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Promoting Dialogue in Education

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Samwaad: e - Journal

Samwaad Educational Society registered under MP society act, is happy to launch Vol. 8 Issue 1 of its online e-Journal “**Samwaad: e-Journal**”. This journal is hosted on the “Samwaad” website <http://samwaad.in>

On this occasion, the entire team of Samwaad thanks all its board members, Site members, Technical team, Professors & Researchers for their valuable suggestions, input & guidance.

With all the very best wishes,

- Team “Samwaad”

**“EDUCATION IS A KIND OF CONTINUING
DIALOGUE, AND A DIALOGUE ASSUMES
DIFFERENT POINTS OF VIEW.”**

ROBERT M. HUTCHINS



From the Desk of Chief Editor

Education is one of the intervening variables of social change. The role of Education as an instrument of social change and development is widely reorganized today. Education can bring changes in the outlook and attitudes of people; to change people means to change society. On the other hand society undergoes continuous changes over time. A nomadic society in the ancient past transformed into various forms in the progress of time to learning society , then agricultural society, industrial society and now as information society ,(though we call it as knowledge society) because information transferred is in such a faster rate, that it is very difficult to transform into knowledge in short span of time. Samwaad is prolonging encouragement of “digital dialogue” to set a Learning Community of knowledge society as a tool for transformation. In the light of rapidly expanding technology of this age, Education must become significantly more effective to retain its status and should be a progression towards excellence and wisdom. Our endeavor could be seen as wings for the progress of the educators and learning surroundings. Dialogue helps in shared learning for teacher’s to improve creation, acquisition, dissemination, and implementation of the knowledge.

I am happy to present this next volume of Samwaad to facilitate learning and enhance the knowledge about recent researches in humanities.

I intend to have an open interaction of all esteem Educationists, Teachers, Researchers and Learners in an ongoing fashion and welcome all for collaborative, encouraging, open-minded & accessible learning.

I welcome ongoing dialogue with you and can be contacted at editor.samwaad@gmail.com

Dr. Anshu Mathur

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USAGE OF INTERNET AND PSYCHOSOCIAL WELLBEING OF PERSONS WITH HEARING IMPAIRMENT

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ABSTRACT

Persons with Hearing Impairment encounter more difficulties regarding their psychosocial wellbeing because they often face multiple challenges, such as speech and language delays, communication problems, and less or no access to the sound-dominated world. Henry (2010) found Internet activities contributed to more positive measures of psychosocial well-being. This study analyzed the Usage of Internet among Persons with Hearing Impairment and the effect of Internet Usage on Psychosocial wellbeing among Persons with Hearing Impairment.

INTRODUCTION

Social Interaction is a life-process and a crucial part in anyone's success in life. It supports independent living, community experiences and relationships. To enrich the social interaction process, recent technologies such as Internet have been introduced and used in a wide scale as new means for social communication between people. This is a mode of communication for Persons with Hearing Impairment to achieve success in education, career and life to the core.

RATIONALE OF THE STUDY

Persons with hearing impairment continue to reveal attainment disparities in multiple life domains. When compared to the general population, hearing impaired adults' life experiences and attainments are often not comparable. Persons with Hearing Impairment reveal lower self-esteem. They are less likely to complete a bachelors' degree or higher degree. They are underemployed and underpaid compared to the general population. Zazove et al (2004) stated that, "Persons with Hearing Impairment suffer the greatest socioeconomic and health care impact from communication barriers".

Most of the Persons with Hearing Impairment do not generally participate in oral language practices. Solutions to these communication problems are offered through Internet. Internet is regarded as a Social endless supply of information. Internet is an easily accessible and visual means of contact. As a result, this useful means of communication provides a vista of new opportunities for the Persons with Hearing Impairment. Internet provide Individuals with Hearing Impairment a number of opportunities and get possibility of engagement with a wide range of people which include Hearing people and Hearing Impaired people.

Pertaining to academic environments, Internet contributes to academic processes such as literacy development and identity development that may indirectly contribute to academic achievement. It is a fact that technologies support social networking rapidly emerging in today's culture. However, little is understood about how Internet support Persons with Hearing Impairment for social integration. Before the emergence of Internet the Persons with Hearing Impairment felt their identity as negative, ambiguous and bicultural. Social networking sites in Internet provide a method to showcase one's ideal identity in a virtual manner by updating status, posting to walls, sharing photos, and making comments on each other's pages

Persons with Hearing Impairment encounter more difficulties regarding their Psychosocial wellbeing because they often face multiple challenges, such as speech and language delays, communication problems, and less or no access to the sound-dominated world. Well-developed language and communication skills have been linked to higher levels of self-esteem and Psychosocial Wellbeing. (*Hintermair, M. 2008*). Gonzales and Hancock (2011) revealed that selective self-presentation using social media sites in Internet such as Facebook can have a positive influence on self-esteem and Psychosocial Wellbeing, especially when the individual selectively self-presents by editing information about the self. Henry (2010) found Internet activities contributed to more positive measures of psychosocial well-being.

OBJECTIVES

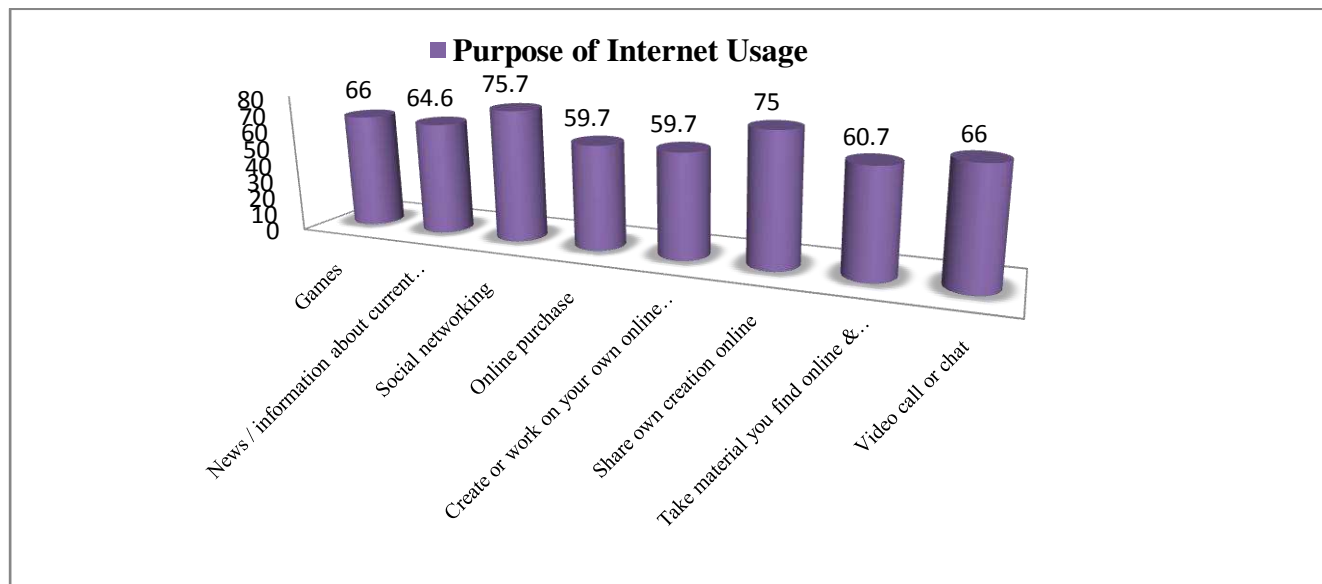
- Analyze the Usage of Internet among Persons with Hearing Impairment.
- To find out the effect of Internet on Psychosocial wellbeing among Persons with Hearing Impairment.

METHOD OF INVESTIGATION

The study was conducted in five districts of Tamil Nadu viz Coimbatore, Chennai, Tirupur, Nilgiris and Madurai. The sample comprised of 300 Persons with Hearing Impairment eighteen and above years of age. Purposive sampling technique was used to select the sample. The investigator adopted Descriptive survey method and survey has been employed for the data collection. The study focused on the existing conditions with regard to the Usage of Internet among Persons with Hearing Impairment. The investigator developed a tool to find out the effect of Internet on Psychosocial wellbeing among Persons with Hearing Impairment. The tool consisted of eight questions based on purpose for which Internet was used such as Playing Games, Collecting information, Social Networking, Online purchase, Creating journals/blogs, Sharing own creations like photos, Videos and stories, Downloading online materials & remixing and Video calls /chat. These Eight questions elicited the level of Psychosocial wellbeing of Persons with Hearing Impairment.

Results and Discussion

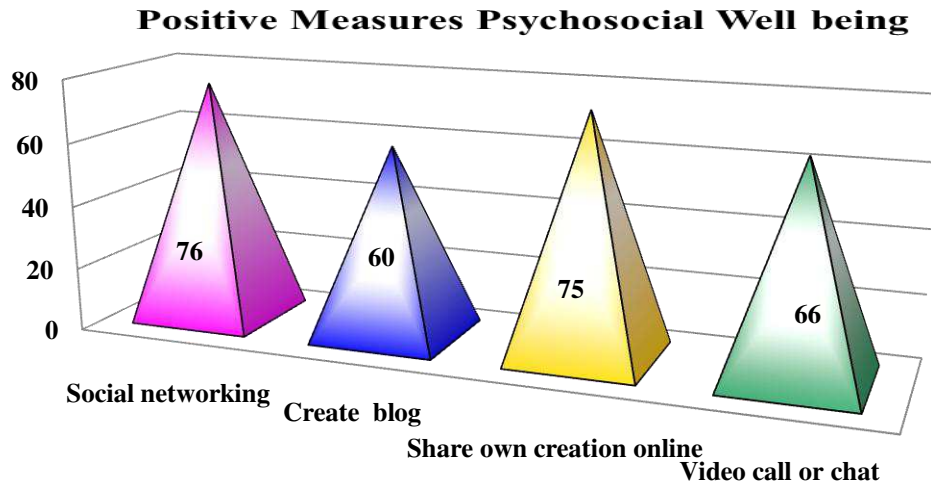
Finding: 1



Among the respondents, nearly 76% of them used Internet for Social networking followed by sharing own creation online (75%). 66% used for Playing games and Video call or Chat

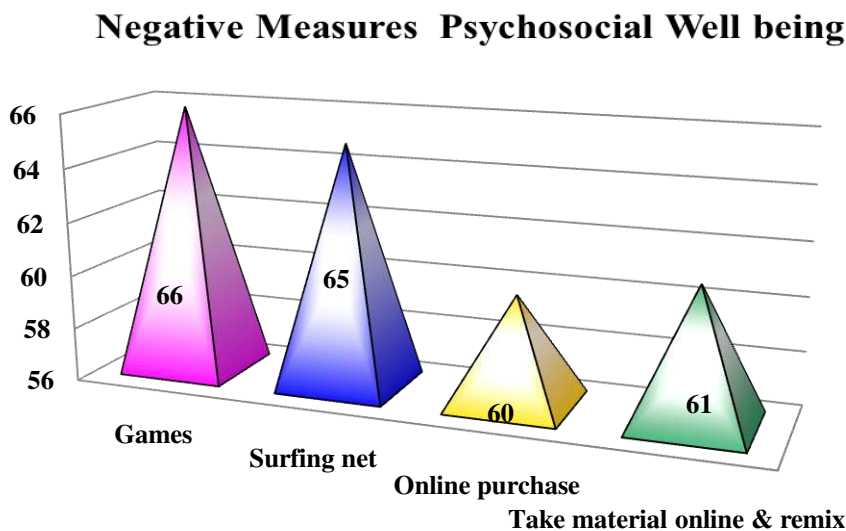
Finding 2:

As examined by various studies the components such as Social networking, Creating blogs, Sharing own creation online and Video call or chat yield Positive measures on Psychosocial Well-being. This study is coinciding with the earlier results.



Usage of Internet by the respondents for Social networking - 76%, Creating blogs - 60%, Sharing own creation online - 75%, and Video call or chat -66% .This finding indicates that Psychosocial Well-being was noted between 60% - 76% among the respondents.

In contrast Playing games, Surfing net for information, Online purchase and Taking material online & remixing were considered as factors correlating negatively to Psychosocial Well-being. The present study is in line with the earlier studies.



Usage of Internet by the respondents for Playing games - 66%, Surfing net for information - 65%, Online purchase - 60% and Taking materials online & remixing - 61%. This finding indicates that Negative measures of Psychosocial Well-being was noted between 60% - 66% among the respondents.

CONCLUSION

The results yielded from the study may have an impact on educationalist as they seek for ways to better meet the needs of Persons with Hearing Impairment by assessing their psychosocial wellbeing. The results of this study show the Usage of Internet is liable to open new communication opportunities to reduce the communication gap between Persons with Hearing Impairment and the Hearing community as well.

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MODERN ART – A BLEND OF CONTEMPORARY PRACTICES

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INTRODUCTION

Art has been used as a major tool to depict the life style and working culture of the contemporary societies. Since the inception of human species, it (art) evolved through different ages to the modern era and so the human race.

The Industrial Revolution begun in 18th century in Britain, by that time nobody knew how vast and how far this revolution will spread. It touched each and every aspect of life. With the rise of Industrial Revolution it became easy for everyone to travel miles in just few hours , travelling from one city to another was no more a issue to plan month's back .

Subsequent development of the locomotive and steamship in turn facilitated the shipment of raw materials and merchandise , made passenger travel easier and encouraged the growth the of the new cities . Displaced from their small farms and traditional cottage industries by technological developments in agricultural and manufacturing, the rural poor moved to the new factories and industries in search of employment to earn bread and butter. Many of them including children and women suffered miserable working and living condition. Although new government rules and policies talked about the rights of the deprived and poorly survived of the society but with the rise of revolution, exploitation of labourers by the capitalist factory owners and advocated communal or state ownership of the means of production and distribution. The most radical of these movements was communism, which called for the abolition of private property. But gradually, laws like equal work equal pay and equality for women, abolition and non encouragement of child labour leads to some settlement at the societal level.

NEED OF THE TOPIC

With the continuation in Industrial Revolution a great level of scientific discoveries led to telegraphs, telephones and radio systems. By the end of 19th century developments in chemicals industries leads to many discoveries in medicines, disinfectants, explosives etc. A major introduction of photographic chemicals not only brought a big change in lay man's life but it was another important impetus in the Art field. The question that thrilled many minds of art field was "Why perfect ancient methods of rendering a subject when a machine could do it almost as well?" So, the need of the technology that was the by product of Industrial revolution brought the modernization of the society. Parallel with photography art field was evolving with print making, which was the direct result of the rise and use of chemicals prepared in the factories in large amount, artists started innovating with different mediums or surfaces to present their art go hand in hand. It was a quantum leap in the use of technology so far , when art was the pride and status defining thing for many , that time technology redefined its definition and reached the market from bookseller shops or magazine strands . Art was now in the printed form and available for all where initially it was available only in the form of canvasses or on the walls and that too highly paid. Thousands of engraved editions on paper were running into the press with a large market of the buyers. The arrival of steel plates in the 1820's made much larger editions possible. Those more durable surfaces could print up to 10,000 copies without loss of quality. The technology advances that made possible the mass reproduction of photographs changed the equation radically near the end of the century.

After the superstructure of photography in the Art field, most of the artists rejected the traditional ways of painting. In place of the "official culture for representing art ", modern artist designed and created , what has been called as AVANT GARDE . This term actually directs to the forward approach in modern art field.

So, In 19th century a school of art which was largely known as an Impressionist school of art rise and dominated the canvasses to portray the contemporary society. As a result of culmination of various industrial factors, revolutions up surged and influenced large part of the world particularly England. As England was ruling one most of the nations in the south east Asia, impact of industrial revolution become slightly visible in every aspect of life. Art was not an exception so, the style of art gradually started shifting to a new one.

Efforts from the rise of the industrial market at various levels were hitting and targeting the young minds of the artists to blend the technology with previous learning. Artists were struggling to the extreme with the anti modern practices at various levels. Their main struggle was to establish themselves with or without the acceptance of patrons of art or with non cooperation from the churches. These two concepts, rejection of tradition and the avant – garde, are the most important for understanding Modern art.

Despite the protests from conservative critics, the whole process of avant – garde did not happen all at once. It took decades to unfold the whole movement, it was logical, critical, threw out one after another rule to succeed upon logic based satisfaction. It wasn't a revolution but an evolution which turned and creates many paths towards the new beginning of critical thinking process in technology and its blend with learning of existential facts. It shunned many shops selling traditional but conventional methods which leads to show the supremacy and dictatorship either of the church or of the king. This period artists, who are generally called as the Post Impressionists, were the bridge makers, who took all the logic of the artists to new dimensions to create more logistical and relevant paintings. Photography was the key which opened the oxidised locks of the brain, to view the true colours present in the nature and in the surroundings.

CONCLUSION

This was the era where blending technologies influence the canvasses but also the mindsets of the layman and of the artists also. Art through ages has always been the replica of what society is being. But here what needs to be understood is that constructiveness has to be for the betterment of the self and for the society, than serving the self. Industrial revolution brought many changes and that too on mammoth scale but it swallowed many small scale industries and many traditional methods which were the livelihood of small cottage industries.

Whether it is blend of technology or of mindsets, always proved helpful if worked in the direction of the mankind.

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RE-DEFINING THE ROLE OF TEACHERS IN THE DIGITAL ERA

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ABSTRACT

This paper deals with the key roles played by the teacher in the new digital era. Their role in the 21st century has become multifaceted as they are not just teachers but facilitators of knowledge. This paper looks at the changing roles of a teacher from three perspectives. First is the way the teachers have to blend the changing technology into the teaching system without disturbing the value and depth of the Indian culture. Second is the change in the classroom teaching and lastly the role of teacher educators in facilitating the future teachers and equipping them with proper technical as well as content knowledge so as to enable them to nurture the future generation with the sensitivity to deal with the digital revolution while upholding our traditional values.

KEYWORDS:Teacher's role, Digital Era, Technologies, Educational Changes

INTRODUCTION

Some fifty years ago, the technocrats of those times organised an exhibition in the World Fair of New York – dedicating it to “man’s achievements on a shrinking globe in an expanding universe”. The celebrated Science fiction writer, Issac Asimov, visited this exhibition. Highly excited he wrote an article about how the world would be 50 years on; in 2014. He wrote, “Communication will become sight – sound and you will see as you will hear the person on the telephone. The screen (of the phone) can be used not only to see the people you call but also for studying documents and photographs and reading passages from the books”. In the age of smart phones, Skype, eBooks etc., it all looks so prophetic! He could foresee all of these. Change they say is the only constant. Today the teachers have to observe this change, its impact and also determine how they themselves can contribute to the change. In a fiercely competitive world, education has no relevance if it does not prepare young

people to compete with the best, acquire life skills and be mentally prepared to learn and acquire knowledge and new skills as these are the essential requirements of the century, which is the century of change. Teachers must impart quality education and also ensure a comprehensive personality development that would equip the students to face the emerging challenges on one hand and make creative and innovative contributions on the other. This paper deals with these challenges on 3 levels:

1. Blending technology with existing Indian teaching system
2. Technology outside classrooms and online classes
3. Role of teacher educators in facilitating the future teachers

BLENDING TECHNOLOGY WITH EXISTING INDIAN TEACHING SYSTEM

There is a global concern that our educational systems are obsolete and failing to promote the necessary skills that can adequately prepare our children for the future. The earlier generations drive to study was robustly rooted in conscientiousness. The new generations have different motivational profiles: in their lives interest, emotions, and engagement matter much more. Teachers' role in the 21st century has become more complex in the present changing world; here knowledge is almost unlimited. Teachers are expected to become technologically oriented and responsible not only for their teaching but also for their students' learning. They have to cater for particular needs of individual students in heterogeneous classes, and create a student-centered learning environment which endeavors for excellence, and offers opportunities for enquiry and dynamic learning. Teachers need to meet the standards of the curriculum while enhancing students' creativity, curiosity and motivation. They need to ensure a safe ambience in their classrooms and maintain relationships with students, parents and staff.

