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A STUDY OF INNOVATIONS IN INSTRUCTIONAL STRATEGIES AND DESIGNS FOR QUALITY ENRICHMENT IN HIGHER EDUCATION

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Abstract

The present era is an era of academic globalization. Though internationalism in education has been age old, the current wave has a new aspect i.e. augmenting, collaboration & co-operation. We are living in a rapidly changing time. Actually, change is the basic/fundamental rule of nature but this change is always purposeful & provides various new opportunities & makes a co-ordination with emerging trend. In the same way, change is also required in the form of innovations in the instructional strategies and designs, which should be fruitful & lucrative for entire education system. Instructional strategies that influenced teachers' attitudes toward initiating and sustaining change in their practice. Instructional strategies in the professional development course are successful in affecting teachers' attitudes toward initiating and sustaining change in their practice. However, the power of Instructional strategies to influence teachers' attitudes is not inherent in the strategy itself. The course was developed using a new model, The Reflective Conceptual Model (Ray, 2007), and followed the steps in the process. The application of the process allowed the power of instructional strategies to increase exponentially. The reflective mirrors in design path one and design path two enabled the exponential increase of the power of the instructional strategies through application of identified learners' needs and insertion of characteristics of successful innovations. The power of Instructional strategies (IS) can be increased exponentially through the innovative Instructional design of the course. This rapid and constant change is due to government policies, privatization, liberalization & globalization (LPG) of education, increasing competition, invasion by foreign university & emergence of knowledge society. Due to this change, teaching-learning process have become very typical & complex job. In this process, different instructional strategies, methods, materials are used. Selection of all these depends upon the individual difference, mental ability& nature of work of learner.

In this themed issue, "Innovation in Instructional Strategies & Design," the editors hope to show the types of innovation in instructional strategy as well as methodologies to study impact of innovation continue to show variety and ingenuity. In this article, the editor tried to explain (a) need of innovation (b) summarize the definitions extent in the literature (c) briefly describe several taxonomies for innovation (d) various innovative instructional strategies (e) discuss the implications for teacher for instructional strategies and design. In teacher education, research and practice. The challenge is available to all the learners in all venues of education to assess their practices according to a defensible rubric that will determine its innovativeness. This article is to make us aware as teachers to use the different innovative instructional strategy (IS) for teaching, enhancing and enriching the quality of higher education system.

Keywords: Augmenting, Collaboration, Strategies, Lucrative, Exponentially, Simulated, Pedagogies, Ingenuity, Implications, Rubric.

Introduction

"Tell me and I forget. Show me and I remember. Involve me and I understand"
          ……Chinese Proverb

Education is the most important factor to progress the country. It is important not only for the full development of one's personality , but also for the sustainedgrowth of the nation. Basicallyy, Indian education systemcompound of three components and they are primary education, secondry education and higher education.The educational structure in India is generally referred to to as 10+2+3 pattern.Here, we are onlyconcern with +3 stage/level which involves college education and above level, the student goes for higher and reseach in his chosen field of the subject. Indians cliams to have the second largest higher education system in the   The educational structure in India which operates at all conceiable levels from pre-school to post doctoral of monumental propotions.
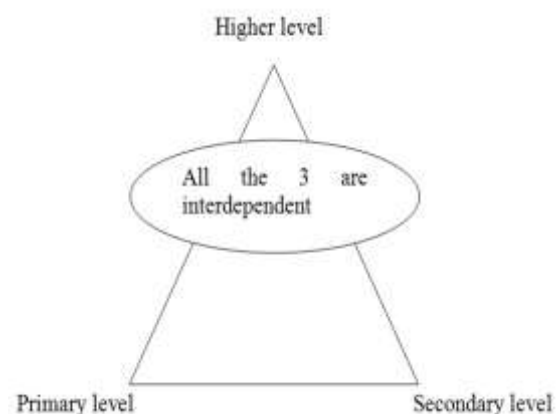
Three Pillars of Indian Education System

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Multiple sources of influence impact the decisions about what and how teacher educators are expected to operate, including the innovations that are adopted. Some of those sources of influence (such as teacher certification boards) can demand that certain curricula be adopted, specific instructional procedures be utilized, and delineate the conditions under which candidates will be selected for entry into teacher education programs. Other sources of influence include how other professionals are prepared (e.g., case-based or problem-based learning from legal and business preparation, constructivist teaching methods derived from educational psychology). Issues involving innovation in teacher education have been studied by education researchers, reformers, and practitioners. For example, in a seminal work, Lilly (1973) wrote, "A first premise is that the technical soundness of an innovation as demonstrated by educational research is seldom necessary and never sufficient to guarantee adoption of that innovation by educational practitioners . . . consider the success of educational innovations [between 1960-1970], some proving successful (Sesame Street) and others apparently dying on the vine (performance contracting)" (p. 227).

Since then, some teacher educators have evaluated instructional innovation (e.g.,Barrell, 1996), and in l996, an entire issue of Teacher Education Quarterly was devoted to innovative colleges of education. Other researchers have studied team teaching in teacher education (Cruz & Zaragosa ,1998); teacher educators' beliefs about professional development schools (De Witt, Birrell, Cook, Ostlund, &Young, 1998); alternative teacher education programs such as school-university partnerships (Benton and colleagues, 1996). However, Melvin (1993) calls for more concerted efforts to study the influence of professional studies by faculties of education on actual practice in classrooms and schools.

Kenneth Zeichner, a past president of the Teacher Education Division of the American Educational Research Association, traced the types of scholarship in which teacher educators typically engaged between 1978 and 1999. He stated that the "new scholarship in teacher education is a much richer and more varied body of inquiry than that which existed 20 years ago" (p. 8). In addition to studies of the nature and impact of teacher education innovative practices such as electronic technologies, field-based programs, interdisciplinary or subject specific methods courses), methodologies have included case studies, narrative and life history methods, action research, life history and autobiographical methods (p. 11).

In this themed issue, "Assessing Innovation in Teacher Education," the editors hope to show that the types of innovation in teacher education as well as methodologies to study impact of innovation continue to show variety and ingenuity. In this article, the editors (a) need of innovation (b) summarize the definitions extant in the literature, (c) briefly describe several taxonomies for innovation, (d) discuss the implications for teacher education research and practice.

What is Innovation?

The history of Mankind, our history, is a history based on innovation. Innovation is a process of incorporating new ideas through the conversion of new knowledge & creativity into new services. It is more about creating value and increasing efficiency, which leads to improved engineering, technology, methods, state of mind and organization. It is journey, not a destination and considered as a spark that keeps people moving ever forward vertically. We have no choice other than to carry on learning and improving ourselves. Innovation means venturing away from familiar ground into uncharted territory. With the aim of somehow discovering something better in the uncharted territory than on the familiar ground. Innovation is above all spurred by entrepreneurial action, aimed at creating & delivering value through the application of knowledge. What makes innovation unique as a educational process is that creativity and routine are intertwined through out the process.

Invention + Implementation = Innovation

Moreover, the term **innovation** means a new way of doing something differently. It may refer to incremental, radical, and revolutionary changes in thinking, processes or organizations. A distinction is typically made between Invention, an idea made manifest, and innovation, ideas applied successfully. (Mckeown 2008). A more exhausted definition if innovation is "the introduction of new ideas & practices which are intended to useful & valuable." The main driver of innovation is often the courage and energy to create a better world. An essential element of innovation is its application in a commercially successful way. Logical and proper use of innovation always brings fruitful and desired changes in the respective field. User proclaims it with good intent and enthusiasm. The goal of innovation is positive change, to make someone or something better. Innovation leading to increased productivity is the fundamental source of increasing wealth in an economy. Colloquially, the word "innovation" is often used as synonymous with the output of the process.

The innovation in instructional strategy (IS) of transnational education like internet based distance

learning, for brightest brain enriches the higher education system and have greatly expanded opportunities for learners. Innovation in Instructional strategy (IS) would lag without IT. Today, learners frequently interact with cyber world. It has proved the way for potential improvement in the quality of higher education., by carrying out the reasoning and thinking ability, judgment and decision making, self-concept and value education and along with scientific trends. It has helped, spread, improved and maintain the quality of higher education to every nook and corner.

Creativity and Innovation

Innovate (in'o-vat), v.t. to renew; to introduce as something new. v.i.to introduce novelties: to make changes. (Chambers 1989)

Create (Kre-at),v.t. to bring into being or from out of nothing; to bring into being by force of imagination: to make produce, or form: to design: to invest with new form, character: to institute (Chamber 1989)

Creativity & Innovation overlap & Compliment each other
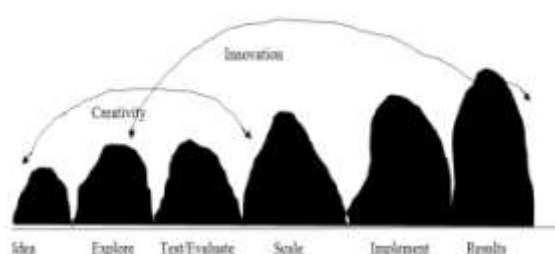
Creativity and innovation interdependent as we can see from this definition. However, we must understand the relationship between these two words while creativity (or innovation) tends more towards something totally new. innovation relates to renewal, changing and bringing about synergy. It also refers to the viability and therefore, the realm of innovation is tended to wards the realization of creativity rather than just being satisfied with novelty. The relationship that creativity has with innovation is the same as that which" concep0tulization" has with its realization. Innovation in necessitated by changing needs, competitive pressure and cost optimization.

Why is innovative thinking important under current condition?

Innovation helps teacher to:
- Find creative ways of keeping the same level of service without using the same level of resources

- Retain top performers. People to get a sense of satisfaction from creating something new (breakthrough or making something better (incremental).

Today our memory is primarily driven by the laws of the free market. So a teacher needs to churn out innovations constantly, otherwise the competition will leave him standing back. If a teacher comes up with little or no innovation, then he is unable to deliver teaching activity effectively and anyhow desired educational objective can be achieved. Consequently, his work life cycle will be short. So, developing innovation always entails provision of resources as well, and making a long-term investment of critical thoughts to make services alive.

How does innovation happen?

Because innovation is so important, innovation must be one of the core processes of every institution. In reality this is not always the case. Everybody must all contribute towards the innovation process and experience it together. If this is the case, all those involved will get together to pool their requirements. Each party must understand the concerns of the others, while at the same time promote their own. Only with the courage to deal with this chaos will the ultimate result be a success, creating something innovative things.

Need of Innovations in Teacher Education

The teaching and learning of education is a complex activity and many factors determine the success of this activity. The nature and quality of instructional material, the presentation of content, the pedagogic skills of the teacher, the learning environment, and the motivation of the students are all important and must be kept in view in any effort to ensure quality in teaching learning. Education in its broadest sense presupposes a better understanding of teaching and learning. On one side, teachers are supposed to be able to impart their knowledge through the many approaches, methods and techniques at their disposal. Teaching, for instance, requires a basic skill in explaining abstract concepts. Abstract thinking is one of the skills to be introduced to students at an early stage of learning this science. In India, however, studies has often been cited as a "monster" that troubles the students' progress in learning for a higher level of education. On the other, students particularly those who will continue their studies to a tertiary level are confronted with the various problems of life. They lack books, especially the translated texts, and other learning aids. Unlike in advanced countries, the students in India entirely depend on the explanation given by their teachers. This is especially true of learning as the basic science to

further their studies.

In reality, there is a big chasm between teachers and students. Teachers believe that they can produce a change of behavior, as is defined in the process of learning, after explaining everything about complex concepts. Students, on the other hand, feel that they have not learned enough from their teachers. As a result, there is a kind of "tug of war" between the two parties. The question is which party should be given more treatment, the teachers or the students.

