ICT for Enriching Teaching and Learning

NEELKAMAL

Dr. B. Deevena Pauleen

Dr. G. Srilatha

Editor

Dr. T. Swarupa Rani
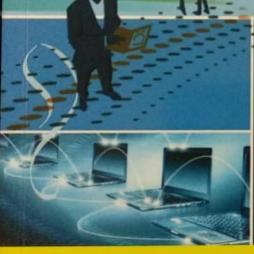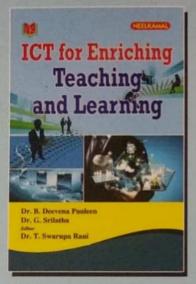
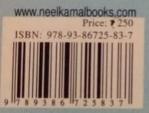## ICT for Enriching Teaching and Learning

Dr. B. Deevena Pauleen
Dr. G. Srilatha
Editor
Dr. T. Swarupa Rani

About the Book

This book **Information and Communication Technology (ICT) for Enriching Teaching and Learning** empowers the learner with creativity, problem solving skills, knowledge construction and understanding of concepts using the various tools. ICT made a tremendous contribution in enriching not only the creative processes and the outcomes of the classroom activities but also in helping the teacher to have a deeper understanding of the purpose and pedagogy in using ICT to support the learning environment.

The present book highlights the potential benefits of ICT as a tool in building knowledge and improving quality of education. Collaborative and interactive learning is realised through educational technology. Lifelong learning has become a practical reality with the advent of online virtual classrooms. Though it is pervasive, the necessity of the teacher to educate the student on cyber safety has been discussed in this book. Thus, the author intends to present the insights of ICT and its significance in enriching the teaching learning process.

About the Authors

Dr. B. Deevena Pauleen, a postgraduate in Mathematics, completed her Doctoral work as UGC JRF in Education under the guidance of Prof. T. Mrunalini, CBOS in Education, IASE, Osmania University, is currently working as Assistant Professor in Ghulam Ahmed College of Education, Hyderabad. She attended various National and International conferences, academic seminars and presented papers. She also published in Journals and has been participating in various curriculum revision workshops. She is also working as a resource person for NIOS program organised by the Government. With a background of computer sciences and an adherent of technology in education, she inseminates various technological aspects into the classroom teaching learning process.

Dr. G. Srilatha is an Assistant Professor at Lal Bahadur College of Education, Warangal, she has ten years teaching experience as a Teacher Educator. She is a Doctorate in Education from the Osmania University and is qualified APSET, UGC-NET in Education. She has participated in various National level workshops, seminars and conferences. She is specialized in ICT, Research Methods and Statistics and has published many books on Teacher Education. This experience and learning is incorporated in this book.

About the Editor

Dr. T. Swarupa Rani obtained M.Sc. (Maths), M.Ed., M.Phil., Ph.D. degrees. She has 25 years of teaching experience in Saint Joseph's College of Education as Asst. Professor, Associate Professor and now continuing her services as Professor and Principal. She is the Dean and Board of Studies Chairperson of Acharya Nagarjuna University. She is acting as a guide for M.Phil. and Ph.D. students from Annamalai, Mother Theresa, Madhurai Kamaraj, Acharya Nagarjuna Universities. She authored Maths Methodology, ICT Research Methodology, Curriculum Studies and Measures of Evaluation Textbooks for B.Ed., M.Ed., courses. Many of her research papers have been published in National and International magazines.

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ICT for Enriching Teaching and Learning

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Dr. Manendra Rao. PUVN
Shaik Habeeba Sulthana

Editor:
Dr. K. Ram Reddy

YOGA, PHYSICAL
AND
HEALTH EDUCATION

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YOGA, PHYSICAL AND HEALTH EDUCATION

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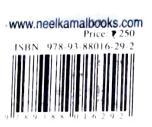
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About the Book

This book "Yoga, Physical and Health Education" highlights the essential aspects from the syllabus designed for D.El.Ed. teacher trainees. It is written by the subject expert with the guidance of intellectuals of this field. This book covered different contents required for the teacher trainees to adopt their habits so that they can inculcate effectively to the primary school students in future. There should be strong focus on performing, results are being achieved. Trust and communication will be strong and it is the time to emphasize commitment to excellence and high performance standards. Look for continuous improvement & maximize opportunities and build for future success. The key to yoga as spiritual practice is awareness. Through the techniques of yoga one can understand the purpose of life and live in a state of compassion and openness. Yoga as a regular practice helps in daily life as it brings balance, relaxation, discipline, health, happiness and a sense of peace to everything in our lives.

About the Authors

Dr. Manendra Rao PUVN is currently working as a Senior Lecturer in Govt. College of Physical Education, Hyderabad. He has 20 years of experience in teaching – Human Anatomy and Physiology, Human Psychology, Health Education, Kinesiology, Body Mechanics, Sports, Medicine and Injury Management subjects. He has presented research papers in National/International academic seminars and published research papers in journals of National/International Repute. He is a Life-time Member in National Association of Physical Education and Sports Science (NAPESS) and Indian Federation of Computer Science in Sports. He is a Member in Common Core Syllabus Preparatory Committee for B.P.Ed. and Diploma State Level courses for Andhra and Telangana States.

Shaik Habeeba Sulthana is a teacher educator at Ghulam Ahmed College of Education, Hyderabad. She is also a resource and Sports person in Health and Physical Education. She played Hockey at District level. She is a live presenter at T-SAT (Vidya) Live classes conducted by SCERT, Telangana. She has a teaching experience of more than 12 years. She has contributed several papers on different topics in National and International educational seminars. Trained as instructional leader and acquired NCERT training certificate. Certified as best evaluator by Ministry of Human Resource Development.

About the Editor

Dr. Kumbam Ram Reddy is currently working as a Principal, Govt. College of Physical Education, Hyderabad. He is holding many responsibilities like Secretary, School Games Federation, Telangana, Vice-president S.G.F. India, and also Inspector of Physical Education for Boys and Girls (FAC), Telangana State. He also visited China for World School Games Championship, as Chef-de-Mission (Head of the Delegation). Under his able leadership Govt. of Telangana have conducted many School Games National Championships in various parts of Telangana State and brought many laurels to the state.

CHILDREN
AT
EARLY CHILDHOOD

Dr. Farzana Shehla

Editor

Prof. T. Mrunalini

CHILDREN
AT
EARLY CHILDHOOD

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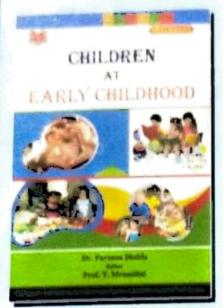
CHILDREN AT EARLY CHILDHOOD

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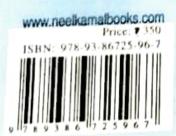
About the Book

This book "Children at Early Childhood" consists of 10 chapters. In every chapter of this book, readers will find insights into various behavioural aspects of children belonging to early childhood stage. This book includes observations made by parents, teachers and the researcher with regards to children's behaviour in social, emotional, moral, cognitive and habitual behaviours dimensions. Through the analysis of literature available on early childhood behaviour, field observations and understanding of parents and teachers' concerns over child behavioural problems, this study also addresses some of the aspects of child's behaviour at home and in the school context. The present book is a compilation of all the results and findings of the study. However, every chapter focuses on the theoretical framework and supported empirically. This book provides guidance to parents and teachers on various aspects related to child's behaviour and it is a humble attempt to share the insights from the research-based child behavioural issues. It can be used as a resource book to solve some of the behavioural issues by parents and teachers.

About the Author

Dr. Farzana Shehla is currently working as an Asst. Professor in Education in Ghulam Ahmed College of Education, Hyderabad. She has post graduated in Zoology and Education. She qualified UGC NET- JRF in June 2010 and pursued PhD in Education from 2011 to 2016. She was awarded PhD Degree in Education in May 2017 by Osmania University. She extensively worked on Early Childhood Behavioural issues and published more than 20 research articles in National and International Journals and chapters in books. She presented a number of research papers in National and International Seminars and conferences. She has more than seven years of experience in teaching. She is also the author of 'Knowledge and Curriculum' and 'Inclusive Education' written as per the NCTE New Curriculum.

