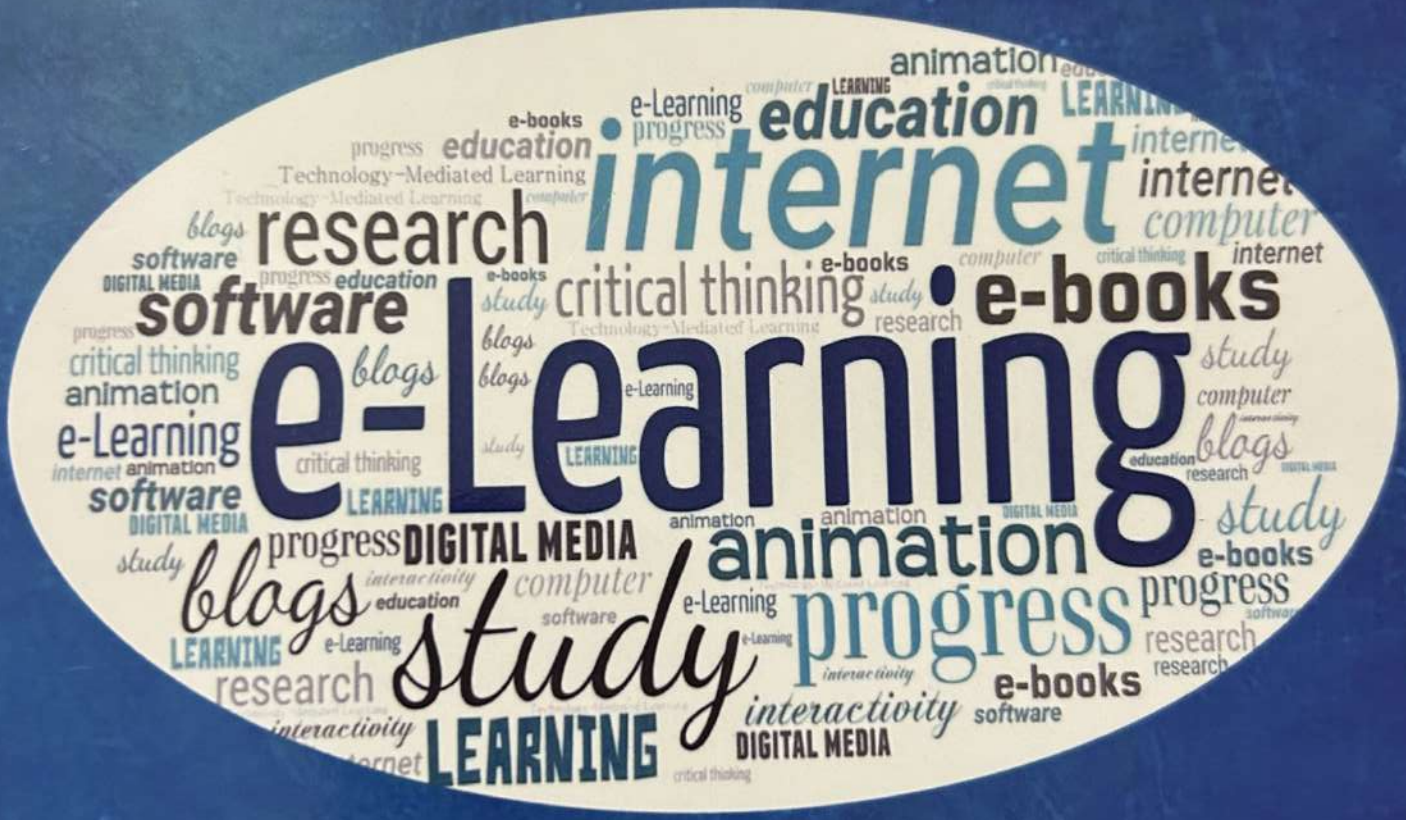
EMERGING TRENDS IN ONLINE EDUCATION



Dr. Sanjay Kumar | Dr. S C Pachauri

Emerging Trends in Online Education © Authors
The responsibility for facts stated, opinion expressed or conclusions reached and plagiarism, if any, in this book is entirely that of the Authors. The publisher bears no responsibility for them whatsoever.

First Published, 2021
ISBN-978-93-91654-04-7

Published by EZ EDUCATION
Printed & Distributed by Pothi.com

EZ EDUCATION
360 (GF), NK-III, Indirapuram
Ghaziabad-201014, India
Mobile: 8826927170
E-mail: info@ezeducation.in
Website: www.ezeducation.in

CONTENTS

Preface

1 **Emerging Trends in Online Education** 07-20
Dr. Sanjay Kumar & Neelakshi Sharma

2 **Mobile Learning and Gamification** 21-40
Dr. Anoj Raj & Dr. S.C. Pachauri

3 **Blended Learning: *The Future of Post-Pandemic Formal Learning*** 41-54
Sanjoy Kumar Nag & Dr. Shri Kant Dwivedi

4 **Emerging Trends in Online Learning** 55-60
Dr. Manisha R. Pandey

5 **Paperless Classroom** 61-68
Dr. Kiran P. Yelne

6 **Development of Learning Management System for Online Education: The Six Sigma Approach** 69-78
Vaibhav Vijay Patil

7 **New Education Policy 2020 and Online Education** 79-86
Prof. Manoj Kumar Saxena & Ambika Kanwar

8 **Covid -19 Pandemic and Online Learning: Challenges and Opportunities OK** 87-94
Rosy Tigga

9 **Video-Based Learning as an Emerging Trend in Online Education** 95-108
Fatima Lawan Zubair & Dr. Akanksha Srivastava

ISBN 978-93-91654-04-7

CHAPTER-7

NATIONAL EDUCATION POLICY-2020 AND ONLINE EDUCATION

[1]Prof. Manoj Kumar Saxena & [2]Ambika Kanwar

ABSTRACT

NEP 2020 endeavours to make education accessible, equitable and inclusive to all. The policy is also looking forward to implement blended learning, i.e., combining online learning with traditional learning. Online education is easily accessible; it fulfils the diverse needs of every learner as one can learn at its own pace. Students may take lessons without geographical boundaries, and institutions can reach out to an extensive network of students instead of being limited by physical borders. In the present paper, the authors have highlighted the need and challenges of implementing NEP 2020 and online education. An attempt has been made to give few recommendations and suggestions to overcome these challenges.

KEYWORDS: *Online Education, Accessible, Asynchronously and Synchronously.*

INTRODUCTION

The education system of a country is the backbone for its overall growth as a nation. To make the system of education uniform and as per the latest developments, the National Education Policy 2020 (NEP 2020) is being implemented. Keeping pace with times, this policy is a need of the hour and it is expected that it will upgrade the present education system. The policy has many brilliant features. Making education accessible, equitable and inclusive to bridge the gap in learning outcomes is the main aim of the policy (Saxena, 2020).Along

[1] Campus Coordinator, Dhauladhar Campus-I, Central University of Himachal Pradesh Dharamshala
[2] Research Scholar, School of Education, Central University of Himachal Pradesh, Dharamshala

शिक्षण अधिगम

शिक्षक हस्तपुस्तिका

College of Teacher Education
M. B. Govt. P.G. College, Haldwani
Nainital, Uttarakhand

संकलन व सम्पादन :

- **डॉ० शुभ्रा काण्डपाल**
  समन्वयक शिक्षक शिक्षा महाविद्यालय (सीटीई)
  हल्द्वानी (नैनीताल) उत्तराखण्ड

प्रकाशन वर्ष : 2020 (मार्च)

ISBN No. : 978-93-83837-80-9

मुद्रक : उत्तरायण प्रकाशन, हल्द्वानी

प्रकाशक : विश्वज्ञान प्रकाशन, नई दिल्ली

Index

- From the Desk of Principal
- Preface

1.	Nomophobia: Characteristics, Problems and Some Suggestions to Overcome	**Prof. Manoj K. Saxena and Sumit Chauhan**	1-5
2.	Role of Plagiarism in Quality Research: In The Context of Education	**Dr. Sunil Kumar Joshi and Deeplata Mishra**	6-11
3.	A paradigm Shift in The Role of Teachers in an Inclusive Environment	**Dr. Payal Gupta**	12-15
4.	Application Of Project Method In Teaching Science	**Dr. Swati Negi**	16-21
5.	Teaching of Pronunciation in English Language	**Dr. Shubhra Kandpal**	22-26
6.	Ways to Improve Performance in Mathematics	**Dr. Nida Khan**	27-30
7.	Incorporating ICT in the Teaching of English	**Dr Shikha Tiwari**	31-34
8.	A Survey of British Education System in Nainital (1813 A.D. – 1950 A.D.)	**Dr. H.S. Bhakuni**	35-46
9.	Teacher Education: Issues and Concerns in Present Scenario	**Dr Arun Kumar Chaturvedi**	47-50
10.	Development of Institutional Vision in Academic Planning	**Dr. Harendra Singh Adhikari**	51-55
11.	Perception of teachers regarding utility of Microsoft Power point and Excel working in Government Upper Primary Schools of Nainital district in Uttarakhand	**Dr. Rajesh Kumar Nagarkoti**	56-67
12.	English Language Teaching – Pedagogy & Practices	**Dr. Vimal Kishore**	68-72

Nomophobia: Characteristics, Problems and Some Suggestions to Overcome

Prof. Manoj K. Saxena
School of Education
Central University of Himachal Pradesh,
Dharamshala (H.P.)

Sumit Chauhan
ICSSR Doctoral Fellow
Department of Education
Central University of Himachal Pradesh,
Dharamshala (H.P.)

Introduction:

In the present-day smartphone has become an essential part of our life especially among the younger age group. Over the last few years, growth of smartphone operating systems and competition among cellular phone manufacturers is high. This competent world created various devices to provide numerous facilities to its users in every part of our lives such as; connecting to the internet, capture photos, entertainment, finding of addresses and road routes, making reservations, banking, online shopping, playing games, storing and distributing information, organizing classes and so many other activities that can be done with smartphone **(Emanuel et al. 2015).** The mobile phone has made our daily lives and routine easier, on the other hand it may generate harmful effects on its users such as restlessness, worries, terror or conflict due to excessive use of it. Excessive use of anything is bad and so is the case with technology. Overuse of technology including smartphone can lead to compulsion and this compulsion creates negative impact on the mental and physical health of its users. It can be seen anywhere that people become worried without their smartphone or when there is no set of connections or battery has exhausted or balance is not there, definitely affecting the concentration level of people in a depressing way. This type of state of a person is known as Nomophobia.

Nomophobia:

Nomophobia is defined as, irrational fear of being without mobile phone **(Vanitha, 2014).** The term, nomophobia, means No-Mobile-Phone-Phobia and it was first coined during 2010 by the UK post office who commissioned you-Gov, a UK- based research organisation and two other terms were also introduced and colloquially used: nomophobe, it is a person who is affected with nomophobia and the word nomophobic is describing the uniqueness of person who is affected with nomophobia **(Kanmani, et al., 2017).** Nomophobia is a worry which people face during the use of their smartphone i.e. signal was not there in phone, battery was depleting, phone was not carry with them and notification was not received by certain period of time they become anxious and this anxiousness create various psychological problem among younger generation **(Yildrim et al., 2016).**

Nomophobia, is a state of worry, uneasiness or distress due to unavailability of smartphone. Many people suffer from "No Mobile Phone Phobia". Nomophobia is irrational fear introduced in our lives due to technological advancement and reliance on them. Smartphone reliance can be classified as machinery addiction. Such type of behaviour leads to various psychological problems like lack of patience, useless efforts, low achievements, dishonest associations with their family members and ignorance towards some area of life due to overdependence of these technologies.

Nomophobia is a kind of phobia which is due to detachment from mobile phone or its connectivity. Individuals, especially younger generation, who are exposed to nomophobia express that they experience anxiety, when they are not able to use this portable device and not able to collect or exchange information through mobile phones, battery charge is depleted or signal was not in their phone, these are some causes of Nomophobia. Nomophobia

शिक्षण अधिगम-
शिक्षक हस्तपुस्तिका

वर्ष 2019-20

Self Attested

शिक्षक शिक्षा [illegible] ([illegible])
हल्द्वानी ([illegible])

संकलन व सम्पादन :

- डॉ० शुभा काण्डपाल
  समन्वयक शिक्षक शिक्षा महाविद्यालय [illegible]
  हल्द्वानी (नैनीताल) उत्तराखण्ड

Self Attested

प्रकाशन वर्ष : 2020 (प्रथम)

ISBN No. : 978-93-83837-80-9

मुद्रक : उत्तरायण प्रकाशन हल्द्वानी

प्रकाशक : विश्वज्ञान प्रकाशन नई दिल्ली

Index

Self Attested

•	From the Desk of Principal		
•	Preface	Prof. Manoj K. Saxena and Sumit Chauhan	
1	Nomophobia Characteristics, Problems and Some Suggestions to Overcome	Dr. Sunil Kumar Joshi and Deeplata Mishra	
2	Role of Plagiarism in Quality Research In The Context of Education	Dr. Payal Gupta	
3	A paradigm Shift in The Role of Teachers in an Inclusive Environment	Dr. Swati Negi	
4	Application Of Project Method In Teaching Science	Dr. Shubhra Kandpal	
5	Teaching of Pronunciation in English Language	Dr. Nida Khan	
6	Ways to Improve Performance in Mathematics	Dr Shikha Tiwari	
7	Incorporating ICT in the Teaching of English	Dr. H.S. Bhakuni	
8	A Survey of British Education System in Nainital (1813 A.D. - 1950 A.D.)	Dr Arun Kumar Chaturvedi	
9	Teacher Education: Issues and Concerns in Present Scenario	Dr. Harendra Singh Adhikari	
10	Development of Institutional Vision in Academic Planning	Dr. Rajesh Kumar Nagarkoti	
	[illegible] utility of Microsoft [illegible] Upper		

Nomophobia: Characteristics, Problems and Some Suggestions to Overcome

Self Affected

Prof. Manoj K. Saxena
School of Education
Central University of Himachal Pradesh,
Dharamshala (H.P.)

Sumit Chauhan
Research Scholar
Department of Education
Central University of Himachal Pradesh,
Dharamshala (H.P.)

Introduction:

In the present-day smartphone has become an essential part of our life especially among the younger age group. Over the last few years, growth of smartphone operating systems and competitive cut-throat mobile phone manufacturers is high. This competent world created various devices to provide numerous facilities to fulfil every part of our life such as connection to the internet, capture photos, entertainment, millions of videos and music, making reservations, banking, online shopping, playing games, zooming and clear images, information, organizer, chase and so many other activities that can be done with smartphone (Hemamalini et al., 2015). The mobile phone has made our daily lives and routine easier, on the other hand it may generate harmful effects on its users such as restlessness, worries, terror or conflicts due to excessive use of it. Excessive use of anything is bad and so is the case with technology. Overuse of technology including smartphone can lead to compulsion and this compulsion creates negative impact on the mental and physical health of its users. It can be seen anywhere that people become worried without their smartphone or when there is no set of connections or battery low, in short the reliance is not there, definitely affecting the concentration level of people in a depressing way. Hence presence of a person is known as Nomophobia.

