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of the Institute of Professional Excellence and Management

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C O N T E N T S

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Dr. Udayana & Dr Kanika

Value Education: Present Status And Trends

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शिक्षा एवं रोजगार के विविध आयाम
हरीतिमा दीक्षित व रजनी शर्मा

विशिष्ट बी0टी0सी0 कार्यक्रम के प्रति बी0एड0 एवं एम0एड0 प्रशिक्षणार्थियों की राय का एक अध्ययन।

श्री सुभाष चन्द्रा

Local Self Government An Effective Method of Women Empowerment

Dr. Rama Achyut Pande

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Dr. B.S. Goel

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A Visionary, Educationist & Philanthropist

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EDITOR-IN-CHIEF'S MESSAGE

An investment in knowledge pays the best interest.

-Benjamin Franklin

It is with great pride, enthusiasm and anticipation that I invite you to read current issue of IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION (IJITE) – 'A new series of IPEM Journal'.

In this issue of IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION (IJITE) of CTE, you will find an array of works, representing some of the variety and excellence that IPEM promises. The future of India lies in the present classrooms and teachers who provides the knowledge to the students that brings an opportunity to the students to make a clear difference in the society. There are a lot of challenges a teacher is facing in the classroom of today. Thus to meet those challenges, the teacher needs to be smarter than earlier and innovative in her practices. IJITE intends to be a

leader in facilitating a new kind of platform to the teachers, academicians, administrators and educational planners to transforms the ideas in academia. It not only will help in promoting research in the field of teacher education but also strengthen the relationship between communities and institution of higher learning.



Success in the knowledge economy comes to those who know themselves-their strength, their values, and how they best perform'.

-Peter Drucker

Keeping the quote, an enormous amount of work has gone into the development of this journal and I believe you will see that effort reflected in this edition and in the impact it will have in the field of teacher education.

As the Editor of IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION (IJITE), I take this opportunity to express my sincere gratitude to the authors who have chosen our journal to disseminate their research work. Further, I would like to thank the publisher Mr. Anupam Goel Associate Editor, Assistant Editors, Review Committee members, Ex Executive Director and Director General of IPEM for the success of this Journal.

We look forward to receive the contributions for our next issues from academicians, scholars and professionals to ensure consistency and the success of the Journal. We welcome comments and suggestions that would advance the objectives of the Journal.

Dr.Sugandha Goel
Editor-in-Chief, IJITE

From the Editorial Board

We are glad to present fifth Edition of the Centre for Teacher Education Journal "IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION" Volume 5, July 2020 ISSN No.2581-5881. Publishing a research Journal is a tough task. However, we braved all the odds and published this issue as always, on time.

We followed a rigorous method to select the papers. All the papers we have included in this issue of IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION are peer reviewed and only those papers which went through this rigor have been given space in this Journal.

The issue has research papers related to innovation in the field of Education. The research papers focus on; Education And Employment – Perspective Of Women, Value Education: Present Status And Trends, Online Education during COVID-19: Advantages and challenges, Intellectual Property Rights & It's Nature, Inclusive Participation in Secondary Education: A Phenomenological Investigation, Role of Education to Eradicate Unemployment Critical Analysis of Issues & Challenges, Impact of Coronavirus on Indian Economy, Impact of Education and Employment on Women Empowerment, Innovations in Teacher Education, Education and Employment, Moral and Global Education in Youth, शिक्षा एवं रोजगार के विविध आयाम, विशिष्ट बी०टी०सी० कार्यक्रम के प्रति बी०एड० एवं एम०एड० प्रशिक्षणार्थियों की राय का अध्ययन | Local Self Government An Effective Method of Women Empowerment.

We sincerely hope that these in-depth research papers, focusing on different issues, will further stimulate the academic research, and will help in developing an insight in the concerned areas. We are eagerly waiting for your critical response which we shall incorporate in the forthcoming issues.

We are greatly indebted to the paper writers who took keen interest and submitted their research papers on time. It is because of the sincere efforts of these people that the IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION is in your hand today.

We are grateful to our Patron Dr. Anupam Goel who provided all the moral and financial support to publish the IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION.

IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION

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Education and Employment – Perspective of Women

Dr. Udayana*
Dr. Kanika**

ABSTRACT

Women form half of the world's population they constitute a significant piece of the society. Women render the most essential service to the society by assuming multifaceted jobs like mother, sister and spouse. Education is the way to socio-economic and cultural transformation of a country to understand its national objectives. Education guarantees personal satisfaction and increases individual satisfaction. Women could acquire abilities and get gainful employment and financial independence. Women are part of our socio-economic systems. The tool we used in paper is SPLSQ. The present study data were individually collected from 200 working women. This paper uncover that there is significant connection between education and employment. A pilot examination taken by the researcher from working women of different socio-economic status uncovers that working women are dissatisfied with their jobs due to manifold reasons.

Keywords: *Women, Education, Employment, Economic, Cultural, etc.*

Introduction

Women form half of the world's population they constitute a significant piece of the society. Women render the most essential service to the society by assuming multifaceted jobs like mother, sister and spouse. The place of women in society has been a significant issue in most developing countries. Theoretically, in numerous societies' women have the place of respect but there are tremendous differences between the ideal and reality.

Education is the way to socio-economic and cultural transformation of a country to understand its national objectives. Research studies uncover that there is significant connection between education and employment. Education guarantees personal satisfaction and increases individual satisfaction. Women are part of our socio-economic systems. They uphold our rich cultural and traditional qualities as they have a solid bond with the society. Their advancement is numerous often equated with

the country's advancement therefore, their participation in developmental activities of the societies is constantly a concern the principle of gender equality is enshrined in the India constitution in its preamble, fundamental rights, fundamental duties and directive principles. The constitution awards equality to women, but additionally empowers the state to adopt estimates of positive discrimination for women. In show disdain toward of all constitutional and social reforms for the upliftment of women's status, she endures miserable. Women in all societies had to battle hard for their correct position. A number of non-government organizations (NGOS) shifted their agenda from simple literacy classes towards projects of self-help through which women could acquire abilities and get gainful employment and financial independence. Literacy was combined with teaching women about wellbeing, sustenance and practices of everydaylife.

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Education as a variable for women development

Education is the key to financial and cultural transformation of a nation to realize its national goals. Education is the key to thriving and welfare. The start may be modest, as it is smarter to light one candle than to revile the darkness. Education revelation would be qualitatively free and universally applicable to crafted by the modern education of Indian Women. A social formation that had become fixed resembled a genuine a tree that had ceased to develop. Since the nineteenth century, women's development all over the world has always placed the privilege to education in the forefront of their demands. Women have miles to go to attain high status and nondiscriminatory parity. The Indian dilemma of sexual orientation figments and realities should be settled without pietism if the nation is to advance with women taking their legitimate place without the deigning concession of the masculine chauvinists.

Employment (=Earning) as a key variable for women empowerment

Women advancement infers the capacity to expand range of decisions and openings that will enable women to improve their capacities to let a superior quality of life. Monetary empowerment of women is related to employment, pay level and cash power. Employment gives so many things to women respect, sense of pride, certainty, peace, health, high status, and satisfaction. So employment or earning is the indicator of so many things. A significant pattern in women's occupational pattern since autonomy is the increasing passage of women laborers into non-traditional administrations and callings. Non- discriminatory open doors for advanced education, equality of chances in employment, changing social values rapid industrial expansion, better monetary improvement and so forth gave open doors for urban literate women to take up employment outside the home in considerable numbers.

Literature Review

Ulrich Teichler (2001), in International Encyclopedia of the Social & Behavioral Sciences (Second Edition) concluded that education dissociates the learner physically from work in order to prepare in a rational way for coping with diversity of work and life tasks. Education has a qualifying function and a status-distributive function for economy and society. He further explained that research on the relationships between education and employment is strongly influenced by a few economic paradigms, notably the human capital approach. But various other areas of research are relevant as well: labor market research, vocational education, educational sociology, sociology and history of the professional, sociology of mobility, etc. Past analyses of educational attainment excluded various modes of vocational training. He concluded that higher education graduates earn twice as much as compulsory school leavers on average in Europe. The higher the educational attainment, the lower is the risk of becoming unemployed. Education became the single most important determinant of career in the nineteenth and twentieth century.

Ulrich Teichler (2015), in International Encyclopedia of the Social & Behavioral Sciences (Second Edition) concluded that the relationships between education and employment are determined not only by the function of education to prepare learning for subsequent work tasks and other life spheres, but also by the fact that education selects. He further explained that the levels and the types of education, however, never are closely 'matched' to professional positions and job requirements. The dramatically rapid expansion of education is interpreted as serving the needs of the knowledge society as an oversupply which might be absorbed and as stimulating changes of the system of employment and work.

Objectives

1. To study the relationship between education and employment with women's perspective.
2. To study the satisfaction level of working women of different socio-economic status.

Research Methodology

Tool for data collection

The selection of tools for a particular study depends generally upon different considerations, such as the objectives of study, the measure of time at the disposal of the agent, availability of the suitable tools and the individual competency of the specialist to administer them. The instruments, which are employed to accumulate the data in an enquiry is known as tools. The accompanying tools were constructed for the concern reason.

- Construction of Socio-Psychological life status questionnaire(SPLSQ)

The SPLSQ was developed by the researcher herself for the concerned reason. This uncovers the socio-psychological status of working women. Its dimensions are (a) Education (b) Employment (c) Family System and (d) Stress & Anxiety. Educational dimension contains 7 items, Employment 14 items, Family System 4 items and Stress and Anxiety 11 items. Hence, altogether, there are 36 items. Each item has 05 options. These five options show the agreement disagreement continuum on a scale for positive thing and disagreement-agreement continuum on a deal for a negative item Moreover, each dimension additionally contains two open-ended inquiries where the appropriate responses can be supplied uninhibitedly by the respondents Hence altogether there are likewise 07 total options.

Data collection

The whole research process was created to reach one point in time; where the researcher and respondent met and interacted, and the data were collected. The data-gathering plan was successfully developed and implemented. For the present study data were individually collected from 200 working women. Subjects were approached at their working places and associations. An individual compatibility was created with each lady. They were made to feel

comfortable, warm and confident. In the wake of attempting to measure their condition and ability to answer the questionnaire each lady was given the questionnaire. Necessary instruction was given.w Their names and individual data were additionally collected. The subjects were given a good sum of time to top off thequestionnaire.

Result and Discussions

1. Researcher observed that there is strong relationship between education and employment with women's perspective. A trend towards higher levels of education required by the employment system is observed by the researcher. It is further concluded that education is the single most important determinant of employment in present scenario too as mentioned by **Ulrich Teichler (2001)**, in International Encyclopedia of the Social & Behavioral Sciences.
2. **Table 1** indicating satisfaction level of working women of different socio- economic status because of their varieties in employment status. Table shows t-value of between contrasts of working women of different socio-economic status because of differentials in earning.

Table 1 concluded that level of satisfaction due to employment of socio-psychological living of women is above average and that there is no difference in the opinion of working women of different socio-economic status regarding their satisfaction level.

Research indicates that employment is a key factor in determining the quality of life for women which further enhances and strongly influences the lives of children and families. Though it is observed that the pay gap between man and women has steadily narrowed over time; still satisfaction level of working women of different socio-economic status is not upto the mark.

Table 1
Level of Satisfaction due to Employment of Socio-Psychological Living of Women

	N	Mean	t	
High Income Group	61	63.9180	5.0222	11.053
Middle Income Group	67	68.9402		
Low Income Group	72	52.9027	16.0375	
High Income Group	61	63.9180		

Conclusion

The impacts of education on the socio- psychological life of working women are visible in different socio-economic strata. Observation of the researcher uncovers that satisfaction level of working women of different socio-economic status is not upto the mark due to manifold reasons. Researcher further uncovers that upper middle class working women are dissatisfied with their jobs because there is a mismatch between their jobs and educational qualification, job is likewise low paid. Working women of low socio- economic status are additionally dissatisfied with their jobs. In addition, unfortunate working condition is a truth of their status.

Still research indicates that Education and Employment affects overall well-being and quality of life for women as well as their families.

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Value Education: Present Status and Trends

Dr. Anju Baghel*

ABSTRACT

In the history of human civilization, India had been subjected to lot of transformation as a result of many foreign invasions. A glance of philosophical, historical, political and social aspects revealed that there was a major shift of value orientation from ancient past to present modern day. An attempt is made here by the researcher through this article "VALUE EDUCATION: PRESENT STATUS AND TRENDS" to analyse the impact of these value manifestations as a result of alien cultures on Indian education. Ancient India was rich in its spiritual and intellectual attainment. Ancient Indian educational thought helped man to understand the values and ideals of life and also made him to live in accordance with them. The concept of purushartha emphasised the right way of living . dharma (Righteousness), Artha (Wealth), Kama (Physical well being) and Moksha (Spiritual Freedom) were the four purusharthas. This shift has taken place in way of living from spiritual to materialistic of each and every individual gradually to alien cultural influence. In the changing scenario, the aims of education are redefined to prepare individuals for social and economic changes pertinent for national development, scientific and technological advancement, to guide and direct individuals to accept these changes and to receive benefit from such changes, to create a dynamic , non conformist and non conservative frame of mind in them. Social and educational needs are changed due to modernisation, westernization and industrialization. Modern educational thoughts, in free India, depicts the values of democracy, secularism, socialism and dignity of work on one hand, and justice , liberty, equality and fraternity on the other. Since the emphasis on value education is more on attitudinal development rather than knowledge or information about what is right or wrong, it is extremely difficult to develop valid and reliable evaluation tools and techniques for value development. There are various tools and techniques for evaluation of values among children of today like: Paper and Pencil Test, Observation Records, Documentary Evidence, Self Evaluation. Value crisis is growing at a faster speed than the galloping strides of Science. Hence despite man's progress and material prosperity, peace and happiness will elude him because of the inward turmoil of feelings and attitudes. It is obvious that success in Value education / inculcation depends upon the enthusiasm and commitment of teachers and management/government.

KEYWORDS: Values, Purusharthas, Moksha, Dharma, Mangement, Prosperity.

Introduction

In the history of human civilization, India had been subjected to lot of transformation as a result of many foreign invasions. Many cultural sub groups changed the ways of living, thought and values of India. A glance of philosophical, historical, political

and social aspects revealed that there was a major shift of value orientation from ancient past to present modern day. An attempt is made here by the researcher through this article "VALUE EDUCATION: PRESENT STATUS AND TRENDS" to analyse the impact of these value manifestations as a result of alien cultures on Indian education.

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The past:

Ancient India was rich in its spiritual and intellectual attainment. The ulterior objective of education, in the past, was to equip the child for spiritual and moral life. In spite of many differences among different schools of Indian philosophy, all of them realised the man's many sided nature and viewed man basically as a spiritual being. Indian educational thought has been considered to be not only intellectual pursuit but also a practical aid to show the right way of living. Ancient Indian educational thought helped man to understand the values and ideals of life and also made him to live in accordance with them.

The concept of purushartha emphasised the right way of living. Dharma (Righteousness), Artha (Wealth), Kama (Physical well being) and Moksha (Spiritual Freedom) were the four purusharthas. The important feature of value system that was seen in ancient Indian thought was that a man on one hand was given freedom to acquire wealth (artha) and on other physical well being (Kama) but it should be righteous way (Dharama) to attain ultimate goal of life (Moksha). The kind of voluntary and spiritual control of acquisition of wealth and physical well being within the frame of higher purusharthas (Dharma and Moksha), sustained a harmonious and virtuous way of living. Dharma was conceived in Indian thought as regulative principal in the achievement of Artha and Kama. It had also been conceived as a means for the realization of the ultimate end i.e. Moksha. Dharma, right action or right conduct, was viewed in terms of cultivation of the virtues of non- injury, sincerity, honesty, cleanliness, control of senses, charity, self-restraint, love and forbearance. This implies that the concept of Dharma indicated both individual as well as social values. Dharma gave importance to individual righteous action to attain spiritual or self-perfection with a social concern.

The present:

This shift has taken place in way of living from spiritual to materialistic of each and every individual gradually to alien cultural influence. Due to Mughal and especially British rule, the entire system

of Indian education, educational thought and practices have completely changed. Ancient Indian Educational thought is wrongly conceived to be irrelevant in the modern context. Ancient values and tradition are being criticised and misinterpreted. Gone were the days of gurukulas, where education was mostly spiritual and pupil belonged to teacher but not to an institution or school. But in modern days pupil belongs to a school where teacher teaches pupils by classes and not as an individual with their uniqueness and differences.

In the changing scenario, the aims of education are redefined.

- To prepare individuals for social and economic changes pertinent for national development, scientific and technological advancement.
- To guide and direct individuals to accept these changes and to receive benefit from such changes.
- To create a dynamic, non conformist and non conservative frame of mind in them.

From this it is evident that the ulterior aim of education is to develop necessary skills, attitudes and values for meaningful and virtuous living in the changing society.

Value Education in Free India:

Social and educational needs are changed due to modernisation, westernization and industrialization. Since the dawn of independence, India adheres to the socialist, secular and democratic principles to accomplish justice, liberty, equality and fraternity. Hence modern educational thoughts, in free India, depicts the values of democracy, secularism, socialism and dignity of work on one hand, and justice, liberty, equality and fraternity on the other. In order to inculcate these values among younger generations, modern classroom practices have become more sophisticated and technologically oriented and this in the context where exactly the ancient system of education is believed to be inadequate. However, much an attempt is made to transact scientific, technical and professional education to younger generation; it must be kept in mind that Indian students must be educated in Indian way.

S.NO.	TOPIC OF ACTIVITY	ACTIVITY	VALUE DEVELOPED
1.	History Of Freedom Struggle	1. To collect pictures of freedom fighters 2. To read stories from the biographies of freedom fighters	Brotherhood
2.	Cultural heritage	1.To facilitate reading of stories from Ramayana 2. To narrate stories from Mahabharata	Brotherhood
3.	Democracy	1. To explain concept of Democracy through incidents. 2. teacher must adopt democratic principles in his teaching	Equality
4.	Secularism	1. collection of photographs of all founders of religion 2. To dramatise specific incidents in the lives of religious preachers.	Secularism, Respect
5.	Equality	1. To provide equal learning experience in the class room. 2. To narrate stories from history above brave deeds of males and females.	Equality
6.	To Maintain Environmental Equilibrium	1. To clarify corelation between nature and child. 2. To narrate medicinal use of plants.	Love of Nature.
7.	To break social stratification	1. To make students aware of social equality. 2. To translate good works in other languages.	Equality.
8.	To create awareness of Scientific progress and technological development	1. To reads lives of scientist. 2. To narrate science stories.	Scientific temper.
9.	International understanding and peace	1. To explain panchasheel 2. To explain the concept of international	Equality

S.NO.	TOPIC OF ACTIVITY	ACTIVITY	VALUE DEVELOPED
10.	Socio economic inequalities and measures to reduce them	1. To bring out social inequality 2. To bring out economic inequality 3. Measures to bridge the gap between socio economic equality 4. To explain disadvantages of economic inequalities.	Self reliance, Dignity of labour.
11.	Respect for the Indian constitution.	1. Reading of lives of Constitution makers. 2. To explain the salient features of the constitution 3. To explain duties and responsibilities of the citizens.	Equality, Fraternity, secularism

Evaluation Strategies:

Since the emphasis on value education is more on attitudinal development rather than knowledge or information about what is right or wrong, it is extremely difficult to develop valid and reliable evaluation tools and techniques for value development.

Evaluation Tools and Techniques:

- A. Paper and Pencil Test:** These usual types of test can be largely used for evaluating 'knowledge' level of development pertaining to what is right or wrong, true or false, desirable or undesirable, etc. They may be used also for aspects of appreciation in terms of opinion held and discrimination with reasons.
- B. Observation Records:** Observation records may be developed with reference to the behaviour of individuals in natural or artificial settings wherein the kind of behaviour exhibits the kind of appreciation of certain values like tolerance of others, willingness to listen to others attentively without interference, expressing joy at beauty or showing disgust at undesirable incidents of behaviour etc. The

appreciation may be recorded descriptively and later graded under three categories:

1. for logically justifiable appreciation.
2. For general appreciation without giving rational reasons and
3. for luke warm appreciation or indifference.

These levels may be used for thinking and planning remedial action to develop appropriate appreciation of values.

C. Sign with date, if possible.

Conclusion:

Value crisis is growing at a faster speed than the galloping strides of Science. Hence despite man's progress and material prosperity, peace and happiness will elude him because of the inward turmoil of feelings and attitudes. In more than 90% of homes, desirable value inculcation becomes impossible due to various reasons. Politics, economics, industry and even cultural activities are becoming more and more barren of Values.

It is obvious that success in Value education / inculcation depends upon the enthusiasm and commitment of teachers and management/ government.

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Online Education During Covid-19: Advantages and Challenges

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ABSTRACT

Advances in information technology (IT) pose new challenges for traditional educational institutions to prepare faculty members to teach online courses with technology (e-teach). The long lockdown for the COVID-19 pandemic has closed schools, colleges and other educational institutions and a large number of students in cities and towns are stuck to computers and smartphone screens. This article presents an exploratory investigation designed to identify some advantages and disadvantages of online learning. Implications of the findings can help to conduct online classes more effectively.