About the Editor

Prof. T. Mrunalini, Professor of Education, worked as Head of the Dept. of Education and Principal, IASE, Osmania University, Hyderabad is a Postgraduate in Philosophy, English, Psychology and Education, M.Phil, Ph.D in Education. Presently holds Chairperson and Director, CITE, Dept. of Education and Head, Dept. of Lifelong Learning. She has authored, co-authored and edited more than ten books related to Teacher Education. She has published more than thirty research papers, presented more than 25 papers in National and International Seminars. She has produced 20 M.Phil's; 9 from Osmania University and 11 from other universities, 12 Ph.D's which includes one foreign scholar. Her area of specialization is Early Childhood Education.

CHILDREN
AT EARLY CHILDHOOD

Dr. Farzana Shehla

Editor

Prof. T. Mrunalini

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PRESENT PARADIGM SHIFT REQUIRE INNOVATIVE TEACHING LEARNING SKILLS

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Ghulam Ahmed College of Education, Hyderabad, Telangana, India

Abstract

In the present scenario of the pandemic brought a lot of changes in our lifestyle and the education system suddenly changed from offline mode towards online mode of education. In the present pandemic scenario, the sudden shift in the paradigm of teaching learning was evident. In making the process of teaching learning more effective and impactful the pertaining skills need to be improvised so that both the teacher and as well as the learner need to acquire innovative skills to adopt the changing trends. The method of learning language and literature becomes more reachable by the learner and the teacher, if they have a set of teaching and learning skills. The online classroom teaching is going to run the market and education is going to become more cheaper, much more efficient and upcoming of online academy will be common. Changing trends require a set of skills to meet the demand of the education system. A new style of education system is emerging already, so as an educationist we need to enhance our skills. Seven skills have been covered for the teaching learning process when we will enter the work life after the COVID world. These skills needed by the working teachers and the teacher who will be the new recruitee and the learners who are new to the changing pattern of education execution. In this COVID 19 war education will also be fixed with time and become more skill oriented

Key words: Teaching Skills, Learning Skills

Introduction

Present scenario demands an innovation of the skills in teaching methodology and skill of learning capacities. Need of the moment is to have profound skills at both the ends. In many other sectors of business, the education sector had also cut down their staff as they faced the revenue losses because of the COVID 19 pandemic. In this process of change, the teaching learning skills has to be uplifted and reinvented to adjust to the demanding changes.

The Research Question

The researcher framed the present work with the certain definite research question.
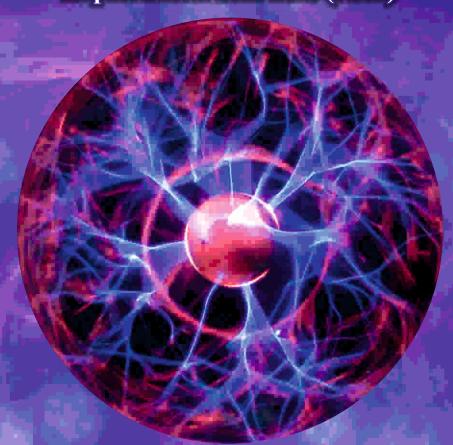
- What are the different innovative teaching skills required for the present pandemic scenario?
- Evaluate the different innovative learning skills required by the students or learners to adjust in the present pandemic scenario?

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Role of ICT in Education as a virtual reality

Noor Ul Huda
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Abstract

Information and Communication Technology (ICT) have emerged as a one of the determining forces shaping the global economy and producing rapid changes in the global context. In the world of higher education, virtual education has taken a great leap wherein the face of education system is changing in the future up comings. The proliferation of Remote Learning, e-Learning, M-Learning, Blended Learning and Flip Classroom. In the process of implementing the virtual learning platform the need of digital literacy and computational thinking need to be developed among the stakeholders handling the virtual education system. With the growing use of the internet and the world wide web has enhanced the horizon of the usage of Social Media became an integral part of educational system and a major source of spreading world class education. Teachers and students should communicate asynchronously or through technology that allows them to communicate synchronously. Understanding ICT and mastering the basic skills and concepts of ICT are considered as a part of education system to make oneself to acquire the 21st century skills to have a prosperous future by updating oneself with the upcoming technological changes and making oneself to be a part of ever-growing world.

Keywords: : *Remote Learning, E- Learning, M-Learning, Blended Learning, Flip Classroom, Digital Literacy.*
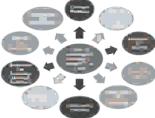
Introduction

Information and Communication Technology has emerged as a system of education around the world which is rapidly changing the face of the society. The new Information and Communication Technologies (ICT) is to teach the student knowledge and skills. Basically, it has become at most important in today's Education System. The reason behind adopting ICT is because it is the big need of a moment and to become ready for the 21st century skills.

Apparently, the use of ICT has become intricate part of Education System and it has become an emerging trend of Education System. There is a shift in the paradigm for teaching pedagogy, wherein the traditional classes are shifted to virtual classes which are more student centric rather than teacher centric.

Objectives

1. To understand the different approaches of the virtual learning
2. To familiarize with the terminologies and the variation in the virtual learning approaches

Research Question:

- How to make the teaching - learning process more meaningful in the virtual world?

What are the different approaches present in the field of virtual learning environment acting like a base of virtual reality?

Flow chart 1: The cycle of meaningful learning by using ICT as a tool

Work Ethics at Individual level and Organisational Level

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Work Ethics at Individual level and Organisational Level

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Abstract: The work-life in this competitive and digital era is moving to its next level. To become more effective and efficient at the workplace has become the need of the moment. To be able to adjust to the changing trends where the system of micro small and medium enterprises is in Vogue, therefore at the workplace one has to have a proper system of ethics and a strong value System both at the individual as well as the organizational level to gain sustainable progress of The organization as well as self – growth of the employers plays a vital role in the making of a big and healthy business. This paper discusses the various factors which act like an influencing role at the individual level and organizational level. The factors at the individual level are: Introspective factors – moral principle, passion towards work, emotional adjustment and self – value system, Intraspective factors – social cognition, emotional intelligence, situational wiseness, and team – building attitudinal trait, the factors at the organizational level are: motivational support, organizational value system, and organizational culture. The factors covered various aspects which give an insight and a psychological approach to maintain good ethical conduct and to achieve sustainable development of the organizational growth and enhancement.

Key Words: Introspective factors, Intraspective factors, Organisational administrative Management

Introduction

Work ethic is a belief that hard work and diligence have a moral benefit and an inherent ability, virtue, or value to strengthen character and individual abilities. ... Social ingrainment of this value is considered to enhance character through hard work that is respective to an individual's field of work.

Georgia Piedmont Technical College (2017), instructs and evaluates students on work ethics in all programs of study in designated courses in each of the academic schools, excluding Arts and Sciences. The ten work ethic traits: appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork are defined as essential for student success and are listed below. The definition of each of these traits has been integrated into the program courses of each program curriculum, thereby allowing each program to make work ethics a relevant and meaningful part of the program curriculum.

Appearance: Displays proper dress, grooming, hygiene, and manners.

Attendance: Attends class, arrives and leaves on time, tells instructor in advance of planned absences, and makes up assignment promptly.

Attitude: Shows a positive attitude, appears confident, and has true hopes of self.

Character: Displays loyalty, honesty, dependability, reliability, initiative, and self-control.

Communication: Displays proper verbal and non-verbal skills and listens.

Cooperation: Displays leadership skills; properly handles criticism, conflicts, and stress; maintains proper relationships with peers and follows a chain of command.

Organizational Skill: Shows skills in management, prioritizing, and dealing with change.

Productivity: Follows safety practices, conserves resources, and follows instructions.

Respect: Deals properly with diversity, shows understanding and tolerance.

Teamwork: Respects the rights of others, is a team worker, is helpful, is confident, displays a customer service attitude, and seeks continuous learning.