However, the question of how to push in technological changes in education without posing a risk to human values remains unresolved. Higher education institutions face a number of opportunities and challenges as the result of the digital revolution. In the new digital and knowledge society in the 21st century, education is facing great challenges from traditional ways of learning towards innovative ways of learning. It also raises great demands for the transformation of teacher roles from the traditional knowledge transmitter to a new set of roles such as facilitator and coordinator. This transformation requires that teachers can face their new tasks in a more flexible way and be prepared for their new roles. The role of teachers has changed and continues to change

from being an instructor to becoming a constructor, facilitator, coach, and creator of learning environments. Today teachers are required to be facilitators helping learners to make judgements about the quality and validity of new sources and knowledge, be open-minded and critical independent professionals, be active cooperators, collaborators, and mediators between learners and what they need to know, and providers to scaffold understanding. The world has become more complicated, competitive and intertwined. In order for individuals to survive and thrive in the era of globalization and digitalization, people should equip with problem-solving skills, creative mindset and information literacy. Conventional teaching is not able to educate adequate citizen to live in the 21st century. Therefore, a person needs to develop his/her skills and knowledge constantly due to persistent change in every aspects of the society. However, the beliefs and practices of teaching have to transform from old-way thinking first before teachers can influence students thinking and learning critically. With a simple click to access countless information and resources, the role of teachers as authoritative single provider of knowledge and skills has been challenged by readily available information technology. If information and resources are easily findable and accessible, we may wonder the necessity of teachers existence in the coming future. However, the arguable question is not if teachers will be replaced but what role teachers should play in helping themselves and students adjust to social changes. Undoubtedly, the one and only job of teachers to instill factual knowledge into students is not feasible anymore and is questionable in the current society. The society has developed a variety of roles for teachers to function and practice in the connected age. Everyone's expectation toward teaching and learning shifted dramatically to emphasize the impact of social and technological network on education. Earlier on, I was uncertain on if teachers are not content experts or subject experts to provide students with ultimate knowledge, will students continue to respect teachers or why would they listen to a person if they can find what they need by Googling?

I think I got my answer through defining the role of teachers in networked learning. In my opinion, the value of teachers is not through lecturing but through guiding and facilitating students to become self-directed learners. While the introduction of Information and Communication Technology (ICT) and other digital technologies in some higher institutions of learning has yielded positive results, the birth of interactive learning has called into question the acceptance of such teaching tools and the new roles that teachers have to play. The role of teachers has transferred to a more broad and diverse definition to meet the needs of learning communities. I think the way of how teachers view or interact with students is changing as well. In a diverse society, teachers should view each student as an

individual and facilitate learning based on personal interests. It's the diversity and individualization that make the world unique and special. Even though it sounds difficult but it is not impossible. The rising question is how teachers know all kinds of knowledge and skills to teach every student with different talent? As a result, this is where networked learning comes into play. Lentell (2003) states that academics have to be knowledge experts, effective listeners and communicators as well as coaches, facilitators, mentors, problem solvers, designers, supporters and resource co-ordinators. As an effective teacher in the digital era, he/she has to know where to find relevant information, how to solve problems and what to keep up learning. General speaking, a teacher has to improve teaching methods and develop professional learning continually along with new developments. Hence, teachers in the 21 st century have to comprehend that change is inevitable and must accept and prepare for growth. Most essentially, learning from networks related to professional developments or personal interests put away teachers time-consuming efforts and prepare them with rationality when change happens. If the teacher employs digital resources judiciously, he can create a digitalized environment having the following effects on teaching learning process:

BASIC EFFECTS OF DIGITALIZED ENVIRONMENT ON THE TEACHING-LEARNING PROCESS:

- Has an improving effect in terms of quality of student work and practical examples through visualization.
- Improves poor handwriting and languages skills through word processing.
- Facilitates self-pacing with increased capacities to deal with individual learning styles as students can work at the pace and intensity suitable to their needs.
- Enables collaborative learning with little indication of the isolated learner; Encourages use of peer coaching and peer reviews.
- Develops communication skills and awareness of different audiences. Enhances information consistency and accuracy adding to authenticity of learning tasks, with pragmatic and advanced information
- Augments learner motivation through practical activity, visual demonstrations and improved modes of presentation
- Promotes independent learning and individual preferences for process, outline, method and design
- Furnishes learners more control.

- Allows the learners to produce high quality multimedia products.
- Transforms teacher practices, planning tools and assessment rubrics.
- Boosts opportunities for classes to advance and for learner experiences to shape results.
- Can inspire students to be committed to learning and to contribute in learning activities
- Can develop students higher-order thinking: their ability to apply knowledge and skills to analyze challenging problems, grasp broader concepts, and devise new ideas and solutions. In this digital era, a teacher working in higher education institute has to understand difference between learning about and learning to be and implement the later for the effective learning outcome among the learners.

The digital periphery can be accommodating to learner for the content exploration to work out lessons in a digital form and teacher's role from technical to teaching point will be crucial.

Teachers working in Indian higher education system have to manage the technologies and facilities available for effective teaching Virtual laboratories, e-learning resources from National Program on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc. A teacher equipped with digital command can nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators. It's teacher's role to expose the learner to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc. Teacher can play a pivotal role in preparing a complete repository comprising the details on the academic, personal and psycho-social support and guidance services (professional counselling/mentoring/academic advice) provided to students. Teacher ought to use e-library resources to augment the teaching-learning process.

TECHNOLOGY OUTSIDE CLASSROOMS & ONLINE CLASSES

Today's smartphones and tablet devices (iPads and such) make it relatively easy for students to bring digital technology with them when they leave the classroom. Once in the field, students can use mobile devices—including ones they already own—to engage in learning activities. Below are some examples to help you start thinking about how you might use technology outside your classroom.

LOCATION-SPECIFIC CONTENT

With the right apps, students can access content that is tied to a particular location and only available when students visit that location.

- Spanish instructors at the University of New Mexico use an iPhone app from the Augmented Reality and Interactive Storytelling (ARIS) project to send students on a fictional murder mystery through the Los Griegos neighborhood in Albuquerque that develops and tests their language skills. Students receive location-specific clues to the mystery by typing their location into the app.
- The Iowa City UNESCO City of Literature iPhone app provides text, audio, and video content about Iowa City authors based on the user's GPS-determined location. Instructors at the University of Iowa plan to have students use this app to learn more about Iowa City authors and their connections to particular local environments.
- CFT director Derek Bruff incorporated QR codes in an end-of-semester "crypto hunt" in his first-year seminar on cryptography. Students cracked codes and ciphers that led them to particular locations on campus featuring QR codes, two-dimensional bar codes that students scanned with their smart phones to receive additional clues in the hunt.
- Instructors can also have students *create* location-specific content. For example, students at the University of Northern Colorado created a scavenger hunt designed to teach other students about local water rights using the ARIS platform.

DATA COLLECTION AND SHARING

Mobile devices have a variety of mechanisms for collecting and sharing data. Even simple "feature" phones can take photos and send text messages. Students can use these devices to generate location-specific content whether on a field trip or on their own.

- Shaul Kelner, assistant professor of sociology and Jewish studies at Vanderbilt, taught a course titled "Tourism, Culture, and Place" in the spring 2011 semester. Students in the course visited different tourist sites around Nashville, captured photos of these locations using their cell phones while on-site, and then blogged about their visits and their photos later.

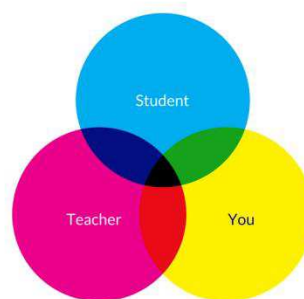
- Margaret Rubega, associate professor of ecology and evolutionary biology at the University of Connecticut, requires students in her ornithology course to use the social media service Twitter to “tweet” about the birds they see as they go about their lives—what birds they see, where they see them, and any connections to course content that occur to the students. They tag their tweets with the hashtag #BirdClass to make it easy for all involved to find and read each other’s tweets.
- Lawrence University students in an introduction to environmental science course collect geotagged water quality data during field trips using GPS devices and tablet PCs. Students pool their data, then analyze it using geospatial visualization software while still in the field. Many such specialized data collection and analysis tools are developing mobile apps that run on iPhones and other smart phones.

VIRTUAL OR ONLINE CLASSROOMS

A virtual classroom is an online learning environment that allows teachers and students to communicate, interact, collaborate, explain ideas. A live virtual classroom will have a couple of essential elements:

1. Video conferencing ability (so teachers and students can see each other)
2. Audio (so participants can hear each other)
3. Interactive online ...

One of the important considerations of choosing where to teach live classes is time zones. You have to think about the time zones of your teachers, your students and your admin team.



ROLE OF TEACHER EDUCATORS IN FACILITATING THE FUTURE TEACHERS

All those who join the teacher preparation courses are not necessarily motivated enough to become teachers or have come because of their priority? I becomes the responsibility of the system and the teacher educators to try and achieve an attitudinal transformation amongst these young boys and girls

who could be teaching in the system for the next four to five decades and impacting the lives of thousands and thousands. The teacher's performance could also be seen in terms of technical effectiveness and competencies acquired for subject matter transaction that would include planning and developing curricular materials, classroom organization and management. The human component in building relationships should augment technical efforts. No teacher can escape situations in which conflict management techniques come to the rescue and there may be occasions when social power has come to play. The cultural effectiveness of the teacher should be evidenced by the manner in which students are motivated to develop shared goals and imbibe values, including respect for diversity. No teacher can ignore the value of renewal as it emanates from the continuous striving for learning new and more. Systems of teacher preparation have no other alternative but to wake up. It requires specific future oriented overhauling of institutions preparing teachers and teacher educators. To those who would like to become a part of establishment of new institutions one would like to say :

True leader is one

Who accepts little

But gives away in abundance.

The first step in teacher education improvement is to be initiated at the individual level by teacher educators, head of teacher education and university departments. Ultimately, we have to keep in mind that it is unnecessary and impossible to keep up all information in everyday life but always be ready to share and participate. Shah (2014) rightly stated that as the teacher and the textbook get replaced by these digital recourses of learning, there are many attempts that try and expand the information scope and repertoire of the teacher, firmly believing that installing smart boards and digitally connecting the classrooms is the solution. However, it is obvious to anybody with their ear on the ground that we will need to reevaluate the role of teacher, and construct our education systems, not so be pale imitations of older classrooms, as we see in the rise of the massively open online courseware. We don't need apps and hacks for learning, or gamified platforms, though they do help, what we need is an introspection into role of teacher, not competing with internet but helping students learn, think, reflect, and implement their knowledge, as they collaborate and contribute, while learning on the internet. None of them can afford to remain as fence sitters. In this context, it would be worthwhile to recall for them and all the teacher educators, the following poem of Ralph Chaplin written after

World War I:

“Mourn not the dead who in the soft earth lie

Dust unto dust

The coo, sweet earth who mothers all those who die

As all men must

Mourn not your captive comrades who must dwell in his

Steel-bound coffin of a cell

Buried alive

But rather mourn the apathetic throng

The cowed and the meek

Who seek the world's great anguish and its wrong

But dare not speak.

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MULTIMEDIA IN TEACHING AND LEARNING**Bhavna Bhalla**

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ABSTRACT

In Teaching and learning communication skills, we have a lot to choose from the world of technology: TV, CD Rom, Computers, C.A.L.L., the Internet, Electronic Dictionary, Email, Blogs and Audio Cassettes, Power Point, Videos, DVD's or VCD's. The last two decades have witnessed a revolution due to onset of technology, and has changed the dynamics of educational institutes, and has also influenced the educational system and the way people interact and work in the society. This rapid rising and development of information technology has offered a better pattern to explore the new teaching model . Using multimedia to create a context to teach communication skill has its unique advantages . As a result technology plays a very important role in teaching and learning .

MULTIMEDIA

The expression "sight and sound" is a moderately new word that is utilized to depict a mix of various media . In the field of training, we have since quite a while ago utilized media, now and then alluded to as "broad media helps", to help in our educating. Mixed media incorporate things like motion pictures, recordings, slides, sound tapes, overhead transparencies, alongside different sorts of gear, for example, cameras, recorders and TV screens.

Mixed media is characterized from numerous points of view. The greater part of the definitions concede to the trademark that sight and sound contains writings, designs, movements, video and sound in a brought together way and the substance can be organized and exhibited in an unexpected way. Give us a chance to investigate a portion of the definitions given underneath.

"Sight and sound is the energizing mix of PC equipment and programming that enables you to coordinate video, liveliness, sound, designs, and content assets to create powerful introductions on a moderate personal computer" (Fenrich, 1997).

"Interactive media is described by the nearness of content, pictures, sound, liveliness and video; a few or which are all sorted out into some intelligible program" (Phillips, 1997).

From these definitions we see that Multimedia is an idea which sees the utilization of content, realistic workmanship, sound, liveliness, and video in various blends. This mix of Media into one entire and that which gives the client a larger number of advantages than any of the media utilized independently is Multimedia.

USE OF MULTIMEDIA IN EDUCATION

Mixed media is utilized in numerous applications today. It has turned out to be coordinated in all parts of one's life. It enhances the manner in which individuals relate with electronic data. Today it has been generally utilized in the instruction part. Instructors use interactive media in various routes for various dimensions of understudies. The diverse ways one can utilize it are for individualized guidance, community oriented learning, electronic evaluations and Multimedia introductions. Advancements enable us to conquer confinements of time, separate, and physical capacity, yet they possibly enable us when they can be effortlessly utilized by expansive, beneficial fragments of our general public. For instance we see that open and separation learning is one territory where many are exploiting the substance and the courses that are conveyed to the understudies. A portion of the new ideas that are utilized by educationists are podcasting, online courses,, learning the executives frameworks and some more.

There are thinks about demonstrating that students who get the hang of utilizing Multimedia material have more maintenance of the ideas educated versus conventional methods of guidance and the understudy inclusion was higher. It has additionally demonstrated that student's cognizance likewise expanded with the ideas being instructed with Multimedia material. The utilizing and planning of Multimedia material by the students likewise create numerous abilities, Connell, and Carver, Lehrer Ericksen (1992) show a portion of the significant reasoning aptitudes that students learn and use as mixed media originators.

- Project Management Skills
- Research Skills
- Organization and Representation Skills
- Presentation Skills
- Reflection Skills

ELEMENTS OF MULTIMEDIA

The diverse building squares of Multimedia are Text, Images and illustrations, Audio, Video, and Animation. Any mixed media application comprises any or every one of them.

- Text - ASCII/Unicode, HTML, Postscript, PDF
- Audio – Sound, music, discourse, organized sound (for example MIDI)
- Still Image - Facsimile, photograph, checked picture, photos, illustrations, maps and slides
- Video (Moving Images) – Movie, a succession of pictures
- Graphics – Computer delivered picture
- Animation – A succession of illustrations pictures

1. CONTENT: Text and images are vital for correspondence in any medium. Utilizing content in internet preparing has numerous preferences: content records are little so they perform well at low data transfer capacity, the client can look for explicit words or expressions, and content can be effectively refreshed. You can make message straightforwardly inside a composing application or import it from outer content records. Hostile to associating empowers you to make alluring content that mixes out of spotlight shading with no rugged edges. Authorware, Director, and Flash all help hostile to associated content. Utilizing hostile to associated content abstains from making show message as an illustrations record, which would make your general course estimate a lot bigger than if you basically entered content specifically into the composing apparatus.

2. PICTURES AND GRAPHICS: Images assume a critical job in a mixed media. It is communicated as still picture, painting or a photo taken through a computerized camera. The focuses at which a picture is tested are known as picture components, normally shortened as pixels. The pixel

estimations of force pictures are called grayscale levels. There are various types of picture designs like the Captured Image Format and the organization when pictures are put away. The caught picture Format is known by two fundamental factors that is spatial goals which is determined as pixels x pixels (eg. 640x480) and shading encoding, which is determined by bits per pixel. The two elements rely upon equipment and programming for information/yield of pictures. The Stored Image Format is the point at which we store a picture; we are putting away a two-dimensional exhibit of qualities, in which each esteem speaks to the information related with a pixel in the picture.

3. SOUND: Audio can improve learning ideas and fortify thoughts introduced as content or illustrations on the screen. Utilizing sound might be fundamental to the educating of points, for example, an unknown dialect or music appreciation. There are three kinds of sound resources that are normally utilized in e-learning:

- Music
- Narration (voice-overs)
- Sound impacts

4. VIDEO: Although video requires loads of transmission capacity to download, it is extremely valuable for passing on certain data. Utilizing video in e-learning helps sensibly show gear and procedures in addition to other things. For example, an e-adapting course in herbal science may demonstrate a video of a growing seed. A course about the highlights of a plane may demonstrate a video of a crewmember appropriately shutting and verifying an entryway for departure. The mind boggling dimension of detail noticeable in video is additionally perfect for representing unpretentious, nonverbal data. For instance, to show deals abilities you could utilize a video to exhibit a collaboration between a sales rep and a client, at that point have the students break down the non-verbal communication of the general population engaged with the exchange.

5. Activity: Animation delineates ideas with development, demonstrates procedures, or attracts regard for an area or components of a screen. Since activitys generally include designs, they are exceptionally reliant upon the size and document kind of the illustrations that are being vivified.

ADVANTAGES OF MULTIMEDIA

Sight and sound exercises urge understudies to work in gatherings, express their insight in different ways, take care of issues, change their own work, and build information. The upsides of incorporating media in the classroom are many. Through support in media exercises, understudies can learn:

- Real-world abilities identified with innovation
- The estimation of collaboration
- Effective joint effort methods
- The effect and significance of various media
- The difficulties of conveying to various gatherings of people
- How to display data in convincing ways
- Tailor data to the necessities of the person
- Techniques for incorporating and breaking down complex substance
- The significance of research, arranging, and association aptitudes
- The essentialness of introduction and talking abilities
- How to acknowledge and give useful input

Questionnaire

Q.1 What is the training strategy being embraced?

(a. sight and sound educating; b. customary educating)

Q.2 In the showing procedure, how is the collaboration among educators and understudies?

(a. great; b. general; c. awful).

Q.3 For showing impact, what is your assessment to this course?

(a. great; b. general; c. awful).

Q.4 For guaranteeing the showing impact, which is your desire in educating technique?

(a. interactive media instructing; b. conventional instructing).

Q.5 Do you think interactive media instructing can supplant the strategy for conventional?

(a. truly; b. no).

Q.6 How is the nature of educating courseware in this course?

(a. great; b. general; c. terrible).

Q.7 How to sort out encouraging exercises in this course when the mixed media training framework is brokendown?

(a. composing on the slate; b. sort out understudy self-ponder; c. suspend classes).

STATISTICS OF SURVEY RESULT

Courses	Qu.1			Qu.2			Qu.3			Qu.4		
	<i>a</i>	<i>b</i>	<i>c</i>	<i>a</i>	<i>b</i>	<i>c</i>	<i>a</i>	<i>b</i>	<i>c</i>	<i>a</i>	<i>b</i>	<i>c</i>
A	44			2	14	28	5	26	13	12		22
B		44		3	17	24	12	17	15	5	21	18
C		44			9	35	8	25	11	11	10	23
D	26		18	9	22	13	19	18	7	19		25
E	37		7	3	15	26	14	21	9	22	2	20

Continued from Table 2

Courses	Qu.5		Qu.6			Qu.7		
	<i>a</i>	<i>b</i>	<i>a</i>	<i>b</i>	<i>c</i>	<i>a</i>	<i>b</i>	<i>c</i>
A	31	13	8	21	15	2	17	25
B	16	28						
C	21	23						
D	37	7	11	24	9	13	10	21
E	33	11	5	16	23	3	12	29

ANALYSIS

1) *Visual impairment on foundation and utilizing -*

Since that the sight and sound instructing has been viewed as a vital pointer in assessment of showing level, practically all schools and training organizations put aimlessly in building mixed media classroom and empower the interactive media educating, so as to meet the objective. Numerous educators "surge" aimlessly require the utilization of interactive media,

Notwithstanding the course include need or not, regardless of the showing impact and understudy's fulfillment. The restricted mixed media assets are involved as in this manner, it will unquestionably cause the interactive media hardware can't be genuinely powerful use.

2) *Reducing on showing aptitudes of instructors -*

Numerous instructors depend excessively on media, sight and sound courseware even can be utilized to veil and make up some issue, for example, deficient readiness for exercises, sciolism about

fractional substance, and so forth. They don't focus on the fundamental preparing of language, board composing and show in the customary educating, so their capacity to control the classroom is poor, versatility to changes awful, who unquestionably can't adjust to the difference in instructing condition. For instance, when the classroom fall in with the disappointment of power supply, or interactive media framework disappointments, and some else strange circumstance, they will helpless to go on the ordinary instructing and just suspend briefly.

3)Poor quality on Multimedia showing programming –

At present, in spite of the fact that there are a couple of existing, and accessible system courseware or business showing programming, however the amount, relevance particularly, can't fulfill to our needs. In media educating, the courseware is as yet arranged primarily by educators. In any case, an extraordinary number of courseware which is made by instructors are absence of scientificity, the unavoidable outcome is "progressed in showing techniques and poor in educating impact". This is a key factor of influencing the impacts of mixed media instructing.

