

प्रवक्ता प्रशिक्षण कार्यशाला

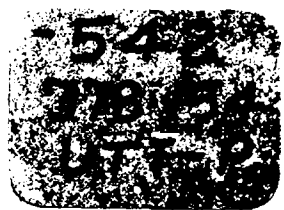
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उत्तर प्रदेश के स्नातक व स्नातकोत्तर
महाविद्यालयों के प्रवक्ताओं
के लिए आयोजित
प्रशिक्षण कार्यशाला

16 अक्टूबर से 19 अक्टूबर, 1986



आयोजक
उच्च शिक्षा निदेशालय, उत्तर प्रदेश
इलाहाबाद
1986



विषय सूची
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	पृष्ठ संख्या
1. शिक्षा निदेशक {उच्च शिक्षा} का संदेश भूमिका	2-3
2. कुलपतियों, शिक्षाविदों तथा प्राचार्यों से प्राप्त सम्मतियाँ	4-15
3. National Education Policy in Higher Education: A Summary	16-24
4. Orientation Programme for teachers: Its need & significance: Major N.S. Parihar	25-33
5. <u>Access to Higher Education</u>	34-35
Extract from 'Selected Issues and Tentative Conclusions in respect of New Education Policy'	
6. शिक्षक का दायित्व : डा० चन्द्र विजय चतुर्वेदी	36-41
7. <u>Teaching-Learning Processes</u>	42-50
(A) (i) Extract from 'Issues in N.E.P.'	
((ii) Extract from 'Seminar-cum-Workshop on Policy-Thrust areas in Higher Education'	
(B) Excerpts from 'Seminar on Implementation Strategies of National Policy on Education	
(C) Excerpts from 'Report on the TaskForce on Higher Education	
8. Personality: Dr. Labh Singh	51-58
9. कॉलेज शिक्षण और शिक्षक का उत्तरदायित्व प्रश्न: मनो-वैज्ञानिक समाधान : डा० वीरेन्द्र सिन्हा	59-64
10. <u>Teaching Methods:</u>	65-66
Extract from 'Selected Issues and Tentative Conclusions in respect of New Education Policy'	
11. <u>Course Structure and Designing of Courses:</u>	67-73
Extract from 'Issues in N.E.P.'	
Excerpts from 'Report of the Task Force on Higher Education'	
Extract from 'Selected Issues and Tentative Conclusions in respect of New Education Policy'	
12. <u>Research:</u>	74-78
Extract from 'Report of the Task Force on Higher Education'	



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Extract from 'Selected Issues and Tentative
Conclusions in respect of New Education Policy

13. Evaluation/Examination reform: 79-81

Extract from ' Issues in N.E.P.

Extract from 'Selected Issues and Tentative
Conclusions in respect of New Education Policy

14. A plea for open university: 82-91

Dr. S. C. Gupta
Director of Education (Higher Education)

राष्ट्रीय शिक्षा नीति-1986 के प्रस्तर 5.31 तथा 6.15151 में शिक्षकों के प्रारम्भिक तथा सतत प्रशिक्षण की आवश्यकता पर बल दिया गया है। उच्च शिक्षा निदेशालय, उत्तर प्रदेश, इलाहाबाद द्वारा सेवा के प्रारम्भ में महाविद्यालयों के शिक्षकों को प्रशिक्षण दिख जाने का यह प्रथम प्रयास है। शासकीय तथा अशासकीय महाविद्यालयों के नये प्रवक्ताओं के लिए यह प्रशिक्षण उनमें विश्वास जागृत करने, अध्यापन के प्रति आस्था पैदा करने तथा नैतिकता एवं मूल्यों का बोध कराने के लिए किया जा रहा है। इस योजना के अन्तर्गत अनुभवी शिक्षकों व शिक्षाविदों को प्रशिक्षण देने हेतु आमंत्रित किया गया है। अन्य शिक्षकों एवं शिक्षाविदों के विचार इस पुस्तक में संकलित किए गये हैं जिससे शिक्षकों के ज्ञान का प्रसार हो सके।

मुझे आशा है कि इस शिबिर के अनुभव से उच्च शिक्षा निदेशालय भी लाभान्वित होगा और भविष्य में ऐसे शिबिर समय समय पर आयोजित करता रहेगा। मुझे पूर्ण विश्वास है कि शिबिर में भाग लेने वाले शिक्षक इस पुस्तक तथा प्रशिक्षण शिबिर से लाभान्वित होंगे और वे अपने कार्य को और अधिक लगन व सकलता से करने में अपने को समर्थ पायेंगे।

दिनांक 2 अक्टूबर, 1986

सतीश चन्द्र गुप्त
शिक्षा निदेशक उच्च शिक्षा 13090,
इलाहाबाद

यदि शिक्षा को सामाजिक परिवर्तन के एक समर्थ साधन के रूप में क्रियाशील होना है तथा इसे विज्ञान एवं तकनीकी के क्षेत्रों में अधुनातम विकास के अनुरूप बनाना है तो यह आवश्यक है कि अध्यापकों में कार्य के प्रति समर्पण की भावना अनुप्रेरित की जाय। अध्यापक के लिए ज्ञान के अपने क्षेत्र में नवीनतम उपलब्धियों से अवगत होना आवश्यक है एवं अध्यापन-शिक्षण की नवीनतम विधियों की जानकारी भी उतनी ही आवश्यक है। इस दृष्टि से एक अध्यापक को ज्ञान के प्रति निरन्तर जिज्ञासु होना चाहिए जो सदैव नये आयामों की गवेषणा में तत्पर रहे तथा अपने विषय के आधुनिकतम ज्ञान से भली भाँति अवगत हो। अतः शिक्षण भी उतना ही विशिष्टीकृत व्यवसाय है जितना चिकित्सा अथवा अभियन्त्रण अध्यापक अपने विद्यार्थी के मानसिक और नैतिक व्यक्तित्व को आकार देते हैं एवं उन्हें वह अस्तित्व देते हैं जो जीवन की विविध परिस्थितियों में उनकी प्रति-क्रिया निर्धारित करने में निर्णायक भूमिका निभाती है।

उच्च शिक्षा के क्षेत्र में उन अध्यापकों को जो अध्यापन के व्यवसाय में प्रवेश करते हैं, शिक्षण एवं अध्यापन प्रक्रिया का विशिष्ट ज्ञान, युवा मनोविज्ञान, शिक्षण तकनीकी का विकास आदि का सम्यक ज्ञान नहीं दिया जाता रहा है। वे युवक जो अध्यापन को अपना व्यवसाय बनाने के इच्छुक हैं बहुधा इस व्यवसाय में प्रवेश करते समय न तो शिक्षण अध्यापन की तकनीकी से ही परिचित होते हैं और न सीखने की विविध मनोवैज्ञानिक प्रक्रिया से ही उनका सम्यक परिचय होता है। राष्ट्रीय शिक्षा नीति 1986 में इस बात पर विशेष बल दिया गया है कि नये अध्यापकों को प्रशिक्षण दिया जाय तथा समय-समय पर अध्यापकों के लिए पुनर्बोधार्थ प्रशिक्षण का भी आयोजन किया जाय। नई शिक्षा नीति में स्पष्ट इंगित है कि संकाय सदस्यों के लिए सेवा पूर्व और सेवाकालीन प्रशिक्षण अनिवार्य कर दिये जायें § 6.15, पाँच।

उपर्युक्त विशिष्ट विषयों पर अध्यापकों को प्रशिक्षित करने की दृष्टि से उच्च शिक्षा निदेशालय, उत्तर प्रदेश, इलाहाबाद द्वारा राज्य के स्नातक एवं स्नातकोत्तर महाविद्यालयों के नये अध्यापकों के लिए एक प्रशिक्षण कार्यक्रम आयोजित किया जा रहा है। हम उन समस्त कुलपतियों, प्रोफेसरों एवं प्रधानाचार्यों के प्रति

जिन्होंने हमारे निवेदन पर अपना सुझाव भेजने का कष्ट किया, हादिक आभार व्यक्त करते है । इन सुझावों को प्रस्तुत पुस्तिका के प्रारम्भ में संकलित किया गया है । साथ ही साथ उन समस्त शिक्षाविदों के भी आभारी हैं जिन्होंने विविध विषयों पर अपने महत्वपूर्ण लेख प्रस्तुत किये हैं ।

इस पुस्तिका का उद्देश्य स्नातक एवं स्नातकोत्तर महाविद्यालय के नये अध्यापकों को राष्ट्रीय शिक्षा नीति 1986 के मूल भूत तत्वों में अवगत करवाना तथा नई शिक्षा नीति के आलोक में अध्यापकों के दायित्व से परिचित करना भी है । कक्षा व्याख्यानो को सुनियोजित रूप से तैयार किये जाने में, महाविद्यालयों में शिक्षणोत्तर कार्य कलापों के आयोजन में, छात्रों की युवा शक्ति को रचनात्मक एवं सामाजिक दृष्टि से उचित उपादेय कार्यक्रमों में निदेशित करने में तथा अनुशासन एवं अकादमिक स्तर को बनाये रखने में अध्यापक किस प्रकार अपने विद्यार्थी के समक्ष एक आदर्श प्रस्तुत कर सकता है, इसे इंगित करने का प्रयास इस पुस्तिका में किया गया है । इस संग्रह में नई शिक्षा नीति के विषय में विभिन्न कान्फ्रेंसों, सेमिनारों, कार्यशालाओं जिनका आयोजन नीचा इन्वर्नल इंस्टीट्यूट आफ एजुकेशनल प्लानिंग एण्ड स्ट्रुक्चरलिस्ट्रेशन तथा अन्य एजेन्सियों द्वारा किया गया, के उद्धरण यथास्थान दिये गये हैं । आशा है कि प्राध्यापकों को अपने दायित्व, कक्षा व्याख्यान की तैयारी, सहशैक्षिक कार्यक्रम में योगदान, पाठ्यक्रम संरचना तथा पुनर्गठन, शोध कार्य में समन्वय तथा सामाजिक संसगतता विकसित किये जाने, मूल्यांकन हेतु निर्धारित मानक आदि चर्चित विषयों पर गम्भीरतापूर्वक विचिन्तन करने में प्रस्तुत विचार सहायक होंगे ।

3. SUGGESTIONS AND OPINIONS

(A) Dr. D.D.Pant,
Ex-Vice-Chancellor,
Kumaun University,
Nainital.

.....Your letter regarding workshop for newly appointed teachers.....I write as follows in brief.

I entirely agree with your suggestion. But the workshop has to be done seriously.

The Workshop may give importance to the following:

- (a) Duties & responsibility of the teacher in the modern world.
- (b) Some working knowledge of rules, purchases etc.
- (c) Teacher & Library.
- (d) Teacher & Students(extra-curricular activities)
- (e) Teacher & Administration.
- (f) Teacher & value-system.
- (g) General knowledge about Higher Education & what it stands for
- (h) Defects in present systems of higher education.

I have given a cursory thought to the whole problem. But I hope things along the above lines must help.

(बी) डा०बी०एन०अस्थाना,
भूतपूर्व विभागाध्यक्ष, वाणिज्य,
ईलहाबाद विश्वविद्यालय, इलाहाबाद ।

5

आपके प्रस्ताव का मैं बहुत स्वागत करता हूँ । डिग्री स्तर पर अध्यापकों की नियुक्ति करते समय उनके शिक्षा विज्ञान में प्रशिक्षण सम्बन्धी अहंताओं पर बल नहीं दिया जाता है । यह विभिन्न कारणों से ठीक ही है । आपका ऐसे अध्यापकों के लिये प्रारम्भिक प्रशिक्षण का सुझाव बहुत उचित व सामयिक है । इन अध्यापकों को शिक्षण कार्य में आने से पहले उचित ढंग से अभिप्रेरित करने का कार्य बहुत महत्वपूर्ण है । इसके व्यापक प्रभाव होंगे जो विद्यार्थियों व शिक्षकों दोनों के लिये हितकर होंगे ।

इस कार्यशाला के आयोजन के सम्बन्ध में आपके अपने विचार अवश्य होंगे । शिक्षा-प्रबन्ध तथा अध्यापन में दीर्घ काल से सम्बन्धित होने के कारण उनका बहुत महत्व व उपयोग होगा । उससे कार्यशाला को काफ़ी लाभ होगा । मैं नीचे एक संक्षिप्त रूपरेखा, सुझाव के रूप में आपके विचारार्थ प्रस्तुत कर रहा हूँ । आवश्यक संगोष्ठियों के साथ, सम्भव है इसे अपनाने से कार्यशाला के उद्देश्य की पूर्ति हो सकेगी :-

- 1- कार्यशाला का आयोजन प्रदेश के किसी विश्वविद्यालय में होना चाहिये ।
- 2- प्रथम दिन, उद्घाटन के पश्चात् शिक्षा-शास्त्री मनोविज्ञान-शास्त्री व जाने माने सफल शिक्षकों के भाषण हो जो भाग लेने वालों को अभिप्रेरणा दे सकें व व्यवहारिक तथ्यों से अवगत करा सकें ।
- 3- आगामी दो दिनों में चयनित विषयों पर महाविद्यालय तथा विश्व-विद्यालय के अध्यापकों के भाषण हो, जो विषय पर आधुनिक प्रवृत्तियों पर बल दें और शिक्षकों को उन्हें अपनाने के लिये प्रेरित करें । इस सम्बन्ध में यह आवश्यक होगा कि कार्यशाला को दो भागों में विभाजित किया जाय- एक तो मानव विज्ञान (ह्यूमैनिटीज) तथा दूसरा भौतिक विज्ञान । सामाजिक विज्ञान पहले के अन्तर्गत आना चाहिए । इसमें विषय के अतिरिक्त शिक्षा-प्रबन्ध के सम्बन्ध में, विशेष रूप से पुस्तकालय, तथा खेलकूद के प्रबंधन की जानकारी दी जावेगी ।

- 4- अन्तिम दिन, भाग लेने वालों को वस्तुनिष्ठ प्रश्नों के निमाणे तथा आन्तरिक मूल्यांकन के विषय में प्रारम्भिक जानकारी दी जावेगी । इसके उपरान्त समापन किसी शिक्षा-विद् द्वारा कराया जावे ।

(सी) डा. 0 श्रीमती हेमलता स्वरूप, प्राचार्या,
आचार्य नरेन्द्र देव महापालिका महिला महाविद्यालय, हर्षनगर, कानपुर ।

1982 के बाद नियुक्त अध्यापकों के प्रारम्भिक प्रशिक्षण हेतु एक चार दिवसीय कार्यशाला उच्च शिक्षा निदेशालय, उत्तर प्रदेश द्वारा आयोजित किये जाने का प्रस्ताव वास्तव में सराहनीय है ।

उपादेयता :

आज रोलगभग 20 वर्ष पूर्व हमारे विश्वविद्यालयों से अच्छी श्रेणी में डिग्री प्राप्त करके निकला हुआ परास्नातक छात्र इस योग्य समझा जाता था कि वह स्नातक एवं स्नातकोत्तर कक्षाओं का अध्यापन सुचारु रूप से अपने उसी ज्ञान के आधार पर कर सकता है । परन्तु पिछले लगभग 2 दशकों से सामान्य विद्यार्थी के स्तर पर शिक्षा में जो गिरावट आयी है, हमारे विश्वविद्यालयों द्वारा प्रदत्त अंकों एवं डिग्रियों पर जो प्रश्नवाचक चिन्ह लगा हुआ है और गम्भीर अध्ययन-अध्यापन के स्थान पर शॉर्ट-कट्स का जो सिलसिला शुरू हुआ है उसके कारण आज हमारे स्नातकोत्तर छात्र अत्यन्त ही अपरिपक्व ज्ञान लेकर बाहर आ रहे हैं और इस कारण वगैर किसी मार्ग दर्शन के उनका अध्यापन भी स्तरीय नहीं हो पाता है । मैं तो समझती हूँ कि विषय वस्तु के अधुनातन ज्ञान एवं अध्यापन एवं मूल्यांकन विधियों, दोनों ही क्षेत्रों में प्रस्तावित कार्यशाला अत्यन्त उपयोगी सिद्ध हो सकती है । एसी सिरेशन आई इण्डियन यूनिवर्सिटीज ने लगभग 4 वर्ष पहले इस विषय पर एक समिति बनाई थी, जिसकी मैं भी एक सदस्य थी । उस समिति की अनुशंसा यह थी कि सेवा में आने के पश्चात उच्च शिक्षा स्तर पर नवनि्युक्त अध्यापकों का मार्ग दर्शन/प्रशिक्षण 6 हफ्ते से लेकर 9 महीने के विभिन्न पाठ्यक्रमों के द्वारा कराया जाना समीचीन होगा और इसके लिए विश्वविद्यालयों को ऐसी पाठ्यक्रम तैयार करने चाहिए एवं डिप्लोमा डिग्री आदि देनी चाहिए जहाँ तक मुझे याद है कॉलेज विषय-विद्यालय और पूना विश्वविद्यालय में इस प्रकार के पाठ्यक्रम तैयार किये गये हैं ।