Nomophobia:

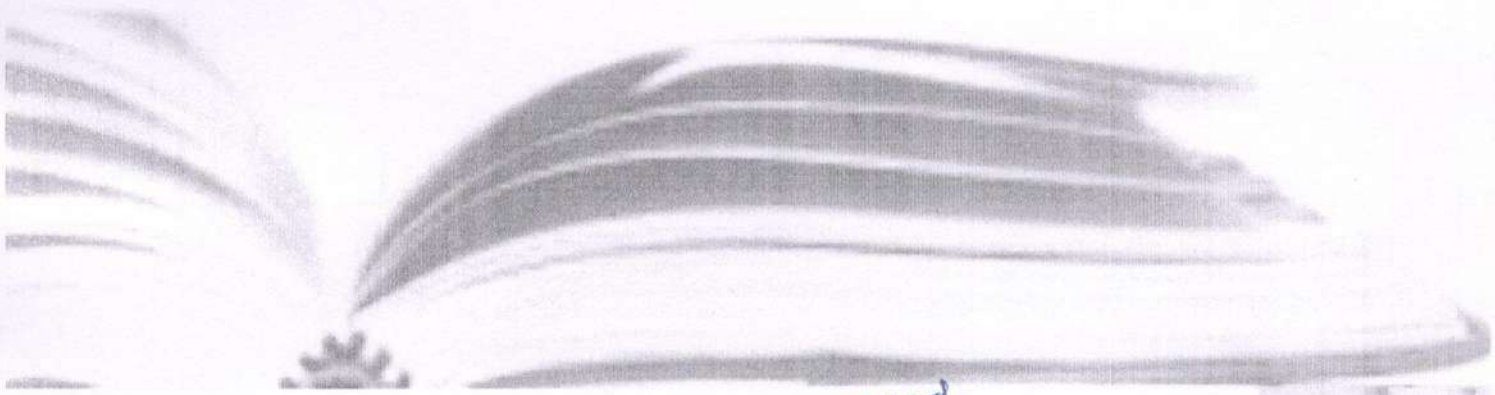
Nomophobia is defined as, irrational fear of being without mobile phone (Vanitha, 2014). The term 'nomophobia' means No-Mobile-Phone-Phobia and it was first coined during 2010 by the U.K post office who commissioned YouGov, a UK- based research organisation and two other terms were also introduced as colloquially used terms mobile, it is a person who is affected with nomophobia and the word nomophobia is describing the uneasiness of a person who is affected with nomophobia (Kanmani, et al., 2017). Nomophobia is a worry which people face during the use of their smartphone i.e. signal was not there in phone, battery was depleting, phone was not nearby to them and notification was not received by certain period of time (i.e. seconds, minutes) and this may create various psychological problem among younger generation (Yildirim et al., 2016).

Nomophobia, is a state of worry, uneasiness or distress due to unavailability of smartphone. Many people suffer from "No Mobile Phone Phobia". Nomophobia is irrational fear intermediate to usefulness due to its technological advancement and reliance on them. Smartphone reliance can be classified as excitatory addiction. Such type of behaviour leads to various psychological problems like lack of patience, useless efforts, low achievements, distorted associations with their family members and ignorance towards some area of life due to overdependence of these technologies.

Nomophobia is a kind of phobia which is due to detachment from mobile phone or its connectivity. Individuals especially younger generation, who are exposed to nomophobia express that they experience anxiety, when they are not able to use this portable device and not able to collect or exchange information through mobile phones battery charge is depleted or signal was not in their phone, these are some cases of Nomophobia. Nomophobia

Jamia Millia Islamia, New Delhi, India
Celebrating 100th Foundation

'Distance and Open Learning: Challenges and Opportunities in Present Scenario'



Self Attested

CENTRE FOR DISTANCE & OPEN LEARNING
JAMIA MILLIA ISLAMIA
NEW DELHI-110025

First Impression: 2019

© Jamia Millia Islamia, New Delhi, India

National Conference: Distance and Open Learning: Challenges and Opportunities in Present Scenario

ISBN: 978-81-943147-4-5

No part of this publication may be reproduced or transmitted in any form by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the copyright owners.

DISCLAIMER

The authors are solely responsible for the contents of the papers compiled in this volume. The publishers or editors do not take any responsibility for the same in any manner. Errors, if any, are purely unintentional and readers are requested to communicate such errors to the editors or publishers to avoid discrepancies in future.

All rights reserved. Printed and published on behalf of CDOL by the *Maktaba Jamia Ltd.*,
Jamia Nagar, New Delhi-110025

CONTENTS

Preface
Forward

S. No.	Subject / Name of Participant	Page No.
1.	**Connecting Virtual and Regular Modes: Exploring the Academic and Pedagogical Dimensions** Dr. Savitri and Deepti Kavatheka	01
2.	**Problems and Challenges of Open And Distance Learning (ODL) in India** Prof. Kartar Singh and Nazia Hassan	07
3.	**Information and Communication Technology (ICT) as a tool for empowerment for Women through Distance Education in India** Zarmeena Israr	11
4.	**Innovations and Best Practices In ODL: Emerging Trends In India** Dr. Amit Gautam and Anshula Dua	16
5.	**The Role of distance and open learning in Vocational Education: An Analysis ofIndian perspective** Anil Kumar and Dr. Ajit Kumar Bohet	22
6.	**The Impact of Lifelong Learning Programs on Women Empowerment** Dr. Nasra Shabnam and Md. Rashid Hussain	28
7.	**Flipped Learning: Method In Nursing Programmes Through Distance Education** Dr. Neerja sood	39
8.	**Open Educational Resources: A New Hope For Education** Prof. Manoj K. Saxena and Aakriti Singh	49
9.	**Reducing Academic Stress Through Online Mastery Learning Strategy** Dr. Shrutee Kanwar and Dr. Ram Mehar	56
10.	**Emergence of Distance Education in India: An Alternate View** Dr Abdullah M. Chishti and Musharraf Adil	61
11.	**Dropout in Distance Education in India: Attitudes and Perceptions of Learners** Ritu	65
12.	**Open Educational Resources** Lubna Hamid and Subiyaa Siddiquei	73
13.	**MOOC; The Future of Learning** Dr. Supriya Jha	76
14.	**Reflection on Academic Environment and Approaches to Study in Undergraduate Distance Education** Anju Sanwal	81
15.	**Potentials of OER to Reshape Teacher Education in India** Debolina Halder Adhya	91
16.	**Transformation Higher Education through Open and Distance Learning in India** Dr. Ajit Kumar Bohet and Sheetala Prasad Anan	101
17.	**Efficacy of Open & Distance Learning Support Services: An empirical study of IGNOU** Dr. Yasmin	106
18.	**Flipped Learning In Open and Distance Education**	117

Self Attested

Open Educational Resources: A New Hope For Education

[1] Prof. Manoj K. Saxena and [2] Aakriti Singh
[1] School of Education, Central University of Himachal Pradesh, Dharamshala, Himmachal Pradesh
[2] Research Scholar, Dept. of Education, School of Education
Central University of Himachal Pradesh, Dharamshala, Himmachal Pradesh
E-mail-[2] tr.aakriti2017@gmail.com

Abstract

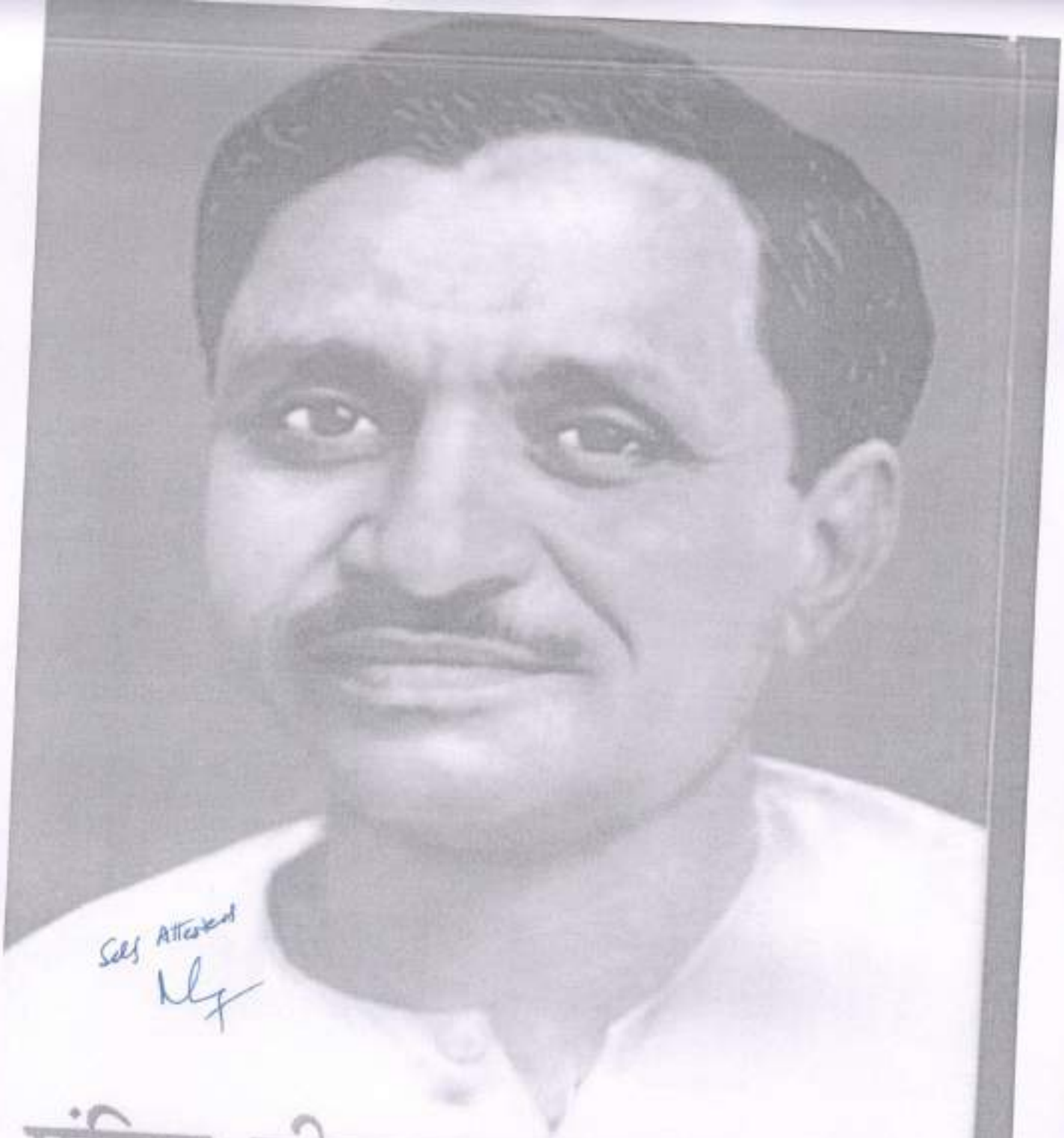
Today, is a time when no one can think of surviving without two things, first being education and second the internet. If education can make a person self-dependent then the digital technology is a tool which helps the person to reach out to the best knowledge and its resources. With the boom in digital technology, regulators and educationists have come up with different strategies and policies to make the best use of digital era. In India, educational policies have always been focused to mitigate the hindrances owing to diversified culture thereby in bringing the education and quality educational resources to each & every person. The OERs and MOOCs platform have come up as an encouragement to reinforce this goal. These are ICT tools which provide access to free educational material and courses. The educational content can be shared with almost negligible or limited copyright license in different digital forms or in print media. Currently, Creative Common License is a requisite for OERs for disposal while MOOCs may have copyright. This paper aims to give the understanding of OERs and its chronological emergence signifying its contemporary essence while inquiring the posed challenges. Further, the authors have also discussed the vital role of internet in education. While analyzing the chronology of OERs, the researchers have overviewed the technological advancement in internet which played parallel implications to blur the boundaries in education and tried to discuss how the OERs are a new hope for education.

Self Attested

Keywords: Creative Common License, Internet and education, MOOC's, OERs

Introduction

The present time is embraced with digital technology. Internet technology has greatly influenced the way of living, in almost every aspect. Internet makes possible and easy to reach out every corner of the world and individual without any discrimination. It not only stimulates life of people in their work, but also provides prominence to education system of the world. The students and teachers in Higher education are benefitted with internet in many ways. The very basic function of internet is communication and information (Warren et. al. 1998) in no time, but it achieved its popularity in education as one of the advantages of internet is that it does not discriminate on the basis of nationality, caste, gender, or descent places etc. Because of this caliber internet facilitates the online learning and contributes in the initiatives like open education movement and right to education. As the internet becomes more assessable with time, it smoothed the path to for OERs (Open Educational Resources) and MOOC's (Massive Open Online Courses). The term OER was firstly coined by UNESCO (United Nations Educational, Scientific and Cultural Organization) in 2002 at UNESCO forum (Miao, Mishra & McGreal, 2016). The OER can be define as the educational, teaching, learning or research materials which are freely available at digital or in other media and resides in public domain or with open license (OECD, 2007)which permits the 5R's i.e



पंडित दीनदयाल उपाध्याय

एकात्म मानव दर्शन—विविध आयाम

संपादक : मनोज कुमार सक्सेना

19. Pandit Deendayal Upadhyay: Skill Oriented Education 210
Prof. Manoj Kumar Saxena & Dr. Rakesh Rai

20. Deendayal Upadhyaya's Life and Mission 226
—Dr. Suresh Kumar Soni

21. Relevance of Philosophy of Pandit
Deen Dayal Upadhyay in Current Scenario 236
—Dr. Vishal Sood

22. Political Philosophy of Deendayal Upadhyaya:
Contemporaneity and Discourse 241
—Dr Kanwar Chanderdeep Singh

23. Integral Humanism: Only Hope of Future:
A Sociological Analysis 252
—Dr. Mohinder Slariya

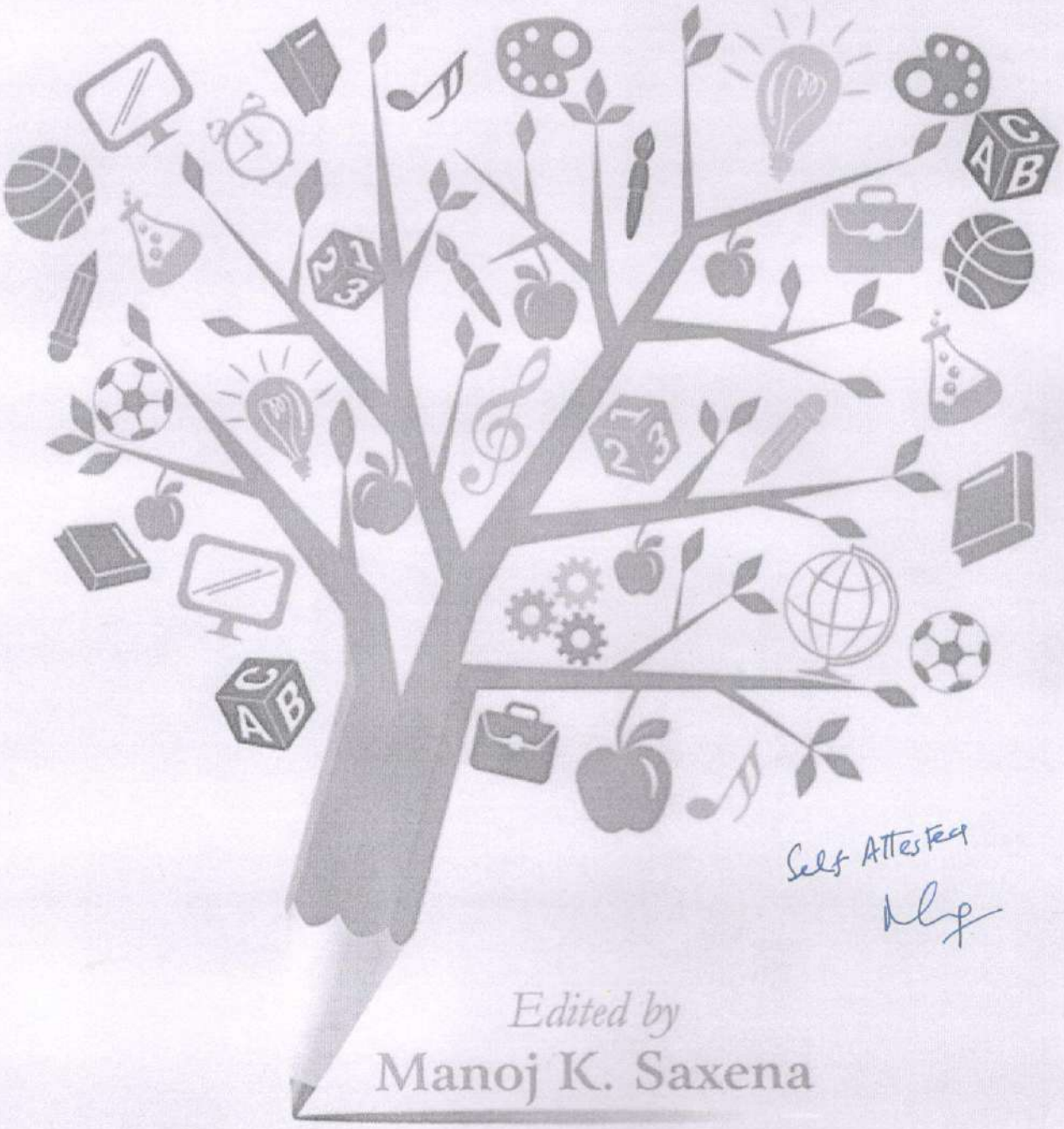
19 Pandit Deendayal Upadhyay: Skill Oriented Education