For the feasible purposes, teachers should be given more training and knowledge on how to teach. Part of the solution is that the teachers should change their perception about their students. Students are no longer "containers to be filled", instead they are curious people with much potential to learn anything new. What is needed today is the cooperation between teachers and students in finding solutions to the problems of teaching and learning. Both parties must realize the importance of sharing and exchanging experiences. Teaching must be very interesting that can help the students solve the many problems they face. Teachers can no longer boast of their overt knowledge. Students can be expected to contribute to the understanding of this science. The old saying "a teacher knows better" is no longer applicable.

Teaching students who do not have a very strong background in subject is always challenging. This experience is also extremely rewarding when these students begin enjoying the journey, which leads to mastering the concepts. The main purpose is to determine if the use of innovative methods of teaching including the technologies associated with modern computing enhances learning.

Definitions of Innovation
A review of the literature on innovation yields multiple definitions, components, and processes that attempt to distinguish a unique element. Characteristic to all definitions are proximal, distal, and confluent properties of innovation. The proximal properties include definitions that conjoin to individual or micro perceptions of innovation, versus distal properties that ascribe a community, or macro, perception of innovation. Thus it can be argued that if an individual learns or performs a task for the first time it may be considered innovative. This also includes tasks that may have been available to the individual yet unperformed. The distal element underscores the value of the perceived task within a community or other external validating entity. Additionally, the confluence of the proximal and distal categories of innovation highlights a dynamic synergy for both personal and public innovations.

Foremost in any treatise of innovation is the foundational lexicon or definition that anchors subsequent substantive discussions. Clapham (2003) states that "the word innovate comes from the Latin word ' innovare 'which means to renew, to make new" (p. 3 66). Therefore, by definition, an innovation can be a renovation of a theme or a variation of an idea. The author further cites Smith (2003) who postulates that a critical component of innovation is "ideation." The notion of ideation suggests credibility to best practice research that in fact is grounded not only on ideation but also on data-based implementation. This resonates with Kostoff (2003) who suggests that "innovation reflects the metamorphosis from present practice to some new, hopefully, 'better' practice" (p. 388). Sternberg, Pretz, and Kaufman (2003) define innovation as "the channeling of creativity so as to produce a creative idea and/or product that can and wish to be used" (p. 158). Thus, an innovation may have only intrinsic value. Consequently, teachers as action researchers can discover innovative curricular, instructional, and management strategies that will effectively benefit their respective classes and may be transported to colleagues.

The concept of newness has been superimposed on the definition of innovation by Goldsmith and Foxall (2003) who posit three different qualities of newness: recency, originality, and similarity. Teacher educators have capitalized on the recency of curricular innovations, for example, by taking the leadership in implementing and evaluating whole-language, student-led individual education programs, and character education. The concepts of originality and similarity are meshed with the various approaches of positive peer culture, cooperative learning groups, and classroom communities.**As Davila et al (2006) note,**
"People cannot grow through cost reduction and reengineering alone . . . Innovation is the key element in providing aggressive top-line growth, and for increasing bottom-line results" (p.6)

Proximal Innovation
Rogers (1995) defines innovation in terms of its proximal, distal, and interactive associations by stating that things, ideas, or practices are perceived to be new or novel by an individual or other external entity. The onus of determining innovativeness falls to the individual perceiver as well as to the entity intending to embrace the innovation - the unit of adoption - as having deemed value to the innovation. This provides for an internal or proximal association to the perceiver. Rogers goes on to state it is of little consequence whether or not an idea is, in fact, new since its first use or discovery over time. The external or distal

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obj ectivity allows for validation of the innovation for the individual purpose. Rogers concludes by suggesting that individualization of perception regarding "newness" will determine the individual's reaction. Hence, there is a dynamic interaction between the internal perception and affirmation of the innovation, and the external validation and the consequent reaction - thus setting into motion perhaps yet another innovation. This circular pattern of perception, internalization, reaction, action, and perception seems to provide a template for the process of initiating innovation. In fact, Kostoff (2003) resonates with Boyer (1997) when he states that innovation is characterized as "discovery of previously unknown information, discovery and synthesis of publicly available knowledge whose independent segments have not been combined and/or invented" (p. 388). Buyer's counterparts to Kostoff s categories include the scholarship of discovery and the scholarship of integration. Boyer states "knowledge is acquired through research, through synthesis, through practice and through teaching" (p. 24). Hence, this progression from research to teaching exemplifies the connectivity of innovation and the need for assessment of its outcomes.

Distal Innovation

Shavinina (2003) suggests that innovation and discoveries are central to human culture, echoing of collaborative definition of innovation advanced by Hauschildt (2003), who posits, "the success of innovation is to a great extent dependent upon the activities and abilities of individuals who enthusiastically support the new product or process" (p. 804). Hauschildt referred to these individuals as champions and promoters.

Parallels to teacher education can be easily drawn. First, innovation and discovery are embedded in the teaching and learning process in the culture of education. second, both the teachers and students actively and intimately engage in collaboration with the curricula that address standards. Third, as champions and promoters, school administrators and parents advance the efforts of the teachers as they conduct action research and implement data-driven instruction in their classes to create instructional innovation.

Proximal and Distal Confluence

A 20th century innovator (inventor of the geodesic dome, for example), R. Buckminster Fuller (1981), described innovations in various industries such as ship building, architecture, and copper mining. He noticed that when half of the industries in a specific area have adopted an innovation, it stops being an innovation and enters a new phase. His notion is based on the distinctions between new practice and accepted practice wherein the majority of an industry is using that method. Thus, an innovation would have to be anything that hasn't reached 50% industry penetration. Generalizing this definition to teacher education, an innovative practice in teacher education would remain an innovation until at least half of the industry has adopted the innovation. In other words, if we make a distinction between teacher education researchers' standard practices and teacher education implementers ' standard practices, half of the researchers in teacher education would need to adopt the innovation and half of the implementers would have to adopt it before it would enter the next phase of accepted or standard practice where the majority of the industry has adopted the method. For public school innovations, similarly: half of the schools must adopt it. Within a specific school, half of the faculty and staff would have to adopt it.

Admittedly, this definition is daunting, but it could provide a framework to explain differences of opinion about various innovations. Consider constructivist pedagogical approaches. If you are a teacher education researcher, for example, you may have the experience that 50% of the researcher colleagues whom you know have adopted the practices of constructivist research. In comparison, other colleagues might be teacher educators who use constructivist practices and notice that less than 50% of their school of education faculty do NOT practice this method of teacher education research. Nor is it being implemented by 50% of the faculty in the local area public schools. Thus, in their experience, constructivism remains an innovation.
Another example might be the teaching practices associated with cooperative group learning. Many professors in university teacher education may still practice only one method of teaching, e.g., lecture. For them, cooperative group learning in higher education is an innovative way to teach, sometimes requiring them to engage in professional development activities to learn how to use it effectively. David and Roger Johnson (2002) indicate that it can take between two and three years of conscious practice to become proficient in using cooperative group learning so as to gain the research promise of increased achievement, increased cohesiveness among members of the class, and increased social interaction and even acceptance among people with diverse opinions, ethnicities, and so on. In spite of research-based evidence attesting to these desirable outcomes, cooperative group learning remains an innovation, because it has not reached 50% industry penetration in either university or public school teaching. There are many such examples of innovation in teacher education that have yet to achieve the 50% market penetration standard: professional development schools, teaching with educational technology, use of selfstudy, inquiry-

as-stance, service-learning, socio-cultural pedagogical approaches.

Taxonomies of Innovation

The literature is replete with components, types, and elements of innovation. The various categories further advance the notion that innovation is subjective to internal and external validation. Sternberg, Pretz, and Kaufman (2003) suggest eight types of innovations based on Sternberg's propulsion model of creative innovations. The eight types of innovations include "replication, redefinition, forward incrementation, advance forward incrimination, redirection, reconstruction, re-initiation and integration" (p. 159). Teacher education innovations presented in this issue reflect this taxonomy. For example, innovation through integration can be seen in this issue in Teemant's application of socio-cultural theory to a bilingual distance education program. The innovation of reconstruction is highlighted in this issue by Whittaker, McDonald, and Markowitz, who reconstruct multicultural pedagogy to create new ways of providing instruction. In this issue the innovation of advance forward incrementation is evidenced in Sindelar, Bishop, Brownell, Rosenberg, and Connelly wherein special education teacher preparation is examined and projected in successive studies to provide viable and defensible avenues for future research.

In contrast, Robertson (1971) suggests three types of innovation: continuous innovation, dynamic innovation, and discontinuous. Continuous innovation in teacher education would include program revisions based on student outcomes assessment as recommended in this issue by Hall, Nowinski, and Smith and by Sindelar, Bishop, Brownell, Rosenberg, and Connelly and as practiced by Wong and Glass as well as Karayan and Gathercoal. Dynamic innovation is exemplified by data-based triangulation of assessments gathered from students, instructors, and field-based constituents for the purpose of program development and/or modification such as the research reported in this issue by Donnell and Harper as well as Wong and Glass. Finally, discontinuous innovation supports individual faculty efforts, perhaps through program improvement grants to produce innovation for a specific area, such as the study in this issue by McClintock, O'Brien, and Jiang in mathematics education. Moreover, the taxonomy of innovations in teacher education featured in this issue include collaborative partnerships (Sindelar et al.; Teemant; Wong & Glass; McClintock et al); professional development schools (Wong & Glass); integration of technology (Karayan & Gathercoal; Teemant); standards-based teacher education (Hall, Nowinski, & Smith); data-based professional development (Teemant; Wong & Glass; Whittaker et al.); alternative certification (Sindelar et al); graduate follow-up programs (Whittaker et al); teacher recruitment and induction (Wong & Glass). In addition, the topic of teacher education reform and accountability is addressed by all authors.

The Innovation Candle Lights

"For a prosperous & developed India, the important thrust will be on the growth in the number of Invisible leaders & Innovative Organizations"
…….**Dr. APJ Abdul Kalam (Former President of India) Indian Innovation Awards 2005 ceremony held at vigyan bhawan on march 7, 2005**

"There is need for greater awareness amongst the people concerning some of this conceptual ideas-to haqve innovation as a national movement, just as pandit Jawaher Lal Nehru had always talked of the nation and society being imbued with the scietific temper that characterizes a scientific approach to the very functioning of life."
……….MGK Menon chairman, Jury InitiativesA spot bulletin of EMPI Institute, vol,I march,2005

"NIF (National Innovation Foundation of India) has been set up to give expression to the 94% population which has been neglected so far. They comprise of artisans, tribals farmers,the unemployed, the illetrate & the youth. In order to survive & succeed they keep on innovating. The challenge is to connect the 6% that is exposed to modern science and technology in a formal waqy with 94%."
……… R A Mashelkar Chairman of NIF:Interview Business world, 21,(36), 30, 2002

Attributes of Innovations and Their Effects on Individual's Perception of Innovations

Attributes	Definition of Attribute	Individual's Perception of Attribute
Relative Advantage	The degree to which an innovation is perceived as better than the idea it supercedes.	The relative advantage of an innovation, as perceived by members of a social system, is positively related to adoption.
Compatibility		
Complexity	The degree to which an innovation is perceived as consistent with existing values,	The compatibility of an innovation, as perceived by

Trialability	past experiences, and needs of potential adopters.	members of a social system, is positively related to adoption.
Observability		
	The degree to which an innovation is perceived as relatively difficult to understand and to use.	The complexity of an innovation, as perceived by members of a social system, is negatively related to adoption.
	The degree to which an innovation may be experimented with on a limited basis.	The trialability of an innovation, as perceived by members of a social system, is positively related to adoption.
	The degree to which the results of an innovation are visible to others.	The observability of an innovation, as perceived by members of a social system, is positively related to adoption.

