

यू. जी. सी. के नवीन पाठ्यक्रम पर आधारित एम. जे. पी.
स्केलखण्ड विश्वविद्यालय, बरेली के नवीनतम पाठ्यक्रमानुसार पाठ्य-पुस्तक

मान्य

बी.एड.

अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया

(Development of Learner and
Teaching Learning Process)

(द्वितीय प्रश्न-पत्र)

डॉ० अन्जू गुप्ता

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विभागाध्यक्ष शिक्षाशास्त्र

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डॉ. चरण सिंह विश्वविद्यालय, मेरठ एवं रुहेलखण्ड विश्वविद्यालय, बरेली के
नवीनतम पाठ्यक्रमानुसार पाठ्य-पुस्तक

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2008



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अमरोहा (जे०पी० नगर)

Research Publications of Staff

S. No.	Teacher's Name	No. Of Research Paper Publish
1	Dr. Om Mahesh	02 Research paper, 03 Book Publish
2	Dr. Najmul Rehman	05 Research paper
3	Anchal Saxena	01 Research Paper

समाज विज्ञान शोध पत्रिका SAMAJ VIGYAN SHODH PATRIKA

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डॉ. वीरेन्द्र शर्मा, डी.लिट्.

पूर्व प्राचार्य

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प्रबन्ध सम्पादक

सेवा में,

मान्य ⁽¹⁾ Mr. Om Mahesh

J.S.H.(P.G.) College, AMROHA

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(3) Dr. Surendra Yadav

J.S.H. (P.G.) College, AMROHA. U.P.

महोदय/ महोदया,

समाज विज्ञान शोध पत्रिका में प्रकाशनार्थ आपका आलेख -

(शीर्षक : 'Environmental Education For Conservation
And Sustainable Development' -----)

प्राप्त हुआ। एतदर्थ; हार्दिक धन्यवाद।

सम्पादक मण्डल के सम्यक् विचारोपरान्त आपका उक्त आलेख प्रकाशन हेतु सहर्ष स्वीकृत


किया गया है, जिसे जर्नल के वोल्यूम : VI अंक : VI माह : Oct-2007 -----

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आशा है भविष्य में भी इसी प्रकार सहयोग प्रदान करते रहेंगे।

साभार;

भवदीय


(डॉ. अशोक कुमार रुस्तगी)

प्रबन्ध सम्पादक

ROLES AND RESPONSIBILITIES OF TEACHERS : AN OVERVIEW

Dr. (Mrs.) Meenakshi Bhatnagar
Ex-Head, Deptt. of Edu.
GDH Girls College, Mbd.

Dr. Najmul Rehman
Faculty of Education
Pushp Ins. of Sc. and Higher Studies, Pilibhit

Abstract

It is believed by many that unless we empower teachers with effective roles and responsibilities. We cannot achieve qualitative improvement at any level of education. Teachers constitute the most important component of the input system of education. And it is a fact that the output of any organization cannot be of high quality in the absence of its high quality inputs. The status of the teachers reflects the sociocultural ethos of a society. It is said that no people can rise above the level of its teachers. Level of its teachers, certainly means their academic and cultural excellence reflected in the roles executed by them corresponding their responsibilities discharged and skilled services performed. It is these upon which the continued functioning of a good society, particularly peoples democracy depends. Education builds the rock on which a strong and stable democracy stands. And teachers make the foundation stones to build that.

Key-words: *Ethos, Supplanted, Radical, Dwelling, Pursuit, Diffusion, Strategy, Radiate, Cohesion, Enshrined, Conscience, Endeavour, Gapping, Repression.*

Introduction

The nucleus of teaching-learning process around which everything in schools and colleges revolves is constituted by the teacher. The importance of teacher is poetically described as under -

Neither gold, nor machines, nor material,
Can make the system great and strong,
Only teachers
Who for truths and honour's sake,
Work hard and suffer long
Make the system great and strong

Currently, if one looks at the functioning of any educational organization it becomes obvious that the reason which is the basis of effective functioning of any organization is found lost. True this is also that if reason is lost in an academy, it is bound to be lost in the Nation; and the Nation, then, is supplanted by necked power and repression. In this context teachers' roles and responsibilities assume very great importance. They need to be understood,

protected and developed in a serious manner. More important than awareness and development is the protection and sustaining of these roles and responsibilities. Under the circumstances prevailing it is much more important as irrational forces are on the increase in the field of education; and education in India is in a state of crisis. It seems nothing less than a radical reform of the system is called for.

