

Strategies for Creating an Enabling Classroom Environment

DR. PRINCE PARMAR
DR. PARUL MAHESHWARI



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STRATEGIES FOR CREATING AN ENABLING CLASSROOM ENVIRONMENT

EDITORS

Dr. Prince Parmar

Dr. Parul Maheshwari

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PREFACE

We are pleased to introduce an edited e - book entitled “Strategies for Creating an Enabling Classroom Environment” with ISBN No. **978-81-965586-0-4**. Original, unpublished chapters are invited from academicians, practitioners and research scholars on the broad aspects of “**Strategies for Creating an Enabling Classroom Environment with ISBN 978-81-965586-0-4**”. The publication of the submitted manuscript will be subject to the percentage of plagiarism. We firmly believe that your contribution will enrich the academic and intellectual content of the book.

"The dynamics of the classroom, the tone, the interpersonal forces at play, and the nature and structure of communication patterns all combine to either support or inhibit the students' motivation to pursue a goal".

Your classroom environment is a blend of the social, emotional, and instructional elements of your class. Research shows that many aspects of your classroom environment can affect student motivation and that students who are more motivated, put more effort into learning activities.

The way you manage and organize your classroom is important. This edited compiled e book will be helpful to build a warm and inclusive classroom where students feel like they belong and can do their best work.

SUB THEMES:

- **Classroom management strategies**
- **Think, Pair and Share strategies**
- **Active and Collaborative Learning**
- **Assessment and Evaluation**
- **Building Inclusive Classrooms**
- **Digital Transformation in Classroom**
- **Any other related theme**

OBJECTIVES OF THE EDITED E-BOOK:-The objectives of the edited book are to present a compendium of educational research highlights, classroom cultures and some of the problems faced by the teachers. These articles will offer experiential learning and will create the interest of the students, academicians, research scholars, corporate executives and social scientists in understanding the various classroom practices and functions in Indian organizations.

Note: This edited peer reviewed book weightage for API Score

Regards

Dr. Prince Parmar

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**ACTIVE AND COLLABORATIVE LEARNING: A
TECHNIQUE FOR CLASS ROOM MANAGEMENT**

Dr.Rubeena Khan*

Assistant Professor,

**Maulana Azad National Urdu University,
College of Teacher Education, Nuh, Mewat**

INTRODUCTION:

It has been found in various researchers that the students who are involved in peer learning or peer discussion on various concepts are able to learn better or find solution to problems. This peer learning or peer instruction is a type of collaborative learning that involves students working in small groups or even in pairs. The students teach each other by addressing misunderstandings and clarifying misconceptions. Collaborative learning skills are highly essential for students in 21st century to work effectively and respectfully with diverse team seeming to achieve its goals. Collaborative learning facilitates students to attain higher order thinking skills and present the information more accurately for a longer period. This collaborative learning is not a new approach to class room interaction and management rather it started even much earlier. Vygotsky theory of Social Constructivism discussed the idea of collaborative learning.

VYGOTSKY'S IDEA OF COLLABORATIVE LEARNING:

Vygotsky in his theory of Socio-cultural or Social Constructivism discussed learning as a social process that is activated through Zone of Proximal Development (Dillenbourg, 1999). Vygotsky emphasized upon the idea that working with more competent person or peer can improve the learning of less competent peer to a greater level. He viewed learning as social term which results from the relationship between social interaction and Cognitive development to form individual. Vygotsky noted that a child learn from other person in his environment.

Thus learning takes place first at social level. After this the learning is absorbed and processed by the individual. At this state of social level the peer or more capable individual is involved in helping the less capable. Thus a more capable person provides mentioning and guidance. Thus it can be seen that learning as noted by Vygotsky (1986) "is embedded with in social events occurring as a child interacts with people, objects and events in the environment." Wertsch and Rogoff (1984) noted that "Mental functions such as thinking, reasoning and problem solving can be carried out by individuals while collaborating with peers. The individual learn and work under the guidance of mentor where the process of collaborative learning takes place. This collaborative learning provides opportunities to the students

to get new ideas from their peers and there by establish mutual interaction in the learning process. Peer interaction so promotes learners Zone of Proximal Development (ZPD). Thus it can be said that Collaborative learning is an educational approach of using groups to enhance learning through working together. Groups of two or more learners work together to solve problems, complete tasks or learn new concepts.

The Collaborative learning approach is a type of goal structural approach. The goal structure is a type of inter dependence among students and are further categorized into three types i.e. Collaborative, competitive and individualistic. In the collaborative goal structure, a learner is able to achieve learning goals when the peers also achieve the goals. The competitive goal structured not allowed all individuals to achieve the learning goal. Instead, an individual learner achieves which others do not. In individualistic goal structure there is no relationship between the achievement of an individual and the involvement of others either in the form of collaborative or competition. In other words, one's achievement is independent from others. This occurs because each individual learner learns by themselves. Thus only collaborative goal structure is closer or Collaborative learning is real sense.

Zang (2010) recorded that competitive and individualistic goal structure is close to traditional teacher guided learning. Collaborative learning is highly beneficial to students because of the below mentioned reasons.

- It leads to development of higher level thinking, oral communication, self-management and leadership skills.
- It promotes student-student interaction in positive manner.
- It leads to increase in student's retention, self-esteem and responsibility.
- It helps in exposure to diverse perspective and increases their understanding of it.
- Helps in preparation for real life social and employment situations.

Major Considerations for using Collaborative Learning in Classroom:

1. Language can act as a barrier in classrooms where students from different language background are learning together. If students are not able to understand the language of the material properly than teacher has to provide more time in order to explain the difficult material. In Indian Context more competent peers are well versed with most languages but the less competent student's sometimes even struggle to understand the basics of certain language also. For this the teacher needs to explain the language in easy manner.
2. Second consideration should be creating the learning situation / setting as close to real life as possible. The student's mentors need to help the less competent students by clarifying the

communication and language adjustment. They need to speak in different ways to ensure that less competent peer listen and comprehend the meaning of the conversation.

3. Third consideration is to create a Positive learning environment. Barfield (2003) states that learning can be an emotional experience for those who are not competent peer. Collaborative learning create situation in which learner feel more convenient and relaxed since there is no strict regulation of how they should learn. Learners are free to talk and discuss difficult points without time boundation. It leads to learning experiences which leads to deeper understanding of certain topics. The students learn to negotiate the meaning, thus the understanding is reshaped.
4. Fourth consideration is promotion of interaction between the learners and their peers through discussion and sharing of ideas between them. Interaction leads to exchange of different ideas and a comfortable situation among the learner. The social interaction leads to better discussion, questioning, responding and organizing learning process.
5. The group or peer work needs to be introduced early in the semester so as to set clear students expectations.
6. Collaborative learning leads to critical thinking or its enhancement. Forth is special care should be taken so that all learners be engaged in discussion, clarifying and evaluating peers opinions. James et. al. (2000) clearly mentions that collaborative learning encourages critical thinking through problem solving process. Learners engage actively in the discussion which fosters their mind to think critically of the topics being discussed.
7. Ground rules needs to establish for smooth participation and contribution.
8. Teachers should carefully explain to all the students about the plan for each stage of group work and carefully explain how groups or peer discussion will operate and how students shall be graded.
9. Students should be motivated to develop the skills they need to succeed such as using team building exercises or introducing self-reflection techniques.
10. Most important consideration is to incorporate self-assessment and peer assessment for group members to evaluate their own and other's contribution.

Collaborative Learning Practice in Classroom:

Collaborative Learning is a kind of skill which can be developed through proper training. Lai (2011) suggested that collaborative learning skills can be developed through explicit instructions. The instruction can be provided through communication on how to find help, and give help to others. The students could be given training in general interpersonal and team work skills that include coordination, communication, conflict resolution decision making, problem solving and negotiation. Bossert (1998) suggests that teachers should compose and organize tasks to support collaboration. Dillenbourg (1999)

recommend that teachers are required to specify rules for interactions. Every group member should ask questions. Teachers should monitor and regulate the student's interaction. Teachers would regulate the activities if students forget the track or lose the idea of what to discuss next. The teacher would be able to fill the temporary blank situation and would make the learning active again. Teacher's role will be of encourages, motivator, regulator and feedback provider. Various strategies can be employed for discussion like asking questions, encouraging students to respond, summarizing students' responses, clarifying doubts, misunderstanding and soon. This will help students to clearly understand their role and expectations from the teacher. Bossert (1988) rightly noted that collaborative learning is actually "Learning together". Here the group member tries to help each other and work together. Each member work according to his/her competency for better achievement of their set goals.

Benefits of Collaborative Learning

Collaboration helps brainstorm creative ideas; it helps in the development of higher level thinking, oral communication, self-management and leadership skills. It also helps in promotion of student faculty interaction. It increases student retention, self-esteem and responsibility. It helps in exposure to and an increase in understanding of diverse perspectives besides preparation for real life social and employment situations. Collaborative learning also enhances problem solving skills apart from encouraging social interaction. It helps in promoting diversity, and improves communication skills. Collaborative learning groups work together to reach their goal, relying on each other for success. Thus it helps in building trust. Students who build trust in collaborative teams can form a cohesive classroom bond knowing they support each other's learning. In professional situation, this trust can transfer to future work place interaction, which could lead to increased productivity and moral.

Collaborative learning improves confidence. When working as a group, team members help support each other as they move towards a common goal. Collaborative learning can benefit individuals also are introverted because a supportive group atmosphere can help them build confidence.

Conclusion

Collaborative learning is a technique for classroom management where the learner learns in collaboration with other individual. Though not a new technique but it started with Vygotsky's idea. The individual interacts with others in social setting, establishing mutual interaction in learning process. It also promotes Zone of Proximal Development. Collaborative learning needs a number of collaborative ideas like starting with clear goal, sharing specific expectations, group work and reflection to improve further. Thus it is very useful for learning in class room setting and class room management.

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Progress of Education –from Gurukul Ashrama to modern scientific laboratory

Dr. Sharmistha Routh

Assistant Professor, Central Sanskrit University, Puri

Central Sanskrit University

Shri SADASHIVA Campus Puri

Puri, PIN -752001, Odisha

Education Technology has emerged gradually as a separate discipline involving planning, implementing instructional strategies and evaluating its effectiveness for achieving educational objectives, for the last four decades particularly in advance countries ,Education has been rapidly increasing with the use of technology. E.T is making education more effective by way of providing instruction on more scientific basis.This trend has been encouraged by educational practitioners to explore the possibilities of using modern tools and techniques of information and communication technology.Continuous researches on innovation and developments on the frontiers of educational technology are leading the policy makers, administrators and teachers in the field of education to a new direction. Researches in Educational Psychology, teaching methodology and instructional technology are also contributing considerably in the promotion of this new trend.

In India, Educational Technology was accepted by the Government of India, as one of the strategies for coping with the problem of huge expansion of education and need for improving the quality of education So educational technology project in the year 1972-73 with the collaboration of UNDP (United Nations Development Project) was launched. Under this project Centre for Educational Technology (CET) was established under the NCERT (National Council of Educational Research and Training) along with the establishment of Educational Technology cells in various states and an Educational Technology unit in the Ministry of Education was set-up.