Keywords: *Online Learning, Information Technology (IT), Face-to-Face Teaching, Advantages, Disadvantages.*

Introduction

With different situations teaching may take different arrangements, but the spirit of it still remains the same. According to the dictionary (dictionary.com), teaching means imparting knowledge or skill, or causing somebody to develop a set of skills or knowledge. No matter where, what, who and how a teacher teaches his goal is always imparting the knowledge and developing skills using appropriate method for a specific age group that is available at a specific time. The main goal of the teaching is always to help the student achieve his/ her result.

Due to the lockdown for the COVID-19 pandemic schools and colleges at large have to shift to online mode of teaching. This immediate switching over from face to face teaching to on line teaching has created lots of fears in the teachers about something which we can say, the fear of unknown.

There are many questions in the mind of the teachers like: What will happen if my internet is down? What if students miss their classes? How do I teach the

class? How do I complete the lesson online? What skills I need to develop?

Can I give my 100% in online mode? But if we analyse these questions they have to do with the technicalities, but they have nothing to do with teaching. If a teacher knows how to teach all that he needs to do is to learn the basic online tools needed for teaching and start using them.

This was seen during the lockdown, teachers took to online apps for lectures, tutorials and assessments, e-learning which posed a challenge to both teachers and students over technology and access, but kept everyone busy with worksheets, video lectures and assignments. Some institutions uploaded lectures to YouTube, while the Kendriya Vidyalaya Sangathan is deploying its Swayam Prabha portal, which has lectures on DTH and online, to help students. Some institutions have adopted the Zoom app, others Google Classroom. Most teachers and students are digitally literate and savvy, but full-time distance education is still a new experience.

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Though there are some limitations to online learning but at the same time there are many advantages also which I will be discussing:

Advantages of Online Learning:

1. No Restrictions of Boundaries

Online learning has no restrictions of time and location. Along with locational restrictions, time is one of the issues that learners and teachers both have to face in learning. In the case of face-to-face learning, the location limits attendance to a group of learners who have the ability to participate in the area, and in the case of time, it limits the crowd to those who can attend at a specific time. E-learning, on the other hand, facilitates learning without having to organize when and where everyone who is interested in a course can be present.

2. Developing comprehension skills:

For a language teacher if she is teaching online she can focus on developing the communication skill of the learners and also develop their listening skills. Working online prompts the students to be more alert and attentive. In face to face traditional classroom environment listening is aided with other types of communication.

3. Greater focus on learning

In traditional class the student can easily be distracted and he may lose attention, but in online teaching the distractions are less when the student is busy in doing the task online. He has to focus more during online teaching.

4. Wider range of e-content available for reference, and easily accessible

Internet has plenty resources that makes the learning material of the teacher more versatile and customized, but when we go back to traditional classroom teaching there is somewhat limitation when it comes to retrieving information and accessing a wider range of assignments within seconds.

5. Quality student support:

When the teacher teaches online she is more available throughout her class to her students as compared to face to face teaching because at times she may be engaged in some other assignment also

which can affect her class. This means you can give better support to your students online. Thus better support will provide better results.

6. Time and comfort:

In online teaching there is no commuting therefore it becomes comfortable for the teacher as well as the students to involve in teaching learning. This comfort helps in building a conducive environment for studies and gives happiness to both teacher and students.

7. Helps in designing the course material:

Designing a course in a way that makes it interactive and fun through the use of multimedia or the more recently developed methods of gamification enhances not only the engagement factor but also the relative lifetime of the course material in question.

8. Cost Effective

This is directed to both learners and teachers, but there is a good chance that whatever your role you had to pay exorbitant amounts of money at some point to acquire updated versions of textbooks for school or college. While textbooks often become obsolete after a certain period of time, the need to constantly acquire new editions is not present in e-learning. With e-learning the professor has the ability to host a guest lecture without having to spend much money. It can be done virtually, with cameras for both the lecturer and the students, and with the use of microphones to facilitate the same level of interaction that would be possible if the lecturer were physically present in the room. The added benefit comes in when we are able to replay the lecture and gain even more out of it. Students that missed out can view the recording, or students that attended can watch it again to further their understanding.

9. Get a global exposure:

As organizations adopt technologies to improve the efficiency of day-to-day operations, the use of the internet becomes a necessity. As multinational corporations expand across the globe, the chances of working with people from other countries increases, and training all those parties together is an issue that e-learning successfully addresses. And that's a great advantage of online learning!

Challenges that arise with e-learning:

Even given all the benefits of e-learning, one cannot deny there are some drawbacks. A good example of a disadvantage of online learning is that practical skills are somewhat harder to pick up from online resources.

1. Sense of Isolation

Though e-learning offers ease, flexibility and the ability to remotely access a classroom in the student's own time, learners may feel a sense of isolation. This is because learning online is a solo act for the most part, which may give the learner the feeling that they are acting completely alone. As technology progresses and e-learning benefits from the advancements being made, learners can now engage more actively with professors or other students using tools such as video conferencing, social media, and discussion forums amongst others.

2. Health-Related Concerns

E-learning requires the use of a computer and other such devices; this means that eyestrain, bad posture, and other physical problems may affect the learner. When running an online course it's a good practice to send out guidelines about correct sitting posture, desk height, and recommendations for regular breaks.

3. Unavailability of laptops or tablets:

Not all students might have laptops or tablet computers. Since the whole family is at home, the only laptop or computer in the house might be used by the parents who are working from home as well. While smartphones are the next best option, teachers are apprehensive about students using them earnestly because of distracting apps.

4. Technical Constraints faced by teachers:

Teachers too might have technical constraints. Some teachers are equipped to take classes but the same might not be the case for other institutions. Going forward, all institutions will have to chalk out an infrastructure plan, Most teachers find it difficult to cope with online teaching. Lack of familiarity with technology forces them to seek help from their children to set up apps and deal with technical glitches.

5. Short of Attendance:

Some schools are using trial and error methods to send worksheets and videos. But unlike the classroom we may not have 100% attendance.

6. Unsatisfied Parents:

Parents are finding it difficult to adjust to the online system of the children. Due to the lockdown, domestic help is not available adding to household work. Some parents say schools are going online only to justify charging the fees. Without text books for the new session, schools are sending study materials as terse WhatsApp messages.

7. Struggling teachers:

Teachers have been pushed out of their comfort zones. Teachers all over are struggling to make online learning work. It is important to just embrace this new reality and work within its limitations and use the opportunities.

Many educational institutions that are not so used to the digital world, the new reality can be more difficult

8. Difficult to teach practical subjects:

Online learning can be difficult, if it is meant for disciplines that involve practice. Most of our subjects are very practical and hands on so it's difficult to teach from a distance. How do you show a student how to cut and tailor a piece of cloth unless they are in front of you.

9. Lack of Human Interaction:

Only in a small group a person can develop properly. At school, students learn how to make friends, be patient, get rid of disappointment, and especially to compete. Competition between colleagues can be very stimulating and students will only benefit from it. Online learning cannot offer human interaction.

10. Another disadvantage refers to the fact that online courses cannot cope with thousands of students that try to join discussions. Also,

Conclusion:

There are several big challenges to online teaching as well, but it doesn't mean that they cannot be

overcome. With the right training and basic online skills, teacher will be able to tackle those as well.

Student interest in online classes offered as live teaching can be sustained only with a mix of activities, worksheets and interactive sessions. Teachers should have a structured plan which does not suffocate or burden them. How children feel or what they are going through during this lockdown needs to be worked through, and teachers need to be considerate. Online learning should be seen as a complement and extension of classical forms of learning. Not even the best online course can fully replace the personal contact with a teacher, or the human relationships that develop in a group.

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ABSTRACT

Different types of intellectual property rights are awarded to their creators for a fixed period i.e. 20 years as remuneration for the specific research they have done. During this period, no one or any commercial manufacturing company can use any of the above five rights in the production rights without the permission of the manufacturer. Only the manufacturer of the goods has a monopoly on the production or commercial use of the goods during this period. In return for the labor, money and time spent by the manufacturer, the government of the country gives him this monopoly. No one but her owner can make that thing during this period. So that production has no competition in the market. Since there is no competition then her prices are huge. These rising prices inevitably lead to conflicts between intellectual property rights, and other rights.

Keywords: *Intellectual Property Right, Commercial Manufacturing, Commercial Use.*

Introduction

The origins of this concept of intellectual property rights can possibly be traced backwards. There is a very old concept in The Jewish law in this regard. Which has the same effect as a modern intellectual property laws. Although the concept of intellectual creation as an asset did not exist at that time, it seems to have been commented on in a similar way. Especially in the sixteenth century Hasagat G. Wool (improper encroachment) theory was used to prove copyright to a limited time publisher (not the author). It is forbidden to take action against certain mental crimes in the Talmud. They consider this to be a literal theft of intelligence. Even though some people comment on the theft of these concepts, they believed that this teaching is mainly related to fraud and deception and not fraud in the matter of property. It is clear from this that, at that time, there was an attempt to study intellectual property rights at International level. Thomas Jefferson and James Madison had some confusion about the monopoly of copyright and the monopoly of patents on the drafts

of the copyright clause, and they have written extensively on the subject. The fixed ownership of an object after it has been discovered is a gift of social law to the property of that discovery. It is given late for the professional advancement of the society. The question then is, can a unique invention be claimed as a natural right, a natural right, in a person's mind or in a person's brain?

If nature has made anything more sensitive than any other property, it is a concept of imagination that a person can hold it independently as long as he keeps it to himself, but when that thing is left free for the whole society, everyone can take possession of that thing. Tries. The recipient cannot dispose of the item on its own. The strange reason behind it is also that no one has less of it, because everyone is its complete owner like everyone else. Anyone who gets a new beautiful idea should pass it on to others. They should spread these ideas independently all over the world without keeping them is secret to improve their condition by understanding the moral and reciprocal instructions of the man. When he re-created those ideas from the flames of fire, without

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diminishing their density anywhere at any moment, including the scattered space in which we all breathe, move alive, and our physical existence is a incapable of limited or exclusive use, all these concepts for the welfare of the universe. Should be distributed free of charge. His subsequent inventions are natural and cannot be the subject of personal property.

History of Copyright Law

The term "intellectual property" has been used in modern times since the first Swiss Federal Office for Intellectual Property (Bureau Federal de la ProprietBuddhiel) was established in 1888. The administrative secretariat, established at the Bern Conference in 1893, was later merged with the Federal Bureau, with its office located in Bern. At the same time, he adopted the term "intellectual property" for the first time under his joint title, "Intellectual Property Protection" for United International. The organization was transferred to Geneva in 1960 and later succeeded in 1967, under the auspices of the United Nations under the World Intellectual Property Organization (WIPO). Dr. According to Lemley, the term was actually first used in the United States (which did not participate in the Bern Convention). This concept was the first to outline the concept after the French Revolution.

In 1818, the French liberal thinker Benjamin Constant argued in his collection of writings against the recently introduced notion of property, intelligence. The term intellectual property was used in the October 1845 case of *Brown v. Davol* and others at the Massachusetts Circuit Court, in which Judge Jesus Charles L. Woodbury wrote that the only way to protect intellectual property is through intellectual labor, intellectual products, and intellectual interest, like the grain a person owns or the livestock he owns. (According to Section 1 of the French Act of 1791, all newly invented intellectual inventions are the property of the author. The assets of the researcher and the inventions they make will be patented in the name of the researcher for five, ten or fifteen years to enjoy the satisfaction and financial temporariness of his research. In the archives, it is clear how old this concept is.

Economic Incentives and IPR

These privileges allow the owners of intellectual property rights to make a monopoly profit once they have obtained a patent for that particular product. These monopoly profits provide more and more financial incentives for intellectual property creation, and related to research and development costs. This is why manufacturing companies benefit greatly from this financial incentive. The benefits are long-term, which is very useful for improving the financial condition of companies. This is why many companies today are trying to set up research and development departments in their departments to inspire new research and earn special rewards.

Coordinating Economic Development

Significant contributions to special economic growth is made by the legal monopoly provided by IPR laws. Global economists estimate that two-thirds of the value of large businesses in the United States can be linked to intangible assets, with industries relying on IPR security 2 percent more per employee than non-IPR industries. The joint research project, which measures the impact of the IPR system on the WIPO and the six Asian countries that are members of the United Nations, calls for "strengthening the IPR system, and building positive coordination between subsequent economic growth. However, there is no interrelationship between them and no special causal relationship between these institutions. Patent holders have the freedom to settle anywhere, in situations where they would prefer to work in countries where intellectual property laws must be strict. In some cases, the direct IPR system is preferred to drive economic growth from foreign investment to equity.

The Role of Intellectual Property Rights & Economics

Intellectual property or property rights are a form of temporary monopoly, a legal system applied in the state with respect to the expression and use of ideas. Intellectual property rights are generally limited to

non-competitive items. Things that can be enjoyed or used by many people at once. The use of one person can deprive another person of its use. It can be compared to competitive items such as clothing, which can only be used by one person at a time. For example, mathematical formulas can be used by many people at the same time. Some objections to the term intellectual property is based on argument.

This intellectual property or property only applies to a truly competitive object. In this case, many people can use non-competitive items at the same time. To ensure such work, productive elements need to be encouraged in various ways for research in addition to money. Monopolies, on the other hand, also have inefficiency. In such a situation, producers socially produce less than they need and charge more. This is why the establishment of intellectual property rights represents a transaction that balances the interests of society with the problems of monopolies by promoting their production in the production of competing goods. Intellectual property rights will depend on a number of factors related to each society and product, including transactions and related benefits, and its costs to society.

What Is a Intellectual Property Rights?

When an individual or an organization uses its intellect to create something, it has a limited monopoly on that creation! Intellectual property rights vary depending on the type of creation. It includes literature, paintings, sculptures, music, plays or films on the creation of a beautiful work of art. On top of that, their creator, the author gets the copyright. Its right to independence or ownership is legally transferred to that person or organization. They are entitled to legal rights under the Government of India's Copyright Act, 1962. Another important aspect of this intellectual property right is that if there is a trademark identifying the product or a brand name or a slogan identifying the product, the product gets a trademark on it. This trademark cannot be used by anyone else. If such an attempt is made by other companies, it may be a violation of the law, and the original company can be sued. The third important factor in the aesthetic design of an industrial product is the car, motor bike, t. Innovative size of V, bicycle or mobile phone, etc. Above you get special industrial design rights. No one can copy or duplicate this design. Suppose some

theft or plagiarism is committed by another company in this way, the company can be legally sued. Earlier, Apple Corps had filed a lawsuit against Samsung for allegedly stealing Apple's iPhone technology. The fourth important point in this intellectual property right is that when a geographical location becomes the specific identity of that product, the 'geographical indicator' acquires certain rights under the intellectual property right.

The fifth important thing under intellectual property rights is that an innovative product or the researcher gets the financial reward for the intellectual property of the innovative discovery made by that researcher in the process of making the product, which is called patent.

Evaluation

Although the term intellectual property rights is widely used, some critics have completely rejected the term intellectual property. Richard Stallman argues that this intellectual property rights law is systematically distorted and confused. Only those who benefit from it are supporting and encouraging its use. He claims that the term, "intellectual property rights" serves as a tool to keep everyone in one place, so that independently enacted laws evolve differently. Which have different rules, and they present different public policy questions. These critics recommend that the world discuss copyright, patents, and trademark law in a specific way, and that the mystical study behind it warn the world against this separate law.

Conclusion

Some critics of intellectual property suggest that, for example, people involved in the free culture movement are extremely harmful to world health, and their inventions determine intellectual monopoly and argue in a variety of ways. This role is extremely detrimental to people with the benefit of a concentrated interest around the globe. This monopoly on intellectual property rights, which continues to grow in the form of copyright extensions, software patents and business patents, is detrimental to the public welfare and social interest.

While other matters are often criticized in the context of this intellectual property law, it should not be forgotten that the expanding trend of intellectual property is related to the protection of both independent time and opportunity. Now this trend is significant evidence of such a relatively longed copyright protection law. (This is evidence that one day it may become infinite.) In addition, those who develop and control intellectual property has sought to protect more. Today, patents have been approved for living animals and colors have also been trademarked. Our authoritarian monopoly on this particular system and technology is further strengthening the copyrights, patent systems and trademarks known as intellectual monopolies, privileges (IMPs), to the benefit of future generations, as many educators, including Brigitte Anderson and Thomas Allied Foundation, have written. This is also a form of colonialism.

Concluding

The main purpose of intellectual property rights laws is to encourage the creation of different types of intellectual property. Intellectual property rights are the intellectual product of the creativity of A human mind. In this regard, the nations of the world have been making and protecting their laws for centuries. The World Trade Organization was established in 1955. Aspects related to the trade of intellectual property rights (TRIPS) or TRIPS (TRIPS) are contracts of the organization. It stipulates that all

member countries of the World Trade Organization (WTO) must abide by it and enact laws accordingly. Laws related to intellectual property rights are also being changed for this reason, so that it will be in line with the trips.

Many people say that this intellectual property rights law has not been changed, because we need them today. But TRIP comments that many countries have lost their sovereignty because of the World Trade Organization and trips. Today, the debate is different. It is about opening source software and there are some controversies about intellectual property rights in this regard. This trip discusses seven types of intellectual property rights. There are a number of important issues in how intellectual property rights are protected under this Act.

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Inclusive Participation in Secondary Education: A Phenomenological Investigation

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ABSTRACT

In the last few decades tremendous progress has been observed in the field of Secondary Education in India in spite of enumerable challenges. However, the very essence of participation of each student in teaching learning process as per their pace and need is seemed to be received inadequate attention of the researchers and policy makers. Therefore, this study intends to investigate the lived experiences of Secondary School Teachers of Malkangiri District in Odisha and find out how they do conceptualize inclusive participation and how they do implement it in their respective classroom teaching learning process. In this venture, qualitative approach with phenomenological research design has been adopted for this study and purposive sampling has been employed by the Researcher for data collection. The findings of the study highlights the conceptual makeup of the Secondary school teachers about inclusive participation and challenges they face while implementing it in their classroom teaching learning process and explore a suggestive framework for wider application.

Key words: *Inclusive participation, secondary school, teaching learning process*

Introduction

After successful implementation of universalisation of elementary education the focus has been shifted to secondary education during 11th plan period to cope with the demand of enrolment raised by elementary education. In 2009 Govt. of India launched RMSA with primary objective of providing universal access to Secondary education by 2017 and universal retention by 2020 along with ensuring quality education. Since then a phenomenal growth has been observed in enrolment as well as increasing number of secondary schools in our country. In this journey like other states, secondary education in Odisha has also received due attention and RMSA implemented in 2009-10. According to Dept. of School & Mass Education of Odisha, there are 6193 Govt. and aided Secondary Schools, 849 Recognized High Schools and 151 permitted High Schools in the State. Total enrolment in secondary schools witnessed an increase of 11% from 12,05,999 in 2013-14 to 12,48,344 in 2017-18 (UDISE, Odisha). There are

30 districts in Odisha from which the researcher conducted her study in the district of Malkangiri. The GER was 49.26% in 2013-14 which increased to 19% and became 68.24 in 2017-18. It shows that the access has been increased to the secondary school education. This accessibility may not be sufficient unless it is delivered with quality. There are many quality indicators identified by different studies conducted on secondary education. NCERT has identified some broad quality indicators such as learner friendly inclusive curriculum, classroom process, teacher & pedagogy, Head teacher/principal and continuous and comprehensive evaluation (Marco & Adriana, 2015) found that teacher's ability to communicate with students is one of the most important factor for ensuring quality Secondary education (Sharma & Verma, 2017) added that class participation plays a vital role to make the teachers to understand whether students learned the concepts taught to them. But, this area has not received due attention while ensuring quality education. Thus this study attempts to find out

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whether participation happens in the classroom? Do the teachers create opportunity for participation? How they conceptualize inclusive participation? Do they face any challenges in promoting inclusive participation? These are some of the questions which the researcher would like to address in this article as a part of her research study.

Methodology:

In view of the complexity of the research questions, a qualitative method involving phenomenological research design was adopted to collect qualitative data to meet the intention of exploring the essence of inclusive participations and its different aspects through lived experiences of secondary school teachers. In this venture, 20 teachers from secondary schools of Malkangiri district of Odisha were selected purposively for gathering relevant data pertaining to the research questions stated. The reason of only 20 teachers is because of the data saturation.

Besides, semi-structured interview guide was subjected to for exploring the essence of inclusive participation and for gathering lived experiences of teachers on different aspects of inclusive participation. Each interview took a time period of 30-45 minutes. The interview was taken in both by using English and Odia language as teachers feel more comfortable in discussing the issues concern them.

Moreover before analyzing the data, 'bracketing' technique was adopted by the researcher because, it is one of the demands of the phenomenological research design. Categorically content analysis was conducted for analyzing the interview transcript. In this process, interview transcript was read by the researcher in its entirety. Subsequently, data was coded, categorized and finally, themes were created by merging the number of categories and from the verbatim showing significance to the research questions.

Furthermore, to ensure the trustworthiness of the study findings, credibility, transferability, dependability and conformability criteria were judged as proposed by Lincoln and Guba (1985) and Tracy (2010). Thus, strategies of prolonged engagement, member checking and investigator triangulation; thick description and audit trail were subjected to.