Diffusion of Innovations
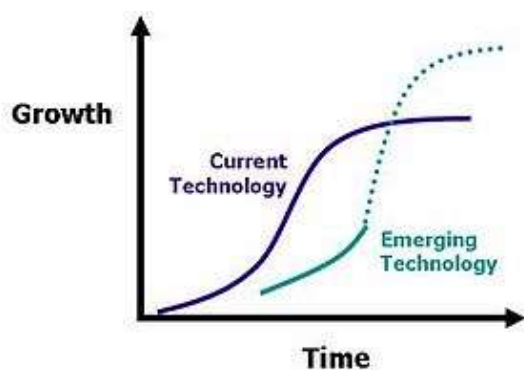
Main article: Diffusion of Innovations

Once innovation occurs, innovations may be spread from the innovator to other individuals and groups. This process has been proposed that the life cycle of innovations can be described using the 's-curve' or diffusion curve. The s-curve maps growth of revenue or productivity against time. In the early stage of a particular innovation, growth is relatively slow as the new strategy establishes itself. At some point users begin to demand and the prescribes growth increases more rapidly. New incremental innovations or changes to the product allow growth to continue. Towards the end of its life cycle growth slows and may even begin to decline. In the later stages, no amount of new ideas in that strategy will yield a normal rate of return.

The s-curve is derived from half of a normal distribution curve. There is an assumption that new ideas are likely to have "product Life". i.e. a start-up phase, a rapid increase in results and eventual decline. In fact the great majority of innovations never get off the bottom of the curve, and never produce normal returns.

Innovative person will typically be working on new innovations that will eventually replace older ones. Successive s-curves will come along to replace older ones and continue to drive growth upwards. In the figure above the first curve shows a current technology. The second shows an emerging technology that current yields lower growth but will eventually overtake current technology and lead to even greater levels of growth. The length of life will depend on many factors.

Instructional Strategy and Design

Instruction may be defined as the set of events designed to facilitate, activate and support learning in a human learner (Gagne and Driscoll, 1989). It involves creation, maintenance and appropriate adjustment of learning conditions of to meet the needs of individual learner and groups a whole. The major nine events of instruction are (Gagne and Driscoll, 1988):

- Gaining attention
- Arousing motivation/informing the learner of the objectives.
- Stimulating recall of prior learning
- Presenting the stimulus
- Providing learning guidance
- Eliciting performance
- Providing feedback
- Assessing performance
- Enhancing retention and transfer

In simple words, instruction is mainly concerned with creating the optimal conditions for learning. It involved the provision of controlled environment with which the individual will interact leading towards the attainment of certain pre-specified learning outcomes or instructional objectives.

Instructional strategy and design is a discipline that is concerned with understanding and improving one aspect of education: the process of instruction. The purpose of any strategy & design activity is devise optimal means to achieve desired ends. Therefore, the discipline of Instructional strategy & design is concerned primarily with the prescribing optimal methods of instruction to bring about desired changes in the student knowledge & skills. Instructional strategy & design is the linking science- a body of knowledge that prescribes instructional actions to optimized desired instructional outcomes, such as effect and achievement. Besides, it is generalized plan for lessons, which include structure, desired learner behavior, in terms of goals, instructions and an outline of planned tactics necessary to implement the strategy. A knowledge base on Instructional strategy & design is necessary to effect the change.It has become evident that the instructional strategy process is complex even more so than was formerly realized. It is composed of many interrelated parts and functions that must operate in a coherent manner in order to achieve success. This method involves the development of an overall plan incorporating the inter-related parts of an instructional process in a sequential pattern. It is called the system approach. Instructional strategy may be viewed as composed of various inter-related components functioning together to achieve a purpose. Instructional system design is, therefore, a three phase process of establishing precise and useful objectives, planning viable routes and testing them out , i.e., we shall be concern with analysis, synthesis and evaluation. Moreover, it is concerned with understanding, improving and applying methods of instructions for bringing about desired changes in the learner knowledge and skills for specific course content and a specific student population.

Devising Instructional Strategy and design is
- An art
- A creative process
- An innovation
- Thinking out of the box

The teacher has number of instructional strategy at his disposal to select from. To attain desired learning outcomes the teacher must have thorough understanding of the characteristics and appropriate uses of various instructional strategy. These can comprise of
- Large group strategy of instruction
- Small group strategy of instruction
- Individualized strategy of instruction

There are various innovative instructional strategies, which is effectively using in higher education to improve and maintain the teaching-learning quality. These are as follows:

- **Cooperative Learning (CL)** – This method mostly aims at the development of cognition, which includes thinking, remembering, concept formation, problem solving & logical reasoning. It provides opportunities for a teacher to interact with others learners in the class. They enable all the learners to work together & arrive at the final solution on the basis of teamwork. It promotes participation of all learners. It not only contributes to intellectual development but also equally contribute to social & psychological development of the learner unlike other method of instruction. Moreover, it is an act of practicing face-to-face interaction learning so to encourage creativity & foster critical thinking through group discussion (GD). Research clearly indicated that cooperation learning compared with competitive & individualistic efforts typically results in team spirit, interpersonal relationship, self-esteem, motivation & leadership quality etc. Some well known methods of cooperative learning (CL) are Group Investigation (GI), Learning Together (LT), Reciprocal Teaching of Reading (RTR), Cooperative Integrated Reading & Composition (CIRC), Jigsaw I & II, constructive controversary (CC) / structured academic controversary (SAC), student Teams – Achievement Divisions (STAD) & Teams – Games Tournament (TGT). Thus, it helps the teacher in achieving thousands of goals of education because they incorporate intellectual, social & psychological aspects of education & develop interpersonal relationship among learners.

- **Blended Learning**- A blend is an integrated method for delivering on promises about learning & performance. It means a mash up of different training delivery methods-ILT, word documents, PDFs, pod casts, movies, online course, tests etc. Blending involves a planned combination of approaches, such as coaching wise supervisor; participation in an online class; breakfast with colleagues; competency descriptions; reading on the beach; reference to a manual; collegial relationships; and participation in seminars, workshops, and online communities. Moreover, it is the process of incorporating different types of learning style to accomplish the learning process through the use of virtual and physical resources. Learning styles refers to the different ways in which people learn. Through blended learning, this can be accomplished by creating a variety of learning assignments and activities withy the use of technology and instructor/peer interaction. Technology

(Internet & software application) is the key driver towards the development of existing state of blended learning, which used to be ILT (Instructor Led Training) earlier. Blended learning is a hot and understandably so, combining the best features of online learning (e.g.24X7 accessibility) with the best features of classroom instruction (e.g. live, face-to-face interaction). No doubt it's here to stay. Options for blended learning go beyond the classroom. They're formal and informal, technology- and people- based, independent and convivial, and directive- and discovery- oriented. It becomes all the more effective when people (learners, teachers, administrators) from more than two countries are involved. They get a chance to interact with each other know and experience each other's cultures. If such seminars, conferences are organized that give people from different countries to interact the benefit is not only in terms of knowledge gain but also in terms of having a feel of each other's culture. Like participants of the conference would have gained something they would not have had they been only relying on Internet or e- learning, which leads to improved participants interaction and satisfaction.

The table below presents the possibilities of what can constitute a blended learning approach:

Live face-to-face (formal)	Live face-to-face (informal)
• Instructor – led classroom • Workshops • Coaching/mentoring • On- the job (OTJ) training	• Collegial connections • Work teams • Role modeling
Virtual collaboration/synchronous	**Virtual collaboration/synchronous**
• Live e-learning classes • E-learning	• Online bulletin boards • Online communities

Self-paced learning	Performance support
• Web learning modules • Online resource links • Simulations • Scenarios • Video & audio CD/DVDs • Online self assessments • Workbooks	• Help systems • Print job aids • Knowledge database • Documentation • Performance/decision supports tools

Source : Strategies For Building Blended Learning By Allison Rossett, Felicia Douglis, and Rebecca V. Frazee

As stated before, one obvious advantage of blended learning is its ability to maximize effectiveness by matching the best medium for each learning object.

- **Project Based Learning** - "Project based learning" is an authentic instructional modal or strategy in which learner plan, implement, and evaluate projects that have real world application beyond the classroom (Blank, 1997; Dickinson, etal,1998; Harwell,1997). Learning activity that are interdisciplinary, long term, and student centered are emphasized, rather than short, isolated lessons (Challenge 2000 Multimedia Project, 1999). Project based instructional strategies have their roots in the constructivist approach evolved from the work of psychologist and educators such as Lev Vygotsky, Jerome Bruner, Jean Piaget and John Dewey. Constructivism views learning as the result of mental construction; that is , students learn by constructing news ideas or concepts based on their current and previous knowledge (Karlin & Vianni,2001). Most important, students find projects a fun, motivating, and challenging because they play an active role in choosing the project and in the entire planning process (Challenge 2000 Multimedia Project, 1999; Katz, 1994).
- **Case Study** - The case study method forces the teacher to grapple the exact kind of decisions & dilemmas that they confront everyday. This is the effective method of teaching pedagogy. It is the most practical way of providing the student with a variety of problems to apply the knowledge & skills that they acquire in their studies. It allows the selection of problem & decision-making scenarios & the level of complexity in a controlled environment & in a relatively short span of time. It helps transfer knowledge from the classroom to real practice, develop interpersonal skills, illustrate particular points,

develop judgment wisdom, self-analysis, attitudes confidence & responsibility, enliven teaching & bring realism into instructional settings. Its strength is-
- Relies on learning by analysis & discussions.
- Help students in decision making skills
- Participants to learners to present their ideas clearly
- Allow learning of social skills

- **Simulated Teaching** – It is recent innovation in teacher education program, which aim at modifying teacher's behavior according to specified objectives. This practice makes training a continuous process with scope for daily improvement and to develop confidence and required competencies in student teachers, not limiting it to teaching practice only.

- **Peer Learning** – The high achievers acted as peer-tutors, who extended academic support under the guidance of the concern teacher. Co-operative learning strategy, peer tutoring and self-learning materials can be immense use for the teachers for handling heterogeneous group of learners. This pragmatic strategy may be applied at secondary and higher level. The must know this strategy so that they can eliminate learning gaps among the learners to a large extent.

- **Tutorials** – The main purpose of tutorials is to develop learner ability to think independently, to search for knowledge on their own and to be able to tackle new problems independently. So, the basic theme of this strategy is that all learners should have minimum knowledge of the concern subject.

- **E-Learning**- E-Learning technique in teacher education are3 still at a nascent stage. It is actually web-based teaching with inputs of techniques like animations, visualization, virtual environments, simulations & games, text audio, video & lots of activity building teaching programs. This helps the learners to get trained at the3ir own place, based on their own convenient time & is of course self-paced. Through e learning, they will not only acquire crucial concept of the subject but e-simulations & e-games also give them practical exposure to the teaching-learning process.

- **In Circle Time** - "In circle Time" pioneered by British educationist Jennes Mosley. Learners have to stand/sit in circle with each one encouraged open up and talk about issues, which promote esteem and positive behavior. It enriches learner's vocabulary communication skills, and boosts their self-confidence. Moreover, it is a unique strategy that focuses on dialogue and an open exchange of ideas to develop new practices and action

plans on-site. The learning circle approach helps enhance your experience and stimulate creativity and innovation.