Subsequently, SITE (Satellite Instructional Television Experiment) was launched experimentally and the success of this experiment led to the launching, of INSAT-1 (Indian National Satellite System) in 1982, CIET (Central Institute of Educational Technology) was in six states and in other provinces. It was decided to strengthen the already established E.T cells. India directly entered in the new phase of applying Educational Technology in all the level of Formal, Non-formal and Informal forms of education system.

The objectives of this paper are to clarify some basic concepts and knowledge of different uses of educational Technology.

Objectives of Educational Technology are:

- To modernise the learning methods and techniques after systematising them so that these may be turned effective according to the needs of the changing era for the unknown future.
- To modify behaviours of the teachers and pupils by improving the teaching, learning and evaluation conditions.
- To make the classroom teaching easy, clear, interesting, effective, understandable, objective and scientific
- To help in increasing various facilities by solving the most complicated problems of human life so that the human life may carry on its progress continuously.

Types of Educational Technology are like this

Lumsdane suggests that educational technology has the following three forms-

- Hardware Approach
- Software Approach
- System Analysis.

Hardware Approach-It is use of engineering machines in teaching. Physical science and engineering technology have given birth to it Davis says that Hardware Approach is the application of physical science in education and teaching with which the teaching process is being mechanised gradually so that maximum pupils may be educated in minimum time and at low cost. Educational Technology includes Cinema, Gramophone, Radio, Taperecorder, Projector, Computer, Closed Circuit Television (CCTV) and electronic video-tape etc. All the teaching machines the use of which makes the teaching more and more effective in order to achieve the teaching objectives. Human knowledge has three aspects. These are:

- Preservation
- Transmission
- Development.

The history of preservation of the knowledge started since the printing machines. The Knowledge is preserved with these machines in the form of books shelved in the libraries. Knowledge is also preserved through tape-recorder and films. Transmission or expansion of knowledge is supported by machine like mike,

Radio and Television etc. With these, Thousands of pupils enjoy home-delivery of such benefits. Surprising changes have occurred in the process of education. The correspondence courses and Open University is the gifts of hardware approach.

The third aspect of the human knowledge is its development. In the research programmes, the main function is the collection and analysis of data. The researcher uses the electronic machines and computers. Thus, all the three aspects of knowledge allow the use of machines. The teaching process has been mechanised through Hardware Approach.

Software Approach-Software Approach is also called Instructional Technology or Teaching Technology or Behavioural Technology. It does not allow the use of engineering tools and machines. Psychological principles of teaching and learning are utilized so that desirable changes in the behaviour of the pupils may be brought about. The machines are used only to make the subject –matter effective. Hence, the software approach is concerned with the teaching objectives in behavioural terms, principles of teaching, methods and techniques of teaching, reinforcement of instructional system, feed-back devices and evaluation. Software Approach tries to develop all the three aspects Input, Process and Output.

While Hardware Approach means the use of machines in teaching, software Approach means the use of teaching and learning Principles.

System Analysis-System Analysis is also known as Management Technology. It was developed after the Second World War and it provided a scientific basis to the decision making regarding the problems associated with administration, management, commerce, industry and army. It helps to study the problems of educational administration and management in a scientific and conclusive way. By using it we can make the educational system, educational administration and management scientific and conclusive. By using it we can make the educational system, educational administration and management effective. It also helps the process of development of educational administration and formulation of instructional out-line. Educational system, educational administration and management can be made more effective and less expensive by using it. Hence, these days the system analysis occupies an important place in the field of teaching.

Teaching of Technology-

Teaching is an art, but objectives by using scientific principles teaching technology makes this art more easy, precise, practical and objective. Teaching has two elements-1.content and class-room behaviour or communication. We may say that teaching technology includes both contents and communication. Hence; it includes both instructional technology and behavioural technology.

The teaching is student centred and not Teacher centred. Instead of teaching by the teacher the learning by the student is emphasized. The teaching work is compared with an industry in which the teacher manages learning for the pupils like a manager or administrator. In such a set-up of teaching and learning, the content is studied by dividing it into four phases.

Planning- It is an important phase of teaching –learning. The teacher analyzes the contents, determines and defines the learning objectives. In the end, he writes those objectives in clear term .Thus, he performs three activities-a.Task analyses

Identification of objectives and Writing learning objectives.

Organisation- In this phase, teacher creates an effective environment by selecting teaching methods, techniques, strategies and essential aids by which the pupils may achieve learning objectives through the acquisition of appropriate learning experiences.

Leading –In this phase, teacher motivates the pupils to such an extent that they may start taking interest in teaching, and thus learning objectives are achieved.

Controlling-In this phase, the teacher observes the extent to which the organisation and leading phases have been achieved. The teacher or controller (manager) uses various techniques of measurement and evaluation. If he finds that the objectives have not been achieved, and then he brings essential changes and modifications in his activities related to organization and leading phases.

Characteristics of Teaching Technology

- It can make the teaching more effective.
- Pupil-teachers and in-service teachers can have its advantages.
- Assistance can be sought from Philosophy, Sociology and Psychology.
- Input, process and output are involved.
- Objectives of all the three domains namely Cognitive, Affective and Psychomotor domains can be achieved by using it.
- Teaching from memory level to reflective level can be organized through it.

Role of Educational Technology

- Converting behavioural objectives in the learning conditions in the context of educational objectives.
- Analysing the characteristics of the learners.
- Organising the contents.

- Formulating or constructing the media of presenting the contents.
- Evaluating the performance of the pupils with reference to the achievement of educational objectives.
- Providing reinforcement and feedback in order to modify the behaviours of the pupils.

Importance of Educational Technology

1. **Increasing the effectiveness of Teaching –Learning Process**-Educational technology brings the desired improvement in teaching –learning process by making it effective. It develops the Cognitive, Affective and Psychomotor aspects of the pupils to the maximum.
2. **Maximizing the output**-Educational technology maximizes the learning facilities .because it uses the principles indoctrinated by Psychology, Sociology, Mathematics, Engineering and other social and scientific subjects. Their input maximizes their output in the form of their competency by this technology.
3. **Optimum use of Resources**-The developing countries possess very limited resources. They lack expert’s machinery or tools, school building, stationary and time. Educational Technology emphasizes the maximum use of available resources in the learning situations, which may benefit all the pupils of the nation. The teaching technology has developed the teaching aids - like Radio and Television with which appreciable assistance has been secured for the expansion of mass education.

Instructional Design

Instructional Design occupies an important place in teaching .Formerly teaching was based on learning objectives only.It did not encourage any expected achievement.In order to bring about desired changes in the pupils behaviour ,the teaching situations ,tools and new approaches were considered important in addition to the learning principles.The composite form of all these is called instructional design.Among the new approaches,the following three approaches are important as school of thoughts:

1. Training psychology
2. Cybernetic psychology
3. System Analysis

Training psychology-

It is an important method of teaching and learning .It developed out of the research work carried out on the complicated training problems and situations.It emphasizes that the whole training task should be divided into three parts.

1. Preparing outline of the task,
2. Task –analysis and putting the task –elements in such a sequence that the desired objectives are achieved .Thus, the instructional designs depend upon training psychology.

Cybernetic psychology-

Cybernetic psychology is also a part of training psychology because this training is more close to the research. Cybernetic psychology accepts human being as a machine .It emphasizes that every human being uses the process of cybernetic through his senses to control and modify his behaviour.The theory of cybernetic is an important theory for human development. Cybernetic psychology emphasizes the fact that all the methods of feedback bring about the desired changes by controlling the behaviours of the pupils considering the dynamic feedback and self-regulation as its goal.This method is considered more important for self-learning.Cybernetic psychology controls the learning behaviour.It has more importance in individual teaching than collective teaching.Programmed instruction is its most appropriate example.In this case,the answers given by the pupils are compared to the correct answers which put the pupil on right track during feedback or cybernetic. The result of the individual behaviour works as feedback or cybernetic for him and controls his future behaviours.Therefore the feedback or cybernetic Psychology occupies an important place in the growth and development of the human being.

System Analysis-

A system is concerned with an organisation of entire sequence in which inter-relationship occurs between various elements and with the entire sequence.In the words of Unwin A system, analysis is the sum total of parts working independently and working together to achieve the required results or outcome based on needs.

A system has three components:

1. Purpose
2. Process and Content.

The purpose describes what is to be done, the process includes various activities, and the content is concerned with the sub-components of the system. The system is a problem-solving process in which the needs of the management are diagnosed and evaluation is carried out by using an appropriate method for solving the problem.In this way,in organising teaching –learning activity ,the solution of the arising problems,in organising teaching-learning system, is a scientific and valid tool by which learning behaviours are controlled.

The assumption emphasizes the fact that each behaviour of the human being functions as a part of an organized system. Therefore, each problem of the human being can be solved by analysing it. As a result of this, the system can be made effective. Educational administration is benefitted by system analysis. It helps the administration by result-oriented analysis.

Scope of Educational Technology

Educational technology has been developed as a new subject in the field of education. As a term Educational technology includes teaching, learning, instruction and training. The scope of educational technology is very wide. The following technologies are included –

1. Behavioural Technology
2. Instructional Technology
3. Teaching Technology
4. Instructional Design
5. Training psychology
6. Cybernetic psychology
7. System Analysis

Curriculum Construction –

The application of scientific and technological knowledge is essential for the curriculum construction. Which has become a very tedious job in the field of education. The task of the curriculum construction can be simplified with the help of educational technology.

Selection of Teaching –Learning strategies-

It becomes easy to select the strategies with the help of educational technology.

Selection of Audio-visual Materials-The teacher can select the audio-visual aids with its assistance.

Determination of Educational objectives-The software aspect of educational technology contributes to the formulation of educational objectives.

Teachers Training-The new innovations in educational technology can be used successfully in teacher's training. These are micro-teaching, simulated teaching, system approach, class-room interaction and teaching models.

Feed back-

In the field of education, educational technology emphasizes feedback for evaluation. Many experiments have been carried out in this area.

Hardwares-One form of educational technology also occurs as Hardware Devices such as teaching machines ,tape-recorder,television,computer satellite and so on.The learning in the class room can be made effective with their use.

In conclusion, I would like to say that change is the law of nature, the ashrama of the past has become a complex, scientific laboratory today.Indian education system must be ready to meet the challenge and overcome the obstacles in the way of progress.

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LEADERSHIP STYLE, MOTIVATION AND LIFE SKILLS

Dr. Prince Parmar
Principal,
V.D. Institute of Technology,
GGSIU University, New Delhi

Abstract

There are at least two major influences that affect how individuals perform in their environment. These influences include type of leadership that exists, and personal motivation. To become an efficient leader, we must be self-motivated, know our identity, needs and we must have a strong urge to do anything to achieve our goals. Once we are self-motivated, only then we can motivate others to achieve their goals. When a person uses his power to lead a group, give direction and motivate his junior in his own style, it is called leadership style. Life skills are the behavior used appropriately & responsible in the management of personal affairs. It prepares an individual for living a productive & satisfying life.

