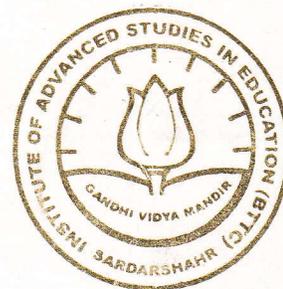


**CONTEMPORARY ISSUES OF NATIONAL SECURITY
IN PRESENT SCENARIO**

NATIONAL SEMINAR

23rd to 25th February, 2007



Organised By
INSTITUTE OF ADVANCED STUDIES IN EDUCATION (BTTIC)
IASE UNIVERSITY, GANDHI VIDYA MANDIR, SARDARSHAHR, RAJASTHAN

In Collaboration With
UNIVERSITY GRANTS COMMISSION, NEW DELHI

INDEX

S.NO.	NAME OF PARTICIPANT	TITLE OF THE PAPER	PAGE No.
1.	Dr. Anil Kumar Upadhyaya	National Security and Education	1 - 4
2.	Prof. Anita Bhadauria	शिक्षा एवं राष्ट्रीय सुरक्षा	4 - 6
3.	Mr. Arun Naglot	Various Areas of Internal National Security	7 - 8
4.	Dr. Ashok Kumar Modi	राष्ट्रीय सुरक्षा एवं शिक्षक	8 - 13
5.	Dr. B.P. Uniyal	Disaster Management & Role of Youths in Integrated National Security	13 - 16
6.	Dr. Avinash Chawla & Dr. Balvinder Ghotra	Role of Educational Activities in National Security	17 - 22
7.	Shri Bhagirath Kumrawat	राष्ट्रीय सुरक्षा के विकास में शिक्षक की भूमिका	22 - 26
8.	Mr. Bhabagrahi Pradhan	Role of the Teacher in Development of National Security	26 - 30
9.	Dr. D.N. Singh	मानव अधिकार, कर्तव्य एवं राष्ट्रीय सुरक्षा	30 - 33
10.	Dr. D.P. Singh	शिक्षा के आंगन में पलते आतंकी नाग के कितने फन?	33 - 35
11.	Smt. Deepti Gaur	राष्ट्रीय सुरक्षा का एक सशक्त साधन : जनसंचार माध्यम	35 - 37
12.	Mr. Hemant Kumar Swami	Role of Teacher in Development of National Security	37 - 42
13.	Prof. Hemlata Talesra	Human Rights & National Security	42 - 44
14.	Shri. Jai Prakash Singh	राष्ट्रीय सुरक्षा के विकास में अध्यापक की भूमिका	45 - 48
15.	Dr. Jagdish Prasad Karwasara	राष्ट्रीय सुरक्षा के विकास में शिक्षक की भूमिका	48 - 54
16.	Dr. Jai Dayal Singh	राष्ट्रीय सुरक्षा के विकास में अध्यापक की भूमिका	55 - 60
17.	Dr. K.M. Gupta	Inequality, Violence & Peace: An Illusive Triangle for National Security	60 - 64
18.	Shri. Keshrichand Janagal	आन्तरिक राष्ट्रीय सुरक्षा के विविध क्षेत्र	64 - 66
19.	Mr. L. K. Dadhich & Mr. M. P. Gupta	Need for Educating Young People for Disaster Management and Integrated National Security	66 - 68
20.	Dr. Lokesh Kumar Shekhawat	National Security; New Dimensions, Challenges & Remedies	68 - 70
21.	Lt. Gen. (Retd) D. B. Shekatkar	Revolution in Military Affairs and Chan My Patterns of Wars	70 - 77

(ज) **संस्कृति बोध परियोजना** - देश स्तर पर संस्कृति बोध परियोजना के अन्तर्गत चार कार्य छात्र-छात्राओं के व्यक्तित्व विकास के लिए किए जाते हैं।