The low quality of the courseware primarily encapsulated in the accompanying angles:

1. Excessively basic underway. Some courseware simply move the book substance to the PC screen by utilizing PowerPoint, even information framework is deficient, insufficient framework.
2. Split far from the course book. Some courseware might be smarter to utilize sight and sound procedure and the dimension of courseware itself is higher, however can't typify reading material substance great, even vacant, uncertain on subject, and disarranged on degree.
3. Absence of utilization of Multimedia capacities. Some courseware might be better in refining and outlining the book content, yet can't successfully utilize the different elements of mixed media programming. For example, no activity, no image or no broad media, etc, similar to in this way just presentation the page-content make the class exhausting.
4. No refresh in utilizing of the courseware. Numerous educators don't focus on refresh the sight and sound courseware notwithstanding for quite a while, influence it to leave from the learning refresh and improvement. A few educators even never again get ready exercises previously entering the classroom, sight and sound turned into the devices of sluggish individual.
5. Daze quest for data amount. A few instructors look through a great deal of data from the Internet and place them into the courseware without being chosen and treated, straightforwardly be appeared in class, the understudies can't get a handle on the key focuses.

6. Absence of logical and compelling instructing structure. Numerous media courseware present the substance just with no tension, take everything in one look, have no successfully setting up of learning circumstance for understudies, and be absence of configuration in managing understudies to think or take care of issues, helpless to stimulate the excitement of learning for the majority of understudies.

MAINTAINING AND SERVICING MULTIMEDIA EQUIPMENT

Careful treatment of multimedia equipment is vital .

➤ *Storage location-*

Computers and other multimedia equipment need to be stored in a safe place. **They are attractive items** and should be kept in a locked room or cupboard. The place should be kept clean and dust-free. If dirt and dust does get into this sort of equipment it can cause severe damage. Some people like to put a light cloth over the equipment to cover up the ventilation holes when it is not in use. Be sure to remove it before use, however. Air conditioning is **not** essential for the storage of equipment. The problem if equipment is kept in an airconditioned space and then taken out into a hot and humid room for use, is that water can condense very quickly on to the electronics, and this can cause more harm. The best storage locations are those that are de-humidified. They have reduced humidity, but the temperature is the same as the room(s) outside. So condensation on the electronics does not take place. Storage of the materials (or software) is much the same. The old-style videotapes and audio tapes are a real problem. In the tropics they tend to deteriorate very quickly in heat and humidity. The machines needed to replay them also have lots of moving parts, rollers, pinch wheels and the like, and these are very susceptible to wear and tear.

➤ *Routine maintenance-*

A certain amount of routine maintenance is needed to ensure your computers and other equipment is always in the best operating condition. Modern flat screen LCD monitors need special attention. Follow the easy steps below to safely clean your flat screen monitor in just a few minutes.

1. Turn off the monitor. If the screen is dark, it will be easier to see the areas that are dirty or oily.

2. Use a dry, soft cloth and very gently wipe the screen. A great choice would be the microfiber type of cloth used to clean eyeglasses.
3. If the dry cloth did not completely remove the dirt or oil, do not press harder in an attempt to scrub it off. Pushing directly on the LCD screen can often cause pixels to burn out.

➤ *Virus and spyware removal-*

This is probably the most important routine task you need to carry out on your computer. Most of these evil things come in via the internet, but they will also appear if you use an external hard drive or flash drive that

is infected. To ensure that they do not get in and damage your computer you must run the detection and removal programme regularly, at least weekly and preferably daily. An excellent free anti-virus programme is called AVG, and you can download it from the internet. The popular ones that cost you money are

Norton Anti-virus, and McAfee, also very good. You also need to ensure that your programme is up to date, and these ones all offer a service, via the internet, that automatically notifies you if you need to update your software.

➤ *Getting your computer repaired-*

If something really bad happens to your computer and you need to get it fixed by a technician, be prepared to spend some money. There are a few places in Samoa that will undertake repairs, but not very many - particularly if you have not purchased the computer from them in the first place.

CONCLUSION

Mixed media educating is a sort of cutting edge showing structure with favorable circumstances of instinctive, clear, educational, fascinating and numerous other. It has unique points of interest against conventional showing implies and can enormously enhance showing proficiency, yet we ought to likewise understand its deficiencies in the meantime. The conventional educating and mixed media encouraging must be naturally consolidated as assistant and supplement one another, no one but this can get the showing impact of getting double the outcome with half of the exertion.

The board division will set up flawless checking arrangement of showing quality and assessment arrangement of interactive media educating, reinforce the administration and direction for sight and sound instructing.

Instructors should be dynamic in figuring out how to ace present day innovation and showing hypothesis, perseveringly train our training showing craftsmanship, enhance the creating dimension of courseware, focus on the association and control of classroom, have a favorable opinion of the enthusiastic correspondence among educators and understudies. The executives divisions, educators and understudies should attempt joint endeavors together to dispose of the present predicament of the mixed media instructing, ensure the viability of the sight and sound, and accomplish the advancement in utilizing and showing impact of interactive media.

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ACADEMIC ISSUE IN SCHOOL SETTING

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ABSTRACT

India's private-educated, English-speaking urban first class may draw in worldwide consideration; however, they are in the minority. Most by far of Indian kids go to government-run elementary schools in provincial territories. Rural India represented over 88% of India's primary school students, of whom over 87% were joined up with government-run schools. This is the place we see a portion of the country's hardest difficulties.

OBJECTIVE

The objective of this research was to identify the academic issue in the school setting and to provide adequate solutions. To take measures within the classroom with the subject and to deal with it accordingly. To encourage students to improve upon their writing skills and giving them more questions for practice at home. Equipping them with various kinds of writings. In various classes, students were able to express themselves when they were motivated to do so. It has been observed that, a particular interest was needed to be generated among students to engage them in the activities like creative writing etc.

The next challenging activity for students was to write about a poem which they were going to read. They were first required to read the poem and infer the meaning on their own. Many students find it hard to do so. But they were encouraged to write whatever they thought. Even if that was wrong, it was not a matter of concern. The most important thing was, they should critically think and write.

FOCUSING AN AREA

The issue in most of the government schools was dealing with language especially in written expression that affected their studies and overall performances. Students had the content in them, they talked about it very well, but as far as writing is concerned, there is a need of improvement in expression. However, some students in class due to their varied interests were more into their activities. Even the students of higher classes were required to be provided with concrete support for writing the answers, essay or for preparing a letter. Therefore, the main issues were of making proper sentences, writing it in an organized manner, punctuation, pronunciation and understanding of the language and structure as a whole.

CLARIFYING THEORIES

After identifying the issue in the school system taking classes in allotted and substitution classes I decided to focus more on the writing part and conductive certain activities which can improve upon that area. Looking the methodology of teaching with the problem is most important. In the classes I conducted essay writing and related writing activities to look for their potential and work upon it in a suitable manner. This would help in developing the student's confidence and rectify their errors through practice. In the teacher's presence these errors can be eliminated through on-the spot correction and reinforcement.

IDENTIFYING QUESTIONS FOR RESEARCH

Once the theories were clarified and decided upon, it was easy to develop a set of practice questions and topics for the students in order to improve their writing skills and develop an ease while writing in English.

For this purpose, I chose 'Letter Writing' 'Story Writing' 'Jumbled Words' 'Fill in the blanks' 'Worksheets' 'Essay Writing' and 'Class Discussions' on general topics according to the grades. In smaller grades the topics were given accordingly and the students were asked to write on their own. What they think upon a particular subject and how can they generate ideas appropriately.

DIVERSE SET OF PROBLEMS

India's training framework has not accomplished solid learning results for reasons that are as differing and nuanced as the nation itself. Key among these reasons is poor showing quality, which results from a huge number of elements.

1. Lacking Teacher Qualification and Support: Teachers working in elementary schools crosswise over provincial India have a troublesome activity and face numerous difficulties. Instructors need to show various evaluations, course books are pitched far over the perception dimension of understudies, and every classroom has youngsters with various dimensions of learning accomplishments. Most of the teachers in government schools are not well trained and qualified.
2. Low Teacher Motivation and High Absenteeism: A key factor influencing the nature of essential instruction gives off an impression of being low dimensions of educator inspiration. The effect of non-attendance is exacerbated by the way that the normal elementary school in India has a workforce of close to three educators. At a school for students, out of eight educators doled out, just five were available.
3. Teaching Methodology: In India, repetition learning has been regulated as an instructing technique. "Grade teachers in country India regularly attempt to instruct understudies by making them rehash segments of

content again and again. Frequently they don't clarify the importance of the content, which results in hindered perusing appreciation abilities through the span of the kids' instruction. For instance, numerous understudies in evaluations two and three out of one specific school battle to peruse singular words, yet can perfectly duplicate whole passages from their course readings into their journals as if they were drawing pictures.

DATA COLLECTION

I carried out these activities in many classes and at different levels, so that the problem could be tackled at all levels instead of just my teaching classes. For this I used the above-mentioned activities in the classes where I was taking substitution classes as well. The main activities which I did were:

Essay writing: Topics that ranged from literacy to factual. The topics to which they can connect easily. About books, festivals, studies etc.

Creative writing: Giving a situation and students are asked to create story on their own.

Letter writing: Formal and Informal letter. Here I focused on how the students wrote the content independently.

Learning new words: Making them familiar with the word and asking them to make sentences. This was done by playing a game called 'Hangman'.

All the activities concentrated on improving their written expression. Enabling them to produce thoughts and write on their own.

ANALYSING THE COLLECTED DATA

After collection of data, I analysed it focusing on the main problem, trying to find solution for it. A lot can be done in their sphere on analysing the content answers, sentence structure and way of attempting the questions, I was able to identify the core issues- punctuating sentences. Students wrote sentences in one complete stretch without punctuating it. There needs to be a proper structure while writing a sentence. This area also requires more focus. They have ideas to put forward but the writing can even change the nature of their thoughts. So, all the problem of punctuations and how to write a paragraph according to it was required to be looked upon. Issues with writing a word without error, was another pressing problem. According to the grades proper word and pronunciation exercises need to be given to improve this area.

REPORTING RESULT

There result was noted and analysed further. I shared them with my peers at government school and we discussed the issue. There was unifying opinion about the issue. It was concluded that grammar and understanding of the subject and language. In all the classes according to the grade levels, the similar issue was looked into. If students were given something to write on their own, they were hardly able to produce well.

They required proper understanding on a particular poem, prose or writing so that they can reflect upon it in a proper manner.

TAKING INFORMED ACTION

On analysing the collected data, the action taken focused on clarifying the basics nuances of the English language and its use. This was done through giving more opportunities to write and engage the classes with more such activities which would encourage them to think and write on their own. After giving them an orientation, I would suggest them to write in their own words. Do not bother about the content. Just put forward their thoughts. There are certain questions, where they have to discuss in pairs and write. Usually they are given answers to such questions without making them engage in such activities which would help. With reference to this problem, I always tried to engage students in such activities which would help them in dealing with the questions later in exams etc. Making them do certain worksheets in class which were both discussions based and also individual activities. As far as question answers for a chapter were concerned, they were encouraged to find and write answers in their own before doing it in the class. They were asked to read a chapter or poem thoroughly before the particular chapter was started.

INTERPRETATION

The goal of the research was to tackle the given problem in a desired manner; the problem was academic, so dealing with it by giving more and more insights on the subjects. There are students from different backgrounds and intelligence level, so the activities and their results varied accordingly.

With the number of increased classroom activities and practice, students were able to do well.

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NEED OF GRADES IN THE MODERN EDUCATION SYSTEM

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ABSTRACT

Grading system has been used in our education system for evaluating the learning process of the students. Grades are the mathematical values that we associate with the achievement of the learner and their proficiency in the subject. It is used as a measure to see the understanding of the learner. Grading is of different types that are used to see different things when it comes to see the performance of the individual. Schools use the grading system to provide a measure about the learning of the students. Since the system of education is changing from the traditional system to the modern system, the value of grades is also changing. Grades act as the record or proof of the performance of the learners. On the other hand it can also cause division among the students based on the marks they have scored making categories like excellent, average, and below average. Grading or giving a numeric based on what a student has written is not enough to know whether they have actually understood a concept as it is only concerned with the writing skills of a student. Education aims at the all-round development of the students which cannot be assessed with a numeric based on just knowledge of the contents of the book. The school systems are heavily dependent on the grading system to keep records of the students and also as a numeric to know the weaknesses and strengths of different individuals. The grades are a core part of the education system in our country which acts as a base for higher studies. Grading system is deeply rooted in the educational system of our country which cannot be eradicated completely. As education is modernizing day by day with including latest technologies, the education system needs tools like grading system to keep a record for the students and to make them aware of their strengths and weaknesses. Grades reflect the extent of the objectives achieved by the teacher. Grades create the different categories in the classroom which in turn can affect the morale of the student. Grades are a standard that has to be maintained by the students in order to make sure that they are appreciated by everyone. Grades cannot always show the actual learning of the students. It can just be a number that is achieved by memorizing the things. The pressure that is related to scoring good grades is something that needs to be stopped as it can create

fear in the students and negative outlook towards those who do not score good grades. Grades should not be the only parameter of judging the performance and the caliber of an individual. . Grades should be assigned keeping in mind the understanding and application of a concept by the student rather than giving just the content of the book. It also depends upon the classes that the system is used for. For different classes the criteria might differ based upon the age of the learners and the teaching – learning activities

INTRODUCTION

Education is a process that involves the acquisition of knowledge which leads to the making of beliefs of an individual. Education in India has evolved over the years from the early gurukul system to the modernized structure of the government and private schools with the levels divided up into primary, secondary and higher secondary. Grades are the mathematical values that we associate with a learner's achievement and proficiency in the subject. Grading system is used as a tool for evaluating a student's performance in one academic year. It is based on the series of tests that are conducted related to the syllabus of the students. It is used to reflect the level of understanding of the learner and the final grade of the year denotes the level of understanding of the learner. There are different types of grading which have different attributes to them. Percentage grading involves giving values that are calculated in terms of percentage. The percentage is calculated from the marks obtained by the student against the total marks. This type of grading is done in every semester and also at the end of an academic year. .letter grading involves assigning symbols such as A, B, C etc to the students based on the marks that they have achieved in the different subjects. Grades are assigned individually to the subjects and collectively to all the subjects by joining the total marks obtained by the learner. Letter grades are generally attached to the points that a person has scored. Norm-referenced grading the students are assigned the grades by comparing their performance to that of the whole class. It involves comparing the performance of the students based on what they have scored in the test.

ADVANTAGES OF GRADING SYSTEM

It is a tool for evaluation- Grading systems are used in education to assess the understanding of the learners and their subsequent improvement in the different subjects. Schools use the grading system to provide a measure about the learning of the students. It also acts as a measure for the school as the overall result of the school reflects the overview for the performance of the school as well as the

students. Grading system is used to differentiate between the performances of the students in a particular subject. Record/ proof -It is a record of the performance of a student which can be used in future by the student as well as the school to show the accomplishments of the students. It acts as a validation for the learning experiences of the students. It increases the amount of students that get a high score as the students with grade A can be anywhere between 91 to 100 marks reducing the difference between the two by giving the same grade to the learners. It makes the assessment an easy process. It also reflects the achievement of the objectives that are predetermined by the teacher. A grade reflects the level of achievement of the objectives and also acts as a feedback for the teacher as well as the learner. It can also help the teacher to see what kind of methodologies is effective in the classroom. Good grades can boost the confidence of the learners. They also open the doors to various institutions after completing school and further for higher education. It is an important part of the qualification of a candidate when going for higher studies or jobs.

DISADVANTAGES

Grading system can cause division among the students based on the marks they have scored making categories like excellent, above average and below average and underachievers that can instill lack of confidence among some and overconfidence among others. Grading system can cause students to take everything for granted as they might perceive education as the process of achieving marks and might not use their full potential in learning. Grading or giving a numeric based on what a student has written is not enough to know whether they have actually understood a concept as it is only concerned with the writing skills of a student. Education aims at the all-round development of the students which cannot be assessed with a numeric based on just knowledge of the contents of the book. It does not tell us whether the students are capable of actually relating their contents of the book with the outside world. Students tend to go for rote learning methods rather than actually trying to understand a topic. Grade becomes the end product of learning for the students. This limits the personal development of the students. Their sole concern is to get the marks and not to explore the content. They might even focus on just getting the passing marks which can result in lack of interest among the students. It does not give the actual picture of the performance of the student, instead it is all based on what a student has achieved in a particular exam. Grading can lead to demotivation among the students due to the comparison between the high scorers and the under achievers. The ones who score higher with rote learning also promote rote learning among the others and are

appreciated for their marks by their teachers and the society without knowing the actual knowledge gained by the student. Temporary learning- As the students pass the academic year they tend to forget what they have learned previously as they have only done it to score marks. Grades as a measure for higher studies- Students who are at the higher secondary level only focus on the grades as it is a measure for them to get admission in prestigious colleges after they complete their school.

BOOKS PERTAINING ONLY TO GRADES AND LIMITING STUDENTS CREATIVITY -

There are certain books that are also available that promote this type of grade oriented learning that limits the thought process and creativity of the students having ready-made answers. Grading system unlike any other has its own set of advantages and disadvantages which cannot be eradicated completely. The school systems are heavily dependent on the grading system to keep records of the students and also as a numeric to know the weaknesses and strengths of different individuals. The grades are a core part of the education system in our country which acts as a base for higher studies. There are some things that can be added in the system to make it a way of measuring the overall development of the students. Feedback can be included in the class room when the students submit their work. This will help the students to improve their work. Feedback given at the right time might also help them to improve their weak areas. These way students will be motivated to work hard and they will also develop interest over time. Teacher should try to include different modes of assessment in the classroom. One should not be only dependent on the traditional methods of written tests. Discussions and role-play or sketching can also be included just to give every individual an opportunity to showcase their talent and work in their area of interest. Participation in the class and the school activities should also be considered while grading the students. Each individual should be encouraged to celebrate when they have passed an academic year irrespective of their grades. Every student should be given equal opportunities inside and outside of the classroom. The questions in the test should be application based so as to determine the actual learning of the students. Group work should be included in the evaluation process. Students should be encouraged to learn together. This will help to increase their creativity and help them to come up with the answers by themselves rather than looking in the book. Students should not be segregated based on their marks as it can be demotivating for those who have not scored high grade. Rubrics can also be used to evaluate students. Using rubrics the teacher does not have to sign the grades to the students; instead they just have to assess the students in the rubric. This way the students will be able to reflect upon their work and will be able to improve it in the future. Rubric does not involve any grades and that in itself

eliminates any sort of unhealthy competition between the learners. Grading system is deeply rooted in the educational system of our country which cannot be eradicated completely. As education is modernizing day by day with including latest technologies, the education system needs tools like grading system to keep a record for the students and to make them aware of their strengths and weaknesses. Grading system should not be fully dependent on the written tests and exams. Different methods of evaluation can be used to make the grading system fair for all the students. Grades help to identify whether the objectives have been achieved or not. Grades are an important part of ones qualification for jobs or interviews. Grading system is not accurate but it is approximate and gives a value to the efforts put in by the students in terms of the numbers or letters. Grades should be assigned keeping in mind the understanding and application of a concept by the student rather than giving just the content of the book. It also depends upon the classes that the system is used for. For different classes the criteria might differ based upon the age of the learners and the teaching – learning activities.

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NEED OF SEXUALITY AND LIFE SKILLS

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ABSTRACT

In this paper the main concern is how people want to stay away from the topics and concerns about their own body. People feel that if they talk about sex or their problems related to sex then it is going to affect the culture but we need to understand that it's our body and we are responsible for it. I told how workshops and curriculum can change the whole concept about sexuality and life skill and how it's going to improve our society and mindsets.

SEXUALITY

We all know what sex is. Sex is basically a small art of who we are as a sexual being but sexuality is basically much more than body parts and reproductive system although it includes these as well. Sexuality includes our thoughts ,ideas, fantasies , our sexual experiences. Sexuality includes how we experience our intimacy, touch, love, compassion, joy and sorrow. It tells about our role in the society and plays a major role in our life as an individual as all of it some or the another way connected to our body, brain and hormones .As sexuality plays major role in our life so it is very obvious that it should be a part of our skills and education.

Life skill is the skills that is necessary and required for our full participation in everyday life than why do people feel shame to talk upon it or talked inside four walls. When youngsters get married it's talked everywhere with happiness and sweets than why can't we as human beings talk about fantasy or how do we actually feel about our body openly.

Being one adult of this society i really want to tell and talk about what sexuality is and why it is much needed in our school curriculums and after school hours as well.