In practical terms, nations are in existence to provide security, safety and most important developments to people who had surrendered their sovereignty in exchange for the aforementioned necessities of life, using organizations and all human resources available to them. Indeed, organizations advance the fortunes of nations through efficiency, productivity, output level and performance, as engendered by the institutional labour or a group of people known as workers. These workers are human beings with aspirations, hope, and feelings. They render their human efforts (labour) in exchange for equitable wages and salaries, a good physical working environment and longevity of employment relationship, anchored on ethical standards and human resource best practices.

Objective:

• To elaborate on the various Introspective factors of work ethics at the individual level.

• To understand the different Intraspective factors of work ethics at an individual level.

• To discuss the varied work ethics at the organizational level.

Research Question

- What are the influencing factors of work ethics at the individual level?
- What are the influencing factors of work ethics at the organizational level?

Conceptual Framework of Work Ethics at Organisational and Individual Level:

Various factors are influencing the work ethics at the individual level and organizational level which is bringing a great change in the working style of various organizations. The conceptual framework of work ethics includes certain factors at the individual level are: Introspective factors – moral principle, passion towards work, emotional adjustment and self – value system, Intraspective factors – social cognition, emotional intelligence, situational wiseness, and team – building attitudinal trait, the factors at the organisational level are: motivational support, organisational value system, and organizational culture.

The model is designed based upon the psychological influence and various practical observations done at the various organization. In any organization the human resource plays a major role in the functioning of the organization and as well as the proper Administration and management go hand-in-hand. The psychological factors play a major role in making the work ethics. To established an organization successively, the working condition at the organizational level need to be considered to create certain work ethics. To manage and administer the organizational activities every organization which is existing in today's market are varying in their work ethics. However, the conceptual model emphasis the psychological factors influencing at the individual level as well as at the organisational level.

In the changing trends of organization, hard work has been replaced too smart work and diligence has given more importance and space to individual inherited abilities. It is also observed that the virtue of the value system plays a major role to form a character, as every individual has individual differences and

Fig. 1. Proposed Model of Study Depicted as Mentioned above

individual abilities. The value system as well as the individual ability plays a major role in framing the organizational growth and development. Every individual putting an effort to suit up to this social environment. It is also considered as the ability to determine and becoming more stronger in their strengths and to have a clear vision that can be achievable in nature.

I. INDIVIDUAL-LEVEL

Every organization is standing on the shoulders of every individual employee who is working for the organization, therefore, understanding the needs of employee at the individual level of work ethics has to be given preference. At the individual level, preference is given to introspective factors and Intraspective factors, these two factors are involved at a cognitive level and intellectual level.

1. INTROSPECTIVE FACTORS

The context of **introspective factors** includes **- moral principles, passion towards work, emotional adjustment, and self-value system.**

1.1 Moral Principle: at the workplace, it is an important requirement to maintain a certain set of moral principles at a personal level so as to create a congenial environment in order to perform activities consent to the organizational work the moral principles may include:

i. Equal level of respect given to both senior and junior employees

ii. Equal distribution of work needs to be divided

iii. Accepting the new ideologies from the junior employees

iv. Utmost important need to be given to maintain the image of the employees within each other and maintaining nonmaleficence relationship among each other

1.2. Passion Towards Work: as an employee or an employer it is vital to maintain professionalism at the workplace to create an environment of passionate working style which includes:

i. Complete dedication, determination, discipline, and proper decision-making need to be maintained by both employer and the employee

ii. A proper leadership style and leadership maintenance will act as a great support in the organisational working

iii. Transparent communication system has to be followed to make the employee to work for its organization, any communication gap may reduce the quality of the work

iv. The superior and inferior complexes among the employees has to be reduced and maintained in a proper manner in order to enhance the quality of work

1.3. Emotional Adjustment: in this competitive world of business where job insecurities are high, workplace politics is commonly observed at organizations. However, it is the duty of an individual to maintain its emotional balance in order to survive in the workplace and to maintain its growth and development in the organization. The process of emotional adjustment includes:

i. "Let go attitude" need to be maintained at the workplace because all the positive and negative feedback might not be constructive in nature

ii. Always aim for self-development and growth

iii. Be more tactful in managing the negative attitude of other employees towards oneself

iv. Practicing meditation and developing self-actualization can inculcate inner peace and help oneself in adjusting to the unforeseen conditions

1.4. Self-Value System: maintaining the self-esteem and self-concept among the employees play a major role in maintaining a self-value system in order to sustain in the organizational workplace. the self-value system includes:

i. As a senior employee it will be considerate if they empathize with the junior employee and support them in their career development and growth. This supportive attitude will also enhance the value system as an organizational culture

ii. As a self-employer giving importance to the needs of the employees will also create and value-based organizational cultural environment

iii. Develop the attitude of tolerance will also enhance the concept of a value system

2. INTRASPECTIVE FACTORS

The context of **Intraspective Factors** includes – **Social Cognition, Emotional Intelligence, Situational Wiseness and Team Building Attitudinal Trait**

2.1. Social cognition: the ability to understand how people at the workplace process the information depending upon the social interactions which take place in the organizational setup. Social cognition includes:

i. As an employee on an employer, it is important to understand the thought process of every individual has an impact on the organization working as well as it influences the working condition

ii. In the decision-making process the concept of social cognition plays a vital role in order to take up the appropriate decision for the benefit of the organization and the people working in it

iii. The ability to develop software cognition also helps in creating a healthy work environment and enhance work ethics in order to attain sustainable development

2.2. Emotional Intelligence

Every employee needs to cater to its needs and at the individual or self-need have to be clear about the self-emotional balance and as well as understanding of other emotional framework and accordingly they need to react or act upon the conditions facing during the pertaining period. Emotional Intelligence include:

i. Maintaining emotional intelligence helps in in easy movement of work and progressive development of the organisation

ii. Emotional intelligence makes the employer and employee to understand one's own and others emotions and react accordingly in the favour of both

iii. Maintaining moderate emotional intelligence level, wherein understanding and maintaining once own emotions and other emotions in a positive way help in maintaining a proper value-based image

2.3. Situational Wiseness

Understanding the world around and making the utmost benefit from the opportunities available or else if no opportunity available makes the opportunity available for oneself which can benefit both the employer and the employee.

i. Situational awareness is vital in understanding the work flow in the organization which is the self-assessment process and makes the employee as an active participant in the working of an organization

ii. "Being alert" always at the employee and employers end makes the up gradation of the organization and self

iii. "Making Efforts" in understanding and application of the changing trends observed in the market for the growth and development of an organization makes it more desirable for the employee to have growth towards the career and also develop the confidential relationship with the employer

2.4. Team Building Attitudinal Trait

Building a positive team is an added advantage for both the individual and even for the organization majorly. The concept of developing positive trait and attitude towards team building is because the personnel involved in the organization will develop the sense of belongingness. This trait should be inculcated at both the ends i.e., employer and the employee.

i. It creates an atmosphere where the retainment of the quality employers is possible

ii. The job security can be increased because the job insecurities are increased, which is making employees to shift to other jobs or job hopping is prominently been observed.

iii. A congenial atmosphere is developed were the working style is more secure or ideal and also the production of quality work can be expected at the end.

iv. The development of team building attitudinal trait acts like both internal and external motivational factor for both the employer and the employee.

