

SOUVENIR

INTERNATIONAL CONFERENCE (HYBRID MODE)

**FUTURISTIC TRENDS IN
EDUCATION, RESEARCH &
DEVELOPMENT IN GLOBAL
SCENARIO**

JOINTLY ORGANIZED BY;

**FACULTY OF EDUCATION & IQAC, SVSU,
MEERUT, UP IN COLLABORATION WITH
COUNCIL FOR EDUCATIONAL
ADMINISTRATION AND MANAGEMENT
(CEAM), INDIA**

27TH & 28TH

APRIL, 2023



SWAMI VIVEKANAND
SUBHARTI
UNIVERSITY
Meerut
UGC Approved
Where Education is a Passion ...



SOUVENIR

International Conference (Hybrid Mode)

on

Futuristic Trends in Education, Research & Development in Global Scenario

27th & 28th April 2023

Jointly Organized by
FACULTY OF EDUCATION & IQAC, SVSU, MEERUT
in Collaboration with

Patron

COUNCIL FOR EDUCATIONAL ADMINISTRATION & MANAGEMENT (CEAM)

Maj. Gen. (Dr.) G.K. Thapliyal
Vice-Chancellor,
Swami Vivekanand Subharti University, Meerut

Prof. (Dr.) Shalya Raj
Chief Executive Officer
Swami Vivekanand Subharti University, Meerut

Conference-Chairman

Prof. (Dr.) Sandeep Kumar,
Dean, Faculty of Education, SVSU, Meerut

Chief Editor

Prof. (Dr.) Anoj Raj,
Head, Department of Education, Faculty of Education, SVSU, Meerut

Associate Editor

Dr. Rubi
Assistant Professor,
Department of Education,
FOE, SVSU, Meerut

Dr. Mumtaz Sheikh
Assistant Professor,
Department of Education,
FOE, SVSU, Meerut

CONFERENCE COMMITTEE

Ref. No. Dean/FOE/SVSU/2023/

Date: 21/01/2023

Duties & Responsibilities International Seminar 27th & 28th April 2023 (As Decide on the Meeting)

Responsibilities	Name of Faculty Member/ Designation
Invitation & Publication	Dr. Mumtaz Sheikh, Assistant Professor, Department of Education, SVSU
	Dr. Bhuvnesh Sharma, Assistant Professor, Department of Education, SVSU
	Dr. Deepak Raghav, Assistant Professor, Department of Physical Education, SVSU
Technical Support	Dr. Rubi, Assistant Professor, Department of Education, SVSU
	Mr. Arun Vasthav, Assistant Professor, Department of Physical Education, SVSU
	Ms. Mohini, Ph.D. Research Scholar Department of Education, SVSU
Registration & Certification	Dr. Manju Adhikari, Associate Professor, Department of Physical Education, SVSU
	Mr. Rahul Kumar, Lecturer, Department of Education, SVSU
	Mr. Ankit Jadon, Ph.D. Research Scholar Department of Physical Education, SVSU
	Ms. Kusum, Ph.D. Research Scholar Department of Education, SVSU
Hospitality & Refreshment	Dr. Vibha Laxmi, Associate Professor, Department of Education, SVSU
	Dr. Praveen Kumar, Associate Professor, Department of Physical Education, SVSU
	Mr. Sanjeev Kumar, Assistant Professor, Department of Education, SVSU
	Dr. Shalini Tiwari, Assistant Professor, Department of Education, SVSU
	Ms. Manisha Jain, Ph.D. Research Scholar Department of Education, SVSU
Press & Publicity (Advertisement and Promotion)	Mrs. Reeba Devi, Assistant Professor, Department of Education, SVSU
	Mr. Arun Vasthav, Assistant Professor, Department of Physical Education, SVSU
	Mr. Bhartendu Chauhan, Ph.D. Research Scholar Department of Physical Education, SVSU
	Ms. Kusum, Ph.D. Research Scholar Department of Education, SVSU
Hall Management & Discipline	Dr. Sangeeta Rani, Assistant Professor, Department of Education, SVSU
	Mr. Ankit Jadon, Ph.D. Research Scholar Department of Physical Education, SVSU
	Ms. Namrata Jha, Ph.D. Research Scholar Department of Education, SVSU
Transport & Accommodation	Dr. Rahul Sirohi, Associate Professor, Department of Education, SVSU
	Dr. Atul Tiwari, Assistant Professor, Department of Physical Education, SVSU
	Dr. Ragini Srivastava, Assistant Professor, Department of Education, SVSU
	Mr. Vinay Kumar Singh, Ph.D. Research Scholar Department of Education, SVSU

Head, Department of
Education

Dean, Faculty of Education

Faculties of the University

- Faculty of Dental Sciences (Estd. 1996)
- Faculty of Physiotherapy & Allied Sciences (Estd. 1999)
- Faculty of Medicine (Estd. 2000)
- Faculty of Nursing (Estd. 2000)
- Faculty of Law (Estd. 2002)
- Faculty of Engineering & Technology (Estd. 2005)
- Faculty of Management & Commerce (Estd. 2007)
- Faculty of Education (Estd. 2008)
- Faculty of Pharmacy (Estd. 2009)
- Faculty of Fine Arts (Estd. 2009)
- Faculty of Arts & Social Science (Estd. 2009)
- Subharti Polytechnic College (Estd. 2010)
- Faculty of AYUSH (Estd. 2011)
- Faculty of Science (Estd. 2013)

No.U-04/SVSU/2023/1654

Date:08.09.2023

Dear Readers,

It is with great pleasure and pride that I extend my heartfelt greetings and commendations to the Faculty of Education, Swami Vivekanand Subharti University, Meerut, for their commendable efforts in organizing the International Conference on April 27th and 28th, 2023. As the patron of this prestigious event, I am profoundly honored to present this compilation of research papers that emerged from the conference.

This book represents a collective endeavor to foster knowledge exchange and intellectual growth across international boundaries. The diverse array of topics covered within these pages reflects the depth and breadth of scholarship showcased during the conference. It is a testament to the dedication and innovation of our academic community.

I would like to express my gratitude to the organizing committee, the diligent authors, and the peer reviewers whose commitment and expertise have shaped this publication. May this book inspire further research, collaboration, and transformative ideas in the field of education.

I wholeheartedly endorse this compilation and extend my best wishes to all who engage with its contents.

With my best wishes for its success!

JAI HIND!


Maj Gen (Dr) G.K. Thapliyal
Vice Chancellor



0121 6678 000

Subhartipuram, NH-58, Delhi-Haridwar Bypass Road, Meerut-250005

www.subharti.org

प्रो० सीमा सिंह
कुलपति
Prof. Seema Singh
Vice Chancellor



उत्तर प्रदेश राजर्षि टण्डन मुक्त विश्वविद्यालय
U.P. RAJARSHI TANDON OPEN UNIVERSITY

Tel: +91 532 2447028 (O)
Fax: +91 532 2447032
e-mail : vcuptou@yahoo.co.in
: seemansh@gmail.com

Dated: 14 March, 2023



Message

It gives me immense pleasure to know that Faculty of Education, Swami Vivekananda Subharti Universit (SVSU), Meerut is organizing two days International Conference in collaboration with Council for Educational Administration & Management (CEAM) on 27th & 28th April, 2023. The focal theme of this International Conference is **FUTURISTIC TRENDS IN EDUCATION, RESEARCH & DEVELOPMENT IN GLOBAL SCENARIO** which is relevant and significant in contemporary world and it requires serious deliberations. This Conference will be able to fulfil the expectations of academic world. Research and Technological development in thrust areas of education are the main source of satisfying the socio-economic needs not only of our country but the entire world. I am sure, the conclusion of this Conference will be important input for framing the development policies as well as for further researches. On this occasion I congratulate organisers and wish all the best for success of this Conference.

Seema
(Prof. Seema Singh)

University Campus, Shantipuram (Sector-F), Phaphamau, Prayagraj -211021, U.P., India.
website : www.uprtou.ac.in

Dr. Shalya Raj,

M.D.S



Chief Executive Officer,
Swami Vivekanand Subharti University, Meerut

Professor,
Dept. of Conservative Dentistry & Endodontics
Subharti Dental College, Meerut

Subhartipuram, NH-58, Delhi-Haridwar Meerut Bypass Road, Meerut - 250 005
Website: www.subharti.org, E-mail: ceo@subharti.org, Ph: 0121-2439043, 2439052 Fax:
0121-2439067

Dated: 13.04.2023

MESSAGE

I am extremely pleased to learn that Faculty of Education and Internal Quality Assurance Cell (IQAC), Swami Vivekanand Subharti University, Meerut, Uttar Pradesh, India is jointly organizing an International Conference on "Futuristic Trends in Education, Research & Development in Global Scenario" on 27th & 28th April 2023 in collaboration with Council for Educational Administration & Management (CEAM), Uttar Pradesh, Chapter, India.

Education is a life-long process of limitless boundaries. Albert Einstein aptly stated that "Education is what remains after one has forgotten what one has learned". Entire education process worldwide has been designed so as to promote the meritocratic global opinion rather than instilling the rightful essence of education. Education is meant to enlighten the mind and finding one's true purpose in life while keeping in sync with the character-building process.

The pandemic years gone by forced us to rethink our strategies about how we teach and learn. The emergence of virtual reality and artificial intelligence has ensured that the learning process through education escapes the limitations of the four walls of the classroom. The futuristic trends are focused on modes of blended learning, competence-based learning and above all inclusive education leaving behind the barriers of caste, creed, color or faith. The revolutionary education technologies are emphasizing on wholesome education including social skills, behavioral development, and problem-solving capabilities. This kind of innovative education will stick with learners forever and empower them to be a better evolved individual.

I would like to extend my best wishes to resolute and painstaking efforts of Prof. (Dr) Anoj Raj and his team whom I am in no doubt will be able to engrave the name of the institute as well as that of Subharti University in the minds of the participating delegates.

Thanking you.

Jai Hind and blessings!

Yours Sincerely,

(Dr.) Shalya Raj

Swami Vivekanand Subharti University, Meerut *Where Education is a Passion* NAAC "A" Accredited

Constituent Colleges / Faculties of the University

| Subharti Dental College | Jyotirao Phule Subharti College of Physiotherapy | Subharti Medical College | Panna Dhai Maa Subharti Nursing College | Sardar Patel Subharti Institute of Law | Chhatrapati Shahuji Subharti Institute of Tech & Engg | Acharya Vishnu Gupt Subharti Institute of Management & Commerce | Utkalmani Gopabandhudas Faculty of Education | Ganesh Shankar Vidyarthi Subharti Institute of Journalism & Mass Communication | Department of Physical Education | Department of Library & Information Science | Kharvel Subharti College of Pharmacy | Nandlal Bose Subharti Institute of Fine Arts & Fashion Design | Bhikaji Cama Subharti Institute of Hotel Management | Faculty of Arts & Social Science | Department of Para Medical Science | Maharishi Aurobindo Subharti College & Hospital of Naturopathy & Yogic Sciences | Keral Verma Faculty of Science | School of Buddhist Studies

Message Form Director IQAC Desk



It gives me immense pleasure that Faculty of Education is organizing an International Conference on **“Futuristic Trends in Education, Research & Development in Global Scenario”** jointly with Internal Quality Assurance Cell, Swami Vivekanand Subharti University, Meerut in collaboration with Council for Educational Administration & Management from April 27th to 28th, 2023.

This International Conference will provide a platform for sharing new perspectives in the areas of Education, Research & Development with transforming context aligning with NEP 2020. Many distinguished speakers at National and International level will share their experiences, practices, and perspectives to accelerate educational changes and research practices today’s world.

The papers, discussions, and interactions during the conference will bring forth multiple practices and address issues of critical importance which could be taken into concern through interdisciplinary as well as multidisciplinary research projects. I am certain that the interaction of participants at such platform will go a long way in knowledge sharing to help Society to grow and to compete at global level.

I congratulate the Faculty of Education on preceding this wonderful step and convey my best wishes for the grand success of ICFTERD-2023.

Dr. Neetu Panwar
Director, IQAC
Swami Vivekanand Subharti University, Meerut

CHAIRMAN



Prof. (Dr.) Sandeep Kumar
Dean-Faculty of Education &
Head- Department of Physical Education
Swami Vivekanand Subharti University, Meerut, U.P.

I am very delighted that the faculty of Education and Internal Quality Assurance Cell of Swami Vivekanand Subharti University, Meerut, India in collaboration with Council for Educational Administration and Management (CEAM), India are organizing an international conference on “Futuristic Trends in Education, Research & Development in Global Scenario” and this is a unique opportunity to contribute for the betterment of the society as well as the whole nation. The knowledge of futuristic trends will keep us well prepared for the future challenges in the field of education, research, and development. The above mentioned three areas related to the human progress have immense significance in the present scenario. The brainstorming sessions of this international conference will provide a thrust to the joint efforts of mankind in the much-needed direction. I sincerely wish that this conference will prove fruitful for all the experts associating with us as well also augment the knowledge base of the participants.

I wish success to all the concerned organizers of this international conference.

CONVINER



Prof. (Dr.) Anoj Raj
Head, Department of Education
Faculty of Education
Swami Vivekanand Subharti University, Meerut, U.P.

Faculty of Education and Internal Quality Assurance Cell of Swami Vivekanand Subharti University, Meerut, India & Council for Educational Administration and Management (CEAM), India expresses hearty gratitude to the highly accomplished and learned specialists as well as all the participants who have joined this platform of international conference being organized on the theme- “Futuristic Trends in Education, Research & Development in Global Scenario.”

The theme has been judiciously selected to throw light on the futuristic preparations of the society in the fields of education, research, and development both at grass root level as well as global level. The discussion in this conference will result in emergence of various information and insight pertaining to this theme.

I am sure the contributions of the galaxy of experts in this international conference will immensely benefit the society.

We are indeed fortunate that months of hard work and efforts are finally going to bear the fruit and result in a successful conduct of the international conference.

I highly appreciate the intense and sincere effort of all the members of the organizing committee who had been working relentlessly to ensure the success of this event.

A handwritten signature in blue ink, appearing to be 'Anoj Raj', written on a white background.



Department of Culture Communication and Media
Institute of Education, UCL, 20 Bedford Way, London
WC1N 0AH, United Kingdom
12th April, 2023

I am honored to have been invited to speak at the International Conference on Futuristic Trends in Education, Research and Development in a Global Scenario, organized by the Faculty of Education, Swami Vivekanand Subharti University (SVSU) Meerut, U.P., India in collaboration with the Council for Educational Administration & Management (CEAM) U.P. Chapter. It is especially interesting, to me, to see the relationship between the conference's theme, and the University's commitment to a nationally-relevant and situated culture and values. I look forward to learning more about the distinctive vision of the future that this can generate, and would like to wish the organizers and participants success in this important work.

A handwritten signature in blue ink, appearing to read 'M. Oliver'.

Martin Oliver

Professor of Education and Technology

Pro Director for Academic Development

Message

National President of Council for Educational Administration and Management

I am very happy to know that the Faculty of Education in Swami Vivekanand Subharti University (SVSU), Meerut is organizing an international conference on ***Futuristic Trends in Education, Research and Development*** jointly with Council for Educational Administration and Management (CEAM) on 27th and 28th April 2023. Along with this, it is noticed that you are going to bring out a colorful Souvenir also to commemorate the events of the conference.

The major themes of the conference are Professional challenges in Teacher Education, Organizational development and legal issues in education, Sustainable development etc. The themes chosen have of great significance in the field of education in this era. In this context we should think about -What are likely to be the big trends impacting education reform around the world in 2023 and beyond? and What are some of the big changes needed in education?

I hope the deliberations in the conference by Key note speakers, Resource persons, Panelists, and Paper presenters will give a full picture of the futuristic trends in education. Participation of such experts for the conference would be a guiding light for the enterprising young generation teacher educators, research scholars and students to embark on their career path.

I congratulate the organizers especially the Vice Chancellor Maj. Gen. (Dr). G K Thapliyal, the CEO Dr Shalya Raj, the Chairman Prof Dr. Sandeep Kumar, the Director Dr. Neetu Panwar, the Convener Prof Dr Anoj Raj, the organizing Secretary Dr Rubi, and the Coordinator Dr Mumtaz for providing a platform for this type of interaction in the Dept. of Education under SVSU in Meerut.

I extend good wishes to all the members of the editorial team of the Souvenir too!

Dr V M Sasikumar
National President
CEAM

ORGANIZING SECRETARY



Dr. Rubi
Assistant Professor
Department of Education
Faculty of Education, SVSU, Meerut, U.P.

It is a matter of great pride and privilege to be the organizing secretary of the international conference being jointly organized by Faculty of Education and Internal Quality Assurance Cell, Swami Vivekanand Subharti University, Meerut, India on “Futuristic Trends in Education, Research & Development in Global Scenario” in collaboration with Council for Educational Administration and Management (CEAM), India.

I humbly acknowledge and appreciate the contributions of all the highly knowledgeable and experienced experts as well as the participants towards the smooth conductance of this international conference. I am highly indebted to all the members of the organizing committee who had been working round the clock in order to ensure the successful organization of this international conference. The permission granted by the higher authorities of Swami Vivekanand Subharti University, Meerut, India to organize this international conference and valuable guidance offered by them has played a pivotal role in the management of this conference.

I hope that the conference will immensely benefit all the participants as well as highly esteemed experts and they will carry pleasant memories of this event.

I look forward to many such rewarding alliances in the future.



Dr. Rubi



PROGRAMME COORDINATOR

Dr. Mumtaz Sheikh
Assistant Professor
Department of Education
SVSU, Meerut, U.P.

The endeavors of the faculty members and students of the Faculty of Education, Internal Quality Assurance Cell, Swami Vivekanand Subharti University, Meerut, India and Council for Educational Administration and Management (CEAM), India is finally going to see the light of the day in the shape of international conference on “Futuristic Trends in Education, Research & Development in Global Scenario”. The importance of this subject of the international conference will emerge out of the deliberations on the various aspects of the theme. The various subthemes will also prove valuable in enhancing the knowledge of the participants and result in an enlightening experience. I am highly obliged to the higher authorities of Swami Vivekanand Subharti University, Meerut for their guidance and support throughout the preparatory phase of this international conference.

I pray to the Almighty God to bless us with success of this event.

ABOUT THE UNIVERSITY

Swami Vivekanand Subharti University is a multidisciplinary university established under section 2(f) of the University Grants Commission (U.G.C.) Act, 1956 set up under the Swami Vivekanand Subharti Vishwavidyalaya, Uttar Pradesh Adhiniyam, 2008 (U.P. Act No.29 of 2008) as passed by Uttar Pradesh Legislature and assented to by the Hon'ble Governor of Uttar Pradesh in September 2008.

Subharti is a MISSION OF SERVICE. It is committed to provide every human being with basic necessities of life such as healthcare and education without any bar of caste-creed-religion or any other man-made factors, by establishing schools, colleges, hospitals, ashrams and Service Centers.

With the principles of “*Shiksha, Seva, Sanskar evam Rastriyata*”, the University maintains a perfect balance between providing value education academic knowledge, skills, professional training, building a feeling of Nationalism and further teaching tradition and culture to all the students, teaching and non-teaching staff members.

University has 13 constituent Faculties and offers 150+ Programmes in various disciplines namely Medical, Dental, Nursing, AYUSH, Physiotherapy, Pharmacy, Science, Engineering and Technology, Law, Fine Arts, Education, Management and Commerce, Arts & Social Science. University has state of art infrastructure, advanced laboratories, simulation labs, ICT classrooms, sports and cultural facilities, yoga centers, residential, hostels and all other necessary facilities for the students as well as for the employees.

University promotes the holistic education through integration, collaboration and multidisciplinary approach while giving emphasis on developing innovative ways to enhance curriculum development and delivery, research outcome, societal upgradation and inculcation of values among the students.

In August 2022, University was accredited “A” grade with 3.22. CGPA by NAAC during its 2nd Cycle. India Today MDRA Ranking 2022 ranked Swami Vivekanand Subharti University at 2nd position for offering the highest no. of PG courses, at 5th position for best Faculty Student Ratio and at 29th Rank under top private universities.

To know more about SVSU : <https://subharti.org/about-subharti-university-india.php>

ABOUT THE DEPARTMENT OF EDUCATION

Uttakalmani Gopabandhu Das, Department of Education is a constituent college of Faculty of Education, Swami Vivekananda Subharti University, Meerut and was established in 2008. It's all the programs are duly recognized by NCTE as well UGC such as Doctor of Philosophy (Ph.D.), Master of Education (M.Ed.), Bachelor of Education (B.Ed.) and Bachelor of Elementary Education (B.El.Ed.). Department of Education lays emphasis to prepare research-oriented teachers, with high ethical & moral values, who can groom the future generation for being responsible and accountable citizens of the country. The pupil- teachers are trained to cope with the dynamic emerging trends of society by using their high logical, critical and reflective thinking, which will enable them to solve the modern educational problems as well as sustain the Indian culture and ethos. Department of Education has highly impressive and well-equipped infrastructure, amenities and high- profile faculty members. Department boasts of numerous facilities like an air-conditioned library, seminar hall with ICT tools, well-equipped laboratories & resource centers and lecture halls with modern ICT facilities. Internship, research projects, Seminars, conferences, workshops, community works, extension activities, cultural and sports activities are the salient features of the Department.