Introduction

Leadership Style

Leadership style is the way a person uses power to lead other people. It is the manner and approach of providing direction, implementing plans, and motivating people. As seen by the employees, it includes the total pattern of explicit and implicit actions performed by their leader (Newstrom, Davis, 1993).

Types

Authoritarian or autocratic –

Autocratic leadership style is centered on the boss. The leader tells his or her employees what to do and how to do it, without getting their advice. In this leadership the leader holds all authority and responsibility. In this leadership, leaders make decisions on their own without consulting subordinates. They reach decisions, communicate them to subordinates and expect prompt implementation. Autocratic work environment does normally have little or no flexibility.

Participative or democratic –

In this leadership style, subordinates are involved in making decisions. Unlike autocratic, this leadership is centered on subordinates' contributions. The democratic leader holds final responsibility, but he or she is known to delegate authority to other people, who determine work projects. The leader includes one or more

employees in the decision making process, but the leader normally maintains the final decision making authority.

Delegative or laissez-fair (free-rein) –

Laissez-faire leadership gives authority to employees. Departments or subordinates are allowed to work as they choose with minimal or no interference. According to research, this kind of leadership has been consistently found to be the least satisfying and least effective management style. The leader allows the employees to make the decisions; however, the leader is still responsible for the decisions that are made.

Transformational Leadership

Unlike other leadership styles, transformational leadership is all about initiating change in organizations, groups, oneself and others. Transformational leaders motivate others to do more than they originally intended and often even more than they thought possible. They set more challenging expectations and typically achieve higher performance.

Styles of Leadership in Education

Hierarchical Style of Leadership in Education

The hierarchical style is based on the traditional method of education that lays more emphasis in a top-down approach in which all course of action is asserted, and carried out with formal authority and has little scope for participatory analysis. Here, the administrative head, namely the principal, carries out all duties of a planner, supervisor, analyst, resource allocator, etc. It is a very straightforward, with major emphasis on efficiency, control, and routines.

Transformational Style of Leadership in Education

The transformational style is based on the concept of working together to put in place a mechanism that will not only reap immediate benefits but future ones too. Although, most decisions are taken individually or by a small group of people, it opens the door wide for intellectual excitement, motivation through values, and a shared vision by participation in leadership activities. A leader who follows this leadership fosters a sense of purpose and meaning to unite people for a better cause.

Facilitative Style of Leadership in Education

The facilitative style is very similar to the strategies used in transformational styles, but more democratic as well as interactive in practice. A facilitative educational leader works with the entire management, offering them partnership in preparing for the future, and by promoting collective ideas by being a part of the crowd, rather than being at the center. Empowering the entire education system is the primary goal of the leader practicing this style.

Motivation

Motivation is a goal-oriented characteristic that helps a person achieve his objectives. It pushes an individual to work hard at achieving his or her goals. An executive must have the right leadership traits to influence motivation. However, there is no specific blueprint for motivation.

C.V.Good, "*Motivation is the process of arousing, sustaining and regulating activity*".

Frandsen, "*Efficient learning depends on effective motivation.*"

Lawell, "*Motivation may be defined more formally as a psychological or internal process initiated for some need which leads to an activity which will satisfy that need*".

Kinds of Motivation

Positive Motivation

Positive motivation is a motivation in which a child done any work by his own interest and gets full satisfaction. Teacher gives positive motivation to students by organizing different programs and creating situations.

Negative Motivation

Negative motivation is a motivation in which a child done any work by any other's interest or external impact not by his own. He gets desirable goal by doing this work. Teacher gives negative motivation to students by censure, competition etc.

Need and importance of motivation

- **Modifies child behavior**

A teacher can change and directed child's behaviors by using artificial motives like appreciation, prize, censure etc.

- **Helps in character building**

A teacher can motivate students for acquiring ideals and good habits. This can help children in their character building.

- **Mental development**

Motives help students in their learning activities. A teacher can encourage students for acquiring knowledge by using motives.

- **Development of interest**

Motivation is the art of stimulating interest in the pupil. Therefore a teacher can develop interest of students towards learning.

- **Development of social skill**

A teacher can develop social skills and social feeling in the students by encouraging them for participating in social activities.

Life Skill

The term “life Skill” refers to the skills usually associated with managing & living better quality of life, they help us to accomplish our ambitions & live to our full potential. So the life skills are those abilities that help and promote mental well being & good competence in youth and human being so that they can easily face the reality of life.

Oxford Dictionary, “*Life skill is a skill that is necessary or desirable for full participation in everyday life*”.

Hendericks, “*Skills that help an individual be successful in living a productive & satisfying life*”.

Need and Importance of Life Skills

- It helps to develop social competence and confidence to handle any situation.
- It helps to make appropriate decision keeping in mind all the surrounding features.
- It is important as it encourages energy positively in human beings.
- It helps in effective communication & development of personality.
- It also helps in development of social and environment skill.

- It is important for overcome the stress and creating the positive attitude with self awareness.

Life skill education

Life skill education is a value addition programme for the youth to understand self and able to assess their skills, abilities and areas of development which also enable them to analyze their capacity to enhance the function in a most productive way. Life skill education allows the youth get along with other people, able to adjust with their environment and making responsible decision.

Objectives of Life skill education

- To inculcate decision making skills, co-operation and leadership skill in students.
- To develop critical thinking skills in students.
- To develop empathy among students towards different situations.
- To develop healthy interpersonal relationship among students.
- To develop communication skills.
- To develop problem solving ability.
- To develop self awareness.
- To develop stress management techniques.

Life Skills Education has long term benefits to the society. These include educational, social, health, cultural and economic benefits.

Educational benefits of life skills education

- Strengthens teacher pupil relationship
- Leads to desirable behavior change
- Improves discipline in schools
- Reduces learner problems such as truancy, absenteeism drug and substance abuse and teenage pregnancies
- Helps learners to improve their performance

Conclusion

On the basis of above description we can say that motivation can help a person for achieving desirable goals in his work and life both. A motivated person uses his power to lead other peoples in a good way. He not only influenced them by his working style but also motivate them for doing good work as he has done. Life skills are also developing human personality and encourage positive energy in them. Life skills help a person for handling any situation very smoothly in his life. Life skill education plays a vital role in a teachers and students life. It Strengthens teacher pupil relationship, Helps learners to improve their performance and Leads to desirable behavior change in the students. Thus life skill education is very important in human life because it can create motivated leaders for society and for country.

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Awareness of secondary school teachers towards adolescence education and related issues

Ms. Ashalata Bedant
Principal (D.El.Ed.)
V D Institute of Technology, New Delhi

Abstract

The word 'adolescence' comes from the Latin word 'adolescens' which means 'to grow'. So the essence of the word adolescence is growth and it is in this sense that adolescence represents a period of intensive growth and change in nearly all aspects of a child's physical, mental, social and emotional life. Adolescence has been described by Stanley Hall as 'the period of storm and stress of human life'. It is a very crucial period of one's life which covers roughly from 10/11- 18/19+ years. The most important fact about adolescence is that it is a period of transition from childhood to adulthood. Transition from one period to another always is associated with some problems. Adolescence is not an exception and it is also associated with some problems. Adolescence has often been construed as a difficult period in life, consisting of storm and stress. It has been termed a "period of great risk to healthy development" (Takanishi, 1993, P. 86).

Children pass through certain stages of development and the child development theories focus on explaining how children change and grow over the course of childhood. We all have personal experience with development, but it is sometimes difficult to understand how and why people grow, learn, and act as they do. In order to understand human development, a number of different theories of child development have arisen to explain various aspects of human growth. The theories center on various aspects of development including social, emotional, physical and cognitive growth.

Child development that occurs from birth to adulthood was largely ignored throughout much of human history. Children were often viewed simply as small versions of adults and little attention was paid to the many advances in cognitive abilities, language usage, and physical growth that occur during childhood and adolescence. Interest in the field of child development finally began to emerge early in the 20th century, but it tended to focus on abnormal behavior. Eventually, researchers became increasingly interested in other topics including typical child development as well as the influences on development. Thus, theories of development provide a framework for thinking about human growth and learning.

Major Child Development Theories: The following are just a few of the many child development theories that have been proposed by theorists and researchers. More recent theories outline the developmental stages of children and identify the typical ages at which these growth milestones occur.

Freud's Psychosexual Developmental Theory: Psychoanalytic theory originated with the work of Sigmund Freud. Through his clinical work with patients suffering from mental illness, Freud came to believe that childhood experiences and unconscious desires influenced behavior. According to Freud, conflicts that occur during each of these stages can have a lifelong influence on personality and behavior. Freud proposed one of the best-known grand theories of child development. According to Freud's psychosexual theory, child development occurs in a series of stages focused on different pleasure areas of the body. During each stage, the child encounters conflicts that play a significant role in the course of development.

His theory suggested that the energy of the libido was focused on different erogenous zones at specific stages. Failure to progress through a stage can result in a fixation at that point in development; which Freud believed could have an influence on adult behavior. So what happens as children complete each stage? And what might result if a child does poorly during a particular point in development? Successfully completing each stage leads to the development of a healthy adult personality. Failing to resolve the conflicts of a particular stage can result in fixations that can then have an influence on adult behavior. While some other child development theories suggest that personality continues to change and grow over the entire lifetime, Freud believed that it was early experiences that played the greatest role in shaping development. According to Freud, personality is largely set in stone by the age of five.

Erikson's Psychosocial Developmental Theory: Erikson's eight-stage theory of psychosocial development describes growth and change throughout life, focusing on social interaction and conflicts that arise during different stages of development. While Erikson's theory of psychosocial development shared some similarities with Freud's, it is dramatically different in many ways. Rather than focusing on sexual interest as a driving force in development, Erikson believed that social interaction and experience played decisive roles. His eight-stage theory of human development described this process from infancy through death. During each stage, people are faced with a developmental conflict that impacts later functioning and further growth. Unlike many other developmental theories, Erik Erikson's psychosocial theory focuses on development across the entire life span. At each stage, children and adults face a developmental crisis that serves as a major turning point. Successfully managing the challenges of each stage leads to the emergence of a lifelong psychological virtue.

Behavioral Child Development Theories: During the first half of the twentieth century, a new school of thought known as behaviorism rose to become a dominant force within psychology. Behaviorists believed that psychology needed to focus only on observable and quantifiable behaviors in order to become a more

scientific discipline. According to the behavioral perspective, all human behavior can be described in terms of environmental influences. Some behaviorists, such as John B. Watson and B.F. Skinner, insisted that learning occurs purely through processes of association and reinforcement.

Behavioral theories of child development focus on how environmental interaction influences behavior and are based on the theories of theorists such as John B. Watson, Ivan Pavlov, and B. F. Skinner. These theories deal only with observable behaviors. Development is considered a reaction to rewards, punishments, stimuli, and reinforcement. This theory differs considerably from other child development theories because it gives no consideration to internal thoughts or feelings. Instead, it focuses purely on how experience shapes who we are.

Two important types of learning that emerged from this approach to development are that classical conditioning and operant conditioning. Classical conditioning involves learning by pairing a naturally occurring stimulus with a previously neutral stimulus. Operant conditioning utilizes reinforcement and punishment to modify behaviors.