- छात्रों के लिए (कक्षा ४ से १२ वीं) संस्कृति ज्ञान परीक्षा का आयोजन - इसमें संस्कृति, सभ्यता, खेल, विज्ञान, शिक्षा पौराणिकता, ऐतिहासिकता, राजनैतिक, सामाजिक क्षेत्र के आदर्श महापुरुषों से जुड़े विषय रहते हैं।
- शिक्षकों एवं अभिभावकों के लिए संस्कृति ज्ञान परीक्षा का आयोजन - इसी प्रकार हमारे शिक्षकों को भी उपर्युक्त विषयवस्तु के बारे में जानकारी दी जाती है।
- महापुरुषों के जीवन प्रसंग एवं चित्रावली - भारत जैसे विशाल एवं प्राचीन देश में अनेक क्षेत्रों में अनेकों महापुरुष हुआ है। वर्तमान पीढ़ी को उनके जीवन शैली के उनके सद्कार्यों से अवगत कराकर उनके प्रति श्रद्धा का भाव जाग्रत किया जाता है।
- निबन्ध स्पर्धा-किसी विषय को लेकर निबन्धात्मक शैली में विचारों की अभिव्यक्ति करना - यह शिक्षक और छात्रों के विकास में अहम बहै। इसलिए समसामाजिक विषयवस्तु का चयन कर निबन्ध लिखने की शैली का विकास भी किया जाता है।

अतः उपर्युक्त तथ्यों से इस बात का पता चलता है कि राष्ट्रीय सुरक्षा के विकास में शिक्षक की अहम भूमिका होती है और इस दिशा में मध्यप्रदेश में ग्राम भारती शिक्षा समिति मध्यभारत द्वारा मार्गदर्शित ग्रामीण क्षेत्र के विद्यालयों में किए गए अध्ययन से स्पष्ट होता है कि राष्ट्रीय सुरक्षा में शिक्षक की सार्थक भूमिका है।

ROLE OF THE TEACHER IN DEVELOPMENT OF NATIONAL SECURITY

**Mr. Bhabagrahi Pradhan*

1.0 INTRODUCTION :-

In the clarion call of the global society is concerned India required national security now a day. Eradicating caste, creed, colour, sex and religion at last we are Indian. The prime duty of each and every citizen is to protect the motherland and its physical resource and human resource in our country. "वसुधैव कुटुम्बकम्" and "सर्वे भवन्तु सुखिनः" is the keen slogan of each and every citizen of our country is being

* Lecturer, Department of Education, Jain Vishva Bharati, Ladnun-341 306 (Rajasthan)

required now a days which improve in our national security. The teacher plays the vital role to improve the awareness and create a consciousness programme among the minds of students in classroom which leads to success in national security. Universal brotherhood and fatherhood of God is also needed in present time. Now a days the enemies is not outside of our country but they have being defend with in our country. So, national security is necessary in the field of education and teacher plays the important role to ensure and strengthen the human power and material resources in our country.

1.1 CONCEPT OF NATIONAL SECURITY :-

Security is the condition of being protected against danger or loss. In the general sense security is concept similar to safety. The nuance between the two is an added emphasis on being protected dangers that originate from out side. Individuals or actions that encroach upon the condition of protection are responsible for the breach of security. National security is depending upon the role of teacher in the field of education in our country. National security means security in the field of military, geographical security, economical security, human security, social security and cultural security.

2.0. ROLE AND RESPONSIBILITY OF TEACHER IN BUILDING OF MODERN INDIA FOR NATIONAL SECURITY :-

Teacher is the manifest a powerful and spontaneous motivation far above that of money. The place of a tremendous responsibility, and confers a great privilege, on all our teachers at various levels. Of all people, our teachers need to understand its true implication and convey to our nation children the privilege and responsibility involved in being citizens of a great country.

2.1. TEACHERS: NOT ONLY TO INSTRUCT BUT ALSO TO INSPIRE THE STUDENTS FOR DEVELOPING NATIONAL SECURITY :-

A teacher has not only to instruct but also to inspire the students. The students must be educated to become the instruments to develop an integrated nation out of our diversities. They must be made acquainted with the noble humanistic sentiments of our constitution and impressed it the passion to translate them into socio-political realities. It is here that a teacher's national responsibility finds expression. The teacher should be developed the responsibilities among the citizen to provide the dynamic context to discuss the theme we have chosen today. The teacher should be developed the commitment among the students have not learned to improve the national security and its concomitant of hand work. Spontaneous spiritual growth and natural capacity transcendence of mere organic individuality into personality, through conscious social participation, is the only way to create happy family life and national integration which leads to national security in our country.