ABOUT CEAM

The Council for Educational Administration and Management is a registered non-governmental national professional organization founded on 14th of November, 2019 with its headquarters at Thiruvananthapuram, Kerala, India with the mission of prioritizing the areas of educational administration and management and educational research across the nation and beyond. It is an exceptionally extraordinary initiative of CEAM to provide prodigious opportunities of learning in the field of administration, management, research and education to all the Edu - entrepreneurs across the globe.

ABOUT THE THEME

The present era is a period of exponential changes which are taking place due to technological development and human-centered approach. These changes are leading to a paradigm shift in all the significant aspects of life, like, education, research and development which are an indication of futuristic trends in all these domains. The education is becoming focused on a practical approach with an inclination towards skill-based education. It is stressing on the use of new technologies as well as blending entertainment with learning to give a holistic and all-round development of personality to facilitate preparation for an uncertain future. The field of teacher education is an area of prime importance as the teachers are the fulcrum to move the society in the desirable direction. As the futuristic trend impacts this important area, effect will be seen on the professional development, professional challenges, and recruitment policies along with the transformation in the teacher development programs. The futuristic society will demand a generation better equipped with knowledge and skills, specially related to technologies. This can be facilitated by making adequate changes in the curriculum at all levels and in all aspects of education. Human resource development is an essential factor for any developed society. This can be made possible by proper in-service training models, sound administration and management as well as constant check on the quality of all programs leading to the development of human resource. The futuristic society will witness several new technologies. The new technologies will also have a drastic impact on research and innovations. This will result in the reduction of the cost of failure, implementing digital twins, virtual validations etc. which will accelerate the transformation of modern life. The collaboration of experienced scientists with Ph.D. students, Post docs, partners and customers will shape a sustainable future with the ability to sustain and enhance the standard and quality of living. The present conference is based on futuristic trends in education, research & development in global scenario with a focus on several areas like teacher education, curriculum development and implementation, organizational development, thrust areas in research and innovations and sustainable development with an objective to keep us better prepared for the challenges and opportunities that are likely to come in the futuristic society.

Sub Themes

TEACHER EDUCATION IN GLOBAL PERSPECTIVE

1. Professional Challenges & Practical Implications.
2. Recent Development and Transformation in Teacher Education.
3. Teachers' Education & Professional Development.
4. Recruitment policies & 21st Century Skills in Teacher Education.
5. Future of Teacher Education Programme.

ORGANIZATIONAL DEVELOPMENT AND LEGAL ISSUES IN EDUCATION

1. Educational Policy and Leadership Role in Indian & Global Perspective.
2. Human Resource Development.
3. In-service Training Models & Innovations.
4. Administration and Management in Education.
5. Institutional Accreditations, Criteria, and Ranking Process.

SUSTAINABLE DEVELOPMENT

1. Foundations and Innovations of Modern Ecology.
2. Lifestyle, Consumer Society and Sustainable Development.
3. Complexity of Environmental Problems and its Impact on Living Beings.
4. Green Knowledge, Green Skills, Green Informatics for Sustainable Development.
5. Social & Institutional Initiatives for Sustainable Development.

CURRICULUM DEVELOPMENT & IMPLEMENTATION

1. Primary Education curriculum
2. Secondary Education Curriculum.
3. Higher Education Curriculum.
4. Vocational Education Curriculum.
5. Professional Education Curriculum.
6. Health & Sports Science curriculum.

THRUST AREAS IN RESEARCH & INNOVATIONS

1. Transdisciplinary & Multidisciplinary Approach in Research.
2. Research in Health, Sports Science, Humanities, STEM and Legal Education.
3. Research for Social, Emotional and Psychological Well-being.
4. Research Policies for Development of Research.
5. Research in Teacher Education.
6. Inclusive and Special Education.

Expert Speakers
International Conference (Hybrid Mode)
On
Futuristic Trends in Education, Research & Development in
Global Scenario



Prof. Seema Singh,
 Vice, Chancellor, U.P. Rajshri
 Tandon Open University,
 Prayagraj, U.P. India.



Dr. V.M., Sasikumar
 National President CEAM &
 Zonal Chairman, CTEF(South)
 India.



Dr. A. Prameela, Principal,
 SNDP Yogam Training College,
 Adimali, Idukki, Kerala.



Prof. Martin Oliver
 Institute of, Education,
 University College of London
 (UCL) London, UK.



Prof. Brinda Bazeley
 Head, Department of
 Education, North-Eastern Hill
 University (NEHU), Shillong,
 Meghalaya, India.



Dr. Manoj Sharma,
 Vice President, National
 Research University, HSE
 University-St Petersburg,
 Russia.



Prof. Meenu Singh
 School of Education, Jaipur
 National University (JNU), Jaipur,
 Rajasthan India.



Dr. Liudmila S. Veselova,
 Associate Professor, HSE
 Campus in St.
 Petersburg, Russia.



Prof., Dr. Sapna Gupta
 Palm Beach State College,
 4200 Congress Avenue, lake
 Worth, FL 33461, USA



Dr. Madhuri Isave
 (National Secretary CEAM)
 Associate, Professor,
 Tilak College of Education,
 Pune, Maharashtra, India.



Dr. Pramod Kumar Singh
 Director/Principal, Anand College
 of Education, Agra, Uttar
 Pradesh, India.



Dr. Unnati Vishnoi,
 Susana Methodist Girls B.Ed.
 College of Education,
 Roorkee, Uttarakhand, India

International Conference

“Futuristic Trends in Education Research & Development in Global Scenario”

Jointly Organized by Faculty of Education & Internal Quality Assurance Cell, Swami Vivekanand Subharti University, Meerut, U.P., India in collaboration with Council for Educational Administration & Management (CEAM), India

27th & 28th April 2023

Programme Schedule

Day-1 (Thursday) 27/04/2023		
Inaugural Schedule (10:00 a.m.-11:45 a.m.) (Hybrid mode)		
10:00 a.m. 10:10 a.m.	Welcoming & Introduction of the Programme	
10:10 a.m. 10:15 a.m.	Welcome address by Chairman	Prof. Dr. Sandeep Kumar , Dean, Faculty of Education, Swami Vivekanand Subharti University, Meerut, U.P., India.
10:15 a.m. 10:25 a.m.	Address by Speaker (Main Theme)	Dr. V.M. Sasikumar , National President CEAM & Zonal Chairman, CTEF South, India.
10:25 a.m. 10:45 a.m.	Address by Keynote Speaker “Teacher Education in Global Perspective”	Prof. Martin Oliver , Institute of Education, University College of London (UCL) London, UK.
10:45 a.m. 11:00 a.m.	Address by Speaker “Administration and Management in Education”	Dr. Manoj Sharma , Vice President, National Research University, HSE University-St Petersburg, Russia.
11:00 a.m. 11:15 a.m.	Address by Speaker “Research for Social, Emotional and Psychological Well-being”	Dr. Liudmila S. Veselova , Associate Professor, HSE Campus in St. Petersburg, Russia.
11:15 a.m. 11:30 a.m.	Address by Chief Guest-Main Theme	Prof. Seema Singh , Vice Chancellor, Rajashri Tandon Open University, Prayagraj, U.P. India.
11:30 a.m. 11:35 a.m.	Address by guest of Honor	Prof. (Dr.) Shalya Raj , CEO, Swami Vivekanand Subharti University, Meerut, U.P., India.
11:35 a.m. 11:40 a.m.	Presidential Address	Maj. Gen. (Dr.) G.K. Thapliyal , Vice-chancellor, SVSU, Meerut, U.P., India.
11:40 a.m. 11:45 a.m.	Vote of Thanks	Prof. Anoj Raj , Head, Department of Education, Swami Vivekanand Subharti University, Meerut, U.P. India.
Tea Break (11:45 a.m.-12:00 noon)		
Day-1 (Thursday) 27/04/2023; Technical Session I (12:00 noon - 1:00 p.m.) (offline)		
12:00 noon 12:20 p.m.	Address by Keynote Speaker “Transformation in Teacher Education in 21st Century”	Dr. Madhuri Isave , Associate Professor, Tilak College of Education, Pune, Maharashtra (National Secretary CEAM), India.
12:20 p.m. 12:50 p.m.	Paper presentation by the Participants	
12:50 p.m. 1:00 p.m.	Concluding Remark	Dr. Mumtaz Sheikh , Assistant Professor, Department of Education, SVSU, Meerut, U.P., India.
Lunch Break (1:00p.m.-2:00p.m.)		
Day-1 (Thursday) 27/04/2023; Technical Session-II (2:00 p.m-3:45 p.m.) (Online)		

2:00: p.m. 2:20 p.m.	Address by Keynote Speaker “Organizational Development and Legal Issues in Education”	Prof. Brinda Bazeley , Head Department of Education, North-Eastern Hill University (NEHU), Shillong, Meghalaya, India.
2:20 p.m. 3:35 p.m.	Paper presentation by Participants	
3:35 p.m. 3:45 p.m.	Concluding Remark	Dr. Bhuvnesh Sharma , Assistant Professor, Department of Education, SVSU, Meerut, U.P., India.
Day-2 (Friday) 28/04/2023		
Technical Session-III (9:30 a.m.- 11:00 a.m.) (Online)		
9:30: a.m. 9:45 a.m.	Address by Keynote Speaker “Thrust Areas in Research & Innovations”	Prof. Dr. Sapna Gupta , Palm Beach State College, 4200 Congress Avenue, lake Worth, FL 33461, USA.
9:45 a.m. 10: 35 a.m.	Paper presentation by Participants	
10:35 a.m. 10:55 a.m.	Expert Note “Sustainable Development”	Prof. Meenu Singh , School of Education, Jaipur National University (JNU), Jaipur, Rajasthan, India.
10:55 a.m. 11:00 a.m.	Concluding Remark	Dr. Rubi, Assistant Professor, Department of Education, Swami Vivekanand Subharti University, Meerut, U.P.India.
Day-2 (Friday) 28/04/2023		
Technical Session-IV (11:00 a.m.- 12:30 a.m.) (Offline)		
11:00 a.m. 11:15 a.m.	Address by Keynote Speaker “Research in Health, Sports Science”	Dr. Unnati Vishnoi , Susana Methodist Girls B.Ed. College of Education, Roorkee, Uttarakhand, India
11:15 a.m. 12:20 p.m.	Paper presentation by Participants	
12: 20 p.m. 12:30 p.m.	Concluding Remark	Dr. Vibha Laxmi , Associate Professor, Department of Education, Swami Vivekanand Subharti University, Meerut, U.P., India.
Lunch Break 12:30 p.m.- 1:30p.m.		
Day-2 (Friday) 28/04/2023; Vaedictory Session (1:30 p.m. – 3:00 p.m.) (Offline)		
1:30 p.m. 1:40 p.m.	Welcome of the delegates	
1:40 p.m. 1:50 p.m.	Welcome address by Chairman	Prof. Dr. Sandeep Kumar , Dean, Faculty of Education, Swami Vivekanand Subharti University, Meerut, U.P., India.
1:50 p.m. 2:00 p.m.	Summary Report of the Seminar	Dr. Rubi, Assistant Professor , Department of Education, Swami Vivekanand Subharti University, Meerut, U.P.
2:00 p.m. 2:15 p.m.	Address by Chief Guest	Dr. Pramod Kumar Singh , Director/Principal, Anand College of Education, Agra, Uttar Pradesh
2:15 p.m. 2:20 P.m.	Co-Chairperson	Dr. Neetu Panwar , Director, IQAC, SVSU, Meerut, U.P. India
2:20 p.m. 2:40 p.m.	Address by Guest of Honor	Dr. A. Prameela , Principal, SNDP Yogam Training College, Adimali, Idukki, Kerala.
2:40 p.m. 2:50 p.m.	Certificate Distribution to the paper presenters	
2:50 p.m. 3:00 p.m.	Vote of Thanks	
Tea Arrangement & Campus Visit: 03:00 p.m. to 04:00 p.m.		

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Involvement of Inclusive Education for Educational Empowerment: NEP 2020: Goals and strategies

Dr. Alka Gaur

Head of the Department
Nimbus School of Education, Dehradun

Abstract

Education can be thought of as the broadcast of the values and collected knowledge of a society. In today's world the need of education is to prepare students to lead successful, valuable, and fulfilling lives. According to UNICEF report there are an estimated 240 million children with disabilities worldwide. Therefore, we need approach towards educating children with disabilities and learning difficulties with that of normal ones within the same roof. Inclusive education is about the idea of providing equal opportunities to all children by effectively meeting their diverse needs in a way that is approachable, tolerant, humble and compassionate. It refers to an education system that accommodates all children regardless of their physical, intellectual, social, emotional, linguistic, or other conditions. The National Education Policy 2020 was introduced with an idea of renovating the education system in India. The initiative has been taken as a positive step in the direction of bringing required changes in the education system. The National Education Policy 2020 envisages fair and inclusive education for all, focusing especially on children and adolescents, especially girls, from socially, educationally, and economically backward groups who are more at risk of being left behind.

Keywords: Inclusive Education, Educational Empowerment, NEP-2020

Redefining Pedagogy in the Era of Digital Education: Innovative Strategies & Best Practices

Renu Mavi¹ & Neetu Panwar²

1. Prof. (Dr.) Renu Mavi, Department of Chemistry, KVSCOS, Swami Vivekanand Subharti

University, Meerut

2. Dr. Neetu Panwar, Director, IQAC, Swami Vivekanand Subharti University, Meerut

Abstract

The era of digital education has revolutionized how we teach and learn, prompting a redefinition of pedagogy to leverage the power of technology. This article explores the innovative strategies and best practices that are shaping the future of education in the digital age. Blended learning, flipped learning, adaptive learning, and learner-centric approaches are highlighted as key strategies that promote active learning, personalization, and critical thinking skills among students. Emphasizing digital literacy and continuous professional development for educators are also essential best practices. By embracing these strategies, educators can create engaging, dynamic, and effective learning experiences that prepare students for the digital world.

Keywords: *Pedagogy, digital education, innovative strategies, best practices, blended learning, flipped learning, adaptive learning.*

Leading the Charge: India's G20 Presidency and Sustainable Development

Dr. Usha Pathak

Associate Professor, Department of Teacher Education, DAV (PG) College, Dehradun

Email: usha.prof6@gmail.com

Abstract

In the realm of geopolitics, economics, and sustainable development, the year 2023 holds significant importance for the Republic of India. As the President of the G20 group, India is expected to facilitate agreement on a range of international issues, particularly those related to Sustainable Development. India has established itself as a leader in green and renewable energy, ranking 3rd globally for total renewable power capacity additions, possessing the 4th largest installed wind power capacity in the world, and representing the 3rd largest market for new solar photovoltaics (PV) capacity. India has committed to reducing the carbon intensity of its economy by less than 45% by the end of the decade, achieving 50% cumulative electric power from renewables by 2030, and achieving net-zero carbon emissions by 2070. Moreover, India aims to produce five million tonnes of green hydrogen by 2030. These ambitious targets, coupled with India's rapid transformation in clean and green energy, provide an opportunity for the country to lead the world towards a safer and more reliable future. In this paper, we will discuss the G20 countries' role in promoting sustainable development, how India can lead by example, and explore the challenges involved in achieving these targets amidst ongoing global disruptions.

Keywords: G20, Sustainable Development, Green Energy, Renewable Energy, Net-Zero Emission

School Wall Painting and Education

With special reference to Govt. aided Junior High School

Dr. Rupali Bahl
Associate Professor,
D.A.V.(P.G.) College, Dehradun

Ms. Shaifali Bahl
Assistant Professor,
PWCIT Dehradun

A group of 25 students, 10 In-service teachers and 15 NSS volunteers took the responsibility of Wall Painting of Govt. aided Junior High School. The whole programme was conducted under the aegis guidance of Dr. RUPALI BAHL, a Teacher Educator and Programme Officer of NSS, D.A.V.(P.G.) College, Dehradun. It took 7 days to complete the Project. Ria, a professional Art Expert supported and directed the students.

The Wall Painting is not only a learning tool for students of the school, but a sense of graffiti for NSS volunteers and capacity builder for In-service teachers. It also worked as a community sensitization. It also had an impact on School Admission and overall school impression in the locality. This paper discusses the challenges in School Wall Painting project, contents of School Wall Painting as a learning tool, as a means of Education to School Students, to Teachers, NSS volunteers, In-service teachers, local community, and society at large.

Keywords - School Wall Painting, Education, Graffiti, Capacity Builder, learning tool.

A Comparative Study of Comprehensive Anxiety between School-going basketball players and Common students

1.Mr. Abhay Singh Rathaur

Research Scholar
Department of Physical Education,
Agra Swami Vivekanand Subharti University,
Meerut, Uttar Pradesh, India,
Email – abhaykv8@gmail.com,

2.Nitesh Kumar Sharma

Research Scholar
Dr. B. R. Ambedkar University,
Email- nitesh25041988@gmail.com

Abstract

This study aimed to evaluate and compare the level of comprehensive anxiety between school-going basketball players and common students. The participants is 214 students aged 14 to 17 years from Kendriya Vidyalaya IIIT Jhalwa, Prayagraj. Comprehensive anxiety is measured using the Sinha's Comprehensive Anxiety Test (SCAT), consisting of 90 questions answered with a 'YES' or 'NO' response. The results showed no significant difference in anxiety levels between the two groups. Despite assumptions that school-going basketball players may have higher anxiety levels, both groups are similar anxiety levels. This could be since common students are also engaged in various activities that may help them cope with their anxiety.

Keywords: Comprehensive Anxiety, School-going Basketball Players, School, Common Students

A Comparative Study of Shoulder Breadth -Stature Index between Greco-Roman and Freestyle Wrestlers

¹**Dushyant Deshwal**, Research Scholar

Department of Physical Education, Aligarh Muslim University, Aligarh India

²**Dr. Lalit Talan**, Physical Education Teacher

A.K.I.C. Sarol, Aligarh India

Abstract

The shoulder breadth height ratio is an essential criterion in the diagnosis of growth problems and excessive growth. For the purpose of evaluating the wrestlers' performance, the investigator compared the differences in body proportionality 'shoulder breadth-stature index' between Greco roman and freestyle male wrestlers of 55 kg., and 57 kg. Weight category. The researcher has selected ten top-ranked wrestlers of each weight category (Greco roman 55 kg and freestyle 57 kg) from the All-India intervarsity championship 2020-21, that competition was organized at Ch. Bansilal University Bhiwani, Haryana on 7/03/2022 to 10/03/2022. We found that a significant difference is existing in the Greco-Roman and freestyle wrestler's mean Shoulder Breadth-stature index of two (55 and 57 kg.) weight categories.

Key words- Body proportionality, Shoulder Breadth-stature index, Greco roman, Freestyle, wrestlers

An Analysis of Plyometric Training Effects on Vertical Jump Ability

¹Lalit Kumar Talan, Physical Education Teacher

A.K.I.C. Sarol , Aligarh India

²Dushyant Deshwal, Research Scholar

Department of Physical Education, Aligarh Muslim University, Aligarh India

³Dauli Tomar, Assistant teacher in Basic education department up

ABSTRACT

The goal of the study was to see how an 8-week plyometric workout routine affected the “Vertical Jump.” For this study, a total of forty (n= 40) students, ranging in age from 20 to 25, were divided into two groups at random (N=20) for the Experimental Group and (N=20) for the Control Group. The experimental group underwent an 8-week plyometric exercise programme consisting of 50 minutes of training per day, three times per week in the morning sessions, while the control group did not. The performance was evaluated using the Vertical Jump (VJ). The data was analyzed using a paired and grouped t-test with a significance level of 0.05. The paired statistic describes the connection between the experimental and control groups based on statistical findings; $t(19) = 4.951$ $p < 0.001$ and $t(19) = 1.101$ $p > 0.285$ respectively. So, the null hypothesis was rejected, and the experimental group's post-score means were statistically substantially higher than the control group, with Cohen's D calculated, which is self-explanatory. As a result, it was shown that eight weeks of training in selected plyometric activities resulted in a significant improvement in vertical jump.

Keywords: Plyometric Training Effects, Vertical Jump Ability, Exercise.

Adolescent's Well-Being and Parental & School Involvement

Geeta Bhasin, Research Scholar &
Dr. Vibha Laxmi, Associate Professor, Department of Education, SVSU, Meerut

Abstract

Young people have an exciting and dynamic time during adolescence. Adolescence is the developmental stage that causes the child to undergo the most striking changes. Due to bodily changes and developing brains, teenagers frequently re-evaluate their relationships with friends, family, and other important individuals. school and community. Parent-child interactions are changing from being reliant to being independent. Parental style can be very important in helping the teens get over this serious issue. Even when they believe they are raising their children as best they can, parents in the current circumstance frequently blame their children for being the way they are. The strength of the young people's relationships with their parents is the one factor that consistently predicts teenage mental health and wellbeing, according to research. Positive parenting techniques prevent risky behavior in children who are risk Unfortunately, the parents were to blame for using subpar child-rearing techniques. Parenting that is too strict can lead to adolescent violence, behavior issues, and rebellion. Children of indulgent parents had low hopes, an increase in psychosis, drug use, the advent of conduct disorder, and the establishment of an antisocial personality. Teenagers with irresponsible parents frequently experience depression, struggle with impulsivity, commit crimes, and abuse drugs. The ability of students to apply their knowledge in a democratic setting determines their well-being and success both inside and outside of the classroom. A whole-school approach that involves both teachers and parents is required to improve children's well-being in the classroom due to the complexity of well-being. Schools should provide education on how to use the Internet responsibly, the value of leading a healthy lifestyle, and how to avoid or deal with health difficulties with the assistance of those involved, including health and social agencies, local governments, and civil society organizations.