Data Analysis and Main Findings:

In the attempt to explore the essence of inclusive participation as perceived by the teachers of secondary schools, the whole findings are presented thematically. Each theme is articulated further with specific field and voices as well:

Table 1: Meaning of Inclusive Participation – An Exploration

Theme	Revealed Phenomena	Frequency	% of frequency
Meaning of Inclusive Participation	· Promoting participation (enrolment, attendance and participation in school & classroom teaching learning process) through inclusion of children irrespective of their caste, creed, religion, colour, sex and disability, in school and class room teaching learning process	10	45
	· Enrolment of Children with Special Need (CWSN) with general children in the class	7	35
	· Enrolment and attendance of all the children in their respective class	2	10
	· Enrolment of critically ill in separate class	1	5

Field data-2019

It can be felt from the above table that while defining the meaning of inclusive participation, teachers of different secondary schools define the term ‘inclusive participation’ the way they have perceived, experienced and practiced it. Table 1 displays further that a majority of (45%) secondary school teachers define ‘inclusive participation’ as an approach of promoting children’s participation in enrolment and attendance, in different school activities, and in classroom teaching learning process by embracing children irrespective of their caste, creed, colour, gender religion, disability, and learning difficulties. Emphasizing this, 35% teachers understand inclusive participation as Enrolment of

Children with Special Need (CWSN) with normal children in a class without wall, where as 10 % of teachers asserted it as enrolment and attendance of all kinds of children in their age appropriate class, but only 5% expressed that enrolment of physically critically ill children are required to be in a separate class. Contrary to this, one of the teachers had this to say: . . . inclusive participation refers to teaching all the students by paying equal attention as per their need without discriminating on the basis of their caste, creed, religion, whether the student is girl or boy or suffer any disease or without any limb or defect in it(SSI-Feb, 2019).

Table 2: Opportunities Created by the Teacher in the Class for Inclusive Participation

Theme	Revealed Phenomena	Frequency	% of frequency
Opportunities Created by in the Class for Inclusive Participation	· Lesson plan delivered with the help of TLMs	12	60
	· Free environment to ask question	11	55
	· Often students divided into groups to perform the task	8	40
	· Difficult concepts made simplified by asking students repeatedly	7	35
	· Weak students paired with bright students	5	25

With respect to the opportunities created by the teachers in the class for inclusive participation, some phenomena can be observed from the Table 2 that 60% of secondary school teachers delivered lesson with the help of TLMs relating to a specific object and critical aspects of learning, where as 55% claimed that they give freedom to and encourage students to ask questions during instructional process if they get confused or for getting more concrete ideas on a particular aspect of learning. It was also delineated by 40% of teachers that they prefer to teach by dividing students into small groups as it creates opportunity of proximity, while 35% teachers reported that they usually attempt to clarify the hard spot of learning by asking questions repeatedly to the students. Highlighting this, one of the teachers

asserted further that: . . . prefers to use question answer technique more often than not to clarify the concept as this approach is anticipated for greater students involvement in the learning process” (SSI-Feb, 2019).

It was also pointed out by 25% of teachers that they do pair the learning difficulty students with the bright students so that they can learn from their peers. At this point, when participants were asked to share their views on what opportunities they create for the students for inclusive participation. The following quote was taken from one of the interviewed teachers of secondary schools: . . . more encouragement given to students for asking questions without any fear to the teachers; in some

cases, opportunities given to ask questions to their own friends or they allowed to give question by writing to the teachers or can drop in the query box

so that it can be addressed in the subsequent instructional sessions (SSI-Feb, 2019).

Table 3: Best Practices Followed in the School

Theme	Revealed Phenomena	Frequency	% of frequency
Best Practices followed in the school	· Work in coordination both teaching and non teaching staff and student	18	90
	· Good Library and Science Lab and Maths Kit	15	75
	· Extra classes for students	8	40
	· Counseling the students	12	60
	· Periodical interaction with the parents	5	25

With regards to adopted best practices for inclusive participation, the Table 3 shows that 90% of teachers viewed that they work in coordination both between teaching and non-teaching staff and they do not forget to involve students as well. At the same time, they usually invite retired or in-service personnel in the subject or issues concerned from the local community to classroom. Similarly, 75 % of respondents reported that they have a very good library, appropriate Science Lab and Maths Kit. Further, it was also noted that 40% of teachers said that they go for Extra classes for students, while 60% teachers counsel the students for coming to the class regularly and complete the syllabus properly to be

appeared in the exam without any stress and burden. Likewise, 25% teachers also opined that they interact regularly with the parents to create conducive environment in home by making available of proper and adequate academic stimuli and not to engage children in house work. In connection to this, one of the teachers expressed that: . . .we conduct a programme called ‘Parimarjan’ . . . in which we encourage Class – X students to practice in both subjective and objective questions. This method helps students for better memorization and broad understanding of the subject content (SSI-Feb, 2019).

Table 4: Barriers to Inclusive Participation

Theme	Revealed Phenomena	Frequency	% of frequency
Barriers to Inclusive Participation	· Lack of adequate infrastructure	19	95
	· Culture specific language based TLM s and language supportive pedagogy	12	60
	· Lack of adequate staff	18	90
	· Students absenteeism	15	75
	· Lack of community participation	15	75
· Socio economic status of the parents	14	70	

In connection with the barriers to inclusive participation, the Table 4 above indicates that inadequate infrastructure is a great stumbling block for inclusive participation as viewed by 95 % teachers, whereas 60% teachers expressed that unavailability of culture specific language based TLMs and language supportive pedagogy as a barrier that adversely affect the inclusive participation. However, 90% respondents claimed that shortage of staff, 75% viewed students' absenteeism and less community participation, and

70% said poor socio economic condition of the parents acted as barrier in promoting inclusive participation in classroom as well as in schools. In this connection, one teacher asserted that: . . . serious challenges are encountered in promoting inclusive participation due to limited staff and infrastructure, lack of skills in language supportive pedagogy, poor economic condition of parents that force to send their children to work and this critical situation prevents students to attend school regularly (SSI-Feb, 2019).

Table 5: Suggestion for Promoting Inclusive Participation in the School

Theme	Revealed Phenomena	Frequency	% of frequency
Suggestion for promoting inclusive participation in the school	• Equal facilities to every student irrespective of caste	16	80
	• Providing stationery and books to all students	19	95
	• Mid-day Meal provision	12	60
	• Promoting community participation	12	60
	• Academic freedom to the teachers	5	25

With regards to the suggestion for promoting inclusive participation in schools, the above table suggests that 80% respondents viewed that equal facilities to every student should be given irrespective of caste and economic status, whereas 95% viewed to provide free books and stationery to students. On the other hand, 60% respondents expressed Mid-day meal provision ought to be there as per students' interest and 60% of respondents suggested that community participation should also be promoted on regular basis. However only 5% teachers said that academic freedom to teachers is essence so that inclusive participation can be practiced and promoted properly during classroom teaching learning process. It is this direction, one of the participants was quoted saying:

Government is required to treat these students equally with other children of the state. It is this context; problem is quite peculiar as some students come to attend the classeven without food. It seems inhuman that in a same campus Mid-day meal is given to Class – VIII student but these students are

not offered as there is no provision of mid-day meal for secondary children. We would like to request Government to look this issue genuinely and continue 'Mo School Abhiyan' on regular basis (SSI-Feb, 2019).

Main Findings:

The major findings that emerged from the current study were presented as follows:

1. Inclusive participation refers to Promoting participation (enrolment, attendance and participation in school & classroom teaching learning process) through inclusion of children irrespective of their caste, creed, religion, colour, sex and disability, in school and class room teaching learning process
2. Different opportunities are created by the teachers to promote inclusive participation such as Lesson plan delivered with the help of TLMs, Free environment to ask question, Often students divided into groups to perform the task, Difficult concepts made simplified by

asking students repeatedly, Weak students paired with bright students

3. Best practices such as Work in coordination both teaching and non-teaching staff and student, Work in coordination both teaching and non-teaching staff and student, Extra classes for students, Counseling the students and Periodical interaction with the parents
4. Many barriers are found that hinders inclusive participation such as Lack of adequate Infrastructure, Lack of adequate staff, more absenteeism, poor economic status and language
5. The teachers gave some suggestions to promote inclusive participation like Equal facilities to every student irrespective of caste, Providing stationery and books to all students, Mid-day Meal provision, Promoting community participation, Academic freedom to the teachers

Conclusion:

This study intended to investigate lived experiences of Secondary School Teachers of Malkangiri District in Odisha on how they do conceptualize inclusive participation and how they do implement it in their respective classroom teaching learning process. The teachers shared their lived experience and concerns as discussed above from which it can be concluded that the teachers are aware of essence of inclusive participation and the barriers to it. As a matter of broad strategies they suggested and major finding extracted are to be taken into consideration and to be adhered, inclusive participation in the classroom teaching learning process as well as in the school could be attended. Therefore, it can be recommended that area specific plan should be developed for the secondary school students of Malkangiri district of Odisha.

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Education & Employment: Critical Analysis of Issues & Challenges

Dr. Monika Jain*

ABSTRACT

The relation between education attainment and employment opportunities is intuitively obvious. The human capital theory posits that investments in human capital are positively related to future economic growth. The demand for labour in India is likely to remain high and robust in the coming years, both nationally and internationally. But this would demand skilled and qualified labour. This relation hold in the context of the Indian labour market characterized by marked differences across social groups, gender and regions etc. This study examines the extant literature on the relation between education attainment and employment outcomes. It also reveals interesting new insights about the Indian labour market that contradict the human capital explanation. Finally, it suggests directions for future research to understand the nexus between education and employment outcomes in the Indian labour market.

Keywords: Education, employment, India, market, services, worker

Introduction

The employability of Indian youth has emerged as a major concern in recent years. Ironically, it is not just the uneducated and untrained that lack skills but it is also the educated that consistently lie below the required standards. It is with this background that the study focuses on analyzing the growth and changing structure of the Indian higher education system in the light of the education profile of the Indian jobseekers, labour market demands and the employability index for India's high-growth sectors on the basis of existing skill gaps and suggests a broad pathway to plug in the gaps and missing links. A more robust demand for personnel in technical and professional services and a better employability index for the same sectors have probably led to skewed growth of the higher education sector. The greater challenge is therefore, to prepare our larger lot of the educated graduates from the general education streams for the emerging skill needs of employable youth.¹ The relationship between

education attainment and employment opportunities is intuitively obvious. In the regular economic conditions, the workers with low education level are usually suited to jobs with low task complexity or manual labour, whereas highly educated workers can handle specialized jobs with high task complexity.² In the periods of low economic growth, and consequently low labour demand, the high-educated workers continue to maintain an advantage over the low-educated workers. The skill-set of highly educated workers are generic and diverse, and therefore they can outcompare low-educated workers for the low-skilled job. Owing to their generic skillsets, it is also easier for employers to impart specialized firm-specific knowledge to the high-educated workers. Education serves to enhance the skills and productivity of an individual, making him more valuable to employing enterprises. Further, the education level also serves as an effective signal of a worker's prowess to the prospective employers. Therefore, high education levels are usually

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associated with higher wages and low durations of unemployment. It is widely accepted that education attainment increases productivity.³

Issues of Education & Employment

The issue of education and employment exists in different context in modern times. While the nature of modern living is responsible for it in some sense, people's orientation towards this issue is also responsible for it. Education means acquisition of knowledge, while employment is about earning one's livelihood. Education awakens one's intellect and broadens his capacities. It bestows on him superior will and confidence. All this empowers one to act best in his chosen field. We can say that the purpose of education had been earned if the person acquires these abilities.⁴ The question of earning livelihood is not necessarily connected with education. We can see all around persons who received little or no education yet are skilled and successful businessmen.⁵ Many times they are seen much more successful than the educated ones. But this does not discredit the value of education. Education is must for man if he wishes to evolve. It can be said that the issue of education is linked with how it can bring better jobs. We are witnessing a senseless race for diplomas and degrees these days. Everyone wants to secure degrees, using fair or unfair means because he sees it almost a guarantee of good job.⁶ Parents too wish to send their wards to good schools or colleges in hope of their landing good jobs afterwards. It is this mentality that has corrupted the purpose of education and has made it a business. And if it is so, why not make education employment oriented? In our country where a large section is either unemployed or not well-off, it is but natural for them to see education the means of getting a livelihood. Hence, he spoke of opening employment-oriented schools and colleges.⁷ He knew the majority would need education for securing satisfying livelihoods and have some institutions opened. Right after the partition Punjab government had also set up such institutions where employment-oriented education was given to the homeless refugees. But gradually this system died and no steps were taken to revive it. In short, it is irrelevant for the times we live in.⁸ Any education could be said successful only when it is in accordance with current need of society and the individual. Our time demands that the issue of

education and jobs is integrated judiciously. Most of the syllabi taught in schools and colleges are still old and irrelevant which keeps producing thousands and thousands of unemployed individuals. It is impossible to absorb all of them in the available jobs. There are higher institutions for technical learning, but they produce limited workforce for the greater mass of people, there is still not much provision for receiving education.⁹ All this calls for basic and conceptual changes in the education system to suit the needs of individual well. Unless it is brought at that level, cosmetic changes will not help much. Not only that current system of education has failed to deliver, it has led to some negative consequences as well. A deeper analysis would show how its inadequacies have resulted in graver repercussions. While on the one hand, it increases the capabilities and aspirations of the individual; its inability to give them suitable outlet wreaks havoc with them. After a long education when the individual is still left without a proper livelihood, it depresses him.¹⁰

Gender Inequality

The complex stratification systems in India give rise to a multiplicity of social categories which often obscure the relative status of women and men within the more disadvantaged segments of the population. The focus of this study is on the situation of women in scheduled castes and tribes groups which are referred to as 'weaker sections of people' and granted special safeguards and concessions under the Indian constitution. Women in these under-privileged groups are doubly disadvantaged: their minority group status interacts with India's patriarchal culture to produce deplorable living conditions.¹¹ Drawing from both ethnographic and statistical sources, the paper presents a descriptive profile of scheduled caste and tribe women's status in Indian society. Indian Census data, the study documents extreme degrees of gender inequality among the scheduled groups. Findings indicate that relative to men, women in these groups have far more limited access to both educational and employment resources.¹² This research also suggests that socioeconomic development serves to reduce the disadvantage of scheduled group women relative to men. Among the scheduled groups considered to be more developed according to standard indicators, findings indicate less gender inequality in education and employment.¹³

Bridging the gap

One must appreciate that life is an open-book exam. When you try to work on an assignment, you will have all theoretical knowledge at your disposal. Nobody will hire you for memorizing them and replacing text books, as it doesn't add any value. They will, however, want you as a part of the team and value your ability to apply those theories in real life situations to solve practical problems.¹⁴ Open-book exams with simulation and case studies are the need of present times, so that the new age student clearly comes out of the habit of memorizing by heart and instead, becomes adept in critical thinking to develop logical and analytical ability.¹⁵

Communicate effectively

Conceptual clarity and understanding won't take you very far unless you are able to express it in a lucid manner. Traditional chalk and talk method and a one size fits all narrative that was started by Lord Macaulay in 1835 is not enough. Students rarely get customized mentoring and the space to grow as separate mature and confident individuals, and thus in most cases they are not even aware of their individual strengths and development needs.¹⁶ It's time that we start respecting individuality and stop convenient clubbing based on age alone. Improving pupil-teacher ratio and focusing on skills like public speaking on random topics of interest, encouraging active participation in sports and cultural events, student exchange programmes, social work, festivals etc., may help in this regard.¹⁷ Academia needs to appreciate that it is their responsibility to deliver a pathway to holistic development. It is high time that we stop underselling ourselves and take greater pride in who we are and what we represent. The objective of our education system cannot be only confined to create bookworms who can slog long hours to memorise the text. We need creative, confident and complete individuals who can carry the baton forward.¹⁸

Industry interaction

Getting the hang of the industry through internship; taking part in family business after college hours; taking up a summer job or trying your hand at any sort of entrepreneurial venture irrespective of how

small or big it is even if it means setting up a food stall in your college fest will expose you to real life challenges and will also teach you how to deal with them. It is also important to rope in educators with industry experience in various academic institutes as full-time or part-time faculties.¹⁹ These people are expected to have a more practical and objective outlook towards the requirements of the industry and can help in mentoring and shaping young minds.

Teamwork

Most examinations are essentially structured in a manner to assess an individual student in terms of his knowledge on the syllabus and don't assess her or him in terms of team building or group work skills. However, the moment a student steps out of the campus and walks into the professional phase of life, chances are that she or he will be part of a larger ecosystem. The student now a young professional has to learn how to consider divergent views and conflicting interests into consideration and yet manage to keep the flock together to deliver year after year.²⁰ Participation in team sports, cultural activities like group theatre, group discussions can help to a great extent.

Multitasking

It is very important to be able to manage and priorities your task list. There cannot be any universally applicable formulae for this. It has to be based on a host of factors including the urgency involved, materiality factor, the source of the request etc. If you lead an active student life wherein you have been able to have time to develop varied interests like music, sports, rock climbing, cooking or community service and yet manage to balance those priorities and do well in studies, then you would find it much easier to adapt to this. Smart work and not mere hard work is the need of the hour.²¹

Other indispensable skills

As you move higher up the value chain in any organisation, you would find it increasingly important to develop and exhibit a sense of ownership, professionalism, out-of-the-box thinking, flexibility, a willingness to learn, a positive

attitude etc. While the current education system has gaps and challenges, one believes that things are bound to change for the better. It is only a matter of time before both fresh entrants to the workforce as well as mid level line managers will try to be better prepared by availing online digital courses.²² Leveraging available technology will help in honing their skills and also facilitate peer-to-peer learning. Students will become co-creators of knowledge.

Conclusion & Suggestions

A critical contribution into such job conception would be the quick skilling of India's youth. Apart from a significant refurbish of school level education, this would have need of sharply redesigned and long-drawn-out national apprenticeship programs. At the same time as a large part of these would be well-known from side to side regular classroom get in touch with, there would be a significant role for inaccessible learning throughout digital India inventiveness.²³

The investment needs for such large scale job creation cannot be fulfilled by the private sector alone. A program of fiscal prudence would lower the fiscal deficit and at the margin - switch public expenditure from current subsidies to investment. This would facilitate private investment and FDI so that the investment rate can be edged closer to 40%. This is the rate of investment that is required to sustain high rates of growth and employment creation. The savings rate must commensurately climb to ensure that there is no instability from a large current account deficit.

Perhaps the most significant change required among policymakers is attitudinal both in the public and

private sectors.²⁴ The current fixation with growth and poverty is understandable. The consequences of failure could be grave.

- As a consequence, we have such education system today which gives only bookish knowledge that cannot be put to too much use.
- Some steps have been taken to introduce employment-oriented courses in universities, but it is still in its primary stage.
- Most of the new jobs will need to be created in states that have poor initial educational and infrastructural conditions.
- This will require large increases in public and private investment, a supportive reform program and be centered on manufacturing and construction.
- Design an integrated approach to India's infrastructure/construction needs as one of the key initiatives of Policy Commission the organization that has replaced the Planning Commission.
- The plethora of labor and product market regulations for large and small businesses must be reduced. They inhibit labor mobility and adaptation to domestic and global market requirements and, more broadly, increase the administrative cost of doing business.
- One stop clearances for projects and a strong culture of e-governance need to be cultivated.
- Tax distortions must be reduced and a well harmonized Goods and Services Tax introduced.
- Other product market distortions that impede cross-state flow of goods and services must also be reduced.

Impact of Coronavirus on Indian Economy

Mrs. Mukesh Chahal*

ABSTRACT

Globally coronavirus has produce an unstable environment for people. This has spread all over the world and called as a pandemic by World Health organization . The present situation is having a "high to very high" level impact on their business according to almost 72 per cent respondents. Further, 70 per cent of the surveyed firms are expecting a degrowth sales in the fiscal year 2020-21 . Ficci said in a statement, "The survey clearly highlights that unless a substantive economic package is announced by the government immediately, we could see a permanent impairment of a large section of the industry, which may lose the opportunity to come back to life againt . This is stopped many of economic activities due to contagious disease and has no cured till date to fight with corona. It has produced economic impact on globe and India. It may produce recession in many part of the world. It has been seen that some sectors of India have been impacted by the outbreak of coronavirus in China including shipping, pharmaceuticals, automobiles, mobiles, electronics, textiles, etc. Also, a supply chain may affect some disruptions associates with industries and markets. Overall, the impact of coronavirus in the industry is moderate.