राष्ट्रीय शिक्षक आयोग 1972 ने भी यह संस्तुति भारत सरकार को की है कि जिस प्रकार अखिल भारतीय प्रतियोगिता में चुने जाने के बाद अखिल भारतीय सेवा के अधिकारियों का प्रशिक्षण होता है उसी प्रकार उच्च शिक्षा के स्तर पर नवनियुक्त प्रवक्ताओं/प्राचार्यों को भी प्रशिक्षण दिये जाने की आवश्यकता है। साथ ही कम से कम 5 वर्ष के अन्तराल पर प्रत्येक शिक्षक को पुनः एक छोटी अवधि के लिए सी-ओरियण्टेशन के लिए भेजा जाना भी अत्यन्त आवश्यक है।

अतः मैं समझती हूँ कि इस प्रकार की कार्यशाला की उपादेयता में किसी प्रकार का सन्देह नहीं किया जा सकता।

प्रस्तावित विषय सूची:-

- 1- तीसरी दुनिया के देशों में उच्च शिक्षा, मानव संसाधन एवं सामाजिक आर्थिक तकनीकी विकास का अन्योन्याश्रित सम्बन्ध।
- 2- उच्च शिक्षा के तीन प्रमुख आयाम- शिक्षण, शोध एवं प्रसार कार्य की उपादेयता। शिक्षा के स्तर को उठाने एवं उच्च शिक्षा को समाज के अधिक नजदीक लाने में इन तीनों ही आयामों की अन्योन्याश्रित भूमिका।
- 3- भारतीय संविधान में अन्तर्निहित जनतन्त्र, धर्मनिषेधता एवं समाजवाद के जीवन मूल्यों की जानकारी एवं जीवन में उनके व्यवहारिक उपयोग पर जानकारी।
- 4- वैज्ञानिक जीवन दर्शन जिसमें पर्यावरण शिक्षा का भी अंश सम्मिलित हो।
- 5- अध्ययन-अध्यापन एवं मूल्यांकन को एक संप्लिष्ट प्रक्रिया मानकर अध्ययन-अध्यापन एवं मूल्यांकन विधियों का समुचित ज्ञान एवं प्रयोग के विभिन्न आयाम।
- 6- दृश्य-श्रव्य तकनीकी एवं उनसे सम्बन्धित इन्स्ट्रुमेन्ट्स का प्रयोग कर पाने का व्यवहारिक प्रशिक्षण।

- 7- महाविद्यालय प्रशासन/ग्रन्थ में उत्तरदायित्वपूर्ण भागीदारी के लिए शिक्षणविद्यालय / महाविद्यालय प्रशासन के विभिन्न आयामों से सम्बन्धित ज्ञान / प्रशिक्षण ।
- 8- विभिन्न स्तरों के छात्र-छात्राओं से व्यवहार के तौर तरीकों पर वार्ता ।
- 9- समाज में महिलाओं एवं अन्य वंचित वर्गों की भूमिका और उनसे कैसा व्यवहार किया जाय इस सन्दर्भ में विचार विमर्श ।
- 10- विभिन्न विषयों से सम्बन्धित प्रोजेक्ट बनाने का प्रशिक्षण ।

शिक्षण विधियाँ:-

इस कार्यशाला के लिए दिन में एक या दो सत्र - अधिक भाषण नहीं होने चाहिये । प्रतिभागियों को समूहों में बाँट कर रिसोर्स परसन अथवा किसी सक्षम प्रतिभागियों को मॉडरेटर बना कर विभिन्न विषयों पर विचार विमर्श करवाना एवं प्रत्येक सत्र की रिपोर्ट दो - दो प्रतिभागियों से करवाना अच्छा रहेगा । इससे फॉल्ड ट्रिप, प्रोजेक्ट वर्क तथा सिमुलेशन एक्सरसाइज का सहारा लेना भी अच्छा रहेगा ।

आशा है उक्त सुझाव लाभदायक सिद्ध होने पर कार्यशाला का कार्यक्रम बनाते हुए उसका समावेश किया जा सकेगा ।

डा० विष्णुनाथ मिश्र, भूतपूर्व प्रधानाचार्य,
सनातन धर्म महाविद्यालय, मुजफ्फरनगर ।

यह जानकर प्रसन्नता हुई कि आप नये शिक्षकों के मन में अपने उत्तरदायित्व का बोध जगाने के लिए एक कार्यशाला का आयोजन कर रहे हैं । इस कार्यशाला में विचार-विमर्श के लिये निम्नलिखित विषय रखे जा सकते हैं :-

- 1- शिक्षा का सामान्य अर्थ
- 2- आज के परिवेश में शिक्षा का स्वरूप
- 3- समाज में शिक्षक की भूमिका
- 4- शिक्षक के उत्तरदायित्व
- 5- शिक्षा में नयी तकनीकियों का प्रयोग
- 6- अच्छे शिक्षक के आवश्यक गुण
- 7- शिक्षणोत्तर कार्यक्रमों का स्वरूप
- 8- महाविद्यालयों में प्रशासन का स्वरूप
- 9- आज के विद्यार्थियों से अपेक्षाएँ

The Revd. Dr. Y. B. SINGH, Principal
Christ Church College, Kanpur

We discussed the matter thoroughly at a special meeting of our senior staff. As a result of the discussions in the light of your guidelines, as well as of a reperusal of the proceedings of the four workshops organised by us during the session to make a fruitful contribution to the Prime Minister's proposal for new Education, we make the following suggestions for your kind consideration. The four workshops mentioned above, related to Counselling, Orientation of teachers in the methods of Evaluation of the performance of students, Preparation of lectures and Examinations.

We need hardly add that we went into every aspect mentioned in your letter, and even went beyond in respect of counselling. Therefore, from the experience gain during these workshops as well as the feed back that came during our discussions, in response to your letter, we propose that your projected 4-day workshop may be planned as follows:-

THE FIRST DAY

THEME: THE TEACHER'S ROLE AND RESPONSIBILITIES:

This should be covered in several lectures and discussion groups, under such aspects as the following:-

- (i) Importance of the teaching profession as having a task and challenge in no way less important than that of any other profession. The aim of this is to give the young teacher confidence and a conviction of the worth of his efforts as well as of his social and national roles.
- (ii) The Teacher's personality; self-discipline; integrity; dedication of duty; concern for

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students and academic advancement, as well as personal welfare; various other areas of interaction with students, e.g. in the class, at games and sports and cultural and other healthy activities which aim at shaping the youth properly for a happy future and stress on stimulating the minds of the students, so that they can think creatively become capable of originality master problem-solving techniques and develop their latent powers in order to create work for self employment other than continue the present way of thinking that the Govt. should provide white collar jobs otherwise they would be lost.

THE SECOND DAY

THEME: PREPARATION OF LECTURES, TUTORIALS AND SEMINARS

The lectures and discussions may relate to such aspects as the following:-

- (i) The means and the ends of education.
- (ii) The requirements of the syllabi and the exam system.
- (iii) The right balance among lectures, dictation of notes library/Laboratory work, tutorials, seminars etc. Their different functions, their aims and limitations
- (iv) Methods of preparing lectures, taking notes (this will be important for students, too);
- (v) Developing communication skills learning the skills to impart knowledge to arouse interest to kindle enthusiasm, and to guide students towards achieving ever greater degrees of excellence.
- (vi) Methodology of tutorials.
- (vii) Methodology of Seminars and Workshops.

(3)

- (viii) The use of the Library, of books as well as journals besides other facilities if any.

THE THIRD DAY

THEME: NEW TECHNIQUES OF TEACHING AND AUDIO-VISUAL AIDS

On this day, while most lectures and discussions would be generalized enough to interest teachers from all the faculties together, a few may be necessary for particular groups separately like devoting a couple of hours to the problems/needs of teachers of Chemistry/Physics, Botany, and so on. This kind of break up will, of course, depend on the number as well as expertise of the Resource Persons conducting the workshop.

The theme is self-explanatory. It may include the right use of teaching aids—both conventional and modern. Slide projector, films, cassettes—audio as well as audiovisual the U.G.C. Higher Education Programmes on the T.V. would obviously fall into the 3rd day's programme, which will no doubt, be closely related to the 2nd day's theme, since the use of audio-visual aids is primarily to strengthen the teaching in the class room as well as the Laboratory.

THE FOURTH DAY

THEME: PROFESSIONAL IMPROVEMENT AND RESEARCH

Lectures and discussions on the final day may deal with such topics as:-

- (i) Ethics of the Teaching Profession imply that the Teacher should always remain a learner.
- (ii) Updating knowledge— through the printed word, through seminars and through projects and purposeful tours ~~is~~ imperative for the intellectual health of the teacher as well as the needs of the students.

(4)

- (iii) Research, publishing of papers, participating the seminars, and reading papers, are important ways of self-motivation in the course of the advancement of Education.
- (iv) How to prepare a paper. Research methodology. The fundamentals of research in the arts, science and the other subjects.
- (v) Teacher's participation in academic societies for discussing life's burning issues as well as their disciplines' progress.
- (vi) Stress on each University organising subject workshops regularly or summer institutes as well as publishing academic journals to afford an outlet to the work of their teachers as well as other academics for better inter-university exchanges.

In case any clarification or our assistance in any manner is needed, we would of course, be very pleased to extend all possible help.

We may also suggest that whatever materials are prepared for the 4-day workshop, they may be sent to all the Colleges so that other teachers may also profit from it.

॥एफ॥ श्री राम सुरत,
कुल सचिव,
बुन्देलखण्ड विश्वविद्यालय, झांसी

नये अध्यापकों को अपने व्यवसाय के उत्तरदायित्वों का ज्ञान कराने हेतु उच्च शिक्षा निदेशालय द्वारा एक चार दिवसीय कार्यशाला के आयोजन करने के प्रस्ताव के सम्बन्ध में मैं निम्नलिखित पांच विषय चार दिवसीय कार्यशाला में विचार करने हेतु प्रेषित कर रहा हूँ :-

- 1- एक सत्र में न्यूनतम शैक्षिक दिवसों ॥१८०॥ की अनिवार्यता तथा पाठ्य क्रमों को पूरा कराया जाना ।
- 2- छात्रों अनुशासन।
- 3- परीक्षा के समय शिक्षकों द्वारा कक्षा परिप्रेक्षक के कार्य की अनिवार्यता
- 4- परीक्षा के समय छात्रों में नकल करने की प्रवृत्ति तथा ट्यूशन की व्याधि
- 5- शिक्षक के स्वयं का अनुकरणीय आचरण

॥जी॥ डा०आर०एस०वर्मा,
विभागाध्यक्ष, शिक्षा विभाग,
एम०बी०राजकीय महाविद्यालय,
हलद्वानी, नैनीताल

अत्यन्त हर्ष हो रहा है कि महाविद्यालयों में जिस कमी को काफी समय से अनुभव किया जा रहा था उसे उच्च शिक्षा निदेशालय ने अनुभव ही नहीं किया वरन् उसके निराकरण एवं समाधान हेतु जो कार्यशाला आयोजित की जा रही है उसके लिये मैं निदेशालय एवं आपको अपनी हार्दिक बधाई प्रेषित कर रहा हूँ ।

इस कार्यशाला के अवसर पर यदि मेरा आप किसी भी प्रकार का सहयोग चाहेंगे तो मेरे लिये हर्ष का विषय होगा ।

आपके सन्दर्भित पत्र के बिन्दु 2 के विषय में मेरा अपना मत है कि इस प्रकार की कार्यशालाओं में दो दिन का समय उद्घाटन तथा समापन में कला जाता है । यह प्रस्तावित कार्यशाला चार दिवसीय है इस प्रकार इसके 2 दिन ही कार्य करने के लिये बचेगें जो कार्य की गम्भीरता और व्यापकता को

देखते हुए बहुत ही कम हैं। मेरा सुझाव है कि इस कार्यशाला का समय सात दिन रखा जाय।

मेरा अभिमत है कि यह कार्यशाला नव शिक्षकों को शिक्षा के उद्देश्यों, शिक्षा के व्यापक साधनों, छात्रों की रुचियों, मानसिक स्वास्थ्य, उच्च शिक्षा की समस्याओं, परीक्षा की नई संकल्पना, विद्यालय प्रशासन के विभिन्न आयामों, शिक्षा में नवाचार, नई शिक्षण विधियों, सूत्रों तथा सिद्धान्तों को नये परिप्रेक्ष्य में समझने तथा अपने दैनिक शिक्षण में प्रयोग करने की ओर उन्मुख कर सकेगी।

इस कार्यशाला हेतु जो पाठ्यक्रम मैंने सोचा है वह निम्नलिखित है:-

नवनिघुक्त अध्यापकों के प्रारम्भिक प्रशिक्षण हेतु पाठ्यक्रम

II. शिक्षा सिद्धान्त

1. शिक्षा-परिभाषा, उद्देश्य, विभिन्न दार्शनिक विचारधाराएँ
2. शिक्षा के साधन-औपचारिक तथा अनौपचारिक
3. शिक्षा और समाज-परिवार, विद्यालय, समाज, भारतीय, समाज की प्रकृति, सामाजिक परिवर्तन

III. शिक्षा मनोविज्ञान

1. किशोरावस्था की विशेषताएँ-सवेगात्मक, मानसिक, सामाजिक तथा नैतिक, लैंगिक समस्याएँ और समाधान
2. सीखना-अभिप्रेरण, आदत, चरित्र
3. वैयक्तिक भिन्नताएँ तथा समूह मस्तिष्क
4. मानसिक स्वास्थ्य-समायोजन, समस्यात्मक बालक, शिक्षक और छात्रों के मानसिक स्वास्थ्य की रक्षा
- 5- शैक्षिक एवं व्यवसायिक मार्ग-दर्शन

IV. शिक्षा की समस्याएँ

- 1- उच्च शिक्षा की समस्याएँ
- 2- परीक्षा प्रणाली के दोष

- 3- युवा आक्रोश
- 4- नैतिक शिक्षा
- 5- भावात्मक/राष्ट्रीय एकता
- 6- नई शिक्षा का स्वरूप

III | विद्यालय प्रशासन

- 1- उत्तर प्रदेश में उच्च शिक्षा का प्रशासन-विश्वविद्यालय, सम्बद्ध महाविद्यालय, राजकीय महाविद्यालय, यू०पी० विश्वविद्यालय अधिनियम 1973, विश्वविद्यालय परिनियमावली, विश्वविद्यालय की विभिन्न समितियाँ
- 2- महाविद्यालय में मानवीय साधन-प्रधानाचार्य व शिक्षक उनके दायित्व तथा आपसी सामंजस्य
- 3- विविध पाठ्य सहगामी क्रियाएँ तथा उनका आयोजन
- 4- समय विभाजक वक्र तथा अनुशासन
- 5- महाविद्यालय के विभिन्न अभिलेख
- 6- छात्र कल्याण कार्यक्रम छात्र संघ, विषय परिषदें
- 7- शिक्षक की आचार संहिता तथा सेवा नियमावली

IV | शिक्षण की तकनीकी

- 1- शिक्षा में नए अभिनवीकरण
- 2- शैक्षिक उपकरण- दृश्य- श्रव्य- सामग्री
- 3- शिक्षण के सिद्धान्त और सूत्र
- 4- शिक्षण विधियों का ज्ञान

National Education Policy in Higher Education: A Summary

Para No.	Content
1	2
2.1	Education is essentially for all.
2.2	It contributes to national cohesion, scientific temper, and independence of mind and spirit.
2.3.	It develops manpower for economic development and national self-reliance.
2.4	It is an investment in the present and the future.
3,4,3.5 & 3.6	The national system of education will be based on a national curricular framework with a common core and other components that are flexible.
3.7(i)	Minimum levels of learning will be laid down for each stage of education.
(ii)	Steps will be taken to promote, among students, an understanding of social systems of the people living in different parts of the country.
(iii)	Programmes for promotion of the link language, translation of books from one language to another, and production of dictionaries and glossaries.
3.8	Steps will be taken to facilitate inter-regional mobility, provision of equal access to every Indian of requisite merit; and under scoring of the universal character of universities and institutions of higher education.