Meaning And Nature

The role of the teacher is a dual one. He is a practitioner of this specialty and also he is a member of his profession obligated to further the ideals of the

group, the professional values of the group. Professionalization of teaching demands that teachers should, along with knowledge explosion, move toward achieving higher standards comparable to those of other recognized professional groups. Roles, in fact, are inherent in functions, activities and acts related to specific job or profession. In a broad sense they consist of the behavior patterns expected of the teacher for achieving a particular objective. They are determined by the goals and objective of teaching-learning. Achievement of these goals and objectives is the responsibility of the teacher. As a responsible teacher whatever he does to fulfill this responsibility constitutes his roles. Roles have to be played in order to discharge some responsibility. For practice and purposes roles and responsibilities are treated as the same thing.

An excellent expression of teacher's roles and responsibilities is reflected in what Pandit Jawaharlal Nehru said in 1947. Replacing the word "University" in the address by teachers it runs as "Teacher. Principal objective is to deepen men's understanding of the universe and of himself ... in body, mind and spirit, to disseminate this understanding throughout society and to apply it in the service of mankind. Teachers are the dwelling places of ideas and idealism expected to have high standards of conduct and integrity. Theirs is the pursuit of truth and excellence in all its diversity, a pursuit which needs, above all, courage and fearlessness."

To understand teachers' roles and responsibilities it is necessary to know the context in which the teacher is placed. The fact is that the teachers are there in the schools and colleges because students are there; and students are there because, as desired by a society,

Innovative Approach in Higher Education

Dr. Najmul Rahman

Abstract : Innovations not only solve problem but innative effort are necessary for progress in any field. Education is one of the most important and crucial area, therefore innovative and sincere effort are required for education particularly at higher level.

Importance of Innovation

All innovation in intends to bring about improvisation. These are beneficial and useful to one and all. Innovation are somewhat like effort which may prove fruitful and effective. In other words it is possible you may not succeed. It is always better to understand the needs and suitability before going for any innovation. Innovation require innovative ideas, insight and assistance of other agencies.

Few Innovative Approaches in Higher Education

Grouping of Students : The group can be giving a chance to work together. Such type of task & assignment can be given which can be achieved. While working on task on attainment of success students have sense of achievement. Small group can be more effective for enhancing individual learning. These group may discuss any topic of there syllabus. Moreover they can have discussion upon the topic which has already been taught.

Team Teaching

All teachers are not equally competent in all areas of given subject. Every thing cannot be known by everyone. Moreover each one of us have personal experience & exposure perhaps this is the only area where each one of us differs. There can be team of teachers to teach group of pupils of a particular class in a particular institution. Team teaching is not only beneficial to students but it is useful for team members.

Re-Inforcing Strong Attributes

There are weak and strong attribute in each of us. We as a teacher are suppose to emphasis on strong attributes of students. If strong point are re-inforced it will encourage pupil to use them further. Praise and appreciation will be a positive factor in learning.

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Study of Achievement – Motivation of Teacher's Trainees



Najmul Rahman
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Introduction: What makes us to behave in a particular manner? Questions pertaining to behavior lies in the key word motivation. We behave as we are motivating to do so. Motivation thus may be regarded as something which prompts, compels and energize us or individual to act as behave in a particular manner at a particular time for attaining some specific goal and purpose. Psychologists have identified activating forces that push and pull an individual to move or act for achieving. These activating forces include needs, drives and motives.

Needs: Needs are general wants or desire although nothing can be said about the number of individual needs it can be broadly divided into two categories.

- i) Biological needs
- ii) Socio-psychological needs

Drives: A need gives rise to a drive which may be defined as an aroused awareness, tendency that sets off reaction in an individual and sustains them for increasing his general activity level. The existence of need drives the individual from within and directs his activities to a goal that may bring about the satisfaction of that need. The strength of a drive depends upon the strength of stimuli generated by the related need. Drives are also influenced and guided by incentives like praise, appreciation, rewards.

Motives: A particular need gives rise to an activating force or drive that moves an individual to act or behave in a particular fashion at a particular time. Motives works as a basic activating force behind a particular behavior.

Significance of Study : Teacher's trainees are future teachers who will be imparting education to young students who are future of our country. Teachers should not only be concerned with giving knowledge and skill rather he should also take care of child's health and about his social adjustment. Teacher's trainees should be competent and expert and therefore there assessment regarding achievement motivation is essential, which can be conveniently done by testing their motive to achieve through standardized test.

In present study comparison have been made best students of regular B.Ed courses with students doing B.Ed from IGNOU (distant learning) and students of physical training colleges (B.PEd) were also assessed for achievement motivation.

Statement of Problems: *Study of achievement motivation level of teacher's trainees.*

Hypotheses-

1. There will be no significant difference between achievement motivation of student of IGNOU and S.S. College.
2. There will be no significant difference between achievement motivation of student of Physical College and S.S. College.
3. There will be no significant difference between achievement motivation of student of Physical College and IGNOU

Review of Literature: Review of literature is helpful for solving and selection of problem. It tells us about the work which have been done previously on same of related subject. In research methodology the term literature refers to the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and its research studies. The term reviews means to organize the knowledge of specific areas of research to evolve an edifice of knowledge to show that this study would be addition to this field.