IMPORTANCE TO KNOW ABOUT SEXUALITY AND LIFE SKILLS

People or Parents fear that if we educate young human beings about sexuality, it's going to encourage them to begin having intercourse early. The proof shows sex training both has no impact or younger humans postpone intercourse for longer and when they do begin, they're much more likely to defend themselves from being pregnant, STIs and HIV. Any act before marriage, and lifetime fidelity within it's miles the ethical best of many faiths. Many humans sell this ideal to lessen the spread of HIV. However, some young humans are born with HIV and despite the fact that we may also strive our first-class to have true and secure sexual relationships, our lives are complicated and we do now not always gain our dreams. This puts us at risk of HIV and other problems. as an example, many younger ladies contract HIV of their first yr of marriage from an older partner who had sex earlier than. this is why we want to be open approximately our relationships and able to get entry to HIV trying out and condoms. The risk of setting such tough objectives is that when we fail, we experience terrible and keep it a mystery. We blame others who fail, along with those with HIV. This regularly results in human beings hiding what is going on and feeling unable to take movements which include going for testing or using condoms.

In this environment, condoms are often seen as a device only for people with bad morals and people are reluctant to obtain them or suggest using them. People forget that we are humans and we need sex as unfortunately reproductive organs are our body part. If by chance any person is born with any kind of disease than how is he at fault ?? but our fault is that we don't educate our self or others enough to cure the problem instead of keeping it to our heart.

If proper education or workshops were conducted on time than all the people who are suffering from lack of sexual education would not have suffered. In movies like "PADMAN" it is very well shown how people in village area were using leaves and old clothes during their periods even nurses were feeling shy to talk about this with the man openly.

After having such lack of education in this field it is important to have *workshops and curriculum* made in such a way that our next generation don't feel shy to talk upon it and reduce damaging behavior, feelings such as blame, shame, guilt, stigma and discrimination caused by judging and labelling sexual behaviours that do not match the moral ideal. There has to be workshops organized where each generation can learn about their about their body parts without feeling any shame from

each other. There has to be some kind of toolkit where government of India plans out things and methods to make the project successful.

In these workshops and curriculum we say that directly making an act at that particular time is the safest choice for young people, but time will pass on and at some point those young people will become sexually active. We cannot afford to wait until they do, nor can we afford not to equip them with the information they need to protect themselves. To stay updated with the information on sexual and reproductive health should become a part of the sexual culture of our societies which can be taught through schools, community teachers and parents. Sexuality is such a sensitive issue for all this society. New and controversial issues are being talked about in our countries and in this kind of curriculum. Sometimes it is difficult to face the reality and think everything from a different point of view. We are afraid that if we start talking more about sexuality then it will destroy our culture and values but we should notice that our culture keeps on changing with time, every generation have different things to face and learn from them.

An essential fundamental ability is basic reasoning about the things that impact our conduct. At that point we can fortify the accommodating pieces of our way of life, change or expel hurtful ones and include some new thoughts. Our definitive point is to assist youngsters with growing up glad, sound and safe. This implies seeing the truth and cooperating to improve things inside that reality just as working for positive change. Working with guardians, community members . Young individuals can't improve sexual and conceptive wellbeing alone. They need the help of companions, families, specialists and the more extensive society. In the event that they meet in gatherings, they can bolster each other in positive ways and take activities together to improve things. On the off chance that they make solid organizations with others, they can motivate backing to make the network a more secure spot for everybody. Guardians and caretakers might frequently want to show their kids about sexual and reproductive issues sometimes it might happen that they are not aware about that issue too, *they also might need more knowledge about before they share any*. Adults will also learn a lot from the topics and activities in the kind of workshops . If parents learn alongside their children, it will bring many benefits to both generations. It is going to increase knowledge and life-skills. This will encourage good relationships and safer sexual behavior. If parents learn to praise more and criticize less, to be good role-models to their children, to teach with love and to critically think about their changing cultural norms, then they can strengthen the socialization that they already do.

STEPS FOR AN INDIVIDUAL TOWARDS ACCEPTING OUR OWN BODY FIRST

As a facilitator it's very important to take this topic as every other topic we talk upon and feel comfortable. So there has to be some kind of toolkit through which we can reach so many people with some ease like organizing workshops.

There are few criteria to be fulfilled before to make others talk on sex and their feelings.

1. **SELF ACCEPTANCE**- people have to self accept their flaws and their bodies. It should not matter whether they are fat, skinny or anything. The point is that they are humans and they rights to enjoy their body and self as any other person in this society.
2. **SELF CONFIDENCE**- once we self accept our body ,our thoughts , our identity we will be confident our self. We will not mind what others think about us but what matters to us.
3. **SELF AWARENESS**- When we will start exploring our thoughts and our body ,we will be self aware about our flaws and fault. In that way we will be aware about where to make changes and where not.
4. **KNOWLEDGE ON THE TOPIC**- It's important to have knowledge on the topic thoroughly. We just can't have anything for our body or do any kind of experiment. People who don't know much knowledge don't mind using leaves or ashes during their periods also or premature pregnancy is very common issue now a days. So having a proper knowledge is important.

These were some of the ways in which one can be comfortable with the topic first then go on as a facilitator. Spreading knowledge is a very good thing and specially in the context like sex and sexuality it's very appreciating but knowledge should also be the priority. As without knowledge we can't tell anything. It's not about what we feel but what the truth is.

Workshops and curriculum planning should be done in a way that anyone who wants to facilitate participatory learning activities with young people to equip them with the knowledge, positive attitudes and skills to grow up and enjoy sexual and reproductive health and well-being so they are successful in that. This includes peer educators and leaders, outreach workers, teachers, community workers and others. *Such education's aims is to assist facilitators and students both with the:*

1. Correct and complete actual information to young people.

2. Plan appropriate educational activities for groups of young people that enable them to analyse their own situations, resources and needs
3. New knowledge application to their lives.
4. They will be more aware about their values.
5. They will develop their confidence and self esteem.
6. Life skills will be developed like communication and assertiveness skills, problem-solving and decision-making.

Workshops which have positive impact on attitudes and behaviour helps people with the following attribute like, It is a two-way learning process between equals that starts from what people already know and what they feel. Everyone is respected and valued, whatever their age and sex. People actively participate where they learn from activities. They experience a new way of doing things or sense of equity is there and this changes them. People develop positive values and behaviour through exploring options, understanding the different influences on their lives and coming to their own views and decisions, rather than being told what to do.

CONCLUSION

In order to have healthy sexual behavior, every person is need to have proper information about everything, specially young section of the society. They need to have opportunities to apply these within themselves, such kind of value and attitude. They are supposed to feel good about themselves and have that much self esteem that they are worth look after. They need to have that skill and maturity so that they can inculcate such changes in them. It is being seen that young people care more about their health and body than the old ones. If it is told to young people to avoid something as it is going to harm body then they will give up soon. for example young people are more likely to avoid smoking if they believe that it going to decrease their stamina for football rather telling them that smoking can cause cancer in future.

These young people want to be smart, attractive , easy to grab opportunities and be as successful as possible in lives. So giving them proper, correct and on the time information is the need of the society and we should provide these basic requirements by proving workshops and making curriculum like that. Proper involvement of schools and institutes there has to be workshops for other citizens to make this world aware about their body and hormones.

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EDUCATIONAL DEVELOPMENT IN INDIA

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ABSTRACT

The main purpose of writing this paper is to introduce the development in educational system of India. According to my research , after independence New national policy on education gives more emphasis to universalization of primary education, vocalization of secondary and specialization of higher education. After seeing the data given it can be said that during the period of planning there has been expansion of general education. It has been also said that literary rate was increased along with the enrolment ratio of children in the age group of 6 – 11.

KEY WORDS,Development at the primary level of education,Development at the secondary level of education, Development at the higher level of education

INTRODUCTION

Development at the primary level of education:

Education has been made a fundamental right for all children in the age group of 6 – 14 years by the 86th constitutional amendment act, 2002. So, when we talk about development at the primary level of education. The National Policy on education is a policy developed by the government in order to promote education amongst India's people. The policy gives more emphasis to primary to higher education. Several other policies were made by National policy of education to attain universalization of primary education.

1. District primary education programme
2. SARVA SHIKSHA ABHIYAN - Under this scheme primary education has been made free and compulsory education between the age group of 6 -14. It has been also envisaged that all children should complete 5 years of primary schooling by 2007, all children enrol in school education by 2003, gave more emphasis on education for life at elementary level. It has also abolished the all gender and social category gaps at elementary level by 2010.
3. Another policy named PADHE BHARAT BADHE BHARAT which is a national wide sub-programme of SARVA SHIKSHA ABHIYAN designed to improve comprehensive reading , writing and early mathematics programme for class 1 and 2.

DEVELOPMENT AT THE LEVEL OF SECONDARY EDUCATION:

National Policy Of Education, 1986, has not made great changes at secondary and higher secondary school system. So in order to improve the quality of secondary education, MINISTRY OF DEVELOPMENT, GOVT. OF INDIA launched major scheme named RASHTRADE MADHYAMIK SHIKSHA ABHIYAN in march, 2009. The main focus of this scheme is to enhance and improve quality of education. In order to increase the enrolment ratio for classes 9 and 10, the scheme envisages that they will provide a secondary schools within a reasonable distance of every habitation. The purpose of this is the universalization of secondary education for all children between 15 – 16 years of age by 2017.

DEVELOPMENT AT THE LEVEL OF HIGHER EDUCATION

After passing the higher secondary examination , students could enrol themselves in general degree programme such as in arts, commerce, science, or professional degree programme such as engineering, law, or medicine. University grant commission plays a vital role in higher education learning programme . According to the data of 2012, India has 152 central universities, 316 state universities , and 191 private universities.

RASHTRIYA UCHCHATAR ABHIYAN : It is a holistic scheme that has been made for development of higher education in India established in 2013 by the MINISTRY OF HUMAN RESOURCE . The main motto of this scheme is to give strategic funding to the higher educational institutions throughout the country. A total of 316 state public universities and 13024 colleges will be covered under it. State government runs a larger number of higher institution, which are limited in their own management. It is because RASHTRIYA UCHCHATAR ABHIYAN SCHEME is not

providing them sufficient support to enhance their facilities for educational reform. So in order to enhance facilities of higher education at state level, a separate scheme for state/ UT managed universities and colleges were proposed by NATIONAL DEVELOPMENT COUNCIL as a part of 12th Five year plan in 2012 and it is approved by cabinet committee on Economic Affairs in October, 2013.

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IMPACT OF E-LEARNING ON EDUCATION

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ABSTRACT

Utilizing a subjective substance examination approach, this investigation checked on 47 distributed examinations and research on web based educating and learning since 2008, principally concentrating on how speculations, practices and evaluations apply to the web based learning condition. The motivation behind this paper is to give useful recommendations to the individuals who want to create online courses with the goal that they can settle on educated choices in the usage procedure. In view of the discoveries, the creators contended that successful online guidance is needy upon

- 1) all around structured course content, persuaded association between the teacher and students, very much arranged and completely bolstered educators;*
- 2) production of a feeling of web based learning network; and*
- 3) fast headway of innovation.*

KEYWORDS: online training, web based instructing, web based learning network, nonconcurrent learning, intellectual nearness, social nearness, showing nearness, online advanced education.

INTRODUCTION

A learning movement can be characterized as an association between a student and a situation, prompting an arranged result. It is the arranged result which makes learning a intentional action. Learning is characterized as an adjustment in conduct. As such, learning is drawn closer as a result – the finished result of some procedure. It very well may be perceived or seen. Learning is quantifiable and moderately perpetual change in conduct through involvement, guidance or study. While singular learning is specific, assemble learning is basically political. Its results depend to a great extent on power playing in the gathering. Learning itself can't be estimated, yet its outcomes can be. In the

expressions of Harvard Business School therapist Chris Argyris, learning is "location and rectification of blunder" where a mistake signifies "any bungle between our expectations and what really occurs." There are numerous kinds of learning strategies and speculations however e-learning is growing quick. E-learning is very much acknowledged because of numerous reasons and same zones are investigated in this examination contemplate. Learning is a result of cooperation. Contingent upon the epistemology hidden the learning structure, students might interface with educators and mentors, with substance as well as with other individuals.

HISTORY OF E-LEARNING

An upset in the data innovation and the development of web has made the human culture take a tremendous jump. The focal point of society is moved from industry to data. The presence of data innovation has been the most vital occasion toward the beginning of this century. Data innovation all of a sudden turned into a vital component of each part of our general public. Training is no exemption. The utilization of interactive media and systems administration is invited by the field of training. In 1960, the University of Illinois built up a classroom with connected work stations where the understudies could tune in to recorded addresses of a specific course. This was the first occasion when that some type of e-learning was pursued. In the start of 1960s, a few educators of Stanford College utilized PCs to show science and perusing in grade schools. PC based learning conceived an offspring to numerous e-learning courses. With the development of web in 1990s, correspondence schools like University of Phoenix begun appearing in virtual instruction. By 1994, the first online secondary school CAL Campus appeared. The mix of online instruction and eye to eye showing strategies has increased more accomplishment than utilizing the two strategies exclusively. A few specialists allude to the instruction in 21st century as a media organize instruction. Instructive data is being acknowledged and advanced by every one of the countries around the world. A reality expressed by the National Centre for Education Measurements that in 2008, there were 18 million understudies, who were enlisted in some online program around the world, which was a 1.6% expansion from 2002. In India, despite the fact that the insights are not all that high, still there is an expansive extent of on the web training. Under this circumstance, the instruction framework and the training strategies and numerous different things identified with the training field are evolving. Also, this change has brought forth e-learning.

Inside the instruction part, e-learning can likewise be utilized as a compelling administration device, to give an understanding into the advancement and movement of staff, featuring potential abilities holes that should be tended to. When these holes are perceived a decision can be made concerning whether to up-aptitude current staff, or to open chances to get new staff to satisfy the prerequisites required by the school or training focus worker and senior. E-learning stages offer you the chance to download reports about the dimension and detail of the learning embraced, and a record of when the learning is substantial until. This will guarantee preparing and learning records are exceptional and that occasions and courses can be booked early to give standard discovering that will prompt reliably high educating.

MANAGEMENT

On the off chance that you work inside instruction and need to see increasingly about how e-learning programming can profit your school or training focus, contact Claromentis today. We work in giving capable e-learning programming that is easy to understand and viable in conveying the learning you requirement for your group. Our product enables you to record and track advance, offering access to data about up and coming instructional classes and occasions, keeping a proficient record of the representative's figuring out how to date.

MEANING OF E-LEARNING

E- Learning implies many things and it is seen distinctively by players with altogether different jobs. The E-Content Report (2004) portrays e-learning "as an umbrella term depicting any sort of discovering that relies upon or is improved by electronic correspondence utilizing the most recent data and correspondence advancements (ICT)".It is additionally characterized as "a nonexclusive term covering a wide arrangement of ICT innovation based applications and procedures, including PC based learning, online learning, virtual classrooms, advanced coordinated effort and systems administration Improving, others allude to it as educating and discovering that is web-empowered. Expanding on the above portrayals the Promoting Digital Literacy activity" portrays it as the utilization of new sight and sound advancements and web for enhancing the nature of learning by methods of access to assets and benefits, and long separation joint efforts and trades. Further, the Commonwealth of Learning in 1998 depicted e-learning in two different ways:

i) the utilization of data and correspondence advancements (ICT) to centre institutional capacities, for example, organization, materials improvement and circulation, course conveyance and educational cost, and the arrangement of student administrations, for example, prompting, earlier learning appraisal and program arranging.

ii) As an association that has been made through unions and associations to encourage educating and figuring out how to happen without itself being included as an immediate supplier of guidance. E-learning is an progressively ideal option in contrast to traditional classroom learning. The move to direct educating and learning over the Internet is quickly picking up force along with the development of processing innovation and the profound inquires about into the instructive approach on the Internet. Online learning has turned into an essential piece of the routine scene of instruction and preparing. It has been perceived that Web based learning can empower more students to approach the learning materials and give understudies and instructors with uncommon adaptability and comfort. Anyway numerous current instructional Web destinations essentially convey course materials over the Internet also, don't give successful and proficient backings to utilizing these materials to build information. Accordingly, students just inactively get the exhibited materials. Instructive frameworks are consequently looking to e-learning projects to help address these challenges and to generously enhance the quality and substance of their instruction. Incorporating e-learning into existing auxiliary instructive framework can, in any case, be a significant test. Auxiliary instructive frameworks in creating nations are experiencing quick change, especially an expansion in the quantity of schools and ascent of understudy enlistment identified with the ongoing accentuation of general essential training. Interest in e-learning is, be that as it may, not an option in contrast to interest in training for the most part; the two ought to be viewed as being correlative. Coordinating e-learning programs into existing instructive frameworks can advance, be that as it may, a change. Actualizing an extensive e-learning system would mean changes to the educational programs, framework, educator proficient advancement, course books, and tests. A real advantage of coordinating e-learning into administrative instructive frameworks would be, nonetheless, a long haul promise to developing and keeping up the program. The idea of e-learning incorporation into an instructive framework starts with the educator what's more, the manners by which educators instruct. The scholastic way to deal with this subject talks about the hypothetical points of view of

behaviourism versus constructivism and, for the reasons of this paper, how they apply to a mechanical auxiliary school classroom. A oversimplified depiction of the view is that of "chalk and talk" and the educator as the extreme expert and purveyor of learning – the "sage on the stage". This looks at to the constructivist model or technique where understudies work cooperatively also, socially develop new learning. In a mechanical classroom there will most likely be components of the two points of view mixed such that makes educating agreeable for the educator and exploits new instruments and openings.

E-LERANING A NEW WAY OF LEARNING

Instruction today has developed impressively as a result of advances in Web innovation.

The Internet empowers the customary individual to approach ceaseless amounts of data and information effectively and advantageously. The development of the World Wide Web, high-limit corporate systems, rapid PCs what not sorts of cell phones will make learning accessible to individuals 24 hours per day, seven days seven days around the world. Since numerous customary instruction associations are utilizing Web innovation to convey instructive substance, it is conceivable now for a high school understudy to look for help with arithmetic inquiries whenever of the day or an alumni understudy at home to take a few courses through long separation instruction. Electronic learning not just enhances the accomplishment of understudies from kindergarten to college, yet in addition upgrades the profitability of the corporate workforce. Tempestuous professional workplaces, brought about by market elements, have made learning and aptitudes essential for viable execution in the work environment. Learning in the work environment is never again inferred however required at various occasions and diverse amounts. In this show, learning adopts a responsive strategy to critical thinking experienced by associations, and learning programs occur in a particular area. Nonetheless, ongoing advances in the fields of conveyed and omnipresent registering, fake insight, psychological learning hypothesis, and sight and sound have merged to give progressively appropriated learning frameworks over the Internet and World Wide Web (WWW). A necessity for information and abilities conveyance crosswise over various frameworks, space, and time is appropriate to interesting learning prerequisites of individual students inside all sorts of associations. The parts of e-Learning can incorporate substance conveyance in numerous

organizations through the Internet, the executives of the learning background, and a arranged network of students, content designers and specialists. E-Learning covers a wide arrangement of utilizations and procedures, for example, Web-based learning frameworks, PC based learning frameworks, virtual classrooms, and advanced community oriented learning GroupWare bundles. E-Learning content is principally conveyed through Internet, intranet/extranet (LAN/WAN), sound and tape; satellite communicate, intelligent Television, DVD and CD-ROM, the still to rise remote application conventions (WAP) [ASTD, 2001]. It is evaluated that the e-Learning business sector will develop significantly throughout the following five years. In addition, with the enhancement of data transmission, video, and capacity innovation, the interest for e-Learning items and administration will

E-LEARNING TECHNOLOGIES IN CLASSROOM

E-Learning is an in this way expansive term that covers instructing, learning and the empowering instructive condition. It can utilize a scope of instructive methodologies and electronically upheld advances. A few instances of utilizing advances in e-learning classrooms are underneath:

1) One-to-Many (correspondence between the instructor and the class overall):

a) Online classes. Substance can incorporate address notes, assignments, message sheets, connected book indices of readings and sites, tests, and talks.

b) The review of TV shows, recordings or other recently arranged material at a focal area. The instructor in a multi-media classroom anticipating content utilizing a projector or screen, or utilizing an intuitive whiteboard. The substance can extend from PowerPoint slides, news communicates, intelligent sites, and the educator drawing illustrations, to instructive programming exhibiting a virtual science explore.

c) Distant learning classroom or video-conferencing, in which an instructor is communicate live to a solitary or to various remote classrooms. The inaccessible rooms can convey to the educator and others through content or sound visiting, or video.

2) One-to-One (understudy and instructor impart

a) Teachers screens singular understudy action and advancement utilizing a criticism program

- b) Teacher audits assignments, questions.
- 3) One-Alone (understudy alone with course content, self-guided
 - an) E-perusing gadgets with course reading or other perusing material
 - b) Interactive exercises, works out, tests, diversions or other programming that an understudy gets to through a PC, cell phone, tablet or other. Applications may anticipate and propose content dependent on understudy conduct and advancement.
 - c) Student led research, composing and other homework readiness on a PC or other PC.
- 4) Many-to-Many (understudies impart among themselves)
 - a) Students impart in a class exchange gathering, share data or speak with individuals outside the classroom
 - b) Student aggregate introductions.
- 5) Teacher Training
 - a) Teachers get to preparing materials, activities and step through exams utilizing on the web or facilitated material and programming
 - b) Teachers structure a "network of training" to share encounters; get thoughts in a online life kind of condition.
- 6) School Administration
 - a) Learning the executives framework
 - b) Computer supported evaluations (tests, grades).