Children's development is greatly influenced by the parenting styles of their parents. Middle school kids who have had democratic/authoritative parenting have improved developmental outcomes, more favorable adolescent self-evaluations, greater levels of adolescent self-esteem, and higher levels of intrinsic motivation for academics. The study looked at how teens felt about their parents' involvement, what parenting practices were linked to higher levels of psychological well-being, and how different parenting practices affected adolescent mental health. Academic achievement and wellbeing are closely intertwined, with success being both a crucial pre-requisite for both and a requirement for wellbeing. Physical activity is linked to both learning and concentration. In order to expand their intellectual "comfort zone" and explore with new ideas and methods of thinking, which is crucial for academic success, youngsters need strong, encouraging connections.

Keyword: Well-Being, School Involvement, Adolescent, Mental health

Impact Of the Right to Free and Compulsory Education Act, 2009 On Indian Education System: An Evaluation

Dr. Reena Bishnoi,
Professor (Law)
Subharti Law College
Swami Vivekanand Subharti University, Meerut
Email ID : bishnoireena@gmail.com

Abstract

Right to Education is one of the major reforms in the Indian Education System. Access to education helps people in developing their skills, capacity and the confidence in order to attain rights. In other words, it gives people the ability to access information about the rights that they hold, and government's obligations. Education enables people to effectively demand their rights, speak in a variety of forums, and to negotiate with a wide range of government officials and power holders. Education is both a human right and an indispensable means of realizing others' human rights and duties towards them. The Right to Education Act (RTE), enacted in 2009, has ushered in hope for school education in the country. It is the efforts of educationists, members of civil society and judiciary for the last many years. Free and compulsory education for all children had been debated even in pre-Independence years. It made its way into the Constitution as a Directive Principle of State Policy under Article 45, whereby states were required to ensure provision of free and compulsory education to all children till the age of 14 years. With the RTE coming into force, there is an expectation that this will finally be translated into provision of quality school education for all children. It is the primary responsibility of the Government to ensure implementation of the Act. Being part of the concurrent list, the Central and state governments are both responsible for ensuring effective implementation of the Act but it also fact that it is still lacking in its proper implementation.

Keywords: Indian Education System, RTE-2009, Human Rights, Implementation.

Human Resource Development in Educational Institutions

Dr. Vibha Laxmi

Associate Professor

Department of Education

Swami Vivekanand Subharti University, Meerut

Dr. Ragini Srivastava

Assistant Professor

Department of Education

Swami Vivekanand Subharti University, Meerut

Abstract

For the development and success of any organization, it is necessary that the existing resources are used in a proper and economical way. Resources are classified into two forms, physical and human. Human resources are responsible as much as the physical resources for the smooth operation of the system of an organization. Therefore, it is very important to develop human resources. The main goal of human resource development is to make proper use of human labor in which manpower development is also given importance. Manpower refers to all organized and unorganized workers, employers and supervisors, managers, and employees. All human beings who are engaged in work or are capable for working but are not working now are called human resources. Human resource development planning is related to such programs in which the acquisition, development, maintenance, and utilization of organization employees can be possible by the employer. Evaluation of human resource, its forecast and search for sources of achievement etc. are also the subject matter of human resource development. Just as economic planning aims at judicious use of resources, similarly human resource development aims at judicious use of manpower. Today the meaning of human resource development is getting wider. Human resource development is such a method in which planned action is taken with a view to providing work to all classes and people working at all levels and to make full use of their potential. In the modern era, when workers and personnel are becoming aware of their interests and human problems and aspirations are increasing, the importance of human resource development is also increasing. In the era of extreme competition, maximum profit can be achieved with minimum efforts only through proper human resource development. Human resource development is a new concept, which is used at two levels, Micro and Macro, where its use at the first level means the development of personnel and managers in an organization, so that both quality and production increase. There, at the second level, it means all-round development of the entire population of a nation.

Keywords: Human Resource Development, Educational Institutions, Organization Employees

Present Education System Change in Social System in India

Dr. Gunjan Sharma, Associate Professor
Department of Journalism and Mass Communication
Faculty of Art and Social Science
Swami Vivekanand Subharti University, Meerut

Abstract

The Indian Education system is producing many graduates that are unemployable. They lack basic communication and problem-solving skills that are needed for even the most elementary jobs. The problem is not infrastructure or money. Indians are willing to invest in education and this investment is more than sufficient to create infrastructure for most Bachelor or Masters level courses. Except in very few technical fields such as medicine, fees paid by students are sufficient to provide good quality education. But clearly this is not what is happening. The problem is that a vast majority of Indian colleges lack the focus to create employable graduates. Their task, as colleges see it, is to help students go through a curriculum and pass an exam. After that, the student is on his own.

To change the way we treat education, we need to change this focus. Institutions that are involved in education must consider gainful and appropriate employment as the primary goal of their courses. This is especially true of courses in Technology and Business Administration, where colleges need to have strong and continuous interaction with companies that will employ their graduates, to understand what they require from their employees. Colleges must then make sure that their graduates have those skills. In today's world, even a brilliant technologist will struggle if he is not proficient in English. A talented animator is of no use if he cannot understand instructions. This is the way it is, take it or leave it. In this paper we discussed about generating the focus on present education system and changing social system.

Keywords: Education system, Social System, Business Administration.

Future of Teacher Education Programme

Mrs. Ashu, Assistant Librarian

Faculty of Education, Library, Faculty of Education,
Swami Vivekananda Subharti University, Meerut.

Email: as2023773@gmail.com

Abstract

A quality teacher education program is rational and streamlined to address specific pedagogical issues. It elucidates the ideas about what constitutes good teaching and the content and scope of course work and practical experiences. Teacher education courses are very much connected to practice as well as theory. High quality teacher training programs have students studying to be teachers (preservice teachers) and working continuously with expert master teachers. Teacher education programs focus to build teaching proficiency and competence; candidates can face new challenges in educating students. In today's world, the demands on teachers are increasing. They must be able to create understanding with investigative minds; assimilating the required transformation and accommodating and responding to universal needs. The purpose of this paper is discussing significant changes that have incurred in teacher education in India and provide how these national trends relate to global trends, reforms, and innovations in teacher education. The need for teacher education programs to be innovative and encompass various approaches and practices is also discussed. It is recognized that teacher education programs should be structured and modified so that the emerging teacher learns to respond dynamically to new problems and challenges in the field of education. With this knowledge and skills, future teachers can lead and guide the development of the country. As the world we live in changes to embrace tech futures, how and what we teach in our education system will also be reshaped to keep up to date with the growing demands of the 21st century. The challenge for teacher educators is to engage the forces that drive institutional change rather than expecting existing practices to guarantee the future. This paper proposes some principles for new approaches to teacher education that lie beyond present models. The inexorability of change and the unpredictability of the future are ideal conditions for recreating teacher education rather than celebrating its demise.

Keywords: Emerging trends, teacher education, India, Challenges.

A Study of Women's Empowerment and Arunachal Pradesh's Development

Kukish Pegu

Research Scholar, Department of Political Science, Arunachal University of Studies,
Namsai, Arunachal Pradesh
kukish.pegu@gmail.com

Abstract

Women play an important part in society all across the world. She is a daughter and sister first, then a wife, and finally a mother. Women's empowerment is a social and economic empowerment platform that allows women to exercise control over and profit from their resources, assets, income, and free time, as well as manage risk and improve their economic status, well-being, and investment in revenue-generating activities. This mix of economic and social empowerment places them as home and community leaders and decision-makers. Women play the most important role in tribals' social and economic lives. Women in Arunachal have always played an important part in agriculture, caring for livestock, and collecting fuelwood, vegetables, and other items; as a result, tribal families value women's initiative. The prevalent belief across diverse cultures that mother is the origin of everything reflects the supremacy of the feminine essence. Most myths and beliefs revolve around feminine divinities; the Sun is revered as an all-powerful Goddess, while the Moon is revered as a God. Fire is a female, and Ash is a masculine, according to the feminine principle. Tribal women's contributions to the family begin in childhood and continue unabated until death. They are self-sufficient in many ways, including running errands, doing household duties, laboring in Jhum fields/forests with infants strapped to their backs, and fetching water from riversides. Sowing seeds, watering fields, fencing, transplanting, weeding, harvesting, and preserving grains/meats are all talents they have. These women are skilled weavers and archivists of cultural and folklore. They are masters in traditional food and meat cookery, as well as creating Apong (rice/millet beers), which are always available at the tribes' festivals. Women dancing in groups for agricultural prosperity, community peace and harmony, and the greeting of holy spirits have been a valuable custom for a long time. Adi women frequently conduct ceremonial dances while wearing sacred jewellery and wielding a Daos (tribal sword). The study investigates how the empowerment of women in Arunachal Pradesh is related to Arunachal Pradesh's Development.

Kew Words: Women Empowerment, Social Empowerment, Well-being, agriculture Prosperity.

Psychosocial Safety and Its Impact on Emotional Wellbeing

Ms. Malvika Joshi

Ph.D. scholar at Amity University in Manesar Gurgaon

PGT Education Vocational Guidance and Counselling, Directorate of Education, Delhi Govt:

Email: malvikajoshi2010@gmail.com

Abstract

Mental health is closely linked with our sense of psychological, social, emotional safety. Maslow's hierarchal model clearly state importance of safety and its impact towards reaching to self-actualization state. Psychosocial safe environment aims to create conducive environment for individual wellbeing. This paper aims to highlight the importance and need of psychosocial safety as well as its impact on emotional wellbeing. Explaining psychosocial safety has two levels, i.e., Individual level and Group level. The psychological safety helps to explain why employees share information and knowledge (Collins & Smith 2006, Siemsen et al. 2009), speak up with suggestions for organizational improvements (Detert & Burris 2007) MIT professors Edgar Schein and Warren Bennis argued that psychological safety was essential for making people feel secure and capable of changing their behavior in response to shifting organizational challenges. Schein (1993). The paper also aims to highlight the risk factors associated with psychosocial safety. How Psychological First Aid helps in handling the emotional concerns with respect to psychosocial safety and after covid the need and importance of psychosocial safety whether its work place, home, school or etc. has enhanced drastically.

Keywords: Mental health, Psychosocial safety, Emotional wellbeing, Psychological First Aid,

A Descriptive Study on Chatbots and Artificial Intelligence in Education: Educator Considerations, Challenges and Future

Mrs. Mohini Singh (PhD Scholar)
Department of Education
Swami Vivekananda Subharti University, Meerut

Abstract

AI is gaining popularity and acceptance in classrooms across India. Incredible text and imaginative visual art can now be produced by recent advances in artificial intelligence. Higher education is just one of the many fields and industries that AI has the potential to transform. It presents both risk and opportunity for how we educate students, the competencies they will need after graduation, and how we gauge their advancement towards those goals. AI chatbots are becoming increasingly popular in the education sector. They can assess the learning style and abilities of students who use them and tailor lessons to each student to help them learn more easily. Chatbots can provide explanations and support according to each student's needs. One of the most innovative chatbots currently available is ChatGPT. ChatGPT is an advanced chatbot that uses natural language processing and machine learning to communicate with students. It is intended to create human-like writing in response to user requests, allowing it to engage in natural language discussions on a variety of themes. It can provide information and assistance on a wide range of topics. Chatbots are being considered as a useful technology to facilitate learning within the educational context. They can be used to support teaching and learning activities, essay scoring, and more. ChatGPT, has been trained on a huge dataset of human conversations, may provide replies that are coherent, contextually relevant, and acceptable for the given context. It may be used to generate replies to consumer questions, chatbot interaction, and text for language translation systems, among other things. Despite its potential to revolutionize the field of education, AI technology is not without its limitations. AI systems rely heavily on data-driven algorithms, and it can be difficult to find large amounts of reliable data in educational contexts. Learning is far too complex and too "biological" for it ever to be automated. This study tries to understand the immediate effects of AI (and particularly ChatGPT) on teaching and learning and how AI is altering both our society and the careers that our students are pursuing.

Keywords: Artificial Intelligence, ChatGPT, Chatbots, Education.

A Comparative Study- Study Habits of Boys-Girls of Working and Non- Working Women

Kusum, Research Scholar, Department of Education
Prof. (Dr.) Anoj Raj, Head of the Department, Faculty of Education, Swami Vivekanand Subharti University, Meerut

Abstract

In this study, total of 300 boys and girls have been selected as a sample from the Upper Primary schools of Meerut District, in which 150 boys and girls related to Working Women and 150 related to Non-Working Women are included, Survey method used for the Research, data has been collected by using Study Habit Inventory constructed by Lajwanti/NPS Chandel/Ashish Paliwal, and the results of the Research have been extracted by analyzing the data by mean and T-test. There is no difference in the Study Habits of boys and girls of Working and Non-Working women, and no any difference in the Study Habits of Girls of working and non-Working women, there is no difference in the Study Habits of girls of Working and Non-Working women, Study Habits of boys and girls of non-Working women have been found the higher than those of working women.

Key words- Working, Non-Working, women, Study Habits, boys, girls

Psycho-Social Problems among Adolescent Students: An Exploratory Study in Ghaziabad District

Kalpana Gupta

Research Scholar

Department of Education

Arunachal University of Studies

Namsai, Arunachal Pradesh

Email ID : kalpanamittal2011@gmail.com

Abstract

Recently, schools have drawn attention as dominant factors for psycho-social development of students. Ghaziabad, however, has limited studies on this issue. This study sought to assess the prevalence of psycho-social dysfunction and its association with family-related factors among adolescent students. Taking 787 adolescent students from 13 schools of Ghaziabad District, we accomplished a cross-sectional study. A set of structured questionnaire and Y-PSC was adopted to collect data, which were analyzed using SPSS with 95% of confidence interval. One-fifth (17.03%) adolescent students suffered with psycho-social dysfunction. Male students (9.50%) were more affected, compared to female students (7.80%). The proportion of psycho-social dysfunction rose with the rise in age group and grade. Frequency of family dispute was significantly associated with psycho-social dysfunction OR = 13.24 (95% CI: 2.27–17.23). Interventions on psycho-social dysfunction need a great start, targeting adolescents, their caregivers, and community stakeholders, with a special emphasis on the school setting.

Keywords: Psycho-social Development, Adolescent Students, school setting.

Human Resource Development

Isha Jauhari

Assistant Librarian

Faculty of Education

Library, Faculty of Education,

Swami Vivekananda Subharti University.

Email : ishajauhari@gmail.com

Abstract

Natural, technical, and human resources have played a pictorial role in the development journey of human civilization and culture to has played an important role. Government's policies related to welfare have an important role to make the developmental programs effective and concrete. So, It becomes necessary that developmental programme be related to the common citizens and personnel development of a country Organizational efforts should be given systematic form through human resource development Because there is immense potential in the human labor force. The history of the development of human civilization and culture is marked by the indomitable courage, struggle and Cooperation is the result. In the present public welfare state, development is entirely dependent on public services and depends on the personnel employed. Prof. W. B. Donham said- "If our present, if there is a decline of civilization, it will be mainly due to the failure of administration Lack of skill in the personnel will be the reason for the failure. Human resource development program means a program in which the organization is organized by the employer. Staff acquisition, development, maintenance, and utilization are possible. Human Resource Appraisal Its forecast and search for sources of achievement etc. are also human resource development. Just as the objective of economic planning productive. Judicious use of manpower in the same way as human resource development aims at is of use. Today the meaning of human resource development is getting wider. Human resource development it is a system in which work is done for people of all classes and working at all levels. Planned action with a view to make available and make full use of their power possible is performed. In the modern era, when workers and personnel are becoming aware of their interests and human Problems and aspirations are increasing, the importance of human resource development is also increasing. In the era of extreme competition, minimum efforts can be achieved only through proper human resource development. More benefits can be obtained from HRD is a new concept which can be used on two levels individual and aggregate. Where in the first level it is used to mean personnel and managers in an organization this is due to the development of which both quality and production increase. There on the second level its It means all-round development of the entire population of a nation.

Keywords: Human resource development, Organizational skills, Employee training, performance management.

Effect of Circuit Training on Speed and Agility of School Students

***Mr. Ankit Singh Jadon ** Prof. (Dr.) Sandeep Kumar**

*Research Scholar, Department of Physical Education ** Dean, Faculty of Education

Swami Vivekanand Subharti University, Meerut, Uttar Pradesh, India

Email – ankit.jadon05051992@gmail.com

Abstract

The purpose of this study was to investigate the effect of circuit training on Speed and Agility of school students Meerut, Uttar Pradesh. To achieve the purpose of the study, the sixty (60) male students were selected who served as subjects and their age group was between 9 to 14 years. The selected subjects were divided into two groups i.e., experimental and control group. 30 male students were selected for each group as research subjects. The experimental group underwent through circuit training exercise consisted 8 station for 12 weeks. The control group was not given any training apart from their regular activities. The physical variables which were examined during the study were Speed and Agility. All the data which was collected before and after application of the training programme were examined by using dependent “t” test to find out the significant difference between the means of pre and post test score of experimental groups. The level of confidence was fixed at 0.05. The obtained’ t- score of Speed and Agility found higher than the required table value 1.67 to be significant at 0.05 level of confidence at df 58. It shows that Post data score of school students of experimental group is found better than the Post data of control group of school students.

Keywords: Circuit Training, Speed, Agility, School Students.

An analysis and interpretations of higher education curriculum major Recommendations

Shailaja D
HSST ENGLISH
Govt. V&H S S Aryanad
Thiruvananthapuram
Email :shailajadevaki@gmail.com

Abstract

The future trends in education give prime importance to the holistic development of the students based on performance. It also focuses on the innovations, new startups, entrepreneurial skills, research, and development to compete with the global scenario. In order to develop a sustainable future and a sustainable quality of living, we must provide good and valuable education to our students. Therefore, the revision and restructuring of curriculum in Higher Education is the need of the hour. In order to make certain changes in the present curriculum we must add some modifications in the existing curriculum to bring out these changes. The world is changing and in a wink of an eye pan and everywhere that changes are evident. A nation's progress is depending upon its youngsters therefore it is our duty to provide our students best education. Because education is the fundamental thing upon which a nation's progress is assessed. In order to develop our young generation into technically skilled and practically more useful citizens for the society we will have to train our adolescent children in such a manner so that they will be aware about the do's and don'ts followed in our society such type of ethical qualities are love, affection, sympathy, empathy, social justice, upholding the value of truth, negligence towards in human activities, sudden provocation and aggressive attitude towards girls children for the cause of dejection of love, acid attack, electronic gadgets addition, online chatting and cheating, antisocial activities against society, special care and protection towards senior citizens unaffordable syllabus unadjustable timetable, poor academic performance asellus lack of interest in studies, financially non sound parents etc. Will adversely affect in them to behave in a bad manner we must have to uproot these from their minds. So, the revised curriculum must have to inculcate all these needs according to the contemporary ages. The curriculum must cater to the needs of the society as well as to mold our students to behave as a real human being. Because being a Graduate of Post Graduate students most of them are emotionally very weak when they confront a problematic situation in their life and they do not know how to tackle their personal or professional issues. Instead of solving their problems by seeking opinion from their parents or knowledgeable persons they depend on ending their own life for a silly reason. This attitude of our younger generation must have to change not only this; most of them do not know how to occupy a job to stand in their own feet. In addition to these the curriculum should give an optimum level of importance to

the exam. Also, it focuses on the adolescent children to utilize their talents and energies for the wellbeing of the society by promoting socially useful activities. It is our duties to reach out their activities more useful purposes because every moment life is changing. As per the changing lifestyle lots of changes in the education field also taking place. Unless we trained our adolescent children with the recent technological changes by implementing in the higher education curriculum our children cannot compete with the global Professionals in the present scenario.

Keywords: Future Trends, Entrepreneurial Skills, Sustainable Future, Higher Education Curriculum.

National Education Policy: Opportunities and Challenges

Manorma Nautiyal* and Malvika Sati Kandpal

Shri Guru Ram Rai College of Education
SGRR University, Dehradun-248001, Uttarakhand, India
Email IDb: mnvd1982@gmail.com

Abstract

The National Education Policy is an attempt to revolutionize Indian education. The National Education Policy is student-centric and gives many opportunities to new-generation students, but simultaneously, there are countable obstacles in its implementation. The previous education strategies in India significantly emphasized theoretical features; as a result, students failed to achieve sufficient practical training and exposure, becoming a significant barrier to the country's ability to compete for global employment prospects. NEP-2020 is a step to change the country's old routine of the education system. However, while this policy has many beneficial and progressive dimensions simultaneously, it also has specific issues that must be addressed as early as possible. Language of education is one of the significant issues in the NEP-2020 because India has 22 scheduled languages and an infinite number of dialects; it will be a challenge to educate children in their home tongue for the core courses; also, there is a challenging ratio of teachers and students in India. Along with these, less budget allocation to the education sector in India is a matter of concern in implementing NEP-2020.