- **Team Teaching**
  - Team teaching is another innovative approach in teaching large groups in which, two or more educators share the responsibility for a group of students, an individual teacher no longer has to be all things to all the students.
  - It allows the teacher to apply his/her strength, interest, skills & ability to the greatest effect, knowing that children would not suffer from his/her weakness because there is someone with a difference set of abilities to back his/her up.
  - Truly professionalize teaching.
  - Just as good low firm has mix of associate, and junior partners, school should have a greater mix of teachers who have appropriate levels of responsibility based on their abilities & experiences level as much of lawyers work occurs outside the courtroom.

Advantages
- The best teacher in an institution are shared by most students
- It undertakes the act of teaching by a group of teachers (2or more) rather than by single teacher
- A team of teachers of the same subject work together to deal a significant content to same group of students jointly
- Teachers make better use of teaching techniques & teaching devices. It results in the improved instruction of the teachers & quality learning of the students.
- Mind Mapping - Mind maps are a dynamic way to capture significant points of information. It is a technique that ruins your brain to see the whole picture & details to integrate logic & imagination. The three A's of mid mapping are Accept, Apply& Adapt. It is more effective because-
  - It helps association easily
  - Very attractive
  - Helpful in summarizing information
  - Enable to increase the retention
  - Improve mental abilities.

A mid map can be drawn using the following steps-
- Begin by putting the central theme in all directions in the middle of the page
- Work out word from the central theme in all directions in the form of main branches
- Use symbols, colors, words pictures, images etc. against the branches
- Use thick lines to represent the main branches & thinner lines to represent the sub- branches.

- Print the key words per lines. Provide white space between the information
- Make the mind map bold, memorable & colorful
- Practice it before the teaching-learning process.

Instructional strategy helps teachers in planning instruction-selecting and sequencing content matter, selecting appropriate instructional methods and media, providing appropriate learning experiences and selecting appropriate evaluation techniques. In addition, it helps in determining effectiveness of instruction and taking appropriate corrective actions to enhance effectiveness of instruction. It also enables teachers to communicate more effectively what they teach.

So, for innovation and effectiveness in instructional strategy and design, a wholistic approach is adopted from a system point of view where the components of the system are interdependent and interrelated. Change in any component cannot be done in isolation because the change made can affect the system either adversely or favorably. Development of instructional strategy and design is a systematic process comprising a series of steps ranging from need analysis to diffusion, ensuring maximum success in implementing such instructional strategy in the actual classroom situation. Because, in the higher education student interaction levels are very high, listening, responding verbally/non-verbally, talking case of individual difference are part of the professionalism exhibited by the teacher. In this context, **Intel-Teach programme provided contemporary ICT training which has enabled teacher educators and student teacher to integrate technology into their lessons, and promote problem solving, critical thinking, and collaboration in their classrooms**. Above all, now it is essential for teachers learn the art of reinforcement, acknowledging the progress of the learner and praising them, to assure them that they are learning and doing well, and as a teacher he ia accepting that the desired learning is the taking place.

Maximizing the Power of the Instrumental Strategies (IS ^{X})

The success of the instructional strategies selected for the course in initiating and sustaining change in teachers' practice can be attributed to the design process. The complex nature of the problems generated by the research-to-practice gap in education required the creation of two theoretical frameworks for the design process. The theoretical frameworks for the course served as an organizing agent for the creation of core and structural features of the course.

The synthesis of theories from andragogy, pedagogy, and heutagogy resulted in the development of a theoretical framework for the course that intentionally demonstrated respect for the skills and orientations that teachers bring with them. The intentional design of the course was directly responsible for overcoming four major reasons for the existence of the research-to-practice gap (a) poor communication between researchers and practitioners, (b) limited opportunities for meaningful professional development, (c) teacher beliefs and assumptions, and (d) the failure of research to produce usable interventions.

If the power to influence teachers' attitudes towards change is in the process, how do you determine the power of instructional strategies (IS ^{X})? The analysis of the results confirmed the value of meeting learner needs (LN) and the power of attributes of innovations (IA). The results were supported by pre-existing research knowledge in the areas of professional development, instructional design, change, and educational change and were verified by the review of the literature.

Calculating the Power of Instrumental Strategies (IS ^{X})

The power of instructional strategies in the course developed for this study can be calculated by determining their degree of alignment with learner needs (LN) and attributes of innovations (IA). Specifically selecting strategies that are aligned with identified learner needs (LN) and designing learning experiences that enable participants to experience the innovation through attributes of innovations (IA) increases the power of the strategy to influence a participant's attitude toward acceptance of the innovation. The power of the instructional strategy (IS ^{X}) increases through the purposeful design of the learning environment and the creation of learning experiences that maximize the effectiveness of the instructional strategies. Maximizing the power of the instructional strategies can occur through the design of both the core and structural features of the course.

The process of maximizing the power of instructional strategies (IS ^{X}) will be illustrated through application of the process. The process begins by utilizing research knowledge to assist in the identification of learner needs (LN). The review of the literature uncovered the following research based learner needs: curriculum map, application of knowledge, research knowledge, collective participation, reflection, coherence, and self-directed learning. After that the instructional goal for the course is defined. The instructional goal for the course created for this study was to increase each participant's ability to plan learning

environments that engage students in performance understandings that require the student to extend, synthesize, and apply what they know.

Conclusion

The assessment of innovation appears to be a novel, or can it be said, an innovative notion. The entire empirical enterprise includes both a product and process and a proximal-distal orientation. The notion incorporates a singular yet unique definition for the purpose of delineating both assessment and innovation. Once the definition is solidified, it will serve as the product. Further, the process must include a conceptual framework to serve as a template against which to measure curricular and programmatic outcomes. This process continues to rejuvenate it through the various and innovative iterations of new educational researchers entering the process. Thus, the challenge is available to all teacher educators in all venues of education to assess their practices according to a defensible rubric that will determine its innovativeness.

The results of this themed issue can lead to the formulation of a robust mechanism to move from research to practice, for example, by establishing rigorous and consistent norms for research methods to assess innovation in teacher education as well as for reporting results. Finally, Goldsmith and Foxall (2003) suggest that the purpose of measuring the impact of an innovation is "to enlist the cooperation of innovators in redefining and improving new products" (p. 323). To that end, this issue of Teacher Education Quarterly challenges innovators and assessors to cooperate in reorganizing the landscape of teacher education.

The power of instructional strategies (IS) to influence teachers' attitudes is not inherent in the strategy itself. The application of the process allowed the power of instructional strategies to increase exponentially. The reflective mirrors in design path one and design path two enabled the exponential increase of the power of the instructional strategy through linking identified learners' needs (LN) with effective instructional strategies, and designing learning experiences that enable participants to experience the innovation through attributes of innovations (IA). The power of instructional strategies can be increased exponentially through the instructional design of the course.

Lastly, teaching is a passion, not a vocation. The single highest challenge is teacher faces is to keep the interest of the class a live. This can happen only if the teacher uses always innovative instructional strategies of teaching-learning like imagination, injecting the right dose of humor & practical example and involve the entire class in the session-

answering questions should be every body's prerogative not the prerogative of the chosen few. This involve hard work, constant updating Instructional strategies (IS) through innovation, communication skill, & constant & burning desire to add & deliver value to your Instructional strategies (IS) & design. So, it is necessary to innovate pedagogies to enrich the classroom experience. By fusing above instructional strategies with teaching, teacher can decorates their learner's experience to make it meaningful, memorable and enjoyable. Latest ICT make this quite easy.

The message is clear – either innovate or perish

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INTEGRATION OF TRIBAL YOUTH IN THEIR OWN CULTURE THROUGH EDUCATION

*Lalindrda Amat

**Dr. Priyanka Singh

Abstract

School life has a perennial impact on children's life. Its positive impact on children manifests in learning better and responsible behaviour which finally makes them accomplished human beings. Punctuality and regular attendance in school is a prerequisite for children's achievement as a student. The child wants to go to school regularly when he finds school climate joyful and exciting. Truancy is a habit that develops among school children who find it difficult to sustain their interest in classroom activities. As a result they run away from the class and engage in unwanted and at times harmful activities outside the classroom and school..

Keywords: Education, Tribes, India.

Introduction

Education is the cornerstone of development. The Indian Constitution identifies for special consideration certain ethnic minority groups, traditionally referred to as tribes who constitute around 8.2 per cent of the total population of the country. Education among tribal is given highest priority for the simple reason that it is key to socioeconomic development of the tribal. Education enables them to perform their role to be useful citizen in democracy. Despite the sincere and concerted efforts by the government for the overall development of the scheduled tribes, they are still far behind in almost all the standard parameters of development, including education. The reason for the educational backwardness of tribal people are varied and complex. There have been many studies and reports on different aspects of tribal education in India, using both primary and secondary data.

Review of Literature

F.O. Ezeokoli, (2014) Performance in school examinations has remained one of the reliable indices of the quality of education in many countries. For over two decades in Nigeria, students' performance in most subjects on the school curriculum including Literature-in-English has been persistently declining. A number of explanations are offered for this unsatisfactory situation. Many students experience frustration in their efforts to study Literature due to poor proficiency in the English language as well as non-facilitative methods and strategies adopted by teachers. Studies on the teaching of Literature further revealed that the focus of research was on such issues as methods, strategies and problems of teaching Literature in the secondary school. Only a few studies centered on text possession while little or none seem available on whether the teacher's methods and pedagogical practices were sensitive to students' extent of text possession. The study, therefore, investigated the extent of prescribed text possession by Literature-in-English students as well as whether the level of text possession by students influenced the teacher's methods and pedagogical practices. The descriptive survey research design was adopted in the study. Participants in the study comprised 100 Senior Secondary School II teachers of Literature-in-English and their 500 students in Ibadan metropolis. The participants were selected using purposive random sampling techniques. Three instruments used for the collection of data were: Questionnaire on Students' Possession of Prescribed Prose Literature Texts (r= .76), Questionnaire on Teachers' Organization of the Teaching of Literature (r= .75) and Classroom Observation Schedule for the Teaching of Prose Literature (r= .84). Four research questions were answered. Data analysis involved the use of frequency counts and percentages. Results revealed that a majority of the students do not possess the prescribed Literature texts (60.2% and 65.5%) for African and non- African novels respectively. Teachers generally adopted the read aloud and explain method of teaching Literature (61%).This is followed by the teacher assigning chapters to be read from home and discussed in class (37%). There is also the use of the lecture method (27.18%). Results further indicate that when a majority or all the students possessed the prescribed texts, teachers used read aloud and explain method (43.1%) as well as the lecture method (25.8%) and discussion method (1.8%). Similarly, when either a few or none of the students possessed the prescribed texts, teachers used read aloud and explain methods (36.4%) followed by the lecture method (28%). It was concluded that lack of text possession by the students and teachers' inflexible use of methods in spite of varying contexts of teaching and learning are

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strong pointers to students declining performance in prose Literature. Government and parents should take realistic measures to provide prescribed texts for students while teachers should be encouraged to use innovative methods that are consistent with the teaching and learning contexts.

Linda Baker, (2003) This paper reviews the experimental investigations of children's prose comprehension, with special emphasis on the development of skills necessary for reading comprehension. The research is discussed under four major headings, corresponding to specific comprehension skills: identifying main ideas, understanding logical structure, making inferences, and using higher order knowledge structures (e.g. the story schema). A preliminary section of the paper deals with some of the measurement problems inherent in comprehension research. The paper concludes with a consideration of the research implications for reading comprehension instruction.