BENEFITS OF E-LEARNING

E-learning is yet to end up the substantial scale strategy for preparing instructors in the instructive field. Whenever looked at with the conventional techniques for preparing instructors, e-learning has the benefits appeared as follows:

Minimal effort

E-learning is far less expensive than customary techniques for educating on account of no utilization of paper and pencil and with the diminished cost of educator preparing. It very well may be completed at wherever and whenever. It likewise spares a great deal of time and now the different parameters won't be restricted to the measure of the class and number of understudies.

Adaptable

E-learning can be done anyplace without strict time boundations. It prompts a progressively adaptable condition for understudies.

Personalization

Dissimilar to conventional showing rehearses in e-learning the preparing material isn't picked by educator or a few association and can assist understudies with obtaining their own necessity of information.

CONCLUSION

informationization. E-learning underpins the across the board use of instructive preparing. E-learning has different favourable circumstances over the conventional systems of learning and is prevalent. Elearning is the most advantageous approach to seek after a degree in advanced education. A great deal of these understudies is pulled in to a adaptable, self managed technique for instruction to achieve their degree.

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STRESS IN OUR WORKPLACE

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ABSTRACT

Work place stress is normal, excessive stress can interfere with your productivity and performance, impact your physical and emotional health, and affect your relationships and home life. It can even determine success or failure on the job. One can't control everything in one's work environment, but that doesn't mean you're powerless, even when you're stuck in a difficult situation. This paper discusses the Positive stress and the negative stress and also describes its types. Most of the time it is difficult to even identify that an employee is showing the symptoms of negative stress, but his/her performance is affected by it at that time it is the responsibility of both employer and employee to deal with it in an efficient way. In this paper various ways are suggested which would be simple to implement yet effective in their results.

KEYWORDS:Stress, Workplace, anxiety, alleviate stress, positive stress, negative stress, acute stress, chronic stress

STRESS

When you think of 'stress', you believe it's a negative connotation that usually comes to the mind or it is related to how you react when you are under pressure. But in the real sense stress is actually a neutral response that calls for reacting to any change, or a physical and/or emotional challenge. These challenges or threats are considered 'stressors'.

Now days, Stress is a very normal part of our life. From the moment when we open our eyes in the morning, we are feeling it. When it is Positive stress it helps us to take action and it can also shift our thinking patterns to new perspectives. It improves our lives and fill it with anticipation and excitement. Stress is also useful when you are in danger. The body responds by releasing a flow of

adrenalin and other so-called 'stress hormones', which make the mind and body in high alert, in order to decide what to do or what not to do.

Stress can also kill! Yes, that's very true, stress demands our mind, body and soul to react to changes that's happening, our stress reaction can save or destroy our life. Also, that's very true that excessive stress can make you really sick or it can take your life too. Often stress becomes distress and stress can also last very long and can destroy your whole life.

One should do something about stress, one should figure it out how to manage stress as it can affect one's mental and physical health and also can affect the efficiency in workplace and their reactions in social gatherings and that person also.

There are some physical symptoms to stress, that are: headaches, nausea, blood pressure, mood swings, fatigue, body pain etc. also, there are psychological effects that can be anxiety and also depression. It can also effect concentration and memory. It can have behavioral changes like anger, irritation, sleeping habits, alcohol, smoking, change in eating habits and so on.

Stress can come from anywhere whether it is external forces or it can be from within, whether it's our thinking or overthinking.

The organization environment you are working in effects stress levels. Some styles of management like micromanaging or authoritarianism can be very stressful. Also, long working hours or workload or insecurity of job can also build up stress.

Also, Social and interpersonal relationships, can affect a working team. If there are Conflicts with supervisors, colleagues, or there are troubles in the family or home issues can also be a huge source of stress, and can be compounded by a limited range of social and recreational options to relieve it.

If one is physically unfit, like one is suffering from some chronic or acute illnesses, allergies or any injury, is a great source of stress. If one have experienced a traumatic event in life previously , or is having a history of anxiety or mood disorders or any psychiatric condition, then they can be more likely prone to suffer from stress.

Also, if one is in separation from one's home environment, the loss of community, or is in distance from family and friends then they are more prone to stress issues. Also, Frequent relocation is also a challenge to partners/spouses who are indulged in dual careers, which also impacts children who have to change schools frequently.

TYPES OF STRESS

ACUTE STRESS

Acute stress is usually brief. It is the most common and frequent presentation. It is mostly caused by reactive thinking. It can be caused due to negative thoughts that can be arised due to any particular situation or it is overthinking over a past situation or it is worries about the future.

Acute stress does not cause the as much amount of damage as Episodic Stress and Chronic stress.

Short-term Effects of Acute Stress

1. Some combination of anger or irritability, anxiety and depression.
2. Tension, headache, back pain, neck pain, jaw pain, and other muscular tensions
3. Stomach, gut and bowel problems, heartburn, acid stomach, flatulence, diarrhea, constipation.
4. High blood pressure, rapid heartbeat, rapid pulse, sweaty palms, heart palpitations, dizziness, migraine headaches, cold hands or feet, shortness of breath, sleep problems, and chest pain.

EPISODIC ACUTE STRESS

The people who frequently suffer from acute stress often live a life of tension. They always feel pressured or a position of rush. They may take many responsibilities, but are not able to justice with it.

There are 2 main personality types of Episodic Acute Stress: 1) "Type A" personality 2) The "Worrier"

“Type A” personality: Type A personality have an excessive competitive drive, and are aggressiveness, impatience, abrupt, and have a sense of time urgency. They are very impatient and do work in a hurry and always wants to be 1st no matter what.

In addition, they are reactive with hostility, and are very insecure about how they performed. They are more prone to heart problems.

The “Worrier”: The Worrier presents with almost always negative thoughts which cause episodic acute stress on physical and mental health. They always have negative thoughts about every situation or person. They always have a thought that something bad will happen and nothing will go right.

Episodic Effects of Acute Stress

1. Anger or irritability, anxiety and depression, short-tempered, impatient, tense.
2. Compromised attention/concentration, compromised processing speed, compromised new learning and new learning memory consolidation and retrieval, and mental fatigue.
3. The workplace becomes a very stressful place for them.
4. Tension, headache, back pain, jaw pain, pulled muscles, tendons, and ligament problems.
5. Stomach, gut, bowel problems, heartburn, acid stomach, flatulence, diarrhea, constipation.
6. High blood pressure, rapid heartbeat, sweaty palms, heart palpitations, dizziness, migraine headaches, cold hands or feet, shortness of breath, insomnia, chest pain.
7. Immune System Compromise: frequent colds/flu, allergies, asthma, and other immune system compromise illnesses.

Treatment for Episodic Acute Stress

Episodic acute stress requires monitoring on a many levels. This stress treatment requires professional help for many months.

The lifestyle and personality characteristics are so habitual that the individuals that are suffering from this kind of stress may see nothing wrong with the way they conduct or behave in their lives. It is very common in these individuals to blame other people and other events for their failure or for their

own problems. They see their lifestyle, and their interacting patterns, and their ways of perceiving the world as an integral part of their personality and therefore resist to seek professional psychological help.

These individuals are very resistant to change and are often against to have any sort of change in their behaviors or in their thinking patterns.

CHRONIC STRESS

Chronic stress is one of the most harmful kind of stress. If this type of stress is left untreated over a long period of time, it can be very difficult to reverse its damage on physical health and degrade your mental health as well.

This kind of stress can also lead to the feeling of hopelessness and also does not give a way for any escape from the cause of stress, and it gives up on all the seeking solutions.

Chronic stress can be caused by any incident that have occurred in childhood or any traumatic experiences later in life.

When a person who is living with chronic stress, their behavioral actions and emotional reactions become ingrained. There can be a lot of changes in the hardwiring of the neurobiology of the brain and body. There by making them constantly prone to the hazardous stress effects on the body, mind, cognitive regardless of the events or situations.

The people who are suffering from chronic stress are more prone to heart attacks or heart failure or can have many medical conditions whether it is mental or physical health issues.

Chronic stress is also be called as grinding stress as it can destroy a person as a whole and it can be increased day after day and year after year

Treatment for Chronic Stress

Each individual is different and so are their minds and situations so, its very different how any person should be treated who is suffering from chronic stress. Some chronic stress can be because of a stem from a very early childhood traumatic experiences that has become internalized and left and developed a forever painful incident. Early childhood experiences have a great affect on one's

personality; often resulting in core beliefs that are created by cause of unending stress for the person. This kind of stress has to deal as soon as possible otherwise it can have an adverse effect on the person's life who is suffering from this kind of stress.

Here is a Good news that chronic stress can be easily dealt with psychological treatment which is very effective.

Individuals with chronic stress frequently ignore all of the signs and symptoms because it is old, familiar, and also because often they feel helpless and hopeless.

Chronic stress can also kill a person through suicide, violence, homicide, heart attack, even cancer. This can deplete a person completely and the treatment is very necessary but the detection of chronic stress is very difficult.

If one feels that he is not mentally ok that's very fine, first of all he should get help. If one continually feels stressed, anxious, overwhelmed, panic, stressed-out, then it is advised that he should consult with a licensed clinical psychologist who can help him learn how to manage stress in the best possible way. He or she can help one to identify situations, their thoughts, and behaviors that has been contributing to their stress and anxiety.

HOW CAN STRESS AFFECTS:

Stress can affect us on all levels: It can affect at all levels whether it is physically, cognitively, emotionally, behaviourally, socially, and spiritually/philosophically.

Physically, stress can often starts from headaches. Cognitively, also our memory may be affected due to stress, and one may struggle with their concentration. Experiencing a traumatic event, racing streams of thought or it can also be in the longer term that can be flashbacks to the event, disturbing memories or nightmares.

Emotionally, from the emotional perspective one may feel anxious, depressed and withdrawn from everything. It may also include immediate reactions to any traumatic feelings of elation, being overwhelmed, nervousness, rapidly changing responses, or numbness.

Behavioural reactions may include irritability, or any tendency to rely on 'comfort' foods, tobacco or alcohol to manage the stress. After any traumatic incident, or any outbursts of anger. One might also experience restlessness or try to isolate themselves from everybody whether it is friends or family.

COPING UP WITH STRESS

Self-care is what we do for ourselves whether it is to understand how to manage our physical as well as mental health, and making a balance of spiritual and materialistic life in day-to-day level. Self-care begins with oneself, only, you always have to start focusing on your life first and then start giving advice to others. In order to take care of yourself, it is very important to make time for your relaxation. Self-care can help one to maintain stable balance in our personal and professional lives, and it can also help one to keep functioning, with our senses intact.

Identify what stresses you, in which situation do you feel in stress. Does your relationships with your colleagues gives you stress? Do you feel pressured when you perform or meet deadlines, or feel burdened by work? Do you feel that you have enough time to do the things you are passionate about, or the things that helps you to relax?

You have to identify the changes that you have to make in yourself. Once you have come to know what is bothering you then you stress can be handled by taking regular breaks or by doing things that you love or that makes you feel better and happy.

ALLEVIATE STRESS IN THE WORKPLACE?

When one is not in crises then the time pressures and deadlines of work can be modified or adjusted. One have to learn how to the technique of time management. Organization is the key, you should know how to organize and utilize your time. You can have a label on all files and have them arranged properly. You have to make enough space for incoming mail and work that is to be completed for that particular day. You can create a 'to do' list for the week with columns which is your most priority.

When making a schedule plan your time to answer calls, respond to e-mails, and attend meetings, send messages and mails. Avoid scheduling regular and work after work. Avoid interruptions. Stick to the task at hand. Know how much you can work or what is your limit. Learn to say no.

Resolve the conflict with any colleague or family or friends as soon as possible as it can affect your day to day life or your professional life or even it can give an unwanted stress. If possible give yourself break and do meditation or if you have a trustworthy person speak your heart out, you will feel relieved and you can focus on your work more.

Take time for walks or lunch out scenes so that you will feel relaxed and happy. Also mini-breaks can be taken while working. Or if you are feeling exhausted close your eyes for a little while, and focus on your breath, this will make you feel light and energetic.

SELF-CARE EXERCISES

The way you think you can stay away from stress can also sometimes give you stress. There are some techniques and some ideas of practices that can relax you or enhance your strategies for coping up with stress.

RELAXATION TECHNIQUES

Instant Calming Sequence

This technique takes few minutes for relaxation, you can use technique when you have a lot of work and less time for relaxation.

Follow these steps:

1. Focus on your breath and keep breathing deeply and smoothly .
2. Smiling is a stress buster smile during the technique.
3. Keep your head high, shoulders back and spine in straight position.
4. Feel that your body is relaxing.
5. Send yourself an affirmation that I am calm, happy and relaxed.

Deep Breathing

Deep breathing is very effective when you have to increase your energy level.

Follow these steps:

1. Be in comfortable sitting position, with your both feet on the floor.
2. Place your one hand on abdomen and the other on chest.
3. Then, Inhale through the nose and exhale through mouth.
4. Make sure you have your body in relaxed position.

This exercise has to be repeated 5 times

CONCLUSION

Responsibility in workplace would always bring some level of stress but one should not let it rule our lives. Instead we can follow simple exercises and some mental control to govern stress and be on the top of the world always.

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ROLE OF CLASSROOM TEACHERS AND SPECIAL EDUCATION TEACHERS IN EXAMINING AND RESOLVING ISSUES WITHIN INCLUSIVE CLASSROOMS

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This research study engaged classroom teachers and special education teachers in examining and resolving role issues within inclusive classrooms. Analysis of knowledge from multiple sources unconcealed 3 predominant findings: (a) once lecturers were confronted with role issues, they known AN underlying issue of instruction; (b) once tasked with transforming instruction, there was an inclination for participants to feature supplementary programs and supports; and (c) role problems were resolved through action designing and militarisation schoolroom lecturers with educational methods, materials, and support to show all students inside their school rooms.

Current literature on comprehensive education suggests that 2 cornerstones for effective apply could also be identified: (a) curricula and instruction that are accessible and useful to any or all students and (b) a continuum of supports and services for students and teachers. Studies report that, when a foundation of appropriate instruction and support are in place, inclusive education can benefit all students; those with disabilities as well as their non disabled peers. However, researchers also report (a) that teachers continue to identify concerns about their ability to provide instruction for the range of learners within their classrooms and (b) issues related to the roles and responsibilities of lecturers and paraprofessionals inside comprehensive school rooms. The study reported in this article used participatory action research methodology to examine and confront issues related to the roles of general education classroom teachers, special education teachers, and educational assistants within an inclusive school in Vasant Kunj.

The general education classroom teacher has been regarded as the “key to successful inclusion” as they optimally assume responsibility for teaching and creating opportunities to learn for all students

within their classrooms. Yet, results from numerous studies indicate that, in many situations, classroom teachers do not assume the leadership role in educating students with disabilities in their classrooms; conversely, some findings suggest minimal direct involvement. Studies report that, though schoolroom teacher attitudes toward comprehensive education are more and more positive, they feel ill-equipped to provide instruction tailored to the expanding range of needs within their classrooms and responsibility for college students with disabilities is commonly passed on to support personnel. Two common supports for inclusive classroom teachers are special education teacher(s) who assist with designing and implementing instruction, and teacher assistants who support students' participation in general education instruction and curricula. Models of service delivery have evolved from ancient congregated programs and also the provision of separate pull-out instruction for people and little teams, to a combination of service delivery models that involve multiple roles and responsibilities, and need multiple areas of experience. In some things, special educators report that they can't meet student wants inside this structure and enlisting and retention could be a growing concern as several special educators are choosing to leave the field. While education lecturers are defrayal less time with students, and classroom teachers are struggling to teach students with diverse needs, reliance on paraprofessionals to instruct students with disabilities has become a critical issue. There is growing concern that the assignment of a help has become the alternative for supporting students with exceptional wants, and that the role is evolving to involve primarily instruction and behavioural support.

Arguably, instruction and support are interconnected areas and unresolved issues of instruction may be directly linked to teacher role ambiguity and overload and inappropriate utilisation of paraprofessionals. Although there has been some analysis on resolution of role problems, there's restricted info on ways that consolidate advancement in educational approaches for various learners with efforts to address role issues in inclusive classrooms. This analysis paper concerned faculty personnel in concomitantly examining role problems and fascinating in actions to boost attainment instruction inside four school rooms (Grades five, 6, 7 and 8). Participants implemented Guided Reading as one approach within a balanced literacy program to explore the instructional question. This article focuses on findings associated with resolution of role problems.

INCLUSIVE EDUCATION

Inclusive education is once all students, in spite of any challenges they'll have, are placed in age-appropriate general education classes that are in their own neighbourhood schools to receive high quality instruction, interventions, and supports that modify them to satisfy success within the core programme. The school and schoolroom treat the premise that students with disabilities are as basically competent as students while not disabilities. Therefore, all students are often full participants within their school rooms and in the native faculty community. Successful comprehensive education happens primarily through acceptance, understanding, and attending to student differences and diversity, which can include the physical, cognitive, academic, social, and emotional. This is to not say that students never got to pay out of standard education categories, because sometimes they do for a very particular purpose—for instance, for speech or occupational therapy. But the goal is that this ought to be the exception. The driving principle is to form all students feel welcome, appropriately challenged, and supported in their efforts. It's additionally critically necessary the adults are supported, too. This includes the regular education teacher and the special education teacher as well as all other staff and faculty who are key stakeholders; and that also includes parents

BENEFITS FOR STUDENTS

Many studies over the past 3 decades have found that students with disabilities have higher action and improved skills through comprehensive education, and their peers without challenges benefit, too. For students with disabilities (SWD), this includes academic gains in literacy (reading and writing), math, and social studies—both in grades and on standardised tests, better communication skills, and improved social skills and more friendships. More time in the general classroom for SWD is also associated with fewer absences and referrals for disruptive behaviour. This could be associated with findings concerning angle in this they need higher self-concept, they like faculty and their lecturers additional, and are additional impelled around operating and learning.

For their peers while not disabilities, they additionally show a lot of positive attitudes in these same areas once in comprehensive lecture rooms. They make larger tutorial gains in reading and maths.

Research shows the presence of SWD offers non-SWD new varieties of learning opportunities.

One of these is once they function peer-coaches. By getting to a way to facilitate another student, their own performance improves. Another is that as academics take into larger thought their numerous SWD learners, they provide instruction in a wider range of learning modalities (visual, auditory, and kinesthetic), which benefits their regular ed students as well. Researchers usually explore considerations and potential pitfalls that may create instruction less effective in inclusion lecture rooms. But findings show this is not the case. Neither tutorial time nor what quantity time students are engaged differs between comprehensive and non-inclusive lecture rooms. In fact, in several instances regular erectile dysfunction students report very little to no awareness that there even are students with disabilities in their categories. When they are aware, they demonstrate more acceptance and tolerance for SWD when they all experience an inclusive education together.

PARENT'S FEELINGS AND ATTITUDES

Parents, of course, have a giant half to play. A comprehensive review of the literature found that on average parents are somewhat uncertain if inclusion is a good option for their SWD. On the top, the a lot of expertise with comprehensive education that they had, the more positive parents of SWD were about it. Additionally, parents of regular ed students held a decidedly positive attitude toward inclusive education.

INCLUSIVE CLASSROOM STRATEGIES

There is a certain would like for academics to be supported in implementing associate degree comprehensive room. It was found most teachers had either neutral of negative attitudes about inclusive education. This is as a result of they are doing not feel they're terribly knowledgeable, competent, or confident about how to educate SWD. Evidence supports that to be effective, teachers need an understanding of best practices in teaching and of adapted instruction for SWD; but positive attitudes toward inclusion are also among the most necessary for making associate degree comprehensive room that works.

METHODOLOGY

It was noticed that the special educator role was sometimes ill- defined and not well understood by general classroom teachers, administrators, teacher assistants, and the special educators themselves . Further it was revealed that concerns related to the role of special education teachers intersected with

issues related to roles and responsibilities of classroom teachers and teacher assistants. Teachers from a class 5 to 8 were asked to participate in the study.

Design. The study was initiated to look at and resolve role problems at intervals comprehensive lecture rooms. From the point in time, there was a shared belief among co-participants that school-based mostly personnel required to be actively concerned in designing and decision-making that may directly impact them, and that the study ought to manifest itself at intervals the varsity context.

Setting and Participants. The study took place in DAV Public School in Vasant Kunj.