Prof. Manoj Kumar Saxena
Dr. Rakesh Rai

Introduction

India is at the cusp of becoming the world's most populous country with its population estimated to increase to 1.45 billion by 2028, surpassing that of China. While many argue that most of India's challenges arise due to its large population base, the flipside is that more than 60% of its current population is in the age group of 15 to 59 years; which makes India home to the largest employable manpower base. The demographic dividend indicates a tremendous supply of the working age population. However, the real question for India's business houses and the government is: "Is this manpower really skilled to be employable?". In order to steer India towards higher economic growth, it has become imperative to utilise this demographic dividend through skill development and increasing employability. Infusion of foreign skill providers and their ways and means to establish skills would provide a fresh perspective to the Indian skill segment. However, the initiatives by foreign skill development providers over the last few years have met with limited success.With a meagre 2.4 per cent of existent landmass, India has been a homeland for 17.5 per cent of total population of the globe. The distribution of Indian population is concentrated more in urban landscapes throughout the country. After almost eight decades after independence, India is gradually making her way to be among economically developed nations. However, the pace of development can be accelerated largely with a right approach to an all-inclusive progress. Diversity has been a unique identity of

Skill Development in Higher Education



Self Attested

Edited by

Manoj K. Saxena

Contents

Foreword *vii*

Preface *ix*

1. Achieving Academic Quality Excellence in the Wake of Skill India Program with Special Reference to Indian Higher Education System 1
   — *Karunesh Saxena & Manoj Kumawat*
2. Pedagogy of Skill Development 16
   — *Amit Kauts*
3. Skill Based Education in Higher Learning and Employability: A Strategic Perspective 36
   — *Ch. Ibohal Meitei*
4. Skill Development: A Road Map for India 42
   — *G. K. Kalkoti*
5. Skills for Virtual Learning through Understanding of MOOCs 51
   — *Manas Ranjan Panigrahi*
6. Problem Based Learning as an Innovative Approach for Empowering the Creative and Critical Thinking : Skills in Higher Education 60
   — *Manoj Kumar Saxena & Anu G. S.*
7. Green School Buildings: Enhancing Students' Performance 70
   — *Akshya Singhvi & Neeraj Gupta*

6

Problem Based Learning as an Innovative Approach for Empowering the Creative and Critical Thinking Skills in Higher Education

Manoj Kumar Saxena & Anu G. S.

Introduction

The 21st century is characterized by the emergence of multi-culturalism due to the integration of industrialization, urbanization, liberalization, privatization, globalization and even googlization!. With the advent of technological advancement in the 21st century the life has become ever changing. Resultantly, the area of teaching had changed to a vast extent. Now, the focus is on how we learn and a determined drive has been on the move to develop an educational system that helps children learn more effectively for life. This would include students developing an understanding of their own learning profile and how to use it to raise achievement and develop their full potential. Teachers, students and parents need to understand their learning styles and how to engage

* Professor, Head & Dean, School of Education, Central University of Himachal Pradesh, Dharamshala (HP)

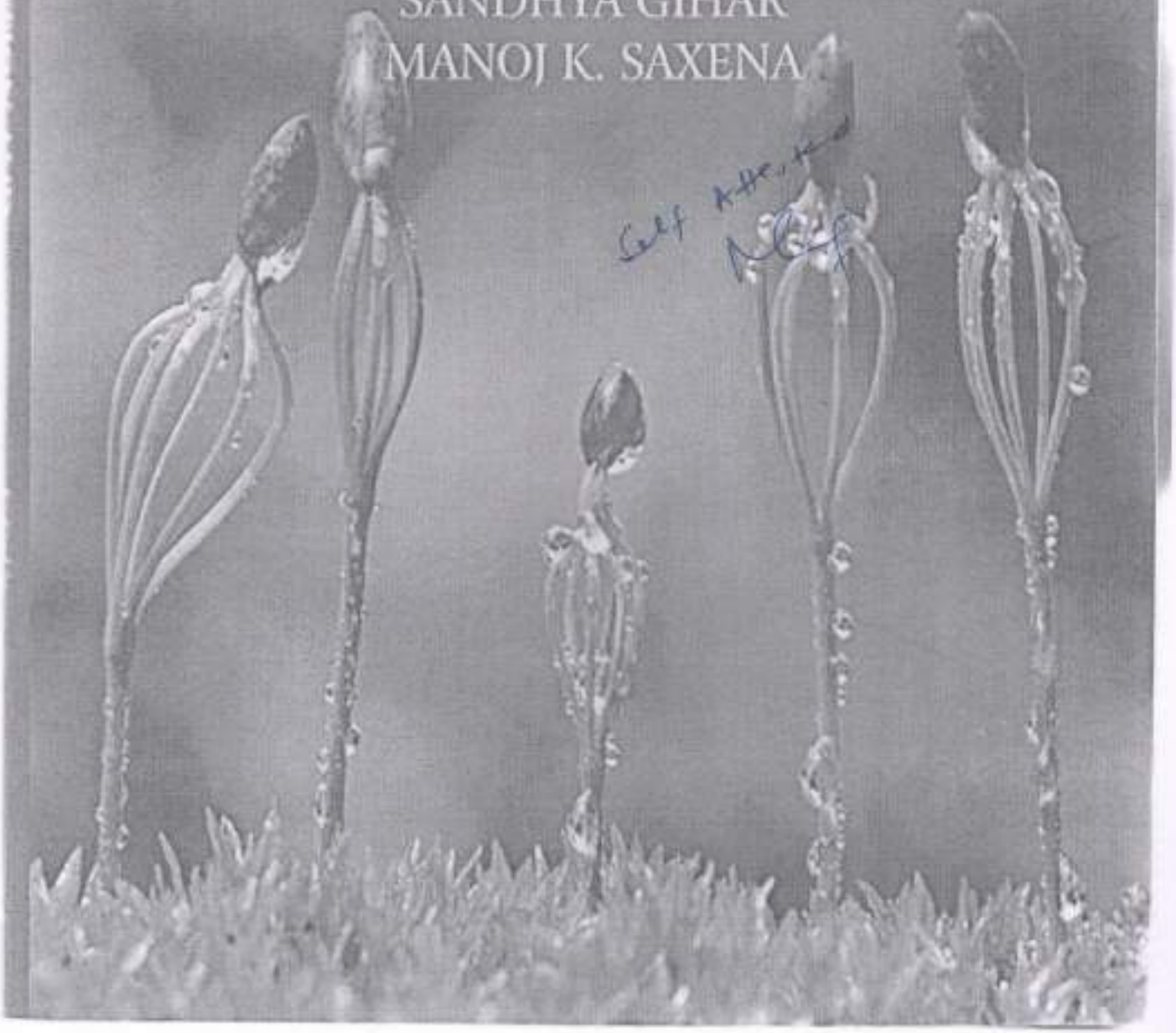
** Assistant Professor, School of Education, Central University of Himachal Pradesh, Dharamshala (HP)

ENVIRONMENTAL PROTECTION AND SUSTAINABLE DEVELOPMENT

Edited by

SANDHYA GIHAR

MANOJ K. SAXENA



Contents

Foreword 7
Preface 9
Contributors 11

1. Environmental Literacy: Concept, Need and Alternative Strategies 15
   – *B.R. Kukreti & Sunita Sundriyal*
2. Environmental Management: A Social Concern 29
   – *Anjali Ganesh*
3. Environmental Education Through Co-Operative Learning 42
   – *Lavoo Achrekar & Shefali Pandya*
4. E-waste: What Step Reveals– India And World 55
   –*Manoj Kumar Saxena & Ravi Raj*
5. Environmental Regulations in India 65
   –*A. Pandurangan, Ravdeep Saini & Vipin Saini*
6. Environmental Education : Need of the Hour & Demand Of Future 77
   – *Jyotsna Saxena & Dr. Geetika Mehrotra*
7. University Education Curriculum for Environmental Education: Perspectives of Socio-Economics and Policy Implications 81
   – *Siringi EM*
8. Environmental Attitudes and Behaviour of Prospective Teachers 105
   – *Francis Chisikwa Indoshi, Joseph Achieng' Rabari & Maurine Kang'ahi*
9. A Study on Environmental Awareness of UG Level of Students in Assam 121
   –*Nibratan Roy & Tribeni Devi*

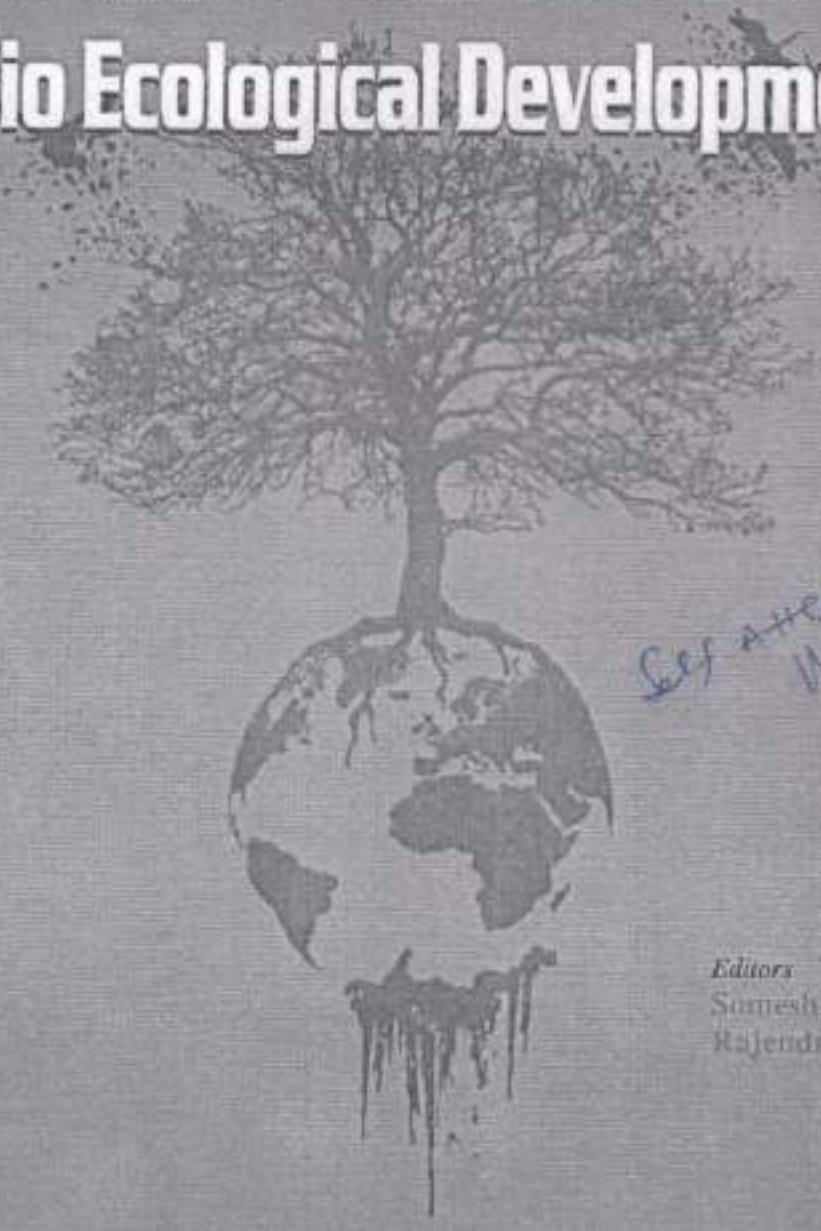
E-WASTE: WHAT STEP REVEALS— INDIA AND WORLD

Manoj Kumar Saxena, Ravi Raj

INTRODUCTION

The technological world saw rapid innovations and advancements in near past which has sprouted out a new wave of e-waste in the field of digitalization. Today computers or laptops, tablets and other electronic accessories are spreading and being marketed out rapidly which soon come back to the waste market within the gap of five to ten years. There is no deny to the technological advancements and robotic life due to human efficient achievement in space but it becomes secondly when we see the military spaceships and more distorting when the talk of floating or dead spaceships comes. These aspects need to be carried further in the light of environment and proper attention needs to be imparted. E-waste is hazardous waste and studies are being carried on globally for its management. The major cause behind the arousal of electronic waste or so called e-waste is the shorter lifespan of electronic products which is a result of improper usage and mishandling. The previous technology in spite of living its life is being engulfed by the new technological advancements at a much rapid pace. The remainders of old electronic equipment's including the discarded computers, printers, televisions, VCRs, stereos, copiers, palmtop, i-pod, pen drives, external hard disks, cell phones, audio equipment and batteries, which if improperly disposed can leach the heavy metals and other hazardous substances into soil and groundwater causing contamination. According to StEP (2014), e-Waste is a term used to cover items of all types of electrical and electronic equipment (EEE) and its parts that have been discarded by the owner as waste without the intention of re-use". Often these hazards arise due to improper recycling, organizational failure and unsafe disposal process being carried out at

Environmental Issues for Socio Ecological Development



Editors
Somesh Yadav
Rajendra Singh

Bareilly College, Bareilly
Uttar Pradesh

Contents

Foreword v

1. **Global Concern for Biodiversity Conservation**
   Ravi Parkash 1
2. **Sustainable Development and Environment**
   G.C. Pandey, Sandeep Kumar and Pradeep Kumar Sharma 7
3. **Water Pollution, an Environmental Issue of Global Concern: A Focus on River Ramganga**
   Neelima Gupta 14
4. **Climate Change and its Consequences on the Rivers of Ganga Plain**
   Dhruv Sen Singh 25
5. **A Study on E-waste Awareness in Higher Educational Institutes of Kangra Region: A Case Study**
   Manoj K. Saxena and Ravi Raj 35
6. **Impact of Climate Change on Agriculture and its Various Aspects**
   Mukesh Sehgal and Ravendra Singh 42
7. **Environmental Effects on Herbal Medicines**
   Vipin Saini, A. Panduranga and Ravdeep Saini 51
8. **Environmental Protection in India: Quality Management by Institutional Collaboration and Coherence**
   Sandhya Gihar and Sanjeev Bhardwaj 56
9. **Plant Parasitic Nematodes: The Hidden Enemies of Farmers**
   Rajendra Singh and Swastik Phulera 68
10. **Safety Evaluation of Food Additives and Contaminants on Human Health**
    Beenam Saxena 82
11. **Cynobacterial Diversity of North-West Sub-Himalayas**
    Mukesh Kumar, A.B. Bhatt and G.S. Paliwal 92
12. **Genetically Modified Food with Special Reference to BT Brinjal**
    Adarsh Pandey 110

A Study on E-waste Awareness in Higher Educational Institutes of Kangra Region: A Case Study

Manoj K. Saxena and Ravi Raj

School of Education, Department of Teacher Education, Central University of Himachal Pradesh, TAB Shahpur, Kangra, Himachal Pradesh
E-mail: mrsaroli@gmail.com

ABSTRACT

In developing countries like India, technology was Gifted by developed, gifted which provided the universal access to education, equity in education by modifying the arena of teacher – learner interaction and behavior with shaping process of learning, teaching, professional and vocational development in tertiary education. There was widespread use of electronic products contributing to universal and equity in education in globalized economy. The lack of awareness caused unrestrained resource consumption and an alarming waste generation particularly of e-Waste. Awareness and understanding provides a basis and rationale for commitment and meaningful action towards sound and sustainable development. This paper deals with awareness and generation of e-waste in higher educational institutions of district Kangra, Himachal Pradesh.