Piaget's Cognitive Developmental Theory: Cognitive theory is concerned with the development of a person's thought processes. It also looks at how these thought processes influence how we understand and interact with the world. Piaget proposed an idea that seems obvious now, but helped revolutionize how we think about child development: Children think differently than adults. Theorist Jean Piaget proposed one of the most influential theories of cognitive development. His cognitive theory seeks to describe and explain the development of thought processes and mental states. It also looks at how these thought processes influence the way we understand and interact with the world. Piaget then proposed a theory of cognitive development to account for the steps and sequence of children's intellectual development.

The Sensorimotor Stage: A period of time between birth and age two during which an infant's knowledge of the world is limited to his or her sensory perceptions and motor activities. Behaviors are limited to simple motor responses caused by sensory stimuli.

The Preoperational Stage: A period between ages 2 and 6 during which a child learns to use language. During this stage, children do not yet understand concrete logic, cannot mentally manipulate information and are unable to take the point of view of other people

The Concrete Operational Stage: A period between ages 7 and 11 during which children are better understanding of mental operations. Children begin thinking logically about concrete events but have

difficulty understanding abstract or hypothetical concepts.

The Formal Operational Stage: A period between age 12 to adulthood when people develop the ability to think about abstract concepts. Skills such as logical thought, deductive reasoning, and systematic planning also emerge during this stage.

Bowlby's Attachment Theory: There is a great deal of research on the social development of children. John Bowlby proposed one of the earliest theories of social development. Bowlby believed that early relationships with caregivers play a major role in child development and continue to influence social relationships throughout life. Bowlby's attachment theory suggested that children are born with an innate need to form attachments. Such attachments aid in survival by ensuring that the child receives care and protection. Not only that, but these attachments are characterized by clear behavioral and motivational patterns. In other words, both children and caregivers engage in behaviors designed to ensure proximity. Children strive to stay close and connected to their caregivers who in turn provide safe haven and a secure base for exploration.

Researchers have also expanded upon Bowlby's original work and have suggested that a number of different attachment styles exist. Children who receive consistent support and care are more likely to develop a secure attachment style, while those who receive less reliable care may develop an ambivalent, avoidant, or disorganized style.

Bandura's Social Learning Theory: Social learning theory is based on the work of psychologist Albert Bandura. Bandura believed that the conditioning and reinforcement process could not sufficiently explain all of human learning. For example, how can the conditioning process account for learned behaviors that have not been reinforced through classical conditioning or operant conditioning? According to social learning theory, behaviors can also be learned through observation and modeling. By observing the actions of others, including parents and peers, children develop new skills and acquire new information.

Bandura's child development theory suggests that observation plays a critical role in learning, but this observation does not necessarily need to take the form of watching a live model. Instead, people can also learn by listening to verbal instructions about how to perform a behavior as well as through observing either real or fictional characters display behaviors in books or films.

Vygotsky's Sociocultural Theory: Another psychologist named Lev Vygotsky proposed a seminal learning theory that has gone on to become very influential, especially in the field of education. Like Piaget, Vygotsky believed that children learn actively and through hands-on experiences. His sociocultural theory also

suggested that parents, caregivers, peers and the culture at large were responsible for developing higher order functions.

In Vygotsky's view, learning is an inherently social process. Through interacting with others, learning becomes integrated into an individual's understanding of the world. This child development theory also introduced the concept of the zone of proximal development, which is the gap between what a person can do with help and what they can do on their own. It is with the help of more knowledgeable others that people are able to progressively learn and increase their skills and scope of understanding.

These theories represent just a few of the different ways of thinking about child development. In reality, fully understanding how children change and grow over the course of childhood requires looking at many different factors that influence physical and psychological growth. Genes, the environment, and the interactions between these two forces determine how kids grow physically as well as mentally. Today, contemporary teachers draw on a variety of theories and perspectives in order to understand how kids grow, behave, and think. Understanding of child development is essential for teachers because it allows to fully appreciating the cognitive, emotional, physical, social, and educational growth that children go through from birth and into early adulthood. The proper handling of these stages develops integrated personalities whereas mishandling retards the normal growth of children. A satisfying completion of each stage enables the individual to deal more successfully with future developmental problems.

Adolescence is the most crucial period of human development. It emerges from later childhood stage and merges into adulthood. This period is considered as crucial and significant period of an individual's life. In this stage, the children become sexually mature and reach the age of legal maturity. It is the period of rapid and revolutionary changes in the individual's physical, mental, moral, emotional, spiritual, sexual and social outlook. Human personality develops new dimensions. Psychologically, adolescence is the age when the individual becomes integrated into the society of the adults. It is the stage when the child no longer feels that he is below the level of his elders but rather an equal with them, at least in rights. This integration into the adult society has many aspects, more or less linked with puberty. It also includes profound intellectual changes. These intellectual transformations, typical of an adolescent's thinking, enable him to achieve his integration into the social relationships of the adults. Psychologists divided the period of adolescence into three stages:

- Pre-adolescence or puberty
- Early adolescence

- Later adolescence

The period of adolescence is also described as the “terrible teens”. It is a period of fears and frustration, day dreams and adventure. The child experiences odds and at every moment, she/he face problem of adjustment. The child at this stage is often disturbed due to mental conflicts, which are quite common at this period. The child suddenly become erratic, emotionally imbalanced, unpredictable, clumsy, and unstable. Awkward and face problems. This is why this period is described as a period of terrible teens. It is a period of heightened emotional instability.

Hall calls this period of stress and strain, storm and strife. Incidents occurring in this period might be of great importance in molding the whole future career of the youth. Recent writer’s are of the opinion that due to change in glandular functions rapid and important changes do take place at this stage. But they are not as critical or disturbing as is commonly supposed to be. Margret is of the opinion that the stress and strains of the adolescent can be attributed to social forces, repressive culture customs and conventions.

Weiner considers that the teenagers are reasonably well adjusted, the studies of Daniel, offer little evidence of high degree of turmoil in the great majority of subjects. It may be a case with a few only. So we should not feel too alarmed for the adolescent is to be guided properly. This period is the most crucial and perhaps the best period of life. Poet has described the period to be the springtime in life. Due to the peculiar nature of physical, intellectual, emotional and social development, the child at this stage has peculiar needs and problems. The child wants that all his needs to be fulfilled. But when he finds that fulfillment of needs is not positive he feels failure and frustration and he is emotionally disturbed. So he is unstable and unpredictable. Adjustment becomes a problem to him. If he is left uncared becomes a problem to him. If he is left uncared for the turns into either a maladjusted child or a problem child this is why he is to receive due attention and proper guidance.

Teaching in 21st-century classrooms presents a number of challenges to teachers due to the complexities that arise out of a changing composition of students (Putman, 2012). Education is the unique process by which human being is shaped. An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers (Pandey, 2012). Teachers are the greatest assets of any education system. They stand in the interface of the transmission of knowledge, skills and values. They are accepted as the backbone of education system (Pandey, 2012). Therefore education is the only viable medium which suggests how to overcome the problems of adolescents through a series of educational intervention is to provide counseling including

accurate and authentic knowledge to adolescents about the crucial issues of this stage and inculcate in them rational attitude and responsible behavior towards these issues and enable them to take informed decisions. Therefore, an awareness and special education is needed for teachers to handle children in adolescence stage as it is crucial and distinct phase of life.

Review of Related Literature

G. Hemanth Kumar studied in 2002 "The problems of Adolescent Girls as related to social dependency factor". Descriptive survey method was followed with a stratified random sample of 400 adolescents of VII standard. The tools used were Adolescents Girl's Problem Inventory, and Social Maturity Scale. The major findings were:

- 1) Both the parents and teachers were to be educated and oriented in providing a democratic and congenial psychological environment to the adolescent girls both at home and school so that they would become socially independent in dealing and solving their problems.
- 2) Educational programmes like, Sensitivity Training, Transactional Analysis, Personality Development Programmes and Assertive communication programmes should be arranged to help the adolescent girls to overcome the problematic situation and thus to achieve better.
- 3) Individualized instruction and Guidance programmes may be undertaken in the schools to develop socially healthy and independent personality among the adolescent girls.

G. Hemanth Kumar studied in 2003, "The Problems of Adolescent Girls related to Inhibitions". Descriptive survey method was followed with a stratified random sample of 400 adolescents of VII standard. The tools used were Adolescents Girl's Problem Inventory and Social Maturity Scale. The major findings were:

- 1) Education is a cosmic process which plays a very important role in the all round development of the personality of an individual. Both the home and the school have greater responsibilities in developing adolescent children into socially useful and good citizen of the society.
- 2) The parents and teachers should provide conducive and congenial psycho social environment to the adolescent girls so that they become socially constructive not obstructive, frightening, bullying, criticizing, causing damage and dominating the other individual of the society.
- 3) Family being the most significant and primary unit of society, has a strong influence upon the sociocultural development of an individual. Hence, the parents should have all the due care in developing

the adolescent girls in to responsibility citizens of the society.

4) The National policy on education (1986) emphasizes paramount importance of educational on human resources development in raising the quality of individuals of the nation as a whole in general and women and girls in particular.

5) Educational programmes like, Sensitivity training, Transactional analysis, Personality development programmes and Assertive communication techniques develop among the adolescent girls a sense of social obligation and social concern thus contributing good to the society.

6) Enrichment classes, Individualized instruction and Guidance programmes may be organized in the schools to shape the adolescent girls into socially useful and healthy individual.

Dr. Usha Dhulia studied in 2003, "The Academic Achievement as related to adjustment of Tenth Grade student of Tehri Town". Descriptive survey method was followed with a random sample of 100 students, both Boys and Girls, of X class. The tool used was The Adjustment Inventory prepared and standardized by Sinha and Singh. The major findings were:

- 1) Well adjustment had a significant bearing on the academic achievement of students.
- 2) Comparison of boys and girls on the basis of their Academic Achievement and Adjustment revealed that boys and girls had not got the same intensity of Academic Achievement and Adjustment.

Suresh. B studied in 2003, "The relationship of Extraversion-Introversion in Adolescents to their Adjustment and Academic Achievement". Descriptive survey method was followed with a stratified sample of 1,418 adolescents. The tools used were The Extroversion-Introversion Scale, Academic Achievement Indices, and Personal Data Sheet. The major finding was:

- 1) The relationship between introversion and home adjustment was negative in total sample.
- 2) The relationship between introversion and school adjustment was negative in total sample.
- 3) The relationship between introversion and academic achievement was positive in adolescents who belonged to high income families.
- 4) The relationship between introversion and achievement in English was negative in adolescents who belonged to the group whose parents were alive.
- 5) The relationship between academic achievement and home adjustment was positive in adolescent who belonged to the group whose father alone was alive.
- 6) The relationship between academic achievement and community adjustment was negative in adolescents who belonged to high income families.
- 7) There was no relationship between academic achievement and adjustment in adolescents who belonged to forward castes, Low income families, nuclear families and large

families.

8) There was no relationship between extraversion-introversion and adjustment at home and community in adolescents who belonged to the group whose both the parents were not alive.