Introduction

The World Health Organisation (WHO) has declared that the new coronavirus outbreak is a public health emergency of international concern, officials announced on Thursday, 30th January, 2020. WHO proposed calling the disease "2019-nCoV acute respiratory disease." The 2019 novel corona virus (2019- nCoV) originating in Wuhan, China, has spread to 24 more countries alarming public health authorities across the world. More than 4,900 people have died and over 132,000 have been infected globally, according to the WHO on 13 march, 2020. According to Situation report-48 on Corona virus disease 2019 (COVID-19) on 08th march 2020 Over 100 countries have now reported laboratory-confirmed cases of COVID19. The report stated that globally 105586 confirmed (3656 new) cases have been reported, whereas in China 80 859 confirmed (46 new) 3100 deaths (27 new) and Outside of China 24 727 confirmed (3610

new) 484 deaths (71 new) (WHO Situation Report-48, March 2020). Delhi has reported six positive cases and Uttar Pradesh 10 so far. Karnataka has five coronavirus patients, Maharashtra 11 and Ladakh three. Besides, Rajasthan, Telangana, Tamil Nadu, Jammu and Kashmir, Andhra Pradesh and Punjab have reported one case each. Kerala has recorded 17 cases, including three patients who were discharged last month after they recovered from the contagious infection with flu-like symptoms (Economic times, 2020). Impacts The trade impact of the coronavirus epidemic for India is estimated to be about 348 million dollars and the country figures among the top 15 economies most affected as slowdown of manufacturing in China disrupts world trade, according to a UN report. Whereas according to Asian Development Bank (ADB) the Covid-19 outbreak could cost the Indian economy between \$387 million and \$29.9 billion in personal consumption losses ([https:// www.livemint.com/](https://www.livemint.com/)). For India, the trade impact is estimated to be the

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most for the chemicals sector at 129 million dollars, textiles and apparel at 64 million dollars, automotive sector at 34 million dollars, electrical machinery at 12 million dollars, leather products at 13 million dollars, metals and metal products at 27 million dollars and wood products and furniture at 15 million dollars. China has seen a dramatic reduction in its manufacturing Purchasing Manager's Index (PMI) to 37.5, its lowest reading since 2004. This drop implies a 2 per cent reduction in output on an annual basis. This has come as a direct consequence of the spread of corona virus (COVID-19) (The Hindu). When we see the China's Share in total import to India, India's total electronic imports account for 45% of China. Around one-third of machinery and almost two-fifths of organic chemicals that India purchases from the world come from China? For automotive parts and fertilisers China's share in India's import is more than 25%. Around 65 to 70% of active pharmaceutical ingredients and around 90% of certain mobile phones come from China to India.

Sector-Wise Impact on Indian Industry

Chemical Industry: Some chemical plants have been shut down in China. So there will be restrictions on shipments/logistics. It was found that 20% of the production has been impacted due to the disruption in raw material supply. China is a major supplier of Indigo that is required for denim. Business in India is likely to get affected so people securing their supplies. However, it is an opportunity. US and EU will try and diversify their markets. Some of the business can be diverted to India which can also be taken as an advantage.

Shipping Industry: Coronavirus outbreak has impacted the business of cargo movement service providers. As per the sources, per day per vessel has declined by more than 75-80% in dry bulk trade.

Textiles Industry: Due to coronavirus outbreak, several garments/textile factories in China have halted operations that in turn affecting the exports of fabric, yarn and other raw materials from India.

Auto Industry: Its impact on Indian companies will vary and depend upon the extent of the business with China. China's business no doubt is affected. However, current levels of the inventory seem to be sufficient for the Indian industry. If the shutdown in China continues then it is expected to result in an 8-10% contraction of Indian auto manufacturing in 2020.

Tourism and Aviation: Due to the coronavirus outbreak, the inflow of tourists from China and from other East Asian regions to India will lose that will impact the tourism sector and revenue.

Pharmaceuticals Industry: Despite being one of the top formulations of drug exporters in the world, the pharma industry of India relies heavily on import as of bulk drugs. Due to the coronavirus outbreak, it will also be impacted.

Electronics Industry: The major supplier is China in electronics being a final product or raw material used in the electronic industry. India's electronic industry may face supply disruptions, production, reduction impact on product prices due to heavy dependence on electronics component supply directly or indirectly and local manufacturing.

Conclusion

The authors have concluded that the Indian economy is affected by the tragedy of COVID-19. India and most of the countries in the world are in economic recessions. Indian economy is a mixed type of capitalist and socialist economies. Now, it is on a safer side of economic position. The possibility of a downtrend is highly possible due to the world economic recessions. An outbreak of COVID-19 impacted the whole world and has been felt across industries. The outbreak is declared as a national emergency by the World Health Organisation. In India the three major contributors to GDP namely private consumption, investment and external trade will all get affected. World and Indian economy are attempting to mitigate the health risks of COVID-19 with the economic risks and necessary measures needed will be taken to improve it.

ABSTRACT

The educator preparing in India was first begun in Vedic period. In that period the senior students among the Brahmins were allowed to encourage junior students and in this way were prepared in educating. The cutting edge educator preparing in India was first begun by European teachers. Before all else they prepared the understudies in instructing various subjects yet later on they additionally began to create in the learners some essential ideas with respect to training and educating. Instructor training framework is a significant vehicle to improve the nature of school training. The rejuvenation and fortifying of the educator training framework is a ground-breaking implies for the upliftment of instructive gauges in the nation. There are numerous issues that need earnest consideration for improving the nature of instructor training program. One of them is the need of advancements in instructor training program. Ingenuity implies the capacity to think past the limits and make something which is unique in relation to that which as of now exists. Without advancements, no advancement is conceivable. Instructors must be creative and their prepping needs to begin from their preparation foundations. Developments in instructor training incorporate IT education, interactive teleconferencing, etc. This research paper presents the innovations emerged in Teacher Education.

Keywords: Educator, Learners, IT Education, Teleconferencing.

Introduction

Education, being a social foundation serving the necessities of society, is basic for society to endure and flourish. It ought to be exhaustive, maintainable, and brilliant, however should consistently develop to address the difficulties of the quick changing and eccentric globalized world. This development must be fundamental, steady, and versatile; subsequently, teachers, school educators, chairmen, scientists, and approach creators are required to improve the hypothesis and practice of instructing and learning, just as every single other part of this mind boggling association to guarantee quality arrangement of all understudies to life and work. The level of accomplishment of student is controlled by educator ability. So the nature of training essentially depends on the nature of educators.

Kothari commission has very properly stated, "The predetermination of India is being molded in its homerooms." As the populace in India is becoming quickly step by step the need of very much qualified and expertly prepared instructors will likewise increment in the coming years. So bunches of endeavors ought to be made to improve teacher training.

Teacher training is a ceaseless procedure and its pre-administration what's more, in-administration parts are complimentary to one another. Instruction is instrumental in the arrangement of teachers who can in their training guarantee transformative realizing, where instructor and student, student and student are co-constructors of information. Today there are new desires for instruction where the concentrate is on having instructors - be futurist pioneers to guarantee economical training. The change in

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outlook is from teacher overwhelmed study hall practices to that of organization between the instructor and the students and their companions. The key job of instructive organizations is reflected in an assortment of activities taken to change the nature and capacity of instruction both formal just as non-formal. All inclusive openness to quality training is viewed as basic for improvement. This has required improvement in the arrangement of instructor training in order to plan quality teachers.

What Is Innovative Teaching?

Innovative teaching is a proactive way to deal with incorporate new showing systems and techniques into a study hall. Research on instruction bolsters the advantages that specific procedures, apparatuses and techniques have on learning. Inventive instructors actualize new strategies before they claim to standard teachers.

Innovation assumes a key job in creative educating. Creative instructors utilize new innovation to upgrade or develop the understudy understanding. The progress from conventional slate and overhead projector guidance into PC helped introductions was inventive. Creative instructors join apparatuses like tablet PCs and cell phones to offer understudies a progressively intuitive encounter.

Inventive educating likewise includes inventiveness with respect to the instructor. Inventive instructors at times revamp the instructive procedure. "Flipped study halls" are a well known case of inventive instructing. In a flipped study hall, the instructor offers understudies an ordinary talk or information building experience out of class, for example, a video-taped talk. Understudies at that point total exercises, contextual investigations and more lab-

based tasks in the homeroom. The instructor fills in as a guide or advisor as understudies partake.

An essential rationale of creative educating is urging understudies to connect more in the learning procedure. At the point when understudies cooperate with instructors and friends, they acquire commonsense experience and hold more data from a class.

Objectives of the study

1. To study about the Innovative Teaching Strategies.
2. To study about the Challenges of Teacher Education.

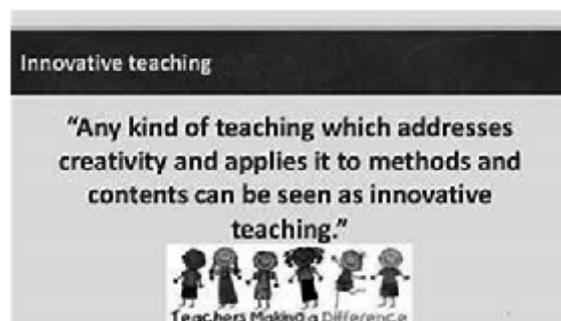
Research Methodology

The data for this study is collected from various secondary sources such as articles, newspapers, magazines, Government reports and websites.

Innovative Teaching Strategies

1. Cross over Teaching

While this type of educating does exclude innovation, it is an enhancing experience for the understudy just as the staff. Here, the learning occurs in a casual setting, for example, after-school learning clubs, or excursions to galleries and show. The educator can connect the instructive substance with the encounters that the understudies are having. This instructing is additionally upgraded and extended by adding addresses identified with the subject. The understudies would then be able to add to the study hall conversations through field trip notes, photographic tasks and other gathering assignments identified with the outing.



2. Teaching through Smart Boards

Smart boards are a powerful method to breath life into the study hall while helping understudies experience a more profound degree of commitment and comprehension. This is finished by making the course content intuitive and visual. The brilliant loads up change the instructing experience into an intuitive and shared understanding as the instructors utilize dynamic sight and sound substance, to help pass on the theme all the more adequately to the understudies and making it a visual, drawing in understanding.

3. Teaching through Flipping Classrooms

Flipping the study hall is turning into an undeniably well-known viable instructing strategy. In this method, the understudies are made dynamic members of the learning procedure by passing the onus of learning on them; it requires the instructors to consign to the job of asset suppliers and the understudies assume the liability of social affair ideas data. Utilizing different apparatuses of innovation the understudies are urged to building information fill in the data holes and make deductions all alone as and when required.

While many may address if giving understudies the duty of learning may world, it has been seen by instructors over the world that when placed responsible for their own learning they vivid themselves more in the subject, taking more premium and learning better. This strategy for educating is perhaps the most ideal approaches to establish the framework in free learning.

4. Teaching through collaboration

Another imaginative strategy for instructing includes empowering understudy joint effort for different activities. Today, we live in a globalized world and coordinated effort is a fundamental ability that is significant for all vocations and undertakings. Educators can help cultivate this expertise in the study hall by permitting understudies to learn study and work in gatherings.

For example, by appointing bunch schoolwork or urging understudies to cooperate on plays, introductions and different reports. Today, joint effort as a type of instructing is picking up acknowledgment as a ground-breaking showing apparatus where by and by the obligation is on the

gathering of understudies are the teachers assume to the job of aides, guides, directors for the understudies. It additionally shows understudies compassion, arrangement aptitudes, cooperation, and critical thinking.

5. Teaching through Virtual Reality

Virtual Reality innovation includes helping understudies learn through connections with a 3D world. For example, rather than taking the understudies through an exhausting history class, the instructors can utilize 3D innovation to investigate old civic establishments, travel to inaccessible nations for a class in topography or even travel to space during a class on science.

Virtual Reality innovation offers understudies a significant chance to learn in a vivid way that makes an enduring impact on their psyches. It makes learning fun and enables the understudies to hold the material for a more drawn out time – all the fundamental focuses while considering powerful showing techniques in a study hall.

6. Teaching through 3D printing technology

Teachers searching for imaginative techniques for educating can likewise see 3D printing as a method for instructing. This strategy is quick increasing worldwide acknowledgment, particularly in higher instructive establishments where 3D printers are utilized to make models and make complex ideas straightforward. In the lower level study halls, instructors can utilize the 3D printers to train content that was recently educated by means of reading material; along these lines helping understudies increase a superior comprehension of the idea particularly STEM subjects.

7. Teaching through Cloud Computing

Carry innovation into the homeroom permits instructors to try different things with inventive techniques for educating. The utilization of distributed computing is one such strategy where educators can spare fundamental study hall assets, for example, exercises plans, notes, sound exercises, recordings, and assignments subtleties on the homeroom cloud.

This would then be able to be gotten to by the understudies from the solace of their homes, at whatever point required taking the study hall back to the understudies with the snap on a mouse. It

additionally guarantees that understudies who have missed class either for sickness or any other explanation remain refreshed whatsoever occasions. It dispenses with the requirement for dragging around substantial course books and permits understudies to learn at once, spot and pace that they are alright with.

8. Technology and innovative methods of teaching

The utilization of innovation in the study hall assists with drawing in the understudies with various types of boosts and makes a domain of action based learning. It makes the substance of the homeroom all the more intriguing and makes learning fun.

For educators, innovation offers an unending arrangement of assets that they can take advantage of relying upon the need of the understudies. While this blog records a couple of such assets, for a teacher searching for successful showing techniques in a study hall, turning towards the most recent innovation will offer countless refreshed arrangements.

Challenges of Teacher Education

Nowadays, we could see more challenges which are faces by the teachers. Some of them are discussed below:

1. Problem to Monitor of Teacher-Education Institutions

The National Council for teacher training (NCTE) is administrative body which Control the working of these organizations and keep them from getting Commercial (cash making) foundations, but since the nation is so various with multitudinous organizations, it once in a while get hard to screen all the foundations. Some corrupt organizations have become just lucrative focus furthermore, produce affirmed however uncouth instructors which is a matter of extraordinary concern since inadequacy of educators can hurt the arrangement of training.

2. Problems of Practice Teaching

Work on educating is the most significant piece of this program however rouse of a wide range of expand game plans in regards to rehearse in educating, understudy educators are non-genuine to the undertaking of instructing, inadequate in

feeling of obligation flighty, random, apathetic regarding youngsters, lacking inventive measure in encouraging which are incredible hindrances in the advancement of academic aptitudes.

3. Problem of Supervision of Teaching

The administrative associations for work on educating points at getting improvement the instructional movement of the understudy instructors by utilizing different procedures and commonsense aptitudes in instructing and help them to create trust in confronting the study hall circumstances. It focuses on directing in arranging their exercises, figuring out how to compose substance, planning reasonable signals and creating other related abilities. At present the exercise plans are checked hastily and no conversation is made by the subject technique expert.

4. Faulty Teaching Method

In India instructor teachers are loath to experimentation furthermore, development in the utilization of educating strategies. Their colleague with current homeroom correspondence gadgets is unimportant.

5. Quality Concern of course

Quality in training identifies with the nature of the work embraced by an educator, which has essentially impact upon their students. Instructor training has not come up to the essential guidelines. Educators can't think fundamentally and tackle the issues identified with instructing techniques, content, associations and so forth more information on hypothetical standards is accentuated and educators are definitely not ready to utilize these standards in genuine homeroom circumstances.

Conclusion

In advancement is to take of research based information and training the two of a kind and their coordination inside single strategy structure is important to accomplish the culture of advancement which will energies and continues the information economy. Educator instruction in India is at another stake taking into account the new approaches set down and the globalization forms. Indian Teacher training needs to arrange itself to the new difficulties and empower its understudy to contend level. The student who are seeking after instructor training are required to put network and future residents at a

higher place by having new abilities and perspectives just as serious information in the surge of training concerned. All these can be conceivable through act of inventive showing rehearses in Teacher Education. In the event that the creative encouraging works on being stylish just as advanced by various foundations working in the field of educator training, there is each likelihood that these practices would surely pull in the consideration from the scholastic society. They, thus, may activity steps either to follow the current imaginative showing rehearses in educator training or shun new way of creative instructing at their individual organizations. To meet the challenges of the new thousand years, teacher guidance in India needs a monster change. The educator instructors need packed getting ready in alternate points of view related to new turns of events. The above communicated issues are trying and systems to vanquish these issues are the need vital. Thusly NCTE, SCERT/SIE and school part of guidance should make speedy move for making preparing structure innovative. There is nothing to get debilitated. Indian Training is a state of movement.

The national vision vital undeniably support advancements as evident through the improvement of National Curriculum for Teacher Education (NCTE, 2009) and Teacher Education: Reflections towards Strategy Formulation (NCTE, 2009).

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Role of Education to Eradicate Unemployment

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ABSTRACT

The perceived goal of education to form a civilized and cultured human for society better seems to be missing in its current form. In our rush to make everybody educated, we don't consider it important to ask individuals why we need education. Unemployment is that the results of craze among the educated youth for 'white collar jobs'. Lack of education and vocational guidance facilities are a number of factors which contribute for unemployment. There is a keen struggle for survival happening within the world. Young people after finishing their education, find it very difficult to urge an appropriate employment. Earning money is that the only motive for many of the youth while choosing a profession. This tendency is the root cause for their failure in life. They don't choose a career that they possess either the potential or the aptitude. The result's that they fail and switch into criminals for quick money. It is therefore essential to provide young individuals educational with the vocational guidance also. This will help them choose a profession in accordance with their capability and aptitude. It will also help in solving the problem of unemployment. In this research paper, researcher will try to throw light on the different aspects of employment and role of education to remove unemployment and to promote sustainable development.

Keywords: Education, Unemployment, Society, Money, Economy

Introduction

Education helps a person for getting good job. It is believed that an educated person doesn't remain unemployed. India has booming opportunities of employment for each level of education. Education is now mere qualification that might not be the sole criterion for getting employment. Its role as of now's minimal in eradicating unemployment. Education in the least levels should be job oriented. It shouldn't be merely filled the top of the scholar with lot of non relevant information. It should be oriented towards global markets but consider the local level jobs too. The scholars should tend hands on training in traffic jam with prospective employers Parents continue education because the mean of the utilization, social station and a high standard of living for his or her children. This faith in education because the great provider gets shaken after completing education. By then all the roles are filled by our nationals. The time comes when all our college leavers can't be given

white-collar jobs. Then what happens? Education remains in great demand. Employment once filled by a lyceum leaver is later filled by a university graduate. Then the competition for educational certificates for paper qualifications have become intensive. More and more education is sought to compete for the tiny number of jobs. This has become the standard pattern of education and jobs in developing countries within the last twenty to thirty years. The role of education should be to urge the individual student ready for the job when he leaves the tutorial field and this is often the sole aim to eradicate unemployment in India. The educational field isn't fulfilling the purpose. Recently evidence indicates that an excellent academic record is also not a guarantee to a desired job. Poor education standards and burdensome corporate regulation are two main reasons for this worst situation. It has been observed that jobs remain hard to return by India's educated youth despite of high economic process

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rates and GDP. A report released this year by the Azim Premji University, Centre for Sustainable Employment, reveals that people with a graduate degree are quite twice as likely to be unemployed than the national average. The findings are supported by the data survey of 160,000 households across the country. It's amazing how the fashionable educated youth with low level of education are competing within the global market and succeeding. Unemployment may be described as a situation when people want to do job on the existing available Wages but unable to find jobs. Many studies shows that unemployment is more among the educated people. Especially that of Bachelor, Master Degree Holder than that of matriculate. This is a really big problem. And it's a thing of shame for our country. One hand we would like to offer more in human capital formation while on the opposite hand we are having educated unemployment problem. This results in a really huge problem. The govt must lookout about it. Many acts are taken about it as MNREGA: Gandhi National Rural Employment Gram Act, skill India, Pradhan Mantri Swarojgar Yojna etc. But it's not helping such a lot. Employment crisis or unemployment among educated young generation can be described as -a ticking time bomb which is becoming more dangerous with the passage of time. 1.3 billion population of India is below the age of 25. There is a large number of youth who wants to do job but they are not getting jobs according to their qualification. The situation has become too much worst that for 1400 vacancies of 4th class job, there have been 2,34,560 applications who have applied for that job. This situation shows that our country is facing educated unemployment such a lot. The reason behind increasing unemployment can be the demand for the skilled workers, high market competition, etc. Where only the skilled and experienced can keep the firm grip on job as they need more chances of getting the work and fewer probability of being laid off. This is often hoped that Govt. should take more steps to regulate it. And our country are going to be the simplest among all the countries of the planet. Our country is taken into account the youngest amongst all other countries. It means we are having more potential than others. But no jobs cause the top of all the skills. But this is often human made problem, so it are often solve. But it takes time.

Present Scenario of Education and Employment In India

Our Indian economy is facing a alarming situation of mass-unemployment specially among the educated youth. A large number of Post-graduates and graduates youth are walking pillar to post in searching of good job. Many highly educated indian are knocking at the gate of employer's offices only for the job of a peon or clerk and feeling disappointed when they don't get that job in spite of having too much qualification and they read the words -No Vacancy, on the gate of the office. This situation can be understood by following points

1. Recent reports also indicate that as many as 47 per cent of Indian graduates aren't qualified for any industrial job.
2. The matter of employability in India is extensive in both blue and white-collar jobs. Main contributing factors who are responsible for this present situation are - Societal inequalities, lack of adequate education infrastructure, lack of good quality education and lack of effective assessment techniques to identify skills. There are a number of the reasons, why a majority of labour personnel in India aren't competent for the responsibilities and duties that they aspire for.
3. One among the most problems lies in our system of imparting education and therefore the subsequent assessment of additional soft skills and capabilities needed to survive in today's competitive work atmosphere. Graduates often complain that they weren't exposed to life skills training or internship opportunities during their graduation years, which might have prepared them for the important workplace scenario.
4. In order to increase employment opportunities for jobs, the National Skill Development Council has aimed to provide training to at least 25 million youth in various skill-based jobs over subsequent 10 years. Though skill development campaign was effectively planned by the govt but the plan isn't executed well by majority of technical institutions and therefore the problem of unemployment among educated youth still persists.