1	2
5.29(i)	To meet the demand of specialisation better.
(ii)	Special emphasis on linguistic competence
(iii)	Increasing flexibility in the combination of courses.
5.32(i)	Provision of enhanced support for research in the universities.
(ii)	Steps to ensure its high quality
(iii)	Setting up of national facilities within the university system with proper autonomous management.
(iv)	UGC to set up suitable mechanism for coordinating research in science and technology in the universities and other institutions.
5.3(i)	Adequate support for research in Indology Humanities and social sciences.
(ii)	Encourage inter disciplinary research for synthesis of knowledge.
(iii)	Relate ancient fund of knowledge of contemporary reality.
(iv)	Development of facilities for intensive study of Sanskrit and classical languages.
5.31(i)	Preparation of teachers at the beginning of the service as well as continuing education thereafter. (Initial and in service training will be made mandatory for faculty members) (6.15(v))
(ii)	Systematic assessment of teachers performance.
(iii)	Filling of posts entirely on merit.

1	2
9.1	<u>Motivation of Teachers</u>
(i)	The Government and the community should create conditions to help motivate and inspire teachers on constructive and creative lines.
(ii)	Teachers should have the freedom to innovate and to devise appropriate methods of communication and activities.
9.2(i)	<u>Conditions of service and the emoluments</u>
(ii)	Re-organisation of methods of recruitment. Pay and service conditions should be commensurate with the social and professional responsibilities of teachers.
(iii)	Efforts should be made to reach the desirable objective of uniform emoluments, service conditions and grievance redressal mechanism for teachers.
(iv)	Open, participative and data based system of teacher evaluation.
(v)	Reasonable opportunities of promotion of higher grades.
(vi)	Prescribing norms of accountability with incentives for good performance and disincentive for non-performance.
(vii)	Teachers should have a role in the formulation and implementation of educational programmes.
9.3	<u>Teachers' Organisations</u>
(i)	Teachers' organisations should play a significant role in upholding professional integrity and dignity.

1	2
(ii)	They should help curb professional misconduct.
(iii)	National level organisations of teachers should prepare a national code of professional ethics in cooperation with the Government.
9.5 & 9.6	<u>Continuing Education and Teacher Education Institutions</u>
(i)	Continuing education for teachers.
(ii)	Networking arrangements should be developed between teacher education institutions and university departments of education.
5.26(i)	The main emphasis in the near future will be on (a) consolidation of existing institutions, (b) expansion of existing institutions.
5.27(i)	Urgent steps to protect the system from degradation.
5.31(i)	Provision of minimum facilities in institutions.
(ii)	Regulation of admission according to capacity.
(iii)	Introduction of Audio visual aids and electronic equipment to streamline development of science and technology, curricula and material, research and teacher-orientation.
3.11(i)	The future thrust will be in the direction of open and distance learning.
(ii)	Opportunities will be provided to the youth housewives, agricultural and industrial workers and professionals to contribute the education of their choice.

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5.9(i)	Steps will be taken to facilities entry of those following non-formal courses into the formal system.
(ii)	It will be ensured that the quality of non-formal education is comperable with formal education.
5.35(i)	The open University augments opportunities for higher education and is an instrument of democratising education.
5.36 & 5.37	
(ii)	The IGNOU will be strengthened
(iii)	This instrument should be developed with dare and extended with caution.
(iv)	A Well-designed programme of training of personnel for software preparation has to be organised.
4.2(i)	<u>Women's Education</u> The National Education System will play a positive interventionist role in the empowerment of women.
(ii)	It will forster the development of new values through redesigned curricula textbooks, the training and orientation of teachers, decision makers and administrators.
(iii)	Women's studies will be promoted as a part of various courses and educational institutions encouraged to take up active programmes to further women's development.

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- (iv) An appropriate machinery like a National Testing Service will be established to conduct tests on a voluntary basis to determine the suitability of candidates for specified jobs and to pave the way for the emergence of norms of comparable competence.

Rural University

- 5.42(i) The new pattern of rural university will be consolidated and developed on the lines of Mahatma Gandhi's revolutionary ideas on education.

These Institutions will take up the challenges of microplanning at gross root levels and the transformation of rural areas.

- (ii) Institutions and programmes of Gandhian basis education will be supported.

- 5.30(i) State Councils of Higher Education should be established for State level planning and coordination of higher education.

- (ii) The U.G.C. should work with these Councils and develop coordinative methods of keep a watch on standards.

- 3.12 The institutions which will be strengthened to play an important role in giving shape to the national system of education include U.G.C.

- | 1 | 2 |
|---------|--|
| 5.28(i) | Autonomous colleges will be helped to develop in large numbers. |
| (ii) | Replacement of the affiliating system by a free and more creative association of universities with colleges in due course. |
| (iii) | Creation of autonomous departments within universities on a selective basis. |
| (iv) | Autonomy should be accompanied by accountability. |
| 4.6 | <u>Education of Scheduled Tribes</u> |
| (i) | Scholarships for higher education will emphasise technical, professional and para-professional courses. |
| (ii) | Special remedial courses and other programmes to remove psychological social impediments. |
| (iii) | The curriculum for all students at all stages of education will create an awareness of the rich cultural identity of the tribal people. |
| | <u>Minorities</u> |
| 4.7(i) | Greater attention will be paid to the education of the minority groups which are educationally deprived or backward. |
| (ii) | Apart from the Constitutional guarantees, protection to their languages and culture will be provided. |
| (iii) | All possible measures will be taken to promote an integration based on appreciation of common national goals and ideals. |

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Vocationalisation

5.20(i) Graduates of vocational courses will be given opportunities for professional growth career improvement and lateral entry into courses of general, technical and professional education through appropriate bridge courses.

8.20

Sports and Physical Education

(i) Sports and Physical education will which are an integral part of the learning process will be included in the evaluation of performance.

(ii) The infrastructure for physical education, sports and games will be built into the educational edifice.

(iii) Appropriate encouragement will be given to those talented in sports and games.

The Role of Youth

8.42(i) Opportunities will be provided for the youth to involve themselves in national and social development.

(ii) Students will be required to participate in one or the other of the existing schemes, namely the National Service Scheme National Cadet Corps, etc.

National Apex Body

5.34 A National Body governing higher education in general agricultural, medical technical legal and other professional fields will be set up for:

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(a)	greater coordination and consistency in policy;
(b)	sharing of facilities; and
(c)	developing inter-disciplinary research.
7.1(i)	The process of introducing discipline into the system has to start immediately.
(ii)	All teachers should teach and all students study.
7.3	The strategies for this would include:
(a)	better deal to an greater responsibility of teachers;
(b)	provision of improving students' service and insistance on observance of acceptable norms of behaviour;
(c)	provision of threshold of facilities to institutions:
(d)	development of a system of performance appraisal of institutions according to standards and norms set at: the national or state level.
8.23 (i)	The examination system should ensure a method of assesment that is valid and reliable.
(ii)	It should improve teaching and learning.
(iii)	The specific measures would include conditions and comprehensive internal evaluation, improvements in the conduct of examinations, introductions of semester system and grading and changes in instructional materials teaching methods etc.

ORIENTATION PROGRAMME FOR TEACHERS

(Its need and significance)

: Major N.S. Parihar, Dean
College Development
Council, Allahabad
University.

For more than two centuries pedagogic theory and educational practice have given central importance to the imperative for proper and purposive training and orientation of teachers in the primary and secondary sectors of education. However, educational thinking has not only not emphasized the need for such training of teachers in higher education, but has in fact held that it is unnecessary and even counterproductive as well. The continuing denial of any requirement for teacher training in higher education appears to be ironic in view of the facts that the trend in pedagogic thought has all along been in the direction of greater comprehensiveness, rigour, and duration of teacher training in primary and secondary education and that the regime and methodology of training have become more scientific and sophisticated with the passage of time. Moreover it also runs contrary to the commonsensical view that teaching requires special skills and orientation which can best be developed and inculcated by purpose-designed training system and programmes.

Yet there are weighty reasons to uphold the validity of the belief and practice that the higher education sector does not require any provision of teacher training. The role of the teacher in higher education is fundamentally different from that of teachers in primary and secondary education. The primary or secondary student does not have the capacity to approach and appreciate and properly imbibe the body of knowledge integral to the curriculum independently and the teacher has to act as an essential intermediary in this regard. The teacher is also called upon to draw out

and help in developing the cognitive and problem-solving capabilities of the pupils in the process of taking him through the subject matter of the syllabus. These functions require special competence on the part of the teacher to structure his delivery of the course content in a manner congruent with the level of intellectual development and the evolving understanding of the student. Moreover, the teacher has to exercise supervision over the response of the pupils to the process of learning, and work in close coordination with other teachers placed in charge of the pupils for different subjects. Therefore, training becomes essential for the efficient discharge of the teacher's responsibilities in the primary and secondary sectors.

In contrast, the student in higher education is expected to have attained an intellectual level which enables him to move through the curriculum on his own, with the teacher merely serving as a guide and adviser in this undertaking. The teacher is required not to develop the mental competence of the student, but lead him in the process of acquiring knowledge in the discipline and getting to grips with the methodology of the subject. His basic function, thus, is to expose the student to material relevant to the course of study, and to the methodological processes in the building up of the discipline, while at the same time advise him on the handling of the relevant material and resolving through discussion his problems and difficulties in this enterprise. These responsibilities require communication ability of a high order, leadership qualities, an in-depth familiarity with the discipline and the advances therein; and active engagement in research. These attributes are functions of the personality and the application of the teacher, and a formal regime of training is neither necessary

for their articulation, nor is capable of endowing deficient individuals with them.

Nevertheless, over the past several years the mental calibre and academic competence of students, as well as the overall learning environment and institutional conditions in colleges, all have undergone certain changes which constrain us to modify the foregoing postulates on the question of teacher training in higher education.

In the first place the general crisis in the secondary education sector, which had adversely affected standards of instructions and evaluation, has effectively reduced the capacity for independent study, and the level of competence in the disciplines taken up for study in the average college entrant, but the academic and intellectual requirements for higher education courses, as well as the content proper of the latter, have in fact become more rigorous than earlier. There has thus arisen a widening gulf between the actual calibre of the entrant and the level desired for the same.

Secondly, the growing disparity between different secondary institutions which 'supply' the colleges with students in respect of standard of education, and greater access to colleges have led to wide variations in the academic capabilities of college entrants, as a result of which the relative homogeneity of the students in a particular class in intellect, academic competence and diligence has been signally shattered. College teachers are thus required to deal with a body of students widely heterogeneous in mental equipment, learning capabilities and grounding in the discipline.

Thirdly, the general transition to the regional language as the medium of instruction in the secondary

stage has, in the context of our failure to make available graduate and postgraduate textual materials and standard reference works in the regional language, added significantly to the responsibilities of the teacher, and indeed has perceptibly altered his conventional role, for he is now called upon also to function as the agency for providing access for the students to the standard literature of the discipline which is available exclusively in English.

Fourthly, the ambit of duties of the college teacher has greatly overleapt the conventional confines of the class rooms and he is required to play a leading role in the corporate life of the institution, in respect of co-curricular, extra-mural and extension activities, as students welfare. These responsibilities have become complex and in many ways highly technical in the especial context of the fact that the average size of enrolments in colleges has vastly increased over the years. The larger volume of students means, moreover, that the teacher has to struggle against the creeping anonymity of the students and the dilution of inter-personal contact between teacher and pupil. And finally, more responsibilities of a managerial nature have developed upon teachers as the assets and facilities in each department, and in the college as a whole, have burgeoned in keeping with academic and extra-academic requirements which have multiplied on account of advances in curricular content and expansion of enrolments.

In consequence of the conditions specified in the foregoing paragraphs, not only has the role of the college teacher become multi-variate and multi-functional but he has also been confronted with the imperative of establishing an efficient and viable coordination and reconciliation

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between each of his multifarious responsibilities. Whereas, the earlier, rather limited, functions of the college teacher did not necessitate any training, and indeed the entire pedagogy of higher education was based on this assumption, the situation now merits a fresh look at the question of training and orientation.

However, it is nobody's case that there should be a formal regime of training, which the teacher is obliged to undergo before being considered for appointment. Indeed the basic concept, that the teaching duties of the teacher do not require prior training in the higher education sector continues to hold good. Moreover, there already exists a system of refresher courses and Summer Schools and other faculty improvement and research project programmes, to enable the teacher to keep abreast with advances and latest methodological trends and thinking on areas of emphasis in the discipline. What, however, has become imperative is the introduction of orientation programmes to equip coordination and discharge of the widened ambit of his responsibilities.

Such an orientation course need not be a prior requisite for appointment of teachers in higher education. The present system of selection, wherein the academic calibre and personality of candidates are assessed by experts and educational administrators, is good enough for choosing the right persons for the job, though marginal changes may be necessary in the procedure given the growing disproportion between the number of applicants and the quantum of available posts. The orientation course, should however, be a mandatory requirement once a teacher has joined service and should be undergone by

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the teacher in the course of first year of his service, or even between the date of his appointment and the date on which he is required to join duties.

The duration of the orientation course may be kept at around two weeks. The course can be administered in two ways; namely

a) by setting up one institute, or a series of regional institutes, in the state, for offering a residential orientation programme for successive batches of teachers drawn from different colleges; or

b) by organising orientation camps from time to time in different centres for the teachers of colleges in the vicinity of the centre concerned, with participants attending the camps on whole time basis.

Of the aforementioned alternatives, option(a) is preferable for it would enable the provision of experts on regular and consultancy basis for the conduct of the programme and would moreover give teachers from different colleges opportunities to interact, exchange experiences and undergo the course in a close residential environment. However, option(b) may be employed as an interim arrangement till the institute mentioned in option(a) are established, and thereafter to supplement the work of such institutes.

The content of the orientation course should be comprehensive, covering both academic and extra-academic matters. The academic content may include the latest techniques and methodologies of teaching and educational psychology and themes such as the structuring of class room lectures, supervision of practical classes and project work, the constitution of tutorial classes, the organisation of library-study schemes, community extension projects,

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study-tours etc., for the students and the conduct of remedial study programmes for the educationally and socially under-privileged students. It may also include suggestions on the integration of radio and television lessons broadcast by the U.G.C., Open Universities and Correspondence Course Institutes, with class-room teaching and on the methods whereby class-room teaching can be made more interactive between the teacher and the student.

The non-academic part of the programme would have to encompass a wide-range of subjects, administrative, legal, and financial. The administrative aspects may include discharge of disciplinary and student welfare functions, organisation of extra-curricular and extra-mural activities, supervision of non-teaching staff, running and maintenance of laboratories, libraries and other facilities, drawing up of work schedules, and cognate administrative matters (including admission). The legal aspects may include familiarisation with Acts, Statutes, Ordinances, Regulations and Rules, legal dimensions of administrative routines and statutory rights and duties. The financial aspects may include elements of book-keeping and accountancy, indenting, ordering and invoicing procedures, principles of budgeting and financial appropriation and disbursement and financial liabilities.