M.K. Sultania, Rekha Kumari and Annapurna Kumari studied in 2008, "Anxiety, Hostility and Depression among College Students". Descriptive survey method was followed with a random sample of 200 males and 200 female's students of college students. The tools used were

1. The Hindi version of Taylor's Manifest Anxiety Scale (1953)
2. The Hindi version of Buss-Durkee Hostility Inventory by Sultania (2005)
3. The Hindi adaptation of Beck's Depression Inventory by Mirza (1983).

The major findings were:

The females were found to be significantly higher on these variables than male counterparts.

Dr. Jorge Fernandez del Valle, Alvarez-Bazf Bravo, 2002; Fernandez del Valle & Bravo studied in 2003, "Behavioural Problems in adolescents who were in adoption, residential care and kinship". Descriptive survey method was followed with a random sample of 181 adolescent's indifferent forms of care in various autonomous communities. The tools used were

1. Child Behaviour Checklist (BCL/4-18, Achenbach & Edelbrock, 1983; Achenbach & Rescorla, 2001).
2. The major findings were:
 - 1) The majority of the adolescents scored within the normal margin and only a small percentage of them had important behavioural problems and therefore was situated within the clinical margin of the trial.
 - 2) The adopted adolescents scored higher points than the adolescent's who were either fostered by their extended families or in residential care.

The road for improvement is always under construction (Fullan, 1992 cited in Mohan and Perras, 2011) and we need to ascertain whether construction is proceeding effectively and in the direction envisioned (Mohan and Perras, 2011). Though substantial research has been undertaken in the area of adolescence education, minimal studies focus on the awareness about adolescence issues among secondary school teachers. It is in this context that I decided to take up this project on the awareness about adolescence issues among secondary school teachers.

Rationale

The role of the teacher in adolescence education is highly praiseworthy from various points of view:

- Teacher as an agent of social change.
- Teacher's faith in national development through proper planning.
- Teacher's faith in education as a strong tool of social change and development.
- Teachers' knowledge of sex and human reproduction system and its relation to social function of life.
- Teachers' characteristic i.e. intelligence, liberal creative imaginative and interested in social needs and problems.
- The co-curricular activities are to be organized by the teacher in collaboration with the students on adolescence education.
- Adolescence education is a sensitive subject area on which the teacher has to pass information to the target audience as a matter of their concern. Hence he should be convinced about the need and importance of adolescence education and feel the urgency of passing information to the target group.
- This innovative subject needs specialization knowledge on the part of the teachers. So the teachers should equip themselves with the contents of adolescence education, process of growing up, drug abuse etc.

Role of secondary school teachers in imparting adolescence education to the students: the secondary school teachers need to be aware of the problems of adolescence with a view to introducing them to their students in schools. Kothari commission report (1964-66) rightly stated that "the destiny of India is now being shaped in her classroom". The teacher in imparting Adolescence education to the high school students holds a very paramount role.

The National Policy on Education 1986 states that this dimension deserves careful attention of the curriculum organizers so as to make adequate provisions for introduces among adolescents "Health attitudes towards sex and members of opposite sex". It is noticed that some aspects of sex education, particularly physical aspect have been incorporated in the syllabus and textbook developed by the NCERT and also by some state governments. Transaction of curriculum in the adolescence education requires special methodology, flexible approach through curricular bearing outcomes, so the teacher should employ special methodology for the teaching of adolescence education.

The awareness of teachers plays a significant role in delivering the content. The need of adolescence education may be identified in consonance with its objectives, which may be as follows:

- Provide authentic information and understanding regarding the process of growing up to students according to their age, so as to enable them to cope up with adolescence related problems.

- Prepare young students to lead a normal and healthy life
- Promote among students are responsible behavior towards the opposites ex.
- Inculcate in the manun derstanding that a happy life
- Help them understand the implications and to make them aware of the causes and ways and means of prevention of adolescence issues and
- Help the munders and responsibilities of life.

In this connection teachers role is very important. They gives the necessary guidelines wherever needed by the students because the pupils are not mere subject of certain operations to whom things are made to happen, but teachers are generator of forces and currents, which can common and shape as per students own initiative and desire. Therefore, it is important here to study the awareness of secondary school teachers towards adolescence education.

StatementoftheProjectTopic

“Awarenessofsecondarieschoolteacherstowardsadolescenceeducationandrelatedissues”

OperationalDefinitions

Adolescence:Adolescencehasbeendescribed averycrucialperiod ofone’s lifewhichcovers roughly from 10/11-18/19+ years.

Secondarieschoolteachers:thepersons whogivechildrenthesecondaryeducationfromthe age of ten to eighteen years from class five to twelfth.

Awareness:IstheknowledgeabouttheAdolescence stageandrelated issues.

Objectives

Objectivesexercisea formidablefascinationineachandeveryresearchwork.Itservesas direction for researcher.

The present project will be undertaken with the following objectives:

1. Tostudytheawarenessregardingvariousadolescenceissuesamongsecondarieschoolteachers.
2. Tostudytheexistingconceptsofadolescenceeducationamongthesecondarieschool teachers

Methodology

The nature of the problem and the objectives of the study, determine the method of research conducted. The descriptive survey method is most widely used because of the ease anddirectness ofthemethod. It is helpful

for describing the phenomena in terms of the conditions or relationships that exist, opinions that are held by teachers without expressing value judgment etc. Thus, going by the objectives of the study, descriptive method will be followed to carry out this study.

Sample of the Study

The sample for the study consisted of secondary school teachers (pre-service and in-service) who will be selected from different schools in Delhi. After getting permission, teachers will be chosen using the guidelines of purposeful sampling, and they will be chosen because

- (1) they are secondary teachers and
- (2) they agreed to participate in the study.

Tools used for data collection

A semi structured questionnaire will be prepared which will elicit information from secondary school teachers about their awareness about various adolescence issues. The questionnaire will include both open ended and closed ended questions. The data collected through questionnaires will then be analyzed using appropriate data analysis procedure.

Data Analysis Procedure

In this study, Questionnaire will be used to study the awareness about adolescence issues among secondary school teachers. Appropriate data analysis procedure and statistical techniques (mean, standard deviation) will be used to match the objectives of the study and thus to make interpretation from the data collected through questionnaire.

Delimitations

In this study, the researcher's will attempt to understand the awareness about adolescence issues among of secondary school teachers from only their own perspective. The present investigation is delimited in its scope to pre-service and in-service teachers only and schools of Delhi only.

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Sustainable Development and ICT

Dr. Manju Bala

Assistant Professor

V.D.Institute of Technology,

G.G.S.I.P.University, Delhi.

Abstract

Sustainable development is a progress that lights existing needs without negotiating the ability of future generations to meet their personal needs. Information and communication technology refer to technology that provides access to information through tele communications. It is similar to information technology (IT) but focuses on communication technology. This includes the Internet, wireless networks, mobile phones and other communication devices. In recent years, ICT has provided economic and social progress, but much more needs to be done as its benefits are unevenly distributed and can not be fully implemented to promote sustainable development and push it forward. The aim of the study is to gain a more comprehensive understanding of the link between ICT and sustainable development and how IT can be helpful for countries to move one step further towards sustainable development.

Introduction

Sustainable development Sustainable development is a fundamental principle for achieving human development goal while maintaining the capacity of conventional systems to provide the natural resources and ecological service on which the economy and society depend. The state of life and resources are used to continue to meet human needs without compromising the integrity and stability of the natural system in the wanted outcome. Although the contemporary idea of sustainable development dates back to the 1987 issue of the Brundtland Report, it originated from earlier ideas for 20th Century Forest Management and Environmental Protection. As it evolves, it focuses on economic and social development and environmental safety for future generations.

It is suggested that sustainability should be seen as a human goal of balancing human ecology, while sustainable development states a holistic approach and time-driven process. We reach the end of sustainability. Modern economics seeks to reconcile the determined economic progress and commitment to the preservation of natural resources and ecologies because the set were perceived as conflicted. Instead of committing to climate change and other sustainable measures as a means of economic development, transforming them and taking advantage of market opportunities will benefit them more. The modern economy seeks to reconcile the ambitious economic development and commitment to the preservation of natural resources and ecosystems as the two are seen as conflicted. Instead of engaging in climate change and other sustainable measures as a means of economic development, transforming them and taking advantage of market opportunities will benefit them even more.

The sustainable development aims to integrate environmental ideas into the central theme of economic development policy. It seeks to change the types of unsustainable development strategies that are implemented. Sustainable development combines two terms, "sustainability" and "development", to identify growth patterns that enhance the capacity of the nation to care for its people in relation to their connection to earthly resources. According to Brundtland Commission in its report, Sustainable development defined as 'development, which meets the needs of the present without compromising the ability of future generations to meet their own needs'. After that, numerous explanations of Sustainable Development have arisen, for example:

- Refining the value of life of people while living in sustainable ecosystem capacity.
- Economic growth, which guarantees justice and opportunity for all people, is no longer just a privilege, without destroying the world's resources and natural resources.
- Sustainable development includes economic and social development that protects and enhances the natural environment and social justice.

In this way, sustainable development focuses on the relationship between human beings and their environment and presents a warning that humans cannot promote nature against nature because ultimately, nature will always win. Sustainable development promotes the conservation and protection of natural and environmental resources and the management of energy, waste and transport. Sustainable development is a development based on outlines of manufacturing and consumption that can be implemented in the future without harming people or the natural environment. It involves sharing the profits of financial activities in all sectors of society to improve people's well-being, protect health and reduce poverty.

For successful sustainable development, the behavior of the people and the government regarding our current lifestyle and environmental impact must change.

Objectives of Sustainable Development

- Natural resources should be protected
- Replanting the City
- Full Community Participation in the decisions of development
- Enthusiastically Indorse Sustainable Development
- Natural Storm Water Management
- Stable Development
- Well-organized Urban Design
- Negligible Release of Poisonous Insecticides
- Natural Resources should be used Responsibly
- Incorporation of Natural Features and Green Space
- Energy Conservation
- Composed Transportation System



The Sustainable Development Goals are:

- Absence of Poverty
- Absence of Hunger
- Healthy and Well-being
- Good Education
- Gender Equality
- Fresh Water and Cleanliness
- Inexpensive and Clean Energy
- Decent Work and Economic Growth
- Industry, Innovation, and Infrastructure
- Reducing Inequality
- Sustainable Cities and Communities
- Responsible Consumption and Production
- Weather Action
- Life Underneath Water
- Life on Land

Information and Communication Technologies (ICT)

By Information we mean, the communication or presentation of ideas, facts, data or comments including, text, images, graphics, pictures or audio-visual images. "Technology is the applied form of scientific information or the science of putting knowledge into exercise. ICT denotes technological information through telecommunications. It is like information technology (IT) but emphasizes on communication technology. This contains the Internet, wireless networks, mobile phones and other communication devices.

According to UNESCO "ICT is a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural matters".

ICT is a short form of information and communication technologies. It is defined as "varied set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information."

ICTs are creating dynamic deviations in humanity. They are inducing all parts of life. The impacts are touched more at the schools. Because ICTs offer both pupils and educators with more openings in familiarizing with learning and educating to a person's needs. Society is driving schools suitably answer this mechanical revolution. Information technology can support in deal with the information explosion. Information technology is the acquisition, processing and dissemination of information of audio, text and numbers by a group of computers and telecommunications. Anything that provides information or knowledge learned in a visual format through a multimedia dissemination mechanism is considered to be part of a domain known as information technology. Communication technology is the activity of designing and building and maintaining communications systems.