Keywords: National education policy, Education, Opportunities, Challenges

Curriculum Development and Implementation of Primary Education: An Analytical Overview

Namrata Jha, Ph.D. Scholar

Department of Education, Swami Vivekanand Subharti University, Meerut

Abstract

Curriculum development is a continuous process that requires careful planning and evaluation to ensure that it meets the needs of students and prepares them for the challenges of the future. A well-designed curriculum can not only help students develop essential skills and knowledge but also contribute to the overall development of society by producing knowledgeable and responsible citizens. It is essential to have a deep understanding of the students' needs and the changing world around them, and incorporate the latest research and learning theories into the curriculum design. Additionally, technology has become an integral part of education and has the potential to enhance the learning experience. Therefore, it is crucial to keep up with the latest technological advancements and integrate them into the curriculum development process. There are several global trends in primary education curriculum development and implementation that have emerged in recent years. These trends reflect a growing recognition of the importance of preparing students for an increasingly complex and interconnected world. In the 21st century, there is a growing need for students to develop skills such as critical thinking, creativity, problem-solving, communication, and collaboration. Curriculum development is focusing on incorporating these skills into the curriculum to prepare students for the future. Personalized learning is an approach to education that tailors' instruction to the individual needs, interests, and strengths of each student. This approach is becoming increasingly popular as technology has made it easier to provide customized learning experiences. With the growing diversity of populations in many countries, curriculum development is emphasizing the importance of multicultural education. This involves providing students with a broader understanding of different cultures and promoting respect for diversity. Environmental issues and sustainability are becoming increasingly important global concerns. Curriculum development is incorporating sustainability education into the primary education curriculum to help prepare students to become responsible global citizens. Curriculum development is emphasizing the importance of creating inclusive and diverse learning environments. This includes ensuring that students of all backgrounds and abilities have access to high-quality education. With the increasing importance of technology in modern society, curriculum development is focusing on digital literacy. This involves providing students with the skills they need to navigate and use technology effectively. Educators should be open to these emerging trends in curriculum development and work together with their students and other experts to create learning experiences that are engaging, relevant, and effective. By doing so, we can help to ensure that our students are well-prepared to succeed in an increasingly complex and rapidly changing world. Overall, these global trends in primary education curriculum development and implementation reflect a growing recognition of the need to prepare students for an increasingly complex and interconnected world. Curriculum development is focusing on providing students with the skills, knowledge, and understanding they need to become responsible global citizens and succeed in the 21st century.

Keywords: Curriculum development, critical thinking, creativity, digital literacy.

National Education Policy – Roles and Competency Framework for Academic Leaders

Anita Kamboj, Ph.D Research Scholar

Bhagwati college, Siwaya Roorkee road meerut Uttar Pradesh

Abstract

The higher education institutions will undergo a major paradigm change in the next 10 years. The academic leaders at different levels at the governance level, head of the institutions, deans, head of the department, educational Programmes heads and team leaders will play a significant role in implementing innovations, reforms and a major change in the institute to achieve quality, accreditation and excellence in education. The National Education Policy (NEP) is a comprehensive framework for the development of education in India. It includes a number of goals and objectives for the reform of education, including the development of quality, excellence, equity, and access to education for all. In order to achieve the goals and objectives of the NEP, it is essential to have an effective leadership structure that is well-equipped to implement the policy and achieve the desired outcomes. The NEP outlines the roles and competencies required of academic leaders in order to successfully implement the NEP. The roles include curriculum development and implementation, resource allocation, collaboration with stakeholders, and monitoring and evaluation. The competencies required of academic leaders in order to effectively carry out these roles include a deep understanding of educational systems, knowledge of the NEP, and the ability to develop, implement, and evaluate effective policies and programs. In addition, academic leaders should have the ability to lead change and work collaboratively with stakeholders. In order to ensure that academic leaders can effectively implement the NEP, it is important to provide them with the necessary training and development in order to acquire the necessary skills and competencies. These roles and competencies are validated by 5 senior faculty members working in the area of higher education for designing and implementing the reforms. Roles and competencies are articulated at three levels governors and head level, senior professors' level, and assistant professor level. All roles and competencies are articulated in the context of innovation, reform, and major change. These roles and competencies will be useful to the institutions for selecting, deploying, redeploying leaders for different innovative purposes, training and development, mentoring, coaching, and guiding, succession planning, performance appraisal, assigning a higher level of leadership responsibilities, and giving recognition for achievements. The role and competency framework will be useful to ensure continuity of the innovations till the vision of the institute is achieved. The right selection, deployment, and redeployment of the right person will make a difference in the design and implementation of innovations at the same time ensuring the satisfaction of the person.

Keywords: National Education Policy, Academic Leaders, Competency Framework.

Recruitment policy and 21st century skills in teacher education

Dipti kumari (M.Ed)

Dr. Bhuvnesh Sharma (Assistant professor), Department of Education
Swami Vivekanand Subharti University, Meerut

Aristotle wrote “Educating the mind without educating the heart is no education at all”.

“The destiny of India now being shaped in her classroom.” (The Education Commission 1966). Role of teacher in the society is very important. Teachers are undoubtedly the most influential people in our society. They give children a sense of purpose, prepare them for success as global citizens, and instill in them a desire to do well and thrive in life. Today’s children will be tomorrow’s leaders, and teachers are the crucial point at which a child is prepared for their future. Teaching is not a new concept; it is a very old concept like education, and the history of education in India is very old and enlightened at all periods of its history (Sharma 2007). Teacher education history also dates to the history of education. The aim of education is to make children capable and responsible members of society. Teachers help fulfill the aim of education through their contributions. As per the needs of society, the aim of education has also changed. In ancient times, education was only limited to showing the way for attainment of Moksha. As time passes, the needs of society change, and the role of the teacher also changes. Today, society is continuously shifting towards technology. 21st century world change very fast. We all are living in a digital era every people are dependent on technology for their work. New generation child are very smart and digital, to teach these students teacher should be smarter. role of teacher always important in every era of world history. During COVID 19, we all realized the importance of having digital knowledge. All schools and colleges were closed, and only one medium was available to teach students in: digital. Many teachers who are not familiar with this technology faced many problems, but they learned. In the 21st century, knowledge of technology is very important in the field of education. Researchers are offering following suggestions, having holistic goals for teachers' pre-service, in-service, and professional development; providing opportunities for national and international mobility; promoting better salaries and working conditions; providing opportunities for continuous professional development for teachers just starting their profession; lightening the curriculum while maintaining wages; participating in guidance programs; facilitating access to resources;

Key words: - Teacher education, recruitment policy, 21st century skills.

A Study on Criminal Behavior Based on Various Factors of Crime

Arti Khandelwal

Research Scholar,
Department of Law,
Arunachal University of Studies,
Namsai, Arunachal Pradesh

ABSTRACT

The purpose of this study is to carefully analyze the psyche of criminals and identify common features in their behavior, regardless of demographic perspective. The purpose of the research paper is to analyze the theories of criminal law and their practical application in today's scenario. Translated into a criminal matter, crime is defined as a deviation from socially accepted norms. Countries around the world have a certain set of criminal laws that compromise the principles of morality and ethics according to their unique culture and society. In practice, however, these principles have not achieved the desired result in crime prevention through traditional enforcement methods. Deviation refers to the subjectivity of society. Treating morality as a subjective aspect would spread deviation among individuals who were shaped by different circumstances than the majority. Therefore, a minority often commits a crime against most of the society. The goal of the research is to identify the principle of causality in relation to crime and ultimately to describe an effective approach to crime prevention.

Keywords: Deviance, Criminal Profiling, Criminal Psychology, Community Policing, Causality, Morality

Recent Development and Transformation in Teacher Education

Dr. Archana Singh Assistant Professor M.A.M.,
Bareilly

ABSTRACT

The essence of life is education. The Purpose of life is paved and nurtured by education alone. India has one of the largest systems of teacher education in the world. Besides the university departments of education and their affiliated colleges, government and government aided institutes, private and self-financing college and open universities are also engaged in teacher education. Though most teacher education Programmes are nearly identical yet their standard varies across institutions and universities.

Education of teachers not only facilitates improvement of school education by preparing competent, committed and professionally well qualified teachers who can meet the demand of the system, but also functions as a bridge between schooling and higher education. In certain areas, the supply of teachers far exceeds the demand while in other there are acute shortage as qualified teachers which results in the appointment of under qualified and unqualified persons. The role of teacher education as a process of nation building is universally recognized. But teacher education in India because of its history and also into various factors beyond its control, has by and large been confined to school education only. Evidently the quality of education is a direct consequence and outcome of the quality of teachers and teacher education system.

Key words: Paved, nurtured, teacher education, competent, professional, higher education, qualified.

Futuristic Trends in Social, Emotional & Psychological Wellbeing in Global Scenario - An analytical Study

Dr. Bhuvnesh Sharma (Assistant Professor)

Department of Education

Faculty of Education

Swami Vivekanand Subharti University, Meerut

Mrs. Reeba Devi (Assistant Professor)

Department of Education

Faculty of Education

Swami Vivekanand Subharti University, Meerut

Abstracts

Studies have shown that adolescents' healthy psychological, emotional, and social development depends on their capacity to manage their emotions. Less study has focused on the connections between this age group's social wellbeing, psychological wellbeing and on certain emotional wellbeing. The current study looked at the links that existed over time between two ER strategies—reappraisal and suppression—and social outcomes in early adolescents—friendship satisfaction and family satisfaction. Key analyses were run for both boys and girls in parallel due to the likelihood that these variables change by gender. Measures were completed by 100 students of Swami Vivekanand Subharti University and C.C.S. University. A sample of age mean: 11.93, SD:.25;) A zero-order correlation suggested a negative correlation between suppression use and social wellbeing measures, there was little proof that reappraisal had a special relationship with social outcomes. Interaction effects, however, indicated that increased reappraisal might have offered some defense against the detrimental social implications of worse mental health. The use of ER strategies, especially more suppression use, appears to be associated with worsening mental and social wellbeing. The results indicate that the wellbeing of adolescents is influenced by and is interdependent upon the employment of ER strategies, emotional, psychological, and social wellbeing.

Key Words: Futuristic Trends and Social, Emotional & Psychological Wellbeing.

Teacher Education in Global Perspective: An Overview

Dr. Priya

Assistant Professor

IMR B.Ed. College, Duhai, Ghaziabad,

UP E-Mail:- piyamitu2516@gmail.com

ABSTRACT: - **Education** determines the status and standard of prosperity and welfare of a people. **The New Education Policy 2020 ensures** livelihood, respect, dignity, and autonomy while also instilling basic quality control and accountability methods into the system. With the recent technological advances in education and the ease of access to information, the role of a 21st-century teacher has evolved. The quality of education determines the success and failure of the nation with a view to raising the standard of living of our people. India should develop effective professional education, which may initiate the teachers to the most needed revolution in teaching and lay the foundations for their professional growth and long life education. **Continuous Professional Development (CPD)** is the process by which teachers reflect upon their competencies, keep them up to date and develop them further. One such organization is **Centre for Teacher Accreditation (CENTA)** which has designed teaching standards for different stages in a teacher's career. The acquisition or improvement of teacher competences require training, through which it will be improved educational planning and assessment. The paper mainly focuses on the quality concerns in teacher education or teacher training refers to the policies, procedures and provision designed to equip teachers with the knowledge, attitudes, behavior and skill that require to perform their task effectively in the classroom or in school and in community.

Keywords: - Teacher Education, Numerous, Competencies, Acquisition, Revolution

Life Style and Sustainable Development

Dr. Reena Uniyal Tiwari

Associate Professor

Department of Teacher Education

D.A.V. (P.G.) College, Dehradun, Uttarakhand

E-mail : drreenatiwari@gmail.com

Abstract

In today's world, understanding how our lifestyle and the choices we made in our daily lives, impact our world. This understanding represents sustainable living. Sustainable development goals (Goal 4 – Education and 12.8 – responsible consumption), about sustainable living and lifestyles, grabbed our attention towards the need to find ways for everyone to live better. People's concerns about sustainability is new, relevant, apt and holds great opportunities for a better life of living beings. Sustainability has three pillars- Environment, Society and Economics. All three are widely affected by our life styles. Citizens of a country and their cultural characteristics decides their lifestyle choices. Social fundamentals of people, society, country govern their system of habits. When humans and nature exist together in a productive harmony and humans also maintain sustainable lifestyles, then only sustainability can be achieved. For this not only scientists, researchers, government agencies but common citizens should also put their own ways that could lead to the well being of all our natural resources flora, fauna, whole society, our planet and universe as well. Due to awareness among people, the conscious consumption of products is slowly gaining importance in our lives. Sustainable life style choices play a vital role in achieving sustainable development goals which are part of the 2030 Agenda. Our eating habits, travel mode and all of our lifestyle choices directly or indirectly have a great impact on environment and sustainability. Hence, one should adopt, life style that gives priority to both the needs of the people on one hand and protecting the environment. On the other hand which can lead to sustainable living, the paper discusses in detail about the impact of lifestyle on sustainable development. It further explains the determinants and strategies for shaping sustainable lifestyles, role of lifestyle choices in achieving SDG's

Keywords – Sustainable Development, Sustainable Development Goals (SDG's), Sustainability lifestyle, Lifestyle choices, Eco-life style, Strategies, Sustainable Lifestyle.

Teacher Education and Professional Development

Varsha Pant, Research Scholar (Education)

M.B.Govt.Pg College, Haldwani (Kumaun University Nainital) Uttrakhand

Abstract

Throughout the past ten years, there has been a significant demand for teacher professional development, and discussions among educators around the world have been sparked by the creation and adoption of novel professional development models. This popular remark, included in the majority of publications addressing teachers' professional development, states that professional development is not an event but rather a continual process. There is no denying that teaching is a profession with associated responsibilities. These requirements are occasionally outlined in a code of conduct, though frequently they are no more than norms. The process by which instructors gain, develop, and increase their skills and knowledge to become more effective is known as professional development. It is a continuous process that is in reaction to the dynamic professional environment. Teachers benefit from professional development as new knowledge is acquired and applied to further understanding. New knowledge is always developing, not just in our topic areas but also in teaching techniques and technologies. It goes without saying that effective teachers are better at instructing students. Teachers are better prepared to become effective instructors when they have access to ongoing learning opportunities and professional development materials, especially if their pupils have learning needs or are performing below or above grade level. International interest in teachers' ongoing professional development is rising. The increased focus is partially a result of modifications made to delivery and monitoring methods as a result of international competitions, where nations compete on a global knowledge market. There seems to be an unquestioned belief that improving teachers' professional abilities and knowledge can help pupils perform better in order to address declining student performance. Thus, there is an increasing demand for continued professional development. The purpose of the current essay is to investigate and analyses professional development in teacher education, as well as its significance and major components.

Keywords: Teacher Education, Professional Development, Global knowledge market.

Curriculum Development in Primary & Secondary Education

Dr. Sangeeta

Assistant Professor, Department of Education (FOE)
S.V.S.U, Meerut

Mr. Rahul Kumar

Lecturer, Department of Education (FOE)
S.V.S.U, Meerut

Abstract

The curriculum is a part of the educational process. According to modern ideology, education is found to be a tripolar process, in which teacher, learner, and the curriculum are placed. Education lies in the interplay of these three parts, teacher, learner, and curriculum. If there is no learner, who should be taught? If there is no teacher, then who would teach? And if there is no curriculum, what should the teacher teach the learner or what should the learner learn from the teacher? Thus, in education, teaching and learning take place through curriculum between teacher and learner. Therefore, the need and importance of curriculum in the process of education are immense. Thus, the curriculum is like a path that we follow to reach a goal. In the field of education, the curriculum is an essential concept. The curriculum has been designed by administrators and school personnel with the aim of enhancing skills and knowledge among individuals and meeting the needs of the community. Through a rich curriculum, students not only improve academic knowledge but are able to provide solutions to social problems and maintain their living conditions. The learning, growth, and development of students take place based on a proper curriculum. A curriculum includes all experiences in or outside the learner's school that are designed to help develop mentally, physically, emotionally, socially, spiritually, and morally, are followed under the direction of the school. This includes classroom activities and all activities and games outside the classrooms. The background of the learners is the main area that should be considered when formulating objectives in curriculum development. The main objective of this research paper is to understand the formulation of objectives in curriculum development. And how should the primary and secondary curricula be developed? So that the complete development of the learners can be done. But in practice, the course is theoretically beneficial, and due to a lack of proper implementation, the course is not fulfilling its purpose.

Keywords: Curriculum Development, Primary & Secondary Education, Tripolar process.

Higher Education Curriculum

Divya, M.Ed. Student

Swami Vivekanand Subharti University, Meerut

Email – divyaasharma1112@gmail.com

The New Education Policy (NEP) states that the top 100 universities will be facilitated to operate in the country through a new law. Participations of foreign universities in India is currently limited to them entering collaborative programmes, sharing faculties with partnering institutions and offering distance education. Under the four-year programme proposed in the new NEP, students can exit after one year with a certificate, after two years with a diploma and after three years with a bachelor's degree. Four years' bachelor's programmes generally include a certain amount of research work and the student will get deeper knowledge in the subject he or she decides to major in. It will help in enrolling for a Ph.D., a master degree or a four-year bachelor's degree with research shall be required. The M.Phil. programme shall be discontinued. Experts believe that it should not affect the higher education trajectory at all. This is a current practice almost all over the world. In most universities include those in the UK MPhil was a middle research degree between masters and PhD. MPhil degree have slowly been passed out in favor of a direct Ph.D. programme. Standalone higher education institutes and professional institutes will be evolve into multidisciplinary education. Aim of NEP broad based, flexible learning. All universities and colleges become multidisciplinary by 2030. The IIT moving in that direction IIT-Delhi has a humanities department and set up a public policy department recently. IIT Kharagpur has a school of medical science and technology. Some of the best universities in the USA such as MIT have very strong humanities department. NEP also paves for the single overarching regulator for higher education which will replace the UGC and AICTE, the single regulator called the Higher Education Commission of India (HECI). HECI have four independent verticals to carry out the functions of – regulation, funding, accreditation and setting standard for learning outcomes. The NEP has also proposed the setting up of a National Research Foundation (NRF) with the mandate. To create a conducive ecosystem for research through funding and mentoring. Give the disruption caused by covid 19 pandemic and the overnight move to online classes, the policy has to proposed the setting up of a National Educational Technology Forum (NETF). A platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning and administration etc. for both school and higher education.

Keywords: Higher Education curriculum, NEP, Higher Education Curriculum.

Importance of child centered Curriculum for primary students

Dr. Sushma Bhatt Thaledi

Assistant Professor (B.Ed.)

Government P.G. College, Kotdwar

Education is a broad term; it is not just imparting knowledge to students rather it is a complex process. Hence, numerous definitions of education have been suggested by theorists belonging to diverse fields. According to great educationist and monk Swami Vivekananda, “Education is the manifestation of perfection already present in men”. Therefore, it is through education that we can transform a child into a good human being. In the process of transformation, child-centered curriculum plays a vital role. The concept of child-centered education was first propounded by John Dewey in the US and by Giju Bhai in India. Child-centered education is an approach to the teaching-learning process in which the curriculum, environment and teaching strategies are child-centered. The main characteristics of child-centered education are as follows; treat a child as a child, teaching method according to children’s interest, new research in teaching methods, continuous and comprehensive evolution of the activities learned by the child. The teacher should keep solving the problem of the child regularly. The principles of the child-centered curriculum are as follows: the role of the teacher should be a guide in the development of the child, children should be taught learning by doing, the curriculum should be flexible and there should be harmony between the school and the family for the development of the child. Curriculum should be flexible in nature as rigidity would be harmful for students at this age. Curriculum is building block of modern-day education so utmost care should be taken while preparing curriculum for students of primary level. Children are the future builders of our nation. Therefore, the curriculum for children from first to fifth class needs to be made to keep in mind the curiosity of children and life-useful activities in the curriculum. New Education Policy 2020 up to fifth class should be in native language or regional language. It has also been said in the education policy that no language will be imposed on students. Therefore, keeping in view the all-round development of children, the utmost care has to be taken while preparing the curriculum for them. The first 8 years of schooling which is called primary education is the most important period of the children because it lays the

foundation of personality, social belief, attitudes, habits, study skills, communication abilities basic knowledge reading writing and mathematics is acquired at this stage. Curriculum for primary students should be designed in such a way that it does not put mental or physical burden on students. Books should be very colorful with large font size and pictures. Curriculum must include sports as it helps physical development of the child at this age.