2.3 TEACHERS AS EMPLOYEE VERSUS AS CITIZEN :-

The role and responsibility of our teachers in rebuilding modern India. Remember that the humanity that our politics and administration handle is the end-product of a processing, beginning with the parents at home and teachers in educational institutions. The most important processing takes place under you, the teachers, who deliver their products to the secretariats, to politics, to education, to the banks, to the insurance companies, and to the professions. If, these products are crude and selfish, and without a sense of national responsibility, it is because the teachers, as a class, have not given healthy ideas to the students. As teachers of secondary schools are dealing with the fresh and impressionable minds of the nation. A teacher's responsibility is to impress on those minds high humanistic values' and when you discharge that responsibility, the status of the teacher also goes up. Instead of treating yourself as a mere employee, the consider himself/herself as a citizen discharging a high national responsibility. That is a big change. The

teacher ceases to be a mere employee, getting a salary of Rs. 1000 or 2000 a month. The teacher becomes a nation-builder, a man-making instrument. That is the significance of *Vivekananda's* calling for a man-making religion and a man-making education.

2.4 ROLE OF TEACHER TO IMPROVE A PATRIOTIC FEELING AMONG THE YOUTH FOR DEVELOPING NATIONAL SECURITY :-

The major role of a teacher is to insist and develop a patriotic feeling among the youngster in our country for national security. Now a day the external military security in our country is restrictive and mis-informative in nature, so it's a major problem for developing national security in our country. Mr. Kofi Bentum Quántson, Ghana's former national security coordinator stated that, it was important to assess national security threats from the totality of factors that affects the "Survival, protection, safety, well being and contentment of the people". The prime role of a teacher is to improve the military training and suggest the young unemployed youth, to lead out their inner potentialities for developing national security in our country. National security is necessary for our young men and women to survival, safety living and well being of people. If the youth group in our country has performed with the share responsibility, the national security will be automatically come. Through the teacher inspiration the young youth can be made as a tinderbox, social dynamite, easily manipulated group for the pursuit of military mobilization, secession and territorial extension to improve the national security in our country.

2.5 ROLE OF TEACHER TO DEVELOP THE NATIONAL INTEGRATION IN CLASSROOM TEACHING FOR NATIONAL SECURITY :-

India is a multi-dimensional, multi-cultural country. Unity in diversity is requiring developing the national security through the class room or the school curricular programme. The teachers explain the idea of the national integration for safe of the nation. The teacher will teach history, civics or social study to improve social value like: cooperation, group work, patience, peace and tranquillity in class room.

3.0 SOME MAJOR ROLE PLAYS THE TEACHER FOR DEVELOPMENT OF NATIONAL SECURITY :-

- To train citizen for military education.
- To improve socio-economic security in our society.
- To enlighten educational spirit among the child for national security.
- To facilitate learning as a democratic leader.
- Teacher as a advisor, role model, friend for the new and young youth.
- To develop the feeling of nationalism and sense of patriotism.
- To celebrate national function like: January 26, August 15, Teachers Day, Gandhi Jayanti etc.
- To maintain time management for the work success through which the students will learn the value like: sincerity, punctuality, work particular etc.
- Teacher as a **catalytic agent** (source of information) to improve national security.
- To organize NCC, NSS Camp, Scout Guide Camp for developing national thought among the students in school.
- To inculcate moral value among the students for national peace in our country.

