क्षेत्र शून्य ही रहा। शैक्षिक संस्थाएं, मदरसे के रूप में थी जिसमें शिक्षा देने का दायित्व केवल मौलवियों के हाथ में था।

ब्रिटिशों का भारत में आगमन होने पर शैक्षिक व्यवस्था में महत्वपूर्ण बदलाव आये। ब्रिटिश लोगों का मुख्य उद्देश्य भारतीय जनता को ब्रिटिश व्यवस्था के अनुरूप बनाना था। उन्होंने 1854 के वुड घोषणा पत्र, 1882 के हण्टर आयोग, 1904 की लार्ड कर्जन की शिक्षा नीति से भारतीय शिक्षा व्यवस्था में आमूलचूल परिवर्तन किये। इन आयोगों के माध्यम से विद्यालय, महाविद्यालय तथा शिक्षण महाविद्यालय खोलने की संस्तुतियाँ प्रस्तुत की गईं।

इसी कड़ी में स्वतंत्र भारत में 1948 में विश्वविद्यालय शिक्षा आयोग, 1952 में मुदालियर आयोग तथा 1964-66 में कोठारी आयोग का गठन किया गया। इन आयोगों के द्वारा शिक्षा में सहशैक्षिक गतिविधियों तथा व्यावसायिक शिक्षा की वर्तमान कमियों को दूर करने सम्बन्धित सुझाव दिये गये।

अध्यापक शिक्षा के लिए अनेक राष्ट्रीय और राज्य संस्थाएं खोली गईं जैसे – UGC, NET, NCTE, CSSP, NIEPA, CASE, SBTE, DIET आदि। ये संस्थाएं अध्यापक शिक्षा में निरन्तर अपना सहयोग प्रदान कर उत्कृष्ट प्रदर्शन कर रही हैं।

वर्तमान में 2100 अध्यापक प्रशिक्षण संस्थाएं कार्यरत हैं, आधुनिक अध्यापक के प्रशिक्षित होने मात्र से काम नहीं चल सकता उसकी वास्तविक प्रासंगिकता तब होगी जब छात्राध्यापकों को नैतिक शिक्षा, आधुनिक तकनीक, बाल मनोविज्ञान व शिक्षण विधियों की उचित जानकारी दी जाये। सेवारत प्रशिक्षण के दौरान शिक्षण के अतिरिक्त प्रशासनिक कार्यों से मुक्ति, दूसरे जिले में नियुक्ति से मुक्ति दी जाये साथ ही निजी संस्थाओं में वेतन विसंगतियों को दूर किया जाये। जब अध्यापकों को यह सुविधायें प्रदान की जायेगी तभी वह अपने कर्तव्य का निर्वहन उचित रूप से कर सकेंगे और श्रेष्ठ युवा पीढ़ी को राष्ट्रहित में तैयार कर सकेंगे।