II. ORGANISATIONAL – LEVEL

At the organizational level, it is a concern to have overall development and growth of the organization. Any business enterprise needs to consider certain determinations in order to carry out a proper organization, administration, and management policies. In an organization the concern for policy-making and as well as management execution of these policies act as a social process wherein motivational support, organizational value system and organizational culture make the operation, function, and regulation of an organization on the whole

1. **Motivational Support**

   i. The head of an organization acting as a motivational leader make the ongoing process all organization activities will be e easy going and the achievements of the goals can be achieved at an ease

ii.   Conducting meetings and promoting the objectives of the organization by involving the factor of motivation will also act as a catalyst in the organizational development and growth

iii.   In the decision-making process and planning process, motivational factor plays a vital role in the execution of proper execution of the programs and the functioning of an organization in a logical and a rational way can be achieved wherein the reason for failure and success can easily be evaluated

iv.   Providing timely extrinsic motivation to the coordinators or the supervisor will act like a supporting and constant factor in making the employees to understand the big role played by them in an organization

2. Organisational Value System

i.   Organization value is an abstract idea that guides organizational thinking and implementations of policies. Basically, it represents the foundation of the organization, the definition of the organization, and the development of the organization

ii.   The value system is a protocol for the behaviour which can enhance the concepts like trust confidence, and commitment of service towards the organization. Sometimes it goes beyond the domain of legality and it creates the parameter for decent and desirable behaviour by the organization and by the employee

iii.   The organization value creates awareness on the purpose of work in order to achieve the goals in a manner that it benefits both the employer and employee. It sets certain standards of your organization and what an employee aspires for

iv.   Giving importance to the five core values such as integrity, respect, responsibility, active participation and a motivational for servant leadership can make the organization to sustain, grow and develop

3. Organisational Culture

i.   Determine the organisational rules, beliefs, values, means, norm and language which forms a culture of an organisation where in the socialization employer and employee develop a sense of Identity and they will understand the way the organisation is going to work and the committed version will be clear as a mission of the organisation

ii.   Basically, culture clarifies and reinforces the standards of behaviour and the way the employees interact at the workplace which promotes healthy relationship at the workplace among the employer and the employee it also acts like a guideline for an employee to have a directional movement in achieving the goals of an organisation

iii.   Strong organisational culture represents the positive Outlook of the employees toward the work response to the stimulus which emphasizes on the role, responsibility and regulation

iv.   In the process of keeping the organisational culture active it is vital to have proper selection of the employee established top management and adaptive socialization network

Conclusion:

Work ethics at workplace create and interactive and congenial environment which at extract the which best out of each member working in a team. The term work ethics repression the predefined policies which guides the employees and the employer to give a sense of Identity, sense of direction, sense of belongingness and sense of appropriate approach. It acts like a social system with stabilizers the workplace which creates a control mechanism in an organisation. The best work ethic at workplace makes all employees feel safe and welcomed, and never feel excluded or become uncomfortable. Focus on a healthy work environment by creating appropriate work ethics can make a lot of differences in the prevailing trends in the organisation and we can achieve the earth most benefit from the existence asserts and its belongingness of creates a counterbalance of a company

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Dr Abhishek Pandey is presently working on his dream project being founder President of Charles Walter's Society for Innovation & Research managed by Charles Walter's Council of Innovation & Research registered under the Company Act 2013. Section-8.

The mandate of the CWSIR is to promote and support Research & Innovation through human resource development including Science & technology, Academics, Literature etc and the provision of the necessary research facilities in order to facilitate the creation of knowledge, innovation and development in all fields of Trade, Technology, Commerce, Education, Social Science, Health, Economic, Industry and Agriculture and, including indigenous knowledge, and thereby contribute to the improvement of the quality of life of all Indian.
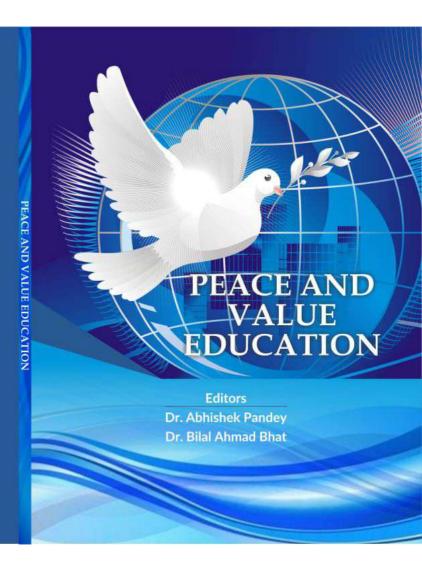
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PEACE AND VALUE EDUCATION

PEACE AND VALUE EDUCATION

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Perspective on the Peace and Value Education in the context of Teacher Education

Syeda Tauqeer Fatima

Peace education is an attempt to respond to the problem of conflict and violence on scale ranging from global and national to local and personal. It is about ways of creating more just and sustainable futures. – R.D. Laing

Peace is not the absence of war. Peace is a virtue, an attitude, tendency to good, trust and justice.

 - Spinoz

Peace education teaches non-violence, love, compassion and reverence for all life. There is no way to peace. Peace is the way - Mahatma Gandhi

Anti-nuclearism, international understanding, and environmental responsibility, communication skills, nonviolence, conflict resolution techniques, and democracy, as well as human rights awareness, tolerance of diversity, coexistence, and gender equality, have all been addressed by "peace education" programmes around the world.

Conflict resolution training

Conflict resolution education programmes typically address conflict's social-behavioral symptoms and teach people how to resolve interpersonal disagreements through negotiation and (peer) mediation. These programmes place a strong emphasis on anger control and "fighting fairly," as well as improving communication skills such as listening, taking turns, identifying needs, and distinguishing facts from emotions. Participants are encouraged to accept responsibility for their actions and work together to find compromises.

In general, conflict resolution training aims to "change negative to positive views regarding conflict as a basis for averting violence" by changing "beliefs, attitudes, and behaviors" (Van Slyck, Stern and Elbedour, 1999). Various conflict resolution training techniques or approaches (ADR, Verbal Aikido, NVC) can provide the practitioner with the tools to accept a conflictual situation and direct it toward a peaceful conclusion. "Conflict is really natural and normal," one peer mediator explained, "but you can't spend your entire life beating everyone up—you have to learn various ways to handle conflict."

Democracy education:

The political processes connected with conflict are usually the focus of peace education programmes focusing on democracy education. They argue that as democratic participation increases, countries will be less likely to resolve conflicts through violence and war. Concurrently, "Citizens who understand the inevitability of conflict as well as the importance of tolerance are required in a democratic society." This type of programme encourages children to regard conflict as a source of creativity and progress, promoting a conflict-positive mind set throughout the community.

Conflict resolution training promotes the ideals of freedom of expression, individualism, variety tolerance, compromise, and conscientious objection by encouraging critical thinking, debate, and coalition-building. They want to create "responsible people" who, mostly through adversarial processes, will keep their governments accountable to the ideals of peace. Students will participate in activities that are designed to keep them engaged "take on the role of a citizen who choices, makes decisions, takes stands, defends those stands, and respects the views of others." These abilities are thought to reduce the possibility of violence and conflict by sustaining multi-party democracy. They are also thought to be required for the development of a peaceful culture.

Justice education

The process of promoting the rule of law through educational activities at all levels is known as education for justice. Education for justice teaches the next generation about crime prevention and how to recognise and address issues that threaten the rule of law. This strategy encourages students to participate actively in their communities and future careers while also promoting peace.

Making the Rule of Law and a culture of lawfulness a priority is about more than just passing on information; it's about modelling and enforcing beliefs and behaviours on a regular basis through the 'hidden curriculum.' ' The classroom and school's "hidden curriculum" conveys norms, values, and beliefs to students in ways other than official teaching and learning processes. This guarantees that students gain the skills they need to participate in society as ethically responsible citizens.

Human rights education

Peace education programmes aiming at increasing human rights awareness typically focus on policies that humanity should embrace to move closer to a peaceful global community. The purpose is to inspire people to believe in a vision of structural peace in which all members of the human race have personal liberty and are safeguarded by the law from violence, oppression, and indignity.

Conflict resolution training approaches familiarise participants with UN international agreements and declarations, teach pupils how to recognise violations of the Universal Declaration of Human Rights, and encourage individual and group tolerance, solidarity, autonomy, and self-affirmation.

"Human rights education is always evolving, with a considerable theory-practice gap and regular challenges to its legitimacy," according to the report. "In the opinion of one practitioner," "Human rights education does not function in conflict-ridden communities unless it is part of a larger strategy... In fact, if individuals become aware of rights that are not being implemented, such education can be counterproductive and lead to more conflict. In this regard, human rights education has the potential to exacerbate conflict."

Many of these programmes are now being integrated with components of conflict resolution and democracy education schools of thought, as well as training in nonviolent action, to avoid these undesirable results.