Data from initial interviews, teacher journals, and researcher observations revealed a wide range of student characteristics in each of the classrooms including (a) average academic achievement, (b) academic and behavioural difficulties, (c) identified disabilities, (d) disadvantaged back- grounds, and (e) English language learners.

Position of the researcher. My central role was to collect data , reflect, help in decision making; and an instrument for gathering data. Throughout the method, there was a stress on cooperative designing and current analysis of strategies used. This was achieved through doing member checks, documenting feedback and discussing and adjusting strategies pro re nata as we have a tendency to touched through the rotary method.

Procedures. The first step was to gather information from the participants themselves. Individual semi-structured interviews were conducted with all faculty personnel. This was followed by 2 conferences to conjointly interpret information, clarify the research problem, and establish priorities for action. During implementation, classroom and special education teachers conducted guided reading with groups of three to five students while a teacher assistant supervised and assisted students with independent work.

DATA COLLECTION

Several sorts of information were generated and picked up throughout the study. First, descriptive information on the varsity and personnel views were collected through individual semi structured interviews. Second, throughout the arrange section of every cycle, the researcher met with each classroom team to develop an action plan. Action plans clearly such the actions to be taken, responsibilities of each participant, and timelines. Within every team there was mutual agreement that academics would conduct the target-hunting reading teams and supply instruction whereas teacher assistants supervised freelance activities. Third, information were collected from multiple sources in

every of the four collaborating lecture rooms throughout the Act and Observe and mirror and value phases. These included (a) teacher reflective notes and notes on student progress, (b) researcher field notes, (c) notes from two participant meetings, (d) student benchmark assessments.

Finally, semi structured interviews were conducted at the conclusion of the study.

FINDINGS

Student and family characteristics. Personnel viewed student characteristics, family backgrounds, socioeconomic context, and academic expertise as reticulated and sophisticated. Approximately 100% of scholars had known disabilities and employees reportable that several students had suspected however unidentified learning disabilities and “academic gaps.” Most personnel conjointly commented on what they perceived to be relatively a high number of students with social, emotional, and behavioural difficulties and “lots of angry kids.” Interviewees also described conditions of family poverty, transience, substance abuse within student homes, child apprehensions, family illiteracy, and families “in crisis.”

Role issues. Participants expressed appreciation for the number of education teacher time allotted to the varsity, and commented on the competency of personnel inside these roles. Participants conjointly delineated an in depth special professional role with multiple, and typically, competitory demands. Responsibilities enclosed assessment, individual program coming up with, instruction (in/out of class; individual/small group), information sharing, accessing materials and supports, organizing and scheduling supports (e.g., teacher assistants), supporting curriculum implementation, maintaining student records, and taking students to appointments. Teacher assistants delineated a variety of responsibilities in terms of World Health Organization they worked with and whether or not their responsibilities were to supply support or instruction. Most reportable that they were assigned to individual student(s) for a minimum of a little of the day. For some, this meant providing individual support inside the classroom; in alternative things, the teacher assistant provided instruction to a private student outside of the schoolroom. In some things, instruction was planned by the teacher; at alternative times, it was not. Personnel from numerous roles reportable teacher assistants square measure typically expected to try to to work that will be on the far side their role and voiced concern regarding things during which the teacher assistant was required to provide instruction.

Programming and supports. Findings unconcealed that multiple programs and personnel supports were provided by the varsity, school division, and community. The school was staffed with nine full-time classroom teacher positions, principal, part-time assistant principal, and numerous

paraprofessional and professional support personnel. Students, families, and lecturers were conjointly supported by numerous division and community supports. Staff commented on the strength of the personnel and supports inside their faculty and most commented on the collegiality and mutual support among employees members. Participants conjointly known multiple areas during which they felt there was a desire for modification. This included: (a) multiple suggestions associated with programming and instruction together with a spotlight on acquirement within the middle years, multi-age grouping, differentiated instruction, co-teaching, specialized programs, social skills, and improved transition planning; (b) more coaching for lecturers and teacher assistants; (c) examination of roles and responsibilities and the way effectively current supports square measure being used; (d) exaggerated parent involvement; and (e) will increase in personnel, resources, and multi-disciplinary supports.

In summary, knowledge from observations, teacher reflections, and final interviews revealed that participants did not identify role problems within the actions implemented within the study. All roles were clearly defined and mutually agreed upon. Teachers instructed, teacher assistants assisted, and every one co-participants understood and in agreement with their responsibilities and also the responsibilities of their co-workers. During the ultimate interviews, participants were asked to explain what they viewed as acceptable responsibilities for schoolroom teacher, teacher assistant, and special educator in an inclusive approach. All co-participants indicated that teaching is that the responsibility of lecturers and in agreement that schoolroom lecturers ought to be the educational leaders in comprehensive lecture rooms. There was agreement that the role of the schoolroom teacher is to supply assessment, coming up with and instruction. Participants outlined the teacher assistant role as “supportive” and made public responsibilities like oversight students, helping with independent seat work, keeping students on task, and assisting with personal care needs. Teachers declared that teacher assistants mustn't be needed to set up programs, conduct assessments, or complete report cards. Participants reportable that the special professional role is to supply support and function a resource for schoolroom lecturers. Support was further described as assessment, assisting the classroom teacher in setting up programming, locating material resources, providing instruction through a co-teaching model or through individual or small-group instruction within/outside of the schoolroom, aiding in accessing Division and community supports, and liaising with outside agencies. Finally, participants also valued the opportunity to meet and discuss

instructional approaches with colleagues as part of the Act and Observe and Reflect and Evaluate phases. Teachers commented that it had been necessary to be able to speak with others World Health Organization were implementing identical tutorial approach; to share stories; and to speak regarding issues and solutions. Teachers also reported that the experience led to reflection on other areas of instruction and on how they organize supports and instruction for students who are experiencing difficulties.

DISCUSSION

Despite the multiple supports that were in situ, classroom teachers reported that they did not feel well- equipped to tailor instruction to the wide range of needs within their classrooms. A significant finding during this study is that role problems were afterward resolved through concomitantly building schoolroom teacher capability to show all students, providing resources appropriate to the range of achievement levels inside every schoolroom, and explicitly addressing teacher and teacher assistant responsibilities within the context of instructional planning. Although the study doesn't establish a causative link between instruction and role problems, findings raise a fundamental question: to what extent are role problems related to teachers' perceived capacity to show the vary of scholars inside their classrooms? When schoolroom lecturers don't feel that they will give acceptable instruction inside the schoolroom, is there a tendency to assign responsibility to the teacher assistant or special educator? Further exploration of this question might facilitate to illuminate factors that contribute to the increasing role of the special professional, the increase in the number of teacher assistants, and the evolution of the teacher assistant role from support to instruction.

A second unique finding from the study was the tendency among teachers, teacher assistants, and administrators to continue to add specialised programs, services, and supports when confronted with issues of instruction.. This finding may lead us to question whether efforts to promote inclusive education have disproportionately emphasised placement and supports over transforming regular class- room instruction, and highlights the need to build teacher capacity for inclusive pedagogy.

A third finding of the study was that lecturers selected associate degree tutorial approach that was initiated and supported by the varsity. Teachers known acquirement instruction as a primary space of concern. The school division initiative to implement radio-controlled reading at the centre years level verified to be terribly timely for these lecturers and that they clearly expressed that the chance and feasibility of the approach was a crucial thought in their call. However, they additionally valued the

chance to be concerned within the higher cognitive process. Findings incontestable that (a) once room lecturers were equipped with tutorial methods to show all students in their room, (b) when they had materials that were appropriate for each student on the market among their lecture rooms, and (c) when they outlined responsibilities within the context of instructional planning – role issues dissipated. Students received instruction from the room and education lecturers and teacher assistants provided help. Classroom lecturers took the lead and every one united that this was the approach it ought to be. Role problems were resolved through the method of addressing tutorial issues and providing chance for skilled dialogue. Further analysis exploring instruction as a catalyst for resolution role problems could contribute to the analysis and literature on inclusive education. Research on the dynamic role of teacher assistants, the expanding role of special education teachers, and instructional concerns of classroom teachers suggests an urgent need to examine and transform practice to ensure that (a) all students receive acceptable instruction from qualified lecturers and (b) personnel roles and responsibilities are clearly articulated and possible. It is uncertain that the role problems at the start known among this study would be resolved merely through a reconfiguration of role descriptions and personnel assignments. Rather, findings purpose to the importance of participating lecturers and teacher assistants in elucidative issues and establishing priorities, and therefore the want for comprehensive initiatives to arrange and equip room teachers for inclusive instruction.

मुस्लिम छात्रों में स्वसमाज, स्वधर्म व अन्य धर्म के छात्रों के प्रति अंतरवैयक्तिक संबंध व पारस्परिक दूरी को प्रभावित करनेवाले कारकों का अध्ययन

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वर्तमान अध्ययन का उद्देश्य मुस्लिम छात्रों में अंतरवैयक्तिक संबंधों व पारस्परिक दूरियों व इसके प्रभावित करने वाले कारकों का अध्ययन करना है। वर्तमान शोध अध्ययन में मुस्लिम समुदाय (मुस्लिम समाज के सीदी समुदाय) के छात्रों में स्वसमाज (स्वसमुदाय/स्वजाति), स्वधर्म व अन्य धर्म के छात्रों के प्रति अंतरवैयक्तिक संबंधोंको जानने का प्रयास है। इस अध्ययन के लिए गुजरात के गिर सोमनाथ जिला के तलाला तालुका के जांबुर-माधोपुर गाँव अवस्थित माध्यमिक विद्यालय में अध्ययनरत (कक्षा : 8-10 वर्ग, उम्र : 13-17 वर्ष) सीदी समुदाय (संख्या=50) के छात्रों में अंतरवैयक्तिक संबंधों व पारस्परिक दूरियों का अध्ययन व्यक्तिगत साक्षात्कार विधि, व्यक्ति वृत्त विधि, सहभागी अवलोकन विधि, आदि से किया गया। परिणाम का विप्लेषण गुणनात्मक व संख्यात्मक दोनों रहा। अध्ययन के परिणाम यह इंगित करते हैं कि सीदी समाज के छात्रों में अन्य धर्म के प्रति मित्रता व अंतरवैयक्तिक संबंध स्थापित करने की तुलना में पारस्परिक दूरी की भावना अधिक पायी जाती है वहीं तीन-चौथाई से अधिक सीदी समाज के छात्र अपनी समाज के साथ सौहार्दता व मित्रता के पक्ष में हैं। इनकी संख्या में 84 प्रतिशत सीदी छात्र हिंदू छात्रों के साथ दूरी व 16 प्रतिशत मित्रता रखने के पक्ष में हैं। कुछ सीदी छात्र अन्य मुस्लिम छात्रों से मित्रता करने के अनुकूल हैं व कुछ सीदी छात्र प्रतिकूल हैं। तुलनात्मक रूप से सीदी छात्र का संबंध अन्य धर्म (हिंदू) की तुलना में मुस्लिम छात्रों से अधिक मधुरमय व सौहार्द संबंध पाए गए लेकिन सबसे अधिक मधुरमय संबंध अपने समाज के प्रति पाया गया। अंतरवैयक्तिक संबंधों व पारस्परिक दूरियों को प्रभावित करने वाले कारकों के रूप में प्रत्यक्षीकरण, सहयोग व सहायता, आकर्षकता, सकारात्मक अनुभव, पूर्व के व तात्कालिक दुःखद व आघातपूर्ण घटना, विकर्षण व घृणा, दूसरे धर्म के प्रति अफवाह/पूर्वाग्रह/नफरत होना, झूठी बात फैलाना, माता-पिता/रिश्तेदार/धर्म गुरु का उपदेश/निर्देश/शिक्षण/प्रशिक्षण आदि का महत्वपूर्ण योगदान है।

मुख्य शब्द : छात्र, दूरी, बाधक, धार्मिक सहिष्णुता, सीदी

भारत बहुधार्मिक देश है, जिसमें हिंदू, मुस्लिम, सिक्ख, इसाई, बौद्ध, जैन, पारसी एवं यहूदी हैं। भारत की परंपरा 'सर्व धर्म समभाव' है जिसका अर्थ सभी धर्मों के लिए समान आदर एवं सभी धर्मों के पालन एवं प्रचार में पूर्ण स्वतंत्रता से लिया गया है। भारत में हिंदू धर्म के अलावा अन्य सभी धर्म अल्पसंख्यक समुदाय में हैं। भारत के

संविधान में अल्पसंख्यकों (मुस्लिम सहित) के लिए संरक्षण, सुरक्षा व समानता की बात कही गई है। 2011 की जनगणनानुसार, भारत में 14.23 प्रतिशत मुस्लिम हैं जो कि जनसंख्या के दृष्टिकोण से मुस्लिम भारत में सबसे बड़ा अल्पसंख्यक समुदाय है व से हिंदू धर्म के बाद दूसरे स्थान पर है।लेकिन, ये हर दृष्टिकोण से पिछड़े हैं चाहे वह शैक्षिक क्षेत्र हो (सिंह व इनके सहयोगियों, 2009; राना, 1983), राजनैतिक सहभागिता का क्षेत्र हो (सिकंद, 2006), आर्थिक व रोजगार का क्षेत्र हो, सामाजिक क्षेत्र हो (अहमद, 1983), आदि। कहने का तात्पर्य है कि इनके उपर सामाजिक अन्याय व भेदभाव जीवन इनके पिछड़ेपन के लिए जिम्मेदार है (सिंह व इनके सहयोगियों, 2009)। राष्ट्रीय स्तर की राजनीति (सांसद, विधायक, आदि) से लेकर ग्राम/नगर पंचायत तक की वार्ड पार्षद तक इनके समाज का जनप्रतिनिधि नगण्य है। राष्ट्रीय प्रतिदर्ष सर्वेक्षण संगठन (2017) के परिणाम इंगित करते हैं कि ग्रामीण मुस्लिम प्रति व्यक्ति 833 रु. व षहरी मुस्लिम प्रति व्यक्ति 1272 रु. खर्च करते हैं। धर्म के आधार पर तुलना करने पर हम पाते हैं कि मुसलमान का दैनिक खर्च 32.66 रु., हिंदू का 37.50 रु., इसाई 51.43 रु. व सिक्ख 55.30 रु. प्रति व्यक्ति प्रतिदिन खर्च करते हैं। इसी प्रकार, जब हम धार्मिक आधार पर मासिक खर्च की बात करते हैं तो प्रति मुस्लिम व्यक्ति 980 रु., प्रति हिंदू व्यक्ति 1125 रु., इसाई 1545 रु. व सिक्ख 1659 रु. खर्च करते हैं। अतः इन आंकड़ों से स्पष्ट है कि भारत में निवास करने वाले सभी धर्मों में मुसलमानों की जीवन स्तर सबसे निम्न (पिछड़ा) है। योगेन्द्र (2006) ने बताया कि मुस्लिमों में बेरोजगारी व सीमित रोजगार गंभीर समस्या के रूप में उभर रही है। वर्ष 2004 में मुस्लिमों में बेरोजगारी की दर 2.3 प्रतिशत थी लेकिन 2010 में घटकर 1.9 प्रतिशत हो गई।ये आँकड़े घटने का कारण मुस्लिमों द्वारा स्वरोजगार को अपनाना था। मुस्लिमों की आबादी का मात्र 3 प्रतिशत ही अखिल भारतीय सेवा में हैं। सेना, पुलिस व अन्य सेवाओं एवं सरकारी सेवाओं में भी इनका प्रतिनिधित्व बहुत ही कम है (सेबेसटाइन, 2003)।प्रशासनिक सेवाओं व शक्तिशाली/प्रभुत्व/उत्तरदायित्व/सर्वोच्च पद पर इनकी संख्या संतोषजनक नहीं है। लेकिन, श्रीवास्तव (2008) ने अपने अध्ययन में पाया कि भिन्न धर्मों (मुस्लिम सहित) के लोगों में रोजगार ओरियंटेशन को लेकर सार्थक अंतर नहीं पाया जाता है व रोजगार ओरियंटेशन के क्षेत्र में ये अन्य धर्मों के समान हैं।इनकी स्थिति को सुधारने के लिए कई कमिटियों व आयोग बनी हैं व आज भी ये कार्य कर रही है। अल्पसंख्यक आयोग, रंगनाथ मिश्रा कमीशन, कल्याण मंत्रालय का 15 सूत्रीय कार्यक्रम, गृह मंत्रालय का राष्ट्रीय एकता परिषद, सच्चर कमिटी रिपोर्ट, आदि द्वारा भी स्पष्ट किया गया है कि मुस्लिम की स्थिति दयनीय है व इनके विकास के लिए कल्याणकारी योजनायें लायी जानी चाहिए।

सीदी समुदाय देखने में आम भारतीय की तरह नहीं लगकर अफ्रीकन की तरह दिखते हैं। ये अफ्रीका के बांटु समुदाय के वंशज हैं। इस कारण इन्हें न तो मुस्लिम समाज में और न ही हिंदू समाज में जगह दी जाती है। लेकिन, सीदी समुदाय अफ्रीकन होने के बावजूद यहाँ की संस्कृति, वेषभूषा, रहन-सहन, भाषा को अपनाए हैं। गुजरात के सीदी समुदाय इस्लाम धर्म के सुन्नी सम्प्रदाय को मानते हैं।सीदी समुदाय की अपनी भाषा के

विलुप्त हो जाने के बाद भी उनकी मूल पहचान खत्म नहीं हुई। इनके धार्मिक विश्वास, गीत, संगीत, नृत्य (विशेष कर धमाल नृत्य) में इनकी अफ्रीकन संस्कृति देखने को मिलती है। ये जीवन-यापन के लिए खेती, मजदूरी व छोटी-मोटी काम धंधे व व्यवसाय पर निर्भर हैं। सीदी गुजरात राज्य में गिर सोमनाथ, जूनागढ़, जामनगर, कच्छ भुज आदि जिलों सहित पूरे सौराष्ट्र व भुज में कमोबेष हैं। लेकिन, जनसंख्या के दृष्टिकोण से गिर सोमनाथ जिला के जांबुर गाँव इनका मूल व प्राचीन गाँव है जहाँ पूरे गुजरात की सीदी जनसंख्या का लगभग 40 प्रतिशत इस गाँव में निवास करते हैं।

सौहार्दता व धार्मिक सहिष्णुता को सामान्यतः अपने धर्म व दूसरे धर्म में संपर्क व सामाजिक नेटवर्क से देखा जाता है। सौहार्दता व धार्मिक सहिष्णुता में व्यक्ति भयरहित होकर हृदय की बात का आदान-प्रदान करता है। अतः इसके लिए व्यक्ति के मध्य अंतरवैयक्तिक संबंध आवश्यक है। हमारे समाज में धर्म, क्षेत्र, भाषा, जाति व संप्रदाय के आधार पर व्यक्ति के मध्य संदेह व वैमनस्यता से सामाजिक दूरी बढ़ता आया है। इसके पीछे राजनैतिक घटकों का महत्वपूर्ण स्थान है जो कि सांप्रदायिकता का हर संभव इस्तेमाल किया जो कि हिंदू-मुस्लिम के करीब आने की प्रक्रिया को और अधिक कमजोर बना दिया। पहले गाँवों में जो विभिन्न समुदायों में आपसी सामाजिक-सांस्कृतिक-आर्थिक आदान-प्रदान चल रहा था, उनके मध्य आपसी खाई, सांप्रदायिक तनाव, संदेह व अविश्वास व असुरक्षा की भावना और अधिक बढ़ गई। सेंटर फोर द स्टडी ऑफ डेवलपिंग सोसायटीज (अतिथ्य) के एक सर्वेक्षण के मुताबिक देश के 91 प्रतिशत हिंदुओं के नजदीक दोस्त उनके अपने समुदाय से ही होते हैं। इनमें एक तिहाई ही ऐसे हैं जिनकी दोस्ती मुस्लिम समुदाय के लोगों से भी है। सर्वे में 74 प्रतिशत मुस्लिम ने कहा कि उनकी हिंदुओं से नजदीकी दोस्ती है, जबकि 95 प्रतिशत मुसलमानों के करीबी दोस्त मुसलमान ही हैं। अंसारी (2017) ने भी अपने अध्ययन के आधार पर बताया है कि भारत में लोग मुस्लिमों के साथ सार्वजनिक मेल-जोल बढ़ाने में बहुत पीछे हैं। उन्होंने बताया है कि लोग मेल-जोल इसीलिए नहीं बढ़ाना चाहते हैं कि इन्हें देशद्रोही, आई.एस.आई. एजेंड, आतंकवादी, आदि मानते हैं। मुस्लिमों में बुरका, परदा, दाढी व टोपी आदि इनकी परंपरा व विशिष्ट पहचान बताती है। जिसका परिणाम यह है कि पुलिस वाले इन्हें कहीं से भी उठा लें या फर्जी मुठभेड़ में षिकार बना लें। जोषी (2008) के परिणाम यह इंगित करते हैं कि धर्म के प्रति विश्वास लोगों के उम्र के साथ परिवर्तित होती रहती है जो कि दूसरे व्यक्ति से संबंध स्थापन व दूरी उम्र के अनुसार तय होता है। परिणामस्वरूप इनमें हीनता की भावना जन्म ले रही है। यह इस बात का संकेत है कि मुस्लिम समाज में दूसरे धर्मों के साथ आपसी आवाजही कम है।