Keywords: Curriculum, Education, NEP, Development, Child-centered

Sustainable Development

Dr. Chandra Parbha Kandwal
Assistant Professor (Geography)
Govt. P.G.College Kotdwara

Sustainable development is such a process under which the resources of nature have to be Preserved for the coming generation as well. Because along with the environment with economic development, the problems of imbalance in nature are emerging. Which is adversely affecting humans, on the concept of sustainable development without harming the nature or at least making an impact on sustainable development for which 17 target points have been set in the USA conference in 2015. In which the target of hunger, Poverty education economic development etc. target is fixed in sustainable development a target has been set to complete the set point by 2030.

Sustainable vikas balances economic social and ecological dimensions and our 17 goals have been kept to keep balanced. Development must be done keeping those goals in mind this is the aim of the research.

Keywords: Sustainable development, Economic development, Environment.

Green Education: A Road Map to Green Economy and Sustenance

Dr Rupali Bahl

Associate Professor

Department. of Teacher Education

D.A.V.P.G.College Dehradun

Abstract

The phase of global environmental challenges and its manifold dimensions-climate change, biodiversity losses, water shortages, desertification, deforestation, unsustainable land uses - the future needs a green economy and society. Sustenance calls for more than technical and economic measures. The green economy with vision of global green society. The green society imperative calls for major renewal of public action. Assessment of previous actions reflect the solutions. Creating skills and capacities for the provision of advice and assistance concerning the development and implementation of science & Technology and innovation policies that spur growth while ensuring environmental sustenance and climate friendly path. The prime task is to foster better scientific knowledge about complex ecosystems, biodiversity and the links between biological diversity, cultural diversity, and the social aspects of sustainability as well as support the development c of efforts to assess, monitor and provide early warning system on ecosystems and on key environment trend. Green collar jobs and green education emerges as a solution for real environmental challenges. Multiple Ecologies, Experimental learning and innovation etc. are the components of green education. This paper investigates challenges and highlights the aspects of green education as the road map to green economy and sustenance.

Key words green education, green collar jobs, green economy, sustenance.

Yoga for Psychological Well-Being

Ms. Manisha Jain*, Prof. Dr. Santosh Sharma**

*Research Scholar, Ph.D. Education, Swami Vivekanand Subharti University Meerut

**Director, Directorate of Distance Education, Swami Vivekanand Subharti University Meerut

Abstract

Today every person is striking for good mental, emotional and physical health. There are many ways to maintain the overall wellbeing. In psychological terms, the state of being mentally and physically fit and to feel happy and satisfied is “psychological wellbeing”. Yoga is an exercise of mind and body which is proved to release stress, boosts energy level which results more productivity, hence a person can live a happy and satisfied life if practice Yoga regularly at every stage of age. This research article will focus on the term Yoga, psychological wellbeing, how yoga helps to improve psychological wellbeing. This research article will focus on the researches done on the effect of yoga on the psychological wellbeing of adolescents, adults, and elderly adults.

Keywords: Yoga, Psychological wellbeing, Yoga for adolescents’ psychological wellbeing, Yoga for adults’ psychological wellbeing.

A Review Paper on Mental Health

Iqra Saifi (M.Ed.) Student
Dr. Mumtaz Shaikh (Assistant Professor, Department of Education)
Swami Vivekanand Subharti University Meerut, U.P
Email ID: iqrasaifi70@gmail.com

Abstract

As essential as maintaining good physical health is maintaining good mental health. A person's mental health is a broad state of well-being that allows them to perform productively. The term "mental health" covers a wide spectrum of cognitive, affective, social, and behavioral functioning. Like physical health, mental health is a continuum that ranges from excellent to poor and changes through time, under various circumstances, and at various ages (Bitsko, 2022). Those who have a mental disease or problem, whether it is persistent or only temporary, frequently discover that it has an impact on many aspects of their lives, including their interpersonal connections and profession (Vaquera, 2022). Global health issues now increasingly include mental and behavioral issues. There is a tremendous burden of sickness brought on by mental and behavioral illnesses. There are other aspects to mental well-being than science. Several societal components are involved in the political and intellectual movement for mental health, which supports the human rights of persons with mental illnesses and the effectiveness of their care. As the foregoing brief historical overview shows, the study of mental health in sociology has been influenced by multiple disciplines. It is also host to several competing theoretical perspectives. The most widely discussed is the tension among medical, environmental, and societal reaction perspectives on the causes, consequences, and appropriate treatment of mental disorders (**Iresearchnet**). Because of the host of influences on the field, there is considerable disagreement over the measurement of basic concepts in research, including how to define mental health and disorders. Care for those who suffer from mental and behavioral illnesses has traditionally reflected prevailing societal ideals connected to how people see mental illness (**The World Health Report 2001**). By concentrating on already-existing activities and programs, such as those that address sexual identity and violence, prenatal care, effective management of childhood illnesses and child nutrition, and advanced approaches to chronic disease management, health services should be enhanced to improve the delivery of mental health care (**MD,2007**). In a positive sense, mental health is the root of an individual citizen's and a nation's wellbeing and successful functioning. This fundamental idea of mental health is compatible with the many ways it is understood across cultures.

Key Words: Mental Health, Mental Illness, Mental Well-being,

An Overview - Sustainable Education in Current Fashion Trends

Abhilasha Garg,
Assistant Lecturer & Dr. Neha Singh
HOD Fashion Design
NBSCFF / SVSU

Abstract

This review paper contains a study of how environmental pollution occurs in the fashion industry and how it can be controlled. There have been studies already conducted that focus on sustainability issues across the world and how action can be taken through education on sustainable fashion. This review paper contains literature from selected databases that has been thoroughly studied and reviewed. Sustainability is something that can be continued for a long time. The main objective of this paper is to make people aware of how to use natural products and energy in a way that does not harm the environment. This study also focuses on the education on sustainable fashion that should be imparted from the beginning of the academic curriculum so that the youngsters can adapt sustainable fashion trends. This study would make the behaviour positive towards saving the environment and keeping the latest trends of the fashion design industry in society. The findings of this review study show that there are both internal and external challenges to incorporating sustainability into the fashion design process, and there is a lack of knowledge regarding sustainable design and approaches for implementing sustainability in fashion. So developing sustainable education programs would be the first step towards a sustainable fashion industry. It impacts future fashion designers as well as consumers, who can bring the thought process into their everyday lives. This review paper also shows future research opportunities in the form of specific questions to strengthen the existing literature in this area.

Keywords – Sustainability, Fashion, Trends, Education, Industries, Environment.

A Correlational Study to Determine the Effect of Unilateral Wedge Induced Foot-Pronation on Lumbar Spinal Alignment

Apoorva Gautam, MPT, & Prof. (Dr.) Maneesh Arora, PhD
Dr. Lieut. Raghuv eer Raghumahanti, PhD
Swami Vivekanand Subharti, University, Meerut, Uttar Pradesh, India
Email ID : apoorvagemini.gautam@gmail.com

Abstract:

The human body functions in accordance with motion and postural patterns that involve the entire organism, all activities always result from an interaction of all bodily systems. The human body functions as a single unit. It has been seen in various studies that changes in the alignment of the foot influence the changes in the pelvis but limited data has been reported to link the foot misalignments to the spine, especially in the frontal plane. Low back pain is one of the primary causes leading to disability in one's lifetime. Many symptomatic treatments have been adopted but what if the question lies in the assessment itself? Hence, this study aims to quantify the effect of wedge-induced foot pronation on Lumbar spinal alignment and to find a correlation between Navicular height and Lumbar Spinal alignment. A total of 68 volunteers aged between 18-25 years were screened for the navicular drop test, Calcaneal eversion and inversion, PAIVM, and, Limb Length. 35 subjects were selected by Simple Random Sampling. Both the PSIS, spinous processes from L1 – L5, and Navicular tubercle were palpated and marked. The first photograph of the back was taken with the subject standing in normal symmetrical weight bearing and the Navicular height was measured from the neutral surface of the wedge. All markings were again done and a second photograph of the back was taken with the subject standing on 10° wedge platform. Navicular height was again marked and measured. The third photograph of the back was taken with the subject standing on a 20° wedge platform and the Navicular height was again marked and measured. Using Corel draw image tool, the lateral shift of the lumbar segment was measured in degrees. The Navicular height change was measured in centimeters by a Measuring scale. All three images of each subject were analyzed and compared and the results were obtained. There was a significant change in the Navicular height in all 3 testing positions ($p=0.0107$) and an insignificant change was observed in the spinal deviation in all 3 testing positions

($p=0.2349$) using Karl Pearson Correlation Coefficient from the Software SPSS version 16. The significance of Spinal Deviation and Navicular height change was manually analyzed by ANOVA test and was tallied by Microsoft Excel version 2007 ANOVA calculator. ANOVA tests for Navicular height and Spinal deviation were significant ($p=0.0107$ and 0.000186 , respectively). The study revealed a statistically insignificant correlation between Navicular height and Spinal Deviation. But a significant comparative result was obtained in Navicular height and Spinal deviation.

Keywords: Pronation, deviation, spine, Corel.

Teacher education in the context of new education policy 2020: professional challenges and practical implications

Kajal Devi, M.Ed. Student, Dr. Rubi, Assistant Professor, Department of Education
Swami Vivekananda Subharti University, Meerut, Uttar Pradesh

Email ID- kbaisla643@gmail.com

Abstract

An important document created with the demands of the twenty-first century in mind is the National Education Policy 2020. which will be useful in addressing India's current difficulties, issues, and future needs. There is no denying the teacher's relevance, and they play a crucial part in the educational process. Education becomes weak and unstable if the teacher is incompetent and ineffective. The only person who can improve education is a teacher. The foundation for the next generation also improves when a country has competent, good instructors. India's New Education Policy 2020 includes a detailed discussion of 27 major issues. which includes crucial ideas for teacher education in point number 15. Educator preparation is a process. The process of preparing teachers calls for a multidisciplinary approach, knowledge, as well as developing beliefs and values while working under the direction of good mentors. The effectiveness of the action plan created for the present education policy's execution, the resolve to carry it out, and the dedication of those participating in the educational process will all determine how well it turns out. Professional obstacles and practical ramifications related to teacher education have been examined in this article in the light of the National Education Policy 2020.

Keywords: Teacher Education, Professional Challenges, Practical Implications, Education Policy.

Research in Teacher Education

Kashish Poonia (M.Ed. 4th Sem)
Prof (Dr.) Anoj Raj, Head of the Department.
Department of Education, SVSU, Meerut, U.P.
Email- kashishpoonias68@gmail.com

Abstract

Over the last half a century and particularly, in the recent decades, teaching learning has been undergoing drastic changes. The focus of the classroom is now more on the students, with the teacher working more as a facilitator of learning than as a strict leader. A teacher offers a simple path to lead in the classroom, the ability to improve the lives of their students, the environment, and even our country's future. To be able to enhance their Programmes and the quality of the teaching and learning process, teachers and schools must stay aware of the latest advancements in the field of teacher education and training. Today's classroom experiments include project-based learning, the improvement of thinking abilities, and methods to discovery learning, as opposed to the past when the instructor had to deal with imparting the curriculum's contents to an inactive group of students. The textbooks were also modified as part of Sarva Shiksha Abhiyan (SSA). The SSA training Programmes only cover in-service teacher preparation and do not include teacher educators. Many teachers have the necessary training to successfully carry out the ideas behind the new curriculum, and many have the tools they need.

Keywords: Teacher Education, Learning, Facilitator, Curriculum.

The role of teacher in Inclusive Education

Arti Sharma, M.Ed. student & Dr. Bhuvnesh Sharma, Assistant Professor, Department of Education

Swami Vivekananda Subharti University, Meerut, Uttar Pradesh

Email ID - sachinsartionline@gmail.com

Abstract

Connecting children with impairments to mainstream schooling is known as inclusive education. This is an inventive educational attempt to reveal to society the latent skills that are present in those kids, who do not see themselves as separate from society. Giving all students an equal opportunity to attend school, study, and acquire the skills they need to succeed is best accomplished through inclusive education. All students must attend the same schools and classrooms to qualify for inclusive education. Students from various backgrounds are able to study and develop together through inclusive education. But changes take time. Each aspect of society must change for inclusive systems to work. Teachers need to be trained, and children need to have access to learning resources. Governments must frequently gather and analyse data, match laws and policies with the Convention on the Rights of Persons with Disabilities, and periodically collect data to ensure that children get sufficient support. For the advancement of disabled people's education in India, the government has developed a number of policies - Fundamental Right to Education, Sarva Shiksha Abhiyan, Mid-Day Meal Scheme, Girl Child Education" come to pass. The purpose and goal of inclusive education may not be fully achieved, but efforts can be made to ensure that disabled people in our nation are empowered with a sense of self-reliance and self-confidence. We can say that the teacher can make an important contribution in removing the fundamental barriers to inclusion in education. Teachers have an essential place in society. Therefore, teachers must arrive at the school on time and set up a disabled-friendly environment with complete knowledge of teaching tasks, classroom discipline, regular homework checks, the determination and implementation of the code of conduct in the classroom, and encouragement for disabled students. Peacefully and a positive atmosphere should be kept in the school in order to achieve the aim of inclusive education for disabled students alongside ordinary pupils and transform disabled students into responsible citizens.

Keywords: Inclusive Education, Teacher, Disabled students, Disabled friendly environment.

**उच्च शिक्षा में वाणिज्य विषय के शिक्षण में शिक्षण अधिगम सामग्री की प्रभावशीलता के सम्बन्ध में
अध्ययन**

मनोज कुमार गुप्ता

शोध छात्र

शिक्षा विभाग, दीनदयाल उपाध्याय गोरखपुर विश्वविद्यालय, गोरखपुर

सारांश

समाज की शिक्षा व्यवस्था में विद्यालयी शिक्षा एक सशक्त औपचारिक साधन के रूप में महत्त्वपूर्ण स्थान रखती है। विद्यालय एक विशिष्ट स्थान है जहाँ विद्यार्थियों को वांछित विकास हेतु जीवन से जुड़ी क्रियाएँ एवं अवसर प्रदान किए जाते हैं। प्रस्तुत शोध में उच्च शिक्षा में वाणिज्य विषय के शिक्षण में शिक्षण अधिगम सामग्री की प्रभावशीलता के सम्बन्ध में अध्ययन किया गया है। शिक्षा, शिक्षक एवं विद्यार्थी के बीच एक निरन्तर क्रिया है। प्रारम्भ में शिक्षा शिक्षक-केंद्रित थी, किन्तु वर्तमान में शिक्षण पद्धति में परिवर्तन आया है। विषयवस्तु को रोचक एवं प्रभावी ढंग से प्रस्तुत करने हेतु शिक्षण अधिगम सामग्री का प्रयोग किया जाने लगा है। परम्परागत शिक्षण विधि द्वारा नियंत्रित समूह का अध्ययन किया गया, जबकि शिक्षण अधिगम सामग्री से क्रियात्मक समूह को वाणिज्य विषय पढ़ाया गया, जिसके कारण उनकी उपलब्धि अधिक पाई गई।

कुंजी शब्द: परम्परागत शिक्षण, औपचारिक साधन, क्रियात्मक समूह, शिक्षण सामग्री, शिक्षण पद्धति

समन्वित बी.एड. शिक्षक शिक्षा कार्यक्रम का भविष्य

वाणी भट्टाचार्य

शोध छात्रा, तीर्थकर महावीर विश्वविद्यालय

डॉ. ज्योति पारी,

संयुक्त निर्देशक, अनुसंधान एवं विकास, तीर्थकर महावीर विश्वविद्यालय

सारांश

शिक्षक सामाजिक अभियंता है, समाज का नेतृत्वकर्ता है। किसी भी राष्ट्र की प्रगति उसके अध्यापकों की गुणवत्ता पर ही निर्भर करती है। शिक्षक ही वह व्यक्ति है जिसने शिक्षा पद्धति को एक सकारात्मक दिशा प्रदान की है। शिक्षक ही व्यक्तियों की मूल प्रवृत्तियों का नियंत्रण, मार्गदर्शन तथा पोषण करते हुए उसकी जन्मजात शक्तियों के विकास में इस प्रकार सहायता करता है कि उसका सर्वांगीण विकास हो जाए। शिक्षक अपने आस-पास के वातावरण, भौगोलिक सीमाओं से परे जाकर भी अपने ज्ञान के द्वारा लोगों को शिक्षित करता है। सच ही कहा गया है कि किसी देश और समाज का विकास उसके शिक्षित और जागरूक नागरिकों पर निर्भर है, तथा साथ ही शिक्षित और जागरूक नागरिकों का निर्माण भी शिक्षक के ऊपर ही निर्भर है। किसी भी क्षेत्र में — चाहे वह चिकित्सा हो या विज्ञान, अंतरिक्ष, रक्षा, यातायात एवं सूचना आदि — सभी क्षेत्रों में कार्य कुशलता बढ़ाने और योग्य व्यक्तियों को पहुँचाने में शिक्षक का बहुत बड़ा योगदान होता है। इस संबंध की पुष्टि करते हुए हुमायूँ कबीर लिखते हैं:

"शिक्षक वास्तव में राष्ट्र के सौभाग्य के निर्माता हैं।"

कुंजी शब्द: शिक्षक, समन्वित बी.एड., सामाजिक अभियंता, सर्वांगीण विकास

यथार्थ के धरातल पर माध्यमिक शिक्षा : पाठ्यक्रम के विशेष सन्दर्भ में

विनय कुमार सिंह

शोधार्थी, शिक्षा विभाग, शिक्षा संकाय, स्वामी विवेकानंद सुभारती विश्वविद्यालय, मेरठ

डा. अनोज राज

प्रोफेसर एवं विभागाध्यक्ष, शिक्षा विभाग, शिक्षा संकाय, स्वामी विवेकानंद सुभारती विश्वविद्यालय, मेरठ
सारांश

भारतीय शिक्षा व्यवस्था में माध्यमिक शिक्षा का अपने प्रारंभ काल से ही महत्त्वपूर्ण स्थान रहा है। यह वर्तमान शिक्षा व्यवस्था की महत्त्वपूर्ण कड़ी है। यह निम्न मध्यम वर्ग के लोगों की आकांक्षाओं की पूर्ति करती है। माध्यमिक शिक्षा प्राथमिक विद्यालय के लिए अध्यापक तैयार करती है तथा द्वितीय और तृतीय पंक्ति के नेता तैयार करती है। साथ ही यह प्राथमिक शिक्षा तथा उच्च शिक्षा के बीच संपर्क सूत्र का कार्य भी करती है। माध्यमिक शिक्षा यदि एक तरफ शिक्षा का अंतिम स्तर है तो दूसरी तरफ यह शिक्षा की नींव है। यदि एक तरफ माध्यमिक शिक्षा के अंतिम स्तर तक आते-आते 70 प्रतिशत बच्चों की पढ़ाई समाप्त हो जाती है, तो दूसरी तरफ विश्वविद्यालय शिक्षा तथा वास्तविक जीवन में प्रवेश की दृष्टि में यह बच्चों के व्यावसायिक अध्ययन की नींव का काम करती है। माध्यमिक शिक्षा का शिक्षा के क्षेत्र में महत्त्वपूर्ण स्थान रहता है। यह बच्चों की रुचि, आदत, अम्बिवृत्ति, बौद्धिक विकास, कार्यकुशलता, सामाजिकता, क्रियाशीलता इत्यादि गुणों के विकास में सहायक होती है। देश की आर्थिक उन्नति का दृढ़ आधार भी माध्यमिक शिक्षा ही होती है। देश के व्यवसाय में बच्चों का प्रवेश माध्यमिक शिक्षा के बाद ही होता है। यदि इस स्तर की शिक्षा अच्छी होगी तो देश भी आर्थिक दृष्टि से समृद्ध होगा। इस प्रकार माध्यमिक शिक्षा सभी दृष्टियों से महत्त्वपूर्ण शिक्षा है। पाठ्यक्रम के सन्दर्भ में वुड का घोषणापत्र 1854 प्रभावी रहा। उसने शिक्षा का संगठन चार स्तरों में — प्राथमिक, मिडिल, हाई स्कूल और उच्च शिक्षा में — संरचित करने की घोषणा की। इसके अलावा क्रमबद्ध विद्यालयों (प्राथमिक, मिडिल, हाईस्कूल, कॉलेज और विश्वविद्यालय) की स्थापना की घोषणा की। इस घोषणापत्र में पाठ्यचर्या के सन्दर्भ में निम्नलिखित घोषणाएँ की गईं: इसमें भारतीयों के लिए प्राच्य भाषा एवं साहित्य के महत्त्व को स्वीकार किया गया और उन्हें पाठ्यचर्या में उचित स्थान देने की घोषणा की गई। साथ ही यह भी घोषणा की गई कि प्राच्य भाषा और साहित्य को प्रोत्साहित किया जाए। इस शिक्षा नीति में भारतीयों को नैतिक उन्नति के लिए पाश्चात्य ज्ञान-विज्ञान की शिक्षा को अत्यावश्यक बताया गया और उसे पाठ्यचर्या में विशेष स्थान देने पर बल दिया गया। कहा गया कि हम बलपूर्वक घोषित करते हैं कि हम भारत में जिस शिक्षा का प्रसार देना चाहते हैं, वह है यूरोपीय ज्ञान।