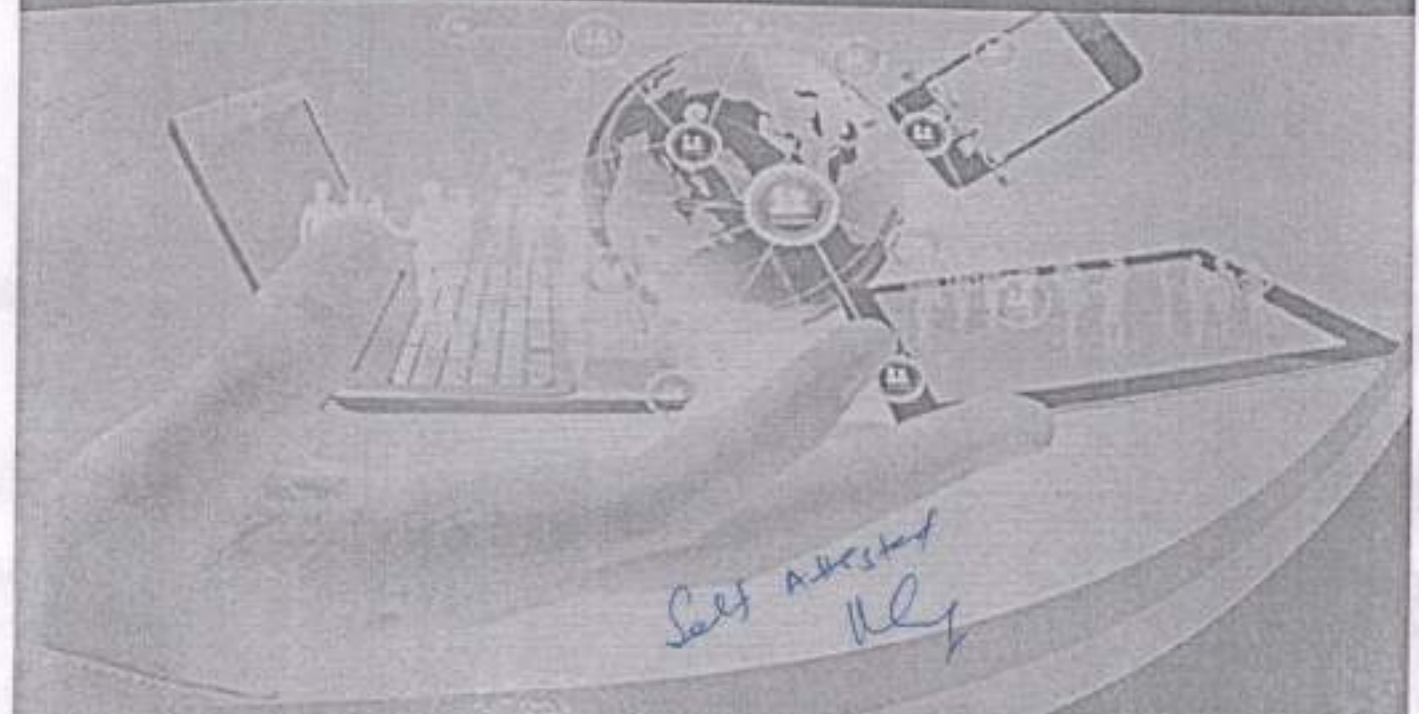
Keywords: E-waste, Environment, Higher Education, Kangra

INTRODUCTION

E-waste refers to discarded electrical and electronic equipment Guptha, N. & Sekhar, G. L. (2009). The electronic equipment which is of no longer use comes in the category of e-Waste. "e-Waste" is a popular, informal name for electronic products nearing the end of their "useful life". e-Waste includes waste cathode ray tube (CRT) televisions, desktops, laptops, CRT monitors, liquid crystal display (LCD) monitors, cell phones, keyboards, computer mice, printers, and copier Gupta, S. (2011 e-Waste might seem to be a "buzz" in the walks of waste to the common man and might look like a scar if categorized as one of the major results of globalization and education. The quantification of the e-waste along other waste is one of the major problems in its quantitative generalization. The e-waste is generally collected along with the other wastes and comes in the market with foreign indirect inflow The main hindrance in generalizing the e-Waste is inflow of electronic waste into the domestic market. Moreover each economy (some countries have different categorization due to the variation of electronic products being consumed per capita.) has its own categorization and nature for e-waste; leaving apart to hindrances created by differences in definitions of e-Waste constituents which create disparity.

International Education Conference 2015

Learning Technologies in Education



Editors

Prof. Ahrar Husain
Prof. Ilyas Husain
Prof. Aejaz Masih
Prof. Harjeet K. Bhatia

Faculty of Education
Jamia Millia Islamia
(A Central University)
Jamia Nagar
New Delhi-110025, India

90. Online Courses: Maintaining and Developing a Quality Learning Experience for Students 779
Jill Sperandio

91. Effectiveness of an ICT Integrated Guidance and Counselling Programme in Private and Government Senior Secondary Schools—A Comparative Study 785
Shadma Yasmeen

92. Study of the Availability of In-service Programmes in ICT for Teachers at Different Levels in Different States 790
Ahrar Husain and Jessy Abraham

93. Effectiveness of Social Networking Sites for Interactive Learning: An Experiment 800
Neeti Dutta and Indrajeet Dutta

94. E-learning through Open Source Learning Management Systems with Special Focus on MOODLE 810
Naima Urooj

95. New Paradigm in E-learning: A Perception Study of Teachers about Online Teaching 818
Deepti Bajpai Mishra and Najma Amin

96. Optimizing Students' Academic Achievement in Low Performing Primary School through E-Learning Centre 828
Manju Gupta

97. Use of Social Media in Learning Skills of Children of 'Didis' (in GB Road) 839
Ashwinder Kaur

98. Mobile Learning: An Emerging Technology in Education 845
Rakesh Tomar

99. E-Governance in Higher Educational Institutions 853
Manoj K. Saxena, Rajni Bala and Ravi Raj

100. Teaching through ICT: A Study of Barriers Encountered by Tertiary Teachers 859
Manoj K. Saxena and Dhara Hans

101. A Comparative Study of Traditional and NTeQ Models of Classrooms Teaching of Science in Class VIII 868
Rubeena Khan

102. Use of Technology in School Education: Importance and Challenges 876
Nisha Nair

103. Technology Based Learning for Differently Abled Learners 886
Neelima V. Kotaiah

104. Use of ICT in Promoting Distance Education in India: Challenges and Opportunities 898
Chandra Mohan Singh

Teaching through ICT: A Study of Barriers Encountered by Tertiary Teachers

Manoj K. Saxena[1] and Dhara Hans[2]

[1]Dean, School of Education & Head, Department of Teacher Education, Central University of Himachal Pradesh, Dharamshala

[2]RD Scholar, Department of Teacher Education, Central University of Himachal Pradesh, Dharamshala

E-mail: [1]drmanojksaxena@gmail.com, [2]hansdhara@gmail.com

Abstract—*Development of technology has made a rapid change and growth which has added a new dimension to visualise the things in a different way. The use of ICT can be seen in every walk of life. Therefore it is the need of the hour that one must learn about ICT, with ICT and through ICT. Integration of technological gadgets act as catalyst in the quality enhancement but on the same time it leads to the prologue of barriers for the teacher to integrate ICT in teaching learning process. Today our education system is learner centred where the teacher plays the role of mentor. Teacher has to pay more attention to create problem solving environment and make students able to grasp at their own pace. So that the students may also be able to use ICT in their daily lives in general and in their studies in particular. In the present scenario, the teacher has to use ICT in his day to day working. For this situation, a teacher has to stand with the new technological advancements and fast changes. Teachers has to prepare themselves to upbeat with the technological changes, ready to learn, inquire and update his knowledge with the pace of time. But in the prevailing situation, the integration of ICT in teaching learning process is in infancy stage due to barriers faced by teachers in integrating ICT in their teaching process. Thus the researchers have tried to find out various barriers that are being faced by a teacher. The present study makes an attempt to investigate the various barriers that are being encountered by tertiary teachers during their teaching. Some suggestions to overcome these barriers have also been given in the present study.*

Keywords: *Teachers, ICT Barriers, Teaching-Learning Process*

INTRODUCTION

ICT is a growing aspect of technology in the field of education. With splash of time ICT has made change in the outlook of our education making a new paradigm shift in education (Pelgrum, 2001). Previously, the education oscillated in traditional mind set where the main stage was setup by the teachers they inculcated the values of education in the learner. Now the education has became more oriented towards the learner and prepare the learner to develop his critical abilities by involving in more problem solving activities. These new technologies are significant as they work on the principle of individual differences, it considers that every individual has its own individuality and he/she works according to his/her own pace. This well equipped technology was further named as ICT. Which when used in the field of education it adds a new quality dimension; it enhances teaching-learning process by adding a new look to the traditional teaching method.

International Education Conference 2015

Learning Technologies in Education

Self Attested

Editors

Prof. Ahrar Husain
Prof. Ilyas Husain
Prof. Aejaz Masih
Prof. Harjeet K. Bhatia

Faculty of Education
Jamia Millia Islamia
(A Central University)
Jamia Nagar
New Delhi-110025, India

90. Online Courses: Maintaining and Developing a Quality Learning Experience for Students 779
Jill Sperandio

91. Effectiveness of an ICT Integrated Guidance and Counselling Programme in Private and Government Senior Secondary Schools—A Comparative Study 785
Shadma Yasmeen

92. Study of the Availability of In-service Programmes in ICT for Teachers at Different Levels in Different States 790
Ahrar Husain and Jessy Abraham

93. Effectiveness of Social Networking Sites for Interactive Learning: An Experiment 800
Neeti Dutta and Indrajeet Dutta

94. E-learning through Open Source Learning Management Systems with Special Focus on MOODLE 810
Naima Urooj

95. New Paradigm in E-learning: A Perception Study of Teachers about Online Teaching 818
Deepti Bajpai Mishra and Najma Amin

96. Optimizing Students' Academic Achievement in Low Performing Primary School through E-Learning Centre 828
Manju Gupta

97. Use of Social Media in Learning Skills of Children of 'Didis' (in GB Road) 839
Ashwinder Kaur

98. Mobile Learning: An Emerging Technology in Education 845
Rakesh Tomar

99. E-Governance in Higher Educational Institutions 853
Manoj K. Saxena, Rajni Bala and Ravi Raj

100. Teaching through ICT: A Study of Barriers Encountered by Tertiary Teachers 859
Manoj K. Saxena and Dhara Hans

101. A Comparative Study of Traditional and NTeQ Models of Classrooms Teaching of Science in Class VIII 868
Rubeena Khan

102. Use of Technology in School Education: Importance and Challenges 876
Nisha Nair

103. Technology Based Learning for Differently Abled Learners 886
Neelima V. Kotaiah

104. Use of ICT in Promoting Distance Education in India: Challenges and Opportunities 898
Chandra Mohan Singh

E-Governance in Higher Educational Institutions

Manoj K. Saxena[1], Rajni Bala[2] and Ravi Raj[3]
[1]Dean, School of Education & Head, Department of Teacher Education,
Central University of Himachal Pradesh, Dharamshala, Himachal Pradesh
[2,3]Research Scholars, Department of Teacher Education,
Central University of Himachal Pradesh, Dharamshala, Himachal Pradesh
E-mail: [1]drmanojksaxena@gmail.com, [2]rajni176125@gmail.com, [3]rrsareli@gmail.com

Abstract—*Information Technology is considered as backbone of 21st century. In early nineties, the role of Information Technology was limited to Multi National Companies establishing In India but now its scope is expanding very wide. It is widely used in almost all of the areas of life. The rapid development in the field of information technology has captured the attention of academicians and the information technology peeped up in to the field of education. The one of the important function of information technology in education is governance, commonly known as E-Governance. The concept of e-governance has been introduced in the field of education to improve output and efficiency of institutions. E-Governance in education means to use available ICT facilities for smooth functioning and improving higher educational institutions by making administration accountable and transparent. It helps to make an institution a global educational institution by overcoming geographical barriers by reaching up to prospective students, present students and staff by mean of e-mails, chat, mobile etc., new ways of imparting education. Most of the higher educational institutions in India are implementing e-governance to provide quality experience of different services to faculties and other stakeholders. This paper examines the need of e-governance in education, its effectiveness and the various challenges to integrate it in higher educational institutions.*

Keywords: *Education, Information Technology, E-governance*

INTRODUCTION

Today we are living in the world of information technology. The Information Technology and its applications are being widely used in all walks of life be it used in tourism, multinational companies, banking, entertainment, whether forecasting, communication, business, resservations, agriculture, medicines, management, laws and justice etc. It is considered as the driving force of economic growth. The power of information technology is greatly enhanced by communication technology, it means that connectivity (through wireless, cell phones technology or over cables) is the crucial feature that allow access to internet and the World Wide Web (Balasubramanian, *et al.*, 2009). The tremendous use of information technology also influences the field of education. E-governance rides on advances of Information and Communication Technology like the internet, local area networks and mobiles to improve effectiveness, efficiency and service delivery therby promising speedy information, dissemination, higher administrative efficiency and improved public services (Vijaykumar, 2011). The main aim of introducing e-governance in education is to improve quality, efficiency, effectiveness and smooth functioning of education system. The rapidly increasing student population in higher education demands the need for e-governance to process, store and retrieve data in fast and accurate manner. Thus, most of the higher educational institutions in

QUALITY EDUCATION

Dr. Jyotsna Saxena
Dr. Manoj Kumar Saxena
Dr. Sandhya Gihar

CONTENTS

Foreword ..... *v*

Preface ..... *vii*

1. Education, Science and Spirituality 1
2. Psycho-Correlates of Successful Teachers and Quality Concern in Teaching Profession 6
3. Competitive Intelligence: The Cutting-Edge to Combat Global Competitiveness 25
4. An Empirical Model for Evaluating Quality of Teacher Education 56
5. Building Effective Partnerships for Multicultural Education 67
6. Professional Career Development–A Professional Approach for 21st Century 77
7. Quality Development in Teacher Education 91
8. Quality of Professional Education: Some Aspects of Bangladesh Scenario 101
9. Some Realistic Concerns Over Current Trend of Teacher Education in India 116
10. Towards Developing Greater Professional Competence among ECCE Teacher Educators: Perspectives from Context Specificity and Cultural Responsiveness 122
11. A Co-Relational Study of Teacher Effectiveness 173

7

QUALITY DEVELOPMENT IN TEACHER EDUCATION

Sandhya Gihar*

Manoj Kumar Saxena**

As we know that the book of knowledge has no last page. It is correct in case of a teacher. The teacher is always in learning phase. His thrust for knowledge never ends. In India, long back, the teachers were worshipped by their students. At that time the prince or princesses were stayed at gurukuls and there they learn about all the spheres of life. In our Indian culture, many teachers like, Kapil, Vishwamitra, Vashishtha, Parshuram, Balmiki, Chanakya etc. have transformed the then culture to their pupils very effectively (Gihar, Dey & Saxena, 2006). In ancient time teacher occupied a special place in the society. Teachers involve themselves throughout the life with the view of Tagore "A lamp can never light another lamp unless it continues to burn its own flame. Teacher is a most significant catalytic agent of society who influences the quality of education. Hence quality becomes an integral part of the educational system (Hegde, 2009) but unfortunately, we are passing through the critical stage of degradation of quality of teacher at every level. Educational quality is directly related to the quality of the teachers. We all know that no educational reform can be successful unless the quality of teacher is improved, but in turn the quality of teacher depends to a large extent on the quality of teacher education (Kothari & Shelat, 2009). Due to the technological revolution teacher

*Reader, Department of Education, Advance Institute of Management, Ghaziabad (U.P.)

** Reader, M.M. College of Education, M.M. University Campus, Mullana – Ambala (Hayana)

QUALITY EDUCATION

Dr. Jyotsna Saxena
Dr. Manoj Kumar Saxena
Dr. Sandhya Gihar

CONTENTS

Foreword ..... *v*

Preface ..... *vii*

1. Education, Science and Spirituality 1
2. Psycho-Correlates of Successful Teachers and Quality Concern in Teaching Profession 6
3. Competitive Intelligence: The Cutting-Edge to Combat Global Competitiveness 25
4. An Empirical Model for Evaluating Quality of Teacher Education 56
5. Building Effective Partnerships for Multicultural Education 67
6. Professional Career Development–A Professional Approach for 21st Century 77
7. Quality Development in Teacher Education 91
8. Quality of Professional Education: Some Aspects of Bangladesh Scenario 101
9. Some Realistic Concerns Over Current Trend of Teacher Education in India 116
10. Towards Developing Greater Professional Competence among ECCE Teacher Educators: Perspectives from Context Specificity and Cultural Responsiveness 122
11. A Co-Relational Study of Teacher Effectiveness 173

9

SOME REALISTIC CONCERNS OVER CURRENT TREND OF TEACHER EDUCATION IN INDIA

Manoj Kumar Saxena*

Students are future of nation and teacher is the person who moulds them in proper shape (Saxena, et.al., 2007). Teaching is said to be prophetic profession (Khan, 2005). The teacher has a pivotal role in our educational system. The whole education system moves around him. The teacher is a person who is responsible for desirable changes among his students (Saxena, 2006). Teachers are extremely important agents in the process of teaching and learning (Kukreti, 2004). Education is a process of human enlightenment and empowerment for the achievement of a better and high quality of life (Mohod and Mohod, 2003). The teacher is responsible for all round development of child together with the development of the society (Chakarborty, 1998). The educational institutions, schools, colleges, institutions of higher learning focus at improving the quality of life (Kukreti, et.al., 2004). But when we see the mushroom growth of teacher education institutes in India, it gives a very clumsy picture of teacher education which is not only disheartening but disappointing also. In present time, various affiliated 'sub standard self financed' teacher education institutions are exploiting students. Most of these institutions are not quality concerned; they are concerned with the return of their investment and hence their concern centres around the quantity only.