Dr. Jagabandhu Behera1, (2015) Out of various problems faced by the students, the problem of setting the proper level of Educational Aspiration is the most important. Not only Psychological factors but also various societal factors like culture, opportunities, family background of the students, their socio-economic status, task oriented attitude, educational system, school curricula, school environment and performance influence the formation of nature and fulfillment of educational aspirations. The entry of tribal students of Odisha into the higher education and their representation in various elite groups is very poor. The researcher assumed it is due to the improper level of educational and career aspiration of the people of tribal community. Keeping these in view, the researchers considered Educational Aspiration as an important variable to study and considered the problem titled "Category (Tribe and Non-tribe) as a Factor in Educational Aspiration: An Investigation". For this purpose, researchers selected 680 (N =680) Secondary School going students from different sections studying in schools running under the Board of Secondary Education Odisha. The Mazumder Educational Aspiration Inventory (MEAI) has been used to measure the selected variable. Descriptive statistics along with t-test have been employed to analyze the data. The category i.e. tribe and non-tribe was found an important factor in setting Educational Aspiration

Nicole Richardson, (2010) When students struggle with reading comprehension they are at a severe disadvantage. They do not retain what has been read and eventually become dissuaded by reading altogether. The purpose of this action research was to discover which guided reading strategies should be implemented to help develop comprehension skills. Educational professionals and theorists have determined that focused intensive instruction of reading strategies will improve reading comprehension. The methods used in this study included pre-reading strategies, during reading strategies, and post-reading strategies specifically modified to improve comprehension. Over the course of eleven weeks multiple lessons and activities were tailored and implemented to fit the needs of a struggling reader, pre-reading strategies were found to have the greatest impact on comprehension.

Varama, S.K, (2001) The study observed the development of six classes in Southern Finland from the beginning of first grade to the end of sixth grade. One purpose was to investigate how pupils' reading comprehension skills develop during this period. The second goal was to determine if there are differences in the development of girls' and boys' reading comprehension skills. Four measurements were conducted during this period, and four tests were used as indicators. The results showed that in first and second grade there were significant differences in the pupils' reading fluency, reading comprehension skills, and vocabulary. After six school years several pupils still had great difficulties in comprehending different texts. Deriving the meaning of an unknown word from written context and making a summary of a text proved to be the most demanding tasks. The girls succeeded in all reading comprehension tasks better than the boys.

Internal Factors

As a child's first exposure to education, there is debate around the language used for instruction and communication. Tribal children have limited contact with the state language, and tend to speak in their own local dialect. Government schools use the state language for teaching and communication, which is most often not familiar to a tribal child at the pre-primary and primary levels. They are thus unable to fully comprehend classroom teaching and activities, read in the state language or understand the texts properly.

The use of the tribal language in the initial years can develop a sense of comfort for the tribal child. It must be the first language and taught as a means of acquiring knowledge of tribal culture, ethnicity, literature and the arts. The child can be exposed to the state language steadily, which is imperative for integration into mainstream schools and society. Assuming that a tribal child receives bi-lingual education, an additional language (e.g. English) can be used in the first two years, solely for oral communication.

Current Theoretical Perspective

How readers extract meaning from a text has long been a focus of attention because the process of extracting meaning gives learners invaluable information about readers' cognitive processes during reading. In addition, studies conducted on reading instruction and reading strategies indicate that strategy instruction with a focus on comprehension monitoring can help less skilled readers overcome their difficulties in reading. It appears that successful language students have the ability to orchestrate and combine particular types of strategies in effective ways according to their own learning needs. Thus, strategy teaching is an important part of teaching a second language and constructing meaning is the goal of comprehension. The recent research on comprehension has certainly provided increased understanding of the comprehension process and broad and general knowledge of what makes for effective instructional practice. The main aims of strategy training are monitoring understanding, enhancing understanding, acquiring and actively using knowledge, and developing insights. The points out that to be effective, students must have a wide array of reading strategies at their disposal and know where, when and how to use these strategies.

The literature on strategy instruction has shown that there are two different approaches to teaching reading strategies. These are explicit instruction and implicit instruction. According to Hall (2009), explicit instruction is a systematic instructional approach that includes a set of delivery and design procedures derived from effective schools research merged with behaviour analysis. Hall further points out that there are two essential components to well-designed explicit instruction:

1. Visible delivery features are group instruction with a high level of teacher and student interactions.
2. This concerns the less observable, instructional design principles and assumptions that make up the content and strategies to be taught. The explicit reading strategies instruction and engaging learners in interaction with the text promotes learners' reading comprehension ability.

In addition, Van Keer states that even when children do not use effective comprehension strategies on their own, explicit reading strategies instruction is a feasible tool for teaching learners to apply them successfully. The current study has been triggered by this view because it seeks to improve the reading comprehension and strategy use of disadvantaged learners. The literature reveals that explicit instruction in reading comprehension is the widely recommended method of improving learners' reading comprehension and strategy use.

On the other hand, the other points out that implicit learning is acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operations. In addition, it is point out that implicit reading strategy instruction refers to a reading environment that provides the learner with a variety of embedded features that are designed to support individual learning needs whilst being sensitive to the interactive nature of the reading process. Dalton and Proctor further point out that those learners who struggle with creating meaning are supported in an apprentice model of reading strategy instruction where scaffolds decrease as learners' understanding and self- regulation improves.

Integration of Tribal Youth in Their Own Culture

Tribal youth, even while they Study at the secondary and college levels, should, be encouraged not to jettison their own cultures and to remain integrated in their own societies. Once they become culturally and socially alienated, it is impossible for them to protect and lead their own societies and maintain traditions that may be essential to the viability of tribal cultures. Furthermore, tribal leaders often begin to imitate non-tribal peoples' exploitive tactics, even looking down on their own people. In some cases they treat tribal populations worse than non-tribal populations. Development in tribal societies should focus on educational programs that encourage keeping tribal youth genuinely integrated in their own culture.

Conclusion

Among the various important factors of tribal education that influence integration into the national mainstream of life are the students and their teachers. Tribal students have different backgrounds from their non-tribal schoolmates and even the teachers, who are normally outsiders, do not understand the tribal students. To the teachers, tribal students appear untidy, reinforcing their biases against tribal. These biases are expressed in various forms of discrimination. Tribal youths have complained that teachers did not teach them in the schools because they believed that if they did, the tribal students would no longer be dependent on them. Tribal youths also feel that teachers endeavor to undermine the attitudes toward their own customs, mannerisms, language, or, toward their cultural heritage in general.

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ROLE OF TEACHER ABILITY IN ASSESSMENT OF STUDENTS IN THE CONTINUOUS AND COMPREHENSIVE EVALUATION SYSTEM

*Dr. Sangeeta Verma

Abstract

The point of the investigation was to know how educators responded to different issued identified with their expert life and productivity, and how the above responses were identified with the variables like administration, zone, sex, age, understanding, scholastic and expert capabilities, and so on. The point of the investigation was to know how educators responded to different issued identified with their expert life and productivity, and how the above responses were identified with the variables like administration, zone, sex, age, understanding, scholastic and expert capabilities, and so on.

Keywords: Teacher Ability, Evaluation.

Introduction

Education goes for making kids equipped for getting to be capable, profitable and helpful individuals from society. Information abilities and mentalities are worked through learning encounters and openings made for students in school. It is in the classroom that students can dissect and assess their encounters, figure out how to question, to address to research and to think freely.

Education assumes a key job in the improvement of a country. The education framework in vogue in a nation mirrors the ethos, goals and desires for a specific culture. As desires and desires for every age change with time, consistent audit of educational programs and assessment framework turns into a fundamental exercise. Assessment is critical part of the education framework. It can make or demolish the motivation behind education. Assessment has remained a noteworthy aggravation in the whole arrangement of educational development and improvement. It is the issue talked about broadly however which couldn't be given a legitimate shape to tackle the issues. All arrangement records relating to Indian education expressed that assessment framework in vogue was deficient and required change.

As indicated by School Based Evaluation, 2003, Deptt. of Measurement and Evaluation, NCERT, following are the fundamental reasons for CCE:
- To make assessment an essential piece of showing learning process.
- To use assessment for enhancing understudy's accomplishment and instructing learning systems based on normal finding pursued by therapeutic measures.
- To make sound judgment and take auspicious choice about student, the learning procedure and the learning condition.
- To keep up wanted measures of execution utilizing assessment as a quality control gadget.

- To give extension to self-assessment by instructors and understudies.

To update the educator education educational programs as per existing necessities, to pass judgment on the appropriateness and adequacy of some new instructor preparing techniques and so on which will give more prominent degree to improvement of sound information on various territories for example content information, learning on educating learning procedures and information on instructional method of showing learning among the learner instructors in substance territories, improvement of abilities of learner educators to be sufficiently skillful with respect to how to execute the substance materials to the understudies of the schools seriously. It gives weight on pragmatic exercises like interior evaluation, venture works, sessional works, temporary job in instructing, routine with regards to miniaturized scale showing abilities, network works, down to earth works identifying with work encounters inventive courses for directing reasonable exercises identified with wellbeing and physical education, work involvement, hands on work with network and so forth.

The substance materials of its program are executed to the student instructors through numerous creative educating learning procedures like critical thinking, gather talk, board exchange, workshop perusing, conceptualizing, handy and venture work, revelation technique, competency based instructing, relevant exchange of the substance, exhibition cum discourse, participatory/movement based gathering work, contextual investigations, down to earth works out, advancements, individual/amass task, up close and personal contact, instructional exercise/library work, examine approach and so forth.

Review of Literature

Nectar Premendra, (2016) this examination is an

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endeavor to research the degree to which a portion of the basic mental factors like Scientific Creativity, Intelligence and Study Habits contribute in the scholastic accomplishment at the senior auxiliary school level, youthful understudies. The primer point of the examination is to recognize the degree (assuming any) to which these prime mental factors which are similarly useful in keeping up balance with changing circumstances of life, alongside their prime necessity to accomplish high in scholastics, and which is found equitably in male and female understudies. Investigation of information accomplished was done independently for male and female understudies and afterward all in all to have a much clearer and definite comprehension of the prescient relationship in the middle of every one of these factors on sex premise.

Solomon Arulraj David et. al., (2016) Library has a fundamental impact in understudies' improvement. With the advancement of advanced education, schools and colleges are expanding administrations to give an assortment of sentiments dependent on understudies' requests and needs (Nagata et al. 2004). Do school administrations affect understudies' learning progress? By what method can library administrations be connected to understudies' learning progress? The scholarly libraries considered as the heart and the focal point of scholastic life.When interfacing understudies' learning advancement and library administrations, we find that library is a required administration to create and enhance understudies' learning. School and colleges assume a vital job in giving administrations to understudies to enhance their figuring out how to so as to have great results accomplishment. It very well may be said that understudies' learning advancement and library administrations are relative and offer a cooperative relationship.

Dr. Sunil Kumar Sain, (2016) Successful development in instructor training relies on settling issues in regards to four interrelated topics: personality, non-lack of involvement, control, and educational programs. There are proceeding with requests on instruction and preparing to investigate methods for enhancing learning and enlarging access to learning openings, including access for less supported and avoided gatherings. This article has gone for developing the comprehension of instructive advancements. It has accumulated observational proof of inventive training and learning plans and created explicit procedures and rules for upgrading the structure, usage and assessment of learning advancements. It has uniquely investigated the issue of social weakness and prohibition, with a specific accentuation on rejections from instruction and preparing.