वर्तमान शोध में मुस्लिम समुदाय से तात्पर्य परंपरा में, कई पीढ़ियों व दादा-परदादा के समय से इस्लाम धर्म के नियम के अनुपालन व अनुयायी होने से है। इसी प्रकार, छात्रों से तात्पर्य 13-17 वर्ष के समूह से है जो कि 8-10 कक्षा में अध्ययनरत हैं। इस्लाम धर्म में जाति व्यवस्था नहीं है। लेकिन, इनमें भी पीढ़ी-दर-पीढ़ी से वंश परंपरा, अपना खून (रक्त) व जन्म के आधार इनका स्वसमाज (स्वसमुदाय/स्वजाति) है जो कि स्वजाति होकर

भी धार्मिक विवशता के कारण इन्होंने जाति का नाम नहीं दिया है। इस शोध में सीदी समाज इस श्रेणी में आते हैं। हिंदू जाति की तरह इनके कार्य, धार्मिक संस्कार व वैवाहिक संबंधों की बाध्यता के लिए जाति व्यवस्था नहीं है व ये हिंदू धर्म के तरह जाति व्यवस्था के बंधन से बंधे भी नहीं हैं। इसके बावजूद मुस्लिम समुदाय के लोग सीदी समाज को समान न मानकर निम्न मानते हैं व इनके यहाँ विवाह संबंध करना नहीं चाहते हैं। अन्य मुस्लिम इनके यहाँ तभी विवाह करते हैं जब इनके बच्चे का विवाह कहीं नहीं हो रहा हो। अध्ययन के दौरान माधोपुर सोसायटी व जांबुर गाँव में मात्र एक मुस्लिम परिवार (गैर-सीदी मुस्लिम) सीदी समाज में अपने बच्चों का विवाह किए थे जबकि अन्य मुस्लिम (गैर-सीदी मुस्लिम) अपने बच्चों का विवाह गैर-सीदी मुस्लिम समाज में बहुतायत मात्रा में करते हैं। अतः यहाँ पर स्वसमाज व स्वसमुदाय से तात्पर्य सीदी समाज की अपनी समाज से है जो कि कई पीढ़ी से सीदी समाज के होने के बारे में स्वीकार करने व अपनी परंपरागत पहचान को संजो कर रखने से है। इस गाँव में मुस्लिम समुदाय में मीर, फकीर, सिपाही, संधि, मेनन, मकरानी, ब्लोच व षेख इस्लाम धर्म को मानते हैं इसीलिए इस समुदाय को स्वधर्म के रूप में परिभाषित किया गया है क्योंकि ये सीदी समाज के तरह इस्लाम धर्म के अनुयायी हैं लेकिन ये लोग सीदी नहीं हैं व स्वयं को सीदी से श्रेष्ठ मानते हैं। इसी प्रकार, अन्य धर्म से तात्पर्य दर्जी, मोची, बनकर, ब्राह्मण, कोरी राजपूत, मेर (हिंदू), कोरी, लीवा पटेल, रबाड़ी, सलाट, बानन, बागरी, लोहार, चमार, बाबा बैरागी, अहीर, लोहाणा, चारण, मैया दरबारी, बॉजा, दरबारी, प्रजापति, आदि से है जो कि ये धर्म से हिंदू अनुयायी हैं। ये आसपास रहते हैं व एक दूसरे की गतिविधि (सीदी व अन्य मुस्लिम सहित) से परिचित हैं। इस अध्ययन में अंतरवैयक्तिक संबंधों से तात्पर्य विद्यालय के कक्षा कक्ष में साथ बैठने, बातचीत करने, अध्ययन में सहायता करने व साथ खेलने से है जबकि एक साथ बैठने की इच्छा नहीं करना, बातचीत नहीं करना, अध्ययन में सहायता नहीं करना व साथ खेलने से मना करना पारस्परिक दूरी को इंगित करता है। वर्तमान अध्ययन में प्रभावित करने वाले कारकों से तात्पर्य अंतरवैयक्तिक संबंध व दूरी बढ़ने के कारणों को जानकर इस शोध में चर्चा करना है।

वर्तमान अध्ययन का उद्देश्य मुस्लिम समुदाय (विशेषकर सीदी समुदाय) के छात्रों द्वारा स्वसमाज (स्वसमुदाय/स्वजाति), स्वधर्म व अन्य धर्म के छात्रों के प्रति अंतरवैयक्तिक संबंध व पारस्परिक दूरी व इसको प्रभावित करनेवाले कारकों का अध्ययन करना है।

शोधविधि

प्रतिदर्श एवं अध्ययन स्थल

गुजरात के गिर सोमनाथ जिला के तलाला तालुका के माधोपुर-जांबुर ग्राम पंचायत के सीदी बीलाली माध्यमिक विद्यालय, जांबुर में सुन्नी इस्लाम धर्म (मुस्लिम समाज) के सीदी समुदाय(कुल संख्या-50) के 13-17 वर्ष के 8-10 कक्षा में अध्ययनरत छात्र (प्रतिदर्श) इस अध्ययन के आधार रहे हैं। यह कार्य उद्येष्ट्यात्मक प्रविधि से किया गया है।

ऑकड़ों के संकलन की प्रविधियाँ

व्यक्तिगत साक्षात्कार, व्यक्ति वृत्त (केस स्टडी), सहभागी अवलोकन, आदि के माध्यम से तथ्यों का संकलन किया है।

कार्यविधि व सांख्यिकीय प्रविधि

नियमित रूप से लगभग दो माह रह कर जांबुर में अध्ययन किया गया। ऑकड़ा व्यक्तिगत रूप से साक्षात्कार, व्यक्ति वृत्त विधि व सहभागी अवलोकन से संग्रहण किया गया। परिणाम का विश्लेषण गुणनात्मक (विषय-वस्तु विश्लेषण के आधार पर) व संख्यात्मक (प्रतिशत व कुल संख्या के आधार पर) रहा।

तथ्य विश्लेषण

जांबुर गाँव की कुल आबादी 4292 है जिसमें 1644 सीदी समुदाय के लोग हैं (डिस्ट्रिक्ट सेंसस हेंडबुक, 2011) है, अर्थात् चयनित गाँव की कुल आबादी में 38.30 प्रतिशत सीदी हैं। माधोपुर, माधोपुर सोसायटी व जांबुर एक ही ग्राम पंचायत में आता है व ये क्षेत्र आस-पास हैं। माधोपुर सोसायटी माधोपुर का ही एक भाग है जो कि गुजरात सरकार की ओर से माधोपुर के खाली जमीन पर निःशुल्क मकान बनवा कर गैर-आवासित परिवार को बसाया गया। इस सोसायटी में वैसे लोग यहाँ रहना पसंद किये जिन्हें जांबुर में निवास करने के लिए जगह की कमी आई। इस सोसायटी में सीदी व अन्य मुस्लिम रहने के लिए आए जबकि बहुत ही कम गरीब व मजदूर श्रेणी के अनुसूचित जाति एवं पिछड़ी जाति (हिंदू समुदाय) के लोग रहने के लिए आए। माधोपुर गाँव में केवल हिंदू (विशेषकर पटेल व अन्य उच्च व मध्यम स्तर की जाति) धर्मावलंबी अनुयायी का निवास स्थल है। माधोपुर में एक भी मुस्लिम परिवार नहीं है। संक्षेप में, जांबुर व माधोपुर सोसायटी में अधिकांशतः सीदी व अन्य मुस्लिम सहित गरीब व अनुसूचित जाति के हिंदू हैं जबकि माधोपुर गाँव में अधिकांशतः उच्च व मध्यम श्रेणी के जाति संस्तरण के हिंदू निवास करते हैं। जांबुर गाँव में मस्जिद व दरगाह है जहाँ सीदी सहित अन्य मुस्लिम नमाज व अन्य धार्मिक कार्य के लिए जाते हैं। यहाँ पर मौलाना व नागारची पीर दरगाह प्रमुख द्वारा धार्मिक कार्य कराए जाते हैं व ये दोनों इसी स्थल के आसपास परिसर में रहते हैं। मौलाना यहाँ पर सपरिवार रहते हैं जो कि 4-5 वर्ष पर स्थानान्तरण होते रहते हैं। ये माध्यमिक विद्यालय, मस्जिद परिसर व निकट के छात्रावास में उर्दू व कुरान की शिक्षा देते हैं। जांबुर (क्षेत्र) में एक भी हिंदू नहीं है। दर्जी, मोची, बनकर, ब्राह्मण, कोरी राजपूत, मेर (हिंदू), कोरी, लीवा पटेल, रबाड़ी, सलाट, बानन, बागरी, लोहार, चमार, बाबा बैरागी, अहीर, लोहाणा, चारण, मैया दरबारी, बाँजा, दरबारी, प्रजापति, आदि (सभी हिंदू धर्म के) माधोपुर गाँव के केन्द्र में निवास करते हैं। इस गाँव में शिव, हनुमान, दुर्गामाता, राम, सीता व हनुमान के मंदिर हैं व इनके पुजारी (वैष्णव/रामानंदी) इसी गाँव में रहते हैं। ये पुजारी यहाँ के मूल निवासी हैं। जबकि इसी के निकट क्षेत्र (सोसायटी) में मुस्लिम समुदाय में मीर, फकीर, सिपाही, संधि, मेनन, मकरानी, ब्लोच, शोख व सीदी हैं। अध्ययन में पाया गया कि धार्मिक शिक्षा व उर्दू भाषा सीखाने के मामले में मौलाना आगे हैं जबकि हिंदू पुजारी सुबह-शाम मंदिर में पूजा-पाठ करते हैं। ये

पुजारी अपने स्थानीय निवासियों को धार्मिक शिक्षा नहीं देते हैं। इस गाँव की भौगोलिक स्थिति के अनुसार सामाजिक स्तरीकरण में सबसे अधिक शक्तिशाली हिंदू, इसके उपरांत मुस्लिम (सीदी को छोड़कर अन्य मुस्लिम) एवं सबसे नीचे सीदी हैं। इस गाँव में माध्यमिक विद्यालय की संख्या एकमात्र होने से सीदी सहित अन्य मुस्लिम व सभी स्तर के हिंदू यहीं पढते हैं। जबकि इस क्षेत्र में एक आवासीय विद्यालय, दो प्राथमिक विद्यालय व तीन आंगनवाड़ी केन्द्र हैं। प्राथमिक विद्यालय व आंगनवाड़ी केन्द्रमें निकट के रहने वाले परिवार ही जाते हैं जो कि समुदाय विशेष ही होते हैं। शिक्षण संस्थान के विस्तार होने से इस ग्राम पंचायत में कुल 2733 शिक्षित व अशिक्षित 1559 हैं (डिस्ट्रिक्ट सेंसस हेंडबुक, 2011) जो कि शिक्षित लोगों के अधिक होने की संख्या को प्रदर्शित करते हैं। इस गाँव में सीदी समुदाय को छोड़कर अन्य मुस्लिम में भेदभाव नहीं है जबकि मुस्लिम समुदाय के लोग सीदी से दूरी बनाकर रखते हैं। यही कारण है कि इनके बच्चे भी जाति संबंधी हीनता होने के कारण अन्यों से दूरी बनाकर रखते हैं क्योंकि इन्हें दूसरे समाज के बच्चे पसंद नहीं करते हैं (झा, 2012)।

परिणाम इंगित करते हैं कि 90 प्रतिशत (कुल-45) सीदी समाज के छात्र अपने समाज के छात्रों के साथ मित्रता करना पसंद करते हैं जबकि 10 प्रतिशत (कुल-5) सीदी समाज के छात्र अपने समाज के साथ मित्रता करना पसंद नहीं करते हैं। इसी प्रकार, 16 प्रतिशत (कुल-8) सीदी छात्र हिंदू छात्रों के साथ मित्रता करना पसंद करते हैं जबकि 84 प्रतिशत (कुल-42) हिंदू छात्रों के साथ मित्रता करना पसंद नहीं करते हैं। 60 प्रतिशत (कुल-30) सीदी छात्र अन्य अन्य मुस्लिम के साथ मित्रता करना पसंद करते हैं जबकि 40 प्रतिशत (कुल-20) सीदी छात्र अन्य अन्य मुस्लिम के साथ छात्र मित्रता करना पसंद नहीं करते हैं। संक्षेप में, सीदी समाज के छात्रों में हिंदू धर्म के लोगों से मित्रता स्थापित करने की तुलना में आपसी दूरी की भावना अधिक पायी गई। वहीं सीदी समाज के छात्र अपनी समाज के साथ सौहार्दता व मित्रता के पक्ष में हैं। कुछ सीदी छात्र अन्य मुस्लिम छात्रों से भी मित्रता करने के प्रतिकूल हैं व दूरी बनाकर रखते हैं। वैसे अधिकांशतः सीदी छात्रों का अन्य मुस्लिमों के साथ सौहार्द संबंध है।

अध्ययन में पाया गया कि सीदी समाज के छात्र वैसे बच्चों से सौहार्द संबंध बनाकर रखना चाहते हैं जो इन्हें हँसी-मजाक का माहौल बनाये, गुस्सा नहीं दिलाये, कम बोले, शांति से बैठे, शांति से बातचीत करे, अच्छी तरह से खेले, विद्यालय संबंधी कार्य में व्यक्तिगत रूप से सहायता करे, छेड़छाड़ नहीं करे, विघ्न न डाले, खेल में सहायता करे, खेल में जिताये, पक्का मित्र बनाने वाला हो, खेल के लिए आमंत्रण करे या बुलाये, उसके (सीदी) बारे में अच्छी बातें करे, मजाक नहीं उड़ाये, स्वभाव अच्छा हो, मारने वाला नहीं हो, सगे-संबंधी व रिश्तेदारी में हो, हस्त लिखावट अच्छी हो, पढने में तेज व होशियार हो, पड़ोस में हो, पुरानी संपर्क का हो, झगड़ालू नहीं हो, उसके कहे हुए बात का बुरा नहीं लगे, चिढ़ाने की प्रवृत्ति नहीं हो, अपने (सीदी) समाज का हो, नियमित रूप से विद्यालय आये, चुपचाप बैठे, अपनी निजी बात बताये, सहायता करे, बातचीत करे, झगड़ा नहीं करे, गाली-गलौज नहीं करे, पुराने जान-पहचान व संपर्क का हो, साथ खेलने दे, साथ बैठने दे, पढाई के

गृह कार्य में सहायता करे, शांति से रहनेवाला व शांति से बैठनेवाला हो, अच्छा खेलनेवाला हो, खेल सीखाने में सहायता करे, झगड़ालू नहीं हो, हँसाने वाला हो, अच्छा स्वभाव का हो, सब कुछ जाननेवाला हो, खेलने के समय बुलाने वाला हो, अपशब्द नहीं कहने वाला हो, पड़ोस में रहनेवाला हो, बुरे वक्त में साथ देने वाला हो, आदि गुणवत्ता की जांच-परख कर ये मित्रता निर्माण व सौहार्द संबंध स्थापन करते हैं। अध्ययन की अवधि में व्यक्ति वृत्त (केस स्टडी) व अन्य अध्ययन स्रोत से ज्ञात हुआ कि सीदी समुदाय के छात्रों में अन्य व्यक्ति के प्रति बनी प्रतिमा व प्रत्यक्षीकरण, स्वयं के सकारात्मक अनुभव, किसी व्यक्ति विशेष से सहयोग व सहायता मिलने की चाह व सफलता दिलाना, किसी का आकर्षक चेहरा, आदि अंतरव्यक्तिक संबंधों के लिए जिम्मेदार है।

इसी प्रकार, परिणाम यह इंगित करते हैं कि गंदी गाली/अपशब्द कहने वाला, यौन भिन्नता, शरीर को परेशान करनेवाला/कान में अंगुली डालना/गर्दन पकड़कर दबाना/दौत काटना/चिटकोरी काटना/पैर खींचना, उस व्यक्ति का व्यक्तिगत स्वभाव अच्छा नहीं होना, बदमाश व झगड़ालू होना (पत्थर, आदि से मारने वाला), पढाई में परेशान/विघ्न करनेवाला/कॉपी फारने वाला, बिना वजह का हँसना, पढने के लिए किताब नहीं देना, विद्यालय में नया-नया नामांकन, पढाई में कमजोर, खेलना नहीं जानना अर्थात् अच्छा नहीं खेलना, बहुत अधिक शर्माना/बातचीत नहीं करना, चिढाना, खेल में विघ्न डालना, बुरे नाम से पुकारना, मजाक उड़ाना, देखकर भाग जाना, शिकायत की प्रवृत्ति होना, मजाक सहन करने की क्षमता नहीं होना, ईर्ष्यालु होना, पढाई में अत्यधिक होशियार होने से दूसरे को पसंद नहीं करना, बहुत बोलना, विद्यालय में नियमित नहीं आना, कोई भी संसाधन का नहीं होना, साथ नहीं खेलना, झगड़ालू प्रवृत्ति का होना, धक्का मारना, दोस्त बनाने की चाह नहीं होना, स्कूल परिसर व स्कूल के बाहर मारपीट व झगड़ा करना, बुरे नाम से पुकारना, बात नहीं करने वाला, घूमने व मिलने-जुलने के लिए मना करना, बातचीत नहीं करना, दूसरे को छोटा या खराब मानना, धर्म व जाति का अलग होना, अलग-अलग धर्म होने से संपर्क व पसंद नहीं करना, धर्म संबंधी भेदभाव रखना, दूसरे धर्म के खिलाफ बोलना, अछूत मानना व उसके घर जाने पर भगा देना, गुस्सा करना, बहुत बोलना, खान-पान का अलग होना, साथ नहीं खेलना, अकेले अच्छा लगना, शिकायत करने की प्रवृत्ति होना, हस्तलिखावट खराब होना, विद्वेष की भावना रखना, स्वयं को बड़ा या छोटा समझकर दूरी बनाकर रखना, पढाई में सहायता नहीं करना, मजाक सुनने पर सहन नहीं कर पाना, शरीर व कपड़े से दुर्गंध आना, ईर्ष्यालु प्रवृत्ति का होना, स्वभाव अच्छा नहीं होना, दूसरे की पढाई में विघ्न डालना, साथ बैठने पर भगा देना, गाली-गलौज करना, नियमित रूप से विद्यालय नहीं जाना, पढने में कमजोर होना, दूसरे की हँसी-खुशी बर्दाश्त नहीं करना, हँसी-मजाक नहीं करना, अन्य यौन के लोगों से बातचीत नहीं करना, पढने में रुचि नहीं होना और दूसरे को देखकर दूर भाग जाना पारस्परिक दूरी बनाने में सहायक है। वर्तमान अध्ययन के परिणाम (व्यक्ति वृत्त विधि, अवलोकन व साक्षात्कार के आधार पर) यह इंगित करते हैं कि सीदी समाज में छात्रों के पारस्परिक दूरियों को बढ़ाने में स्वयं के तात्कालिक व पूर्व के दुःखद/आघातपूर्ण घटना, अन्यो द्वारा विकर्षण व घृणा का शिकार होना, अन्य धर्म के प्रति

अफवाह/पूर्वाग्रह/नफरत होना, झूठी बात फैलाना,माता-पिता/रिश्तेदार/धर्म गुरु (मौलाना, आदि) का उपदेश/निर्देश/ शिक्षण / प्रशिक्षण का महत्वपूर्ण योगदान है।