Impact of ICTs on Sustainable (Millenium) Development Goals (SDGs/MDGs)



Kabanda G, 2011, *Impact of ICTs on MDGS*
 "Impact of information and communication technologies (ICTs) on millennium development goals (MDGs): Context for diffusion and adoption of ICT innovations in East and Southern Africa", *Journal of African Studies and Development*, August 2011 Volume 3 (8), pages 154-170, paper JASD-10-038, Available online

Review of Literature

Kabanda, Gabriel (2016) conducted a study on “Pathways to Developing Transformative ICT Skills for Sustainable Development in Zimbabwe.” The aim of the study was to regulate pathways for transformative ICT skills for sustainable development. The results of the study showed that the ICT expansion index is a valued tool for benchmarking the most significant indicators for determining the information society. This is a standard tool that governments, operators, development agencies, researchers and others can use to measure the digital divide and compare ICT performance within and across countries. N. TAMILSELVAN, N. SIVAKUMAR, Dr. R. SEVUKAN (2012) had put light on concept of ICT, its function and importance in their study on INFORMATION AND COMMUNICATIONS TECHNOLOGIES (ICT). Lorenz M. Hilty, Magda D. Hercheui (2010) had put focus on relation between ICT and Sustainable Development and Challenges in ICT and Sustainable Development. The study concluded that relationship between ICT and sustainable development poses a number of challenges: finding a meaningful decomposition of the concept of sustainable development to start with, finding a meaningful classification of ICT interactions with aspects of sustainable development, finding methods to quantify effects of the ICT lifecycle, of ICT applications and the way ICT changes societal structures (including the economic system), and finally, embedding these analyses in an organizational or political context of decision making and in a societal discourse.

Role of ICT in Sustainable Development

ICT play a vital role in attaining the three pathways of Sustainable Development Goal, particularly for developing information and knowledge societies. ICT contributed to open access to academic research, transparency to make informed decisions, and platforms for online association for co-creation, learning and work.

- By growing access to information and knowledge, ICT assistance in reducing inequality within and among countries. This enables social and economic development, even to deprived sections of society, such as persons with disabilities.
- ICT offers innovative infrastructure and applications such as smart cities, smart water management, intelligent transport systems and energy-efficient management and waste. They lead to more efficient and practical urban governance.
- Sustainable development goals with greater innovation and use of information technologies

Product-specific enhancements, physical and virtual growth and smart technologies for sectors such as

agriculture, communications, energy, supply chain management and smart buildings.

- Advanced IT applications for energy, transport and manufacturing, smart services, agriculture and urbanization help meet the challenges of responding appropriately to climate change. For example, ICTs can enhance the value chain and reduce the use of waste resources and emissions. It provides ways to improve resilience and adaptation to climate by updating real-time weather information.
- Information technology is helping to achieve marine conservation and sustainability, especially in the world's oceans through satellite surveillance. Big data can be used to analyze biodiversity, pollution, climate and ecosystem development to support mitigation plans and adaptation strategies.
- Information and communication technologies make it possible to monitor and report on the conservation and sustainable use of land, as well as prevent the loss of biodiversity. This involves using big data to analyze short- and long-term trends and to plan mitigation strategies. Sensors, data collection and analysis also help in land reclamation.
- Information technology helps in managing emergency and builds peace through powerful tools such as election observation. The use of open data increases transparency, empowers citizens and stimulates economic growth.
- Information technology has the capacity to improve the practice of the Sustainable Development Goals by promoting international cooperation and coordination, promoting technology transfer and capacity building, strengthening multilateral partnerships and improving data monitoring and reporting.
- Information and Communication Technology serves as a supportive structure for the 17 Sustainable Development Goals, helping to make progress toward this goal, in particular the universal coverage of essential services in the health sector. Financial education. And energy. Conclusion

In the end it can be concluded that Provisions and investment for ICT can directly affect the performance of individual countries in the United Nations SDGs. ICT is widely associated with MDGs at the country level (89%), indicating that countries that perform better on ICTs, perform better on SDGs. Those lower in ICT, are also lagging behind the SDG's achievements. It does show a strong connection between the ICT and Sustainable Development. Progress on specific SDGs is likely to be associated with the development of IT. The goals associated with higher IT include SDG 9: infrastructure, industrialization and innovation, SDG 4: quality education and SDG 3: good health and well-being, which suggests that these may be high-potential areas. For sustainable development, developed countries tend to have higher ICT performance than SDG, indicating that ICT development is progressing faster than sustainable development. Finally, these countries have the opportunity to use IT more effectively in su

ppportofsustainability.Conversely,developingcountriestendtoscorehigheronsDGsthanforITdevelopments, suggestingthatthepaceofICTimprovementisnotkeepingpacewiththeproggressofsustainabledevelopment.

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Digital Transformation: A Boom to Education

Anshi Chandra

Assistant Professor

V.D Institute of Technology

G.G.S.I.P. University, Delhi

Abstract: -

Digitalization can be termed as an innovation within the sector of Education. Digital Transformation has become a priority for Education. In Indian Education System that is an enormous scope for digital transformation especially in School, Universities and Colleges. Digitalization and Digital approaches are way to digitizing the content of lectures and to opening access to education or learning modules by providing them online. It involves modern methods of working on new technology.

Introduction: -

Technology is a powerful tool that can support and transform education in ways from making it easier for teachers to curate learning materials to enabling new ways for people to learn. The digital transformation of teaching processes is guided and supported by the use of technology human, organizational and pedagogical changes in a holistic way.

According to **Norton (2020)** “digital transformation consists of a change in the organization of work motivated by emerging digital technologies and innovative models. The digital transformation in Education involves rethinking the teaching and learning processes fir digital native. Students, considering the aspects of making digital through technical knowledge and skills through the incorporation of digital skills”

The Covid-19 Pandemic that has affected the worlds economics has also muffled the education industry. Our 185 countries were affected due to pandemic due to which 95% of the Schools, Colleges and Universities were affected. The effects have been radical educators expect technological solutions to support remote education and learning.

India has the World’s Second largest School System after China. According to **United Nations Educational Scientific and Cultural Organization (UNESCO)**, 63 million teachers were affected in 165 Countries during Covid – 19 Pandemic. It has changed the traditional Education System to the Educational Technologies Model in which Teaching and assessments are conducted online. The Structure of Education System i.e. learning methodology teaching techniques and assessment methodologies is quite affected resulting in a shift to online education with most focus on virtual education to accomplish the set aims and

objectives. Digitalization in education sector is an issue that concerns many educational stakeholders. In this Globalized era, ICT skills are becoming increasingly relevant in every context, especially for the educational institutions. Different policies, initiatives and strategies has been proposed by the Government to address the Educational Technology innovations in Education Sector with huge responsibility in Digital Technology Prime Minister Modi has Introduced initiatives Like “Digital India”. It is a Concept to Change the education system in India. It gives opportunity to access learning sources to a global platform. The Latest technology has provided a different and a new platform for students.

The digital classrooms are equipped with modern technology that makes learning more engaging interactive that makes learning more engaging interactive and Students Centered. It replaced traditional chalk and board system with the Multimedia tools such as tablets, whiteboards projectors etc. Students have access to a wide range of resources such as educational software, online libraries and learning management systems. It also encourages collaborative learning. Students have options to work together on group projects and presentations using digital tools such as Google Docs and Slides. Digital Classrooms also allow for more flexible learning environment students can access learning materials from anywhere and at any time which is useful for Students who are unable to attend classes physically. It ensures Students Education without interruption regardless of their locations.

A digital transformation deals holistically use of technologies, considering the specificities of Students. Adoption of organizational process and practices in alignment with new social and work relationships, teachers with digital skills and adoption of innovative pedagogies focused on the transfer and acquisition of knowledge on demand to solve problem.

According to **Krableva (2019)** “highlighted on the benefits of Online Courses over the traditional classroom-based teaching. More extended platforms, MOOC and course era, to understand which more user convenience is as well as give the best solution in terms of knowledge.

According to **Reeves, Jennifer L. Glenda A. Gunter (2017)** in their research focused on influencing Student teacher collaborative efforts and increasing engagement while learning through digital tools, completing assignment worksheets online as well as taking the help of user friendly professional educational apps to enrich their knowledge.

Key Areas of Digital Transformations in Education: -

1.Using Technology in the Admission Process The admission or Enrollment Process is using time consuming student have to stand in queues to submit their documents and admission forms. But after online process the things have become simple for everyone.

2.Managing Administrative Process Using Technology: -Technology made it easier for Institutions to manage their daily administrative process. Utilizing technology to manage administrative tasks improves counsellor productivity reduces chances of human error. It helped administrators, teachers and counsellors focus more on their core job functions.

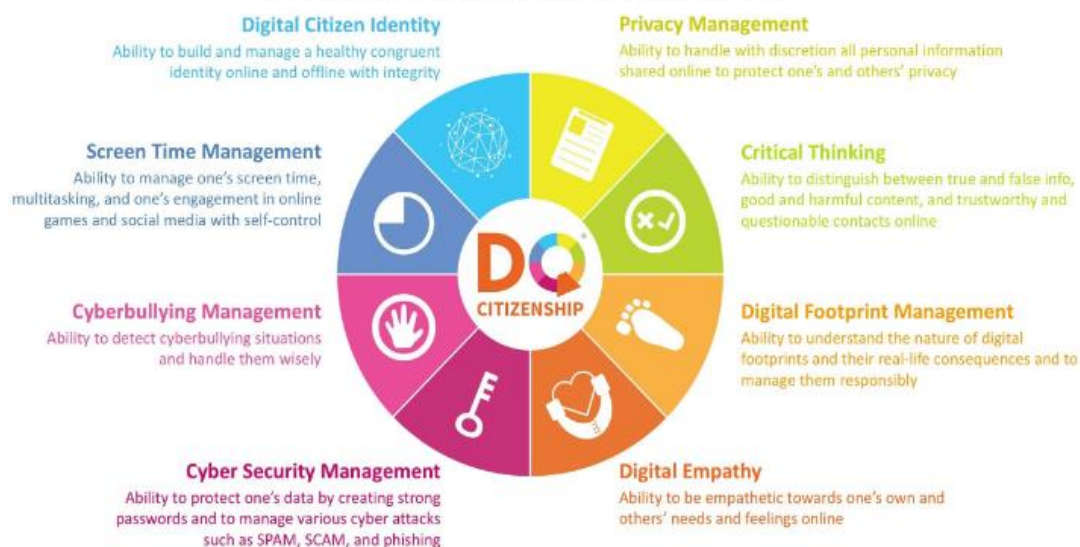
3.Transformation in teaching & learning methodologies: - The Pandemic has forced educational institutions to adopt a hybrid model of importing education if not entirely online. It transforms in following ways: -

- Video Integration for Online learnings
- Gamification
- AI / Predictive learning

4.Learning Experience Platform (LEP) LXP is a student's mental guide Unlike a learning management System (LMS) which offers a one-way learning roadmap, LXP offers autonomy. For example, on LMS provides 1,2,3 and so forth in the order. LXP provides created content according to the speed and preference of the students. An LXP offers the option of Curriculum flow rather than a predefined curriculum.