*Reader M.M. College of Education, M.M. University Campus, Mullana – Ambala (Haryana)

ICT IN PROFESSIONAL EDUCATION

DR. JYOTSNA SAXENA
DR. MANOJ KUMAR SAXENA
DR. SANDHYA GIHAR

14. Development and Implementation of an e-Learning Package on Hydrology 155

15. Attitude of Senior Secondary Students towards Computer Application in Education 164

16. Efficient Routing Protocols for Mobile Ad Hoc Network – A State of the Art Survey 174

17. Hardware Educational Technology in T.T.P. And Attitude of Teacher Educators Towards its Utility 183

18. Better Security Against Terror Attacks 201

19. Lifelong Learning in Higher Education : Role of ICT 222

20. Effective Teaching and Learning Strategies with ICT 229

21. Enhancement of Under-Achievers' Learning: A Model for Diagnostic Teaching 236

22. Applicability of ICT in Indian Classrooms – Lets Know the Barriers 245

23. Role of ICT in Development of Professional Education as a Potentially Powerful Tool 253

24. Application of Information and Communication Technology in Education: A Revolution in Teacher Education 259

25. ICTs: A Boon for Quality Professional Education 266

26. The Role of ICT in Higher Education for the 21st Century & Emerging Issues & Challenges 278

27. ICTs and Technophobia among Teachers in Higher Education 290

28. Capitalizing ICT: A Challenge for Higher Education 297

29. Enhancing Teacher's Performance: An Integrated Approach 303

30. Evolving ict Model for Professional Development 313

15

ATTITUDE OF SENIOR SECONDARY STUDENTS TOWARDS COMPUTER APPLICATION IN EDUCATION

Manoj Kumar Saxena*
Bhawna Rathour**

A teacher can enhance the teaching learning process with the help of computer (Dey & Saxena, 2005). If the students have favorable attitude towards computer, then there may be a change for them to be motivated in acquiring knowledge of computer. Therefore, the Computer knowledge is very much needed for the students. Internet can be used effectively to teach the students because internet can provide information on any topic within no time. Therefore, the computer knowledge is very necessary for students and teachers.

In the present condition, computers have become remarkably efficient tool of learners, teachers and school administration. The number of tasks related to school or college can significantly do by the use of computer. The teacher can also use computer in

*Reader, M.M. College of Education, M.M. University Campus, Mullana – Ambala (Haryana)

**M.Ed. Student, M.M. College of Education, M.M. University Campus, Mullana – Ambala (Haryana)

ICT IN PROFESSIONAL EDUCATION

DR. JYOTSNA SAXENA
DR. MANOJ KUMAR SAXENA
DR. SANDHYA GIHAR

CONTENTS

Foreword ..... *v*

Preface ..... *vii*

1. Comparative Effectiveness of Jerk Technology and Lecture Method in terms of Achievement and Reaction towards Jerk Technology of class IX students 1
2. Integrating Information and Communication Technology with Constructivist Pedagogy for the Professional Development of Teachers 14
3. Information Technology in Teacher Education 51
4. Engineering Students' Attitude Towards the use of Cyber Resources 59
5. Managing Cyber Stalking 65
6. Facilitating Teachers to be Life Long Learners through e-Learning 78
7. ICT and Total Quality Management in Professional Education 101
8. Effect of Vedic Mathematics on Achievement in Carrying out Multiplications 109
9. An Expository Study of Computer Phobia among Prospective Teachers 116
10. Innovative Learning Tools and Resources through ICT Management 125
11. Impact of ict on Teacher Education 134
12. Internet Knowledge among M.Ed. Students of Jammu and Kashmir State 142
13. ICT For Lifelong Learning 149

12

INTERNET KNOWLEDGE AMONG M.Ed. STUDENTS OF JAMMU AND KASHMIR STATE

Manoj Kumar Saxena*
Jyotsna Saxena**
Sandhya Gihar***

INTRODUCTION

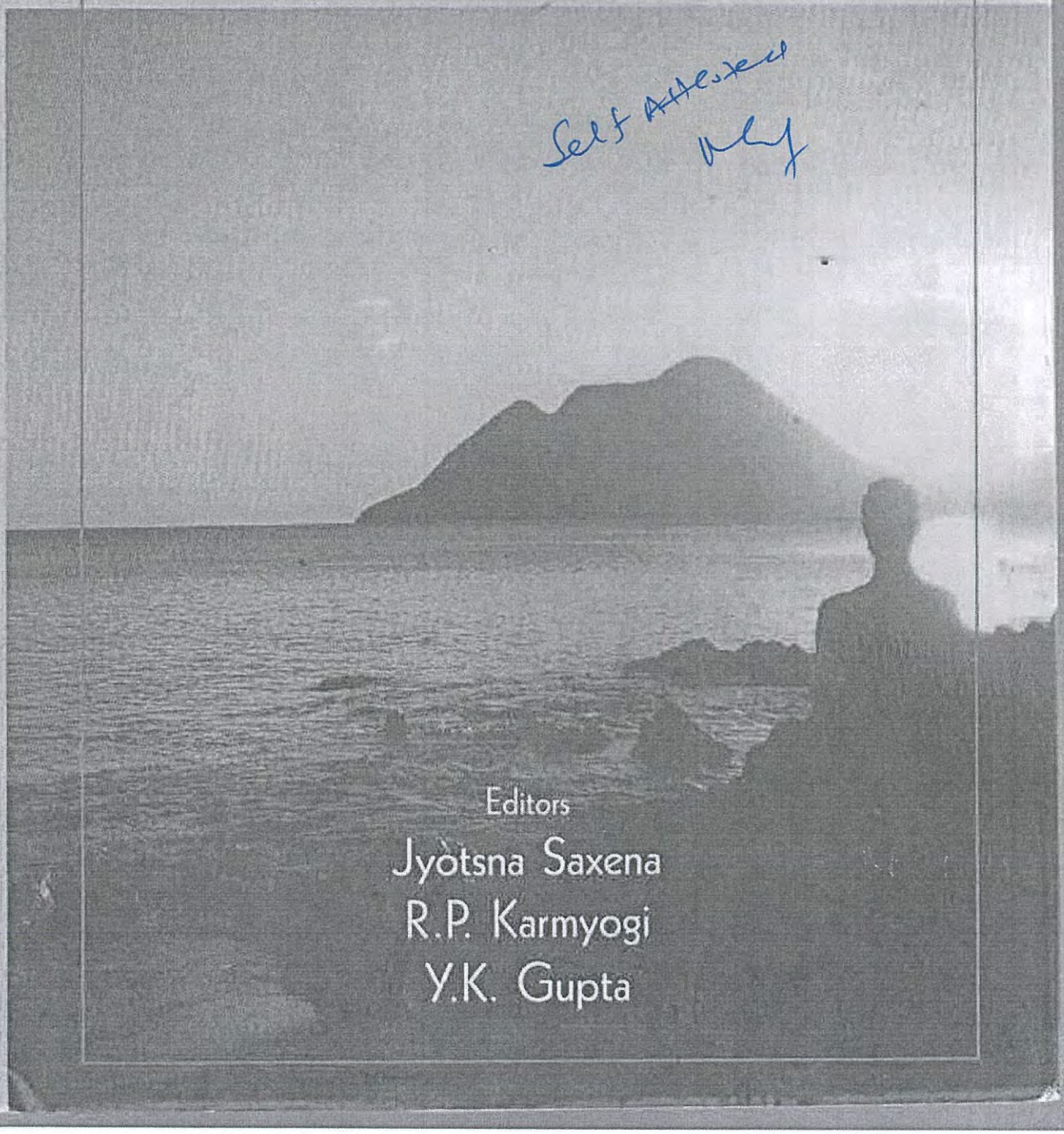
During last decade science and technology have changed the face of world (Dey, et. al., 2005). Due to this revolution, information can be accessed from any part of the world with the help of information communication technology. ICT is a new medium, a new way of representing, communicating and working with information (Kukreti & Saxena, 2004). ICT has emerged as one of the most important aspects of human life. Each and every human activity involves the use of ICT to some extent, may be visiting a departmental store, booking tickets, paying bills, getting medical check up done, gathering data, getting a book issued in the library, performing an experiment, making a document, writing an application or even communicating with friends. Use of ICT has made the'life scientific and luxurious. Science has reduced considerably the time taken for performing a task. One of the most powerful developments

*Reader, MM College of Education, MM Univeristy Campus, Mullana – Ambala (Haryana)

**Reader, DWT (PG) College, Dehradun (Uttrakhand)

***Reader, Department of Education, Advance Institute of Management, Gahziabad (U.P.)

Value Based Education in Society and Holistic Approach in Education



Editors
Jyotsna Saxena
R.P. Karmyogi
Y.K. Gupta

11. Values and Holistic Approach in Education 77
Bimla Verma & Ritu Garg

12. Values And Global Society 82
N. Shamshi & Manju Rani

13. Human Values and Technical Education: Need, Expectations and Challenges 86
Navneet Arora

14. Value Inculcation—Holistic Approach in Education 97
Rachna Verma Mohan

15. Education in Human Values 104
Mudita Bhatnagar & Reena Saxena

16. Value based Education Ethos & Accountability in Teaching Profession 111
B.K. Savitri Bahen & L. Rawat

17. Education & Human Values 121
Asha Sharma & S. P. Ahluwalia

18. Value Education—Challenges 129
Sapna Sharma

19. Value-Oriented Education for Growth and Development: An Appraisal 133
Sapna Verma & Payal Khanna

20. Value Education: A Psychological Point of View 136
Anurag Bhatnagar

21. Aurobindo's Educational Philosophy: A Matrix of Integral Education 140
Gurpreet Kaur & H.S. Randhawa

22. Education in Values 153
Vijaishri Bhati

23. Role of Values in Teacher Effectiveness 162
Manoj Kumar Saxena, B.R. Kukreti & Sandhya Gihar

24. Education and Human Value 174
Bhopal Singh & Shireesh Pal Singh

23
Role of Values in Teacher Effectiveness

Manoj Kumar Saxena, B.R. Kukreti
Sandhya Gihar

The all pervasive violence, brutality, apathy and lack of understanding that we see around us are the outcomes of a valueless society. Majority of man can, to any extent, to achieve power and wealth, the two ultimate destination in the present age. This is because of the total neglect of the process of inculcating values in our schools and colleges. Because of such a school environment the students are losing the purpose of life and they fail to distinguish between appearance and reality. In our educational institutions on certain occasions preaching of values is done but the "values cannot be promoted by repeating words". They need effective teachers who themselves are value oriented. It is our everyday experience to observe that children imitate their teachers not in words but in their behaviour. Teachers play a very significant role in inculcating values in children. The teachers' role in the total educational process is vital, as child's behaviour, attitude, interest, etc. are greatly influenced by teachers (Gupta, 2001)

In order to inculcate values in the students, the primary requirement is that he/she should have natural value fixation in him/her. Once a teacher's behaviour becomes value oriented, his power to influence the child increases resulting in a tremendous increase in his effectiveness. Today the erosion of values and all-pervading cynicism in the society has made it all the more obligatory to focus our attention on values. It is the teacher who can become the catalytic agent for imbibing

BED-01

वर्धमान महावीर खुला विश्वविद्यालय, कोटा (राज.)

Self Attested

शिक्षार्थी अवबोध
Understanding Learner

पाठ्यक्रम अभिकल्प समिति

अध्यक्ष

प्रो. नरेश दाधीच
कुलपति
वर्धमान महावीर खुला विश्वविद्यालय,
कोटा (राजस्थान)

संयोजक / समन्वयक

डा. दामीना चौधरी
सह आचार्य, शिक्षा
वर्धमान महावीर खुला विश्वविद्यालय,
कोटा (राज.)

सदस्य

1. प्रो. पी. के. साहू,
   शिक्षा विभाग
   इलाहाबाद विश्वविद्यालय, इलाहाबाद
2. प्रो. आर. पी. श्रीवास्तव (से.नि)
   जामिया मिलिया इस्लामिया विश्वविद्यालय
   नई दिल्ली
3. प्रो. आर. जे. सिंह
   लखनऊ विश्वविद्यालय
   लखनऊ (उ.प्र.)
4. प्रो. डी. एन. सनसनवाल
   देवी अहिल्या विश्वविद्यालय
   इन्दौर (म.प्र.)
5. प्रो. एस. बी. मेनन
   दिल्ली विश्वविद्यालय,
   दिल्ली
6. प्रो.स्नेह. एम. जोशी
   एम.एस. विश्वविद्यालय,
   बडौदा
7. प्रो. सोहनवीर सिंह चौधरी
   इन्दिरा गांधी राष्ट्रीय मुक्त
   विश्वविद्यालय, नई दिल्ली
8. डा. एम.एल. गुप्ता
   सह आचार्य शिक्षा (से.नि.)
   वर्धमान महावीर खुला विश्वविद्यालय
   कोटा (राज.)
9. डा. अनिल शुक्ला
   लखनऊ विश्वविद्यालय
   लखनऊ (उ.प्र.)

Self Attested

संपादन तथा पाठ लेखन

संपादक

डा. बी.एस. रायजादा
रीडर (सेवानिवृत्त)
क्षेत्रिय शिक्षा महाविद्यालय
अजमेर

पाठ लेखक

1. डा. माधुरी चौबे, लो.नि.शि.प्र.म., डबोक
2. डा. सन्ध्या जिहार, एडवांस इंस्टी.ऑफ मैने., गाजियाबाद
3. डा. वन्दना शै. वर्मा, प्रचार्य, एच.एल.एम. टी.टी.कॉलेज, गाजियाबाद
4. डा. मनोज कुमार सक्सेना, एडवांस इन्स्टी. ऑफ.मैने., गाजियाबाद
5. डा. स्मिता भावलकर, प्राचार्य, सरस्वती शिक्षा महाविद्यालय, उज्जैन
6. डा. लिलेश गुप्ता, प्राचार्य, प्रगति टी.टी. कॉलेज, कोटा
7. डा. राधारानी सक्सेना, प्राचार्य फूले शि.प्र. महाविद्यालय, जयपुर
8. श्री राकेश तोमर, क्षेत्रिय शिक्षा महाविद्यालय, अजमेर

पाठ्यक्रम निदेशन एवं उत्पादन

निदेशक (शैक्षणिक)
प्रो. अनाम जैटली
वर्धमान महावीर खुला विश्वविद्यालय,
कोटा (राजस्थान)

निदेशक (सामग्री उत्पादन एवं वितरण)
प्रो. पी. के. शर्मा
वर्धमान महावीर खुला विश्वविद्यालय,
कोटा (राजस्थान)

उत्पादन जुलाई 2007

सर्वाधिकार सुरक्षित : –
इस सामग्री के किसी भी अंश की व.म.खु. वि. कोटा की लिखित अनुमति के बिना किसी भी रूप में मिमियोग्राफी (चक्रमुद्रण)द्वारा या अन्यत्र पुनः प्रस्तुत करने की अनुमति नही है।
व.म.खु. वि. कोटा की और से की निदेशक (शैक्षणिक) द्वारा मुद्रित एवं प्रकाशित