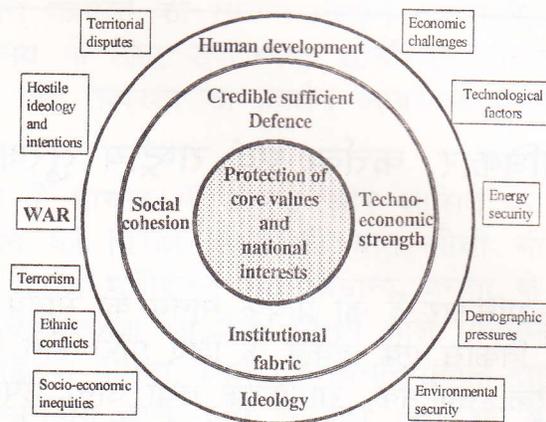
- Through innovative science & technology the teacher will create new idea among the citizen for developing national security.
- To establish relationship with parents through (PTA) parent teacher association or (MTA) mother teacher association.
- To organise seminar, debate, essay competition about the subject of national security in school.

3.1 DIAGRAMMATICALLY REPRESENTATION OF THE ROLE OF TEACHER FOR NATIONAL SECURITY

CURRICULAR ACTIVITIES VERSUS COCURRICULAR ACTIVITIES :-

Human Security	Physical Security
1. As a social worker 2. Trainer 3. Leader 4. Role Model/Guide 5. Reformer	1. Administrator 2. Supervisor 3. Facilitator 4. Political Leader 5. General in military force

3.2 ROLE OF TEACHER FOR HUMAN SECURITY :-



3.3 ROLE OF TEACHER TO CREATE AWARENESS TO DEVELOP NATIONAL SECURITY AGAINST TERRORIST :-

Trans-national terrorism as a form of war through other means for political and strategic goals is likely to dominate for the coming decades as a major threat to peace and security. The prime objective of a

national security doctrine is the preservation of the core values of the nation. In very general terms these values may be interpreted as the 'way of life'; but more substantive identification is needed. The core values of the Indian nation derive their strength from its culture and civilisation. But their greatest manifestation, perhaps, is seen in the fundamentals of the struggle for freedom which led to the establishment of the Indian nation state. The very existence, legitimacy and consolidation of the Indian nation-state has its foundations in the values and principles on which the struggle to create the nation-state was based. Any weakening of these values endangers the legitimacy of the nation-state; and every reinforcement of these values strengthens national security in its comprehensive sense. The importance of some of these values becomes even greater when seen in the historical sense. The struggle for independence in India may be seen to have ultimately bifurcated along two separate, disparate and confliction lines: one which led to the establishment of the Indian nation-state, and the other to the creation of Pakistan. This, incidentally, is also substantially responsible for the sense of mutual insecurity, distrust and threat between the two countries.

4.0 CONCLUSION :-

In the present time teacher is the keen insister to impact national thought, patriotic feeling, peace, harmony, and love for the country, protect the nation from terrorist for developing national security in our country. National security is required because the society, the culture, the ideology of the man, advancement of science and technology, work spirit of testing nuclear missile. But the teacher can change the present scenario through the sense of humanity in the field of education. The teacher can mobilize the political leader for their anti-human activity, social worker for the preservation of the physical resources for human sake only. Then the national security will come in our country. It is not a asses but a condition for the success. Teacher is the active participant to change the human culture to develop national security.

मानव अधिकार, कर्तव्य एवं राष्ट्रीय सुरक्षा

* डॉ. डी.एन. सिंह

वस्तुतः मानव अधिकार वे अधिकार हैं जो प्रत्येक मानव को मानव होने के नाते सामाजिक वातावरण में रहते हुए जीवन के विकास एवं उत्कर्ष के लिए प्राप्त होते हैं। मानव अधिकारों का उपयोग कर मानव अपनी शारीरिक, आत्मिक, सामाजिक तथा अन्य उपयोगी आवश्यकताओं की निर्बाध रूप से पूर्ति कर व्यक्तित्व का समग्र विकास करने में समर्थ हो पाता है। आधुनिक परिप्रेक्ष्य में मानवाधिकारों को विधिक, सामाजिक एवं नैतिक स्वरूपों में परिभाषित करने के प्रयास किये गये हैं। आर.जी. विन्सेट का मत है कि "मानव अधिकार वे अधिकार हैं जो प्रत्येक व्यक्ति को मानव होने के कारण प्राप्त हैं। इन अधिकारों का आधार मानव स्वभाव में निहित है।"

* 90 - चन्द्र नगर, रायबरेली