Evolution of Continuous and Comprehensive Evaluation

The Central Board of Secondary Education (CBSE) presented the plan of Continuous and Comprehensive Evaluation in its schools in a staged way. In the year 2000, the Board executed the idea of an autonomous Certificate of School-based assessment to be granted by the school to all understudies who passed class X CBSE examination. This declaration was granted notwithstanding the Board's standard testament which conveyed a reference that an authentication of Continuous and Comprehensive Evaluation is additionally being issued by the school and ought to be contemplated for making a decision about the all out identity of the understudy. A prescribed configuration with nitty gritty rules was arranged and flowed to schools for reception by the CBSE. As a following stage, in 2004, Continuous and Comprehensive Evaluation was executed in essential classes at 1-V. As a development, the Board chose to stretch out CCE to classes VI-VIII in 2006. The Board presented Continuous and complete assessment at optional dimension in October 2009 for class IX understudies and further broadened the plan for class X understudies also.

Considering the admirable endeavors made by the Central Board of Secondary Education, the usage of the plan and its ideal achievement, how helpful and practicable it might be, relies on the genuineness and ability of its implementers. The association of the instructing learning process including the assessment of the educating learning results is the obligation and responsibility of the educators, instructing in these schools. For this reason, it is especially critical on their part that they should endeavor to increase full knowledge and comprehension about the instrument of Continuous and Comprehensive Evaluation alongside getting wanted changes their instructor conduct and dispositions.

This examination will investigate the educator's issues in executing consistent and complete assessment according to the rules of Central Board of Secondary Education referenced in the Teacher's Manual explicitly in the academic region. This examination will have suggestions for instructors, understudy, guardians, and arrangement creators in order to actualize CCE in its best and proficient way.

Conclusion

Education is an intricate procedure including the determination of thoughts (ideas, qualities, abilities) and the arranging of encounters configuration to secure authority of these thoughts in the student exposed to educational process.

Assessment is in this manner unavoidable in education.

Assessment is utilized for translation of fulfillment at three dimensions. First is with reference to the understudy himself\herself i.e., what is his\her current status of advancement when contrasted with his\her past one? What are his\her hard spots and learning holes where he\she needs assistance to move forward? The second dimension is in reference to his/her friend assemble i.e., where does he\she remain in the class? What is his \her execution in contrast with different understudies of his\her class? The third dimension is with reference to the criteria. The criteria implies the normal dimension of getting the hang of keeping in view required skills. In assessment it is found out whether the understudy has accomplished that dimension or not. Under this, the assessment is considered as a vital piece of the showing learning procedure and expected to be utilized to realize subjective enhancement in education.

Various vital reasons for existing are served by assessment which eventually add to enhancement of the instructional techniques, the course readings., the educational programs and even lead to change of our educational objectives. In addition, different motivations behind assessment are considered as Certification, Selection and Classification of understudies, finding of qualities, shortcomings and direction. It additionally helps both the instructor and the educated. The educator comes to know how far his/her instructing is fruitful and the encouraging technique is compelling. The understudies likewise get the chance to comprehend where he/she is and how far

his/her endeavors have turned out to be effective. Along these lines, the assessment helps in all round improvement of the understudies.

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DARKNESS IN WILLIAM SHAKESPEARE'S PLAY MACBETH

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Abstract

William Shakespeare's reality acclaimed shocking play Macbeth lives in murkiness. This murkiness shapes a mental space where we see enormous collaboration happening between the individual and his or her soul. We can say that Macbeth is more a play of feeling, contemplations and arranging than of activity. Presumably the play of human brain research is far exceptional in Hamlet however if there should arise an occurrence of Macbeth it is forceful to the point that it frequently ends up hard to separate between the genuine and the dream. Haziness shapes a comprehensive space where the truth breaks down and the hero begins interfacing with his or her very own self and with different characters or occurrences of the play at different dimensions subsequently, challenging the obstructions of reality.

Keywords: Macbeth, Play.

Introduction

In Macbeth murkiness assumes a vital job in building up the ion, movement of the activity and the disclosure of characters. It is important to comprehend that Macbeth is a mental play and the improvement of the correct stage for the communication of musings and thoughts is went with this murkiness. The haziness uncovers Macbeth's character. This disclosure is related with the tussle between Macbeth's great self and the yearning clouded side of his character. In this examination, I mean to concentrate on the different introductions and utilizations of this murkiness by Shakespeare in the play Macbeth. The investigation additionally centers around how this haziness turns into an emotional gadget which impacts the plot development and character constructing in this way, assuming an imperative job in the improvement of the unfortunate theme of the play through circumstance, climate and language.

Review of Literature

Diminish. (2012) Shakespeare's figure in this exploration contemplate is lingered as unrelated, since his overall measurement has just entered in the records of the world writing together with Homer, Aeschylus, Dante, Cervantes up to other later scholars, for example, Marques and Eco. Luckily for us, this rundown additionally incorporates our essayist Ismail Kadare. A great deal of contemporary world's researchers and commentators, when expounding on Kadare (without a doubt the benefits for being the first to expound on him have a place with the French essayist Alen Boske), drew the parallel among Kadare and different journalists, for example, Aeschylus, Shakespeare, Gogol, Kafka, and Orwell. His connections with these mammoths present a flexible intrigue, however we are going to concentrate particularly on the crossing points with Shakespeare, individually with his work. The primary fetus of the crossing point is without a doubt Macbeth, one of Shakespeare's perfect works

of art, which Kadare had perused in his initial youth. Since this point typologically has a place with the near writing, the exploration strategy will likewise decisively pursue the examination and the parallels between the work and life of them two. The examination will uncover the situation of Macbeth the middle person as a delegate, while the vertical and flat structure of their effect and convergence is predominantly founded on Hamlet. The clarifications about Macbeth, Kadare conveys to us without precedent for his paper Ftese ne studio (Invitation to the studio) and furthermore in his occassional meetings and addresses. The full center of their crossing point shows up in Kadare's work Hamlet, the intense ruler.

Nikhilesh, (2013) This examination looks at the connection between association in the Women's Liberation Movement and willful childlessness. Information from two separate likelihood tests of college ladies were utilized to test the theory that contribution in the Women's Liberation Movement is decidedly identified with genuine and expected willful childlessness. Examination uncovers that an example exists which is steady of the speculation yet the relationship is certainly not a solid one. Also, the larger part of ladies, paying little mind to association in the Movement, has or hopes to have no less than one kid.

Saria Menezes, (2013) The nineteenth century saw emotional upgrades in the lawful privileges of wedded ladies. Given that these progressions occurred some time before ladies picked up the privilege to vote, they added up to a deliberate disavowal of energy by men. In this paper, we examine men's motivators for offering energy to ladies. In our model, ladies' lawful rights set the conjugal bartering energy of married couples. We demonstrate that men confront a tradeoff between the rights they need for their own spouses (specifically none) and the privileges of other ladies in the economy. Men incline toward other

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men's spouses to have rights since men think about their own little girls and on the grounds that an extension of ladies' rights increments instructive interests in kids. We demonstrate that men may consent to give up a portion of their energy once innovative change builds the significance of human capital. We certify our contention with chronicled prove on the extension of ladies' rights in England and the United States.

Kaushal, (2013) During the time of the Central Soviet Area, the ladies' freedom development prospered, significantly enhancing the living condition and space for ladies in the Soviet Area, and giving imperative ramifications to settling issues concerning the advancement of ladies deserted in the current provincial territories. In view of the valuable investigation in the ladies' freedom development amid the time of the Central Soviet Area, and the field examine information concerning the Gannan region, we lead inquire about on the ladies' freedom development amid the time of the Central Soviet Area from two measurements (family and society). In the meantime, we lead investigation on ebb and flow issues concerning the ladies deserted: as far as family measurement, the male centric inclination of family premiums is the center issue shackling the improvement of ladies abandoned, augmentation of the family division of work additionally confines the space for the advancement of ladies abandoned, and the debilitating of family work is the key factor affecting the improvement of ladies deserted; as far as social measurement, framework separation is the immediate explanation behind limited improvement of ladies deserted, feeble financial establishment is the underlying driver of confined advancement of ladies deserted, and the presence of unfair mentalities is the profound situated purpose behind limited advancement of ladies abandoned. From the level of human advancement, we call attention to that the initial step for the improvement of ladies abandoned lies in the change of thoughts. With a specific end goal to unravel issues concerning the ladies deserted, it is important to wipe out the property of individual family as the monetary unit of society, and make every one of the ladies back to the normal reason once more.

Darkness in William Shakespeare's Play

The tussle and sufferings transform Macbeth into an awful hero. Yet, this ion stays in dimness and isn't uncovered to alternate characters of the play. Or maybe, the contrary parts of his identity wind up noticeable and he transforms out into a miscreant for all. Dimness entices him to design the homicides. This equivalent dimness additionally makes a stage on which the ion inside him creates. This at last drives Macbeth into a genuine

unfortunate hero who merits more than to be murdered by Macduff at last.

Macbeth is goal-oriented and that frames the shocking defect or hamartia in his character. Viciousness is likewise a noteworthy part of his character. In this manner, these two negative highlights of his character offer ascent to dim expectations and fiendishness wants (the desire for power) in him. These at long last lead him to devise dim plans to execute his unlawful goals which at last lead him to perpetrate wrongdoing and endure the rage of the entire country as well as of destiny. In any case, Macbeth's demise isn't encompassed in the obscurity of malevolence. Or maybe, in contrast to Lady Macbeth, he has prevailing with regards to breaking the shackles of this haziness to rise as a genuine enduring figure with courageous characteristics in him. Macbeth has not battled for the reason for the mankind or his nation.

Neither has he strived to deliver retribution. Or maybe, he speaks to a typical person, and aspiration is a typical element of any human character. Macbeth's battle is against the dimness that is there in him. It is this dimness which transformed him into a criminal. We recognize ourselves with Macbeth's shortcomings and feel sorry to learn him endure. Macbeth's battle to recover his previous chivalrous stature and his demise make him a deplorable hero. In spite of the fact that Macbeth is vanquished physically he has prevailing with regards to overcoming the obscurity that was there in him and has transformed into a gallant figure.

Conclusion

The play Macbeth is essentially the character of Macbeth, the warrior. In this play Shakespeare is so fixated on the identity of Macbeth-his brain research, his inner voice and mental clashes, the great and the terrible selves in Macbeth or more the entirety of his evil desire that overpowers the plot improvements, the emotional clashes and the significant activities of the play Macbeth. Subsequently, to know the play Macbeth we should know the character of Macbeth. The real clashes, emotional improvements and move designs make place inside Macbeth's psyche.

The play achieves its peak when the psychological clashes inside Macbeth are at their statures. Before battling with Macduff Macbeth's defeat has achieved its end point. Macbeth is vanquished mentally and the start of peak is set apart with the passing of Lady Macbeth and the moving of the Great Birnam wood to the Dunsinane slope.

The perusers can comprehend that Macbeth has effectively transformed into an unfortunate figure

and his physical thrashing is inescapable. In this manner, the ensuing war with Siward and Macduff are a piece of the peak that began with Macbeth's psychological ruin, the extent that the plot advancement is concerned. This is on the grounds that, the play Macbeth is a mental play and the sensational essentialness of the play finishes up when Macbeth's psyche is immersed with the musings of death, thrashing and atonement. His sufferings have officially transformed him into a shocking figure. His death in the hands of Macduff reestablishes his courageous stature and transforms him into a shocking figure. Along these lines, the psychological clash and the nibble of heart in Macbeth together structure the principle grouping of the awfulness of Macbeth.

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NEED OF COMPUTER EDUCATION IN TRAINING OF PROSPECTIVE SECONDARY TEACHERS

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Abstract

Education sector is not different in any aspect. It is no longer possible to conceive of teacher education without ICTs. We are discussing on this issue since nineties, but nothing worthy is visualized on the ground of reality. The important task for teacher educators is to train the future teachers in ICTs. To train them in these technologies there is an important task on the part of educational planners and policy implementers. Teacher educators are enjoying these practices quite comfortably. We have to adopt and use all the emerging technological innovations. At last to the ICTs in teacher training.