The 4-day workshop proposed to be sponsored by the Directorate of Higher Education, Uttar Pradesh, is thus a useful and relevant initiative in respect of the problems and imperatives outlined above. It is in fact symbolic of the realization of the necessity to bring about long overdue changes in the whole approach to the question of college teaching in the higher education

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sector. It may however, be suggested that the objectives of the workshop may, if possible, be widened to cover some of the issues raised earlier in this paper, particularly the proposal for regular orientation courses for college teachers, and the general question of the teacher in relation to Society.

The themes for discussion at the workshop may be derived from the submissions made in the foregoing paragraphs. However, for convenience, some of them are recapitulated as follows:

1. Changing role of teachers in higher education and the need to equip teachers for fulfilling the requisite functions.
2. The question of conducting special orientation programmes, and the administration of such programmes.
3. Academic aspects of Orientation programmes.
 - a) Latest techniques, and methodologies of teaching and education.
 - b) Educational psychology.
 - c) Formating of lectures, tutorials, and supervision of practical and other co-curricular activities.
 - d) Remedial study programmes for the under-privileged students.
 - e) Integration of audio-visual facilities and audio-visual broadcasts programmes with class-room teaching.
 - f) Interactive teaching.
4. Extra-curricular aspects of the Orientation.

Programme :

- (a) Administrative Aspects
- (i) Discipline

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- (ii) Student Welfare.
- (iii) Extra-curricular and extra-mural activities
- (iv) Supervision of non-teaching staff.
- (v) Administration of Academic facilities.
- (vi) Framing of work schedules
- (vii) Other administrative matters(including admission)
- (b) Legal aspects
 - (i) The statutory frame-work
 - (ii) Legal dimensions of administrative routines
 - (iii) Statutory rights and duties.
- (c) Financial Aspects
 - (i) Elements of book-keeping and accountancy
 - (ii) Indenting,ordering and invoicing procedures
 - (iii) Budgeting and financial appropriation and disbursement.
 - (iv) Financial Liabilities.

5. The teacher and Society

The above list is neither exhaustive,nor suggested as binding. It merely reflects the author's views as derived from his own experience in various capacities at the University of Allahabad, including as teacher, Head of Department,Chairman of Admission Committee, Proctor,Dean of students Welfare President Allahabad University Teachers Association and Dean of College Development Council.

EXTRACT FROM
'SELECTED ISSUES AND TENTATIVE CONCLUSIONS IN RESPECT OF
NEW EDUCATION POLICY'

(Conference of Education Ministers of all States and Union Territories) New Delhi, 23-24 Jan, 1986

1. ACCESS TO HIGHER EDUCATION

The principles of social justice and equality of opportunities demand that facilities for higher education are available to all those who are desirous of pursuing higher education. Nevertheless it will not be possible to create facilities for higher education in the formal system by establishing new institutions. The resources available are not even adequate to strengthen and consolidate the existing institutions for promotion of excellence.

6.1.1. On a very conservative estimate, the enrolment in higher education by the year 2000 is likely to double itself. Resource constraints would militate against creation of full-time facilities to absorb this expansion. However, in order to meet the demands of social justice and equity, the following strategies may be considered:

(a) Massive programme of Open University/Distance learning to be organised efficiently to absorb a substantial proportion of the additional enrolment in higher education by the year 2000.

(b) The full-time institutions should not ordinarily be established

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35

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except in areas of study not covered so far or to serve the needs of backward or rural areas.

(c) During the next 5 years or so the emphasis should be on consolidation diversification and expansion of facilities in the existing institutions.

(d) Admission to courses in the formal system should be selective for the promotion of excellence.

(e) The fee structure may be reviewed in order that the element of subsidy varies from course to course depending upon the unit cost involved and the employment opportunities provided by the courses.

(f) Liberal scholarship schemes should be instituted to provide opportunities to persons from economically weaker sections to pursue higher education.

डा० वन्दु विजय पतुवैदी,
 प्राध्यापक, रसायन विज्ञान
 काशी नरेश राजकीय स्नातकोत्तर
 महाविद्यालय, ज्ञानपुर
 वाराणसी ।

शिक्षण एक सतत प्रक्रिया है, यह कोई पेशा कोई नौकरी नहीं है । यह पन्न है तथापय है, शिक्षक इस पन्न का आचार्य होता है । वह ऐसा सर्जक है ऐसा शिल्पकार है जो अनगढ़ पत्थरों को तराशकर उसे जीवन्त स्वरूप प्रदान करता है । शिक्षक वह कवि है जो अमूर्त कल्पना को भाषा में मूर्त करता हुआ ऐसे काव्य का सृजन करता है जो जीवन में विविध रसों की मन्दाकिनी प्रवाहित करता है । शिक्षक के रूप में जब हम जीवन के क्षेत्र में प्रवेश करते हैं तो हमारे ऊपर बहुत बड़े उत्तरदायित्व को बोझ डाल दिया जाता है। यह बोझ उन अपेक्षाओं को समाहित किये रहता है जो राज्य, समाज, अभिभावक और छात्र को हमसे रहता है । यह कटु सत्य है कि आज शिक्षक समुदाय अपने कार्य को उक्त समर्पण की भावना से नहीं कर पा रहा है जो उससे अपेक्षित है। ज्ञानार्जस के प्रति उतना जिज्ञासु नहीं रह गया जितना जिज्ञासु आचार्य के रूप में उसे होना चाहिए । शिक्षक, छात्रों का प्रेरणा पुरुष हो, वह समाज को नेतृत्व दे सकने वाले युवाशक्ति को सृजित कर सकें यह दिवास्वप्न सा प्रतीत होने लगा है । इस कटु-सत्य का सारा उत्तरदायित्व शिक्षक पर ही नहीं है। हाँ इतना अस्वच्छक अवयव कहा जा सकता है कि शिक्षक पर भी है । हम जितना अपने अधिकार के प्रति जागृत होते गये । हमारा दायित्व बोध उतना ही स्पष्ट होता गया । दीर्घकाल तक सेवा संघों के माध्यम से शिक्षकों के हित के लिए कार्य करते हुए मैं निस्संकोच यह कह सकता हूँ कि हम अपने अधिकार के बात पर जितना जुड़ते हैं दायित्व की बात आने पर उतना ही तटस्थ हो जाते हैं ।

यह कार्यशाला एक प्रशिक्षण के रूप में संघालित न होकर यदि आत्म-विश्लेषण के केन्द्र के रूप में परिघालित हों सके तो यह अपनी अर्थव्यवस्था को अधिक सार्थक कर सकेगा । इस कार्यशाला में शिक्षण प्रक्रिया, छात्र शिक्षक संबंध महाविद्यालय की व्यवस्था जैसे प्रकरणों पर खुली चर्चा होनी चाहिये जिसमें प्रतिभागी कनिष्ठ शिक्षकों के साथ अनुभवी शिक्षक तथा अधिकारीगण सम्मिलित हों।

कर्तव्य प्रालय के राह में व्यवधान के विभिन्न पहलुओं पर भी विचार किया जा सकता है निराकरण का स्वरूप ऐसी कार्यशालायें ही निश्चित कर सकती हैं। इस कार्यशाला का केन्द्र बिन्दु होना चाहिये दायित्व-बोध।

दायित्व बोध की जड़ता क्यों:-

शिक्षक समाज में दायित्व बोध के जड़ता का सवाल, एक अहम सवाल है। इस जड़ता की सम्पूर्ण जिम्मेदारी शिक्षक पर ही डाल देना उचित नहीं है। शिक्षा व्यवस्था, सामाजिक व्यवस्था, प्रासासनिक व्यवस्था जैसे अन्यान्य तत्वों के प्रभाव से यह बोध जड़ और जीवन्त होता है। प्रकृति भावनी मन्दाकिनी का प्रदूषण उसकी अपनी नहीं है। इस अवसर पर इन तत्वों की व्यापक चर्चा न करते हुए हम अपने तक ही इस विषय को केन्द्रित कर सकते हैं। तमाम मूल्यों की अर्थहीनता और विभ्रंशिता के बावजूद भी यह हमें सोचना है कि हम अपने दायित्व के प्रति कैसे समर्पित रह सकते हैं। सम्भ्रम और संकट के इस युग में समाज को शिक्षक समुदाय से ही कुछ आशाएँ हैं। शिक्षक कई वृत्तों का केन्द्र होता है। यह वृत्त हैं छात्र-शिक्षक वृत्त, महाविद्यालय परिसर-शिक्षक वृत्त, समाज-शिक्षक वृत्त तथा व्यवस्था-शिक्षक वृत्त।

छात्र-शिक्षक वृत्त :-

शिक्षण का सबसे संवेदनशील पहलू छात्र हैं। स्नातक स्तर का छात्र किशोर और युवा के वयःसन्धि पर होता है। उसकी मूलभूत प्रवृत्तियाँ अंकुरित हो चुकी रहती हैं, जिसे माध्यमिक स्तर की शिक्षा व्यवस्था का खाद पानी भी मिल चुका रहता है।

आज से तीन दशक पूर्व स्नातक कक्षाओं में समाज के एक विशिष्ट वर्ग का युवक ही उच्च शिक्षा के लिए आता था। आज कक्षा में बैठा हुआ छात्र हर वर्ग का है। सुविधा सम्पन्न और अत्यन्त विपन्न। आज के शिक्षक को तीन दशक पूर्व के शिक्षक की तुलना में अधिक जटिल परिस्थिति का सामना करना पड़ता है। कक्षा में अल्पसंख्यक उदंड हैं जिसे विद्यालय में समय विताने के लिए आना है। बहुसंख्यक को अपनी बेहतर जिन्दगी के लिए, कुछ जानने सम्झने के लिए पढना हैं तीखना हैं। सुविधा सम्पन्न छात्र को कक्षा में व्याख्यान सुनते रहे शिक्षक से अलग भी व्यवस्था कर सकने की सामर्थ्य होती है। वह

किताबें खरीद सकता है गाड़ड़ पुस्तकें खरीद सकता है, उच्च शिक्षा प्राप्त मां, बाप, भाइ बहन उसे निर्देश दे सकते हैं १ विपन्न छात्र किताबें भी नहीं खरीद पाता । अशिक्षित अथवा अल्प शिक्षित अभिभावक उसकी कोई सहायता नहीं कर सकते । ऐसी अवस्था में उसका एक मात्र अवलम्ब शिक्षक होता है जिसके सहारे उसे ज्ञान भी अर्जित करवा है परीक्षा में उत्तीर्ण भी होना है अच्छे अंक भी पाना है । कक्षा में घुसते हुये शिक्षक की मानसिकता में यह चित्र अवश्य होना चाहिए ।

कक्षा में शिक्षक अपने दायित्व का निर्वाह अपनी दक्षता, ज्ञान के विभव और गरिमायुक्त व्यक्तित्व से ही कर सकता है । विगत 16 वर्षों में उदन्ड से उदन्ड छात्रों की कक्षा में ऐसे शिक्षकों का आदर होते हुए देखा है जो समय पर लेक्चर के लिए कक्षा में उपस्थित होते हैं । विषय की तैयारी कर मनोयोग से पढ़ाते हैं + ऐसे शिक्षक अपने ज्ञान की गरिमा से हर वर्ग के छात्र को प्रभावित करते हैं । शिक्षक का घटन वहीं से प्रारम्भ होता है जब वह कक्षा में पढ़ाने से भागता है जब वह अपने ज्ञान को अघटन रखने में आलस्य करता है ।

शिक्षक का सबसे बड़ा दायित्व अपनी मर्पादा का निर्वाह है । इस मर्पादा का निर्वाह सबसे पहले छात्र के सम्बन्ध में करनी होती है । मात्र कक्षा में लेक्चर देकर, आवश्यक नोट्स लिखाकर ही शिक्षक अपने दायित्व से मुक्त नहीं हो जाता । छात्रों की क्षमता विकसित करने, उसके चिन्तन-मनन की प्रवृत्ति में नये आयाम जोड़ने में अध्यापक का सार्थक साहचर्य ही अधिक प्रभावी होता है । स्वामी विवेकानन्द के अनुसार छात्र एवं अध्यापक के बीच व्यक्तिगत सम्बन्ध के बिना ज्ञान का जड़ सम्प्रेषण ही सम्भव है । प्रो०वी०के०आर०वी० ने एक स्थल पर कहा है कि छात्रों एवं शिक्षकों के बीच कामरेडशिप होना चाहिए । डा० राधा कृष्णन का मत है कि छात्र एवं शिक्षक के बीच का साहचर्य छात्रों में अच्छे चरित्र, अच्छे आचरण एवं सुन्दर भावनाओं को विकसित करने का अच्छा माध्यम होता है । शिक्षा शास्त्रियों का यह अभिमत छात्र-शिक्षक के बीच कामरेडशिप की उस सीमा को देखांकित करता है जो उचित एवं पर्याप्त है । इस सम्बन्ध का निर्वाह शिक्षक को एक मर्पादा के साथ करनी होती है । शुद्ध साधन से शुद्ध साध्य की प्राप्ति हो सकती है । कामरेडशिप का तात्पर्य हाथ में हाथ मिलाकर

चलना नहीं है एक साथ बैठकर चाय पीना नहीं है, परीक्षा में नकल कराने में मदद करना नहीं है। कापी में नम्बर बढ़ाने का आग्रवासन नहीं है। गुठ बना कर प्राचार्य एवं विरोधी शिक्षक को डराना धमकाना नहीं है। यह साहचर्य बढ़ा कठिन है— प्रेम का ग्रंथ कृपाण की धारा है। छात्र से बिना किसी अपेक्षा के उसकी मुसीबतों में उसकी सहायता करना। उसे बताना कि कोई चीज गलत है तो क्यों गलत है कोई चीज सही है तो क्यों सही है साहचर्य का तात्पर्य है उसकी अधिकवरी रुढ़ियों को मांजकर उसमें निखार लाना। छात्र की दबी हुई अच्छी प्रवृत्ति को अपनी सूक्ष्म दृष्टि से देखना और उसको विकसित करने में सहयोगी होना।

इस मर्यादा पालन में जब भी शिक्षक विचलित होता है वह रतन के ऐसे रास्ते पर चल पड़ता है जहाँ से वाहकर भी वह वापस नहीं लौट पाता। कुप्रवृत्तियों के साथ समझौता करता हुआ जिस किसी शिक्षक ने जब कभी छात्रों से ऐसे सम्पर्क बनाये है चन्द दिनों भले ही वह अपने आपको एलीपेटेड महसूस किया हो, बाद में उसे इसके कुपरिणामों से पछतावा ही मिला है। मेरे समक्ष कई ऐसे उदाहरण हैं जब छात्र अपने अध्ययन के दौरान स्वार्थ के बन्धीभूत हो, किसी गलत कार्य में शिक्षक के सहयोग की अपेक्षा करता है। शिक्षक उसे समझाता है। छात्र उस अध्यापक के प्रति प्रारम्भ में भले ही गलत धारणा बना लें। कालान्तर में जब वह जीवन के पथार्थ क्षेत्र में प्रवेश करता है, प्रौढ़ होता है, स सम्पूर्ण परिस्थिति पर विचार करता है तो ऐसे शिक्षक को वह नमन करता है। मैंने ऐसा भी देखा है कि सस्ती लोक प्रियता के चक्कर में छात्रों के स्वार्थ साधनों की पूर्ति करने वाले शिक्षक बाद में घृणा के मात्र होते हैं।

महाविद्यालय-शिक्षक वृत्तः-

कक्षा में पढ़ाना, छात्र से मर्यादित सम्बन्ध रखना इस प्रमुख दायित्व के साथ ही शिक्षक पर महाविद्यालय प्रतिष्ठा की वृद्धि और उसकी रक्षा का दायित्व भी होता है। महाविद्यालय की प्रतिष्ठा चार पावों पर टिकी होती है। अच्छा शिक्षण, अच्छा अनुशासन और अच्छी परीक्षा तथा शिक्षणोत्तर कार्य कलाओं में छात्रों को प्रवृत्त करना।