इस अध्ययन में पाया गया कि माधोपुर गाँव में रहनेवाले उच्च जाति व प्रभुत्वशाली समुदाय के लोगों में शिक्षा के प्रति चेतना पहले से है व इससे ये उच्च शिक्षित होकर अच्छे पदों, सरकारी सेवा, आधुनिक प्रौद्योगिकी युक्त खेती व प्रतिष्ठित व्यवसाय से जुड़े हैं। शिक्षा के माध्यम से ये उच्च व माध्यमिक सामाजिक स्तर की श्रेणी में अपना स्थान बनाए हैं। इसीलिए ये अपने बच्चों को शिक्षा के प्रति संवेदनशील व सकारात्मक दृष्टिकोण रखते हैं। इनके आवास गाँव के केन्द्रक स्थल होने से सरकारी सुविधायें यहाँ तक जल्दी पहुंचती है चाहे वह जल आपूर्ति ही क्यों न हो। इनके घरों में पानी मोटर की सुविधा है। परिणामस्वरूप इनके बच्चे प्रतिदिन धुले कपड़े पहनते हैं व स्नान कर स्कूल जाते हैं। ये बच्चों पर अध्ययन सामग्री, अध्ययन सुविधा, ट्यूशन, आदि में कमी नहीं छोड़ते हैं। वहीं सीदी समुदाय में शिक्षा के प्रति चेतना अब आ रहा है। ये गरीबी व मजदूरी की तंगहाली जीवन गुजारते हैं। इनके क्षेत्र में मात्र एक व्यक्ति सरकारी नौकरी वाले पाए गए जो कि बैंक में चतुर्थ श्रेणी कर्मचारी थे। ये लोग गरीबी के कारण परिवार का भरण-पोषण मुश्किल से कर पाते हैं इसीलिए ये अपने बच्चों की शिक्षा के प्रति संवेदनशील नहीं हैं। इनके पास न तो जमीन है और न ही आय का अन्य विशेष माध्यम। इनके आवास गाँव के बाहर (माधोपुर सोसायटी) होने व संकड़ी/भीड़भाड़ होने से जल पाने के लिए संपर्ष करना पड़ता है। परिणामस्वरूप सीमित पानी में इन्हें पूरा कार्य (स्नान, पीने, खाना बनाने, कपड़े धुलने, आदि) करने होते हैं। इसीलिए ये कभी-कभी कपड़े धुलते हैं व प्रतिदिन स्नान नहीं कर एक-दो दिन छोड़कर (विशेषकर गुरुवार/शुक्रवार के दिन स्नान) स्नान करते हैं। अतः हिंदू धर्म में शैक्षिक वातावरण होने से इनके बच्चे प्रतिभावान होते हैं वहीं सीदी समुदाय में शैक्षिक वातावरण नहीं होने से ये पढाई में पिछड़े हैं। सीदी छात्र अध्ययन में सहायता मिलने की उम्मीद से हिंदू छात्रों से संपर्क करना चाहते हैं। सीदी छात्रों का कहना है कि हिंदू छात्र इन्हें प्रतिदिन स्नान नहीं कर आने, साफ कपड़े नहीं पहनकर कर आने, पढाई में कमजोर होने, आदि के कारण सीदी छात्रों से दूरी बनाकर रखते हैं। इनके आवास के मार्ग भी अलग-अलग हैं। सीदी छात्रों का कहना है कि इन्हें जांबुर गाँव, मस्जिद, नागारची पीर दरगाह व कब्रिस्तान जाना होता है तो निकट के मार्ग (माधोपुर गाँव होकर नदी पार करके) छोड़कर दूर के मार्ग (मुख्य व्यस्त सड़क मार्ग)से जाते हैं जिसका कारण ये कहते हैं कि हिंदू लोग इस मार्ग पर जाने से परेशान करते हैं, स्थानीय बच्चे इन्हें चिढाते (दक्षिणी अफ्रीकन दिखने के कारण) हैं व इनके तरफ पत्थर के टुकड़ें फेंकते हैं। खानपान भी दोनों समूह के छात्रों के संबंध निर्माण में बाधक हैं। इस गाँव में पटेल व अन्य जाति के लोग शाकाहारी हैं व ये मांसाहारी लोगों को पसंद नहीं करते हैं। सीदी समुदाय के लोग गुरुवार व शुक्रवार को नियमित रूप से मांसाहारी भोजन करते हैं। प्रत्येक गुरुवार को नागारची पीर दरगाह स्थल व मस्जिद परिसर में कोई बड़ा कार्यक्रम होने पर किसी न किसी द्वारा मांसाहारी खाना कराया जाता है जिसमें ये भाग लेते हैं। सीदी छात्र का कहना है कि इन्हें स्कूल में

‘तुर्की/बादशाह’ कहकर चिढाते हैं व इनके धर्म को छोटा व झूठा कहते हैं व हिंदू छात्र स्वयं के धर्म को बड़ा कहते हैं। झा व इनके सहयोगियों (2012) ने मुस्लिम समुदाय पर अध्ययन किया और पाया कि सामाजिक-आर्थिक स्थिति निम्न होने से मुस्लिम बच्चों के शिक्षा व शैक्षिक उपलब्धि पर प्रतिकूल प्रभाव पड़ता है। अतः स्पष्ट है कि सीदी व हिंदू छात्र के मध्य दूरी बढ़ने व संबंध टूटने के कई कारण हैं।

परिणाम यह भी इंगित करते हैं कि विद्यालय में पढनेवाले छात्रों के आपसी संपर्क, मेल-मिलाप व शिक्षक-छात्र संबंध शैक्षिक वातावरण बनाने में अपना महत्वपूर्ण भूमिका निभाते हैं। छात्रों के आपसी संपर्क व नेटवर्क प्रक्रिया को जानने के लिए छात्रों की मित्रता (अर्थात् साथ में पढनेवाले अन्य छात्रों के साथ घनिष्ठता, सौहार्द व मधुरमय अंतरवैयक्तिक संबंध बनाने) व अपसी दूरी (अर्थात् एक विद्यालय के एक कक्षा व समान लिंग व लगभग उम्र होने पर भी बातचीत नहीं करने, सहयोग नहीं करने व झगड़ा करने) एक महत्वपूर्ण भूमिका निभाते हैं। अध्ययन के दौरान छात्रों के आपस में बैठने, अध्ययन में सहयोग करने, एक साथ पढाई करने, साथ खेलने, विद्यालय कक्ष में एक साथ बैठने, गुटबाजी, समूह बनाने, आपसी झगड़े करने, खाना का आपसी आदान-प्रदान, आदि पाया गया।

निष्कर्ष

सीदी समाज के छात्रों में हिंदू धर्मावलंबी छात्र के प्रति मित्रता स्थापित करने की तुलना में आपसी दूरी की भावना अधिक पायी जाती है वहीं कुछ सीदी समाज के लोग इनके प्रति सौहार्दता व मित्रता के पक्ष में हैं। ये हिंदू छात्रों के साथ दूरी बनाकर रखने के पक्ष में हैं और न ही कुछ सीदी छात्र अपने ही धर्म के अन्य मुस्लिम छात्रों से भी मित्रता करने के प्रतिकूल हैं व दूरी बनाकर रखते हैं। वैसे अधिकांशतः सीदी अन्य मुस्लिमों के प्रति मधुरमय व सौहार्द संबंध पाए गए। बहुत ही कम सीदी अपने समुदाय के लोगों से भी दूरी बनाते पाए गए लेकिन अन्धों की तुलना में ये अपने समुदाय के लोगों को सबसे अधिक पसंद करते हैं। संक्षेप में, इस अध्ययन के परिणाम यह स्पष्ट करते हैं कि व्यक्ति का सबसे अधिक पारस्परिक संबंध अपने स्वसमाज (स्वसमुदाय/स्वजाति) से व फिर अपने स्वधर्म के अनुयायी से। जबकि अन्य धर्म के लोगों से ये अधिक दूरी बनाकर रखते हैं। अंतरवैयक्तिक संबंधों व पारस्परिक दूरियों को प्रभावित करने वाले कारकों के रूप में प्रत्यक्षीकरण, सहयोग व सहायता, आकर्षकता, सकारात्मक अनुभव, पूर्व के व तात्कालिक दुःखद व आघातपूर्ण घटना, अफवाह, पूर्वाग्रह, विकर्षण व घृणा, माता-पिता/रिश्तेदार/धर्म गुरु का उपदेश/निर्देश/ शिक्षण /प्रशिक्षण, आदि का महत्वपूर्ण योगदान है।

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सतत् एवं व्यापक मूल्यांकन के प्रति शासकीय एवं अशासकीय विद्यालयों के शिक्षकों की अभिवृत्ति का तुलनात्मक अध्ययन

शरद कुमार शर्मा

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बरकतउल्ला विश्वविद्यालय, भोपाल

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प्रस्तावना—

शिक्षा एक उद्देश्य पूर्ण प्रक्रिया है। शिक्षा का मुख्य कार्य शैक्षिक उद्देश्यों को प्राप्त करने हुए वांछित व्यवहारों का विकास करना है। बालक के व्यवहार परिवर्तन के आधार पर यह स्पष्ट किया जा सकता है कि अधिगम अनुभव प्रभावपूर्ण हैं अथवा नहीं। अतः मूल्यांकन प्रक्रिया के तीन आधार स्तम्भ हैं— शिक्षण उद्देश्य, अधिगम अनुभव तथा व्यवहार परिवर्तन। इस रूप में मूल्यांकन एक विस्तृत एवं निरंतर चलने वाली प्रक्रिया है।

कोठारी कमीशन (1966) ने मूल्यांकन को परिभाषित करते हुए कहा है कि “मूल्यांकन एक निरंतर चलने वाली प्रक्रिया है जो शिक्षा प्रणाली का अभिन्न अंग है तथा इसका शैक्षिक उद्देश्यों से घनिष्ठ संबंध रहता है।”

राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद ने मूल्यांकन की व्याख्या अत्याधुनिक तरीके से इस प्रकार की है—

मूल्यांकन एक ऐसी व्यवस्थित और अनवरत चलने वाली प्रक्रिया है जो निम्नांकित तीन बातों का संबंध निश्चित करती है—

1. पूर्व निर्धारित उद्देश्यों की प्राप्ति किस सीमा तक हो रही है।
2. कक्षा में दिए जाने वाले अधिगम-अनुभव कितने प्रभावशाली रहे हैं?
3. शिक्षा के उद्देश्यों की प्राप्ति कितने अच्छे ढंग से हुई है?

इन बिन्दुओं के आधार पर निष्कर्ष निकाला जा सकता है कि मूल्यांकन का वास्तविक लक्ष्य शिक्षा को उद्देश्य केंद्रित बनाना है।

शिक्षा का मुख्य उद्देश्य बालक का सर्वांगीण विकास है। सर्वांगीण विकास का तात्पर्य बालक के व्यक्तित्व के सभी पक्षों जैसे शारीरिक, मानसिक, गत्यात्मक, सामाजिक आदि पक्षों से है। इसी बात को ध्यान में रखते हुए एन सी एफ-2005 में परीक्षा सुधार व अमल हेतु सुझाव दिए गए हैं तथा सतत् एवं व्यापक मूल्यांकन को पूरी आत्मा के साथ लागू करने की वकालत की गई है। ताकि बच्चों को इसके माध्यम से आगे बढ़ाया जा सके। सतत एवं व्यापक मूल्यांकन निरंतर और नियमित मूल्यांकन होता है और यह प्रक्रिया सीखने-सिखाने के

साथ-साथ चलती रहती है, जिसमें प्रत्येक विद्यार्थी के शैक्षिक क्षेत्रों के साथ सह-शैक्षिक क्षेत्रों व व्यक्तिगत सामाजिक गुणों का मूल्यांकन किया जाता है।

निःशुल्क और अनिवार्य बाल शिक्षा का अधिकार अधिनियम, 2009 मध्यप्रदेश में 1 अप्रैल 2010 से लागू किया जा चुका है, जिसके अनुसार शासकीय विद्यालयों में सतत एवं व्यापक मूल्यांकन द्वारा ही विद्यार्थी की उपलब्धि आंकलित की जाती है, परंतु शाला में सतत एवं व्यापक मूल्यांकन अपने उद्देश्यों की पूर्ति तब तक नहीं कर सकता जब तक कि शिक्षक पूरी इच्छा शक्ति एवं मन से प्रेरित होकर सही तरीके से लागू न करें। अतः सतत एवं व्यापक मूल्यांकन के प्रति शिक्षक की अभिवृत्ति को जानना आवश्यक है। इसी कारण शोधकर्ता ने वर्तमान समस्या का चयन शोध कार्य हेतु किया है।

उद्देश्य-

1. शासकीय एवं अशासकीय विद्यालयों के पुरुष/महिला/समग्र शिक्षकों की सतत एवं व्यापक मूल्यांकन के प्रति अभिवृत्ति का तुलनात्मक अध्ययन करना।
2. शासकीय विद्यालय/अशासकीय विद्यालय/समग्र पुरुष एवं महिला शिक्षकों की सतत एवं व्यापक मूल्यांकन के प्रति अभिवृत्ति का तुलनात्मक अध्ययन करना।

परिकल्पनाएँ-

1. शासकीय एवं अशासकीय विद्यालयों के पुरुष/महिला/समग्र शिक्षकों की सतत एवं व्यापक मूल्यांकन के प्रति अभिवृत्ति में कोई सार्थक अंतर नहीं है।
2. शासकीय विद्यालय/अशासकीय विद्यालय/समग्र पुरुष एवं महिला शिक्षकों की सतत एवं व्यापक मूल्यांकन के प्रति अभिवृत्ति में कोई सार्थक अंतर नहीं है।

न्यादर्श -

न्यादर्श के रूप में होशंगाबाद जिले के पूर्व माध्यमिक विद्यालयों (कक्षा 6-8) में कार्यरत 140 शिक्षकों (70 शासकीय (35 पुरुष+ 35 महिला) + 70 अशासकीय (35 पुरुष+ 35 महिला), का चयन साधारण यादृच्छिक विधि से किया गया।

उपकरण -

प्रस्तुत शोध कार्य में प्रदत्त संकलन हेतु डॉ. विशाल सूद एवं डॉ. श्रीमती आरती आनंद द्वारा निर्मित मानकीकृत उपकरण 'सतत एवं व्यापक मूल्यांकन के प्रति शिक्षकों की अभिवृत्ति' का उपयोग किया गया है।

शोध विधि -

सर्वप्रथम होशंगाबाद जिले के शासकीय एवं अशासकीय विद्यालयों में कार्यरत 140 शिक्षकों (70 शासकीय और 70 अशासकीय) का चयन यादृच्छिक विधि द्वारा किया गया। चयनित शिक्षकों पर 'सतत एवं व्यापक मूल्यांकन के प्रति शिक्षकों की अभिवृत्ति' मापनी का प्रशासन किया गया एवं प्राप्तियों के आधार पर मास्टर शीट

तैयार की गई। मध्यमान, मानक विचलन, एवं क्रांतिक अनुपात परीक्षण के द्वारा आंकड़ों का विश्लेषण कर निष्कर्ष प्राप्त किये गये एवं तदनुसार सुझाव प्राप्त किये गये।

परिणामों का विश्लेषण –

परिकल्पना 1. शासकीय एवं अशासकीय विद्यालयों के पुरुष/महिला/समग्र शिक्षकों की सतत् एवं व्यापक मूल्यांकन के प्रति अभिवृत्ति में कोई सार्थक अंतर नहीं है।

तालिका 1

शासकीय एवं अशासकीय विद्यालयों के शिक्षकों की सतत् एवं व्यापक मूल्यांकन के प्रति अभिवृत्ति संबंधी तुलनात्मक परिणाम–

समूह	विद्यालय का प्रकार	संख्या	मध्यमान	मानक विचलन	क्रांतिक अनुपात	पी मान
पुरुष	शासकीय	35	62.38	5.83	2.42	<0.05
	अशासकीय	35	65.43	4.68		
महिला	शासकीय	35	63.68	5.17	2.62	<0.05
	अशासकीय	35	66.28	2.76		
समग्र	शासकीय	70	63.03	5.38	3.76	<0.01
	अशासकीय	70	65.85	3.37		

स्वतंत्रता के अंश $df = 68,138$

0.05 पर सार्थकता = $2.00,1.98$

0.01 पर सार्थकता = $2.63,2.61$

उपरोक्त सारणी में प्रदर्शित परिणामों से स्पष्ट है कि शासकीय एवं अशासकीय विद्यालयों के पुरुष/महिला/समग्र शिक्षकों के लिए प्राप्त क्रांतिक अनुपात के मान क्रमशः 2.42, 2.62, 3.76 स्वतंत्रता के अंश 68, 138 पर सार्थकता के 0.05, 0.05, 0.01 स्तर के लिए निर्धारित न्यूनतम मान 2.00, 2.61, 2.61 की अपेक्षा अधिक है।

अतः उपरोक्त परिणामों के आधार पर निष्कर्षतः कहा जा सकता है कि शासकीय एवं अशासकीय विद्यालयों के पुरुष/महिला/समग्र शिक्षकों की सतत् एवं व्यापक मूल्यांकन के प्रति अभिवृत्ति में सार्थक अंतर पाया गया तथा अशासकीय विद्यालयों के पुरुष/महिला/समग्र शिक्षकों में सतत् एवं व्यापक मूल्यांकन के प्रति उच्च अभिवृत्ति पाई गई।

परिकल्पना 2 शासकीय विद्यालय/अशासकीय विद्यालय/समग्र पुरुष एवं महिला शिक्षकों की सतत एवं व्यापक मूल्यांकन के प्रति अभिवृत्ति में कोई सार्थक अंतर नहीं है।

तालिका 2

पुरुष एवं महिला शिक्षकों की सतत् एवं व्यापक मूल्यांकन के प्रति अभिवृत्ति संबंधी तुलनात्मक परिणाम

समूह	लिंग	संख्या	मध्यमान	मानक विचलन	क्रांतिक अनुपात	पी मान
शासकीय	पुरुष	35	62.38	5.83	0.99	>0.05
	महिला	35	63.68	5.17		
अशासकीय	पुरुष	35	65.43	4.68	0.93	>0.05
	महिला	35	66.28	2.76		
समग्र	पुरुष	70	63.90	5.44	1.38	>0.05
	महिला	70	64.98	3.72		

स्वतंत्रता के अंश $df = 68,138$

0.05 पर सार्थकता स्तर = $2.00,1.98$

0.01 पर सार्थकता स्तर = $2.63,2.61$

उपरोक्त सारणी में प्रदर्शित परिणामों से स्पष्ट है कि शासकीय विद्यालयों के/अशासकीय विद्यालयों के/समग्र पुरुष एवं महिला शिक्षकों के लिए प्राप्त क्रांतिक अनुपात के मान क्रमशः 0.99, 0.93, 1.38 स्वतंत्रता के अंश 68, 68, 138 पर सार्थकता के स्तर 0.05 के लिए निर्धारित न्यूनतम मान 2.00, 2.00, 1.98 की अपेक्षा कम है।

अतः उपरोक्त परिणामों के आधार पर निष्कर्षतः कहा जा सकता है कि शासकीय विद्यालयों के/अशासकीय विद्यालयों के/समग्र पुरुष एवं महिला शिक्षकों की सतत् एवं व्यापक मूल्यांकन के प्रति अभिवृत्ति में सार्थक अंतर नहीं पाया गया।

निष्कर्ष –

- शासकीय एवं अशासकीय विद्यालयों के पुरुष/महिला/समग्र शिक्षकों की सतत् एवं व्यापक मूल्यांकन के प्रति अभिवृत्ति में सार्थक अंतर पाया गया तथा अशासकीय विद्यालयों के पुरुष/महिला/समग्र शिक्षकों में सतत् एवं व्यापक मूल्यांकन के प्रति उच्च अभिवृत्ति पाई गई।
- शासकीय विद्यालयों के/अशासकीय विद्यालयों के/समग्र पुरुष एवं महिला शिक्षकों की सतत् एवं व्यापक मूल्यांकन के प्रति अभिवृत्ति में सार्थक अंतर नहीं पाया गया।

सुझाव—

1. वर्तमान शोध से स्पष्ट है कि अशासकीय विद्यालयों की शिक्षकों की सतत् एवं व्यापक मूल्यांकन की प्रति अभिवृत्ति उच्च है। शासकीय विद्यालयों में कार्यरत शिक्षकों की सतत् एवं व्यापक मूल्यांकन के प्रति अभिवृत्ति में सुधार हेतु उन्हें राज्य स्तर पर ट्रेनिंग प्रोग्राम में शामिल किया जाना चाहिए।
2. शासकीय विद्यालयों में कार्यरत शिक्षकों को सतत् एवं व्यापक मूल्यांकन पर आधारित उचित सामग्री एवं मार्गदर्शिका प्रदान की जानी चाहिए। सतत् एवं व्यापक मूल्यांकन हेतु आवश्यक समस्त साधन शाला में उपलब्ध कराए जाना चाहिए।

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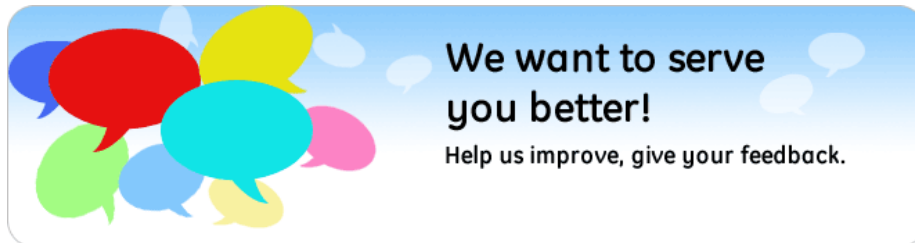


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