Keywords: Computer Education.

Introduction

The world is changing so rapidly due to technological advances. Every sector is felling energized due to inclusion of technological for the betterment. Education sector is not different in any aspect. Infect education is the mean through which technologies becomes friendly to the human beings. To bridge the technological changes and human being there is a person known as teacher. The teacher in the 21st century will have to deal with a world qualitatively different from that of the 20th century in respect of pedagogical and technological advancements.

Today a class room is different place from what is used to be. The black board and chalk is being supported by computers, television, internet etc. The teachers of future are to be trained in these technologies. It is no longer possible to conceive of teacher education without ICTs. It is imperative for the teacher education institutions to wake up and reorganize their curriculum to accommodate the changing face of knowledge. The infusion of ICTs into teacher education programme will help the future teachers cope up with the paradigm shift in learning. Integration of ICTs in teacher training is the essential requirement of the day. We are discussing on this issue since nineties, but nothing worthy is visualized on the ground of reality. It is the high time to introduce ICT based applications and methodologies during the pre service teacher training programme, but before that let we understand the real situation. During a survey conducted in Teacher Training Institutions, researchers found the adverse situation towards ICT facilities.

Review of Literature

Evelyn Kigali Kahiigi, (2010) web utilization execution is a locale current that keeps on advancing with time and any examination. Analysts inside the field contend that web utilization keeps on being in its earliest stages, resulting into differed execution strategies over an extensive web use range. This examination investigates the web utilization condition of craftsmanship. It gives a general synopsis of the preparation technique, assesses some present usage patterns remarking an assortment of systems and strategies used in the previous decade. It any appearance at the progressions made by the appropriation of web utilization at interims the upper training technique. This is frequently trailed by relate distinguishing proof of rising issues from those 2 issues square measure recognized; 1) the limited take-up of innovation as partner guideline conveyance strategy; and 2) the insufficient utilization of innovation to help learning. In reference to this, future examination should so acquire to any research these perspectives and to investigate proper methodologies for powerful execution of web use to help learning. Not the littlest sum in instructional method settings.

Noorulhasan Naveed Quadr, (2016) Advancement of computerized innovation is affecting the bound improvement of grouped exercises in our regular day to day existence. Web use framework has conjointly picked up a focused edge over the overall antiquated approach. The common instructional method is being supplanted by the web use educating framework. Web use instructing learning approach gives a considerable measure of adaptability and licenses opportunity from time, put, physical nearness, chaotic, and harrowing educating learning and so forth, so assumes a vital part in training framework. Be that as it may, there square measure a few hindrances in web utilization strategy for in educating learning. Concentrate on such obstructions can encourage to beat the troubles to the achievement of web use. Blessing examination think about makes an endeavor to check the fluctuated boundaries that square measure impactful the in execution of web use in Saudi Universities. This

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examination surveys various obstructions from writings and known most huge web use boundaries that square measure depicted and arranged in four measurements like Student, Instructor, Infrastructure and Technology, and Institutional Management. Sixteen hindrances falling underneath these significant measurements were legitimate their significance quantitatively through college Students, Instructors, and web use staffs of some well perceive colleges in Asian nation. A review instrument was created and tried on an example of 257 respondents of Saudi Universities. it had been discovered that Infrastructure and Technology Dimension is that the most key as apparent by respondents. Consequences of the examination conjointly uncover that, all hindrance factors square measure greatly solid, so should be taken deal with in execution of web utilization frameworks.

Nirma Samarawickrema (2016) This study reviews the scholar expertise of web usage in pedagogy so as to spot areas ought to have future investigation. This review highlights some common themes within the student's web usage expertise and recommends implications for apply arising from these, notably the emotionalism of the scholar expertise and a priority concerning time and time management. Web usage developments supported changes to ancient pedagogy evoke the foremost inconsistencies in student perceptions and its here that individual variations emerge as doable success factors. The review concludes that future analysis ought to investigate however students understanding of the teaching and learning method impacts on their study methods and perceptions of on-line learning.

The Reality

Before going through theoretical suggestions it is seemed necessary to understand the present situation in teacher education institutions.

A survey conducted by the researcher in teacher education institutions affiliated to M.J.P. Rohilkhand University, Bareilly related to availability and access of ICTs in these institutions in session 2006-07 and 2007-08, brought forward the real scenario of ICT in teacher education institutions.

Objectives of Study

The objectives of the study were to analyze

- The present conditions of ICT facilities in teacher education institutions,
- ICT enable ness among the faculty of these institutions,
- Their will to introduce the ICTs in teacher education,
- Institutions' friendliness towards ICTs inclusion in teaching learning process.

Methodology

For this study the researcher used a questionnaire named **"ICTs Assessment Questionnaire"** developed by Kumar and Singh (2005). This questionnaire was distributed among the faculty members of 32 teacher education institutions of M.J.P. Rohilkhand University and filled questionnaires were analyzed.

Findings

The major findings of the study were -
1. Out of 32 institutions, only 07 have basic ICT infrastructure i.e. Computer laboratory.
2. Out of 10 government aided institutions, only two has computer lab due to P.G. Department but they are not in good working condition.
3. Among 22 self-financing institutions only nine have ICT lab.
4. Most of the faculty members are not willing to use ICTs because they are not trained in ICTs and also not willing to get trained.
5. Among 117 teacher educators, only 34 are skilled in ICTs.
6. Only 18 teachers are using ICTs in their regular teaching learning process.
7. All the teachers using ICTs are working in self-financing teacher education institutions.
8. About 63% teachers have never operated the instruments like LCD, EPIDIOSCOPE and SLIDE PROJECTOR etc.
9. Most of the teachers are not skilled in MS WORD, EXCELL, POWER POINT and INTERNET.

These findings are showing us the realities of ICTs in teacher education. A very interesting observation is that against the new U.G.C. curriculum, computer education has no place in the new curriculum of the University. This raise a question in our minds that Where are we going by not introducing these changes?

Challenges

The teacher educators are not getting trained properly. We can not introduce the ICTs in teacher education without full interest and involvement of teacher educators. There are few misconceptions in the teacher education community for using these technologies:
1. The ICTs can be used in only technological subjects.
2. Through teaching the ICTs the syllabus can not be covered
3. It is not easy to teach through ICTs for the senior teachers
4. Developing ICT laboratory is a difficult task

But in our opinion all these are the part of our defense mechanism. In the institutions, where these practices are going on effectively, there is no such

problem. Teacher educators are enjoying these practices quite comfortably. We have to change our mindset. We have to come forward to mitigate with the changing world. Otherwise this noble profession will lack behind several miles from other discipline. We have to adopt and use all the emerging technological innovations.

A teacher educator can teach all the subjects in the syllabus of teacher trainees. This is not a hypothetical statement, in many institutions everything is in practice.

The important task for teacher educators is to train the future teachers in ICTs. To train them in these technologies there is an important task on the part of educational planners and policy implementers. There is no compulsory or optional paper in the syllabus of teacher training curriculum. There should be a computer laboratory/ ICT laboratory in every teacher education institution but there is no provision of any activity related to these laboratories in the curriculum of many universities. In some universities it is as teaching subject but is of no use for a large number of trainee teachers.

If the planners of teacher education thought that their duty is only to suggest it in curriculum frameworks, than I am sorry to say that might be they are wrong. They cannot ignore their responsibility on implementation part. There should be some concrete on the grounds of reality.

CFTE-2003, 2006 both are clearly indicating the importance of ICTs in teacher education but we are very fast in planning and more slow in implementation.

The teachers of future should be trained in all these innovative practices and there should be clear cut provision for ICTs in the curriculum of teacher education. The institutions should be equipped with the ICT facilities. There should be at least on of the faculty members trained in the ICTs. It should be compulsory to attend at least one ICT training programme for every teacher educator before further promotion or increment as possible and feasible.

At last we want to conclude with the comment that there is an urgent need to think on the issues related to the implementation of ICTs in teacher training institutions. Our duty is not completed by organizing discussions and seminars; it should be a beginning in the direction of ICTs equipped teacher education. In our opinion, we can not encounter with the future world without the ICTs and if we remain still in a process of thinking, the time will move forward and leave us backward again.

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निर्गुण काव्यधारा में सामाजिक चेतना और संत रविदास का योगदान

*विनीता शर्मा

सारांश

भारत की सभ्यता–संस्कृति को संवारने में और उनका उचित मार्गदर्शन करने में संत–महात्माओं की भूमिका अग्रणी रही है। मध्यकालीन भक्ति आन्दोलन के संत–महात्माओं की भूमिका समाज–सुधारक और पथ–प्रदर्शक की थी। निर्गुण काव्य धारा का आविर्भाव सत्ता की अस्थिरता, अशांति, अवसाद, संघर्ष आदि के वातावरण में हुआ। हिन्दी के मध्यकालीन निर्गुण कविता का सृजन राजनीतिक, धार्मिक एवम् सामाजिक परिस्थिति की व्यवस्था और विसंगति के बीच हुआ। अशांति और अव्यवस्था के युग में रैदास रूपी महामानव का काव्य अत्यन्त समाजोपयोगी है। इन्होंने सामाजिक कुरीतियों के खिलाफ अपनी आवाज बुलंद की व सामान्य जनता का मार्गदर्शन किया।

मूल शब्दः संत काव्य, व्यावहारिकता, जातिवाद, संतकवि, अंधविश्वास, रैदास, साम्प्रदायिकता, भष्ट्राचार।

प्रस्तावना

मध्यकालीन निर्गुणधारा के कवियों ने समाज को सबसे ज्यादा उद्वेलित, आन्दोलित व प्रभावित किया है। मध्यकालीन संतों ने हमारी संस्कृति को उच्च विचार, उच्च आदर्श प्रदान किये है। हिन्दी की निर्गुण काव्यधारा मध्यकालीन भारतीय संस्कृति का वह दिव्यहार है जिसमें युग–युग के बिखरे हुए जीवन सत्य रूपी मोती संजो–संजो कर पिरोये गये हैं। इसका आर्विभाव सत्ता की अस्थिरता, अव्यवस्था, अशांति, अवसाद, संघर्ष आदि के वातावरण में हुआ। निर्गुण काव्यधारा के उदय और विकास के प्रेरक हिन्दू धर्म के कुछ तो विकृत तत्व थे और कुछ अविकृत तत्व। विकृत तत्वों यथा पुरोहितवाद, वर्णाश्रम धर्म, मूर्ति पूजा, धार्मिक बाह्याचार, पूजा विधिया, पौराणिकता के प्रति उनमें प्रतिक्रिया जागृत हुई। निर्गुण संतों का भारतीय जीवन और संस्कृति में प्रतिष्ठित स्थान है। संत रैदास का स्थान भारतीय संस्कृति की रक्षा में अनन्य है। उन्होंने अपने वैज्ञानिक एवं तर्कसंगत विचारों से न केवल भारतीय जनमानस को प्रभावित किया, अपितु मन की गहराइयों में जाकर उनके विचारों को परिवर्तित करने का स्तुत्य प्रयास किया।

साहित्य की समीक्षा

निर्गुण कवि सामाजिक चेतना के कवि हैं। उनका काव्य सामाजिक प्रश्नों के उत्तर खोजता है। वे सबसे पहले समाज सुधारक है, कविता उनके लिए समाज परिवर्तन का माध्यम है। संत रविदास का काव्य भी इसी बात का प्रमाण है। संत नामदेव, कबीरदास, संत रविदास, गुरू नानक देव, पलटु, मलूकदास, सुन्दरदास, पीपा, धन्ना, दादू दयाल आदि सारे कवि संत परम्परा के कवि हैं। इनका संबंध सामाजिक चेतना से रहा है। संत रविदास भक्ति की गहराई में उतरना नहीं चाहते। व्यक्तिगत मुक्ति की अपेक्षा समाज की मुक्ति को अधिक महत्व देते हैं। अन्य निर्गुण कवियों की तरह संत रविदास के काव्य में सत्य, अहिंसा, शील, दया, क्षमा, उदारता, परोपकार, धैर्य की बात सिखाता है, पर इसी बात को अपनी मौलिक काव्य क्षमता के साथ जोड़ता है। 'मन चंगा तो कठौती में गंगा' में विश्वास रखने वाले संत रविदास के काव्य की कठौती में मन की शुद्धता को देखा जा सकता है। संत रविदास की विचारधारा का महत्व निर्गुण काव्यधारा के परिप्रेक्ष्य में ही अधिक आकर्षक लगता है।

संतकालीन समाज की स्थिति दयनीय एवं दुःखों से घिरा हुआ था। जातिवाद, ऊँच–नीच को मनुष्यता का दुश्मन मानकर निर्गुण काव्यधारा के कवियों ने इनका प्रबल विरोध किया। कबीरदास जी कहते हैं कि ज्ञानी से ज्ञान प्राप्त करो, उसकी जाति लेकर क्या करते हो?