महाविद्यालय में शिक्षक ही छात्रों को अनुशासित और अनुशासन हीन बनाता है, यह मेरा दृढ़ विश्वास है। तस्ती लोकप्रियता के चक्कर में ओछे स्वार्थ के क्लीभूत गुट बन्दी के कीचड़ में नहाया हुआ शिक्षक ही छात्रों को अनुशासनहीन बनाते हैं। शिक्षक यदि इससे बचे रहें, मूल्यों की स्थापना में एक जुट प्रतिबद्ध रहे तो महाविद्यालय, छात्र की अनुशासनहीनता से अज्ञान्त नहीं हो सकता। आवश्यकता इस बात की है शिक्षक अपने वैचारिक, मतभेद, व्यक्तिगत आग्रह दुराग्रह के संघर्ष में छात्र और महाविद्यालय को न घसीटें। कई महाविद्यालयों में छात्रों की अनुशासन हीनता का मुख्य कारण ही शिक्षकों की अनुशासन हीनता है। शिक्षक अपनी खड़कई खुद न लड़कर छात्र के माध्यम से लड़ता है, जिसे सारी मर्यादायें समाप्त हो जाती है। ऐसी स्थिति में शिक्षक आदर का नहीं उपहास का पात्र हो जाता है।

सफल शिक्षण, परिसर का अच्छा अनुशासन तथा शिक्षकों की लगन से ही आदर्श रूप से परीक्षा संचालित हो पाती है। इसका उल्टा भी सत्य है कि आदर्श रूप से परीक्षा सम्पन्न होने से महाविद्यालय में सत्र भर अच्छा अनुशासन रहता है तथा सफल शिक्षण भी होता है। घेतीनों बिन्दु एक वृत्त बनाते हैं।

मुख्य रूप से छात्र को अतिरिक्त ऊर्जा ही उसे उच्छ्रंखल बनाती है। इस ऊर्जा को शिक्षणोत्तर कार्य कलापों की ओर उन्मुख करके छात्रों की उच्छ्रंखलता में कमी की जा सकती है। अपनी क्षमता तथा अभिरुचि के अनुरूप प्रत्येक शिक्षक को अपना कुछ न कुछ समय शिक्षणोत्तर कार्य कलापों के संयोजन और संचालन में लगाना चाहिये। शिक्षणोत्तर कार्य कलापों की मुदांगी से जहाँ एक ओर शिक्षकों की प्रतिभा कुंठित होती है। वहीं छात्रों की उच्छ्रंखलता में बढ़ोत्तरी भी होती है। शिक्षकों का यह अनिवार्य उत्तरदायित्व होना चाहिए कि वह छात्र में अन्तर्निहित सर्वोत्तम को बाहर निकालें।

शिक्षक और समाज वृत्त:-

सफल शिक्षक वह है जो न केवल अपने विषय के प्रति समर्पित है बल्कि उसके प्रति भी समर्पित है जिसे वह पढ़ाता है, शिक्षक की सफलता का माप टण्ड न केवल परीक्षाफल बल्कि उस छात्र का चरित्र और गुण भी है जिसे वह समाज को सौंपता है। अध्यापक समाज को नेतृत्व प्रदान करता रहा है। आज अध्यापक में नेतृत्व शक्ति का ह्रास हुआ है। ह्रास का एक मुख्य कारण है

समाज में अध्यापक की प्रतिष्ठा में कमी । जिस समाज में प्रतिष्ठा का आदरन जैसे से होता है उसमें दरिद्र अध्यापक की प्रतिष्ठा का प्रश्न ही नहीं उठता । आज का समाज थोड़ा वेतन पाने वाले अधिकारहीन व्यक्ति की पूजा नहीं करना चाहता । अन्ततः शिक्षक समाज में चरित्र एवं योग्यता के बल पर ही प्रतिष्ठित हो सकता है । इसे अस्वीकार नहीं किया जा सकता कि आज समाज में इस संक्रमण काल में जबकि चतुर्दिक योग्यता और चरित्र का संकट है तो शिक्षा के क्षेत्र में इसकी बहुलता कहाँ से हो सकती है । इसके बावजूद भी यह सत्य है कि यह योग्यता और चरित्र ही शिक्षक की पहचान कायम रख सकता है ।

व्यवस्था और शिक्षक वृत्त:-

व्यवस्था एक व्यापक मूल्य है चाहे महाविद्यालय की शैक्षणिक व्यवस्था हो, चाहे देश की शिक्षा व्यवस्था हो, शिक्षक इस व्यवस्था का एक प्रमुख अंग होता है । यह व्यवस्था शिक्षक की तेजस्विता की अपेक्षा करता है । विद्वेह और अज्ञान के तेजस्विता की नहीं, सहयोग और दुर्भाव के तेजस्विता की नहीं, क्रान्ति और सृजन के तेजस्विता की । सहयोग और सद्भाव के तेजस्विता की । आज शिक्षक मानसिक गुलामी से मुक्त नहीं है । स्वार्थ के गुट, प्रशासन के अहम, और विसंगतियाँ शिक्षकों को मानसिक गुलामी को जंगल में ढकेल देते हैं । शिक्षक को एक स्वतंत्रचेता होना चाहिए । व्यवस्था को उसे स्वतंत्रचेता बनाने में सहयोग देना चाहिए । उसकी तेजस्विता का आदर होना चाहिए । तेजस्विता और गुलामी एक साथ नहीं चल सकती । :-

इस कार्यशाला में शिक्षण प्रक्रिया, छात्र शिक्षक सम्बन्ध, महाविद्यालय की व्यवस्था जैसे प्रकरणों पर खूली चर्चा होनी चाहिए । प्रतिभागी कनिष्ठ शिक्षकों के साथ वरिष्ठ शिक्षकों को भी आमंत्रित किया जाना चाहिए । आत्म विमर्श से नये राह खुलते हैं ।

(A)

EXTRACT FROM
ISSUES IN NEP (HIGHER EDUCATION)

TEACHING-LEARNING PROCESSESMETHODOLOGY

What can be done (and how) for:

1. LEARNING

- (i) creation high motivation of learners;
- (ii) shifting emphasis from teaching to learning;
- (iii) introducing methods to encourage creative learning, learning to do, learning to think, and learning to learn;
- (iv) providing for flexible grouping of students in terms of time disposition in the context of modular courses and self-learning?

TEACHING

Is there need for taking measures for:

- (i) a redefinition of the role of teachers;
- (ii) preparation of teachers for adjustment with the new curricula and learning processes;
- (iii) institutional arrangements for preparation/ orientation of university/college teachers;
- (iv) flexibility in recruitment qualifications in the context of the new design of the curricula;
- (v) morale and motivation;
- (vi) application of educational technology;
- (vii) work ethic and Code of Conduct and working conditions;
- (viii) criteria for promotion and career advancement;
- (ix) Criteria for emoluments, service conditions etc.

EXTRACT FROMSEMINAR-CUM-WORKSHOP ON PLANNING AND MANAGEMENT OF POLICY
THRUST AREAS IN HIGHER EDUCATION(11-14 JUNE,1986)TRAINING OF TEACHERS

When all is said and done everything will remain unchanged if the teaching class who has to play the pivotal role in the implementation are left untouched and ill-equipped.

- (a) Every university should have centres for training the teaching class.
- (b) The pre-service and inservice courses of short-duration have to be started.
- (c) Teachers organisations are to be consulted with at all levels.
- (d) Teachers grievance cell should be formed.
- (e) Their difficulties at the implementation part should be properly listened to.
- (f) The performance of students must be assessed on over-all basis apportioning sufficient scope for ~~the~~ development of personality aspects.
- (g) All India, state wise and region wise assessment of institutions and individuals in each separate discipline may be taken up without losing the envisaged flexibility in courses and applied part of the course content.
- (h) Teachers should be awarded increment on the basis of the works produced in the light of the policy.
- (i) Evaluation of teachers and principals on quantified basis leading to correct estimate of performance must be implemented.

(B) EXCERPTS FROM DRAFT REPORT OF 'SEMINAR ON IMPLEMENTATION STRATEGIES OF NATIONAL POLICY ON EDUCATION' (NEW DELHI 26-29 JUNE, 1986) NIEPA

TEACHERS: Teachers perform various tasks, namely, teaching, research, extension, consultancy, and provide administrative and managerial support to the institution. Comprehensive indicators of teachers performance and his contributions to corporate life of the institution as well as to the society need to be introduced. Such evaluation should be based on strong qualitative and quantitative data-base and should be considered while assessing a teacher for selection to the higher position. Keeping in view the nature and type and objectives of institutions a comprehensive record-based format of performance of the teachers may be developed by the institutions. The mechanisms of evaluation of performance may include self-evaluation by the teachers, peers evaluation, students' opinion and the community's opinion, if extension services are rendered to the community. Self-evaluation of teachers is already being done in some institutions. While initiating such practices of evaluation a great caution should be taken to avoid subjective reflections and victimisation. Therefore, the source of information and data should be verified and built-in mechanisms of corrections of such biases should be introduced. A complete profile of contribution of teacher should be considered while evaluating a teacher and bias reflected by subjective information must be avoided. A teacher could also be asked to give his/her future plan of contribution to profession and corporate life of institution and to society. He/she may be evaluated on the basis of his/her own plan.

4.6 The teacher is the key input in achieving excellence in higher education, the introduction of

evaluation of performance of teachers is an important concept, it is equally important to ensure selection of talented teachers, mobility of teachers from one institution to another and his professional and career development. The present procedures of selection of teachers in certain cases has worked well, yet in certain other cases it has not worked so well. It is, therefore, important to look into the method and procedures of selection of teachers. Whereas various procedures of selection of teachers, prevailing in different parts of the country need to be examined, it is suggested that method of selection should ensure recruitment of best teachers in the profession. It has been observed that students from the same institution get selected as teacher in the department and same teachers in the department get selected to higher posts, thereby causing an inbreeding in the system. In some of the universities 90% of the teachers are from the same department and at times from the same district. This seriously questions the universal characteristic of the university system and it does not permit dynamism in the departments of the universities and colleges. Whereas it will be unfair to prevent a talented person to get appointed in the same department, yet it is also necessary that talents from outside the university are attracted. Therefore, recruitment and selection should ensure appointment of teachers from different universities in the region and from outside the region. Practice of inbreeding should be discouraged.

4.7 Coupled with problem of inbreeding is the problem of lack of mobility of teachers from one university to another and from one region to another. This mobility is often discouraged owing to the fact that the benefits of service rendered by the teacher in one university are not carried out to another university due to the present rules and service conditions. Similarly, lack of provision for the education of the children and housing facilities discourage teachers to move from one university to another. In order to promote mobility, the benefit of pension, gratuity, retirement and continuity of service along with other necessary facilities may be provided to the teachers. So as to help promote the national integration, inter-state mobility should be encouraged by recruiting certain proportion of teachers in a department from outside the State.

4.8 It was suggested that at least in higher education mobility of teachers should be ensured. If higher education can not promote mobility of teachers and it follows the 'mulki' concept then it will not be universal in characteristics and the basic concept of the university would be questioned.

4.9 The scheme of evaluation of teachers on record-and-data-base has already been suggested. While recruiting a teacher to the higher post his total profile of contribution and merit may be considered. There could be two channels- one with running scale, where the teacher is assessed on the basis of his performance and allowed to move in the scale; the other channel of promotion, where the teachers are recruited to higher posts, may, Readers and Professors through selection on all-India basis.

4.10 In order to implement ideas, the innovations and inventions in science and technology, the university and research faculty should be given challenge and opportunities by the Government, developmental agencies and industries. Teachers should have opportunities and avenues to carry out the task which could be done with the help of their knowledge and skills.

4.11 Students: So far practice has been only evaluating the students at the end of semester or in the annual examination, which declares a student pass or failure. An alternative to this, continuous evaluation of students with feedback and corrections as well as programmes of deficiency removal, should be introduced. Besides students' academic performance, a comprehensive evaluation of student considering his contribution in corporate life of an institution, the extent of participation in co-curricular, extension activities and development of his/her total personality may also be developed and introduced. While doing so great care should be taken so that his innovative and creative abilities his personal values and beliefs are not adversely affected.

As the nation spends a great deal of resources on the students, they should be accountable to nation in terms of their role and contribution to societal development.

(c) EXCERPTS FROM 'REPORT OF THE TASK-FORCE ON HIGHER EDUCATION' NEW EDUCATION POLICY.

TEACHERS

Para 5.31 of the Policy envisages programmes for preparation of teachers at the beginning of their service as well as their continuing education thereafter; systematic assessment of teachers' performance as well as filling of posts entirely on merit:

1. Teachers are the key input in achieving excellence in higher education. But unfortunately in our system teachers have not been accorded proper economic and social status, opportunities for professional and career development, initiative for innovation and creative work, proper orientation in concept, techniques and value system so as to fulfil their role and responsibilities. Their recruitment processes, mechanism for redressal of grievances, living and working conditions and in particular their role in decision-making process leave much to be desired.
2. It is not well-established that excepting for few exceptions most of the bright scholars choose teaching as a profession when they fail to secure a job in civil services cadre, banks, business houses etc. This is a clear indicator that if best talents are to be retained in the teaching profession their service conditions and emoluments and other facilities should be comparable to those of the civil services. Simultaneously, we must ensure that only the best and most suitable candidates are inducted into teaching in higher education institutions, that they have adequate opportunities for training and renewing themselves, and they are assessed on norms suited to their function and their role.

ACTION PROGRAMME

1. Specifically designed orientation programmes will be organised for all new entrants at the level of Lecturers before or soon after they start teaching. UGC has already set up a task force for preparing details. The emphasis of this programme will be on the development of teaching methodologies, pedagogy, education psychology, communication skills, evaluation methods etc. The programme will be implemented towards the end of Academic year 1986-87.
2. Refresher courses of longer duration will be organised for serving teachers to ensure that every teacher is exposed to at least one such course at intervals of every five years.
3. Orientation programmes will be organised by using the internal resources of universities and by bringing a number of colleges together. The resource persons will be senior faculty members, visiting lecturers, national lecturers etc.
4. The Indira Gandhi National Open University may be asked to organise a variety of courses in as many disciplines as possible to encourage self-learning process among teachers.
5. Participation of teachers in seminars, Symposia and conferences will be encouraged and facilitated.
6. Lecturers to be recruited in future will be addition to fulfilling the minimum qualifications, also be required to qualify in a National Test to be conducted for the purpose by the U.G.C. The operational modalities for this will be worked out by the end of 1986.
7. A system of assessment of teachers will be developed. This may include self-appraisal,

assessment by peer groups, or to the extent possible, by students also. Career advancement of teachers will also depend on their participation and performance in the in service training programmes.

8. The recommendations of the Pay Revision Committee report which has already been submitted, will be examined and implemented.
9. New Models of management involving autonomous departments within the universities, autonomous colleges etc. will be developed to secure a greater involvement of teachers in academic administration.

PERSONALITY

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Let Noble Thoughts come to us from every side.

Elucidately, Education aims at all round drawing of the best in the child and man-body, mind and spirit. It is certainly, the harmonious and all round development of the personality of the child. According to Rig Veda, "Education is the source of illumination" In fact, Education is a controlling grace to the young, consolation to the old, wealth to the poor and ornament to the rich. Man can not propose a higher or holier object for his study than education and all that pertains to it. All education proceeds by the participation of the individual in the social consciousness of the ~~saca~~. All education takes places in and through the society. Thus, the three vertices of the triangle of education are (1) the pupils who receives education (2) the teacher who imparts it (3) and the social milieu or social environment in which all education is imparted. Education, thus, conceived, becomes a tri-polar process which involves the inter play of the educator, the educand and the social forces. The educator tries to modify the personality of the child in the light of the needs of society to which the child belongs. In a democratic society, these activities must arise and develop out of the real needs of the community. In an educative situation, the pupils also react upon the educator, resulting the modification of his behaviour. In this way, teaching and learning become simultaneous processes which aim at the harmonious development of the children so that they may be able to take their rightful place in the Society.