World view transformation

Some approaches to peace education are founded on psychological notions that recognise the developing nature of human psychosocial inclinations. Conflict-promoting attitudes and actions characterise early phases of human development, whereas unity-promoting attitudes and behaviours characterise later stages of healthy development. Peace is viewed as a psychological, political, moral, and spiritual reality in H.B. Danesh's "Integrative Theory of Peace" (2002a, 2002b, 2004, 2005, 2007, 2008a, 2008b). Peace education, he says, should focus on the healthy development and maturation of human awareness by encouraging people to examine and change their worldviews. The subconscious lens through which people perceive four important concerns (acquired through cultural, family, historical, religious, and societal influences) is known as a worldview.

1) The nature of reality, 2) Human nature, 3) The purpose of existence, and 4) Principles governing appropriate human connection.

On the basis of a substantial amount of research, Danesh contends that the majority of people and societies around the world have conflict-based worldviews that manifest themselves in conflicted intrapersonal, interpersonal, intergroup, and international relationships. He categorises conflict-based worldviews into two groups: Survival-Based Worldview and Identity-Based Worldview, which he associates with different stages of human development. A more integrative, Unity-Based Worldview increases human capacity to moderate conflict, promote unity in the face of diversity, and develop lasting cultures of peace at home, at school, at work, and in the international community.

Critical peace education
Modern forms of peace education include new scholarly discoveries and approaches in peace education in transnational, various groups, and with individuals. Critical Peace Education is an emancipatory endeavour that attempts to link education to social justice aims and foci, breaking down inequalities through critical pedagogy (Freire 2003). Critical peace education responds to criticism that peace education is imperial and fraudulent, imitating the 'interventionism' of Western peace building, by incorporating local practises and narratives in peace education (Salomon 2004; MacGinty & Richmond 2007; Golding 2017). The critical peace education project comprises understanding of education as a transformational space in which students and teachers become change agents who identify past and present injustice and bias, and where schools become important venues for fostering emancipatory change.

Yogic Peace Education
The objective of yogic peace education is personal (as opposed to interpersonal, structural, or societal/cultural) violence (Standish & Joyce 2017). Yogic peace education use techniques from yogic science to transform humanity's physical, mental, and spiritual instrument (the self) in order to alleviate violence that comes from inside. Modern peace education is similar to human rights and conflict resolution education in schools in that it addresses specific forms of violence. Two curricula, critical peace education and yogic peace education, work together to promote positive peace and minimise violence in society.

Value Education

VALUES Meaning and Definition According to its verbal definition, value refers to the trait of a human or object that makes it valuable, respectable, or useful. Internal or exterior quality, or both, is possible. Values refers to something that is priceless, dear, worthwhile, valuable, and estimable, and so deserving of ownership. Value is a benchmark. A value can be defined as an emotional attitude that inspires a person to perform in the most desired way for him or her, either directly or indirectly. Values are described as "beliefs based on which man acts in accordance with his desires." Value is defined by the Oxford Dictionary as "anything of considerable worth, importance, standard, or principle that is valuable in life." The natural 'growth' of moral qualities is referred to as moral development. Morality, like thinking and language, develops over time and goes through stages. Moral evolution is a deliberate process of development carried out by individuals, society, or both operating in concert. The process leads to increased morality and, eventually, spirituality. A KOHLBERG Moral development, according to Kohlberg, begins at a young age and continues in stages throughout childhood, adolescence, and adulthood.

The six stages of moral development, as proposed by Kohlberg, split moral reasoning into three levels, each of which is further divided into six periods. Understanding Kohlberg's moral development theory can help teachers guide the moral growth of their pupils in the classroom. Morality that isn't conventional (Level 1) Pre-Conventional Morality, also known as Level 1, is most typically found in young children aged 4 to 10. This level is divided into two parts: stage 1 and stage 2. Some children advance from stage 1 to stage 2 at a faster rate than others, therefore keep in mind that some students in your class will progress at different rates.

Children at this level's first stage tend to follow the rules merely to avoid being punished.

In stage 2, a child's activities are primarily motivated by a desire to see what other people can do for them. In their own self-interest, they have a predisposition to follow rules.

Level 2: The concept of morality as we know it

Children frequently acquire level two, conventional morality, between the ages of 10 and thirteen. Many people never progress past this stage in adulthood. This level encompasses stages 3 and 4.

Children in stage 3 evaluate morality depending on the motivations for a person's conduct. When assessing whether or not an action was moral, children this age can examine a range of variables. At this age, children often want to help others, are able to interpret others' intentions, and are forming their own moral convictions. To maintain social harmony, they wish to follow the rules.

Individuals in stage 4 are more concerned with deferring to authority, maintaining social order, and fulfilling their society obligations. At this point, an act is regarded ethically incorrect if it has an adverse effect on others or violates a rule or law. "At stage 4, the person believes that laws cannot be disobeyed under any circumstances." Morality in the Post-Conventional Era (Level 3) Students may have reached level 3 of Post-Conventional morality by early adolescence or young adulthood, while many

never do. You may have a few high school students that have attained this level of moral maturity, though. Level 3 encompasses Stages 5 and 6. In stage 5, people begin to value the will of the majority as much as the well-being of society. Though people at this level recognise that human needs and the law may at times conflict, they believe that it is better when people follow the law. To put it another way, law is like to a wax nose that can be twisted in any manner to suit your desires. People in stage 6 are more concerned with doing what they believe is right, even if it is illegal. At this level, people act according to their own internalised moral standards, even if they break established rules.

EDUCATIONAL IMPLICATIONS:

1. The school should provide congenial environment for the children so as to inculcate moral values in them in a natural way.

2. The school should be sympathetic to the problems of children, 'especially those of adolescents. Adequate arrangement for games, sports and other useful activities should be provided so that children's energies are redirected to fruitful channels.

3. There should be arrangement to provide healthy sex education.

4. The ideals of patriotism, nationalism, citizenship and self-sacrifice must be fostered in them.

5. Many educational psychologists advocate moral and ethical teaching in schools, however, moral education is best imparted through example and practical representation of the best ideals and values rather than through academic preaching of them. Both teachers and parents should do their best to set the best example and practical representation of the best ideals and values rather than through academic preaching of them. Both teachers and parents should do their best to set the best example before their wards.

Value education is the process through which an individual, depending on the society in which he lives, acquires abilities, attitudes, values, and other forms of constructive conduct. Every individual requires value education to ensure a holistic approach to their personality development in terms of physical, mental, social, and moral components. It gives pupils a good direction in which to create their future, assisting them in being more responsible and reasonable, as well as understanding the purpose of their lives.

Values are critical because they govern our beliefs, attitudes, and conduct as we grow and evolve. Our values guide our decision-making and assist us in discovering our genuine purpose in life and developing into a responsible and mature human. With the fast speed and complexities of life, the need of value education at various times in one's life has increased. Every day, it becomes more difficult for young people to follow their dreams and pursue occupations of their choice.
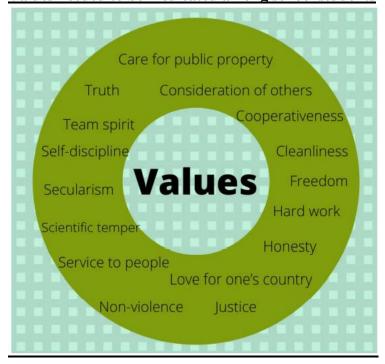
 Value education is to develop a healthy, innocent, natural, and alert mind capable of increasing sensitivity and awareness. It aids in the development of moral, spiritual, artistic, and social qualities. It teaches us the value of keeping what is good and desirable in the culture we were born into. It permits us to tolerate and respect people who have opposing attitudes and behaviours to our own. Education for values aims to develop larger capacities, attitudes, and skills that are relevant not only in the classroom but also in everyday life, allowing students to make the world a better place

for themselves, their families, friends, coworkers, and others. Values education is founded on the premise that values should be instilled in students not just for their own benefit, but also for the benefit of the larger community, reflecting a balance between individual and bigger interests.

As a result, the focus must be on holistic education that focuses on emotional and relational abilities that are beneficial to society's and nation's health and wholeness, rather than just academic knowledge, practical and technical skills that are largely connected to market demands and employability. The goal of comprehensive development for students can thus be found in values education. Students who receive a values education are also more prepared for the workplace.