वर्धमान महावीर खुला विश्वविद्यालय, कोटा

Self Attested

अनुक्रमणिका

इकाई व इकाई का नाम		पृष्ठ संख्या
इकाई 1-	विकासोन्मुख अधिगमयक	1-27
इकाई 2-	अभिगमकर्ता की समस्याएं एवं उनका प्रबन्धन : अधिगमकर्ता के व्यवहार पाठ्यक्रम तथा अनुदेशन हेतु इसके विकासात्मक परिपेक्ष्य के निहितार्थ	28-36
इकाई 3-	अधिगम सिद्धान्त : व्यवहारवादी बनाम समग्रवादी सिद्धान्त : स्कीनर गाने, आसुबेल तथा पियाजे के सिद्धान्त तथा निर्मितवाद	37-62
इकाई 4-	व्यक्तियों एवं प्रौढ़ों की अधिगम शैली	63-75
इकाई 5-	अधिगम के प्रकार, अधिगम को प्रभावित करने वाले कारक, अधिगम कार्य	76-92
इकाई 6-	अधिगमकर्ता की विशेषताएं आवश्यकताएं एवं अभिप्रेरणा	93-105
इकाई 7-	अवधान, स्मृति, रूचि	106-117
इकाई 8-	व्यक्तित्व, अर्थ, सिद्धान्त, कारक और प्रारूप	118-126
इकाई 9-	व्यक्तित्व का मानप: प्रक्षेपण तथा अप्रेक्षपण प्रविधियां तथा व्यक्तित्व का मापन	127-136
इकाई 10-	विभिन्न प्रकार के व्यक्तित्व के साथ व्यवहार में शिक्षक की भूमिका	137-156
इकाई 11-	बुद्धि (मल्टीपल एवं कृत्रिम) का सम्प्रत्यय एवं सिद्धान्त, ज्ञान तथा बुद्धि में अन्तर , कृत्रिम बुद्धि	157-170
इकाई 12-	बुद्धि का मापन तथा उनका शिक्षण अधिगम व्यवस्था में प्रयोग	171-182
इकाई 13-	सजनात्मकता : अवधारणा, बुद्धि से सम्बन्ध, सृजनात्मकता का मापन	183-192
इकाई 14-	विशिष्ट आवश्यकताओं वाले बच्चे: श्रवण एवं दृष्टि दोष युक्त बच्चे, प्रतिभाशाली, पिछड़े तथा बाल अपराधी बच्चे	193-207
इकाई 15-	विशिष्ट समूह की शिक्षा की आवश्यकता व योजना बनाना अध्यापक की सक्रियता	208-220
इकाई 16-	बालकों का निर्देशन एवं परामर्श	221-242
इकाई 17-	अधिगमक : वैयक्तिक विभिन्नताएं-कारक, समस्याएं तथा शिक्षण अधिगम तंत्र में इसकी उपयोगिता	243-252
इकाई 18-	मनोवैज्ञानिक परीक्षण: अवधारणा, प्रयोग, विभिन्न परीक्षण, प्रक्रिया व विश्लेषण एवं अर्थनिर्णय, समाज समिति एवं समूह गतिकी इत्यादि	253-269
इकाई 19-	सांख्यकीय अवधारणाओं तथा केन्द्रीय प्रवृतियों, प्रतिशतक, विचलन तथा अनुक्रमित आंकड़ों से सह-सम्बन्ध गुणांक का सांख्यकीय अर्थ निर्णय	270-295

इकाई 6 (UNIT 6)

अधिगमकर्त्ता की विशेषताएं, आवश्यकताएं एवं अभिप्रेरणा
(Learners' Characteristics, Needs and Motivation)

इकाई की रूपरेखा (Structure)

6.0 उद्देश्य (Objectives)

6.1 प्रस्तावना (Introduction)

6.2 अधिगमकर्त्ता की विशेषताएं (Characteristics of Learners)

स्वपरख प्रश्न (Check Your Progress)

6.3 आवश्यकताएं (Needs)

स्वपरख प्रश्न (Check Your Progress)

6.4 अभिप्रेरणा: अर्थ (Motivation: meaning)

स्वपरख प्रश्न (Check Your Progress)

6.5 अभिप्रेरणा की परिभाषाएं (Motivation: Definitions)

स्वपरख प्रश्न (Check Your Progress)

6.6 अभिप्रेरणा से सम्बन्धित पद (Motivation Related steps)

स्वपरख प्रश्न (Check Your Progress)

6.7 अभिप्रेरणा के प्रकार (Kinds of motivation)

स्वपरख प्रश्न (Check Your Progress)

6.8 अभिप्रेरणा की विधियॉं (Methods of motivation)

स्वपरख प्रश्न (Check Your Progress)

6.9 शिक्षा में अभिप्रेरणा का महत्व (Importance of motivation in Education)

स्वपरख प्रश्न (Check Your Progress)

6.10 सारांश (Summary)

6.11 शब्दावली (Glossary)

6.12 संदर्भ पुस्तकें (References for Further reading)

6.13 स्वपरख प्रश्नों के उत्तर हेतु सुझाव (Hints to self-assessment questions)

6.14 मूल्यांकन (Unit End Questions)

6.0 उद्देश्य (Objectives) -

इस इकाई के अध्ययन के पश्चात आप :

- अधिगमकर्त्ता की विशेषताओं का वर्णन कर सकेंगे।
- आवश्यकताओं का अर्थ समझ सकेंगे।
- मॉस्लो द्वारा दिए गए आवश्यकताओं के कम की व्याख्या कर सकेंगे।
- अभिप्रेरणा के अर्थ को स्पष्ट कर सकेंगे।
- अभिप्रेरणा की परिभाषाओं का प्रत्यास्मरण कर सकेंगे।
- अभिप्रेरणा से सम्बन्धित शब्दावली का प्रत्यास्मरण कर सकेंगे।

BED-01

वर्धमान महावीर खुला विश्वविद्यालय, कोटा (राज.)

Lets Attested

शिक्षार्थी अवबोध
Understanding Learner

पाठ्यक्रम अभिकल्प समिति

अध्यक्ष

प्रो. नरेश दाधीच
कुलपति
वर्धमान महावीर खुला विश्वविद्यालय,
कोटा (राजस्थान)

संयोजक / समन्वयक

डा. दामीना चौधरी
सह आचार्य, शिक्षा
वर्धमान महावीर खुला विश्वविद्यालय,
कोटा (राज.)

सदस्य

1. प्रो. पी. के. साहू
   शिक्षा विभाग
   इलाहाबाद विश्वविद्यालय, इलाहाबाद
2. प्रो आर. पी. श्रीवास्तव (से.नि)
   जामिया मिलिया इस्लामिया विश्वविद्यालय
   नई दिल्ली
3. प्रो. आर. जे. सिंह
   लखनऊ विश्वविद्यालय
   लखनऊ (उ.प्र.)
4. प्रो. डी. एन. सनसनवाल
   देवी अहिल्या विश्वविद्यालय
   इन्दौर (म.प्र.)
5. प्रो. एस. बी. मेनन
   दिल्ली विश्वविद्यालय,
   दिल्ली
6. प्रो.स्नेह. एम. जोशी
   एम.एस. विश्वविद्यालय,
   बडौदा
7. प्रो. सोहनवीर सिंह चौधरी
   इन्दिरा गांधी राष्ट्रीय मुक्त
   विश्वविद्यालय, नई दिल्ली
8. डा. एम.एल. गुप्ता
   सह आचार्य शिक्षा (से.नि.)
   वर्धमान महावीर खुला विश्वविद्यालय
   कोटा (राज.)
9. डा. अनिल शुक्ला
   लखनऊ विश्वविद्यालय
   लखनऊ (उ.प्र.)

Self Attested

संपादन तथा पाठ लेखन

संपादक

डा. बी.एस. रायजादा
रीडर (सेवानिवृत्त)
क्षेत्रिय शिक्षा महाविद्यालय
अजमेर

पाठ लेखक

1. डा. माधुरी चौबे, लो.नि.शि.प्र.म., डबोक
2. डा. सन्ध्या जिहार, एडवांस इंस्टी.ऑफ मैने., गाजियाबाद
3. डा. वन्दना शै. वर्मा, प्रचार्य, एच.एल.एम. टी.टी.कॉलेज, गाजियाबाद
4. डा. मनोज कुमार सक्सेना, एडवांस इन्स्टी. ऑफ.मैने., गाजियाबाद
5. डा. स्मिता भावलकर, प्राचार्य, सरस्वती शिक्षा महाविद्यालय, उज्जैन
6. डा. लिलेश गुप्ता, प्राचार्य, प्रगति टी.टी. कॉलेज, कोटा
7. डा. राधारानी सक्सेना, प्राचार्य फूले शि.प्र. महाविद्यालय, जयपुर
8. श्री राकेश तोमर, क्षेत्रिय शिक्षा महाविद्यालय, अजमेर

पाठ्यक्रम निदेशन एवं उत्पादन

निदेशक (शैक्षणिक)

प्रो. अनाम जैटली
वर्धमान महावीर खुला विश्वविद्यालय,
कोटा (राजस्थान)

निदेशक (सामग्री उत्पादन एवं वितरण)

प्रो. पी. के. शर्मा
वर्धमान महावीर खुला विश्वविद्यालय,
कोटा (राजस्थान)

उत्पादन जुलाई 2007

सर्वाधिकार सुरक्षित : --
इस सामग्री के किसी भी अंश की व.म.खु. वि. कोटा की लिखित अनुमति के बिना किसी भी रूप में मिमियोग्राफी (चक्रमुद्रण)द्वारा या अन्यत्र पुनः प्रस्तुत करने की अनुमति नही है।

व.म.खु. वि. कोटा की ओर से की निदेशक (शैक्षणिक) द्वारा मुद्रित एवं प्रकाशित

वर्धमान महावीर खुला विश्वविद्यालय, कोटा

Self Attested

अनुक्रमणिका

इकाई व इकाई का नाम	पृष्ठ संख्या
इकाई 1- विकासोन्मुख अधिगमयक	1-27
इकाई 2- अभिगमकर्ता की समस्याएं एवं उनका प्रबन्धन : अधिगमकर्ता के व्यवहार पाठ्यक्रम तथा अनुदेशन हेतु इसके विकासात्मक परिपेक्ष्य के निहितार्थ	28-36
इकाई 3- अधिगम सिद्धान्त : व्यवहारवादी बनाम समग्रवादी सिद्धान्त : स्कीनर गाने, आसुबेल तथा पियाजे के सिद्धान्त तथा निर्मितवाद	37-62
इकाई 4- व्यक्तियों एवं प्रौढ़ों की अधिगम शैली	63-75
इकाई 5- अधिगम के प्रकार, अधिगम को प्रभावित करने वाले कारक, अधिगम कार्य	76-92
इकाई 6- अधिगमकर्ता की विशेषताएं आवश्यकताएं एवं अभिप्रेरणा	93-105
इकाई 7- अवधान, स्मृति, रूचि	106-117
इकाई 8- व्यक्तित्व, अर्थ, सिद्धान्त, कारक और प्रारूप	118-126
इकाई 9- व्यक्तित्व का मानप: प्रक्षेपण तथा अप्रेक्षपण प्रविधियां तथा व्यक्तित्व का मापन	127-136
इकाई 10- विभिन्न प्रकार के व्यक्तित्व के साथ व्यवहार में शिक्षक की भूमिका	137-156
इकाई 11- बुद्धि (मल्टीपल एवं कृत्रिम) का सम्प्रत्यय एवं सिद्धान्त, ज्ञान तथा बुद्धि में अन्तर , कृत्रिम बुद्धि	157-170
इकाई 12- बुद्धि का मापन तथा उनका शिक्षण अधिगम व्यवस्था में प्रयोग	171-182
इकाई 13- सजनात्मकता : अवधारणा, बुद्धि से सम्बन्ध, सृजनात्मकता का मापन	183-192
इकाई 14- विशिष्ट आवश्यकताओं वाले बच्चे: श्रवण एवं दृष्टि दोष युक्त बच्चे, प्रतिभाशाली, पिछड़े तथा बाल अपराधी बच्चे	193-207
इकाई 15- विशिष्ट समूह की शिक्षा की आवश्यकता व योजना बनाना अध्यापक की सक्रियता	208-220
इकाई 16- बालकों का निर्देशन एवं परामर्श	221-242
इकाई 17- अधिगमक : वैयक्तिक विभिन्नताएं-कारक, समस्याएं तथा शिक्षण अधिगम तंत्र में इसकी उपयोगिता	243-252
इकाई 18- मनोवैज्ञानिक परीक्षण: अवधारणा, प्रयोग, विभिन्न परीक्षण, प्रक्रिया व विश्लेषण एवं अर्थनिर्णय, समाज समिति एवं समूह गतिकी इत्यादि	253-269
इकाई 19- सांख्यकीय अवधारणाओं तथा केन्द्रीय प्रवृतियों, प्रतिशतक, विचलन तथा अनुक्रमित आंकड़ों से सह-सम्बन्ध गुणांक का सांख्यकीय अर्थ निर्णय	270-295

इकाई 4 (UNIT 4)

व्यक्तियों एवं प्रौढों की अधिगम शैली

(Learning Style of Individuals and Adults)

इकाई की रूपरेखा (Structure)

4.0 उद्देश्य (Objectives)

4.1 प्रस्तावना (Introduction)

4.2 अधिगम सामग्री का स्वरूप (Nature of Learning Material)

4.3 अधिगम शैली (Learning Styles)

4.3.1 समग्र बनाम खण्ड विधि (Whole vs Part Method)

स्वपरख प्रश्न (Check Your Progress)

4.3.2 समूहित बनाम वितरित विधि (Massed vs Spaced Learning Method)

स्वपरख प्रश्न (Check Your Progress)

4.3.3 पठन बनाम प्रपठन विधि (Reading vs Recitation Method)

स्वपरख प्रश्न (Check Your Progress)

4.3.4 प्रत्यय मान चित्रण (Concept Mapping)

स्वपरख प्रश्न (Check Your Progress)

4.3.5 बी–स्वतःशोध विधि (V- Heuristic Method)

स्वपरख प्रश्न (Check Your Progress)

4.4 सारांश (Summary)

4.5 शब्दावली (Glossary)

4.6 संदर्भ ग्रंथ (Further Readings)

4.7 स्वपरख प्रश्नों के उत्तर (Answers to Self-Learning Exercises)

4.8 परीक्षा योग्य प्रश्न (Unit End Questions)

Self Attested

4.0 उद्देश्य (Objectives) :

इस इकाई को अध्ययन करने के बाद आप

(i) विभिन्न प्रकार की अधिगम शैलियों से परिचित होंगे (उनका प्रत्यास्मरण कर सकेंगे तथा

(ii) उनकी विशेषताओं को समझ सकेंगे

(iii) उनमें विभिन्नीकरण कर सकेंगे

(iv) उनके उपयुक्त प्रयोगों का निर्णय ले सकेंगे ।

4.1 प्रस्तावना (Introduction) :

हमने इकाई – 5 में अधिगम को प्रभावित करने वाले व्यक्तिगत कारणों – जैसे व्यक्ति की शारीरिक एवं मानसिक परिपक्वता, उसमें सीखने की प्रेरणा तथा सीखने के लिए सहायक वातावरण का अध्ययन किया परन्तु इनके साथ–साथ प्रभावी अधिगम काफी कुछ अधिगम सामग्री के स्वरूप तथा उपयुक्त सीखने

BED-01

वर्धमान महावीर खुला विश्वविद्यालय, कोटा (राज.)

Self Attested

शिक्षार्थी अवबोध
Understanding Learner

पाठ्यक्रम अभिकल्प समिति

अध्यक्ष

प्रो. नरेश दाधीच
कुलपति
वर्धमान महावीर खुला विश्वविद्यालय,
कोटा (राजस्थान)

संयोजक / समन्वयक

डा. दामीना चौधरी
सह आचार्य, शिक्षा
वर्धमान महावीर खुला विश्वविद्यालय,
कोटा (राज.)

सदस्य

1. प्रो. पी. के. साहू
   शिक्षा विभाग
   इलाहाबाद विश्वविद्यालय, इलाहाबाद
2. प्रो. आर. पी. श्रीवास्तव (से.नि)
   जामिया मिलिया इस्लामिया विश्वविद्यालय
   नई दिल्ली
3. प्रो. आर. जे. सिंह
   लखनऊ विश्वविद्यालय
   लखनऊ (उ.प्र.)
4. प्रो. डी. एन. सनसनवाल
   देवी अहिल्या विश्वविद्यालय
   इन्दौर (म.प्र.)
5. प्रो. एस. बी. मेनन
   दिल्ली विश्वविद्यालय,
   दिल्ली
6. प्रो.स्नेह. एम. जोशी
   एम.एस. विश्वविद्यालय,
   बडौदा
7. प्रो. सोहनवीर सिंह चौधरी
   इन्दिरा गांधी राष्ट्रीय मुक्त
   विश्वविद्यालय, नई दिल्ली
8. डा. एम.एल. गुप्ता
   सह आचार्य शिक्षा (से.नि.)
   वर्धमान महावीर खुला विश्वविद्यालय
   कोटा (राज.)
9. डा. अनिल शुक्ला
   लखनऊ विश्वविद्यालय
   लखनऊ (उ.प्र.)