Personality of the teacher affects the personality of the children very much as the students try to imitate the personality traits of the teachers. Now, let us try to understand the term personality and its constituents so that we may be able to help the children to develop desirable traits of personality. Generally, personality is general attractiveness and effectiveness of an individual. Mathematically, $p=f(B,E)$ Where B denotes behaviour, E denotes environment and P denotes personality. In words, Personality of an individual is the function of behaviour in the environment. The various major factors forming personality are:- Appearance, Motility, Intelligence, Sociability, Emotionality and Self-expression.

Appearance: It plays a vital role in shapening the personality of an individual. It generally comprizes health, dress, get-up, smartness and other physical traits & habits etc.

Motility- It is a life force which enables an individual to do whatever he does in his life. A good personality usually carries motility with it and it is necessary for a dynamic personality. Which should be dynamic and pushing.

Intelligence- Intelligence and personality are concomitant. It goes without saying that poor personalities usually have low intelligence where as good personalities have high intelligence. It is a vital factor of personality.

Sociability- Personality and sociability go together. A fine personality is quite social and actively participates in social activities of the society. According to this point, more the sociability, better the personality.

Emotionality- A good personality possesses normal emotional life. It is neither over emotional nor under emotional. A good personality has proper emotional development and integration to cope with the various situations of life. Emotional richness and responsiveness is an essential condition for a good personality.

Self-Expression- A good personality is usually expressive and alquent. An individual's inability for self-expression improvishes his personality and he fails to impress upon others. Personality of an individual depends upon the harmonious development of all these factors. A single factor does not consitute full personality. Indeed, personality is the aggregation and effectiveness of all the factors taken together. All the teachers are expected to incorporate all the major constituents of personality in their own personalities as much as possible. First of all they should have impressive appearance by having sound health, neat & tidy dress and general cleanliness. Secondly, they should have sufficient energy and intelligence to perform their various duties in and outside the class room. They must utilize their full intellectual powers for the betterment of children in their charge. Thirdly, they should be adequately social with calm and normal emotions. Above, all, they must possess good self-expression so as to impress the students. This will certainly make the personality of the teacher examplar and the students being quite suggestible would, to a great extent, incorporate and inculcate the various plus factors of personality which they would perceive in their teachers.

In addition to the balanced harmonious and pleasing personality, the teachers are also expected to possess an exemplar character which should serve as an example for the taught. For elucidation, character is the organization of instincts, emotions, sentiments, habits, morale, will or determination. Its formation is affected by (a) intellectual factors (b) Social factors (c) Religious factors (d) Instincts (e) Habits (f) Sentiments (g) Morale and (h) will power. A man of character mostly sublimates his instincts and 'ld' urges, possesses high morale, moral values, will power and his behaviour is persistently in conformity with social and moral standards and norms. Needless to state that the teachers should develop their character up to the level of national conscientiousness and should guide the students to develop same to the brim.

Besides this, the teachers must possess good academic qualifications and sound knowledge of their subjects. They should always be academically alive and in touch with their respective subjects and disciplines of teaching. Undoubtedly, to be a good teacher, he must be a good learner. A teacher is expected to utilize his spare time in the college or University library to consult books and journals related to his subject to advance his knowledge in the field. In this regard, it is commendable if he develops his personal library at his home and subscribes to some important research journals in his subject. It is a 'must' for a teacher who should always grow in knowledge. Consistently and continuously. Above all, he should have a crusade for learning and teaching. This on the part of the teacher certainly will

motivate and inspire the students for higher learning so far as various disciplines are concerned.

Along with this, the teachers are expected to have a positive attitude towards their subject. There are few teachers who unfortunately criticize the subject they teach and which earns them livelihood. It is disgraceful and derogatory for all teachers in general and for the teachers of higher education in particular. The teacher must be proud of their holy profession and they should have congenial attitude and keen liking for the subject they teach and profess. It is accepted that in the past, the relationship between teacher and taught was congenial and healthy. The old relationship meant deep respect on the part of the pupil for his teacher and acceptance of all knowledge imported to them. In turn the teacher had genuine interest in his work and gave individual attention to those studying under his guidance. The present deteriorating relationship between the two has adversely affected the teacher taught equation and consequently, teaching on the part of the teacher and learning on the part of the pupils. In this regard both the teacher and the pupils are losers. The teachers have lost their respect to a considerable extent and the students are unable to take full advantage from the knowledge of teachers. This is very unfortunate especially at the college or University level. In this connection, the teacher will have to adjust himself to the changing trends and he should understand the psychology of the growing children. Besides, the Education authorities should provide better facilities for the teacher and the taught. Only, then we can hope for a healthy environment in the institutions of higher education.

In modern India, the students of higher education do need educational, Vocational and personal guidance. It is quite evident that education is process of growth from infancy to old age and any system worth its name should be characteristically in accordance with the manifold needs and varied interests and abilities of the children.

The modern system of education is without any relevance to the child who is of paramount importance in the system. Consequently, our education system usually leads the child to purposeless drifts of life. It is the function of education to find out the individual potentialities and direct them towards suitable courses of study and vocations so that the child may be able to develop wholesome personality and make maximum possible contributions to society as a worthy citizen. As a matter of fact after passing secondary schools or Intermediate colleges, the young students are required to make a choice for the courses of study and for their careers. It is unfortunate that they do not know what occupations are suitable to them and where these suitable occupations are available, how to prepare themselves for these vocations and so on. In addition to this, some pupils are gifted where as some are backward and inferior. At the same time, some students are well adjusted where as some are maladjusted. It is the duty of the teacher to understand all the children and put them in different categories say gifted, backward, adjusted and maladjusted children and should try his best to restore their adjustment. A teacher will play his role effectively if he possess the following:-

1. He should not be rigid in his method of approach. He should approach the problem from various angles and should be willing to change the method if he finds it appropriate to do so.
2. He should listen patiently to what the student has to say. Patient hearing will create confidence in the pupils.
3. He should show equanimity when mistakes are made by the pupils. He should not show surprise at any behaviour.
4. He should give due credit and accommodation for the work done by the pupils. This will encourage the pupils to talk about their problems.
5. Whenever any criticism is to be offered by the teacher regarding the student or his problem, it should be done in private not in public. Further more, it should be constructive and done in a very friendly and un-emotional climate.

Further more, the teachers should also try their best to solve the social problems of the community and those of the nation as far as possible. As we know, India is a democratic country and the success of democracy, depends upon mass education, our Government has established various Directorates of Adult Education. In this connection the teachers of Higher Education should come in the forefront to combat the situation. There are approximately 3,400 college teachers in our state. If every teacher imparts Adult Education to 05

persons every year. As a result, we would be able to impart literacy to about 65,000 persons in a year. All colleges must help in this social cause. It will be worthwhile and praise worthy social service and would solve the problem of the mass education to some extent.

Various experimental studies on Teacher Education indicate the following qualities of successful college teachers in order of ranks:-

- Well Qualified and learned.
- Academically sound.
- Physically fit and well dressed.
- Scholastic and knowledgable.
- Fluent and expressive.
- Reasonable and Convincing.
- Research oriented.
- Energetic and Assertive.
- Cordial and friendly.
- Cooperative and helpful.
- Dutiful and regular.
- Pleasing and humourous.
- Guide and Guardian.

The teachers of Higher education must help the country to bring about and maintain national understanding, democratic citizenship, national integration, national unity, communal harmony, international understanding and to eradicate the destructive forces of peace and unity. Above all, they should perform their duty and serve the country whole heartedly and evaluate their efficiency and efficacy periodically.

The teachers of higher education must have a strong belief in the following lines:-

- 'Let all be physically, intellectually and spiritually developed.
- Let all be happy,
- Let all be free from diseases and
- Let all have welfare without any trouble.'

प्रश्न: मनोवैज्ञानिक समाधान

डॉ० वीरेन्द्र सिन्हा,
सहायक निदेशक
उच्च शिक्षा निदेशालय,
इलाहाबाद ।

मानव के विकास में शिक्षण (Learning) का बहुत बड़ा योगदान है । जन्म से अन्त तक मानव हर क्षण, हर स्तर पर सीखता रहता है । यह एक निरन्तर प्रक्रिया है । यहाँ यह भी सत्य है कि जानवरों की सीखने की प्रक्रिया स्वतः होती रहती है । उसे कोई नहीं सीखाता प्रकृति स्वयं ही उसे यह क्षमता प्रदान करती है । पैदा होते ही जानवर चलने, फिरने, खाने लगता है । दूसरी ओर मानव सीखने में किसी न किसी शिक्षक की आवश्यकता होती है । इसके लिए माँ सबसे पहले इस ओर प्रयास करती है, इसीलिए कहा जाता है कि मानव की प्रथम शिक्षक माँ होती है ।

धीरे-धीरे शिक्षण की यह प्रक्रिया चलती है और आगे बढ़ती जाती है । यदि पीछे देखा जाए तो जब समाज के ढाँचे का निर्माण हुआ तो "शिक्षण" समाज का महत्वपूर्ण कार्य बन गया और शिक्षण प्रदान करने के लिए जिन विशिष्ठ व्यक्तियों को उत्तरदायित्व दिया गया वह "शिक्षक" अथवा अध्यापक कहा जाने लगा । और जिस विशेष स्थान पर शिक्षण कार्य होने लगा वह विद्यालय/महाविद्यालय कहा जाने लगा ।

शिक्षण प्रदान करना शिक्षक का कार्य है । वह कैसे शिक्षण प्रदान करें । क्या सिद्ध करें यह उसे जानना आवश्यक है । वर्तमान समय तक सामान्य व्यवस्था यही है कि किसी विद्यार्थी ने स्म० ए० किया और शिक्षक बन गया । शिक्षण कार्य भी आरम्भ कर दिया, किन्तु वास्तव में वह यह नहीं जानता कि "शिक्षक" का क्या योगदान है और वह कैसे एक अच्छा शिक्षक बन सकता है । समाज एवं विद्यार्थियों के प्रति कैसे अपने उत्तरदायित्व को निभाए ।

समाज को शिक्षक से अनेक अपेक्षाएँ एवं आकांक्षाएँ होती हैं । शिक्षक समाज में एक आदर्श का प्रतिरूप माना जाता रहा है और काफी सीमा तक अभी भी ऐसा ही है । समाज यह समझता है कि शिक्षक विद्यार्थियों के सर्वांगीण विकास में एक महत्वपूर्ण इकाई है । शिक्षक एक नैतिक तथा सांस्कृतिक

सम्बल है जिससे एक अच्छे समाज का निर्माण होता है। समाज की इस आकांक्षा को पूरा करने में शिक्षक को अपने में कुछ अनूठे गुण उत्पन्न करने होते हैं। बौद्धिक चिन्तन के साथ-साथ उसे अपने व्यक्तित्व में भी उन गुणों को पैदा करना होता है, जो "आदर्श" के रूप में मान्य है। विद्यार्थी इन्हीं गुणों का अनुकरण करते हैं। इसीलिए शिक्षक को एक अच्छे अध्यापक के साथ-साथ सद्गुणों वाला इन्सान भी बनना होता है। चाहे वर्तमान समाज में कितने ही मानव मूल्यों का विघटन हुआ हो, शिक्षक अब भी नैतिकता, अच्छे आचरणों तथा ज्ञान का प्रातिरूप माना जाता है। इसीलिए शिक्षक को अपने स्वभाव, व्यवहार, कुशलता तथा कार्य में बहुत अधिक सक्षम तथा परिपूर्ण होना पड़ता है, जिससे कि वह समाज तथा विद्यार्थियों की आकांक्षाओं तथा उम्मीदों पर खरा उतर सके।

इस कार्य के लिए अथवा इस हेतु शिक्षक खास तौर पर कालेज शिक्षक की व्यवसायिक तैयारी की ओर पिछले आठ-दस वर्षों से गहन विचार किया जाने लगा है। कालेज में प्राध्यापक की नियुक्ति हेतु कोई पूर्व व्यवसायिक प्रशिक्षण की अनिवार्यता अभी नहीं है। केवल एम०ए० की डिग्री या शोध डिग्री ही काफी है। ये डिग्रीया व्यक्ति की कर्म शैक्षिक उपलब्धता की दृष्टिकोण से हो सकती हैं किन्तु यह गारन्टी नहीं है कि यह डिग्री धारक एक अच्छा शिक्षक भी होगा। समाज तथा विद्यार्थियों के मानकों पर खरा उतरेगा। होना कुछ इस प्रकार चाहिए कि जिस व्यक्ति को कालेज के विद्यार्थियों की शिक्षा देनी है, वह इस आयु के किशोरों के "मनोविज्ञान" से परिचित हो। शिक्षा देने का अर्थ केवल कौर्स की बातों को बता देना ही नहीं है। शिक्षक को इससे अधिक कुछ बनना होता है। उसे अपने विद्यार्थियों की आकांक्षाओं, अभिलाषाओं, उत्कंठाओं तथा जिज्ञासाओं को धलीभाँति जानना होता है।

अनेक शोधों के बाद "मनोविज्ञान" इस निष्कर्ष पर पहुँचा है कि शिक्षक के लिए जिन व्यवसायिक क्षमताओं एवं ज्ञान की आवश्यकता है उनको हम कुछ क्षेत्रों में विभाजित कर सकते हैं, प्रत्येक क्षेत्र में उसे उच्च स्तर की योग्यता प्राप्त करने की आवश्यकता है।

11. शिक्षक को शिक्षा के उद्देश्यों के सम्बन्ध में पूर्ण रूप से जानकारी होनी चाहिए

अर्थात् उसको इस बात की स्पष्ट समझ होनी चाहिए कि वह किस उद्देश्य की ओर कार्य कर रहा है। उसमें इस बात की योग्यता होनी चाहिए कि वह ऐसे उद्देश्य निर्धारित करे जिनसे प्रत्येक विद्यार्थी को अपनी योग्यताओं का पूर्ण रूप से उपयोग करने की प्रेरणा मिले।

12. शिक्षक को उन विद्यार्थियों के सम्बन्ध में जानकारी होनी चाहिए जिनको वह शिक्षा देता है

अर्थात् उन किशोरों एवं किशोरियों की प्रकृति, आकांक्षाओं तथा आवश्यकताओं की गहरी जानकारी रखनी चाहिए, जिन्हें वह पढ़ाता है। उनको उन कारणों का ज्ञान होना चाहिए जो उनकी अभिवृत्तियों (Attitudes) रुचियों (Interests) व्यक्तित्व (Personality) बौद्धिक योग्यता (Intellectual ability) तथा शारीरिक वृद्धि (Physical Growth) पर नियंत्रण रखते हैं। उसको यह समझ लेना चाहिए कि वे क्यों सीखते हैं, क्या सीख सकते हैं तथा उनके सीखने में कौन सी शक्तियों का प्रयोग वह कर सकता है, ताकि सीखना अच्छी प्रकार से हो सके - पूर्ण ढंग से हो सके।

13. शिक्षक को निदान (Diagnosis) करने की कला आनी चाहिए

अर्थात् उसमें इस बात की योग्यता होनी चाहिए कि वह निर्धारित कर सके कि विभिन्न क्षेत्रों में प्रत्येक विद्यार्थी का विकास किस स्तर पर है। उसमें प्रत्येक विद्यार्थी की योग्यताओं, रुचियों, शैक्षिक उपार्जन (academic achievement) इत्यादि के स्तर के निदान करने की योग्यता होनी चाहिए।

14. शिक्षक को सबसे अधिक प्रभावशाली विधियों का ज्ञान होना चाहिए जो प्रत्येक विद्यार्थी को अधिक से अधिक वृद्धि प्राप्त करने में सहायता दें

अर्थात् शिक्षक को इस बात की पूर्ण जानकारी होनी चाहिए कि विद्यार्थियों की उपलब्धि (achievement) व्यक्तित्व (Personality) अभिवृत्ति (attitude) रुचि (Interest) तथा संवेगात्मक विकास (Emotional development) में किस प्रकार परिवर्तन लाये जा सकते हैं उसमें इस बात की योग्यता होनी चाहिए कि वह अपनी शिक्षण विधियों (Teaching methods)

में इस प्रकार का परिवर्तन ला सके जो प्रत्येक विद्यार्थी की व्यक्तिगत योग्यताओं और आवश्यकताओं के अनुरूप हो ।