Hard work, discipline, cooperation, communication skills, and other attitudes and values assist children in developing solid interpersonal ties at home and at school, allowing them to transfer more smoothly to the workplace. Value-based education is a type of education that tries to improve our understanding and respect for certain values while also bringing us mental maturity. Only a value-based education can instil in our children an altruistic and beneficent feeling of living for others; as Swami Vivekananda put it, "They alone live who live for others.

Values needed to be inculcated among school students

B.M.T. Ramji in his book, "Value-oriented School Education", has suggested that the students should be encouraged to acquire the following values:

HOW TEACHER EDUCATION CAN PROMOTE PEACE AND VALUE EDUCATION

Value Education (Malaysia and the Philippines), Citizenship Education (Malaysia and the Philippines), and other courses are taught in several countries and institutes (U.S.A.). Developmental Education (Ireland) and Education for Mutual Understanding (Ireland) (UNICEF).

Apart from such subject names, it can be incorporated into school's formal and co-curriculum. It has been noticed that schools can benefit from using peace education and cultivating a peace culture (as described by teachers and principals in Sri Lanka who have implemented the peace approach in their schools).

Education for Conflict Resolution Project, Sri Lankan National Institute of Education)
1. Develop a humanistic management strategy in the school.
2. Improve teacher-student, teacher-teacher, student-student relationships, and so on.
3. Assist in the development of positive attitudes in students and teachers, such as cooperation and mutual respect.
4. Support for pupils' emotional growth.
5. Encourage sociability by engaging in cooperative and interactive learning activities.
6. Encourage students to be more disciplined and moral.
7. Encourage both students and teachers to be creative.
8. Raise the bar for teaching and learning quality.
In 1966, the Kothari committee report, with the appealing title "Education and National Development," was published in India. The report's objectives plainly revealed a shift in our value system, or rather, the reconstruction of values that had been steadily fostered over the 1950s.
The task of national development was identified by the panel
1. Achieving food self-sufficiency

2. Full employment and economic growth

3. Political progress, as well as social and national integration.

It was considered that the only way to properly address these issues was through education. The following national education system objectives were spelled out in order to fulfil the goal of national development:

1. Education should be linked to production, or in other words, the country's economic progress.

2. To revitalise the Indian nation and foster peaceful ties among its people. Integration on a national and emotional level is critical.

3. The Indian society should be modernised in all elements of its social and cultural life, not just in terms of knowledge and technical know-how.

4. Human development requires the development of social, moral, and spiritual values.

Integration of Peace Education with Teacher Training:

We need well-trained teachers to successfully administer Peace Education in schools, which underlines the importance of integrating Peace Education Programs into Teacher Training Institutes.

"A teacher is not only the nucleus but also the backbone of the educational system, and the success or failure of the system is largely dependent on the community of teachers. A teacher who works with sincerity, honesty, and a feeling of responsibility brings students to their full potential on the one hand, and contributes unprecedentedly to societal and national harmony and peace on the other."

The fundamental goal of "teacher education" in the changing global environment will be to assist people in becoming responsible citizens of their immediate society and the world, who will not only live conscientiously but also try to construct a humane humanity. The goal of "Teacher Education" would be to discover and develop new techniques to instil peace and harmony ideals based on principles such as proper living, mutual respect and trust, cooperation, social justice, open-mindedness, and constructive coexistence. With this in mind, it is vital to redesign and refocus "Teacher Education" programmes to incorporate the requirement for this type of tutoring. Teacher education for peace and harmony is inextricably tied to a grasp of global world orders, commonalities, and disparities in socio-political, economic, and legal systems.

Peace education can be implemented into a variety of subjects across the curriculum, such as:

1. Writing articles on peace
2. Studying intercultural works on peace.
3. Information exchange through newsletters or brochures.
   4. Inter-country conflict resolution simulation activities
   5. A discussion of scientists' ethical obligations and responsibilities in terms of technological use.
   6. Debating
   7. Creating artistic representations of students' images of violence and peace
   8. Creating posters, PowerPoint, and other materials for peace campaigns
   9. A school-based experience programme

10. Skits and role plays

Communication between children of various groups/cultures/schools can be taught through various activities during school experience programmes through activities such as

• The exchange of letters
 • The exchange of work

• Student/faculty exchange Collaboration among teachers, students, and parents can introduce new ideas for conducting activities that promote better unification. In order to design learning materials for peace education, student instructors should be given the following guidelines:

1. The resources should be useful and valuable in the teaching and learning of peace.

 2. Materials should include a variety of ways and ideas that encourage students' active engagement and urge them to learn about the value of peace.

 3. The resources should be able to fulfil a country's or teachers specific needs. The contents are not a full set, but rather a continuing series in this regard.

4. The resources pique students' interest in learning more about various cultures or groups of people.

 5. The resources include case studies that will assist students in learning about conflict resolution.

6. The materials draw attention to the most pressing issues confronting international peace today.

To summarise, Peace Education's objective is to confront and reject violence. Peace Education focuses on the information and skills needed to develop peaceful cultures, as well as education for peace, education for peace, and education through peace. Among the themes covered in the programmes are diverse worldviews, nonviolent social change tactics, the political economics of peacebuilding, case studies of peacemakers, human rights and responsibilities, sustainability education, disarmament education, and global justice.

The approach to Peace Education is student-centered and focused toward solving "real and significant concerns" in current politics and international affairs. Finally, the main goal of Peace Education is to use dialogue and nonviolence to transform conflict into sustainable and peaceful civilization.

Both the content of education and teacher training are addressed in educational activity to promote the concept of peace. Peace must be established in students in the classroom from an early age. Going future, it must be represented in secondary and higher education courses. Practice, on the other hand, is the only way to learn and enhance peace and nonviolent skills. It's challenging to master active listening, dialogue, mediation, and cooperative learning.

This is learning in the broadest sense of the word. It's a long-term, dynamic process that takes a lifetime to complete. It requires imparting a knowledge of universal values and rights in both children and adults, as well as a respect for them. It necessitates participation at all levels, including the home, school, business, newsrooms, playgrounds, neighbourhood, and country. Through violence prevention, conflict resolution, and meditation, programmes addressing

psychological and physical violence, including cyberbullying, should be made available at all levels of education.

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اسلام میں تعلیم کی اہمیت اور خواتین کا کردار

نجمہ سلطانہ

ایم۔اے،ایم فل،(پی۔ایچ۔ڈی)

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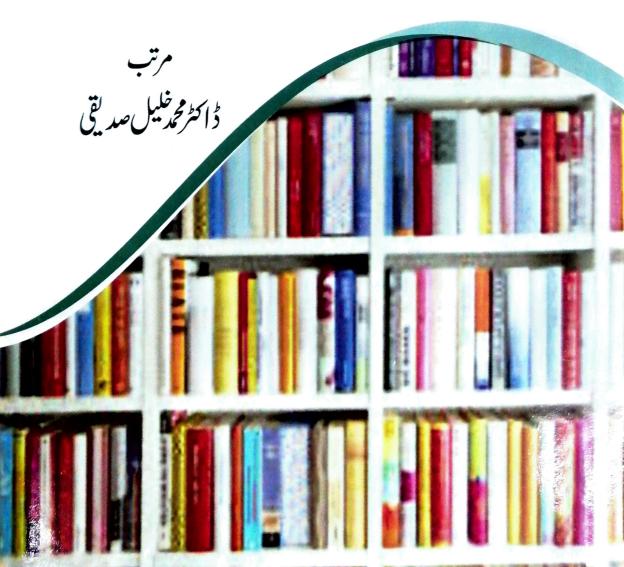
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مرتب

ڈاکٹر محمد خلیل صدیقی

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عصر حاضر میں ادب اطفال کی اہمیت اور تقاضے