5. Lack of commercial and technical training is additionally one among the main causes, contributing to the mass- unemployment among the educated young men in India. There are a really few technical and engineering institutions within the country, and, secondly, technical education is so costly that folk cannot afford to urge their wards admitted in these institutions.
6. Most colleges aren't really teaching the way to apply your knowledge that you simply learn. They simply train you to pass exams. And also they are doing not emphasize on communication skills or the other basic skill as a matter of fact. They only want you to try to well in your exams. Even practical subjects are pointless as people, simply rote the way to do the experiments without understanding and truly escape with it. Since we manage to understand which experiments are getting to are available the ultimate exam, most folks just cram programs.
7. For the implementation of the Five-Year Plans there is a urgent need of technically skilled and trained young people. it is known to all that any newly sprung-up industries will not provide the job a person, who is a non-technically educated youth while we have very few technically-trained young men within the country and some times we have to import foreign technicians to run these industries.
8. There is a one more social issue. Most students just don't want to require any kind of initiative to try to something outside the box.
9. The whole college lifetime of a student passes completing assignments and practical notebooks. They're lacking within the practical knowledge.
10. Students are lacking in deciding skills and can best on their own but numerous students pick, as defined by many of us as- Safe courses they're doing not do what they are curious about . They are doing not know of the big variety of streams available to urge jobs or an income as a matter of fact. In India.
11. Jobs are given to extremely capable students only. Capability is an important part required by the businesses while hiring. But essential qualities among the scholars are missing. Most of them lose the spirit of learning, innovation, and creation and fail to require advantage of the facilities available within the academic domain in their colleges. Hence, they lag in developing essential capabilities required for employment.
12. One more reason for unemployment among educated youth is lack of awareness. There are list of allied jobs with the mainstream jobs, which can suitably employed graduates from a spread of fields. But mostly youths are not availing the opportunity because of an awareness and improper search, most of the educated youth just abandoning of the opportunities without having slightest of ideas about what they ought to do and what they're missing.
13. Government has announced various schemes in the field of education, specially for the people that lack resources but they are not getting quality education because the infrastructure is poor, most of such institution provides free education in Hindi medium while every person who applied for any sort of job have to face interview in English medium, in both government as well as private sector.
14. India is an agricultural country; it's a pity that our system of University education doesn't cater to the necessity of those students i.e. those that belong to agriculturist profession. they ought to be imparted education, laying special stress on the newest modern methods of cultivation and farm-managing. There are only two or three agricultural institution exists in mostly States, and even in these colleges, ordinary peasants cannot afford to urge their son's education.

Following Reform in Education will promote to sustainable development and Employment.

1. Entrepreneurship should be promoted. It is well known that entrepreneurs are essential to making wealth and motivating economic process, innovation and employment. Teaching children, the talents to start out, manage and operate their own businesses would be the primary step in creating a more independent and driven generation of youth in India.
2. Internships should be valued Internships can help lay the inspiration for a career; unpaid placements also can leave interns embittered towards the concept of labor. Interns must receive high standards of coaching and

- supervision, and organizations should offer some sort of minimal pay to interact young adults
3. Educational pattern should be completely changed. Only those Students who have liking for higher studies should be admitted in colleges and universities. Vocational education should be emphasized. Qualified engineers should be motivated to establish their own small units
 4. There should be partnerships between schools and employers all secondary schools should have active partnerships with employers as this partnership between them are a need of the day, schools will be able to support their curriculum and the skills of students with employer needs.
 5. Earlier Career Guidance should be provided. Career counsellor at schools should guide the students according to their skills and help to turn them on a career path. Students will get a way in the direction regarding career pathways and be made conscious of the vast opportunities available for them.
 6. A new standard for work experience there must be a rise in work experience opportunities for college kids across a spread of industries. Students should engage during a number of various workplace environments to urge a true feel of what the workforce are going to be like. This effort will make them able to avail the available opportunities and will help them to provide a well-rounded idea of direction for their future career path.
 7. Modernizing apprenticeships is important. There is a sustained boost in new and modern apprenticeship opportunities, particularly for those utter mosts from the market. As a part of the method for developing a replacement skilled workforce, emphasis must be made on developing the talents and knowledge of youth.
 8. There is a need for providing opportunities for needy youth through local infrastructure program to generate new high quality jobs and training opportunities for youth in needy areas should be funded. There is a need to spent money for generate jobs and to develop community infrastructure. All these efforts will drive economy towards the business growth and will be able to provide more opportunities for youth in needy areas.
 9. We have to Increase work-related learning and desired qualifications within the upcoming phase of providing education. Before the entering of the students in an apprenticeship program, schools should have to take responsibility for developing the desired skills and talents to students to enter them in workforce.
 10. A national level scheme for the area where skill shortage has observed. India is trying to implement a national scheme to train young generation in area where skills have shortage. The construction industry is achieving a reward of getting skilled workforce.

Conclusion

In order to improve the employment rate in India through quality based needed education Efforts should be made by Government and Competent Authorities to reform the Educational System, we may together take some initiatives. Corporate and Industries need to make coordination with the Training Providers and higher education institute to identify and plan the training requirements, and should have to work for implementation. Skill based Training has to be started from the school education onwards as a part of curriculum. As this may take its own course of your time, now it is often started at the school level from the primary year onwards. Now Funding to provide Trainings can be given through Government, Corporate, Trusts and NGOs or by integrating them. We know it is easily can be said but we know that this will be a difficult task, as to integrate like-minded people for this service is very hard. At last it can be said that a full assessment of and education, the government may be capable to reduce India's high levels of youth unemployment and recognize the main areas for improvement. Otherwise, a whole generation could also be lost to a scarcity of protest.

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Impact of Education and Employment on Women Empowerment

Ashma Parveen*

ABSTRACT

This study is an endeavor to examine the status of women and most importantly the impact of education and employment on women empowerment in NCR. Most of the women in particular are still kept deprived of the facilities such as education and work/employment, to be economically and educationally strong. Cross section, descriptive, and empirical study was done using survey technique method to gather information from the educated and employed women of NCR. The result indicates that education and employment have high significant positive relationship with women empowerment in decision making, control over the resources and voice. Education helps women get employment and employment makes them financially independent and economically strong which then leads to their empowerment. When women are empowered they reach out and empower other women. Research findings will definitely help the future researchers to understand influence of education and employment on women residing in Ghaziabad, Noida to improve their ability to make strategic life choice to attain the capability desired for them and her family members, moreover the finding also provides a view on the status of women residing in Ghaziabad, Noida.

Keywords: Empowerment, Women empowerment, Education, Employment.

Introduction:

Being a feminist with the profound believe in gender equality as where there is equality there is prosperity, there is sustainable development, there is hope, there is life-filled with love, honor, sincerity and devotion. With this believe and thinking of key indicators, this research seeks to investigate.

The impact of women's education and employment and their empowerment in Ghaziabad city. Managing Director of IMF, Christine Lagarda (2015) emphasizes and states that "Improve girls and women's education and remove hurdles to women's employment so that to boost growth, tackle the income inequality and reduce poverty" I consider education and employment as key major factors that

surely leads women towards empowerment. Moreover when education is provided to women they act as "a Home minister, Health minister, Finance minister and Defense minister in the house", therefore education intelligibly changes the girls and women's lives for better since education reduces poverty, assists to create the role models in the communities, and provides great employment opportunities and most importantly cultivating leaders. Employment can be defined as the state or condition to have paid work. Sen(2001) & Agarwal (2001, 2002), argue that by the help of employment many other income-generating activities and events women's economic position improves & strengthens women's status within the family and society.

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Education

Nation can't be developed without education women. The system of higher education has important role & responsibilities in raising the formation of human capital and acts as an agent to the development of socio-cultural. Women's education has always been accepted throughout the world, since it improve women earning ability and also empowers them in taking decisions about family size, and household decisions and increase opportunities for working in distinct position in the country. Education improves women abilities to reduction of infant mortality rate and growth of the population. By the provision of education. Opportunities to women it develops their skills which makes them able to make decision that effects the society that has impact not only some issues such as security and peace.

Women Empowerment

The Empowerment of women is improvement of their political, social, economical, educational and health status in itself. It is mandatory for achievement of sustainable development. For healthy household and shared responsibilities for the care of children, women empowerment should be necessary. In all parts of the world, women are facing threats to their lives, health and well-being as a result of being overburdened with work and of their lack of power and influence. In most region of the world, women receive less formal education than men. The power relation that impale women's attainment of healthy and fulfilling lives operate many levels of society, from the most personal to the highly public.

Women Employment

The status of female employment is very pathetic. The Economic survey 2017-18 mentions an Organization of Economic Cooperation and Development (OECD). Analysis that indicates that the proportion of women who work has steadily deduced over time, from 36% to 24% in a decade. It also showed that the gender gap in labor force participation rate is more than 50% points in India. This gender gap is visible in the plot for median Earnings as well. One of the cheap problems which plague any analysis of female employment is the

lack of education. Improper nutrition and lack of education deters women from being healthy contributing members of the work force. Relationship between Education and Women.

Empowerment

Ajuzie et (2012) observed that women education leads to empowerment of women to a large extent, but the problem such as valuing male child to female child, gender biases in education and employment and practices of the patriarchy should not be allowed. There for Education of women is essential as it increases human capital, productivity and most importantly economic growth, which result in the development of the nation.

Relation between Employment and Women Empowerment:

To illuminate the room (an individual women) with this light she needs windows and doors to be opened so that the light can come inside. Employment can be seen as one of this window. Obviously, it can illuminate a part of the room subject to one has the opportunity to fully open the window.

Conclusion

This paper study empirically evaluates impact of employment and education on women empowerment in India. Finally, we conclude that employment and education have significant positive impact on women empowerment. The result show that Education helps women gain participation in decision making in the household and social level, and increase women's earning and contribute in the family. In addition employed women are likely to have freedom of expression through socializing and integrating in the society. This is education which helps women to aware of her right and have contribution to society and get employment. It is only Education that breaks down every bearers and hurdles.

Hence, women employment the major key factors are education and employment which must be used for and for Communities and Country's sustainable development.

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Introduction:

Moral values are socially accepted standards for a man. When these values are according to society, they are beneficial not only for the human being but for society also. Global values are those values which make a man suitable for his professional life. Moral values are relative values that must be checked and tested from time to time to make sure that they are fulfilling their mission. For example, in one situation courage is respectful though in another situation it is foolish martyrdom, likewise commitment can be a person who knows the difference between right and wrong and chooses right is moral. A person whose morality is reflected in his willingness to do the right thing - even if it is hard or dangerous is ethical. Actually, ethics are moral values in action. In present time education includes ultra-modern technology where we are focused and concentrated more toward knowledge for development of society, nation and ourselves in true sense and ignoring ethical aspect. Actually, the purpose of formal and informal education has been completely overlooked, we like that type of education which can help him to get a better job and position in the employment market which will ultimately help him to accumulate a lot of money. Though the fact is that we cannot be happy without keeping others happy. Sometimes it is known as synonymous of social adjustment but there is a significant difference between social adjustment and value education. Adjustment can be positive as well as negative. Except that, human behavior which is changed according to situation is adjustment but values are those thoughts which are rooted deeply in a human being.

Review of Literature

- The National Policy of Education (NPE) 1986 has emphasized to make the education a powerful instrument for inculcating social and moral values in children, society and country.
- The National Curriculum Framework (2005) reflects - "Education for peace seeks to nurture ethical development, inculcating values, attitudes and skills required for living in harmony with oneself, with others including nature, value education, character building."

Objective of the study

The objective of the study is not to suggest a moral code of conduct. But I am trying to capture young people's perceptions of what they think about the role of moral values, is important for global upliftment or their career advancement. One culture's core value may be different to another's. Understanding of their perceptions and which moral value is influencing their behavior is also a key point of this study.

Methodology

The primary data was collected through structured questionnaire which comprises into hundred questions covering twelve types of moral values. All the questions have to respond in yes or no. One interview session was also held. The study has been undertaken by collecting data from youth of different fields and subjects. One interview session was also conducted. The data was analyzed by adopting simple statistical methods.

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Need of Moral and Global Education in Youth

A global learning required that students should be able to interpret information, form opinions, be creative, communicate well, acquiring the skills, be productive collaborate and be resilient. Almost two billion jobs are also likely to become obsolete by 2030 because of technological advances. That is why global education emphasized four skills workforce readiness, soft skills technical skills and entrepreneurship. therefore, it's not sufficient just to get every child into school but they need a quality education that sets them up for production and technology.

General Antonio Guterres Secretary of United Nations correctly said on the International Youth Day –“We are facing a learning crisis.’ Too often, schools are not preparing young people with the skills they need to cope up with the technological revolution. Students need not just to learn how to learn but how to use learning.

Value education system is the backbone of the society. Values may vary from one society to another but each and every society abides by certain moral values Those values which are accepted by all the societies called “Global Values “. (Geetha 2006) Actually man is a social animal and he have to live and react within the society. He has to learn different social habits like helping the people, gentleness, respect the elders, honesty, and submissiveness etc. These good habits make him a good citizen and he is known as a good person. By attaining these qualities, he is able to behave gently within the society. When positive values are placed at the heart of learning and teaching, education itself is valued. Technical education in India has assumed great significance in view of the fact that technical experts trained at institutions of engineering education are in great demand all over the world for their strong values of dedication and commitment to their jobs.

Swami Vivekanand(1971) is relevant even in these days when he says,“ Today, when material ideas are at the height of their glory and power ,today when man is likely to forget his divine nature, through his growing dependence on matter, and is likely to be

reduced to a mere money making machine, an adjustment is necessary....(p.154)

No doubt the adjustment can be brought about by value education.

Factors that influence Values–

1. *Goals and Purposes-*

Values become pure and heightened when people's goals and purposes aim at the betterment of the human society and efforts are for great cause.

2. *Aspirations-*

Each and every person wants name, fame, and recognition in society for which he/she perform some deeds, those influenced their values.

3. *Attitudes-*

Strong beliefs are manifested in attitude. These strong beliefs are directly related to values.

4. *Interests-*

Moral values also help a person in nurturing interests. Interest of human being is manifested in their deeds.

5. *Feelings-*

Moral values make a man sensitive. People's emotions bring positive feelings from their depth of the heart. These positive feelings help a person in overcoming to the difficult situation.

6. *Activities-*

Actions those are directed by moral values reflected in positive enthusiasm, vigor, and dedication. These activities have always yielded the satisfaction and success.

7. *Convictions-*

The better a person's achievement is outcome of a stronger conviction. Moral values force a person's conviction by which person reflects the sentiments of other.

8. *Obstacles-*

Obstacles or problems gives a lesson to a person for his life. Obstacle teach us how to overcome the difficulty and how to choose best option. It makes a

man confident, determinant, virtuous and down to earth. Moral values shape one’s personality sublime.

These eight factors are all considered to be important in the education of an individual. They should be taken into account during the design of the instructional material that is meant for teaching moral and ethical values to the students. So, it is important to look at the role of education in inculcating ethical values.

Data Collection-

The researcher prepared a questionnaire consisting 100 objective type questions in which subject have to answer in Yes or No response.

There was no time limit for response.

All the subjects were assured to keep their response confidential.

To get a perception of youth, I used 12 items those were the most associated with ethical behavior.

The respondents were asked to rate how important these were to them?

What is youth’s perception of moral values? Do they see themselves as having qualities associated with ideal people?

The sample size was consisting of randomly selected hundred young people. Further it was bifurcated in fifty young girls and fifty young boys.

Their response (yes/no) was counted to draw a result.

Except questionnaire there was an interview session also to know thereason of low rating of particular value.

Table showing data collected by questionnaire

Sr.No.	Values	Total no. of yes responses in percent	Total no. of no responses in percent
1-	Helpfulness	80%	20%
2-	Caring	75%	25%
3-	Loyalty	77%	23%
4-	Sense of humor	65%	35%
5-	Kindness	50%	50%
6-	Honesty	79%	21%
7-	Loving	70%	30%
8-	Fairness	60%	40%
9-	Courtesy	67%	33%
10-	Tolerance	58%	42%
11-	Justice	68%	32%
12-	Friendliness	82%	18%

Interpretation of the Data

Although youth generally had a common understanding of role of moral values in human life, they also identify values those are having in ideal people. There were some differences in the ratio in the values agreement, but overall greater number was in the favor of "yes". Kindness value was rated equally. Responses from the questionnaire gave objective type information about values but Interview session substantiate the findings. Interview session was digitally recorded and later transcribed. A descriptive finding was then produced for each of the response. When people were interviewed on the question regarding "kindness" value, they replied that generally kindness is misunderstood as weakness of a person therefore it does not contribute a lot in professional world. As well as for the "Tolerance" value they replied that within a limit it is good for human being or an organization but exceed of the limit it disturbs mental health of a person in future and an organization suffer the quality of a policy or product. Most of the examined subjects expressed that values are differ from culture to culture and time to time so one should not marka line or be stick for a particular value but "Friendliness" value helps a person in grooming of personality and in professional world also.

Conclusion

From above interpretation we can come to inference that providing value based formal and informal education to our children from early childhood can help them in overcoming the problem in their young age. Their mental health can be protected by imbibing these values in their behavior. Some national economies have been collapsed recently due to malpractices in corporate houses of governance and the root cause was found the lack of value based education. Therefore,they established the fact that value based education for children is essential for growth and prosperity in every sphere of life, whether it is economy, politics, or human resources. How the absence of such human values as honesty, integrity, and sense of justice can destroy the big fat cat of professional business organization. World Com and Enron are typical example of disintegration of the mighty multinational companies and the downfall of numerous corporation leaders. These days youth are

committing suicide, suffering from depression, feeling loneliness and regression from difficult task due to lack of moral values. Parents and teachers have to rethink that which type of education they want their future generation to learn. Their professional upliftment also depends on moral value in this global world. Collaborative efforts of parents, teachers, society and media can bring the Indian youth on right track to live a disciplined life. Some educationists have quoted their views regarding moral value.

Throughout history, education has been championed by character educators and moral philosophers as a solution to social problems (Damon, 2005).

Kohlberg's theory of moral development suggests that young people's sense of morality is constructed through their interactions with others (Kohlberg 1976).

Schools and teachers can play a part in the character development of young people. (De Vries,1998; Wynne and Walberg, 1985).

La Taille (2006) explained, adults are important references in young people's construction of a moral sense, mistrust in adults such as teachers may hamper their moral development.