वास्तव में शिक्षक और चिकित्सक दोनों का कार्य एक समान है । दोनों को ऐसे साधनों की आवश्यकता है, जो उन मनुष्यों में परिवर्तन ले आएं, जिनके साथ वह कार्य करता है । दोनों को अपने से सम्बन्धित व्यक्ति का निदान (Diagnosis) करना होता है । दोनों को व्यवहारिक दृष्टिकोण से ज्ञान होना चाहिए । इस ज्ञान में निदान करने की विधियां तथा उन उद्देश्यों की जानकारी भी शामिल है जिनकी ओर वह कार्य कर रहे हैं । उनको मानव पदार्थ (Human Material) का पूर्ण ज्ञान होना चाहिए और उन कलाओं का भी जो साधनों का सबसे अच्छा प्रयोग कर सकते हैं ।

मनोविज्ञान शिक्षक को तथ्यों एवं सिद्धान्तों का खजाना देता है, जो इसको अपनी व्यवसायिक आवश्यकताओं को पूर्ण करने में सहायता पहुंचाता है । जब तक शिक्षक विद्यार्थी मनोविज्ञान (student Psycho.) को नहीं पहचानेगा, तब तक वह पूर्ण शिक्षक नहीं हो सकता है । विशेषतया महाविद्यालय अध्यापक के समझ और अधिक गम्भीर चेतावनी तथा समस्याएं होती हैं, क्योंकि वह किशोरों के मध्य होता है । किशोरावस्था एक झंझावत की आयु होती है, जिसमें किशोर अत्यन्त ही संवेदनशील, दिवास्वप्नी तथा उच्च अभिलाषाओं/आकांक्षाओं के बीच विचरण करता रहता है । वह एक आदर्श मान (Project figure) की तलाश में होता है, जिसके अनुरूप बनना चाहता है । यहाँ सबसे अधिक प्रभावित उसे उसका शिक्षक ही करता है । वह शिक्षक की सभी गतिविधियों पर ध्यान रखता है । शिक्षक कैसे पढ़ाता है उसे विषय का कितना गहरा ज्ञान है उसकी अभिव्यक्ति की क्षमता कितनी व कैसी है उसका विद्यार्थियों के प्रति कैसा व्यवहार है वह उनके कितना समीप है अर्थात् विद्यार्थी शिक्षक में यह तलाश करता है कि वह उनका कितना "अपना" है, कितना सामीप्य है इसीलिए अधिकतर अध्यापक ही विद्यार्थी का आदर्श मान (Project होता है । इसीलिए महाविद्यालय अध्यापक को अपने आप को इस माहौल के अनुरूप बनाना होता है । उसे केवल ज्ञान का भंडार ही नहीं, वरन् अपने में अन्य ऐसे व्यक्तिगत गुणों को पैदा करना होता है, जो किशोर विद्यार्थियों की आकांक्षाओं के अनुरूप हों और उनका अनुकरण किया जा सके ।

कालेज अध्यापक के सामने केवल कक्षा के अन्दर ही नहीं, वरन् उसके बाहर भी बहुत कुछ व्यवहारिक कठिनाइयों का सामना करना पड़ता है। अपने अधीनस्थ कर्मचारियों से तथा अपने से वरिष्ठ व्यक्तियों से भी अन्त-क्रिया करनी होती है। उसे कुछ ऐसी क्षमतायें भी उत्पन्न करनी होती हैं, जिससे वह कालेज के तृतीय चतुर्थ श्रेणी कर्मचारियों तथा अन्य समवर्गीय लोगों का भी प्रोत्सापन बन सके। प्राचार्य के प्रति भी इसे ऐसा व्यवहार करना होता है कि "वह" यह मान उठे कि यह एक अच्छा तथा कर्तव्य निष्ठ अध्यापक है।

कालेज में केवल अध्यापन ही नहीं होता है। अनेक शिक्षणोत्तर क्रिया कलाप भी होते हैं। शिक्षक को उसमें भी पूरी तरह भाग लेना होता है। कुछ अध्यापक यही समझते हैं कि उनका कर्तव्य केवल यही है कि कक्षा में पढ़ा लिया और कार्य समाप्त हो गया। यह सोच गलत है। महाविद्यालय में शिक्षण के अलावा शोध होता है, खेल होते हैं, परीक्षा होती है, प्रवेश होते हैं। अनुशासन मंडल होता है, सांस्कृतिक कार्य होते हैं, डिबेट होती है, भाषण होते हैं। इन सभी तथा ऐसे कार्यों के सम्पादन में कौन भाग लेगा क्या केवल प्राचार्य की ही इनके प्रति जिम्मेदारियाँ हैं। नहीं कालेज भी एक परिवार है, जहाँ परिवार के प्रत्येक सदस्य को प्रत्येक कार्य के प्रति निष्ठावान होना पड़ता है।

वर्तमान समय में कालेजों में अनुशासन की बड़ी बड़ी समस्याएँ हैं। इस सिलसिले में कालेज शिक्षक को केवल एक ही अयूक सच्चाई को याद रखना है कि अध्यापकों की अनुशासन प्रियता या अनुशासन हीनता को विद्यार्थी पहले आंकता है और देखता है कि यदि अध्यापक ही अनुशासन हीन है तो वह दुगुना अनुशासन हीन हो जाता है। इस तथ्य को शक्यतः कोई भी नहीं नकारेगा कि चाहे कितनी ही परिस्थितियाँ बदल गई हैं, किन्तु अच्छे तथा जिम्मेदार अध्यापक की आज भी विद्यार्थियों, कर्मचारियों तथा समाज में आदर, सम्मान तथा साख है।

मनोविज्ञान मानव व्यक्तित्व को कोई स्थिर ठोस इकाई नहीं मानता वह तो गतिशील परिवर्तन शील है, जिसमें अनेक मनो-शारीरिक गुणों का समन्वय होता है।

"Human Personality is the dynamic organisation within the individual of those Psycho-Physical systems that determine his unique adjustment in his environment-"
All Port.

"आलपोर्ट" के इस कथन के पीछे यही भावना है, कि मानव को अपने मनोशारीरिक गुणों को इस प्रकार व्यवस्थित करना है कि अपने वातावरण में वह पूर्ण समायोजित हो सके और कालेज अध्यापक का वातावरण केवल कक्षा नहीं है, वरन् पूरे कालेज प्रांगण के साथ-साथ वह समाज जहाँ वह रहता और विचरता है।

इसीलिए शायद कालेज टीचर के सन्दर्भ में मनोवैज्ञान की नवीनतम निम्न धारणा बिल्कुल सटीक बैठती है।

"Human Personality is an index of adjustment among different situations of life."

शायद कालेज अध्यापक को समायोजन के इस माप को पूर्णरूपेण सुव्यथित रखना है जिससे वह विद्यार्थियों, अभिभावकों तथा समाज का आदर्श बन सके। और शायद आज के वातावरण में एक मात्र यह मनोवैज्ञानिक समाधान ही इस ज्वलन्त प्रश्न का उत्तर है।

EXTRACT FROM'SELECTED ISSUES AND TENTATIVE CONCLUSIONS IN RESPECT OF
NEW EDUCATION POLICY' (CONFERENCE OF EDUCATION MINISTERS OF
ALL STATES AND UNION TERRITORIES) NEW DELHI, 23-24 JAN, 1986TEACHERS AND TEACHING METHODS

While teachers complain that the facilities available to them and the conditions of service, including, working conditions, emoluments opportunities for career advancement etc. are inadequate, there is also a feeling that there is a possibility to increase the number of working days and that there is uneven commitment to the profession which is reflected in the quality and standards of education.

6.4.1 With the reorientation of the education system, it will be necessary to redefine the role of teachers and improve their professional competence. The measures to be adopted for this may consist of:

- (a) Organisation of both pre-service and in-service training and orientation programmes for teachers in universities and colleges.
- (b) Establishment of training institutions (staff colleges)
- (c) Formulation of well defined criteria for determining emoluments, promotion, career advancement, conditions of service and working conditions.
- (d) Performance of teachers should be evaluated and schemes of promotion should be built around the process of assessment

which should be based on objective criteria to recognise merit and commitment to the profession.

(e) Well defined selection procedures should be laid down and recruitment should be on merit, free from regional, institutional and communal considerations.

(f) Recruitment qualifications should be made flexible in the context of introduction of application-oriented components in the undergraduate programmes.

(g) Educational technology should play an increasing role in teaching.

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(g) Educational technology

COURSE STRUCTURE & DESIGNING OF COURSESEXTRACT FROM

ISSUES IN NEP (HIGHER EDUCATION)

COURSE STRUCTURE AND ORIENTATIONA. GOAL ORIENTATION

Is it possible to concretizing concepts underlying education such as:

- (i) Generation of knowledge: evaluation of principles, methodologies and guidelines for application of knowledge; skills for problem solving.
- (ii) Integrated development of the human personality and integration of the individual with society.
- (iii) Employment orientation.
- (iv) Equalisation of opportunities.

DESIGN OF COURSES AT THE UNDERGRADUATE LEVEL

- (i) Is there need for providing for Foundation Courses calculated to promote:
 - (a) a wider awareness of Indian Culture and history and enrichment through participative discussions on the national environment?
 - (b) arousing social consciousness;
 - (c) inculcation of scientific temper;
 - (d) understanding of national heritage and values;
 - (e) development of language and communication skill?

LINKAGES

Is it possible and necessary to establish linkages of Higher Education.

- (i) With Productivity and Employment especially for the application-oriented component of undergraduate courses;
- (ii) with cultural environment for Foundation Courses and for promotion creativity;

- (iii) with institutional arrangements for forging linkages;
- (iv) What ~~can~~ machinery^{can} be established for planning new courses and programmes in collaboration with: **the** development sectors?

EXCERPTS FROM 'REPORT OF THE TASK FORCE ON HIGHER EDUCATIONDESIGN OF COURSES

Para 5.29 of the policy visualises that higher education courses and programmes will be redesigned to meet the growing demands of specialisation, to emphasize linguistic competence and to provide flexibility in the combination of courses.

1. (The present system of affiliated colleges and the centralised procedure for adoption of new curricula in the universities does not offer any opportunity to the departments/individual teachers to make the curricula relevant and to link them with societal needs, nor does it encourage the institutions or teachers to take up any creative and innovative programmes). Added to this, the centralised external examination system leaves no scope for the teachers to even think of these measures. Therefore, institutions/departments should have academic autonomy in which they should be able to innovate their programmes.
2. (The content of curricula should relate to various economic and social sectors of development. It should incorporate skills, required to handle various vocations and professions).

It should inculcate values like social and economic justice, national integration, secular outlook, scientific temper, international understanding and an 'activist-can-do' temperament. This can be achieved only if, educational institutions have live linkages with community, including its technological and industrial activity and developmental agencies.

ACTION PROGRAMME

1. Reforms in the content of courses and their design are the primary responsibilities of the Universities and their faculties. All efforts will be made to

- secure their full involvement in redesigning and reorienting the courses in higher education as envisaged in the policy.
2. The existing guidelines on re-structuring courses framed by the UGC will be comprehensively reviewed to the new concepts in the design, content and structure of courses proposed in the policy.
 3. In the re-design of courses, the crucial role has to be played by the Boards of Studies in different subjects. Their composition may be reviewed with a view to making them more broad-based, allowing greater flexibility and autonomy to individual colleges and departments, and, promoting interdisciplinary programmes.
 4. The U.G.C. has already set up 24 Curriculum Development Centres in various universities. More such Centres will be set up and their work will be closely monitored so that the design of new courses conforms to the pattern visualised in the Policy.
 5. It is proposed to develop in next three years model course material in at least 15 subjects in the form of audio-video cassettes with the help of best available teachers. These would be available as example of "how to teach", in addition to "what to teach". The material could also be used for self-instruction or put out as radio/TV broadcasts.
 6. Regional/National seminars will be organised to generate enthusiasm in and commitment to, the new design, of course, (greater flexibility in the combination of subjects), modular structure, etc.
 7. Autonomous colleges and autonomous departments will be a major instrument in promoting the redesign of courses by making it an integral part of the educational process.

(3)

8. College Development councils will be set up in each university, which in addition to their other functions, will also encourage local initiative (in the design of courses, especially in designing the application-oriented component, and strengthening linkages with the environment).
9. Development grants to universities would be linked with the willingness and interest shown by them in reorganisation of courses, and their commitment to innovation as a continuing endeavour.
10. The State Councils of Higher Education will be assigned the responsibility of ensuring the implementation of these programmes and monitoring the progress of their implementation.
11. The major financial outlay in the Seventh plan will be for establishment of Curriculum Development Cells, development of model courses, and strengthening the academic infrastructure in the universities. A provision of Rs. 10 crores is anticipated in the Seventh Plan for the scheme.

EXTRACT FROM
'SELECTED ISSUES AND TENTATIVE CONCLUSIONS IN RESPECT OF
NEW EDUCATION POLICY' (CONFERENCE OF EDUCATION MINISTERS
OF ALL STATES AND UNION TERRITORIES) NEW DELHI, 23-24 Jan, 1986

DESIGN AND STRUCTURE OF COURSES

The existing courses at the undergraduate level, generally speaking, do not have flexibility, relevance or relation to employment. Suggestions for reorganising general undergraduate courses were made by the Education Commission. The UGC had framed guidelines for restructuring these courses. However, no significant progress has been made so far.

6.2.1 The courses will have to be re-designed and restructured to meet the developmental needs. To accelerate this programme the following specific strategies may be considered:

(a) The content of general undergraduate courses may consist of (i) a general awareness of enrichment programme as a foundation course, (ii) indepth study of chosen subjects and (iii) programmes for development of skills, personality and creativity

(b) The courses should be structured in modules with multiple points of entry and exit to the extent possible, with provision of award of certificates, diplomas and degrees on completion of a pre-determined number of modules.

(c) The first degree courses should have a vocational bias to encourage self-employment or improve employability.

(d) Re-entry of certificate and diploma holders should be linked with experience in the relevant field.

(e) There should be flexibility in the combination of subjects and also facilities for horizontal mobility between different academic streams, and between the formal and non-formal systems and vice-versa.

(f) Provision should be made for award of credits and their accumulation, including academic recognition for participation in activities such as sports, games, NCC, NSS, cultural programmes etc.

(IX)

RESEARCH(a) EXTRACT FROM 'REPORT OF THE TASK FORCE ON HIGHER EDUCATIONRESEARCH

Para 5.32 of the National Policy visualises the establishment of national research facilities within the university system with proper autonomous management and the setting up of a suitable mechanism for coordinating research in science and technology in the universities and other institutions. Para 5.33 envisages adequate support for research in indology, humanities and social sciences and encouragement to inter-disciplinary research for synthesis of knowledge.

1. After independence a large number of research institutions have been set up outside the University system. While it is true that some major R & D agencies have conducted their own education and training programmes, and many public sector undertakings spend a lot of efforts on in-house training, the fact remains that most of the qualified manpower for these agencies, and for the industrial and economic sectors, is generated by the college and University system. One cannot these days think of education being adequate or excellent, if the process of higher education has not involved contact with first class research in frontier areas of science, technology or humanities, or in problems related to real life situations in our own agriculture, industry and economy. One should also not minimise the contributions that young minds can make in terms of fresh new ideas in basic and applied areas, even before they get a post-graduate degree. In order to make higher education relevant and solve some of the most difficult problems, academic or practical, the universities must be brought centre-stage. As a first step, a minimum of 10% of the funding for all science and technology

agencies should be allocated for the universities sector for developing research facilities and for carrying out actual research. This would still keep all the universities put together at a level no higher than any of the research agencies, but can bring about a significant change in the complexion and utility of contributions from the universities.

2. In addition, university departments should be given significant chunks of scientific problems of industry and national agencies. They should be challenged and put on their mettle. This would create a positive achievement-oriented atmosphere, precisely where we need it most—at the nurseries of the future-makers of the country.

ACTION PROGRAMME

(a) Infrastructure and funding for research in the universities would be substantially enhanced. The levels would be determined in discussion with the Planning Commission, Science Advisory Committee to the P.M., Scientific Adviser to the P.M., and Chairman, UGC.