कुंजी शब्द: माध्यमिक शिक्षा, पाठ्यक्रम, आर्थिक स्थिति, बौद्धिक विकास

उच्च शिक्षा: पाठ्यक्रम के विशेष सन्दर्भ में

मनोज कुमार यादव

शोधार्थी, महात्मा गांधी काशी विद्यापीठ

सारांश

‘उच्च’ का शाब्दिक अर्थ है — ऊँची या श्रेष्ठ। इस प्रकार उच्च शिक्षा का सामान्य अर्थ हुआ — ऊँची शिक्षा, श्रेष्ठ शिक्षा, ऐसी शिक्षा जो सामान्य शिक्षा से ऊँचे स्तर की हो। भारत में प्राचीन काल से ही उच्च शिक्षा की कोई न कोई व्यवस्थित प्रणाली रही है। वैदिक काल से लेकर ब्राह्मण काल तक गुरुकुल और आश्रम उच्च शिक्षा के प्रमुख केंद्र रहे। बौद्ध युग में भी उच्च अध्ययन की व्यवस्थित परंपरा देखने को मिलती है। उस काल में अनेक विश्वविद्यालय अंतरराष्ट्रीय ख्याति प्राप्त कर चुके थे, जहाँ विश्व भर से विद्यार्थी उच्च अध्ययन हेतु आते थे — जिनमें तक्षशिला, नालंदा, और विक्रमशिला जैसे विश्वविद्यालय प्रमुख थे। मध्यकाल (मुगल काल) में उच्च शिक्षा हेतु मदरसे स्थापित किए गए। अंग्रेजों के भारत आगमन से पूर्व देश में पाठशालाएँ, विद्यालय और महाविद्यालय स्थापित थे, जिनमें महाविद्यालय उच्च शिक्षा के केंद्र माने जाते थे। उच्च अध्ययन के केंद्र के रूप में काशी की ख्याति केवल भारत में ही नहीं, अपितु विदेशों में भी थी। यह परंपरा आज भी हमारी शिक्षा व्यवस्था को गौरवान्वित करती है।

कुंजी शब्द: शिक्षा, गुरुकुल, उच्च शिक्षा केंद्र, विश्वविद्यालय

अध्यापक शिक्षा और व्यावसायिक विकास

डॉ. संदीप सिंह, सहायक आचार्य

एन.जी.बी. डीयू, प्रयागराज

सारांश

मानव ईश्वर की सर्वोत्तम रचना है। मनुष्य को एक सुसंरचित व्यक्तित्व का धनी माना जाता है, और उसके व्यक्तित्व के विकास में शिक्षा की महत्वपूर्ण भूमिका होती है। शिक्षा प्रदान करने का मुख्य दायित्व शिक्षक का होता है। शिक्षक, शिक्षा की बुनियादी प्रक्रिया का एक अत्यंत महत्वपूर्ण अंग है। शिक्षा में शिक्षक का विशेष स्थान है — उसका कार्य होता है विद्यार्थी का सर्वांगीण विकास करना। इसके लिए प्रशिक्षित अध्यापक का होना अनिवार्य है, जो बालक के मनोविज्ञान को भलीभाँति समझ सके और उसी के अनुरूप शिक्षण प्रदान कर सके। पूर्व में यह धारणा थी कि शिक्षक जन्मजात होता है, किंतु उन्नीसवीं शताब्दी के प्रारंभ (1819 ई.) में पहली बार यह विचार सामने आया कि शिक्षक जन्मजात नहीं होते, बल्कि उन्हें प्रशिक्षण देकर योग्य बनाया जा सकता है। इसी विचार के अनुरूप 1819 ई. में कोलकाता विद्यालय समाज के प्रयास से शिक्षा को व्यावसायिक स्वरूप दिया गया। इसके पश्चात् शिक्षक शिक्षा के विकास हेतु अनेक सरकारी व गैर-सरकारी प्रयास हुए ताकि प्रशिक्षित अध्यापक तैयार किए जा सकें और शिक्षा के मुख्य उद्देश्यों की पूर्ति हो सके, जिससे समाज एवं राष्ट्र का विकास संभव हो। वर्तमान समय में शिक्षा क्षेत्र में व्यापक परिवर्तन और चुनौतियाँ देखी जा रही हैं। अधिकांश सरकारें शिक्षा के मूल सरोकारों को गंभीरता से नहीं लेती प्रतीत होती हैं। इसलिए आज स्वविनियोजित (Self-directed) शिक्षा और विशेष रूप से उच्च शिक्षा एवं व्यावसायिक शिक्षा पर बल देने की आवश्यकता है। शिक्षक प्रशिक्षण या अध्यापक शिक्षा, व्यावसायिक शिक्षा की ही श्रेणी में आती है, क्योंकि इसका सीधा संबंध राष्ट्र निर्माण से है।

कुंजी शब्द: शिक्षा, शिक्षक, प्रशिक्षण, व्यावसायिक शिक्षा, उच्च शिक्षा

अध्यापक शिक्षा और व्यावसायिक विकास

पूजा राठी (M.Ed छात्रा)

डॉ. रूबी, सहायक आचार्य

शिक्षा विभाग, स्वामी विवेकानंद सुभारती विश्वविद्यालय, मेरठ

सारांश

प्राचीन काल से ही शिक्षक को हम ज्ञानदाता की दृष्टि से देखते आए हैं। जॉन एडम्स के शब्दों में — "शिक्षा, मनुष्य का निर्माण करती है।" और कोठारी आयोग के प्रथम वाक्य में भी यह कहा गया है कि — "भारत के भविष्य का निर्माण विद्यालयों में होता है।" जितना सत्य ये दोनों कथन हैं, उतना ही सत्य यह भी है कि इस निर्माण की जिम्मेदारी शिक्षकों पर ही होती है। एक प्रतिबद्ध अध्यापक सदैव अपने जीवन में नैतिकता और कर्तव्यों का पालन करता है। अब यह प्रश्न उठता है कि शिक्षकों का व्यवसाय कैसे उन्नत हो? यह विचारणीय विषय है। कोई भी अध्यापक जब किसी विद्यालय में नव नियुक्त होता है, तभी से वह अपने व्यावसायिक विकास की दिशा में अग्रसर होता है। अध्यापक शिक्षा केवल एक कार्यक्रम नहीं है, बल्कि यह एक ऐसा माध्यम है जिसके द्वारा राष्ट्रीय परिप्रेक्ष्य में बदलती हुई अध्यापक भूमिका के निर्वहन हेतु व्यक्तियों को दक्ष और गुणात्मक रूप से प्रशिक्षित किया जा सकता है। वर्तमान में कई अध्यापक प्रशिक्षण संस्थान शिक्षक-प्रशिक्षण को पूर्णतः प्रभावी रूप से नहीं कर पा रहे हैं। ऐसे संस्थान राष्ट्रीय अपेक्षाओं के अनुरूप कार्य करने में सक्षम नहीं हो पा रहे हैं। अध्यापक शिक्षा का मुख्य उद्देश्य यह होना चाहिए कि भावी अध्यापकों की शिक्षण प्रक्रिया में सुधार, तकनीकी क्षमताओं का विकास, और शिक्षण-कौशल को प्रभावी बनाया जा सके। एक योग्य अध्यापक को अपनी जीवन शैली से अपनी शिक्षण शैली को जोड़ना चाहिए। अध्यापन के इस व्यवसाय में जागरूकता, रुचि, और निष्ठा आवश्यक है — ताकि शिक्षा का प्रभाव विद्यार्थियों पर स्पष्ट और सकारात्मक रूप से पड़े। शिक्षण में ऐसी कौशल क्षमता होनी चाहिए जिससे अध्यापक प्रभावी, प्रेरणादायी और प्रासंगिक शिक्षक बन सके।

कुंजी शब्द: अध्यापक, अध्यापन, विद्यालय, व्यवसाय, क्षमता, शिक्षण

व्यावसायिक शिक्षा: पाठ्यक्रम का महत्व

साक्षी पाल, एम.एड. छात्रा

शिक्षा विभाग, स्वामी विवेकानंद सुभारती विश्वविद्यालय, मेरठ

ईमेल – sakship094@gmail.com

सारांश

व्यावसायिक शिक्षा का तात्पर्य है – व्यावसायिक प्रशिक्षण से संबंधित शिक्षा, जो लोगों को रोजगार के लिए तैयार करने में सहायक होती है। भारत में शिक्षा को व्यवसाय से जोड़ने का पहला संगठित प्रयास कोठारी आयोग (1964) द्वारा किया गया, जिसे राष्ट्रीय नीति 1986 में विधिवत मान्यता दी गई। तब से व्यावसायिक शिक्षा को शिक्षा के मुख्यधारा में सम्मिलित कर दिया गया। इसका उद्देश्य है – छात्रों को औद्योगिक या व्यावसायिक रोजगार हेतु आवश्यक कौशल एवं दक्षता प्रदान करना। "व्यावसायिक शिक्षा" दो शब्दों से मिलकर बना है: व्यावसायिक + शिक्षा = व्यावसायिक शिक्षा यह शिक्षा विद्यार्थियों को व्यवसाय के मूल सिद्धांतों और प्रक्रियाओं से परिचित कराती है ताकि वे शिक्षा को जीविकोपार्जन का साधन बना सकें। उदाहरणस्वरूप – आईटीआई (ITI), पॉलीटेक्निक, कौशल विकास केंद्रों आदि में दी जाने वाली शिक्षा व्यावसायिक शिक्षा के अंतर्गत आती है। यह एक प्रकार का व्यवहारिक प्रशिक्षण है, जिसके द्वारा विद्यार्थियों को किसी विशेष कार्य को कुशलता से करने हेतु आवश्यक तकनीकी एवं प्रयोगात्मक ज्ञान प्रदान किया जाता है। व्यावसायिक शिक्षा में सामान्य शैक्षणिक विषयों की तुलना में कम सैद्धांतिक और अधिक व्यवहारिक ज्ञान दिया जाता है। ये पाठ्यक्रम अक्सर कम अवधि के होते हैं और सस्ते भी होते हैं। यह शिक्षा छात्रों में केवल "रटने की प्रवृत्ति" को समाप्त कर उन्हें स्वावलंबी एवं आत्मनिर्भर बनाती है, जिससे उनमें आत्मविश्वास एवं कार्य कौशल का विकास होता है। उच्च गुणवत्ता वाली व्यावसायिक शिक्षा देश के आर्थिक विकास में महत्वपूर्ण भूमिका निभाती है। राष्ट्रीय शिक्षा नीति (NEP) 2020 के अंतर्गत: व्यावसायिक शिक्षा से जुड़ी सामाजिक भ्रांतियों को समाप्त करना। विद्यार्थियों को विभिन्न व्यवसायों के महत्व से परिचित कराना। प्राथमिक शिक्षा (कक्षा 6-8) से ही सामान्य शिक्षा के साथ-साथ व्यावसायिक अनुभव देना। प्रत्येक बालक को कम से कम एक व्यवसायिक कौशल सिखाना अनिवार्य बनाना। भारत सरकार द्वारा विद्यार्थियों की सुविधा हेतु पूर्णकालिक और आंशिककालिक दोनों प्रकार के पाठ्यक्रमों में व्यावसायिक शिक्षा दी जाती है: पूर्णकालिक प्रशिक्षण: औद्योगिक प्रशिक्षण संस्थानों (ITI) के माध्यम से आंशिककालिक प्रशिक्षण: राज्य तकनीकी शिक्षा बोर्डों के माध्यम से

कुंजी शब्द: व्यावसायिक शिक्षा, तकनीकी शिक्षा, पाठ्यक्रम, औद्योगिक प्रशिक्षण, कौशल

विकास

उच्च शिक्षा में पाठ्यक्रम विकास तथा कार्यान्वयन

प्रीति, शोधार्थिनी

विभाग: समाजशास्त्र एवं राजनीतिक विज्ञान

समाज विज्ञान संकाय, दयालबाग एजुकेशनल इंस्टिट्यूट (डीम्ड यूनिवर्सिटी), दयालबाग, आगरा – 282005

ईमेल – priti1011dei@gmail.com

सारांश

भारत, जनसंख्या की दृष्टि से चीन के बाद विश्व का दूसरा सबसे बड़ा देश है, जहाँ विशाल कार्यबल एवं आत्म-रोजगार की प्रवृत्ति विद्यमान है। यहाँ के छात्रों को राष्ट्र का "भविष्य-निर्माता" माना जाता है, किंतु बेरोजगारी एक ऐसा अभिशाप है जो इस निर्माण-प्रक्रिया में गंभीर बाधा उत्पन्न करता है।

इसलिए, भारत की शिक्षा प्रणाली, विशेष रूप से उच्च शिक्षा प्रणाली में पाठ्यक्रमों को नए सिरे से विकसित कर उन्हें समयानुकूल और रोजगारोन्मुख बनाना आवश्यक है। पाठ्यक्रम किसी भी शिक्षा-व्यवस्था की 'रीढ़' होता है, अतः उसमें व्यवहारिकता, प्रासंगिकता और समावेशिता को स्थान देना अनिवार्य है। राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद (NAAC, 2008) ने इस दिशा में विशेष बल देते हुए प्रत्येक मापदंड में सर्वोत्तम शैक्षिक प्रथाओं को समावेशित करने की आवश्यकता पर जोर दिया। इन प्रथाओं में शामिल हैं: छात्रों में वैज्ञानिक दृष्टिकोण का विकास, जाति या वर्ग के भेदभाव से परे गुणवत्तापूर्ण शिक्षा का प्रसार, खेल एवं दृश्य कलाओं में कैरियर निर्माण के अवसर, छात्रों में स्वस्थ राजनीतिक दृष्टिकोण और नेतृत्व क्षमता का विकास आदि। इन सबके अतिरिक्त, व्यावसायिक पाठ्यक्रमों को भी उच्च शिक्षा संस्थानों में एकीकृत करने की आवश्यकता है, ताकि छात्रों के व्यवहारिक एवं तकनीकी कौशल का विकास हो सके। इस दिशा में जिन पाठ्यक्रमों को सम्मिलित किया जा सकता है, वे हैं: फोटोग्राफी, एनीमेशन, इवेंट मैनेजमेंट, चिकित्सा प्रयोगशाला तकनीशियन, परामर्श मनोविज्ञान आदि। ये पाठ्यक्रम विद्यार्थियों को नए एवं अनपेक्षित रोजगार अवसरों के लिए तैयार करते हैं और उन्हें आत्मनिर्भर बनाते हैं। विशेष रूप से महिलाओं के लिए यह प्रशिक्षण सशक्तिकरण का माध्यम बन सकता है, जिससे वे स्वयं एवं अपने परिवार के जीवन-स्तर को बेहतर बना सकती हैं। इस प्रकार, यह अपेक्षित है कि भारत की शैक्षिक अकादमियाँ समयानुसार पहल करते हुए तकनीक-सहायता प्राप्त शिक्षा, उद्यमिता, नवीन अनुसंधान, और कौशल आधारित पाठ्यक्रम विकास की दिशा में ठोस कदम उठाएँ। इससे पाठ्यक्रमों में प्रासंगिकता, व्यवहारिकता और रोजगारपरकता सुनिश्चित की जा सकेगी।

कुंजी शब्द: उच्च शिक्षा, पाठ्यक्रम विकास, कार्यान्वयन, व्यावसायिक शिक्षा, तकनीकी कौशल,

माध्यमिक शिक्षा में पाठ्यचर्या के मुद्दे

तनु धामा, शोधार्थिनी
स्वामी विवेकानंद सुभारती विश्वविद्यालय, मेरठ
ईमेल – tanudhama86@gmail.com

सारांश

आधुनिक समय में विद्यालयी शिक्षा, विशेष रूप से माध्यमिक शिक्षा में, व्यापक परिवर्तन हुए हैं। विद्यालय तथा शिक्षक-शिक्षा में आवश्यक सुधारों हेतु राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005 (NCF-2005) को पूरे देश में क्रियान्वित किया गया। इस रूपरेखा के अंतर्गत आवश्यक पाठ्यचर्यात्मक परिवर्तनों को राष्ट्रीय अध्यापक शिक्षा परिषद द्वारा अनुशंसित किया गया है।

माध्यमिक विद्यालय की पाठ्यचर्या में विशिष्ट मुद्दे जैसे – नागरिक शांति (Peace Education), कार्य शिक्षा, जीवन कौशल, नैतिक शिक्षा, कला, स्वास्थ्य तथा पर्यावरणीय शिक्षा का समावेशन करना एक चुनौतीपूर्ण कार्य है। माध्यमिक पाठ्यचर्या का मुख्य उद्देश्य किशोरों की आवश्यकताओं व अपेक्षाओं की पूर्ति होना चाहिए। परीक्षा को कक्षा-कक्षीय अधिगम से जोड़ना, उसे अधिक लचीला, वैकल्पिक तथा अनौपचारिक बनाना भी पाठ्यचर्या के लक्ष्यों में सम्मिलित होना चाहिए। विद्यार्थियों को इस स्तर पर उच्च संज्ञानात्मक कौशल तथा व्यावहारिक अभ्यासों पर ध्यान केन्द्रित करने की आवश्यकता है, जो पाठ्यचर्या का अभिन्न अंग है। पारंपरिक पाठ्यचर्या का विश्लेषण करने पर ज्ञात होता है कि ज्ञान के विशिष्ट क्षेत्रों को ही केंद्र में रखा गया है। वर्तमान भारतीय समाज में हिंसा, कट्टरता, विवाद और असहिष्णुता की अप्रत्याशित वृद्धि अत्यंत चिंताजनक है, जो भावी जीवन के लिए एक स्थायी खतरे के रूप में उभर रही है। अतः शांति शिक्षा का पाठ्यचर्या में समावेशन, सामाजिक सौहार्द स्थापित करने हेतु लाभकारी हो सकता है। कार्य शिक्षा, चाहे वह वयस्क हो या बालक – सभी के जीवन का अभिन्न अंग है। विद्यालयी पाठ्यचर्या में कार्य शिक्षा को शामिल करना भावी जीवन की तैयारी के दृष्टिकोण से अत्यंत आवश्यक है। इसी प्रकार, जीवन कौशल और नैतिक शिक्षा को भी पाठ्यचर्या में समाहित किया जाना चाहिए। मूल्यों के प्रति वचनबद्धता और विवेकपूर्ण सोच विकसित करने के लिए शिक्षा के लक्ष्यों का पुनर्निर्धारण आवश्यक है। बच्चों की प्रतिभा और कौशल को निखारने के लिए कला और शिल्प शिक्षा को भी विद्यालयी पाठ्यचर्या का अभिन्न घटक बनाना चाहिए। योग, स्वास्थ्य और शारीरिक शिक्षा को पाठ्यचर्या का केंद्रीय भाग माना जाना चाहिए।

मुख्य शब्द: माध्यमिक शिक्षा, राष्ट्रीय पाठ्यचर्या की रूपरेखा, विशिष्ट पाठ्यचर्या

व्यावसायिक विकास में शिक्षक की भूमिका

डॉ. संतोष कुमार – विभागाध्यक्ष, डी.एल.एड
डिग्री कॉलेज, उपरदह बड़ौत, प्रयागराज – 221502
ई-मेल – santoshsingh.050186@gmail.com

सारांश

शिक्षा, मानव जीवन की एक महत्वपूर्ण कड़ी है। शिक्षा के माध्यम से ही मानव जीवन को सरल, सुगम और सजीव बनाया जा सकता है। यह शारीरिक, मानसिक, सामाजिक, आर्थिक और आध्यात्मिक विकास का माध्यम है। शिक्षा सामाजिक चेतना का दर्पण होती है, जिसके द्वारा ज्ञान, चिंतन, योग्यता आदि गुणों का विकास संभव होता है। यह सब तभी संभव है जब हमारी शिक्षा व्यवस्था सुदृढ़ हो, क्योंकि शिक्षा व्यवस्था के माध्यम से ही समाज और राष्ट्र का विकास संभव है। छात्र अपना मार्ग और क्षेत्र तभी निर्धारित कर पाते हैं जब उन्हें योग्य मार्गदर्शन मिले। यह मार्गदर्शन योग्य शिक्षकों के बिना संभव नहीं। भारतीय समाज में सदैव यह माना गया है कि शिक्षक के व्यक्तित्व से समाज के सांस्कृतिक और सामाजिक स्तर का अनुमान लगाया जा सकता है। शिक्षा जगत में शिक्षकों की भूमिका अत्यंत महत्वपूर्ण है। शिक्षा से संबंधित विभिन्न योजनाओं का सफलता पूर्वक क्रियान्वयन शिक्षकों की व्यक्तिगत दक्षता, कार्य निष्ठा और शिक्षण अधिगम प्रक्रियाओं पर आधारित होता है। वैदिक काल से ही शिक्षक अपने छात्रों की सफलता के लिए पूर्ण रूप से प्रतिबद्ध, सृजनशील एवं परिश्रमी रहे हैं। उन्होंने नगण्य लाभों के बावजूद अपने व्यावसायिक उत्तरदायित्वों को आत्मीयता से निभाया है। आज का बालक ही कल का सामाजिक, राजनीतिक और आध्यात्मिक नागरिक बनेगा, और यह उत्तरदायित्व शिक्षक के ही कंधों पर है। यही कारण है कि शिक्षा को मानव जीवन की आधारशिला के रूप में परिभाषित किया गया है।