5.Transforming EdTechModels: - Edtech encompasses the spectrum of products and ideologies for bringing education into the 21st Century from interactive whiteboards to online Curriculum Management System and advanced tablets. The burden of Bulky books has changed to digital version thanks to overall digital transformation of the education sector.

Elements of Safe Digital Education



Source: <https://www.drishtias.com/daily-news-editorials/digital-education-in-india>

Advantages of Digital Transformation in Education: -

1. Due to the digitalization, learners Students access with the Internet effectively and rapidly as it encourages them to work better with the Scholastic encourages them to work better with the Scholastic exercise. It shows a sign of having movement of Indian education system with the globalized situation.
2. Digitalization assists with setting up E-library by giving PC lab in the School and Universities, as customary libraries it assists with killing obstacles emerging in the method of research exercises.
3. In the time of digitalization learners will in general select through remote courses.
4. An Institutions teaches Potential Curricula robots Artificial Intelligence automations Vast Evidence Suggests that the work force needs are changing and continue to expand much in the future, but the organization is not prepared to completely educate them. More access to appropriate and frequently updated content is available to Students.
5. Due to development of digitalization it empowers to video conferencing when schools in various areas of the state nation or world learners can meet their partners without leaving the study hall.
6. One impact of digital transformation on education is that it provides a more realistic way of monitoring success of students. In recording the information in the work of student's technology can play an important role that lets teachers and parents track their development.

7. Collaboration is forced by digital learning Teachers can build and handle groups through learning platforms co-authors papers and presentation are made easier by collaborative creative environments such as Google docs, Twiddla Edmodo etc.

Major Initiatives Taken by Government in Digital Transformation in Education: -

1. New Education Policy: - NEP 2020 aims at making India a Global knowledge superpower by Introducing several changes from School to College level in the Indian Education System with Special Emphasis on Digital Education.
2. Digital infrastructure for knowledge sharing (DIKSHA) platform is the National Platform for School Education available for all states and central governments for 1 to 12 and was launched in September 2017. As part of P.M. evidya announced under the Atmanirbhar Bharat Programme. DIKSHA is the “one Nation One digital platform for School education in India.
3. Online Massive open Online Course (MOOC): - MOOC courses relating to National Institute of Open Schooling from grade 9 to 12 of Open Schooling are uploaded on SWAYAM Portal
4. Swayam Prabha TV Channel: - To support and reach those who do not have access to the Internet.

Conclusion: -

The Covid-19 Pandemic has been considered as turning point for the digital transformation towards education. The Educators Students and Educational Institutions are facing an accelerated transition to a new educational paradigm that strongly involves the use of diverse digital technologies which innovates the pedagogies, Social, Interpersonal and Cognitive Skills of the Students and teachers. The Digital transformation has transformed the traditional classroom practice to remote digital tools are extensively utilized in educational institutions; teachers’ students and administration has been prepared for changing agents. The diffusion of digital education into ruler is evolving fast. Affordable high-speed internet and direct to direct to device technologies are empowering rural students to study online and improve their skills and knowledge. The Government is also taking radical steps to come up with policies that will boost the digital education market in the country. Through this the Students were encouraged to use the critical and analytical thinking process to organize information and ideas make decisions refine and acquire knowledge for the development of solutions. Use of digital technologies arising to increase students’ interest and enable a better educational experience. Digital education is providing both teachers and Students with new opportunities to teach and learn by participation in overall learning process.

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“Strategies for Creating an Enabling Classroom Environment”

Ms. Pooja Dixit

Assistant Professor
V D Institute of Technology, New Delhi

Abstract

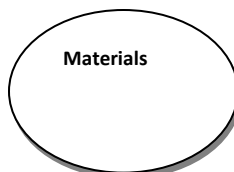
A classroom environment is the physical environment where students gain some knowledge .But an enabling classroom environment consist of social climate, the emotional side apart from the physical aspects of the classroom. It is basically a concept where teachers affect the students growth and the way he behave.

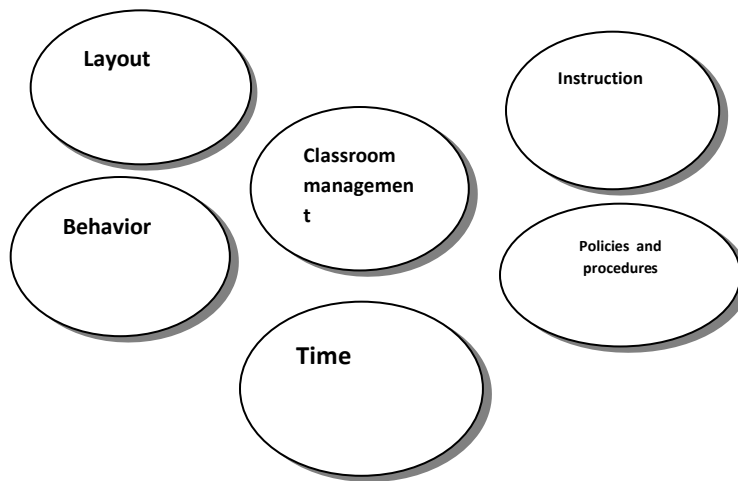
Classroom environment is basically the composition of emotional, social and physical elements of the class. Number of researches had been conducted, and concluded that there are many aspects of the classroom environment that can affect students overall personality. If the classroom environment will be in favour of students then they will be more motivated in comparison to the students who are not getting positive environment within the class.An enable classroom environment will encourage the students to put more efforts into learning activities. As far as students are concerned, they want to feel accepted, no matter whether they are scoring well in their exams or not, they wants to be equally just like others.

Introduction

Management of a task, plays a crucial role in its fulfilment . Similarly, managing a class is also important to achieve the predefined goals. In other words, we can say that, for the smooth processing of class, we need to manage it properly. In simple terms, we can say that classroom management is a process which teacher used to ensure that classroom lessons run smoothly without disruptive behaviour from students compromising the delivery of instruction. It includes the prevention of disruptive behaviour preemptively, as well as effectively responding to it after it happens.

We can explain this term further by the given diagram.





1) Material

Materials or the content is the foundation of a class . without it, the class will be clueless that what path they have to follow to achieve the prescribed goals. While selecting the content for the class, the teacher should consider the level of students too. The material should be according to the understanding level of the students.

2) Instruction

Without instruction, the content is of no use . instructions are the medium through which material is delivered to students .While giving instructions to students,the teacher should consider the medium which he/she is using. It should be simple in every way. Whether it is the selection of language in which the instructions are delivered, or the mood through which he/she delivers lecture.

3) Policies and Procedures

A classroom management policies are aspect of rules designed to hold students accountable for their behaviour . It also provide details that how a classroom should operate throughout a school day, such as when students take test or when there are emergency situations.

A classroom management basically works on five P's policies. These are

1. Be prompt.

2. Be prepared.

3. Be productive.

4. Be positive.

5. Be polite.

4) Time

Time management is also an important component of class . it means to organise the time between the task that our teacher have to complete. This can include assignments, projects, study groups, or extra curricular activities. Proper time management requires to shift from focusing on activities to results.

5) Behavior

Behavior management is important in the classroom because it contributes to creating an environment which is conducive to learning. If behavior is not manage, students will not receive the education that they deserve.

6) Layout

Classroom arrangement refers to a layout of the physical setup of chairs , tables, materials in a classroom. The physical arrangement of the classroom is set up to maximise teacher-student interactions while minimising distractions. effective physical layout of the classroom promotes positive teacher-student interactions, assist with smooth transition and prevents disruptive behaviour.

Importance for Teacher

Teaching strategies can be used for engaging students in critical thinking , collaborative work, creative thinking and developing skills and attitude.

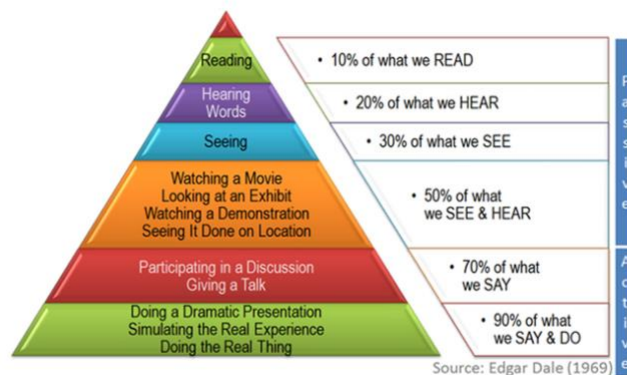
It gives scope to teachers to think critically and rationally about their own practises inside and outside the classroom. It helps in maximising the students learning by involving them to actively participate in teaching learning process. Through this teachers deliberately create the opportunities to let students think reason and debate their understanding. It helps in building good teacher-taught relationship.

Bases for selecting Teaching strategies

There are different teaching strategies such as recitation , discussion, explanation, role-play, games and simulation, independent work, questioning, cooperative task, drills and debates etc. No teaching strategy is better than others in all circumstances. It should be selected rationally. teachers have freedom of selecting the appropriate teaching strategy according to their instructional objectives, content, context, learning, goals and learners.

Learning through experience

Till now , we talked about the different strategies through which our student generates its progress. but at the same time we cannot deny that our student personal experience too helps him a lot in this process. This fact is supported by Edgar Dale, a prominent theorist, who explained that hand on experience plays a crucial part in students learning. To understand this concept, we need to go in depth of it.



Dale’s Cone of Experience is a model that incorporates several theories related to instructional design and learning processes. During the 1960s, Edgar Dale theorized that learners retain more information by what they “do” as opposed to what is “heard”, “read” or “observed”. His research led to the development of the Cone of Experience. Today, this “learning by doing” has become known as “experiential learning” or “action learning”. The cone is diagramed and explained in the next sections.

Dale’s Cone of Experience

How Can Instructors Use the Cone of Experience?

According to Dale’s research, the least effective method at the top, involves learning from information presented through verbal symbols, i.e., listening to spoken words. The most effective methods at the bottom, involves direct, purposeful learning experiences, such as hands-on or field experience. Direct purposeful experiences represent reality or the closest things to real, everyday life.

The cone charts the average retention rate for various methods of teaching. The further you progress down the cone, the greater the learning and the more information is likely to be retained. It also suggests that when choosing an instructional method it is important to remember that involving students in the process strengthens knowledge retention.

It reveals that “action-learning” techniques result in up to 90% retention. People learn best when they use perceptual learning styles. Perceptual learning styles are sensory based. The more sensory channels possible in interacting with a resource, the better chance that many students can learn from it. According to Dale, instructors should design instructional activities that build upon more real-life experiences.

Dales’ cone of experience is a tool to help instructors make decisions about resources and activities.

Classroom management strategies

Classroom management refer to the strategies and practises employed by educators to create an organized, productive and respectful learning environment. it encompasses range of techniques such as setting clear explanations and maintaining a structured routine.