بچوں کے ادب کی تاریخ کا مطالعہ یہ بتاتا ہے کہ جہاں ادب اطفال نے بچوں کی تعلیم وتربیت، کیریز، روشن مستقبل، حب الوطنی، ذہنی تفریح، شخصیت سازی اور اخلاق سازی پر توجہ دی ہے اور اس بات سے کوئی انکار نہیں کرسکتا کہ بچے ہمارا قومی اثاثہ ہوتے ہیں۔ اس اثاثہ کا تحفظ قوم کے ہر فرد کی ذمہ داری ہے۔ بچوں کا تحفظ اور پرورش صرف اچھی غذا، عمدہ لباس اور قیمتی کھلونے فراہم کر دینے سے ادا نہیں ہوتا بلکہ ان کی جسمانی نشوونما کے لیے مناسب سہولتیں مہیا کرنے کے ساتھ ساتھ بچوں کی عمدہ ذہنی تربیت کا انتظام کرنا بھی ضروری ہے۔ بچوں کی ذہنی تربیت کے لیے ابتداء سے ہی ان کی نفسیاتی ضرورتوں کے مطابق ایسے ادبی مواد کی فراہمی بھی ضروری ہے جو ان کی ذہنی بالیدگی اور جذباتی آسودگی کا باعث ہو۔ ان کی زندگی کو سنوارے اور کردار کو ابھارے، ان کو اچھا شہری بننے میں مدد کرے۔ بچوں کے ادب سے مراد نظم ونثر کا ذخیرہ ہے جو خاص طور پر بچوں کے لیے لکھا گیا۔

بچے سادہ لوح ہوتے ہیں۔ ان کی زندگی بالکل کورے اور سفید کاغذ کی مانند ہوتی ہے۔ گھریلو اور خاندانی ماحول اور اس کے آس پاس کے سماجی اور سیاسی فضا کے شخصیت بچے کی شخصیت پر جو چھاپ ڈالتی ہے وہ نقوش زندگی بھر اس کے ذہن و دل پر اثر کر جاتے ہیں۔

بچوں کا موجودہ تصور بیسویں صدی ہی کی دین ہے اس کے نتیجہ میں بچوں کا ادب بھی ابھر کر سامنے آیا۔ ادب اطفال اس ادب کو کہا گیا جو محض بچوں کی درس و تدریس کے لیے نہیں بلکہ ان کی دلچسپیوں اور ان کی فطری رجحانات کی نشوونما کے لیے ہو۔ ملک کی آزادی کے بعد رہنمایانہ قوم کے سامنے قومی یکجہتی اور اتحاد کو بحال کرنے کا مسئلہ کھڑا ہو گیا۔ قومی رہنماؤں، شعراء وادیبوں نے اس اہم مسئلہ کی طرف پوری توجہ دی۔ خصوصاً قومی یکجہتی، مساوات اور انسانیت جیسے موضوعات کو ہر زبان کے ادب میں فوقیت دی جانے لگی۔ مہاتما گاندھی محمد علی جوہر، حکیم اجمل خان اور ڈاکٹر ذاکر حسین جیسے رہنماؤں نے ایک خوشحال اور مضبوط ملک کی تعمیر کے لیے پوری قوم کو آمادہ کیا۔ آزادی کے بعد ملک کی تعمیر نو میں نونہالوں کے مستقبل کو نظر انداز نہیں کیا جاسکتا تھا۔ ملک کے تقاضوں سے ہم آہنگ کرنے کے لیے بچوں کی درسی کتب اور ادب اطفال کو وسیلہ بنایا گیا جس کے نتیجہ میں بچوں کے ادب میں بھی مناسب اور خوشگوار تبدیلیاں آئیں۔ اس کے علاوہ پنڈت جواہر لال نہرو اور

تاریخ جامعہ دارالعلوم

(عربیہ کراچی)

ترتیب :-

دارالعلوم عربیہ کراچی

اہتمام :-

دارالافتاء والارشاد، دارالعلوم عربیہ کراچی

فہرست

محرومیوں کا شکار ہے اور وہ وسیع سطح غربت سے نچلی سطح کی زندگی گذار رہے ہیں۔ مسلمانوں میں خواندگی کا تناسب دیگر طبقات سے کم ہے۔ سچر کمیٹی رپورٹ کے مطابق 25% فیصد مسلم بچے اسکول نہیں جاتے NSSO۔ سروے کے مطابق مسلمانوں میں اسکول میں داخلہ کی شرح 75% فیصد ہے اور اوسط شرح 83% فیصد ہے۔ دونوں میں نمایاں فرق موجود ہے۔ اس رپورٹ میں یہ بھی واضح کیا گیا ہے کہ مسلم طبقہ میں ترک تعلیم کی شرح بہت زیادہ ہے۔

ریاست تلنگانہ میں اردو میڈیم کے 2000 سے زائد اسکول قائم ہیں اور 65 جونیئر کالج اور 20 ڈگری کالجس موجود ہیں۔ جس کا ذریعہ تعلیم اردو ہے۔ صوبہ تلنگانہ کا صدر مقام شہر حیدرآباد ہے۔ شہر حیدرآباد ایک گنگا جمنا تہذیب کا گہوارہ ہے اور ادبی اور علمی تناظر میں ایک خاص شہر کی خصوصیت رکھتا ہے لیکن یہاں پر اردو ذریعہ تعلیم بے شمار مسائل سے دوچار ہیں اور اس ریاست میں اردو دوسری سرکاری زبان کا موقف حاصل ہے۔ اس شہر میں 993 سرکاری اسکولس قائم ہیں جس میں تقریباً 200 اسکولس میں اردو ذریعہ تعلیم ہے۔ شہر حیدرآباد میں سرکاری اسکولوں کی تعلیمی حالت بہت کمزور ہے۔ اس مسئلہ پر توجہ دینے کے لیے حکومت نے خاص کر کمزور طبقات کی تعلیمی ترقی کے لیے خاص طور پر اقلیتوں کے لیے مختلف اسکیمیں روبہ عمل لائی ہے۔ پری میٹرک و پوسٹ میٹرک اسکالرشپ کے علاوہ سرو اسکھشا ابھیان، NPEGEL، کستور با گاندھی بالیکا ودیالیہ، مڈ ڈے میل، بڑی بات جیسے اسکیمیں تعلیمی ترقی کے لیے کوششیں کررہی ہے۔

اس مطالعہ کا مقصد اردو میڈیم اسکولس و کالجس کے تعلیمی مسائل کا جائزہ لینا ہے۔ یہ تحقیق سروے پر مبنی ہے۔ مواد کے حصول کے لیے شہر حیدرآباد کے اردو میڈیم اسکولس کی 20 طالبات کو منتخب کیا گیا۔ اس سروے سے یہ واضح ہوا کہ زیادہ تر طالبات پرائمری اور ثانوی سطح پر تعلیم ترک کردیتی ہیں کیوں کہ اسکولوں میں بنیادی سہولیات دستیاب نہیں ہیں جو انہیں سن بلوغ کے سطح پر پہنچنے کے بعد ضروری ہوتا ہے اور اسکول کا فاصلہ گھر سے بہت دور ہوتا ہے۔ لڑکیوں کے لیے علحدہ بیت الخلاء اور روم یا ہال نہیں ہونا جس کی وجہ سے لڑکیاں پرائمری سطح کی تعلیم کے بعد اسکول میں دشواریاں محسوس کرتی ہیں اور اسکول

ڈاکٹر نجمہ سلطانہ۔ حیدرآباد۔ تلنگانہ

اردو میڈیم اسکول کے تعلیمی مسائل

(شہر حیدرآباد کے چند لڑکیوں کے اسکولوں کے حوالے سے ایک جائزہ)