मूल शब्द : व्यावसायिक विकास, शिक्षक, समाज, व्यक्तिगत दक्षता

राष्ट्रीय शिक्षा नीति-2020 के परिप्रेक्ष्य में सततविकास लक्ष्य-4 का एक विश्लेषणात्मक अध्ययन

संगम सिंह, शोध-छात्रा

शिक्षाशास्त्र विभाग, सी.एम.पी. कॉलेज

इलाहाबाद विश्वविद्यालय (केंद्रीय विश्वविद्यालय), प्रयागराज

शोध-सार

शिक्षा एक मौलिक मानव अधिकार है, जो लोगों को रोजगार की संभावनाएँ बढ़ाने, गरीबी को कम करने, तथा स्वास्थ्य में सुधार हेतु ज्ञान एवं कौशल प्रदान करती है। गुणवत्तापूर्ण शिक्षा प्राप्त करने का मार्ग, जो प्रत्येक समाज के विकास की रीढ़ और आधार है, शिक्षा नीति के माध्यम से सुनिश्चित किया जाता है। सततविकास की अवधारणा समाज के दीर्घकालिक और समावेशी विकास के लिए अत्यंत महत्वपूर्ण है। सततविकास एक ऐसी प्रक्रिया है जिसमें यह सुनिश्चित किया जाता है कि वर्तमान पीढ़ी की आवश्यकताओं की पूर्ति इस प्रकार हो कि भविष्य की पीढ़ियों की आवश्यकताओं की पूर्ति की क्षमता से कोई समझौता न हो। वर्ष 2015 में भारत सहित वैश्विक समुदाय ने सततविकास लक्ष्यों (Sustainable Development Goals - SDGs) को स्वीकार किया। इनमें से सततविकास लक्ष्य संख्या-4 (SDG-4) विशेष रूप से शैक्षिक गुणवत्ता पर केंद्रित है। यह सभी के लिए समावेशी और समान गुणवत्ता वाली शिक्षा सुनिश्चित करने तथा आजीवन शिक्षण के अवसरों को बढ़ावा देने का उद्देश्य रखता है। भारत में राष्ट्रीय शिक्षा नीति-2020 (National Education Policy – NEP 2020) प्रस्तुत की गई है, जो देश में गुणवत्तापूर्ण शिक्षा तथा सततविकास प्राप्त करने पर केंद्रित है। यह नीति 29 जुलाई 2020 को भारत सरकार के कैबिनेट द्वारा अनुमोदित की गई थी। एनईपी-2020 स्पष्ट रूप से मानती है कि गुणवत्तापूर्ण शिक्षा, सततविकास का आधार है। यह नीति देश के सभी नागरिकों के कौशल एवं ज्ञान को बढ़ाकर उन्हें सशक्त बनाएगी। हालाँकि, राष्ट्रीय शिक्षा नीति-2020 की सिफारिशों को क्रियान्वित करने तथा सततविकास लक्ष्य-4 को प्राप्त करने में कुछ प्रमुख चुनौतियाँ भी हैं। अतः इस शोध-पत्र में इन चुनौतियों पर प्रकाश डालते हुए, उन्हें प्रभावी रूप से हल करने के लिए नीतिगत सुझावों को सूचीबद्ध करने का प्रयास किया गया है।

मुख्य शब्द: सतत विकास, राष्ट्रीय शिक्षा नीति, गुणवत्तापूर्ण शिक्षा

अध्यापक शिक्षा में अनुसंधान

प्रोफेसर (डॉ.) एस. सलूजा

एस.आर.ए.एन.कॉलेज ऑफ एजुकेशन, मेरठ

शोध-सार

शिक्षक इतिहास का निर्माता होता है। राष्ट्र का इतिहास विद्यालयों में लिखा जाता है, और विद्यालय अपने शिक्षकों की गुणवत्ता से अधिक बेहतर नहीं हो सकते। आज की सामाजिक स्थिति को देखते हुए यह लगता है कि यदि वर्तमान युवा पीढ़ी को सही दिशा में न सिखाया गया, तो भविष्य अस्थिर हो सकता है। कोठारी आयोग ने अपनी रिपोर्ट में कहा था: "भारत के भाग्य का निर्माण कक्षा में हो रहा है।" राष्ट्र-निर्माण का यह महान कार्य शिक्षक के माध्यम से ही संपन्न होता है। लेकिन आज शिक्षक की शैक्षिक गुणवत्ता और कार्यशैली पर प्रश्नचिह्न क्यों लग रहे हैं? कुछ विचारकों का मानना है कि शिक्षक जन्मजात होते हैं, बनाए नहीं जाते। किन्तु अनुसंधान के परिणामों ने यह सिद्ध कर दिया है कि प्रशिक्षित शिक्षक अप्रशिक्षित शिक्षकों की तुलना में कहीं अधिक प्रभावशाली होते हैं। यह कहना उचित होगा कि प्रशिक्षण के माध्यम से शिक्षक के भीतर शैक्षिक कौशलों को विकसित किया जा सकता है। इससे उसकी क्षमता, कार्यकुशलता और गुणवत्ता में वृद्धि होती है, जिससे वह शिक्षण को अधिक प्रभावी बना सकता है। अब प्रश्न यह उठता है कि अध्यापक शिक्षा संस्थान प्रभावशाली एवं उच्च स्तर के शिक्षक तैयार क्यों नहीं कर पा रहे हैं? यह एक गंभीर समस्या है, जिस पर एम.बी. बुच (1974) के सर्वेक्षण में भी चिंता व्यक्त की गई थी। अध्यापक शिक्षा द्वारा अपेक्षित उद्देश्यों की पूर्ति अनिवार्य है। केवल संस्थाओं की संख्या बढ़ाने या पत्राचार कार्यक्रमों से अध्यापक शिक्षा का विस्तार करके राष्ट्र की प्रगति सुनिश्चित नहीं की जा सकती। इस क्षेत्र में क्रियात्मक अनुसंधान (Action Research) की परम आवश्यकता है। कोविड-19 के कारण उत्पन्न विषम परिस्थितियों में शिक्षण और अधिगम की नई-नई तकनीकों का विकास हुआ। इन तकनीकों को प्रशिक्षकों और शिक्षकों ने ऑनलाइन माध्यम से अपनाया। इसके परिणामस्वरूप नवीन अनुसंधान हुए जो शैक्षिक प्रशिक्षण की दिशा में महत्वपूर्ण सिद्ध हुए। वर्तमान समय में अनेक शिक्षाविद भारतीय परिप्रेक्ष्य में शिक्षण के स्वरूप, शिक्षक व्यवहार और शिक्षण प्रक्रिया की प्रभावशीलता पर कार्य कर रहे हैं। इससे स्पष्ट होता है कि अध्यापक शिक्षा में अनुसंधान की अत्यधिक आवश्यकता है।

आज शिक्षक-प्रशिक्षण की अवधारणा में वैश्विक स्तर पर तीव्र परिवर्तन हो रहा है। शिक्षक-प्रशिक्षण की तुलना में शिक्षक-शिक्षा अधिक व्यापक अवधारणा है। अध्यापक शिक्षा में मुख्यतः दो प्रकार के कार्यक्रमों की आवश्यकता है: समय-समय पर "रीफ्रेशर कोर्स" के माध्यम से नवीन विचारों और सिद्धांतों को अपनाना।

मुख्य शब्द: शिक्षक, अध्यापक-शिक्षा, शिक्षक-प्रशिक्षण

शिक्षक शिक्षा की परियोजना का भविष्य

समरज़िया

शोधार्थी, शिक्षक शिक्षा विभाग

स्वामी विवेकानंद सुभारती विश्वविद्यालय, मेरठ (उ.प्र.)

शोध-सार

शिक्षा एक नैसर्गिक प्रक्रिया है। प्राकृतिक जगतप्रत्येक जीव को जीवन यापन के लिए आवश्यक ज्ञान प्रदान करता है। बिना किसी की सहायता के प्राणी अपनी मूल प्रवृत्तियों के आधार पर जीवन जीने में सक्षम होते हैं। किन्तु मानव ऐसा एकमात्र प्राणी है जिसे सामान्य प्राकृतिक जीवन के अतिरिक्त विशेष शिक्षा की आवश्यकता होती है। यही विशेषता उसे केवल एक प्राणी नहीं बल्कि संपूर्ण मनुष्य बनाती है। शिक्षा समय के विभिन्न सोपानों से गुज़रते हुए आज के युग में एक विशेष मानसिक प्रशिक्षण के रूप में स्थापित हो चुकी है, जो सोचने-समझने की प्रक्रिया का विकास करती है। शिक्षा यद्यपि एक सतत और जीवन भर चलने वाली प्रक्रिया है, तथापि गुरु द्वारा दी गई शिक्षा विशेष महत्व रखती है, क्योंकि यह सीमित समय में गहन और सारगर्भित ज्ञान प्रदान करती है। यही कारण है कि गुरु का स्थान शिक्षा क्षेत्र में युगों से प्रतिष्ठित रहा है और आगे भी बना रहेगा, चाहे वैज्ञानिक और तकनीकी विकास कितना भी क्यों न हो। शिक्षार्थी, शिक्षक और शिक्षण-पाठ्यक्रम-ये तीनों शिक्षा प्रक्रिया के मूल स्तंभ हैं। इनमें से शिक्षक-शिक्षा एक अत्यंत महत्वपूर्ण अंग है। एक शिक्षक को प्रशिक्षित होना अनिवार्य है ताकि वह अपने ज्ञान और कौशल को छात्रों तक सरल, प्रभावी और आधुनिक विधियों के माध्यम से संप्रेषित कर सके। इसीलिए शिक्षक शिक्षा की परियोजना एक महत्वपूर्ण दायित्व बन जाती है। शिक्षकों को न केवल शैक्षणिक सिद्धांतों, शैक्षणिक पद्धतियों और शिक्षण प्रक्रियाओं की जानकारी होनी चाहिए, बल्कि शैक्षिक तकनीक, सहायक सामग्री, कंप्यूटर, और अन्य आधुनिक शिक्षण उपकरणों का संचालन भी आना चाहिए। यह वैज्ञानिक युग है, और युग के साथ कदम मिलाना ही नवीनता और नवाचार की पहचान है। प्रशिक्षकों को युग के अनुरूप बनाना समय की माँग है। भविष्य की परियोजनाएँ पूर्णतः संभावनाओं पर आधारित होती हैं। यद्यपि इनमें निश्चितता नहीं होती, फिर भी मानव उन्हें बनाता है और वे अक्सर फलीभूत भी होती हैं। शिक्षक शिक्षा की भविष्य की परियोजना आज की कल्पनाओं और आने वाली आवश्यकताओं पर आधारित हो सकती है। विज्ञान का युग सतत प्रगति की ओर अग्रसर है-पृथ्वी से लेकर अंतरिक्ष तक, क्रांटम कणों से लेकर चेतना तक की खोज हो चुकी है। भविष्य में शिक्षक-प्रशिक्षण प्रक्रिया अधिक वैज्ञानिक उपकरणों, मापन विधियों और मनोवैज्ञानिक विश्लेषण पर आधारित होगी। शिक्षक के मस्तिष्क की यांत्रिकी, उसकी मनोवैज्ञानिक प्रवृत्तियों और उनके प्रभाव का सूक्ष्म अध्ययन इस प्रशिक्षण का अभिन्न अंग होगा। इसलिए आवश्यक है कि भविष्य की परियोजनाओं में नवीन अनुसंधान और आविष्कारों को ध्यान में रखते हुए योजना बनाई जाए। शिक्षकों में वैज्ञानिक योग्यता और यांत्रिक कौशल का निर्माण आवश्यक है। इसके लिए हमें ऐसे प्रशिक्षकों की आवश्यकता होगी जो विज्ञान, गणित, साहित्य और इतिहास में दक्ष हों और जो भविष्य की शिक्षक-शिक्षा प्रक्रिया को यथार्थ रूप दे सकें। अतः सम्पूर्ण प्रक्रिया में हमें एक वैज्ञानिक दृष्टिकोण अपनाना होगा। केवल तभी शिक्षक शिक्षा की भविष्य की परियोजनाएँ सफल हो सकेंगी।

मुख्य शब्द: शिक्षक शिक्षा, मूल प्रवृत्तियाँ, मानसिक प्रशिक्षण, वैज्ञानिक उपलब्धियाँ

भारत में तकनीकी प्रशिक्षण और व्यावसायिक शिक्षा का विकास

संयोगिता

पीएच.डी. शोधार्थी

स्वामी विवेकानंद सुभारती विश्वविद्यालय, मेरठ

ईमेल: joinme1here@gmail.com

शोध सार

भारत में यह मान्यता है कि शिक्षा राष्ट्र निर्माण की प्रक्रिया का एक अत्यंत महत्वपूर्ण माध्यम है। विशेष रूप से युवाओं को उचित तकनीकी एवं व्यावसायिक प्रशिक्षण प्रदान करना इस बात को सुनिश्चित करने के लिए आवश्यक है कि देश की आर्थिक प्रगति सतत बनी रहे। भारत की शिक्षा प्रणाली ने समय के साथ व्यावसायिक और तकनीकी शिक्षा के महत्व को स्वीकार किया है। व्यावसायिक शिक्षा को परिभाषित किया गया है- "पेशेवर और रोजगार-आधारित शिक्षा" के रूप में। इसके अंतर्गत विभिन्न नामों से प्रशिक्षण संचालित किए जाते हैं, जैसे-तकनीकी शिक्षा, व्यावसायिक प्रशिक्षण, करियर शिक्षा, आदि। इस प्रकार की शिक्षा का उद्देश्य विद्यार्थियों को जीवन के विभिन्न क्षेत्रों में विशिष्ट कौशल और व्यवसायों के लिए तैयार करना है। इसमें अनेक व्यावहारिक कार्यकलाप शामिल होते हैं, जो विद्यार्थियों को किसी विशेष क्षेत्र में दक्ष बनाते हैं। तकनीकी शिक्षा इन्हीं व्यावसायिक कौशलों का एक भाग मानी जाती है। परंपरागत शिक्षा प्रणाली में "शिक्षुता" (Apprenticeship) का स्थान भी व्यावसायिक शिक्षा से संबंधित रहा है। दूसरे शब्दों में, प्रक्रियात्मक ज्ञान ही व्यावसायिक शिक्षा की मुख्य विशेषता है। व्यावसायिक शिक्षा के अंतर्गत ऐसे पाठ्यक्रमों की संरचना की जाती है जो किसी संभावित करियर से सीधे जुड़े होते हैं, और छात्रों को उस दिशा में कौशल और अनुभव प्राप्त करने में सहायता करते हैं। यह छात्रों के कौशल-सेट को सुदृढ़ करता है, जिससे रोजगार की संभावनाएँ भी बढ़ जाती हैं। इस प्रकार की शिक्षा प्रदान करने के लिए सामान्यतः औद्योगिक प्रशिक्षण संस्थानों (ITIs) का उपयोग किया जाता है। इन संस्थानों की मान्यता एवं निगरानी के लिए राष्ट्रीय व्यावसायिक प्रशिक्षण परिषद (NCVT) एक नोडल एजेंसी के रूप में कार्य करती है, जो यह सुनिश्चित करती है कि भारत की व्यावसायिक शिक्षा प्रणाली संगठित और प्रभावशाली बनी रहे।

मुख्य शब्द: व्यावसायिक प्रशिक्षण, तकनीकी शिक्षा, कौशल विकास, औद्योगिक प्रशिक्षण, शिक्षुता प्रणाली, रोजगार

उन्मुख शिक्षा

शिक्षक-प्रशिक्षण कार्यक्रमों में जस्टिस वर्मा समिति के प्रावधानों के परिणामस्वरूप संचालित पाठ्यक्रम (बी.एड.) की प्रभावशीलता का समालोचनात्मक अध्ययन

वंदना सिंह (शोधार्थी)

शिक्षक शिक्षा विभाग, जननायक चंद्रशेखर विश्वविद्यालय, बलिया (उत्तर प्रदेश)

Email – vandanasingh955@gmail.com

सारांश

शिक्षा मानव विकास का मूल आधार स्तंभ है, जिसे शिक्षक पाठ्यक्रम के माध्यम से समाज को प्रदान करता है। जिस प्रकार शिक्षक सम्पूर्ण शिक्षण प्रक्रिया का अभिन्न अंग होता है, उसी प्रकार पाठ्यक्रम औपचारिक शिक्षा व्यवस्था का मूल आधार होता है, जिसके माध्यम से शैक्षिक उद्देश्यों की प्राप्ति की जाती है। शिक्षण की प्रक्रिया में शिक्षक की बौद्धिक क्षमता, मानसिक योग्यता, स्वास्थ्य, विवेक, कार्यशैली, समायोजन की कुशलता एवं व्यक्तित्व — इन सभी का सीधा प्रभाव छात्रों पर पड़ता है। वर्तमान परिप्रेक्ष्य में देखा गया है कि अनेक शिक्षक अपने कर्तव्यों से विमुख होते जा रहे हैं, जिसका प्रमुख कारण उनके समक्ष उपस्थित आर्थिक, सामाजिक, राजनीतिक और पारिवारिक समस्याएँ हैं। यह परिस्थितियाँ उन्हें अपने कार्य से असंतोष की ओर धकेल रही हैं। विद्यार्थियों का सर्वांगीण विकास विद्यालय में प्राप्त शैक्षिक अनुभव से होता है, जो कि शिक्षक की पठन-पाठन की शैली, विषय संबंधी दक्षता, तथा व्यवहारिक कुशलता से जुड़ा होता है। शिक्षा के किसी भी स्तर पर शैक्षिक उद्देश्यों की पूर्ति के लिए एक उपयुक्त पाठ्यक्रम का निर्माण आवश्यक होता है। समय और परिस्थितियों के अनुरूप पाठ्यक्रम में परिवर्तन होते रहते हैं। उच्च शिक्षा स्तर पर प्रयुक्त पाठ्यक्रम न केवल विद्यार्थी की सफलता का आधार होता है, बल्कि उसके व्यावसायिक रुझानों की दिशा भी तय करता है। अतः यह आवश्यक है कि उच्च शिक्षा हेतु निर्मित पाठ्यक्रम ऐसा हो, जो मानव को न केवल सशक्त आधार प्रदान करे, बल्कि उसके जीवन की सफलता का मार्ग भी प्रशस्त करे। भारत में स्वतंत्रता पूर्व से लेकर वर्तमान तक शिक्षा के विभिन्न स्तरों पर पाठ्यक्रमों का निर्माण समय-समय पर सामाजिक संदर्भ, आवश्यकताओं और परिवेश को ध्यान में रखते हुए किया जाता रहा है। वर्तमान शोधपत्र में जस्टिस वर्मा समिति के दिशा-निर्देशों के आलोक में बी.एड. पाठ्यक्रम में किए गए परिवर्तन तथा उसकी प्रभावशीलता का समालोचनात्मक अध्ययन प्रस्तुत किया गया है।

मुख्य शब्द: पाठ्यक्रम, शिक्षक, शिक्षा स्नातक, प्रशिक्षण

मानव संसाधन विकास (HRD)

मुस्कान (एम.एड. छात्रा)

डॉ. कामलिनी तिवारी (सहायक प्रोफेसर)

शिक्षा विभाग, स्वामी विवेकानंद सुभारती विश्वविद्यालय, मेरठ (उत्तर प्रदेश)

ईमेल: muskankaushik40@gmail.com

शोध सार

मानव संसाधन विकास (Human Resource Development – HRD) को आज एक स्वतंत्र अनुशासन के रूप में व्यापक रूप से स्वीकार किया जा चुका है। यह न केवल व्यक्तियों बल्कि संगठनों के समग्र विकास में भी एक महत्वपूर्ण भूमिका निभाता है। विश्व के प्रतिष्ठित शैक्षणिक एवं व्यावसायिक संस्थानों में HRD के स्नातक एवं स्नातकोत्तर कार्यक्रमों की माँग लगातार बढ़ रही है। मानव संसाधन विकास क्षेत्र में उत्कृष्ट शोध कार्यों एवं हस्तक्षेपों की मूल्यवत्ता और प्रभावशीलता को दर्शाने वाले प्रकाशनों ने इस अनुशासन के विस्तार में महत्वपूर्ण योगदान दिया है। उदाहरण के लिए, 1975 में स्थापित Journal of European Industrial Training (JEIT) और 1997 में आरंभ हुआ International Journal of Training and Development (IJTD) — इन दोनों पत्रिकाओं ने प्रशिक्षण एवं विकास साहित्य के निर्माण और प्रसार में निर्णायक भूमिका निभाई है। 1980 के दशक के उत्तरार्द्ध से HRD के विभिन्न उप-अनुशासन विकसित हुए हैं, जिन्होंने व्यक्तियों और संगठनों के विकास हेतु विशेष योगदान को रेखांकित किया है। 1988 में शुरू हुई Human Resource Development Quarterly (HRDQ) पत्रिका ने HRD शोध में श्रेष्ठता का मानक स्थापित किया। इसके पश्चात तीन प्रमुख अकादमिक पत्रिकाएँ इस क्षेत्र से जुड़ीं: Advances in Developing Human Resources (ADHR) – 1998 Human Resource Development Review (HRDR) – 2001 Human Resource Development International (HRDI) – 1997 इन पत्रिकाओं ने न केवल HRD के सैद्धांतिक पहलुओं को उजागर किया है, बल्कि इसके व्यावहारिक अनुप्रयोगों को भी प्रोत्साहित किया है। आज HRD शिक्षा संस्थानों और संगठनों के लिए एक अत्यंत महत्वपूर्ण क्षेत्र बन चुका है, जो प्रशिक्षण, विकास, नेतृत्व निर्माण, संगठनात्मक संस्कृति और सतत अधिगम जैसे विविध विषयों को समेटे हुए है।