Method: Students of B.Ed from S S College, Shahjahanpur (UP) and students of B.Ed from IGNOU and students of B.PEd from Physical Training College, Rampur were taken for achievement motivation test.

Tools: Consumable booklets of achievement motivation test (ACMT) by V P Bhargava of R B S College, Agra were used. The Test is used to measure N-Ach Score of the person. Booklet consists of 50 items of incomplete sentences which are to be completed by putting check mark on any of the 3 alternative responses given against each item.

Selection of Sample: Test was administrated on 134 students out of which 36 were from Physical Training College, Rampur (B.PEd), 50 were from B.Ed IGNOU and 48 were B.Ed students of S S College, Shahjahanpur (Regular students), college is affiliated with M J P Rohilkhand University, Bareilly.

स्वामी दयानन्द सरस्वती एवं महाबोध रात्रि

नजमुल रहमान

पी-एच0 डी0 (शोधछात्र)

श्री वेंकटेश्वर विश्वविद्यालय,

गजरोला

प्रारंभिक शैक्षिक जीवन

दयानन्द का जन्म गुजरात के मौरवी नामक एक छोटे से राज्य में एक सम्पन्न ब्राह्मण परिवार में सन् 1824 में हुआ था। इन्द्रविद्या वाचस्पति ने आर्य समाज का इतिहास नामक अपनी पुस्तक में टंकारा नामक स्थान का उल्लेख किया है। इनके पिता का नाम श्री कर्शनजी लाल था। वह बड़े भूमिहार थे और लेनदेन का कार्य भी करते थे। पुरोहितवाद के युग में भी इस परिवार में भिक्षावृत्ति या पंडिताई का कार्य कभी नहीं हुआ। सम्मानित और परिश्रमी परिवार होने के कारण रियासत की ओर से जमींदारी करने का अधिकार उन्हें प्राप्त था। उनके बाल्यकाल का नाम मूलशंकर था। वह अपने पिता की ज्येष्ठ संतान थे। मूलशंकर को बाल्यकाल में दयाल जी भी कहते थे, आठवें वर्ष में इनका यज्ञोपवीत संस्कार हुआ। जिसमें इन्हें गायत्री तथा उपासना विधि सिखाई गई। पिता के द्वारा इनमें शिवयत के संस्कार डाले गये तथा उन्हीं के अनुसार व्रत रखना तथा शिवलिंग की पूजा करना भी सिखाया गया।

महाबोध रात्रि (शिवरात्रि)

“चौदह वर्ष की आयु में ही गुरुओं के सत् परामर्श पर जब कुल संस्कारों को सम्पन्न करने की सुविधा गुरुओं ने प्रदान की तब उनके पिता ने उन्हें सर्वप्रथम शिवरात्रि का व्रत करने तथा रात्रि जागरण करने का आदेश जमा दिया। माता का स्नेह कुछ समय के लिए अवरूद्ध रहा। पर यह सत्य है कि पिता की आज्ञा मानने के अतिरिक्त उनके पास कोई अन्य विकल्प नहीं था। तभी उन्होंने शिवरात्रि का व्रत किया और मंदिर में जाकर बैठ गए। वहां की शिवरात्रि जागरण की धूम समस्त नगर में थी। उपासक भक्तों ने प्रथम पहर की पूजा बड़े भाव और भक्ति से सम्पन्न की। दूसरा पहर भी बीता और फिर तीसरे पहर में सभी भक्तों को निद्रा देवी का प्रकोप आ गया। मूलशंकर की दृष्टि इस नीरसतापूर्ण वातावरण में शिवलिंग पर ही केन्द्रित थी तथा प्रांगण में चूहे भोजन की तलाश में प्रविष्ट हो गये। मूर्ति के आस पास रखी सामग्री का वह भोग लगाने लगे और उछलकूद करते हुए शिव के मस्तक