کسی بھی ملک کی ترقی کا دارومدار شہریوں کی معاشی و تعلیمی ترقی پر منحصر ہوتا ہے۔ اگر سماج تعلیم یافتہ ہو تو ترقی کے مراحل طے کرنا آسان ہو جاتا ہے۔ آج سائنس و ٹکنالوجی کا دور ہے۔ اس دور میں تعلیم کی اہمیت بہت زیادہ ہوگئی ہے۔ ملک کی ترقی کا دارومدار تعلیمی و ٹیکنالوجی کی ترقی سے وابستہ ہے۔ اگر ہم سنسس کے حوالے سے جائزہ لیں تو معلوم ہوتا ہے کہ (2001) سنسس کی رپورٹ کے مطابق مرد حضرات کے خواندگی کا فیصد % 75۔26 اور خواتین کی تعلیمی خواندگی کا فیصد % 53۔67 تھا اور (2011) کے سنسس رپورٹ کے حوالے سے مرد حضرات کی خواندگی کی شرح 82.14% فیصد اور خواتین کی خواندگی کی شرح 65.46% فیصد تھی اگرچہ ہمارے ملک کی جملہ ترقی کے لیے حکومت ہمیشہ کوشاں رہی ہے اور ترقی کی راہ میں رکاوٹ سمجھے جانے والے تمام مسائل کو حل کرنے کے لیے کوششیں کی گئی ہیں۔ خاص کر صنفی امتیاز، غربت کا خاتمہ اور خواندگی کی شرح میں اضافہ اور تعلیمی، صحتی اور معاشی دہائی ترقی پروگرامز منصوبوں کو بہتر بنانے میں کامیاب بھی ہو رہی ہیں لیکن یہ کوشش مکمل طور پر کامیاب نہیں سمجھی جا سکتی کیوں کہ ملک کے تمام مذہبی اور سماجی طبقہ ملک کے تمام ترقیاتی ثمرات سے مستفید نہیں ہو پارہے ہیں۔ آج بھی ملک کے بہت سارے اقلیتی طبقات ملک کے ترقیاتی ثمرات سے محروم ہیں جن میں مسلمان طبقہ سرفہرست نظر آتا ہے۔ عصر حاضر میں مسلمان طبقہ بے شمار مسائل سے دوچار ہے اور اسے سماج میں بے حساب تکالیف سے مقابلہ کرنا پڑ رہا ہے۔ اس کی مکمل معلومات مختلف سروے رپورٹس سے حاصل ہوتی ہے جیسے سچر رپورٹ، سدھیر کمیشن رپورٹ، سیما قاضی رپورٹ وغیرہ۔ ان رپورٹس کا جائزہ لینے سے یہ اندازہ لگایا جا سکتا ہے کہ مسلم طبقہ زندگی کے تمام مراحل میں

اس صورتحال کا جائزہ لینے کی کوشش کی گئی کہ اسکول ترک کرنے والے طالبات کے ساتھ تعلیم ترک کرنے کی وجوہات کا بھی پتہ چلایا جاسکے۔ ساتھ ہی ساتھ اس بات کا بھی جائزہ لینے کی کوشش کی گئی ہے کہ تعلیم ترک کرنے والی طالبات کے والدین کی معاشی حالت کیا ہے اور ان کے والدین کن پیشوں سے وابستہ ہیں اور ان کے زیر تعلیم مسائل کیا ہیں مثلاً مشترک خاندان اور چھوٹے خاندان کے اثرات بچیوں کی تعلیم پر کیسے اثرانداز ہوتے ہیں۔ صنفی تعصبات اور والدین کا رویہ لڑکیوں کے تعلیم کے تئیں کیسا ہے۔ ترک تعلیم کرنے والی 68% طالبات ہیں۔ ان طالبات کے والدین اور سرپرستوں کے کاروبار کے بارے میں بھی معلومات حاصل کی گئی کیوں کہ معاشی اور سماجی حالات کی وجہ سے لڑکیاں تعلیم ترک کرنے پر مجبور ہوجاتی ہیں۔ اسکول ترک کرنے والی طالبات کے والدین تقریباً ان پیشوں سے وابستہ ہیں۔ سبزی فروش، بارچی، ٹیلر، بڑھئی، ڈرائیور، میوہ فروش، گل فروش، ویٹر، ہل اور لائٹ درست کرنے والے، گھڑی ساز وغیرہ۔ سرپرستوں کے ان پیشوں سے یہ واضح ہوتا ہے کہ زندگی گذارنے کے لیے کچھ نہ کچھ کام کرنا ضروری ہوتا ہے۔ صرف اور صرف تعلیمی کمی کی وجہ سے ان کی کافی محنت کرنے کے باوجود معقول آمدنی حاصل نہیں ہوتی جس کی وجہ سے ان کی زندگی میں کافی مشکلات کا سامنا رہتا ہے۔ جس کی وجہ سے طالبات اپنی تعلیم کا سلسلہ جاری نہیں رکھ پاتے اور ترک تعلیم کی کئی وجوہات ہیں۔ شہر حیدرآباد کے اردو میڈیم اسکول کے تعلیم کا ناقص نظام اور اساتذہ کی کمی، اسکول میں دی جانے والی سہولیات کی عدم دستیابی اور گھر سے اسکول کی دوری وجہ بتائی گئی ہے۔ ترک تعلیم کی شرح طالبات میں 68% فیصد ہے۔ نمونہ کے طالبات کا کہنا ہے کہ اردو میڈیم اسکولوں میں تعلیم پر توجہ نہیں دی جاتی۔ اساتذہ کی کمی، ناقص عمارتیں، پینے کے پانی کی قلت، بیت الخلاء کی عدم سہولیات، بجلی کا نہ ہونا، گھر سے اسکول کی دوری کی وجہ سے ان کی تعلیم ترک کروادیتے ہیں۔ سچر کمیٹی رپورٹ میں یہ بھی واضح کیا گیا ہے کہ والدین مسلم طبقہ کی تعلیم میں رکاوٹ کا سبب بتایا ہے۔ سدھیر کمیٹی رپورٹ کے وکالجس کے دورہ ہونے کی وجہ سے مسلمانوں کی تعلیمی شرح میں اضافے کے لیے اردو میڈیم اسکول میں معیاری تعلیم کا بندوبست ہو اور مطابق اساتذہ کے تقرر کو یقینی بنایا جائے۔ اس کے علاوہ تحتانوی و وسطانوی اسکول کثیر مسلم آبادی والے علاقوں

طالبات کی ضرورتوں کو پورا کرنا اور ان کو مفت اور لازمی تعلیم مہیا کرنا حکومت کی

اور پسماندہ طبقات کی اوسط خواندگی کی شرح 31.7% فیصد ہے۔ مسلم اقلیتی ترقی کے لیے خاص توجہ دینے کی ضرورت ہے۔ مسلم اقلیتی طبقوں کی تعلیمی پسماندگی کو دور کرنے کے لیے انہیں مالی ترغیبات اور مالی اعانت کو وسعت دینے کی ضرورت ہے۔ حکومت کی جانب سے جو تعلیمی امداد مہیا کی جاتی ہے وہ مناسب نہیں ہے۔ لڑکیوں کی تعلیمی ترقی کے لیے تعلیم یافتہ لوگوں کی تحریک وقت کی اہم ضرورت ہے۔

اس سروے سے حاصل شدہ مواد کے تجزیہ سے پتہ چلتا ہے کہ اگر 400 طالبات کا اردو میڈیم دسویں کلاس تک پہنچتے پہنچتے تعلیم ترک کر کے مطابق 10,000 طالبات کا اردو میڈیم اسکولس میں داخلہ ہوتا ہے تو ان میں 1500 طالبات کی دسویں جماعت تک پہنچ پائی۔ شہر حیدرآباد میں لڑکیوں کے تقریباً 220 مدارس ۔۔۔۔ ان مدارس میں ابتدائی تعلیم حاصل کرنے کے لیے اسکولوں میں بعض طالبات کے اجراء کا رواج ہوتا ہے اس میں ہر سال کمی ہوتی جاتی ۔۔۔۔۔ تجارتی تک جاری نہیں رکھ پاتی۔ آج بھی شہر حیدرآباد میں 55.4% فیصد اکثریت مسلم خواتین کی ہے۔ پرائمری اسکولوں میں طالبات کا داخلہ ۔۔۔۔۔ پرائمری اسکولوں میں ان کا فیصد 39% فیصد ہے اگر خواتین تعلیم یافتہ ہوں تو ۔۔۔ ان اردو میڈیم اسکولوں میں تعلیم حاصل کرنے والے طالبات کی جس وجہ سے والدین کی وجہ سے تعلیم میں عدم واقفیت پائی گئی۔

59.3 فیصد والدین متوسط درجہ سے بھی نچلی سطح کی زندگی گذار رہے ہیں۔

اکثر والدین دو چار برس کی تعلیم کے بعد اپنی لڑکیوں کی تعلیم ۔۔۔۔۔ ترک۔