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सार

रोजगार की दृष्टि में शिक्षा सर्वोत्तम क्षेत्र माना गया है। इस क्षेत्र से सम्बन्धित अनेक शिक्षाशास्त्रियों ने अपना अद्वितीय योगदान दिया है। सरकार भी इस क्षेत्र में अपने सहयोग एवं सुझावों के माध्यम से सहायता पहुँचाने के प्रयास कर रही है। वस्तुतः जीवन में सफलता, सम्मान और पहचान प्राप्त करने के लिए शिक्षा एक एक मात्र आवश्यक यंत्र के रूप में है। शिक्षा निश्चिन्तता प्राप्त करने और परिस्थितियों का सामना करने के लिए सकारात्मक और नकारात्मक दोनों आयामों पर सोचने की क्षमता प्रदान करती है। उचित शिक्षा हमारे भविष्य के लक्ष्य को पहचानने में और सभ्य तरीके से रहने सिखने में सहायक है। शिक्षा के बिना उन्नत समुदाय का निर्माण नहीं किया जा सकता है। जीवन में सब कुछ लोगों के ज्ञान व कौशल पर आधारित है। जो कि शिक्षा के माध्यम से स्वतः ही प्राप्त होता है। यदि शिक्षा की रणनीति सार्थक प्रणाली द्वारा अनुकरणीय होगी तो शिक्षा में श्रेष्ठ गुणवत्ता भी समाहित होगी। और गुणवत्ता के साथ शिक्षा व्यक्तित्व के समस्त पक्षों को प्रभावी बनाती है। वर्तमान समय में शिक्षा रोजगार परक हो गई है। और यह उचित भी है। रोजगार परकता से तात्पर्य जिन क्षेत्रों में रोजगार की सर्वाधिक सम्भावनाएँ हैं उन क्षेत्रों से सम्बन्धित शिक्षा को बढ़ावा दिया जाये।

अब प्रश्न यह उठता है कि शिक्षा को रोजगार परक कैसे बनाया जाए? और यह प्रश्न उठना लाजमी भी है। शिक्षा एवं रोजगारोन्मुखता के बीच वर्तमान समय में एक बहुत बड़ा अन्तराल है। और इस अन्तराल को कम करने में सरकार प्रयास कर रही है। ताकि सबके लिए रोजगार सुनिश्चित किया जा सके। सरकार के साथ ही साथ स्वयं युवाओं का एक बड़ा वर्ग भी अपने आप को असुरक्षित महसूस कर रहा है। दरअसल बढ़ती जनसंख्या और उसके अनुसार रोजगार का अनुपात असामान्य हो जाने के कारण बेरोजगारी का ग्राफ दिनोदिन बढ़ रहा है। शिक्षा का उद्देश्य केवल राष्ट्र के नागरिकों को साक्षर बना देना नहीं है बल्कि लोगों में व्यावसायिक योग्यता का विकास कर उन्हें रोजगार की चौखट तक पहुँचाना भी है। और इस मकसद तक पहुँचाने के लिए सरकार के द्वारा अनेक कदम उठाये गये हैं।

आजकल सरकार के सार्थक प्रयासों के कारण शहरों क्या गाँवों में भी शिक्षा को व्यवसाय से जोड़ा जा रहा है। ताकि जन जीवन में सकारात्मक प्रगति हो सके। आज भारतवर्ष में ऐसे अनेक कार्यक्रम चल रहे हैं। जो रोजगार से सम्बन्धित है और शिक्षा के साथ जुड़कर क्रियान्वित किये जा रहे हैं। अनेक विश्वविद्यालय में व्यवसायिक प्रशिक्षण कार्यक्रम चल रहे हैं जो युवाओं को रोजगार दिलवाने में सहायक हैं। यही कहें तो उन्हें अपने व्यवसाय को शुरू करने में सहायक हैं। शिक्षा को रोजगार से जोड़ने से युवाओं के भविष्य सुरक्षित तो होते हैं साथ ही साथ उनके अन्दर आत्मविश्वास की ऊर्जा का भी संचार होता है। अपने शोधपत्र में इस ज्वलन्त विषय पर हमने अपने विचार व्यक्त करने का प्रयास किया है। जिसके माध्यम से शिक्षा व रोजगार के सह-सम्बन्धात्मक पक्षों पर विचार किया जा सके।

संकेताक्षर – शिक्षा, रोजगार, आई.टी., डिजिटल तकनीक एवं संचार, हेल्थ केयर, हॉस्पिटैलिटी

प्रस्तावना

शिक्षा वह साधन है जिसके माध्यम से हम जीवन को एक अनुपम आयाम देकर सकारात्मक दिशा दे सकते हैं। शिक्षा से ही रोजगार का सृजन होता है। शिक्षा के माध्यम से ज्ञान का सृजन होता है। यह मूल्यों, मानदण्डों, संस्थानों व सरचनाओं को शामिल करने वाली परिवर्तन की एक मूल्यवान श्रृंखला है। शिक्षा का अर्थ मनुष्य की आंतरिक शक्तियों को वाह्य रूप में परिष्कृत करना है।

टैगोर: हमारी शिक्षा स्वार्थ पर आधारित, परीक्षा पास करने के संकीर्ण मकसद से प्रेरित, यथाशीघ्र नौकरी पाने का जरिया बनकर रह गई है। जो एक कठिन और विदेशी भाषा में साझा की जा रही है। कारण हमें नियमों, परिभाषाओं, तथ्यों और विचारों को बचपन से रटना की दिशा में धकेल दिया है। यह न तो

हमें वक्त देती है और न ही प्रेरित करती है ताकि हम सीखे हुए ज्ञान को आत्मसात कर सकें।

स्वामी विवेकानन्द: “शिक्षा व्यक्ति में अंतर्निहित पूर्णता की अभिव्यक्ति है।” अर्थात् जीवन में सफलता प्राप्त करने और कुछ अलग करने के लिए शिक्षा सभी के लिए एक बहुत महत्वपूर्ण साधन है। यह हमें जीवन के कठिन समय में चुनौतियों से सामना करने में सहायता करती है। पूरी शिक्षण प्रक्रिया के दौरान प्राप्त किया गया ज्ञान हम सभी और प्रत्येक व्यक्ति को अपने जीवन के प्रति आत्मनिर्भर बनाता है। यह जीवन में बेहतर संभावनाओं को प्राप्त करने के अवसरों के लिए विभिन्न दरवाजे खोलती है। जिससे कैरियर के विकास को बढ़ावा मिले। ग्रामीण क्षेत्र में शिक्षा के महत्व को बढ़ावा देने के लिए सरकार द्वारा बहुत से जागरूकता अभियान चलाए जा रहे हैं। यह समाज में सभी व्यक्तियों में सफलता की भावना लाती है। और देश के विकास और वृद्धि को भी बढ़ावा देती है।

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रोजगार: जीविका या रोजगार का अर्थ है। एक ऐसा व्यवसाय जिसके द्वारा जीवन में आगे बढ़ने एवं उन्नति के अवसरों का लाभ उठाया जा सके। इससे अभिप्राय मात्र एक रोजगारध्वीविका का चयन नहीं है। इसका तात्पर्य उन समस्त विभिन्न पदों से है। जो क्रियाशील जीवन में कोई व्यक्ति प्राप्त कर सकता है। व्यापक अर्थों में जीविका किसी व्यक्ति की जीवन संरचना का एक महत्वपूर्ण पक्ष है। व्यवसाय का अर्थ किसी व्यक्ति द्वारा जीवन के उन्नति करना विशेषतया उस व्यक्ति से सम्बन्धित व्यवसाय के सम्बन्ध में। व्यवसाय सामान्यतया एक व्यक्ति द्वारा लम्बे समय तक किया जाने वाला कार्य है। जो सेवा में रहते हुए अपनी स्थिति बनाये हुए अपने व्यवसाय के रूप में करता है। अलग-अलग क्षेत्र में अलग-अलग व्यवसाय जो हम करते हैं। उसे हम व्यवसाय कहते हैं। और इससे हमारे दिन प्रतिदिन की दिनचर्या पर भी प्रभाव पड़ता है। व्यवसाय से ही किसी भी स्थिति का पता लगा सकते हैं जो उस व्यक्ति ने अपनी योग्यता तथा क्षमता विकसित के लिए की है।

मानव सृष्टि निर्माता की अद्वितीय कृति है, मानव अधिकार हेतु या कल्याणार्थ सरकार द्वारा विभिन्न प्रयास किये जा रहे हैं। और सरकार द्वारा भी विभिन्न प्रयास किये जा रहे हैं। परन्तु इसके बावजूद स्थिति विपरीत बनी हुई है। अतः आवश्यकता इस बात की है कि प्रत्येक व्यक्ति को उसके अधिकारों के बारे में जानकारी होनी चाहिए और प्राथमिक स्तर पर उनको शिक्षित होना चाहिये। दूसरे तथ्य ये भी हैं कि आर्थिक स्वतंत्रता, तीसरे कानून एवं धर्म के अधीन मानव के अधिकारों की जानकारी दी जाए। चौथे स्तर पर सरकार के हर स्तर पर उपर्युक्त स्थानध्यागिदारी मिलनी चाहिए।

आज भारत में शिक्षित व ग्रामीण बेरोजगारी की समस्या अत्यन्त गंभीर एवं व्यापक हो गयी है। हमारे देश में प्रतिवर्ष बढ़ती हुई बेरोजगारी की संस्था ने केवल राष्ट्रीय अर्थतन्त्र को झकझोर दिया है। वरन् हमारी नियोजित विकास की प्रक्रिया पर भी एक प्रश्न लगाया है। गरीबी, बेकारी, बेरोजगारी जैसे समस्याओं का निवारण उपर्युक्त रूप से नहीं हो पा रहा है। यद्यपि हमारे देश की सरकार इसके लिए निरन्तर प्रयत्नशील है।

भारत में रोजगार की समस्या एक अत्यन्त जटिल समस्या है जो देखने में सरल है किन्तु जिसे परिभाषित करना अत्यन्त कठिन कार्य है। भारत में आर्थिक प्रगति एवं रोजगार में एक सकारात्मक समन्वय का अभाव बना रहा है। शिक्षा एवं रोजगार के दो पृथक लक्ष्यों के रूप में स्वीकार नहीं किया जा सकता है। यह महसूस किया जाने लगा है कि आर्थिक विकास की अकेली असन्तुलन पर ध्यान देना आवश्यक है जो कि शिक्षा एवं जागरूकता के विकास के माध्यम से ही सम्भव है। भारत कृषि प्रधान देश है। लगभग देश की 70 प्रतिशत जनसंख्या ग्रामीण है। अतः भारत में ग्रामीण रोजगार एवं बेरोजगारी की समस्या अत्यन्त जटिल है। एक अनुमान के अनुसार कुल बेरोजगारी का 60 प्रतिशत भाग ग्रामीण क्षेत्रों से ही सम्बन्धित है। और दूसरी तरफ हमारे देश में शिक्षित बेरोजगारों की बढ़ती हुई जनसंख्या भी चौंकाने वाली है। सरकार द्वारा इस पक्ष पर पूर्व से ही ध्यान दिया जा रहा है। जो कि खादी एवं ग्रामोद्योग जैसी परियोजना के माध्यम से परिलक्षित होता हुआ दिखाई देता है।

ग्रामोद्योग के अंतर्गत आने वाले उद्योग निम्नलिखित हैं—

1. खनिज आधारित उद्योग, 2. वनाधारित उद्योग, 3. कृषि आधारित उद्योग, 4. बुल्क और रसायन उद्योग, 5. इंजीनियरिंग एवं परम्परागत ऊर्जा, 6. वस्त्रोद्योग, 7. सेवा उद्योग।

ग्रामीणों में विकास के लिए सरकार द्वारा चलायी जाने वाली योजनायें: एकीकृत ग्रामीण विकास कार्यक्रम, सघन कपास विकास कार्यक्रम, गन्ना विकास योजना, मजदूर सुखा योजना, विक्रमादित्य निःशुल्क शिक्षा योजना, फल-पौधे रोपण अनुदान, फसल विकास, औषधीय एवं सुगंधित फसले, संकल मिर्च उत्पादन योजना, वन्य प्राणियों द्वारा जन हानि करने पर क्षतिपूर्ति, वन्य प्राणियों द्वारा निजी मवेशीध्वशुओं को मारे जाने पर सहायता, एकलव्य शिक्षा विकास योजना, मुख्यमंत्री पेयजन योजना, इन्दिरा आवास योजना, कन्या साक्षरता योजना, कन्या साक्षरता प्रोत्साहन, महिला समृद्धि योजना।

आर्थिक आत्मनिर्भरता की आवश्यकता: प्रत्येक व्यक्ति के लिए आर्थिक आत्मनिर्भरता अत्यन्त आवश्यक है। जिससे निर्णय लेने की क्षमता का विकास होता है। व्यक्तियों को उनकी योग्यताओं के अनुरूप कार्य न मिल पाना भी एक बड़ी समस्या है। ये समस्या बेरोजगारी को प्रभावित करने वाले घटक के रूप में स्वीकार्य है। इसमें अतिरिक्त रोजगार प्रधान शिक्षा प्रणाली का अभाव, दोषपूर्ण, नियोजन ये भी रोजगार को प्रभावित करने वाले प्रबल कारक हैं।

रोजगार एवं उद्यमिता: रोजगार बेरोजगारी की समस्या को हल करने का एक व्यावहारिक उपाय है। अपने विभिन्न कार्यक्रमों एवं योजनाओं के माध्यमों से देश में स्वरोजगार एवं उद्यमिता को प्रोत्साहित कर रही है। ताकि देश के भौतिक एवं मानवीय संसाधनों का उत्पादक एवं उच्चतम प्रयोग संभव हो सके। भारत में रोजगार की आवश्यकता शिक्षा के माध्यम से: बेरोजगारी उन्मूलन, आर्थिक विकास का आधार, मानवीय संसाधनों का उचित प्रयोग, गरीबी उन्मूलन, आत्मनिर्भर समाज की स्थापना, उद्यमीय प्रकृतियों एवं कौशल का विकास, आर्थिक विकेन्द्रीयकरण, पूंजी निर्माण को प्रोत्साहन।

भारत में रोजगार सम्बन्धित योजनायें: शिक्षित बेरोजगार युवकों के लिए स्वरोजगार योजना, शहरी गरीबी के लिए स्वरोजगार योजना, ग्रामीण युवा प्रशिक्षण की राष्ट्रीय योजना, समन्वित ग्रामीण विकास कार्यक्रम, जवाहर रोजगार योजना, रोजगार बीमा योजना, प्रधानमंत्री का एकीकृत शहरी गरीबी उन्मूलन योजना, प्रधानमंत्री रोजगार सृजन कार्यक्रम।

सूचना प्रौद्योगिकी (आई.टी.): सूचना—

सूचना भाषा, अभिव्यक्ति का सशक्त माध्यम है। सूचना एक विचार और संदेश हैं जो एक व्यक्ति से दूसरे व्यक्ति तक पहुँचने का जरिया है। सूचना शब्द को अनेक तरीकों से प्रयोग किया जाता है जिसे सूचना या आँकड़े, गणना या निर्णय कहा जाता है। दूसरे शब्दों में सूचना वह आँकड़े हैं जो निश्चित, नई उन्नति एवं विकास के साथ प्रति मिनट, प्रति घंटे एवं प्रत्येक दिन सूचना की विविधता को संसार से जोड़े रखते हैं।

प्रौद्योगिकी— आज विश्व में तकनीकी का विकास बड़ी ही तीव्रता से हो रहा है। तकनीकी मानव जीवन के प्रत्येक पहलू को प्रभावित करती है। यहाँ तक की शिक्षा का क्षेत्र भी इस से अछूता नहीं है। तकनीकी विकास के कारण ही सूचना का क्षेत्र तीन वर्ष में दोहरा प्रारूप लेता है। वर्तमान युग में अधिकतर योजनाएँ एवं कार्य तकनीकी पर ही आधारित हैं। अगर हमें किसी व्यक्ति तक कोई सूचना पहुँचानी है तो हम उस सूचना को किसी तकनीकी के द्वारा ही पहुँचा सकते हैं। अर्थात् प्राचीनकाल में हम अपने संदेश एक स्थान से दूसरे स्थान तक पक्षियों द्वारा पहुँचाते थे लेकिन धीरे-धीरे संदेश पहुँचाने का माध्यम पक्षियों से डाक प्रणाली हुई अर्थात् संदेश भेजने के तरीकों में परिवर्तन हुआ धीरे-धीरे नये तरीकों का विकास हुआ जिसमें समाचार, टेलीफोन, कम्प्यूटर संचार हुआ। और आज आधुनिक विज्ञान पर आधारित प्रौद्योगिकी (तकनीकी) प्रयोग में लाई जा रही है।

सूचना प्रौद्योगिकी: सूचना प्रौद्योगिकी अनेक तरीकों (माध्यमों) से सूचनाओं आँकड़ों का प्रस्तुतीकरण एवं सूचना और आँकड़ों का भण्डारण करनी की विधियों का संकलन है। इन सभी कार्य करने का एक ही यंत्र कम्प्यूटर है, जिसका प्रयोग विश्व के प्रत्येक कोने-कोने में किया जा रहा है। सूचना तकनीकी ने मानव जाति के जीवन को कम्प्यूटर के माध्यम से अत्याधिक प्रभावित किया है। उदाहरणार्थ— हवाई जहाज की टिकटें बुक करवाना, रेलवे टिकट बुक करना, इंटरनेट पर वस्तुओं को खरीदना तथा बेचना, बैंक, मनोरंजन, शिक्षा, संचार आदि। आज के युग में सूचना तकनीकी ने पारम्परिक विधियों का स्थान ले लिया है। अतः सूचना तकनीकी की आँकड़ों की प्राप्ति, आदान-प्रदान, डिजाइन रूप, सूचना का संग्रह आदि के लिए कम्प्यूटर हार्डवेयर या कम्प्यूटर सॉफ्टवेयर का प्रयोग किया जाता है। आज सूचना प्रौद्योगिकी एक उभरता हुआ क्षेत्र बन चुका है।

सूचना प्रौद्योगिकी का महत्व:

1. सूचना तकनीकी द्वारा सामाजिक तथा आर्थिक विकास की सूचनाओं का पता चलता है।
2. नये-नये रोजगारों में सूचना तकनीकी की अहम भूमिका है।
3. इसका प्रयोग योजनाओं के बनाने तथा नीति निर्धारण एवं निर्णय लेने के लिए किया जाता है।
4. सूचना तकनीकी के माध्यम से प्रशासन में पारदर्शिता आती है।

सूचना प्रौद्योगिकी का प्रभाव: सूचना प्रौद्योगिकी ने पूरे विश्व को जोड़कर एक वैश्विक अर्थव्यवस्था को जन्म दिया है। सूचना प्रौद्योगिकी के द्वारा व्यापार में भी वृद्धि सम्भव हो पायी है और इसी के साथ वाणिज्य में भी अत्याधिक प्रभाव पड़ा है। सूचना क्रान्ति से समाज के प्रत्येक क्षेत्र तथा कार्यकलाप प्रभावित है। जैसे- शिक्षा, स्वास्थ्य, व्यापार, प्रशासन, सरकार, उद्योग, अनुसंधान व विकास, आदि। और इसी कारण आज का समाज भी सूचना समाज कहलाने लगा है। डिजिटल तकनीकी: तकनीकी शिक्षा मानव और मानव निर्मित यंत्रों की परस्पर क्रिया जिसमें मानव यंत्रों से और अधिक लाभ प्राप्त करता है। तकनीकी शिक्षा में अध्ययन किया जाता है। सूचना प्रौद्योगिकी के विकास के दौर में देशभर में विभिन्न चीजों में डिजिटलाइजेशन की प्रक्रिया में व्यापक तेजी आयी है। बैंकिंग सेक्टर हो या परिवहन, भुगतान की प्रक्रिया हो या पत्र-व्यवहार की, हमारी रोजमर्रा से जुड़ी कितनी चीजें ऑनलाइन हो चुकी हैं। इन्हें अब गिनना मुश्किल है। आपके चारों ओर डिजिटलाइजेशन अपनी चमक कायम कर चुका है। सोशल नेटवर्किंग समेत, अनेक चीजों को इसने नये सिरे से गढ़ने में महीती भूमिका निभाई है।

एक प्रकार से हमारे रोजमर्रा की जिन्दगी में आने वाली उन तमाम चीजों को डिजिटल तकनीकी के रूप में एकीकृत करने की प्रक्रिया है, जिसे डिजिटलाइज्ड करना मुमकिन है। डिजिटलाइजेशन का लिटरल अर्थ किसी चीज को डिजिटल तकनीकी के रूप में एकीकृत करने की प्रक्रिया है। जिसे डिजिटलाइज्ड करना मुमकिन है। डिजिटलाइजेशन का लिटरल अर्थ किसी चीज को तकनीकी रूप से ज्यादा से ज्यादा विकसित करने का स्पष्ट आइडिया विकसित करना होता है। जिसे आसानी से सभी को मुहैया कराया जा सके। ज्यादा से ज्यादा चीजों को प्रक्रियाबद्ध तरीके से डिजिटल फॉर्मेट में ढालना भी डिजिटलाइजेशन का हिस्सा है, यहाँ एक चीज हमें स्पष्ट रूप से समझना होगा कि डिजिटलाइजेशन और डिजिटलाइजेशन में फर्क है। डिजिटलाइजेशन का मतलब किसी चीज को महज डिजिटल स्वरूप प्रदान करने भर से जुड़ा है। हेल्थकेयर (स्वास्थ्य सुरक्षा सेवा): हेल्थकेयर के क्षेत्र में लगातार बढ़ती नौकरियों की संख्या को सीधे तौर पर बढ़ती आबादी से जोड़ा जा सकता है। औसत आयु लगातार बढ़ रही है। और इस वजह से ज्यादा आयु-वर्ग के लोगों के लिए स्वास्थ्य सेवाओं की जरूरत भी बढ़ती जा रही है। हेल्थकेयर के क्षेत्र में जुड़े प्रशासनिक और सपोर्ट स्टाफ की जरूरत लगातार बढ़ रही है। सी.आई. आई. और मैक्वेजी की एक रिपोर्ट के मुताबिक इस फील्ड के विकास में 2012 में न सिर्फ जी डी पी में 6 से 7 प्रतिशत तक अतिरिक्त योगदान संभव होगा। बल्कि 28 लाख तक की नौकरियों का सृजन भी होगा। मेडिकल टूरिज्म को भी अच्छा लाभ होगा। भारत में लगभग एक लाख से ज्यादा लोग इलाज के लिए आते हैं। यह मार्केट अभी 310 मिलियन डॉलर का है और यह संभावना जताई जा रही है कि 2012 तक यह बढ़कर 2 बिलियन डॉलर तक का हो जाएगा, टेलीमेडिसिन के क्षेत्र में भी संभावनाएँ हैं।

हास्पिटैलिटी: पर्यटन मंत्रालय की माने तो हर वर्ष इस इंडस्ट्री में लगभग 2.03 लाख प्रोफेशनल्स भर्ती किए जाने की जरूरत है, जबकि साल में 18 हजार हास्पिटैलिटी ग्रेजुएट्स ही पास होते हैं। कॉमलवेलथ गेम्स और कार्लसन, स्टर्बुड, एकोर और मेरियट आदि इंटरनेशनल फूड चेन्स के आने के बाद से

इस क्षेत्र में करियर बनाने के इच्छुकों के लिए मौके पहले कहीं अधिक बढ़ गए हैं। फूड प्रोडक्शन, फूड एंड बेवरेज सर्विस, फ्रंट ऑफिसय और हाउसकीपिंग के अलावा वेलनेस इंडस्ट्री में स्पा और फिटनेस सेवाओं में प्रोफेशनल्स की मांग बढ़ी है। ऐसे कई प्रोग्राम हैं जहाँ आप सीखते हुए कमाई भी कर सकते हैं, जैसे- ऑबरोय सेंटर फॉर लर्निंग एंड डेवलपमेंट (दिल्ली), आई टी सी- वेलकम ग्रुप, गुडगाँव, क्लार्क होटल, जयपुर तथा जे.पी. एण्ड सिद्धार्थ होटल कानपुर।