पर भी धावा बोलने लगे। तब मूलशंकर ने सोचा जो महादेव बड़े-बड़े दानवों के व्यक्तिक्रम को नहीं सह सकता और त्रिशूल लेकर उनका संहार करता है, वह निश्चल ही रहा, हिला डुला भी नहीं। तब क्या यह पत्थर ही शिव है जो कैलाश पर निवास करता है, जिसमें संसार का संहार करने की शक्ति है। वह कोई शिव नहीं होगा। उसमें और इसमें अवश्य भेद है। यह सब विचार मूलशंकर के मन में उठने लगे। वह दिन में शिव महात्म्य सुन चुके थे। उन्हें वह याद आने लगा और जो कुछ उन्होंने देखा उसकी रोशनी में सुना हुआ महात्म्य निर्मूल प्रतीत होने लगा। अपनी शंका का समाधान पाने के लिए बालक ने पिता से अपने प्रश्नों का समाधान करना चाहा, किन्तु आसाधारण पुत्र के उत्तर पिता के पास नहीं थे। बालक मूलशंकर अतृप्त और उदास घर वापिस लौट आया। किन्तु नींद में भी वह अपने प्रश्नों के उत्तर को खोजता रहा। उसकी मनः स्थिति बदल चुकी थी। श्रद्धा मानसिक धरोहर के रूप में स्थायी न रह सकी। छोटी सी घटना एक बड़े आघात के रूप में जीवन को प्रभावित कर गई। मूर्ति पूजा को अंधी भक्ति का रूप मानकर उसे बालक मूलशंकर ने सदा सदा के लिए छोड़ दिया। इस घटना ने उनके अनेक परिवर्ती जीवन में हलचल पैदा कर दी। इस घटना का उनके जीवन पर अप्रत्याशित प्रभाव हुआ।

मूलशंकर की शिक्षा परम्परानुसार संस्कृत में हुई। पांच वर्ष की अवस्था में उन्होंने पढ़ना लिखना प्रारम्भ कर दिया। आठ वर्ष की अवस्था में उनका यज्ञोपवीत संस्कार किया गया तथा उन्हें गायत्री मंत्र तथा संध्यावादन की शिक्षा दी गई। चौदह वर्ष की आयु पूर्ण होने से पूर्व ही उन्हें यजुर्वेद संहिता तथा अन्य वेद स्रोत मंत्र तथा उनकी टीकाओं आदि का कुछ अभ्यास भी बहुत अंशों में कठस्थ हो गया था। इक्कीस वर्ष की आयु में वे वैवाहिक जीवन के बंधनों से बचने के लिए घर छोड़कर चले गए। 1845 से 1860 तक वे ज्ञान, प्रकाश तथा अमरत्व की खोज में विभिन्न स्थानों में घूमते रहे। इसी बीच वेदान्त सार तथा वेदान्त परिभाषा का परमानन्द परमहंस से उन्होंने ज्ञान प्राप्त किया और उन्होंने

भारतीय संस्कृत साहित्य एवं मानवीय मूल्य पुराणों के सन्दर्भ में

आंचल सक्सेना

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भारतीय संस्कृति एवं साहित्य में मानवीय मूल्यों का जो उत्तम तथा आदर्श पूर्ण आचरण अथवा स्वरूप दृष्टिगत होता है, वैसा अन्यत्र दुर्लभ है। भारतीय संस्कृति एवं साहित्य मानवीय मूल्यों को प्रकट करने वाली एक अनुपम धरोहर है, जो आज भी अपने भीतर उत्कृष्ट रूप में मानवीय मूल्यों को सहेजे हुए है। वर्तमान समय में अनेक बहुमुखी परिवर्तनों के फलस्वरूप भी भारतीय संस्कृति, मनुष्य के जीवन के प्रत्येक पक्ष में अपनी गरिमा एवं प्रासंगिकता को प्रत्येक क्षण सिद्ध करती आ रही है।

साहित्य को संस्कृति का प्रतिबिम्ब अथवा दर्पण माना जाता है यथा—

साहित्य समाज का दर्पण है।

साहित्य के अन्तर्गत भी संस्कृत साहित्य ने इस वसुन्धरा पर मानवीय मूल्यों की ऐसी सुदृढ़ आधारभिला रखी है, जिस पर आज भी सहस्र वर्षों के बाद भी हमारी संस्कृति पूर्ण गौरव के साथ विराजमान है।

संस्कृत साहित्य के अन्तर्गत पुराण मानवीय जीवन के सन्दर्भ में अपना महत्वपूर्ण स्थान रखते हैं। ये अष्टादश (18) पुराण न सिर्फ मानवीय मूल्यों को स्वीकारते हैं, बल्कि मनुष्य को अपने जीवन में इन मूल्यों को ग्रहण कर जीवन को उन्नत बनाने हेतु प्रेरित करते हैं। पुराण भारतीय संस्कृति के मूल आधार ग्रन्थ हैं। पुराण सार्वदेशिक, सर्वांगीण तथा सभी जनों के लिए उपयोगी युगों की संस्कृति को अपने अन्दर समाहित किए हुए हैं। पुराण ही भारतीय संस्कृति में निहित आदर्श, विश्वास, मूल्य आदि को सुदृढ़ एवं व्यवस्थित करते हैं।

पुराणों में मानवीय मूल्य को उस व्यवहार समूह के रूप में इंगित किया गया है, जो मनुष्य के जीवन को उसके आदि बिन्दु से उन्नति के उत्कर्ष तक ले जाने वाले साधन अथवा माध्यम हैं।

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