''जाति न पूछो साधु की, पूछ लीजिए ज्ञान।

मेल करो तरवार का पड़ी रहने दो म्यान।।1

इसी भाँति गुरू नानकदेव समस्त मनुष्य में परमात्मा की ज्योति को ही देखते है, जाति–पांति में नहीं पड़ते।

''जाणुह जोति न पूछहु जाति आगे जाति न है।।2

संत मलुकदास जी कहते हैं कि जिसके हृदय में दया धर्म है, जो अमृत जैसे वचन बोलते है और नम्रता जिसकी आँखों में होती है, वहीं मनुष्य ही ऊँचे वर्ण का है।

''दया धर्म हिरदै बसै, बोले अमरत बैन।

तेई ऊँचे जानिए, जिनके नीचे नैन।।3

संत रविदास के विचार :– संत रविदास ने जाति–पाँति, ऊँच–नीच को समाज के लिए भयंकर रोग की संज्ञा दी है। वे सभी मनुष्य में एक ही परमात्मा का निवास मानते हैं। कोई भी व्यक्ति जन्म से नीच नहीं होता, कर्म से होता है। उन्होंने सभी जातियों से ऊपर मानवता को महत्व दिया है।

''रविदास जाति मत पूछई, का जात का पात।

बाह्मण खत्री बैस सूद, सभन की एक जात।''4

सभी संत कवियों ने रूढ़ियों, मिथ्या आडम्बरों तथा अंध विश्वासों की कटू आलोचना की है। संतकालीन समाज मुसलमान नरेशों की धर्मान्धता, हिन्दू–मुसलमान धर्माधिकारियों के मिथ्याचरण, आडम्बर, ढोंग, अंधविश्वासों के कारण जर्जरित हो गया था। इससे सामाजिक जीन में विश्रृंखला और अनीतिमय बन गया था। संत नामदेव जी कहते हैं कि अश्वमेघ यज्ञ, तुला दान, प्रयाग में संगम स्नान, पिण्डदान, वेद–पाठ, कर्मकाण्ड, षट्कर्म आदि सभी एकनिष्ठ भक्ति के समक्ष हेय है। वे स्पष्ट कहते है –

''छोड़ि छोड़ी रे पाखण्डी मन कपटु न कीजै।

हरि का नामु नित–नित ही लीजै।।5

मूर्ति पूजा का विरोध करते हुए कबीरदास जी कहते हैं –

पत्थर पूजे हरि मिले तो मैं पूजूं पहार।

ताते वह चक्की भली पीस खाय संसार।''6

गुरु नानक के अनुसार पाखण्डों से न तो भक्ति सम्भव है, न ही भगवान की प्राप्ति होती है। जैसे– ''पाखंड़ि भगति न होवई।

परब्रह्म न पाइआ जाई।।7

संत दादू दयाल कहते हैं कि कोई द्वारका जाता है, कोई काशी, तो कोई मथुरा, जगन्नाथ। लेकिन आपका साई तो आपके हृदय में ही निवास करता है, जिसे बस पहचानने, समझने की जरूरत है –

''दादू कोई दौड़े द्वारका, कोई काशी जाहि।

काई मथुरा को चले, साहब घट की माँहि।।8

संत रविदास के विचार

संत रविदास जी ने समाज की एकता के लिए तत्कालीन बाह्य आडम्बरों का विरोध किया है। उन्होंने तीर्थ–स्नान, वेद–पाठ, छुआ–छूत, रोजा–नमाज, हिन्दू–मुसलमान इन

*शोधकर्त्ता, कलिंगा विश्वविद्यालय, नया रायपुर, छत्तीसगढ़, भारत।

सभी का विरोध किया। समाज में भटके हुए लोगों को संत रविदास जी ने सही मार्गदर्शन करते हुए आडम्बरों से सतर्क होने की प्रेरणा दी। जैसे–

"अन्तरगति राचै नहीं, बाहर करै उनास।
ते नर जमपुर जाहिंगे, सत भाषै रैदास।।9

प्रायः सभी संतों ने गुरू के महत्व को स्वीकार किया है क्योंकि गुरू के मुख में परमात्मा का निवास करता है। वह मोक्षदाता, ज्ञानदाता व प्रभु भक्ति की सच्ची राह दिखाने वाला होता है। कबीरदास जी ने माया रूपी संसार से मुक्ति पाने के लिए गुरू की आवश्यकता पर बल दिया है। उन्होंने गुरू को पथ प्रदर्शक मानते हुए कहा है कि –

"गुरू गोविन्द दोउ खड़े, काके लागूँ पाय।
बलिहारी वा गुरू आपने, गोविन्द दिया मिलाय।।10

संत दादू दयाल जी के अनुसार गुरू अपने शिष्य को मृत होने से बचाता है। उसको ज्ञान चक्षु देकर गुरूतत्वों से परिचित कराता है, ब्रह्म से साक्षात्कार कराता है –

दादू देव दयाल की, गुरू दिखाई बाट।
ताला कूंची लाइ करि, खोले सबै कपाट।।11

संत रविदास के विचार :–

संत रैदास जी ईश्वर साक्षात्कार के लिए गुरू की अनिवार्यता पर बल दिया है। अपने भौतिक सुखों में डूबे होने के कारण मनुष्य अपने आप परमात्मा का दर्शन करने में असमर्थ है। इसलिए उसे पूर्ण गुरू की शरण में जाना ही पड़ता है। क्योंकि पूर्ण गुरू ही परमात्मा स्वरूप है –

"गुरू ग्यानदीपक दिया बाती दई जलाय।
रैदास हरि भगति कारने जन्म मरण विलमाय।।"12

निर्गुण काव्यधारा के कवियों ने सत्य और अहिंसा पर बल दिया है। सत्य सभी धर्मों का सार है। सामाजिक चेतना के अग्रदूत कबीर ने सत्य को ईश्वर के समकक्ष माना है। सत्य से बड़ा कोई तप नहीं, झूठ से बड़ा कोई पाप नहीं –

"साँच बराबर तप नहीं, झूठ बराबर पाप।
जाकै हिरदै साँच है, ताकै हिरदै आप।।"13

गुरू नानक देव जी ने तत्कालीन समाज में व्याप्त हिंसा का विरोध वे कहते हैं कि हमें अपने देह पोषण के लिए जीवहत्या नहीं करनी चाहिए। अपने ही जैसा सभी को समझना चाहिए –

"क्या बकरी क्या गाय है, क्या अपना जाया।
सबका लोह एक है, साहब ने फरमाया।।"14

संत रविदास जी के विचार

संत रविदास जी ने अपने जीवन में सत्य का अनुभव किया था सत्य के कारण परमात्मा का अनुभव होता है। इसलिए मानव को अपने जीवन में सत्य के अनुकरण की प्रेरणा दी। सामाजिक परिवर्तन के लिए हृदय में सत्य की अनुभूति पर बल दिया। इसी भाँति संत रैदास जी ने समाज में व्याप्त हिंसा का विरोध किया है। परमात्मा का वास हर प्राणि, हर व्यक्ति में होता है। पशु हत्या से परमात्मा की प्राप्ति नहीं होती।

अस्पृश्यता हमारे देश में लगा एक महान रोग है। संत कवियों ने इस अमानवीय कुप्रथा को देखकर समाज में परिवर्तन लाने का प्रयास किया। संत कवियों ने लोगों में मानव धर्म की स्थापना करते हुए मानवता का भाव पैदा किया। कबीरदास जी ने इस कुप्रथा का विरोध करते हुए सभी मनुष्यों को एक ही परमात्मा की संतान बताया –

"पंडित देखहु मन महँ जानी।
कहुधौं छूत कहाँ ते उपजी, तबहिं छूत तुम मानी।
नादे–बिंदे रूधिर के संगे, घट ही महँ घट सपचै।।"15

रविदास युगीन समाज में चमार, जुलाहा, नाई और कसाई आदि जातियों को हेय माना जाता था। लोग इनसे दूर रहते थे लेकिन परमात्मा की दृष्टि में कोई भेद नहीं है। वह तो नीच को भी ऊँच बना देता है –

"ऐसी लाज तुझ बिनु कौन करै।
गरीब निवाजु गुसाइयां, मेरा माथै छत्रु धरै।।"16

निर्गुण सन्तों ने हिन्दु–मुस्लिमों के बीच साम्प्रदायिक खाई को मिटाने का प्रयास किया। दोनों धर्मों में एकता का भाव स्थापित किया। संत कबीरदास जी कहते हैं कि हिन्दु–मुसलमानों का नाथ एक ही है, इसमें झगड़ने की कोई बात नहीं–

"हिन्दू–तुरक का साहिब एक,
कहा करो मुल्ला, कहा करै सेख।।"17

संत रविदास जी के समय में साम्प्रदायिकता, विषमता व्याप्त थी। संत रविदास जी ने वैचारिक गरिमा, सूक्ष्मदर्शिता, पारस्परिक सामाजिक विरोधों को समाप्त कर अपनी वाणी द्वारा साम्प्रदायिक कट्टरता के विषैले तत्वों का विरोध कर समाज उन्नति एवम् राष्ट्र के विकास के लिए स्वतन्त्रता, बंधुत्व और न्याय की स्थापना की।

"मुसलमान सों दोसती, हिंदुअन सों कर प्रीत।
रविदास जोति सभ राम की, सभ है अपने मीत।।"18

निष्कर्ष

निर्गुण कवियों ने और संत रविदास जी ने तत्कालीन समय में व्याप्त कुप्रथाओं, विषमताओं का विरोध किया। एक ओर मुस्लिम शासक वर्ग का अन्याय–अत्याचार होता रहा तो दूसरी ओर हिन्दु–मुस्लिम के पंडितों और मुल्लाओं ने अपने स्वार्थ के लिए व्यक्तियों को ठगने का कार्य कुमार्ग बतलाना, उनका शोषण, अत्याचार करने का कार्य किया। इसी कारण संतों ने और संत रविदास जी ने सामाजिक चेतना जागृत करने का मौलिक कार्य किया है। जीवन के पथ पर भटके हुए लोगों में मानवता, सामाजिक एकता, समानता, स्वतन्त्रता, बंधुत्व और न्याय की भावनाएँ उत्पन्न कर एक आदर्श समाज का निर्माण करने का स्तुत्य प्रयास किया।

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