निष्कर्ष:

अतः कहा जा सकता है कि शिक्षा के माध्यम से ही रोजगार के अनेक अवसर व्यक्ति को प्राप्त होते हैं। शिक्षा ही एकमात्र साधन है जो व्यक्ति को आर्थिक उन्नति में सहायता प्रदान करती है। आजादी के बाद से ही सरकार व अनेक गैर-सरकारी संस्थाओं ने यथासंभव सहायता देकर व्यक्ति को रोजगार मुहैया करने में अपना योगदान दिया है।

आज शिक्षा रोजगार परख हो गई है अर्थात् जिन क्षेत्रों में रोजगार की अधिक सम्भावनाएँ हैं। उनसे सम्बन्धित शिक्षा को बढ़ावा मिल रहा है। देश के अनेक महाविद्यालयों में शिक्षा के नाम पर भाषा, साहित्य, इतिहास, राजनीति, समाजशास्त्र, विज्ञान आदि विषय पर ही ध्यान न देकर कौशल सम्बन्धित विषयों पर भी ध्यान दिया जा रहा है। जो कि रोजगार की प्राप्ति में सहायक है। शिक्षा को रोजगारपरक बनाने के विषय में सोचना बंद करें और खुद शिक्षा को रोजगार का जरिया बना दें। बेरोजगारी की मार झेलते इस देश में शिक्षा खुद रोजगार का एक बड़ा जरिया है। संसार में चल रही गतिविधियों पर ध्यान दें तो हम असमंजस में पड़ जाते हैं।

शिक्षा व रोजगार का गहरा सम्बन्ध है। और यह निःसंदेह आवश्यक भी है। यह काम सरकार ठीक प्रकार से कर सकती है या फिर शिक्षा देने वाले निजी उद्यमी। ग्रामोद्योग, बुनियादी शिक्षा ऐसी कई पहल है जो पूर्व से ही शिक्षा के माध्यम से रोजगार प्राप्त कराने में सहायक है। भारत में रोजगार सम्बन्धित अनेक सरकारी योजनाओं ने भी इस दिशा में सकारात्मक सहायता प्रदान की है। साथ ही साथ सूचना प्रौद्योगिकी डिजिटल तकनीकी, संचार हेल्थ केयर एवं हाँस्पिटैलिटी जैसे भी आधार स्तम्भ रोजगार प्राप्त करने की दिशा में सहायक रहे हैं।

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विशिष्ट बी०टी०सी० कार्यक्रम के प्रति बी०एड० एवं एम०एड० प्रशिक्षणार्थियों की राय का एक अध्ययन।

श्री सुभाष चन्द्रा*

सार

प्रस्तुत अध्ययन में बी०एड० व एम०एड० कक्षा में अध्ययनरत प्रशिक्षणार्थियों की विशिष्ट बी०टी०सी० कार्यक्रम के व्यावसायिक पक्ष विभिन्न पहलुओं के प्रति राय का अध्ययन किया गया है। इस अध्ययन हेतु शोधकर्ता द्वारा शोध की सर्वेक्षण विधि एवं वर्णनात्मक विधि का प्रयोग किया गया है। शोधकर्ता द्वारा शिक्षक प्रशिक्षणार्थियों की राय जानने के लिए अभिमततावली का निर्माण किया गया। विशिष्ट बी०टी०सी० कार्यक्रम के व्यावहारिक पक्ष के तहत ही प्रशिक्षणार्थियों की राय से यह ज्ञात हुआ कि विशिष्ट बी०टी०सी० शिक्षकों को पोलियों ड्रॉप पिलाना, मतदाता सूची बनाना आदि कार्य करने के कारण वे अपना वास्तविक कार्य शिक्षण सुचारु रूप से नहीं कर पाते हैं। अतः राज्य सरकार द्वारा उनके इन अतिरिक्त कार्यभारों को कम करना चाहिए जिससे वे शिक्षण सुचारु रूप से कर सकें।

प्रमुख शब्दावली – विशिष्ट बी०टी०सी० ए बी०एड० प्रशिक्षणार्थियों ए एम०एड० प्रशिक्षणार्थियों की राय।

प्रस्तावना

वर्तमान में प्राथमिक शिक्षकों की भारी कमी के चलते विशिष्ट बी०टी०सी० कार्यक्रम उत्तर प्रदेश सरकार द्वारा चलाया जा रहा है। इसमें प्राथमिक शिक्षकों की कमी को पूरा करने हेतु उत्तर प्रदेश सरकार ने बी०एड० प्रशिक्षित स्नातकों के लिए लघु अवधि (6 माह) का विशिष्ट बी०टी०सी० कार्यक्रम प्रारम्भ किया। बी०एड० उपाधि धारक माध्यमिक शिक्षा में शिक्षण कार्य हेतु प्रशिक्षित किये जाते हैं तथा एम०एड० उपाधि धारक शिक्षक प्रशिक्षण संस्थानों में शिक्षण हेतु प्रशिक्षित किये जाते हैं परन्तु हमारे सामने एक प्रश्न अनायास ही कौंध जाता है कि बी०एड० व एम०एड० प्रशिक्षणार्थी उच्च शैक्षिक योग्यता, धारक होकर भी प्राथमिक शिक्षा के क्षेत्र में शिक्षण कार्य करने हेतु विवश क्यों हो रहे हैं। वर्तमान समय में यह एक ज्वलंत प्रश्न है कि इन उच्च योग्यताधारियों के विशिष्ट बी०टी०सी० कार्यक्रम के माध्यम से प्राथमिक शिक्षा के क्षेत्र में प्रवेश करने से प्राथमिक शिक्षा की गुणवत्ता में सुधार हो रहा है अथवा नहीं। प्राथमिक शिक्षा के क्षेत्र में प्रवेश पाने वाले बी०एड० व एम०एड० प्रशिक्षणार्थियों की विशिष्ट बी०टी०सी० कार्यक्रम को चयन करने की आवश्यकता तथा उसके प्राथमिक शिक्षा के क्षेत्र में पड़ने वाले प्रभाव को ज्ञात करने के लिए विशिष्ट बी०टी०सी० कार्यक्रम के प्रति बी०एड० व एम०एड० में अध्ययनरत प्रशिक्षणार्थियों की राय का अध्ययन करने की आवश्यकता है।

अध्ययन उद्देश्य –

1. विशिष्ट बी०टी०सी० कार्यक्रम के व्यावसायिक पक्ष के प्रति समस्त शिक्षक प्रशिक्षणार्थियों की राय जानना।
2. विशिष्ट बी०टी०सी० कार्यक्रम के व्यावसायिक पक्ष के प्रति पुरुष शिक्षक प्रशिक्षणार्थियों एवं महिला शिक्षक प्रशिक्षणार्थियों की राय जानना।
3. विशिष्ट बी०टी०सी० कार्यक्रम के व्यावसायिक पक्ष के प्रति बी०एड० शिक्षक प्रशिक्षणार्थियों एवं एम०एड० शिक्षक प्रशिक्षणार्थियों की राय जानना।

अवधारणाएँ

1. विशिष्ट बी०टी०सी० कार्यक्रम के व्यावसायिक पक्ष के प्रति समस्त शिक्षक प्रशिक्षणार्थियों की राय सामान्य है।
2. विशिष्ट बी०टी०सी० कार्यक्रम के व्यावसायिक पक्ष के प्रति पुरुष शिक्षक प्रशिक्षणार्थियों एवं महिला शिक्षक प्रशिक्षणार्थियों की राय सामान्य है।
3. विशिष्ट बी०टी०सी० कार्यक्रम के व्यावसायिक पक्ष के प्रति बी०एड० शिक्षक प्रशिक्षणार्थियों एवं एम०एड० शिक्षक प्रशिक्षणार्थियों की राय सामान्य है।

अध्ययन विधि – प्रस्तुत अध्ययन का उद्देश्य विशिष्ट बी०टी०सी० कार्यक्रम के व्यावसायिक पक्ष प्रति बी०एड० व एम०एड० में अध्ययनरत प्रशिक्षणार्थियों की राय जानना था। फलतः अध्ययन के उद्देश्यों को ध्यान में रखते हुये इस अध्ययन हेतु शोधकर्ता द्वारा शोध की सर्वेक्षण विधि एवं वर्णनात्मक विधि का प्रयोग किया गया है।

न्यादर्श – प्रस्तुत अध्ययन में अनुसंधान के उद्देश्यों की पूर्ति हेतु यादृच्छिक विधि द्वारा एम०जे०पी० रुहेलखण्ड विश्वविद्यालय (कैंपस) बरेली में अध्ययनरत बी०एड० व एम०एड० प्रशिक्षणार्थियों का चयन किया गया तथा उनसे दत्त संकलन किया गया है। जिसका विवरण निम्न तालिका द्वारा दर्शाया गया है।

प्रयुक्त उपकरण – प्रस्तुत अध्ययन के लिए उपकरणों के चयन हेतु निर्मित उपलब्ध उपकरणों को देखने पर ज्ञात हुआ कि अध्ययन के उद्देश्यों की पूर्ति से सम्बन्धित कोई भी उपकरण उपलब्ध नहीं था। अतः प्रदत्तों के संकलन हेतु शोधकर्ता द्वारा विशिष्ट बी०टी०सी० कार्यक्रम के व्यावसायिक पक्ष के प्रति बी०एड० एवं एम०एड० के शिक्षक प्रशिक्षणार्थियों की राय जानने के लिए अभिमततावली का निर्माण किया गया।

प्रयुक्त सांख्यिकी – प्रस्तुत शोध में अध्ययन के उद्देश्यों को ध्यान में रखते हुये प्रतिशत (%) का प्रयोग किया गया है।

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ऑकड़ों का विश्लेषण एवं व्याख्या –प्रस्तुत अध्ययन में बी0एड0 व एम0एड0 कक्षा में अध्ययनरत प्रशिक्षणार्थियों (पुरुष व महिला) की विशिष्ट बी0टी0सी0

कार्यक्रम के व्यावसायिक पक्ष एवं विभिन्न पहलुओं के प्रति राय का अध्ययन किया गया है। जिसका विवरण निम्न प्रकार है –

तालिका संख्या-1

बेरोजगारी के कारण विशिष्ट बी0टी0सी0 एक उत्तम विकल्प है।

छात्र समूह	हाँ		नहीं	
	संख्या	%	संख्या	%
पुरुष	76	78%	22	22%
महिला	30	94%	2	6%
बी0एड0	78	78%	22	22%
एम0एड0	28	93%	2	7%
समस्त	106	82%	24	18%

तालिका को देखने से स्पष्ट होता है कि 82 प्रतिशत प्रशिक्षणार्थियों का मानना है कि बेरोजगारी के कारण विशिष्ट बी0टी0सी0 एक उत्तम विकल्प है। इसी प्रकार न्यादर्श को जब लिंग के आधार पर बांटा गया तब पुरुषों में से 78 प्रतिशत प्रशिक्षणार्थियों ने तथा 94 प्रतिशत महिला प्रशिक्षणार्थियों ने कथन के प्रति सकारात्मक राय प्रकट की। पुनः जब न्यादर्श के बी0एड0 व एम0एड0

प्रशिक्षणार्थियों की राय प्राप्त की गयी तब बी0एड0 के 78 प्रतिशत व एम0एड0 के 93 प्रतिशत प्रशिक्षणार्थियों ने सकारात्मक राय प्रकट की। प्रशिक्षणार्थियों की इस आम राय का कारण भारत में रोजगार के अधिक अवसरों का न होना हो सकता है।

तालिका संख्या -2

विशिष्ट बी0टी0सी0 शिक्षक का आर्थिक रूप से भविष्य सुरक्षित है।

छात्र समूह	हाँ		नहीं	
	संख्या	%	संख्या	%
पुरुष	76	78%	22	22%
महिला	27	84%	5	16%
बी0एड0	76	76%	24	24%
एम0एड0	27	90%	3	10%
समस्त	103	79%	27	21%

उपरोक्त तालिका से स्पष्ट है कि अधिकतर प्रशिक्षणार्थियों की राय (79 प्रतिशत) में विशिष्ट बी0टी0सी0 शिक्षक का भविष्य आर्थिक रूप से सुरक्षित है। पुनः जब न्यादर्श को लिंग के आधार पर बांटा गया तब 78 प्रतिशत पुरुष व 84 प्रतिशत महिला प्रशिक्षणार्थी कथन से संतुष्ट मिले। इसी प्रकार जब न्यादर्श

को बी0एड0 व एम0एड0 के आधार पर बांटा गया तब 76 प्रतिशत बी0एड0 व 90 प्रतिशत महिला प्रशिक्षणार्थियों ने कथन से संतुष्टी प्रदान की। कथन के प्रति आम सहमति का कारण विशिष्ट बी0टी0सी0 में वेतन का पर्याप्त रूप में मिलना हो सकता है।

तालिका संख्या -3

जो व्यक्ति अन्य क्षेत्रों में प्रवेश पाने में असफल होते हैं वे ही प्रायः विशिष्ट बी०टी०सी० चुनते हैं।

छात्र समूह	हाँ		नहीं	
	संख्या	%	संख्या	%
पुरुष	59	60%	39	40%
महिला	23	72%	9	28%
बी०एड०	58	58%	42	42%
एम०एड०	24	80%	6	20%
समस्त	82	63%	48	37%

उपरोक्त तालिका से प्रदर्शित होता है कि अधिकतम 63 प्रतिशत प्रशिक्षणार्थियों का मानना है कि जो व्यक्ति अन्य क्षेत्रों में जाने में असफल होते हैं वे ही प्रायः विशिष्ट बी०टी०सी० चुनते हैं। पुनः जब न्यादर्श को लिंग के आधार पर पुरुष व महिला में बांटा गया तब भी लगभग समान राय क्रमशः 60 प्रतिशत, 72 प्रतिशत

प्राप्त हुई। इसी प्रकार बी०एड० के 58 प्रतिशत की व एम०एड० के 80 प्रतिशत प्रशिक्षणार्थियों की राय सकारात्मक प्राप्त हुई। इस कथन के प्रति अधिकतर प्रशिक्षणार्थियों की सकारात्मक राय का कारण विशिष्ट बी०टी०सी० का अन्य रोजगार क्षेत्रों की अपेक्षा प्रवेश में सुगमता हो सकती है।

तालिका संख्या-4

विशिष्ट बी०टी०सी० एक सरकारी नौकरी है अतः नौकरी खोने का डर नहीं रहता है।

छात्र समूह	हाँ		नहीं	
	संख्या	%	संख्या	%
पुरुष	83	85%	15	15%
महिला	27	84%	5	16%
बी०एड०	82	82%	18	18%
एम०एड०	28	93%	2	7%
समस्त	110	85%	20	15%

विशिष्ट बी०टी०सी० एक सरकारी नौकरी है अतः नौकरी खोने का डर नहीं रहता है जब इस कथन के प्रति राय जानने का प्रयास किया गया तब 85 प्रतिशत प्रशिक्षणार्थियों ने सकारात्मक राय प्रकट की। पुनः जब न्यादर्श को लिंग के आधार पर बांटा गया तब 85 प्रतिशत पुरुष प्रशिक्षणार्थियों व 84 प्रतिशत महिला प्रशिक्षणार्थियों ने सकारात्मक राय प्रकट की। इसी प्रकार जब

न्यादर्श को बी०एड० व एम०एड० के आधार पर बांटा गया तब बी०एड० के 82 व एम०एड० के 93 प्रतिशत प्रशिक्षणार्थियों ने सकारात्मक राय प्रकट की। इस कथन के प्रति आम राय का कारण सरकारी नौकरी में व्यावसायिक स्थिरता न होना हो सकता है।

तालिका संख्या -5

अन्य किसी भी गैर सरकारी संस्था की तुलना में विशिष्ट बी0टी0सी0 में वेतन अधिक मिलता है।

छात्र समूह	हाँ		नहीं	
	संख्या	%	संख्या	%
पुरुष	56	56%	43	44%
महिला	19	59%	13	41%
बी0एड0	53	53%	47	47%
एम0एड0	21	70%	9	30%
समस्त	74	57%	56	43%

तालिका संख्या 20 से प्रदर्शित होता है कि 57 प्रतिशत प्रशिक्षणार्थियों की राय में अन्य किसी गैर सरकारी संस्था में शिक्षण की तुलना में विशिष्ट बी0टी0सी0 में वेतन अधिक मिलता है। न्यादर्थ के 56 प्रतिशत पुरुष व 59 प्रतिशत महिला प्रशिक्षणार्थियों ने भी कथन पर अपना समर्थन प्रकट किया। पुनः जब न्यादर्थ

को बी0एड0 व एम0एड0 के आधार पर बांटा गया तब बी0एड0 के 53 प्रतिशत एम0एड0 के 70 प्रतिशत प्रशिक्षणार्थियों ने कथन का समर्थन किया। इस कथन पर आम सहमति का कारण विशिष्ट बी0टी0सी0 का एक सरकारी नौकरी का होना हो सकता है।

तालिका संख्या -6

मेरा मानना है कि विशिष्ट बी0टी0सी0 शिक्षक वेतन के अतिरिक्त भी धर्नाजन कर सकता है।

छात्र समूह	हाँ		नहीं	
	संख्या	%	संख्या	%
पुरुष	70	71%	28	29%
महिला	19	59%	13	41%
बी0एड0	69	69%	31	31%
एम0एड0	20	67%	10	33%
समस्त	89	68%	41	32%

मेरा मानना है कि विशिष्ट बी0टी0सी0 शिक्षक वेतन के अतिरिक्त भी धर्नाजन कर सकता है, जब इस कथन के प्रति प्रशिक्षणार्थियों की राय जानने का प्रयास किया गया तब कुल 68 प्रतिशत प्रशिक्षणार्थियों ने कथन का समर्थन किया। जब न्यादर्थ को लिंग के आधार पर बांटा गया तब 71 प्रतिशत पुरुष व 59 प्रतिशत महिला प्रशिक्षणार्थी कथन से संतुष्ट मिले। इसी प्रकार न्यादर्थ के 69

प्रतिशत बी0एड0 प्रशिक्षणार्थियों व 67 प्रतिशत एम0एड0 प्रशिक्षणार्थियों ने भी कथन पर सकारात्मक राय प्रकट की। इस कथन पर अधिकतर प्रशिक्षणार्थियों की सकारात्मक राय का कारण विशिष्ट बी0टी0सी0 शिक्षक द्वारा उपक.वल. डमंसए ठनपसकपदह.निदक आदि में अपना व्यक्तिगत आर्थिक लाभ प्राप्त करने की संभावना हो सकता है।

तालिका संख्या -7
विशिष्ट बी०टी०सी० शिक्षक का वेतन पर्याप्त है।

छात्र समूह	हाँ		नहीं	
	संख्या	%	संख्या	%
पुरुष	49	50%	49	50%
महिला	25	78%	7	22%
बी०एड०	60	60%	40	40%
एम०एड०	14	47%	16	53%
समस्त	74	57%	56	43%

विशिष्ट बी०टी०सी० शिक्षक का वेतन पर्याप्त है कथन के प्रति राय जानने पर ज्ञात हुआ कि 57 प्रतिशत प्रशिक्षणार्थियों की राय सकारात्मक है। इसी प्रकार जब न्यादर्श को बी०एड० व एम०एड० के आधार पर बांटा गया तब भी अधिकतर बी०एड० प्रशिक्षणार्थियों की राय सकारात्मक प्राप्त हुई। (बी०एड०, 60 प्रतिशत) पुनः जब न्यादर्श को लिंग के आधार पर बांटा गया तब पुरुषों में से

50 प्रतिशत प्रशिक्षणार्थी कथन से संतुष्ट प्राप्त हुये तथा महिलाओं में से 78 प्रतिशत संतुष्ट मिली। इस कथन के प्रति अधिकतर प्रशिक्षणार्थियों की सकारात्मक राय का कारण वेतन का सामान्य जीवन यापन के लिए पर्याप्त होना हो सकता है।

तालिका संख्या -8
मैं रोजगार प्राप्त सुगम होने के कारण विशिष्ट बी०टी०सी० चुनूँगा।

छात्र समूह	हाँ		नहीं	
	संख्या	%	संख्या	%
पुरुष	68	69%	30	31%
महिला	18	56%	14	44%
बी०एड०	65	65%	35	35%
एम०एड०	21	70%	9	30%
समस्त	86	66%	44	34%

तालिका के निरीक्षण से स्पष्ट है कि कुल 66 प्रतिशत प्रशिक्षणार्थियों की राय कथन, मैं रोजगार प्राप्त सुगम होने के कारण विशिष्ट बी०टी०सी० चुनूँगा के पक्ष में हैं। न्यादर्श को जब लिंग भेद के आधार पर बांटा गया तब 69 प्रतिशत पुरुष व 56 प्रतिशत महिला प्रशिक्षणार्थी कथन के पक्ष में मिले। इसी प्रकार बी०एड० के भी 65 प्रतिशत व एम०एड० के 70 प्रतिशत प्रशिक्षणार्थियों ने कथन का समर्थन किया। इस कथन पर व एम०एड० के 70 प्रतिशत प्रशिक्षणार्थियों ने कथन का समर्थन किया। इस कथन पर आम सहमति का कारण विशिष्ट बी०टी०सी० की चयन प्रक्रिया में प्रतियोगी परीक्षा का न होना भी हो सकता है।