(b) More cooperative research facilities like the Nuclear Science Centre being set up in Delhi may be set up by the University sector under the 1984 Amendment of the UGC Act.

(c) Most, if not all, new research institutes to be set up by Union Government in the future will be in a university or IIT, with a specific well-defined management structure.

(d) Industries would be encouraged to set up some of their research activities also within the university sector.

(e) UGC or the Apex Body on Higher Education envisaged in the National Education Policy, would set up formal links with various research agencies, to link education and research programmes and negotiate the tasks that could be undertaken by University system.

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(e) UGC or the Apex Body on Higher Education envisaged in the National Education Policy, would set up formal links with various research agencies, to link education and research programmes and negotiate the tasks that could be undertaken by University system.

(f) Research projects are currently funded by a large number of agencies, including UGC, in various areas of social and physical sciences, while multiple funding sources may exist for sponsored research or goal-oriented projects, the present system is far from satisfactory. In order to bring a better coordination, overview and quality control, it is proposed to set up a National Research Foundation. This would fund all research projects currently supported through funds from the Union Government, except those directly related to the missions of various agencies.

(g) The National Research Foundation will be an independent body, set up by pooling together, and subsequently augmenting the resources now being spent on this activity by various agencies. Though the "Apex" body on Higher Education would be involved in this, the Government would set up a working group to formulate the details of its structure and functioning.

(E) EXTRACT FROM
'SELECTED ISSUES AND TENTATIVE CONCLUSIONS IN RESPECT OF
NEW EDUCATION POLICY'(CONFERENCE OF EDUCATION MINISTERS
OF ALL STATES AND UNION TERRITORIES)NEW DELHI 23-24 JAN,1986

RESEARCH

Research in the University system, which should be cost-effective, is not fully harnessed for national development. An integrated approach to developing research facilities needs to be promoted.

6.3.1 The 1968 policy recognised the need to give increased support to research in universities generally and recommended that institutions for research should, as far as possible, function within the fold of Universities or in intimate association with them. These recommendations need to be implemented purposefully. The strategies may consist of:

- (a) The allocations for research, both fundamental and applied in the universities should be stepped up considerably.
- (b) Research in Science, Technology, Humanities and Social Science should be strengthened and oriented to the goals of national development.
- (c) Linkages should be developed between research

institutions and universities involving exchange of personnel, sharing of facilities, joint research projects etc.

(d) Various developmental department sector should be encouraged to sponsor research projects including mission-oriented, all India coordinated projects, for execution by the universities.

(e) New research institutions whenever established should function either within the universities, or in close links with them.

(10)

EXAMINATIONEXTRACT FROM ISSUES IN NEP (HIGHER EDUCATION)EVALUATION

In the present context of overall credibility, is it possible to envisage:

- (i) integration of evaluation of student performance with teaching-learning process;
- (ii) development of a continuous evaluation system in the context of the modular structure of courses;
- (iii) methodology for assessment of participation in creative activities and academic recognition for such participation;
- (iv) system of credits and accumulation of credits;
- (v) development of a rational and reliable system of examinations:

EXTRACT FROM'SELECTED ISSUES AND TENTATIVE CONCLUSIONS IN RESPECT OF
NEW EDUCATION POLICY' (CONFERENCE OF EDUCATION MINISTERS
OF ALL STATES AND UNION TERRITORIES) NEW DELHI, 23-24 JAN, 1986EXAMINATION REFORM

The erosion in the reliability and credibility of examination system has thrown the university system into disrepute. Examination reforms are an urgent need.

6.5.1. Examination have become susceptible to several malpractices, mainly due to the dominance of the external examination. Any meaningful reform in the examination system may consist of the following elements:

- (a) Internal evaluation, both formal and informal, on a regular basis by the faculty responsible for teaching;
- (b) Modular structure for courses and the facility for accumulative credits;
- (c) Speeding up of the programme of autonomous colleges;
- (d) Integration of evaluation of students performance with the teaching-learning processes. The new design and structure, together with decentralised examination, would promote several innovations and experiments.

(e) Establishment of a National Testing Service to bring about comparability in standards of attainments. These tests may be optional.

(f) A system of accreditation of various qualifications for employment as well as admission to higher courses.

(g) Delinking of University Degrees from jobs which do not require specialised knowledge of a particular subject. Such a step would reduce the external pressure on examinations and acquisition of degrees and would create a climate favourable to vocationalisation of education.

A PLEA FOR OPEN UNIVERSITY

Dr. S.C.Gupta,
Director of Education
(Higher Education)
U.P.Allahabad.

The idea of Distance Education is not a new one, Correspondence Courses for University Degree were in existence since long. In 1969 pioneers of correspondence course from six countries formed an International Council which later on was called as International Council for Distance Education. This Council is affiliated to UNESCO and had members in over 50 countries. By 1984 there were 1069 centres of Correspondence Course in the world and more than 20 lac students were taking benefit. The idea of an Open University dates back to 1963 when Dr. Harold Wilson, then leader of opposition in U.K., proposed a 'University of the Air.' In 1964 when he became Prime Minister, he started working on his idea and ultimately a Royal Charter established the Open University in 1969. The idea was to make available higher education at the door step of the learner's home. Of course all the students of the Open University are adults, many of them employed, others retired, unemployed or housewives. Presently the Open University of Britain offers courses both for under and post graduate degrees. The under graduates have a choice of over 120 courses in Arts, Mathematics, Science, Social Sciences, Technology and Educational studies. The correspondence text is the most important component. Each text unit represents a week's work and such 32 lessons constitute a course. For science and technology students, experiment kits are sent home which include about 280 items having chemicals, glassware and a miniature microscope. Apart

from correspondence text, TV lessons (about 30 hours per week), radio lessons, contact centres, residential summer schools etc., cassetts, tapes and film strips are also produced which are mailed to learners within a day or two on demand and the same is returned to the University, the return postage already paid for by the University. The students, if they want, can meet their tutors at local study centres and at residential summer schools. The University has got 13 regional offices.

Education Commission (1964-66) suggested the need of starting the correspondence courses in India but cautioned that for this very careful preparation and testing would be required. The National Policy on Education (1968) adopted that part-time education and correspondence courses be developed on a large scale at the University stage. Such facilities be also extended to teachers and workers in Agriculture and Industries. The part time and correspondence courses be given the same status as full time education. It was envisaged that such facilities would smoothen transition from school to work, promote the cause of education and provide opportunities to a large number of people who have the desire to educate themselves further but can not do so on a full-time basis.

The Ministry of Education in collaboration with the Ministry of Information and Broadcasting and the University Grants Commission organised a Seminar on 16th to 19th December, 1970 on Open University as a part for the observance of International Education Year. The Seminar recommended that the time was ripe to venture the experiment on Open University so as to meet the needs of highly motivated adults lacking the necessary formal

qualifications and or means for joining a University on full time basis. It should provide education for independent mature learners at a reduced cost and employ new and unconventional methods of instructions and exploiting new technologies. It should have an entrance test to ensure minimum required knowledge. The University shall have to develop a net work of regional offices and existing Universities and colleges will make the resources available to the students of the open university, particularly in the use of libraries and laboratory facilities. It was contemplated that outstanding feature of an open university would be its openness to ideas with choice of the best of curricula from all the existing Universities of India and abroad. It was also envisaged that the cost shall be less by these means to students as well as to the University.

The first Open University of India was established in 1982 when the Andhra Pradesh Legislature enacted the Andhra Pradesh Open University Act on 25th August, 1982. As there is 3 years degree course in the Universities of Andhra Pradesh, this Open University also has got 3 years degree course. The first batch was admitted in 1983 which appeared for its Ist year examination in August, 1984 and for its IInd year examination in September 1985. According to the prospectus of the University of 1984, a candidate who had completed 20 years of age by Ist, June of the year was eligible for admission. Intermediate examination was the prerequisite qualification for admission to a first degree course. The total enrolment of the undergraduate students in the University from the inception of its functioning has been as follows:

1983-84	6231
1984-85	11244
1985-86	
upto	30127
9.1.1986	

At the under graduate level the University runs courses in Arts, Science and Commerce faculties. However, a candidate is free to take courses belonging to different faculties according to his choice and need. A candidate was interviewed who had Telegu, Economics and Botany as his subjects in B.A.

The demographic details of the candidates who were admitted to 1984-85 course were as follows;

Total No. of candidates	11244
Age group between 20-25 years	49.31%
Age group between 26-35 years	38.87%
Age group beyond 35 years	13.82%
Female	25.41%
Non-Intermediate	84.73%
Employed & skilled workers	75.88%
Businessmen	6.02%
Unemployed	18.10%
Scheduled caste & Scheduled Tribes	12.91%

The University also runs three post graduate degree or diploma courses each of one year. The admission position in each of them on 9.1.86 was as follows:

B.Lib.Sc.	371	Tuition Fee Rs. 800/- per annum
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P.G.Diploma:

Public relations	890	Tuition Fee Rs. 650/- per annum
Public Accounting	<u>7194</u>	
Total	<u>8455</u>	

The Andhra Pradesh Open University is headed by a Vice-Chancellor who is supported by three Directors: Academic, Student service and Material Production (all tenure posts), core staff which coordinate the courses (6 Professors, 6 Readers and 16 Asstt. Professors) and a Registrar.

The working of the A.P. Open University is as follows:

- (1) The Head quarter is at Hyderabad, A.P.
- (2) There are 26 'Study Centres,' one each in each district and five in The Twin-cities of Hyderabad and Secundrabad. There is no regional or divisional office.
- (3) Each Study Centre organises:
 - (a) Contact programmes on Sundays and Second Saturday and a student may go there once a month.
 - (b) Counselling in evenings:- 3 days in a week.
 - (c) Summer schools provide intensive coaching for a week.
 - (d) Study centres provide facilities of library where one can consult text books and reference books.
 - (e) Study centres also provide facilities of audio-visual aids like tapes, video-cassettes and Audio-cassette-desks so that a student may play them at his convenience, in case he has missed a lesson on All India Radio programme.
 - (f) All India Radio broadcasts lessons at schedule timings, the candidates are informed about the same.
 - (g) Laboratory facilities are provided for 30 hours in a session, 3 hours duration in 3 day, for each subject of B.Sc.

- (h) Teachers from the local colleges help in all the programmes of the study centre, one of them is called coordinator.
- (5) Course Pattern: In the first year one has to study four foundation courses one each in English, state language or Hindi, Social Sciences and Science and Technology. For the rest of the two years he will have to choose 3 optional courses but at least two from one of the faculty i.e. Arts, Science and commerce and the third may be either from the same faculty or the other faculty.
- (6) Examination is annual: Model question papers are provided. Though a candidate is continuously evaluated on the basis of assignments at the study centres by the counsellors, but no marks are added in the annual examination. A minimum of attendance and assignment is of course essential.
- (7) Fee is charged @ 490/- for the first year and 510/- for each of the two years. Payment is to be made half yearly. Science students have to pay extra for the practicals.

The State Government of U.P. was concerned about the increasing number of students and Institutions of Higher Education in the state. There were only 5 Universities (including 2 central Universities) and 16 colleges in 1946 but now there are 22 Universities (including 3 Deemed Universities) and 404 colleges by 30th June, 1986. It does not include Sanskrit, Medical and Engineering Colleges affiliated to these Universities. The number of

students in traditional courses in Universities and colleges has swollen from 40 thousand to 440 thousand. The cost has been rising continuously but most of the money is being spent on salaries leaving very little for Hostels and other required infrastructure. Even then there is great rush of students, especially in teaching departments of Universities and some noted colleges in each district.

In a survey of 10 out of 11, conventional affiliating universities of the state, it was found that in the examination of 1984 nearly 40% of the total registered candidates for B.A.I were private candidates while for B.Com. I the percentage of private candidates was about 24% (Table I)

Table I

Number of regular and private students at various Universities of Uttar Pradesh.

Examination 1984

S.No.	University	B.A.I		B.Com.I		Total	
		Regular	Private	Regular	Private	Regular	Private
1.	Agra	11,292	8,776	1,775	1,157	13,067	9,933
2.	Allahabad	2,829	-	508	-	3,337	-
3.	Awadh	8,681	6,641	386	193	9,067	6,834
4.	Bundelkhand	5,239	4,541	639	195	5,878	4,736
5.	Garhwal	2,542	5,790	722	517	3,264	6,307
6.	Gorakhpur	37,693	8,315	3,485	503	41,178	8,818
7.	Kanpur	16,604	21,416	3,320	1,584	19,924	23,000
8.	Kumaon	2,014	3,899	369	119	2,383	3,018
9.	Lucknow	9,869	-	2,826	-	12,695	-
10.	Meerut	14,294	11,535	2,695	1,098	16,989	12,633
Total		1,11,057	70,913	16,725	5,366	1,27,782	76,279

- Note: 1. The above figures are based on the information given by the Registrars.
2. Allahabad and Lucknow Universities do not allow any Private candidates. Gorakhpur University allows only restricted class of candidates to take private examination.
3. Ruhelkhand University did not send the information.
4. Sanskrit Colleges affiliated to Sampurnanand Sanskrit University, Varanasi having not been considered.

The two Institutes of Correspondence courses at the Universities of Meerut and Allahabad could not attract many of the private candidates and the total number of beneficiaries at the two Institutes was only 2771 during the session 1984-85 (Table II).

Table II

No. of students taking benefit of Correspondence Institutes of Uttar Pradesh during last 3 years.

S.No.	University Institute	Class	1982-83	1983-84	1984-85
1.	Allahabad	B.A. I + II	615	959	1260
		B. Com. I+II	227	290	381
2.	Meerut	B.A. I + II	533	798	1130
		B. Com. I+II	Nil	Nil	Nil
Total			1375	1947	2771

Note: The above figures are based on the information given by the Registrars.

It was surprising that out of the 4 affiliating Universities of the eastern side of the state, only Awadh University allows private candidates while the other three Universities of Allahabad, Lucknow and Gorakhpur do not admit private candidates but even then the Institute of Correspondence Course of Allahabad University could not attract enough students. The number of private candidates at Awadh University alone was 5 times more in comparison to the Total at the two Institutes of correspondence. In the regions of Garhwal, Kanpur and Kumaon Universities the number of private candidates at the B.A. level was higher in comparison to the regular candidates in these Universities while the students of Garhwal and Kanpur regions could have easily taken the advantage of Correspondence Institute situated adjacent to them at Meerut and that of region under Kanpur University of the Correspondence Institute at Allahabad.

To give proper guidance to private candidates, the Directorate of Higher Education proposed the establishment of contact centres in some affiliated colleges on experimental basis in the year 1980 but it could not be approved by the State Government then. A questionnaire was then sent to various girls colleges of the state for their opinion about the usefulness of contact centres for private girls candidates. Every colleges responded favourably as due to various social and economic constrains the girls are unable to persue higher education. However, the proposal of the contact centres for women also could not attract the attention of the State Government due to heavy cut in Plan Budget of seventh Plan. Under this scheme it was proposed that 60 to 80 private girl candidates shall form a contact centre and each candidate shall be required to

92

pay the fee to the centre which shall be only about 70% of the normal tuition fee prescribed for a regular student. The contact centre shall provide some cyclostyled instructions, two times consultation in a month in the evening and two times intensive coaching in a session during Dashehra and winter vacations each of six days duration and shall provide facilities for text books and feference books in the Library. It was expected that the State Government shall provide about Rs.1000/- only per annum to each centre for partly supporting the cost of Library. As the students shall study the courses of their respective Universities, no separate subject or academic bodies shall be required, there would be no problem of equivalence of the degree and such arrangement shall be much cheaper to the candidates and practically without any extra-financial burden on the state. Under this scheme it was proposed to give honorarium on hourly basis instead of monthly basis so that it is paid only for the period of actual span of teaching thus cutting its cost and making it more effective. It is envisaged that with the success of these contact centres, the students and adults in jobs would get attracted towards correspondence courses and other media of learning. These contact centres could be handed over to the State Open University or the Indira Gandhi National University at a later stage. By doing this, the open university will get the benefit of established study centres.

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