Self Attested

संपादन तथा पाठ लेखन

संपादक

डा. बी.एस. रायजादा
रीडर (सेवानिवृत)
क्षेत्रिय शिक्षा महाविद्यालय
अजमेर

पाठ लेखक

1. डा. माधुरी चौबे, लो.नि.शि.प्र.म., डवोक
2. डा. सन्ध्या जिहार, एडवांस इंस्टी.ऑफ मैने., गाजियाबाद
3. डा. वन्दना शै. वर्मा, प्रचार्य, एच.एल.एम. टी.टी.कॉलेज, गाजियाबाद
4. डा. मनोज कुमार सक्सेना, एडवांस इन्स्टी. ऑफ.मैने., गाजियाबाद
5. डा. स्मिता भावलकर, प्राचार्य, सरस्वती शिक्षा महाविद्यालय, उज्जैन
6. डा. लिलेश गुप्ता, प्राचार्य, प्रगति टी.टी. कॉलेज, कोटा
7. डा. राधारानी सक्सेना, प्राचार्य फूले शि.प्र. महाविद्यालय, जयपुर
8. श्री राकेश तोमर, क्षेत्रिय शिक्षा महाविद्यालय, अजमेर

पाठ्यक्रम निदेशन एवं उत्पादन

निदेशक (शैक्षणिक)

प्रो. अनाम जैटली
वर्धमान महावीर खुला विश्वविद्यालय,
कोटा (राजस्थान)

निदेशक (सामग्री उत्पादन एवं वितरण)

प्रो. पी. के. शर्मा
वर्धमान महावीर खुला विश्वविद्यालय,
कोटा (राजस्थान)

उत्पादन जुलाई 2007

सर्वाधिकार सुरक्षित : --
इस सामग्री के किसी भी अंश की व.म.खु. वि. कोटा की लिखित अनुमति के बिना किसी भी रूप में मिमियोग्राफी (चक्रमुद्रण)द्वारा या अन्यत्र पुनः प्रस्तुत करने की अनुमति नही है।

व.म.खु. वि. कोटा की और से की निदेशक (शैक्षणिक) द्वारा मुद्रित एवं प्रकाशित

वर्धमान महावीर खुला विश्वविद्यालय, कोटा

Self Attested

अनुक्रमणिका

इकाई व इकाई का नाम	पृष्ठ संख्या
इकाई 1- विकासोन्मुख अधिगमयक	1-27
इकाई 2- अभिगमकर्ता की समस्याएं एवं उनका प्रबन्धन : अधिगमकर्ता के व्यवहार पाठ्यक्रम तथा अनुदेशन हेतु इसके विकासात्मक परिपेक्ष्य के निहितार्थ	28-36
इकाई 3- अधिगम सिद्धान्त : व्यवहारवादी बनाम समग्रवादी सिद्धान्त : स्कीनर गाने, आसुबेल तथा पियाजे के सिद्धान्त तथा निर्मितवाद	37-62
इकाई 4- व्यक्तियों एवं प्रौढ़ों की अधिगम शैली	63-75
इकाई 5- अधिगम के प्रकार, अधिगम को प्रभावित करने वाले कारक, अधिगम कार्य	76-92
इकाई 6- अधिगमकर्ता की विशेषताएं आवश्यकताएं एवं अभिप्रेरणा	93-105
इकाई 7- अवधान, स्मृति, रूचि	106-117
इकाई 8- व्यक्तित्व, अर्थ, सिद्धान्त, कारक और प्रारूप	118-126
इकाई 9- व्यक्तित्व का मानप: प्रक्षेपण तथा अप्रेक्षपण प्रविधियां तथा व्यक्त्वि का मापन	127-136
इकाई 10- विभिन्न प्रकार के व्यक्तित्व के साथ व्यवहार में शिक्षक की भूमिका	137-156
इकाई 11- बुद्धि (मल्टीपल एवं कृत्रिम) का सम्प्रत्यय एवं सिद्धान्त, ज्ञान तथा बुद्धि में अन्तर , कृत्रिम बुद्धि	157-170
इकाई 12- बुद्धि का मापन तथा उनका शिक्षण अधिगम व्यवस्था में प्रयोग	171-182
इकाई 13- सजनात्मकता : अवधारणा, बुद्धि से सम्बन्ध, सृजनात्मकता का मापन	183-192
इकाई 14- विशिष्ट आवश्यकताओं वाले बच्चे: श्रवण एवं दृष्टि दोष युक्त बच्चे, प्रतिभाशाली, पिछड़े तथा बाल अपराधी बच्चे	193-207
इकाई 15- विशिष्ट समूह की शिक्षा की आवश्यकता व योजना बनाना अध्यापक की सक्रियता	208-220
इकाई 16- बालकों का निर्देशन एवं परामर्श	221-242
इकाई 17- अधिगमक : वैयक्तिक विभिन्नताएं-कारक, समस्याएं तथा शिक्षण अधिगम तंत्र में इसकी उपयोगिता	243-252
इकाई 18- मनोवैज्ञानिक परीक्षण: अवधारणा, प्रयोग, विभिन्न परीक्षण, प्रक्रिया व विश्लेषण एवं अर्थनिर्णय, समाज समिति एवं समूह गतिकी इत्यादि	253-269
इकाई 19- सांख्यकीय अवधारणाओं तथा केन्द्रीय प्रवृतियों, प्रतिशतक, विचलन तथा अनुक्रमित आंकड़ों से सह-सम्बन्ध गुणांक का सांख्यकीय अर्थ निर्णय	270-295

इकाई 17 (Unit 17)

अधिगमक : वैयक्तिक विभिन्नताएँ –कारक, समस्याएँ तथा शिक्षण अधिगम तन्त्र में इसकी उपयोगिता–

(Learner : Individual Differences- Factors, Problems & Utility in Teaching-Learning system)

इकाई की रूपरेखा (Struture)

17.0 उद्देश्य (Objectives)

17.1 प्रस्तावना (Introduction)

17.2 वैयक्तिक विभिन्नता की परिभाषाएँ (Definitions of Individual Differences)

स्वपरख प्रश्न (Check Your Progress)

17.3 वैयक्तिक विभिन्नताओं की विशेषताएँ (Characteristics of Individual Differences)

स्वपरख प्रश्न (Check Your Progress)

17.4 वैयक्तिक विभिमन्नताओं की समस्याएँ (Problems of Individual Differences)

17.5 वैयक्तिक विभिन्नताओं के कारक (Factors of Individual Differences)

स्वपरख प्रश्न (Check Your Progress)

17.6 वैयक्तिक विभिन्नताओ का मापन (Assessment of Individual Differences)

स्वपरख प्रश्न (Check Your Progress)

17.7 वैयक्तिक विभिन्नताओं की शिक्षण–अधिगम तन्त्र में उपयोगिता (Uses of Individual Differences in teaching-learning process)

स्वपरख प्रश्न (Check Your Progress)

17.8 सारांश (Summary)

17.9 शब्दावली (Glossary)

17.10 संदर्भ ग्रथ (Further Readings)

17.11 स्वपरख प्रश्नों के उत्तर/सुझाव (Answer/Hints for Self Learning questions)

17.12 मूल्यांकन प्रश्न(Unit-end Questions)

Self Attested

17.0 उद्देश्य (Objectives) :-

इस इकाई के अध्ययन के पश्चात आप :

- वैयक्तिक विभिन्नताओं की परिभाषाओं का प्रत्यास्मरण कर सकेंगे ।
- वैयक्तिक विभिन्नता के अर्थ को समझकर उसकी व्याख्या अपने शब्दों में कर सकेंगे ।
- वैयक्तिक विभिन्नताओं की समस्याओं का वर्णन कर सकेंगे ।
- वैयक्तिक विभिन्नताओं के कारकों की पहचान कर सकेंगे ।
- वैयक्तिक विभिन्नताओं का मापन कर सकेंगे ।
- वैयक्तिक विभिन्नताओं की शिक्षण अधिगम तन्त्र मे उपयोगिता को समझ सकेंगे ।

TEACHER EDUCATION IN COMMUNICATION AGE

Mrs. Bani Dey
Dr. Manoj Kumar Saxena
Dr. Sandhya Gihar

ADVANCE INSTITUTE OF MANAGEMENT
NH-24, Delhi Hapur Bye Pass Road,
26/27th, KM Stone, Ghaziabad, Uttar Pradesh, INDIA.

WISDOM PUBLICATIONS DELHI

12. Perceptions of Student Teachers Towards Radio Lessons at Primary Level — 88-92
Dr. M.S.R.Sarma

13. ICTs and the Professional Development of Teachers — 93-96
Dr. Jitendra Sharma

14. Teaching of Environmental Component in Communication age through video intervention strategy : Guidelines for TTIs — 97-103
Dr. Sandhya Gihar

15. Application of Multimedia in Education — 104-108
Dr. Jyotsna Saxena
Deepa Chalisgonkar

16. ICT and Teacher Education — 109-113
Dr. K. Nachimuthu

17. Methodology of Commerce Teaching in Communication Age — 114-119
Dr. Manoj Kumar Saxena

18. Teacher Education and IT : Needed Shift from *'T'* to *'I'* — 120-124
Dr. Rashmi Agarwal

19. Pre-service Teacher Education in Communication Age — 125-135
Dr. (Mrs) S.M. Sungoh

20. Effectiveness of Computer Assisted Instruction in Relation to Teaching Competency of Primary Teachers — 136-145
Dr. (Mrs.) Rekha Agrawal
Dr.(Mrs.) Indrani

21. Bridging the Digital Divide among Teacher Educators — 146-151
Dr. Pradeep Kumar Misra

22. Innovative Methods, Media and Strategies of Teaching in Communication Age — 152-159
Dr. (Mrs.) Subodh Bala Gupta

23. Improve Communication Through Electronic Media in Communication Age — 160-165
Dr. Manoj Shashtri

24. Teachers' Education in Communication (IT) Age Innovative methods, Media and Strategies of Teaching in Communication and Information Technology Age — 166-183
(21st Century Education)
M. P. Singh
S. K. Sharma
Gajendra Singh

25. Status & Application of E.T. Equipments in Pre-Service Teacher Training Institutions: An Analytical Study — 184-201
Dr. Rajesh kr. Nagarkoti
Prof. B. R. Kukreti

26. In-Service Teacher Education -ICT — 202-211
Dr. Sandhya Shrivastava

Methodology of Commerce Teaching in Communication Age

Dr. Manoj Kumar Saxena*

Teaching is said to be prophetic profession (Khan, 2005). The teacher has a pivotal position in our educational system. The whole education system moves around him. Teacher, taught and the classroom are the important parts of any educational system. The teacher is the person who is responsible for desirable change among his students through the curriculum. Teachers are extremely important agents in the process of teaching and learning (Kukreti, 2004). Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life (Mohod & Mohod, 2003). The teacher is responsible for all round development of child together with the development of society (Chakarborty, 1998). National Commission on School Teachers (1983-85) has started that the teacher must actively and freely associate himself as an essential and responsible partner, in the great tasks which the nation face. The qualities of a good teacher can be counted as the guide and guardian of the noble cultural traditions (Drokin, 1967) custodian of the future (Gandhi, 1970) sainted pioneer of civilization and moving force behind social, economic and cultural advancement (Page, 1971). Today a teacher is expected to be update and conscious of various explosions - explosion of knowledge, explosion of frustration, explosion of expectations and explosion of technology (Agarwal, 1988).

In the present time there are super fast changes taking place in all walks of life. We are living in the age of advanced communication. In this era, revolutionary changes are being seen everywhere, in living style, market scenario, technological advancement, globalization of trade and services, in which education is also one of the most important service. The needs of common men are increasing everyday with the launch of new products in the market. To satisfy these needs one needs resources and for that one has to cope with the pace of advancement. So is the case with teacher education. Unfortunately, we are sorry to say that most of the Indian Universities are following the same age-old syllabus. The system has not changed in case of teacher education, particularly in the area of pedagogy or teaching methods. Our pupil teachers are bound to cram the syllabus to get maximum marks in final written exams as well as in practical exams. Through present paper, the syllabus being followed by most of the Indian Universities for methods of teaching commerce has been analyzed in view of the changes in needs, innovations and pedagogy.

Commerce: It's Place in School Curriculum

Through B.Ed. programme, we prepare teachers for secondary education. Our student teachers are mainly prepared to teach in secondary and junior high school classes. Normally we have a state board of education and Central Board of Secondary

* Lecturer, Department of Education, Advance Institute of Management, Ghaziabad (U.P.)

TEACHER EDUCATION IN COMMUNICATION AGE

Mrs. Bani Dey
Dr. Manoj Kumar Saxena
Dr. Sandhya Gihar

ADVANCE INSTITUTE OF MANAGEMENT
NH-24, Delhi Hapur Bye Pass Road,
26/27th, KM Stone, Ghaziabad, Uttar Pradesh, INDIA.

WISDOM PUBLICATIONS DELHI

CONTENTS

	Forward	VII
	Preface	IX
1.	Curriculum of Quality Education for a Learning Society through a Thematic Model of Ansi-Pilot Prof. B. K. Passi	1-3
2.	Teacher Training and the ICT Prof. R.P.Singh	4-8
3.	Pre-Service Teacher Education Scenario: A Search For Quality Assurance Prof. Suraksha Pal Narendra Kumar Dr. Rajiv Kumar	9-13
4.	Innovative Instructional Aids: Awareness and Operational Competencies Among Teacher Educators Prof. B.R. Kukreti	14-29
5.	Information and Communication Technology and Teacher Education: The Future B. S. Madhukar	30-33
6.	The Concept of Teacher Performance Prof. R.G. Kothari V.R. Acharya	34-39
7.	An Exploratory Study of Computer Awareness among with Primary - School Teachers Working in Upper - Hills : A Need of in Service Training Dr. R.K. Srivastava Anil Prasad Nautiyal Dr. Anita Jagrati	40-46
8.	Attitude of Pupil Teachers Towards Computer Application in Education : An Empirical Study Ms. Bani Dey Dr. Manoj Kumar Saxena	47-53
9.	Teacher Education in a New Paradigm of Learning Dr. H. K. Senapaty	54-70
10.	Information and Communication Technologies : A Tool for Collective Knowledge Construction in Pre School and Lower Primary Teacher Education Programmes Dr. D.D.Pandey	71-81
11.	ELT in Communication Age: The Challenges before English Teachers Dr. Sumitra Kukreti	82-87

Attitude of Pupil Teachers Towards Computer Application in Education : An Empirical Study

Ms. Bani Dey*
Dr. Manoj Kumar Saxena**

Government is trying hard to introduce computers in schools and colleges for students of class VIth to XIIth. It has made a huge expenditure on providing computers to different schools and colleges. However, not much attention has been paid to those who will be responsible for introducing computers in real classrooms i.e. teacher who are the key personnel in the national development (Chellamani, 2005). Neither in-service nor pre-service teacher education is being geared for making teachers use these computers for enhancing the teaching learning effectiveness. It has been observed that certain teachers are very reluctant to use any new technology in general and computers in particular in their classroom teaching. So the training of personnel required for effective use of modern communication technology and computers on education (Shardindu, 2005). The teachers, we are preparing through our teacher education programmes particularly B.Ed. need to be concentrated upon in this regard. These are the real person who would handle teaching learning process in these schools and colleges in future. Anthony (1987) studied the relationship between teachers' attitudes as related to the computers in education. The study infers that teachers who were computer literate and who had a better understanding of computers were more likely to use computers in the classroom. Davis (1998) concluded that 95.80 percent of the early childhood teachers held positive attitudes towards the instructional use of computers in their classrooms. Choi (1991) revealed that the teachers with higher level of CAI implementation showed more positive attitudetowards computers. Further the study showed that the level of facilities for educational computer uses was not found to be significantly related to teachers' attitudes towards computers and using computers. The results of the study of Naraynasamy & Thangaswamy (2001) inferred that in teacher training institutions nearly 65 to 80 percent teacher educators admitted that they were not able to perform variety of computer task whereas Gihar, Saxena & Kukreti (2005) indicated that 70 percent teacher educators accepted that they never used the computers and Internet facilities in the class room practices. Not many studies have been conducted to assess the attitude of pupil teachers towards computer application in education.