अतः संक्षेप में कहा जा सकता है कि विशिष्ट बी०टी०सी० कार्यक्रम के व्यावसायिक पक्ष से सम्बन्धित कथनों पर शोधकार्य में सम्मिलित न्यादर्श इकाइयों की राय में विशिष्ट बी०टी०सी० कार्यक्रम का चयन करने में व्यावसायिक पक्ष एक महत्वपूर्ण आयाम है। व्यवसायिक स्थिरता व भविष्य का आर्थिक रूप से सुरक्षित अनुभव करने के कारण ही प्रशिक्षणार्थी इसकी ओर

आकर्षित हो रहे हैं। रोजगार अवसरों की अनुपलब्धता के कारण भी प्रशिक्षणार्थी उच्च शैक्षिक योग्यता धारक होते हुये भी विशिष्ट बी०टी०सी० कार्यक्रम के आकर्षण में फँसकर प्राथमिक शिक्षा के क्षेत्र में प्रवेश कर रहे हैं।

अध्ययन के निष्कर्ष –

1. न्यादर्श के अधिकतर 82 प्रतिशत प्रशिक्षणार्थियों ने स्वीकार किया कि बेरोजगारी के कारण विशिष्ट बी०टी०सी० एक उत्तम विकल्प है। पुरुषों 78 प्रतिशत की अपेक्षा महिलाओं 94 प्रतिशत की स्वीकृति का प्रतिशत लगभग 16 प्रतिशत अधिक प्राप्त हुआ। इसी प्रकार बी०एड० के 78 प्रतिशत प्रशिक्षणार्थियों की अपेक्षा एम०एड० के 93 प्रतिशत प्रशिक्षणार्थियों ने कथन का समर्थन किया।
2. विशिष्ट बी०टी०सी० शिक्षक का आर्थिक रूप से भविष्य सुरक्षित है कथन के प्रति 79 प्रतिशत प्रशिक्षणार्थियों ने सकारात्मक राय प्रकट की। पुरुषों

- की सहमति का प्रतिशत 78 प्रतिशत व महिलाओं का 84 प्रतिशत प्राप्त हुआ। इसी प्रकार बी0टी0सी0 प्रशिक्षणार्थियों का 76 प्रतिशत व एम0एड0 के 90 प्रतिशत प्रशिक्षणार्थियों ने कथन का समर्थन किया।
- न्यादर्श के अधिकतर प्रशिक्षणार्थियों 63 प्रतिशत की राय में जो व्यक्ति अन्य क्षेत्रों में प्रवेश पाने में असफल होते हैं वे ही प्रायः विशिष्ट बी0टी0सी0 चुनते हैं। पुरुषों व महिला प्रशिक्षणार्थियों की राय भी सम्पूर्ण न्यादर्श के लगभग बराबर 60 प्रतिशत, 72 प्रतिशत प्राप्त हुयी। बी0एड0 के प्रशिक्षणार्थियों की राय 58 प्रतिशत सहमति के रूप में प्राप्त हुई जबकि एम0एड0 प्रशिक्षणार्थियों की स्वीकृति का स्तर अधिक 80 प्रतिशत प्राप्त हुआ।
 - विशिष्ट बी0टी0सी0 एक सरकारी नौकरी है अतः नौकरी खोने का डर नहीं रहता है कथन के प्रति 85 प्रतिशत प्रशिक्षणार्थियों ने सकारात्मक राय प्रकट की। पुरुष व महिला की राय का स्वीकृति स्तर भी क्रमशः 85 प्रतिशत, 84 प्रतिशत प्राप्त हुआ। इसी प्रकार बी0एड0 के 82 प्रतिशत ने व एम0एड0 के 93 प्रतिशत प्रशिक्षणार्थियों ने कथन का समर्थन किया।
 - न्यादर्श के 57 प्रतिशत प्रशिक्षणार्थियों ने स्वीकार किया कि अन्य किसी भी गैर सरकारी संस्था की तुलना में विशिष्ट बी0टी0सी0 में वेतन अधिक मिलता है। पुरुषों में से कथन स्वीकृति/अस्वीकृति का प्रतिशत मिला जुला 56 प्रतिशत (हाँ), 44 प्रतिशत (नहीं) प्राप्त हुआ। अधिकतर महिलाओं 59 प्रतिशत ने कथन का समर्थन किया। बी0एड0 प्रशिक्षणार्थियों की राय कथन पर बँटी हुई थी। हाँ- 53 प्रतिशत, नहीं 47 प्रतिशत प्राप्त हुई परन्तु एम0एड0 के अधिकतर प्रशिक्षणार्थी 70 प्रतिशत कथन से संतुष्ट पाये गये।
 - न्यादर्श का एक बड़ा भाग 68 प्रतिशत यह स्वीकार करता है कि विशिष्ट बी0टी0सी0 शिक्षक वेतन के अतिरिक्त भी धनार्जन कर सकता है। पुरुषों में से भी अधिकतर प्रशिक्षणार्थियों 71 प्रतिशत ने कथन का समर्थन किया जबकि महिला प्रशिक्षणार्थियों में से 59 प्रतिशत ने कथन का समर्थन किया। बी0एड0 व एम0एड0 प्रशिक्षणार्थियों की कथन स्वीकृति का प्रतिशत लगभग बराबर-बराबर ही (69 प्रतिशत, 67 प्रतिशत) प्राप्त हुआ।
 - विशिष्ट बी0टी0सी0 शिक्षक का वेतन पर्याप्त है ऐसा न्यादर्श के 57 प्रतिशत प्रशिक्षणार्थियों का मानना है जबकि 43 प्रतिशत इससे असंतुष्ट हैं। पुरुषों में भी कथन की राय के प्रति विरोधाभास 50 प्रतिशत सहमत व 50 प्रतिशत असहमत के रूप में प्रकट होता है। बी0एड0 के अधिकतर 60 प्रशिक्षणार्थी कथन से सहमत हैं जबकि एम0एड0 के प्रशिक्षणार्थियों की राय कथन पर मिली जुली (47 प्रतिशत हाँ, 53 प्रतिशत नहीं) प्राप्त हुई।
 - श्रम रोजगार प्राप्ति सुगम होने के कारण ही विशिष्ट बी0टी0सी0 चुनूँगा कथन पर अधिकतर प्रशिक्षणार्थी 66 प्रतिशत संतुष्ट पाये गये। पुरुषों में से भी अधिकतर 69 प्रतिशत ने कथन का समर्थन किया परन्तु महिला प्रशिक्षणार्थियों की राय कथन पर मिश्रित (हाँ 56 प्रतिशत, नहीं 44 प्रतिशत) प्राप्त हुई। बी0एड0 व एम0एड0 प्रशिक्षणार्थियों की राय भी सम्पूर्ण न्यादर्श की राय से मेल खाती (65 प्रतिशत, 70 प्रतिशत) प्राप्त हुई।

शैक्षिक निहितार्थ –

- विशिष्ट बी0टी0सी0 कार्यक्रम के सामाजिक पक्ष के प्रति प्रशिक्षणार्थियों की राय से यह ज्ञात हुआ कि विशिष्ट बी0टी0सी0 शिक्षक की सामाजिक राय पर लोग ध्यान नहीं देते हैं। अतः समाज के विभिन्न व्यक्तियों द्वारा विशिष्ट बी0टी0सी0 शिक्षक की समाज के लिए उपयोगी राय पर ध्यान देना चाहिए।
- विशिष्ट बी0टी0सी0 कार्यक्रम के व्यावहारिक पक्ष के प्रति प्रशिक्षणार्थियों की राय से यह ज्ञात हुआ कि विशिष्ट बी0टी0सी0 शिक्षक को ग्रामीण क्षेत्र में कार्य करना पड़ता है जिससे उन्हें असुविधा होती है इसलिए राज्य सरकार को इस ओर ध्यान देते हुये ग्रामीण क्षेत्र के साथ-साथ शहरी क्षेत्र में भी नियुक्ति प्रदान करनी चाहिए। महिलाओं के विषय में इस पर गम्भीरतापूर्वक विचार करना चाहिए।

- ग्रामीण क्षेत्रों में आवागमन के लिए पर्याप्त साधनों की व्यवस्था कराई जाये।
- विशिष्ट बी0टी0सी0 कार्यक्रम के व्यावहारिक पक्ष के तहत ही प्रशिक्षणार्थियों की राय से यह ज्ञात हुआ कि विशिष्ट बी0टी0सी0 शिक्षकों को पोलियो ड्रॉप पिलाना, मतदाता सूची बनाना आदि कार्य करने के कारण वे अपना वास्तविक कार्य शिक्षण सुचारु रूप से नहीं कर पाते हैं। अतः राज्य सरकार द्वारा उनके इन अतिरिक्त कार्यभारों को कम करना चाहिए जिससे वे शिक्षण सुचारु रूप से कर सकें।
- विशिष्ट बी0टी0सी0 के व्यावसायिक पक्ष के अध्ययन से स्पष्ट हुआ कि प्रशिक्षणार्थियों की राय में रोजगार विकल्प कम होने के कारण मजबूरी में भी वे विशिष्ट बी0टी0सी0 का चयन करते हैं। अतः राज्य सरकार रोजगार के अवसरों की उपलब्धता को बढ़ाकर बी0एड0 व एम0एड0 प्रशिक्षणार्थियों की समस्या का निवारण कर सकती है।
- विशिष्ट बी0टी0सी0 के ज्ञानात्मक पक्ष के अध्ययन से पता चलता है कि न्यादर्श के अधिकतर इकाइयों की राय में विशिष्ट बी0टी0सी0 शिक्षक जब प्राथमिक छात्रों को पढ़ाते हैं तब उनमें कुण्ठा उत्पन्न हो जाती है। अतः इसके निवारण हेतु विशिष्ट बी0टी0सी0 शिक्षकों के लिए पर्याप्त प्रशिक्षण व समय-समय पर कार्यशालाओं का संचालन किया जाना चाहिए।

भावी अनुसंधान हेतु सुझाव –

- प्रस्तुत शोध मात्र एम0जे0पी0 रुहेलखण्ड विश्वविद्यालय (परिसर) के प्रशिक्षणार्थियों तक ही सीमित है। भावी शोधकर्ता इससे अधिक विस्तृत क्षेत्र को आधार बनाकर शोधकार्य सम्पन्न कर सकते हैं।
- प्रस्तुत शोध केवल बी0एड0 व एम0एड0 में अध्ययनरत प्रशिक्षणार्थियों की राय तक ही सीमित है। भावी शोधकर्ता बी0एड0 व एम0एड0 प्रशिक्षणार्थियों की राय का सांख्यिकीय राय से तुलनात्मक अध्ययन भी कर सकते हैं।
- प्रस्तुत शोध में लिंग के आधार पर विशिष्ट बी0टी0सी0 प्रोग्राम के प्रति राय का अध्ययन किया गया है। भावी शोधकर्ता उनकी आयु स्तर व शहरी, ग्रामीण परिवेश के आधार पर अध्ययन कर सकते हैं।
- प्रस्तुत शोध में मात्र 130 विद्यार्थियों का न्यादर्श के रूप में चयन कर अध्ययन कार्य किया गया है। भविष्य में इसे और बड़े न्यादर्श पर सम्पादित कर और प्रभावी व उचित परिणाम प्राप्त किये जा सकते हैं।
- प्रस्तुत शोध केवल बी0एड0 व एम0एड0 प्रशिक्षणार्थियों तक ही सीमित है। भावी शोधकर्ता बी0पी0एड0 एवं बी0एड0/एम0एड0 प्रशिक्षणार्थियों की राय का सांख्यिकीय रूप से तुलनात्मक अध्ययन भी कर सकता है।
- प्रस्तुत शोध में केवल बी0एड0/एम0एड0 प्रशिक्षणार्थियों की राय को विशिष्ट बी0टी0सी0 कार्यक्रम के प्रति अध्ययन किया गया है। भावी शोधकर्ता विशिष्ट बी0टी0सी0 कार्यक्रम के प्रति प्रशिक्षणोपरान्त शिक्षकों की राय का अध्ययन किया जा सकता है।

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Local Self Government - An Effective Method of Women Empowerment

Dr. Rama Achyut Pande*

ABSTRACT

When women are empowered, emancipated and enlightened society is created; to create such society role of men in women empowerment is very important and also the role of other family members is also important to support her to do her level best in her carrier. Nature has given men and women different qualities and both are complementary to each other. Women are also like men contributing to local and national development. Her work in the domestic sphere and outside help the society move ahead.

The 73rd and 74th amendments of the constitution allowed women to step out of four walls, they empowered women by enabling them to participate in all sorts of activities, especially politically at par with their male counterparts. The amendment of the constitution is a stepping stone towards the empowerment of women, the society too has an active role and responsibility to play in this process, the society has to ensure that women are given due liberty to exercise their roles.

The process of women empowerment men has a vital role. Where both men and women treated equally as human beings. That society achieved sustainable development. In the empowerment process education of women, support of family male members and equal treatment, role in decision making is the very important factors. Whereas interference of men, illiteracy, poverty and patriarchy keep her away from the process of empowerment.

This paper focuses on gender equality in participation across various domains as a doorway to women empowerment.

Introduction:

The term "empowerment means to give somebody the power or authority to-do something (Oxford Dictionary). Bennet (2002) as stated in Malik and Lugman (2006) describes empowerment as "the enhancement of assets and capabilities of diverse individuals and groups to engage, influence and hold accountable the institutions which affect them." Women in India constitute nearly half of the Indian population are needed to create such environment in which women are able to enjoy all their rights and live without fear or restrictions.

When women are empowered, emancipated and enlightened society is created; to create such society role of men in women empowerment is very important and also the role of other family members is also important to support her to do her level best in her carrier. Nature has given men and women different qualities and both are complimentary to each other. Women are also like men contributing to the local and national development. Her work in domestic sphere and outside help the society move ahead.

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Research Methodology

This paper is based on a study with the main objective of finding out the real picture of women's empowerment in Grampanchayat institutions and role of men in this empowerment process. Case study method is used to collect information. Two women headed village panchayat were selected with purposive sampling method from Beed districts.

It is very important to create an environment in which equality can be enjoyed equally by all women and this "is the goal of women Empowerment. Empowerment is a process in which women have freedom to make choices and take decisions in matters relating to her life as well as society at large; she is not a victim of violence either in her family or any other social institutional settings, and where she can lead life in such a way that her self-respect and dignity are protected. She has equal access to opportunities in all spheres of activities and at the same time she is in a position to make use of the laws formulated for safeguarding her Honor and Rights. In short, empowerment is a condition where women have the freedom to enjoy a Right in practice and not just in theory. Empowerment of women contributes not only to the environment but to humanity as well it should ensure sustainable development requiring women's Empowerment and their full, equal and beneficial involvement in decision making process. At the same time it also requires their participation as planner, Managers, Scientist and technical advisors in all fields.

Their participation in village Panchayat is very important in this concern as Panchatraj has played a significant role in social and political Empowerment of women in India The 73rd and 74th Amendments in the Indian constitution in 1993 has aimed at 33 percent reservation for women in Panchayat Raj institutions one third of the total number of the heads of Panchayats at each of three levels have been earmarked for women.

Case Study No.1

Manisha a forty years 'old lady is working as a Sarpanch in Beed district, for four years, she is an Arts graduate. Even though she belongs to Scheduled Caste (SC) category she contested the

election as open candidate. She comes from a well-to-do joint family. Her family members are her in laws, her life partner, her two sons and one daughter. Her children are getting higher education in same town nearby. Her husband is a government servant. Her father was a Headmaster and in her father's house there is no gender discrimination. In her own house also there is no gender discrimination. This makes her stronger. Her father was interested the social work and also her life partner. Her own interest in social work made her to join GramPanchayat. Her family members like her husband and her father in law helped her to understand structure and functions of Gram Panchayat and problems of local politics. At the same time they taught her how to fulfill the important duties and social responsibility of Gram Panchayat as a head irrespective local. Politics, she says, "if we work sincerely and honestly for people they join and they support us." Her life partner, her brother in law helped her to understand how to conduct meetings, how to write, and proceedings, about conducting Gramsabha and how to become one of the family members of all the families in the village.

She does not have political background, but her interest in social work tempted her to join the field. She is empowered for taking' important decisions, conducting meetings, and Gramsabha, attending various training programmes, identifying the problems of the people and trying to solve them by discussing with the people. She gave this credit to her male family members as they supported her to understand the important things in the working of village panchayat. Even though she is a graduate she had no field experience, she has, good support from her village.

Patriarchal system restricts women from going outside and there is gender discrimination. She has no role in decision making in any sphere of life and interference of men stops her from her process of Empowerment. The second case study is a good example of how patriarchy becomes hurdle in women empowerment process.

Case Study - 2

Heerabai is also a 40 years old lady working as Head of village Panchayat in Beed district for four years

and she belongs to Scheduled Caste (SC) category and contested election from reserved category and won the seat. Her husband was Sarpanch before her and he died of cancer on sympathetic ground she is elected. Though she had political background, she had no role in politics when her husband was alive. Her education is up to IV std., she was working as a agricultural labourer and she has four daughters and one son. Her husband was well educated and was working as a social worker with his own NGO. He took interest in local politics and elected to Gram Panchayat and became Sarpanch. After his death Heerabai was elected as a Sarpanch. She did not know about the structure functions of Gram Panchayat, she even did not know her responsibility as a Sarpanch and Vice-Sarpanch was doing all the work. He told Heerabai that was not necessary to come in panchayat office and she could give signature sitting at her home. His interference was in all work so there was no work to her, she feels gratitude towards that person as she was elected because of his support and as Vice Sarpanch is doing all her work. She feels happy and obliged to Vice Sarpanch as she does not know how to conduct meeting of Gram Panchayat and she never goes to training and she is not aware of the local problems, as she has responsibility of her home with her children, she is working in farm, as she is facing

family problems, economic problems burdened with her responsibility of head of the family.

Conclusion

In the process of women empowerment men has vital role. Where both men and women treated equally as human beings. That society achieved sustainable development. In the empowerment process education of women, support of family male members and equal treatment, role in decision making are the very important factors. Whereas interference of men, illiteracy, poverty and patriarchy keep her away from the process of empowerment.

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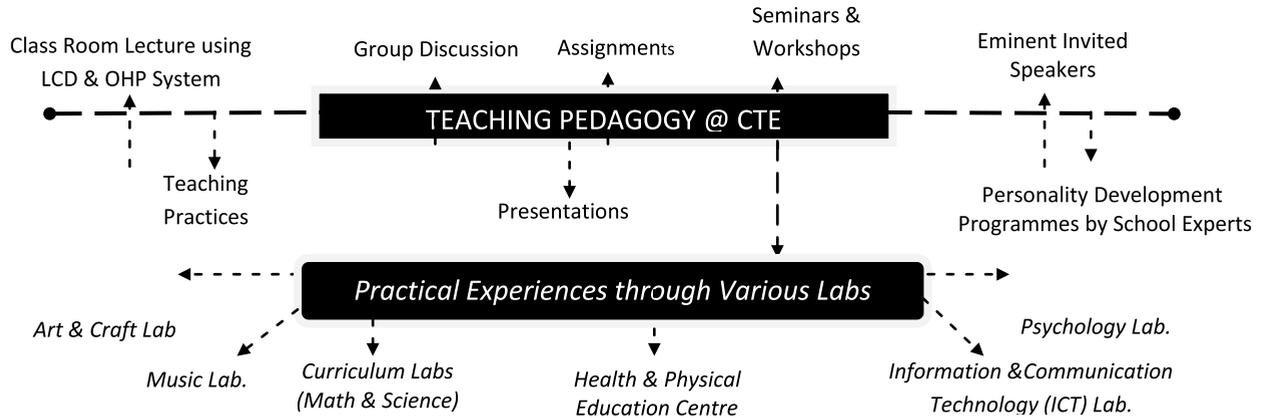
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- Higher educational institutions (HEIs) of the country adopt villages for their development.
- Faculty and students to be involved in village development plan in collaboration with district administration.
- IPEM, Ghaziabad is participating in UBA and adopted following villages for their development in collaboration with district administration.

1. Husainpur 2. Milk Lachchi 3. Chirasi 4. Dujana 5. Dhoom Manikpur

(IPEM, Ghaziabad), UBA cell invites all faculty and students to join UBA to bring for transformational change in the villages. For participation in UBA activities, please contact coordinator mentioned below.

Name: Ms. Poojam Rawat
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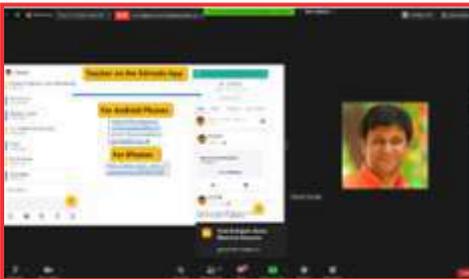
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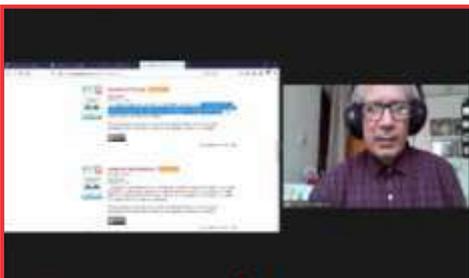
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