In this respect, we have been total seven theories which are listed as following-

- 1. Assertive discipline theory.**
- 2. Democratic classrooms.**
- 3. Baum rind’s 4 teaching style.**
- 4. Choice theory.**
- 5. Unconditional positive regard.**
- 6. Applied behaviour analysis.**
- 7. Behaviorists approach.**

We can explain this theory further as following -

1) Assertive discipline theory

Assertive discipline is a systematic approach to behaviour management that requires that teachers set the rules, maintain a balance between positive and negative consequences, and be assertive in their verbal communication to make their wants and needs known to the students, parents and principals.

2) Democratic classroom

According to the Johns Hopkins School of Education's definition of the democratic classroom, when students are "in a democratic environment in which they help to establish their own rules, take responsibility for their own behaviour, and are strongly motivated to learn. They do not need a manager."

By these lines, we can conclude that democratic classroom is a type of formal education that is organised democratically, so that students can manage their own learning and participate in the governance of their school. It is often specifically emancipatory with the students' voices being equal to the teachers.

3) Baumrind's 4 teaching style

In the 1960s, Diana Baumrind, a developmental psychologist at the University of California, Berkeley, conducted a study on childhood behavior. She observed preschool-aged children and noticed that each child exhibited unique behaviors. During her research, Baumrind developed a theory that different styles of parenting can lead to different child development and behavioral outcomes.

1. Authoritarian Classroom Management Style

The authoritarian teaching style refers to a teacher who has complete control over their classroom. Authoritarian teachers create a highly-structured learning environment with a strong emphasis on the rules.

2. Authoritative Classroom Management Style

Authoritative teachers are firm, yet fair. They set up rules and consistently enforce them, but they also value their students' input. If a student has feedback regarding class rules or ideas to improve the learning environment, the teacher will graciously accept the suggestions and make changes as they see fit.

3. Permissive Classroom Management Style

Permissive teachers are the complete opposite of authoritative teachers. They have a low level of both student involvement and control over their classroom. Educators who adopt a permissive teaching style are extremely checked out.

4. Indulgent Classroom Management Style

5. Unlike permissive teachers, indulgent teachers have a very high level of involvement with their students. They care deeply about their students and what is going on in their lives but tend to be too friendly. Consequently, indulgent teachers are generally well-liked by their students who feel comfortable talking to them. However, these teachers frequently lose their authority as the students see them only as a friend.

4) Choice theory

Dr. William Glasser has made so many wonderful contributions to the world of psychology through Choice Theory.

He suggests that a teacher can challenge students to embrace learning, essentially changing the culture of education by implementing two simple reforms: (i) how teachers lead their class and, (ii) how teachers assign work to the students. Glasser believes that these two simple reforms are crucial in establishing the proper environment for students to succeed. Instead of students being compliant and merely doing what the teacher asks in order to achieve marks (external control psychology) the teacher here makes an attempt to match the internal drive of the students (internal psychology). The teacher leads in a non-coercive manner, leading students by explaining how the work being studied is both useful and meaningful in their lives. Then the work is assigned with the students participating in their learning process.

5) Unconditional positive regard

Unconditional Positive Regard, often abbreviated as UPR, is a therapeutic concept emphasizing the unconditional acceptance and respect of an individual. It involves treating a person with empathy, genuine care, and without judgment, regardless of their behavior or characteristics. When applied to the educational context, UPR implies treating students with unwavering respect, kindness, and understanding, regardless of their academic abilities, background, or personal challenges.

6) Applied behavior analysis

ABA is about behavior change to benefit the individual and even the larger community. ABA may be used to teach a student to functionally communicate or follow a self-management plan. At a classroom level, a group contingency may be used to help students stay focused during group instruction, resulting in more instructional time.

7) Behaviorists approach

Behaviorists believe that if teachers provide positive reinforcement, or rewards, whenever students perform a desired behavior, they will learn to perform the behavior on their own.

An example of behaviorism is when teachers reward their class or certain students with a party or special treat at the end of the week for good behavior throughout the week. The same concept is used with punishments. The teacher can take away certain privileges if the student misbehaves.

Effective classroom management requires awareness, patience, good timing, boundaries and instinct. It is not easy to manage a large group of easily distractible young people with different skills and temperament

along with meaningful learning journey. The effective teacher performs many functions that can be organized into three major roles:

(1) Making wise choices about the most effective instruction strategies to employ.

(2) Designing classroom curriculum to facilitate student learning.

(3) Making effective use of classroom management techniques (Maranon, Pickering, & Pollock, 2001). Therefore, effective teachers have a wide array of instructional strategies at their disposal, are skilled at identifying and articulating the proper sequence and pacing of their content, are skilled in classroom management techniques.

In summary, the research over the past 30 years indicates that classroom management is one of the critical ingredients of effective teaching.

Classroom management problems with solutions

There is not even a single sphere which is exempt of problems. Classroom management too faces obstacles. No classroom is perfect. a teacher might have the Best lesson plans tucked in its notebook, the kindest personality in the world, there may still be chance that it will encounter some classroom management issues as an educator. while these might be difficult to deal with, they are not impossible to eliminate.

Problems with solutions

Disruptive Talking

This problem is faced by every teacher everywhere in the world is well aware of. Disruptive talking in the middle of the lesson can be a common issue. Every time a teacher stop his instruction and quiet the class, he lose focus and time.

Solution: Figure out the talkative ones and make sure to keep making eye contact with them throughout the class. This tactic prevents them from talking too much since they know the teacher is looking.

Teacher can also stand closer to their seats when giving lecture. If there are very disrespectful students, don't hesitate to invite them into the lesson by asking questions and giving tasks.

Personality Clash

A teacher could face personality clashes between some students who always want to dominate the class with their comments and those who never say a word. Such dynamics can ruin the energy of the classroom.

Solution: Consider dividing the classroom into smaller groups and putting contradicting personalities together. Plan the lessons to allow both the active and the shy students to participate. Teacher can assign the active learners other tasks like helping or facilitating group activities to do what they do best.

Time Constraints

It's a very common classroom management problem. Teachers often have numerous ideas for classroom activities, but they implement only a fraction of them.

When ongoing activities are disrupted due to lack of time, the students are left clueless about their progress, hurting their learning flow.

Solution: Teacher likely put in a lot of time to plan his lessons, but if he is often run out of time, it's a sign that he must upgrade his time management.

Time usually tends to fly by during discussions, so consider giving students a time limit when the teacher start a debate in class. Also, while planning games and activities, make sure to do some mock-ups to see how much time they take.

Unsettled Beginnings

Students come into the class every morning chatting and laughing. It takes more than twenty minutes to settle them, and that's half of the class time managing the noise.

Even after that, their minds are not ready to receive knowledge right away due to excessive stimulation. If it's been happening, the teacher should know that it can set his lessons plans behind.

Solution: Teacher can create a journaling habit among students. Please make arrangements to provide them with little notebooks at the beginning of the school year, which they can use for their daily journaling.

As soon as they sit down at the start of the day, ask them to free write in their journal for three to five minutes. This approach will help calm their minds and prepare them for a fantastic learning day

Unmet Expectations

Every teacher has a set of expectations from their class. Every teacher wants his students to keep the jokes at the door when they are teaching.

Solution: Students are more likely to understand and respect the teachers expectations when they do not see them as outsiders, so the teacher should include them in the expectation generation process.

Teacher can do this by asking them what they expect from him and then telling them what he expect from them. The teacher can generate these class rules together and put them up on the wall.

Conclusion

In conclusion, classroom management is beneficial to the success of the students. What they learn and how much they learn lies in the balance, if effective classroom management is not in effect. Making sure that you state rules clearly and going through procedures daily helps minimize disruptions and chaos.

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- vyosjk] csusV xqfyax] bafxzM lhy xsyg,l] fyLcsFk ekbdYlu vkSj Vks#u lksycxZA
- ekbV] eSXkhXkks fejsdy: vkbZ eksV esM MsV e,MuZA vksLyks: iSDI Q,j ySXk] 1999A

- ckdZj] ,yhu- n ppZ fonkmV ,aM n Xk,M fofnu% /kkfeZdrk] /;ku vkSj vk;/kfRedrk \ /keZ vkSj lkekftd ifjorZu ds iSVuZ esa, laikfnUdk ekfjuksfodA



- tsjksfueks , flfulk jksukd vkSj bjsuk cksjksOLDh] 23&47- tkXkzsc% lkekftd laLFkku tkXkzsc esa vuqla/kku] 2004A
- cs;j , ihVj- /keZ vkSj oS'ohdj.k yanu ,Fkkmtsam vksDI vkSj ubZ fnYyh% lst çdk'ku] 1994A
- dSLVsy , eSuqvy- igpku dh 'kfä- lwpuk ;qXk% vFkZO;oLFkk] lekt vkSj laL—fr] o,Y;w- f}rh;] f}rh; laLdj.k- v,DIQksMZ CySdosy ifCyf'kaXk] 2004A

- dklVsy] eSuqvy vkSj fiDdk áweSfuu] lwpuk lekt vkSj dY;k.dkjh jkT;% fQfu'k e,My] v,DIQksMZ] ;wfuoflZVh çsl] 2004A

Prince Parmar, M.A. (Political Science, History, Hindi, Psychology, Sociology), B.Ed., M.Ed., M.Phil. (Edu.), Ph.D. (Edu.), UGC-NET with good academic record, working as Assistant Professor in A.S. Kharab Memorial College of Education VPO Kasni, Distt. Jhajjar, Haryana. He also worked as Academic Counselor of different study centre of Indira Gandhi National Open University (IGNOU). He has been in the field of teacher education since the last 10 years and has rich and varied experience as a seasoned faculty member in Education Department of different Teacher Education Institutions (Affiliated to S.C.E.R.T.,

G.G.S.I.P. University, C.C.S. University, M.D. University) offering B.Ed., D.El.Ed. and DPSE programme. He is a member of Education Research and Development Association (ERDA). He is regularly participating in National and International Seminars, Conferences, Symposia, Workshops and Faculty Development Programme organized by different Universities and Colleges on issues of current Education System and contributed a number of articles, research papers in National and International Journals of repute.



Dr. Parul Maheshwari earned her degrees of M.Sc. (Mathematics), M.Ed., Certificate in Computing, Post Graduate Professional Diploma in Special Education (PGPD-SEDE), Ph.D. (Education) from Various Government universities and qualified the National Eligibility Test for Assistant Professor (UGC NET) in Education. She has been worked as Assistant Professor at SilicobyteKatni Degree College, Katni (M.P.), HIMT Greater Noida (UP), Institute of Vocational Studies affiliated to GGSIP University accredited by NAAC, New Delhi, Madhya Pradesh BHOJ (Open) University, Bhopal and Regional Institute of Education, NCERT, Bhopal. Presently she is working at V. D. (Varun Dhaka) Institute of Technology, New Delhi. She has more than 17 years of teaching as well as administrative experience in the field of Teacher Education Institutions. She has also contributed as a resource person to delivering the live video and audio lectures in National Institute of Open Schooling, New Delhi. She has been published 8 research papers in the reputed National and International UGC approved Journals. Her areas of specialization are Operation Research, Discrete Mathematics and Information and Communication Technology and Mathematics Teaching.

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