To know existing status of their attitude towards computer usage in education is immensely significant. Keeping the role of teacher educators in imparting computor knowledge in view, the present paper has been conceptualized.

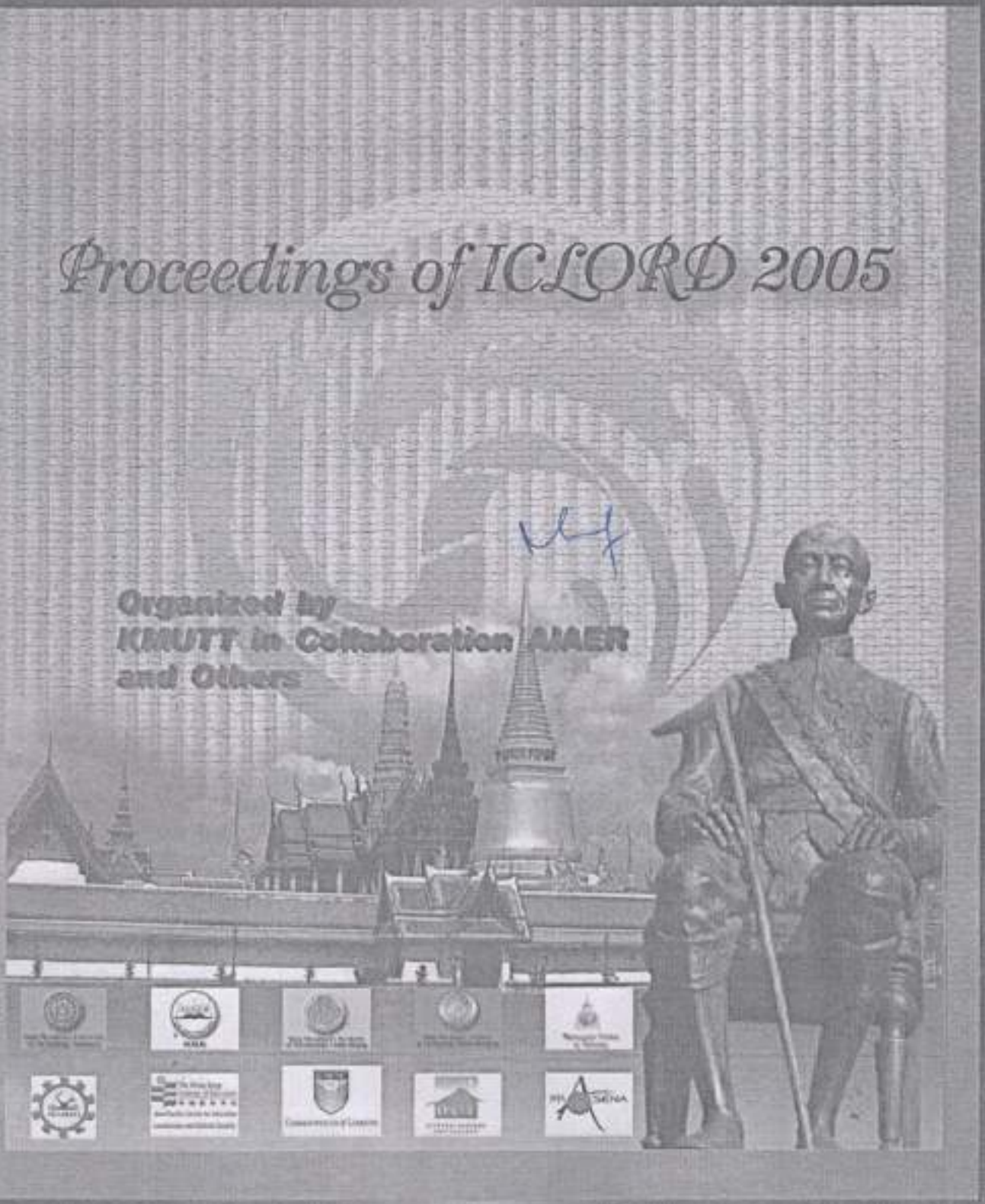
* Director, Advance Institute of Management, Ghaziabad (U.P.)
**Lecturer, Department of Education, Advance Institute of Management, Ghaziabad (U.P.)

ICLORD 2005

ICLORD 2005 19th International Conference

BANGKOK April 18th – 22nd 2005

Proceedings of ICLORD 2005



AN ANALYSIS AND COMPARISON OF NON-FORMAL EDUCATION PROGRAMS DEVELOPMENT IN REGARDS TO SOLID WASTE MANAGEMENT FOR PROMOTING COMMUNITY PARTICIPATION USING ALAN ROGER'S APPROACH OF ROUTE TO CHANGE 637
Parichat Boonyaviwat

APPLICATION OF LEARNING ORGANISATION IN THE INTERNATIONAL GOVERNMENTAL ORGANISATION 643
Debathish Mitra

SELF DIRECTED LEARNING IN THE CONTEXT OF TEACHER EDUCATION 648
Shashikala A

EDUCATION AT THE CROSSROADS OF CONSUMERISM 656
Rupa Sen

EMERGING TECHNOLOGICAL ADVANCEMENT IN LEARNING WORLD AND CHALLENGES FOR LEADERSHIP PROFILES IN TEACHER TRAINING INSTITUTIONS 662
Sandhya Gihar, Manoj Kumar Saxena & B.R.Kukreti

TOTAL QUALITY MANAGEMENT FOR QUALITATIVE IMPROVEMENT IN LEARNING ORGANIZATION FOR HIGHER EDUCATION 675
Sushma Kulkarni

EVOLVING A LEARNING COMMUNITY THROUGH SYSTEMS THINKING 685
Vinita Singh

THE SURVEY OF GRADUATE IN THE ACADEMIC YEAR OF 2001, DEPARTMENT OF AGRICULTURAL EDUCATION, FACULTY OF INDUSTRIAL EDUCATION, KING MONGKUT'S INSTITUTE OF TECHNOLOGY LADKRABANG 693
Ravewan Shinatrakool, Peerawut Suwanjan & Kitipong Mano

TRACKING OF THE BACHELOR'S DEGREE GRADUATES OF THE ACADEMIC YEAR 2001 IN THE DEPARTMENT OF ARCHITECTURAL EDUCATION, THE FACULTY OF INDUSTRIAL EDUCATION, KING MONGKUT'S INSTITUTE OF TECHNOLOGY LADKRABANG 697
Ravewan Shinatrakool & Benjawan Ubonsri

TRACKING OF THE BACHELOR'S DEGREE GRADUATES OF THE ACADEMIC YEAR 1999 IN THE DEPARTMENT OF ARCHITECTURAL EDUCATION THE FACULTY OF INDUSTRIAL EDUCATION, KING MONGKUT'S INSTITUTE OF TECHNOLOGY LADKRABANG 703
Ravewan Shinatrakul & Benjawan Ubonsri

TRACKING OF THE BACHELOR'S DEGREE GRADUATES OF THE ACADEMIC YEAR 1999 IN THE DEPARTMENT OF AGRICULTURAL EDUCATION, THE FACULTY OF INDUSTRIAL EDUCATION, KING MONGKUT'S INSTITUTE OF TECHNOLOGY LADKRABANG 713
Ravewan Shinatrakul & Peerawut Suwanjan

TEACHER EDUCATION INSTITUTIONS : STRATEGIES FOR BECOMING A LEARNING ORGANIZATION 719
Indu Garg

ICLORD2005 19th International Conference
BANGKOK April 18th - 22nd 2005
Organized by KMUTT in collaboration AIAER and Others

Emerging Technological Advancement in Learning World and Challenges for Leadership Profiles in Teacher Training Institutions

Sandhya Gihar,Dr.

Manoj Kumar Saxena, Dr.
Lecturer
Department of Education
Advance Institute of Management
Ghaziabad (U.P.) INDIA

B.R.Kukreti, Dr.
Reader in Education
Faculty of Education & Allied Sciences,
MJP Rohilkhand University
Bareilly (U.P.) INDIA

Abstract

The rapid advent of science and technology particularly in the field of information and communication technology has changed the world scenario. The ubiquitous impact of technological advancement is discernible in every sphere and field of knowledge is no exception. Learning methodology and storage, dissemination and analyses of learning has undergone great changes. These changes generate thousands of new information in the already existing storehouse of knowledge. It has brought changes in pedagogy and curriculum content (Green and Gilbert, 1995). In the case of formal face-to-face teaching learning the new technologies provide effective tools that complement conventional teaching practices (Powar, 1996). These technologies assist the teacher and facilitate learning. Educational television, computers, tele-conferencing, E-mail, Fax, Tele-fax, Radio-pager, virtual classroom have emerged as the most effective mode of information transmission. Therefore, in the present context if we want the educational institutions to function as effective learning organizations, then we have to develop the physical and human resources according to the advancement of information and communication technology so that individual team and organizational learning effectiveness can be enhanced, to cope with the demands of the age. For this purpose, teachers have to be technology friendly and the professional skills and competencies of teachers can be inculcated in them through pre-service, in service training programmes, through theme specific orientation, refresher courses, summer institutes, workshops etc. The responsibility of conducting all these programmes is borne by the teacher-training institutions. This further evokes a question whether the teacher training institutions are advanced enough to cope with the technological advancement because creating learning environment through chalk and talk method is gradually going to become an obsolete practice. New technological innovations in information and communication are rapidly replacing the old methodologies. Therefore, the challenge falls on the teacher training institutions to cope with the demands of technological advancement and accordingly to prepare the physical resources and generate expertise in human resources providing leadership to perspective and in-service teachers. The present paper aims to deliberate these issues.

INTRODUCTION

The rapid advent of science and technology particularly in the field of information and communication technology has changed the world scenario. The ubiquitous impact of technological advancement is discernible in every sphere and field of knowledge is no exception. Learning methodology and storage, dissemination and analyses of learning has undergone great changes. These changes generate thousands of new information in the already existed storehouse of knowledge. It has brought changes in pedagogy and curriculum content (Green and Gilbert, 1995). In the case of formal face-to-face teaching learning the new technologies provide effective tools that complement

ICLORD 2005 19th International Conference
BANGKOK April 18th – 22nd 2005

Self Attested

Proceedings of ICLORD 2005

Organized by
KMUTT in Collaboration AIAER
and Others

Subpasarn Technical (2004) Co.Ltd.

Subpasarn 2004 @maildozy.com

Learning Organization in A Learning World

Proceedings of
19th International Conference

ICLORD 2005

www.kmutt.ac.th/iclord2005

King Mongkut's University of Technology Thonburi
Bangkok, Thailand, April 18th to 22nd 2005

ISBN 974-456-611-6

ICLORD2005 19th International Conference
BANGKOK April 18th – 22nd 2005
Organized by KMUTT in collaboration AIAER and Others

Correlates of Learning Organisation: A Critical Review

Manoj Kumar Saxena, Dr.

Lecturer
Department of Education Advance Institute of Management
Ghaziabad (U.P.) INDIA

B.R.Kukreti, Dr.

Reader in Education
Faculty of Education & Allied Sciences
MJP Rohilkhand University Bareilly (U.P.) INDIA

Sandhya Gihar, Dr.

Lecturer
Department of Education Advance Institute of Management
Ghaziabad (U.P.) INDIA

Abstract

Learning Organisation (LO) is a multivalent term that invites myriads of interpretations. David Garvin defines it as an organization skilled at creating, acquiring and transferring knowledge and at modifying its behaviour to reflect new knowledge and insights (Garvin, 1993). Hawkins (1994) calls it a change at the heart of our understanding of learning, a shift from viewing learning as being abrupt facts to learning as a more multifaceted and dynamic process. It includes creation of a learning environment in the institution. Bateson (1979), Revans (1984) and Kolb (1984) all developed models of individual learning incorporating a process of thinking, planning, action and reflection (hawkins, 1994). The approach adopted by Organised Learning (OL) theorists is that those organisations that learn can manage the change process more effectively than can those who do not (Cullen 1999, Massey & Walker 1999). These definitions explains the necessity of creating good and healthy learning environment in the institution Steiner (1998) interprets LO as an organization that is continually expanding its capacity to create its future. Efforts have been made to establish relationship between learning Organisation and Organised Learning. McHugh, Croves & Aker (1998) argue OL emphasises human resource management, training, knowledge and skill acquisition whist the LO links to 'organisational capability' i.e. the tacit, experiential learning that often goes on unnoticed in organisations. Reynolds & Ablett (1998), on the other hand, argue that LO responds to and anticipates changes in the environment by proactive OL.

Senge (1990) described learning organization as a place where people continually expand their capacity to create results they truly desire where new and expansive pattern of thinking are nurtured, where collective aspiration is set free and where people are continually learning how to learn.
Some other prominent educationists (Cullen 1999; Massey & Walker 1999) believe that LO are those organisations that can manage the change process more effectively than can those who do not. Argyris and Schon (1978, 1991, 1996) found that organisations learn through the agency of individual members, yet some other academicians & researchers challenged this theory and emphasised that the system that works in effect has reciprocal nature and OL and LO influence vice-versa. To decipher their inter-related nature the necessity is to analyse the factors incorporated into these. Researches are being conducted to find and to analyse and work out the positive impact of learning organization.

Agenda for Education

Design and Direction

Edited by

HEMLATA TALESRA
SATYAPAL RUHELA
INDU KOTHARI
SEUTI DASGUPTA

23. Crisis of Values—Who is Responsible? 184
—*Dr. A.B. Phatak*

24. Values, Their Deterioration and Its Management Through Education 189
—*A.N. Kulkarni, S.M. Deshpande & Smt. A.A. Kulkarni*

25. Role of Head Teacher Educator for the Development of Values Among the Prospective Teachers 197
—*Dr. (Mrs.) Satinder Dhillon*

26. A Study of Social Values in Educated Tribal and Non-Tribal Youth of South Gujarat 202
—*Dr. A.V. Parmar*

27. Valueing Values: The Need for the Youth 210
—*Mrs. Anitha D. Shetty*

28. Education: A Man-Making Venture, Educational Management and Values 218
—*Dr. S.G. Nigal*

29. Value Crisis in Universities and Suggested Approaches to Educational Management 227
—*R.N. Warhade*

30. Value Deterioration and Educational Management 234
—*Dr. B.R. Kukreti & Manoj Kumar Saxena*

31. Human Rights—An Overview 246
—*Subhash Chandra Gupta*

32. Human Rights—Educational Concern 254
—*Mrs. Radha Saxena*

33. The Position of Management of Human Rights in India: An Evaluation 258
—*Dr. Rakesh Kala*

34. Human Rights: Perspectives on Policing the Police 269
—*R.P. Joshi & Ms. Deepa Jain*

35. Management of Human Rights and Consumer Education 280
—*Mrs. Mandeep Grewal*

36. Women Rights—An Indian Perspective 287
—*Veena Gandotra & Neerja Jaiswal*

30

Value Deterioration and Educational Management

*Dr. B.R. Kukreti**
*& Manoj Kumar Saxena***

Drought of Human Values

The world drought of human values caused by corrupt counter-culture and mafia in power can be arrested only by sublime principles says Justice Krishna Iyer and truly value deterioration in the society not only in India but all over the world has given wind to the all pervading corruption. The prevalent situation in human society can be described in the words of Dr. Hari Ram Jasta's (1990) ailing expression "falsehood is rife in the world and truth is being stiffled". Hypocracy is predominant, brother trusts not brother, virtue is vanishing, vice is on the increase. The big fish is swallowing little ones. Almost all the educationists feel helpless about deterioration in Human Values. Mathur opines that "the Valuelessness in education is due to the lack of clear philosophy on the part of the Government, that has in reality rejected the principles of assimilation fully imbibed in our cultural goal. Let beneficial thoughts come to us from the universe."

* Reader, I.A.S.E., M.J.P. Rohilkhand University, Bareilly, U.P.
** Lecturer, B.V.M. Teachers College, Banswara, Rajasthan.