मुख्य शब्द: मानव संसाधन, स्नातकोत्तर कार्यक्रम, शिक्षा संस्थान, प्रशिक्षण एवं विकास

समावेशी शिक्षा

अपूर्वा शर्मा (एम.एड. छात्रा)

डॉ. राहुल सिरोही (एसोसिएट प्रोफेसर, शिक्षा विभाग)

स्वामी विवेकानंद सुभारती विश्वविद्यालय, मेरठ, उत्तर प्रदेश

ईमेल: apurvasharma5687@gmail.com

शोध सार

समावेशी शिक्षा एक ऐसी शैक्षिक अवधारणा है, जिसका उद्देश्य विकलांग बच्चों और विशेष आवश्यकता वाले विद्यार्थियों को मुख्यधारा की शिक्षा प्रणाली में सम्मिलित करना है, ताकि वे सामान्य छात्रों के साथ एक समान अवसरों के साथ सीख सकें। इस दृष्टिकोण का मुख्य आधार यह है कि प्रत्येक विद्यार्थी, चाहे उसकी शारीरिक, मानसिक, सामाजिक या आर्थिक स्थिति कुछ भी हो, एक समतामूलक और सहयोगात्मक कक्षा वातावरण में शिक्षा प्राप्त करने का अधिकार रखता है। समावेशी शिक्षा बच्चों की व्यक्तिगत क्षमताओं एवं सीमाओं की परवाह किए बिना उनकी अधिकतम संभावनाओं के विकास का अवसर प्रदान करती है। यह न केवल शिक्षा में समानता को सुनिश्चित करती है, बल्कि सहिष्णुता, सामाजिक समावेशन, और न्यायपूर्ण समाज के निर्माण में भी सहायक है। यूनेस्को इंस्टीट्यूट फॉर स्टैटिस्टिक्स के अनुसार, 2010 तक प्राथमिक विद्यालय की उम्र के लगभग 73 मिलियन बच्चे स्कूल से बाहर थे, जबकि 1990 के दशक में यह संख्या 110 मिलियन थी। भारत में आज भी लगभग 80% विशेष आवश्यकता वाले बच्चे ग्रामीण क्षेत्रों में रहते हैं, जिनकी पहुँच विशेष शिक्षा सेवाओं तक नहीं है। मानव संसाधन विकास मंत्रालय (MHRD) के 2009 के आँकड़ों के अनुसार, भारत में लगभग 8 मिलियन बच्चे स्कूल नहीं जाते हैं, जिनमें से अनेक गरीबी, विकलांगता, जातीय भेदभाव और सामाजिक उपेक्षा जैसी समस्याओं से ग्रस्त हैं। यह अध्ययन निम्नलिखित महत्वपूर्ण प्रश्नों पर केंद्रित है: क्या वर्तमान शैक्षिक नीतियाँ समावेशी शिक्षा की आवश्यकताओं को पूरा कर पा रही हैं? विशेष आवश्यकता वाले बच्चों की विविध शैक्षिक जरूरतें किस प्रकार पूरी की जा सकती हैं? इस शोध में समावेशी शिक्षा की परिकल्पना, महत्व, लागू करने में आने वाली कठिनाइयाँ, और भारत में इसे प्रभावी रूप से क्रियान्वित करने हेतु आवश्यक रणनीतियों का विस्तार से विश्लेषण किया गया है।

मुख्य शब्द: समावेशी शिक्षा, प्राथमिक विद्यालय, विकलांग बच्चे, सहिष्णु समाज

अध्यापक शिक्षा और व्यावसायिक विकास

रेशु रानी

प्रतिष्ठा – शिक्षा विभाग

स्वामी विवेकानंद सुभारती विश्वविद्यालय, मेरठ

शोध सार

अध्यापक शिक्षा और व्यावसायिक विकास, विकास की दो परस्पर संबंधित एवं पूरक प्रक्रियाएँ हैं। "विकास" एक सतत प्रक्रिया है, जो व्यक्ति के जीवन पर्यंत चलती रहती है। प्रत्येक व्यक्ति जो किसी व्यवसाय से जुड़ा होता है, वह निरंतर अपने ज्ञान, कौशल और दक्षताओं के विकास हेतु प्रयासरत रहता है। इसी प्रकार, अध्यापक शिक्षा एक ऐसी शैक्षिक प्रक्रिया है जो शिक्षकों को निरंतर सजग, जागरूक और सक्षम बनाए रखने हेतु क्रियान्वित की जाती है। प्राचीन काल से लेकर आधुनिक युग तक, विभिन्न शिक्षा आयोगों और समितियों ने अध्यापक शिक्षा को व्यावसायिक और व्यावहारिक स्वरूप प्रदान करने के लिए महत्वपूर्ण सुझाव दिए हैं। इन सुझावों का मुख्य उद्देश्य यह रहा है कि शिक्षक केवल प्रारंभिक प्रशिक्षण से ही नहीं, बल्कि सेवा में रहते हुए भी निरंतर पुनः प्रशिक्षण प्राप्त करें। इसी कारणवश, आज भी समय-समय पर शिक्षकों के लिए विभिन्न कार्यशालाओं, संगोष्ठियों और विशेष प्रशिक्षण कार्यक्रमों का आयोजन किया जाता है, जिनमें विशेषज्ञों को आमंत्रित कर उन्हें शिक्षा की नई नीतियों एवं नवाचारों से जोड़ा जाता है। ये विशेषज्ञ शिक्षक एवं शिक्षा नीति के मध्य सेतु का कार्य करते हैं और शिक्षकों को उनके व्यवसाय में नवीनता एवं गुणवत्ता लाने हेतु प्रेरित करते हैं। राष्ट्रीय अध्यापक शिक्षा परिषद (NCTE) द्वारा 2009 में प्रस्तुत दिशा-निर्देशों में एक व्यावसायिक कार्यबल के निर्माण की आवश्यकता पर बल दिया गया है। इसके अतिरिक्त, नई राष्ट्रीय शिक्षा नीति 2020 में भी अध्यापक शिक्षा को अत्यंत महत्वपूर्ण माना गया है और इसमें सुधार हेतु अनेक ठोस सुझाव दिए गए हैं। यह स्पष्ट है कि भारत सरकार एवं शिक्षाविद्, दोनों ही मिलकर अध्यापक शिक्षा को एक पारंपरिक प्रक्रिया से हटाकर व्यावसायिक प्रशिक्षण आधारित प्रणाली के रूप में विकसित करने का प्रयास कर रहे हैं। यहाँ "व्यावसायिकता" का आशय केवल जीविकोपार्जन नहीं है, बल्कि ऐसा प्रशिक्षण देना है जो राष्ट्र निर्माण और समाजोत्थान में सहायक हो।

मुख्य शब्द: अध्यापक शिक्षा, प्रशिक्षण, व्यावसायिक शिक्षा, संसाधन, संगोष्ठी

अध्यापक शिक्षा में अनुसंधान

सुनील कुमार, शोधार्थी

डॉ. सुरक्षा बंसल, शोध निदेशिका

शोभित इंस्टीट्यूट ऑफ इंजीनियरिंग

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विश्व के देशों में अध्यापक-शिक्षा के क्षेत्र में अधिकांश शोध अध्ययन कक्षा से बाहर ही किए गए हैं। अध्यापक के कक्षा में वास्तविक व्यवहार का अध्ययन नहीं हो सका है। इस क्षेत्र के शोध परिणाम ठोस नहीं हैं। बुच (1974) के अनुसार यह एक गंभीर समस्या है। अध्यापक-शिक्षा द्वारा अपेक्षित उद्देश्यों की पूर्ति करना आवश्यक है। इस क्षेत्र में अनुसंधान पर विशेष ध्यान दिया जाना चाहिए। कक्षागत अनुसंधानों की विशेष आवश्यकता है। अध्यापक व्यवहार के शोध अध्ययनों की समीक्षा से पता चलता है कि इसमें कक्षा अंतः प्रक्रिया से सम्बंधित चार प्रकार के चरों को लिया गया है: अध्यापक के व्यक्तिगत चर- शिक्षक के व्यक्तिगत चरों में शिक्षक की योग्यताओं एवं विशेषताओं को सम्मिलित किया जाता है जैसे शिक्षक का बौद्धिक स्तर, शिक्षण अभिरुचि, शिक्षण अभिप्रेरणा एवं उद्देश्य, शिक्षक के मूल्य एवं नैतिक स्तर आदि। सिल्वरमैन ने शिक्षक व्यवहार से शिक्षण-अभिरुचि का संबंध ज्ञात किया। शोध कार्य विद्यालयों में विभिन्न शिक्षण विधियों की सहायता से विभिन्न विषयों पर निर्भर करता है। पाठ्यवस्तु, शिक्षक-व्यवहार के प्रारूप का निर्धारक तत्व है। विज्ञान के शिक्षकों में विषय-केंद्रित शिक्षण की प्रवृत्ति पाई गई है। वे छात्रों को सहभागिता का भी अवसर देते हैं। मैकडेमियल ने अपने अध्ययन में पाया कि प्रौढ़-शिक्षा में शिक्षक अधिक प्रश्न पूछता है, अधिक दिशा निर्देश करता है तथा अधिक प्रतिपादन देता है। मेरठ विश्वविद्यालय में श्रीमती मालती रस्तोगी ने विषयों के शिक्षक व्यवहारों में सार्थक अंतर पाया। शिक्षक व्यवहार तथा अंतः प्रक्रिया का स्वरूप शिक्षण विधि द्वारा निर्धारित होता है। ये शिक्षक व्यवहार के सुधार में भी सहायक होती हैं। अध्यापक शिक्षा का प्रमुख लक्ष्य यही है कि ऐसे शिक्षक तैयार कर सके जो शिक्षण विधियों एवं प्रविधियों का समुचित उपयोग कर सकें। मैकमलॉयड ने अंतःप्रक्रिया विधि द्वारा माध्यमिक विज्ञान छात्राध्यापकों को प्रशिक्षण दिया और उनमें सार्थक परिवर्तन पाया। उनका सहायक शिक्षकों के व्यवहार से सार्थक सहसंबंध पाया गया। श्री ए.पी. माथुर ने अपने शोध में देखा कि प्रशिक्षित प्रयोगात्मक समूह के छात्राध्यापक कक्षा में अप्रत्यक्ष व्यवहार अधिक करते हैं जबकि नियंत्रित समूह के छात्राध्यापक कक्षा में प्रत्यक्ष व्यवहार अधिक करते हैं। प्रयोगात्मक समूह छात्रों से प्रश्न अधिक पूछता है, प्रेरणा देता तथा छात्रों को स्वप्रक्रम के लिए प्रोत्साहित करता है।

कुंजी शब्द: अध्यापक शिक्षा, अनुसंधान, वास्तविक व्यवहार, शिक्षण व्यवहार

सांवेगात्मक बुद्धि का विकास तथा आयामों की समीक्षा

शिखा, एम.एड. (छात्रा)

डॉ. मुमताज शेख (सहायक प्रोफेसर, शिक्षा संकाय)

स्वामी विवेकानंद सुभारती विश्वविद्यालय, मेरठ, उत्तर प्रदेश

ई-मेल: shikha999371@gmail.com

शोध सार

"सांवेग" शब्द लैटिन भाषा के "इमोवेर" से बना है, जिसका अर्थ है "लगातार चलना या बदलना" (मैक कोलम, 2002)। जीवन में सफल लोगों की पहचान करने के मानदंड के रूप में और इस उपलब्धि को प्राप्त करने के साधन के रूप में सांवेगात्मक बुद्धि अधिक व्यापक रूप से स्वीकृत की जाने लगी है (गोलमैन, 1998)। कुछ लोग अपने ज्ञान के कारण सफल नहीं होते बल्कि अपने आप से बातचीत में आकर्षक स्वभाव का उपयोग करके लोगों के साथ सामाजिक और भावनात्मक रूप से बातचीत करने की क्षमता के कारण सफल होते हैं (सेंट क्लेयर, 2004)। मनुष्य अपनी सांवेगात्मक बुद्धि के साथ-साथ अपनी अद्वितीय प्रतिभा और कौशलों का उपयोग करके जीवन के किसी भी क्षेत्र में सफल हो सकता है (शर्मा, मांगल, बिष्ट, 2018)। भावनाओं को पहचानने, समझने, प्रबंधित करने और सफलतापूर्वक संप्रेषित करने की क्षमता को "सांवेगात्मक बुद्धिमत्ता (EI)" कहा जाता है। पिछले कुछ वर्षों में विद्वानों की सांवेगात्मक बुद्धिमत्ता और इसके कार्यों को विभिन्न संदर्भों में अध्ययन करने में रुचि बढ़ी है, जैसे कि नेतृत्व, रिश्ते, व्यक्तित्व और व्यावसायिक विकास। सांवेगात्मक बुद्धिमत्ता का विकास और इसके घटक इस समीक्षा के मुख्य विषय होंगे। सांवेगात्मक बुद्धि का विकास बचपन से ही जीवन भर होता रहता है। शोध के अनुसार, माता-पिता, अन्य प्राथमिक देखभालकर्ता और शिक्षक, भावनात्मक समर्थन देकर, भावनात्मक नियंत्रण के लिए रोल मॉडल के रूप में सेवा करके, और सामाजिक कौशल प्रदान करके बच्चे की सांवेगात्मक बुद्धि के विकास पर पर्याप्त प्रभाव डाल सकते हैं। किसी की भावनाओं, शक्तियों और कमजोरियों को समझने को "स्व-जागरूकता" कहा जाता है। स्व-नियमन सकारात्मक और स्वस्थ तरीके से किसी की भावनाओं, विचारों और व्यवहारों को नियंत्रित करने की क्षमता को संदर्भित करता है। किसी के व्यक्तिगत और व्यावसायिक लक्ष्यों को पूरा करने की इच्छा को "अभिप्रेरणा" कहा जाता है। दूसरों की भावनाओं और आवश्यकताओं को समझना और उन्हें समझने में सक्षम होना "समानुभूति" के लिए आवश्यक है। सफलतापूर्वक संवाद करने, संबंध बनाने और बनाए रखने तथा सहयोग करने की क्षमता "सामाजिक कौशल" के सभी उदाहरण हैं।

कुंजी शब्द: सांवेगात्मक बुद्धि, भावनात्मक बुद्धिमत्ता, सामाजिक कौशल

आरक्षित वर्गों के विद्यार्थियों के शैक्षिक आकांक्षा स्तर — विशेष सन्दर्भ में राष्ट्रीय शिक्षा नीति 2020 की महत्त्वपूर्ण अंतर्दृष्टि

पारुल त्यागी (शोधार्थिनी)

प्रो. डॉ. अन्नोज राज (विभागाध्यक्ष, शिक्षा विभाग)

स्वामी विवेकानंद सुभारती विश्वविद्यालय, मेरठ

परिचय

एक व्यवस्थित शिक्षा नीति देश के सभी वर्गों के स्तर को विकसित करने के लिए आवश्यक है क्योंकि शिक्षा विद्यार्थियों को आर्थिक और सामाजिक प्रगति की ओर ले जाती है। सभी देश अपनी शिक्षा प्रणाली को मजबूत और उपयोगी बनाने के लिए स्कूल और कॉलेजों के सभी वर्गों के छात्रों पर विभिन्न नीतियों को अपनाते हैं। हाल ही में भारत सरकार ने नई शिक्षा नीति (NEP) की घोषणा की, जो भारतीय अंतरिक्ष अनुसंधान संगठन (ISRO) के पूर्व अध्यक्ष डॉ. कस्तूरीरंगन की अध्यक्षता में संगठित की गई थी। यह शोध पत्र आरक्षित वर्गों के विद्यार्थियों की शिक्षा प्रणाली में घोषित विभिन्न नीतियों पर प्रकाश डालता है। राष्ट्रीय शिक्षा नीति 2020 ने भारत के आरक्षित वर्गों की शिक्षा प्रणाली पर इसके गुणों के साथ-साथ अनुमानित प्रभावों पर चर्चा की है। अंत में, इस नीति के उद्देश्यों को प्राप्त करने वाले छात्रों के आकांक्षा स्तर को ऊपर उठाने की दिशा में इसके प्रभावी क्रियान्वयन के लिए कुछ सुझाव प्रस्तुत किए गए हैं

मूल शब्द: राष्ट्रीय शिक्षा नीति, आरक्षित वर्ग, शैक्षिक आकांक्षा स्तर

उच्च शिक्षा में पाठ्यक्रम विकास तथा कार्यान्वयन

प्रीति, शोधार्थिनी

विभाग: समाजशास्त्र एवं राजनीतिक विज्ञान

समाज विज्ञान संकाय, दयालबाग एजुकेशनल इंस्टिट्यूट (डीम्ड यूनिवर्सिटी), दयालबाग, आगरा – 282005

ईमेल – priti1011dei@gmail.com

सारांश

भारत, जनसंख्या की दृष्टि से चीन के बाद विश्व का दूसरा सबसे बड़ा देश है, जहाँ विशाल कार्यबल एवं आत्म-रोजगार की प्रवृत्ति विद्यमान है। यहाँ के छात्रों को राष्ट्र का "भविष्य-निर्माता" माना जाता है, किंतु बेरोजगारी एक ऐसा अभिशाप है जो इस निर्माण-प्रक्रिया में गंभीर बाधा उत्पन्न करता है। इसलिए, भारत की शिक्षा प्रणाली, विशेष रूप से उच्च शिक्षा प्रणाली में पाठ्यक्रमों को नए सिरे से विकसित कर उन्हें समयानुकूल और रोजगारोन्मुख बनाना आवश्यक है। पाठ्यक्रम किसी भी शिक्षा-व्यवस्था की 'रीढ़' होता है, अतः उसमें व्यवहारिकता, प्रासंगिकता और समावेशिता को स्थान देना अनिवार्य है। राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद (NAAC, 2008) ने इस दिशा में विशेष बल देते हुए प्रत्येक मापदंड में सर्वोत्तम शैक्षिक प्रथाओं को समावेशित करने की आवश्यकता पर जोर दिया। इन प्रथाओं में शामिल हैं: छात्रों में वैज्ञानिक दृष्टिकोण का विकास, जाति या वर्ग के भेदभाव से परे गुणवत्तापूर्ण शिक्षा का प्रसार, खेल एवं दृश्य कलाओं में कैरियर निर्माण के अवसर, छात्रों में स्वस्थ राजनीतिक दृष्टिकोण और नेतृत्व क्षमता का विकास आदि। इन सबके अतिरिक्त, व्यावसायिक पाठ्यक्रमों को भी उच्च शिक्षा संस्थानों में एकीकृत करने की आवश्यकता है, ताकि छात्रों के व्यवहारिक एवं तकनीकी कौशल का विकास हो सके। इस दिशा में जिन पाठ्यक्रमों को सम्मिलित किया जा सकता है, वे हैं: फोटोग्राफी, एनीमेशन, इवेंट मैनेजमेंट, चिकित्सा प्रयोगशाला तकनीशियन, परामर्श मनोविज्ञान आदि। ये पाठ्यक्रम विद्यार्थियों को नए एवं अनपेक्षित रोजगार अवसरों के लिए तैयार करते हैं और उन्हें आत्मनिर्भर बनाते हैं। विशेष रूप से महिलाओं के लिए यह प्रशिक्षण सशक्तिकरण का माध्यम बन सकता है, जिससे वे स्वयं एवं अपने परिवार के जीवन-स्तर को बेहतर बना सकती हैं। इस प्रकार, यह अपेक्षित है कि भारत की शैक्षिक अकादमियाँ समयानुसार पहल करते हुए तकनीक-सहायता प्राप्त शिक्षा, उद्यमिता, नवीन अनुसंधान, और कौशल आधारित पाठ्यक्रम विकास की दिशा में ठोस कदम उठाएँ। इससे पाठ्यक्रमों में प्रासंगिकता, व्यवहारिकता और रोजगारपरकता सुनिश्चित की जा सकेगी।

कुंजी शब्द: उच्च शिक्षा, पाठ्यक्रम विकास, कार्यान्वयन, व्यावसायिक शिक्षा, तकनीकी कौशल, नवाचार

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