2016-17

2016-17

TWENTYFIRST CENTURY PUBLICATIONS

Higher Education in India: Roots and Routes

Chief Editor
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EDUCATING AND EMPOWERING YOUTH FOR CHALLENGES OF TOMORROW

*Dr. Rohit Bhardwaj

Introduction

Education is the most cogent instrument in the progress of any nation. It plays a vital role in today's life without which an all round development of learner is not possible. Higher education is one of the levels of education which mainly occurs at college and university level. It is basically concerned with the students of post-school level i.e. youth.

The higher education system in India has developed tremendously to become one of the largest systems in the world. Higher education today is no more constrained by geographical boundaries. Innovative forms of translocation and transnational education have become a possibility. Multi campus institutions, franchised institutions learning centers providing university degree, off campus education, distance learning, internet based distance education, are few examples. With the tremendous advancement in higher education in India, it becomes more and more important to design it in such a way, that it not only educate but also empower youth for the challenges of tomorrow.

Teacher education as a part of higher education system in India has to play a very important role in producing competent teachers for future. It is not an exception for teacher education too, to develop suitable instructional strategies in order to empower trainees with sufficient doses of life skills which make them ready to face challenges of life.

Why Empowerment is Required?

Giving education only academically to the students should not be the focus of today's education system because nowadays youth is surrounded with many other problems. The main role of any education is not only to make the learners literate but to liberate their minds fully. The role of teacher education should also to provide such teaching skills that will prepare them physically, mentally and socially for the world of work in later life. So, there is a great need of empowering youth for present as well as for future challenges with the help of suitable strategies.

What are Different Ways and Means of Empowering Youth?

There are many ways and means to educate as well empower youth in order to make them ready for present and future challenges of life. Some of the ways have been discussed below:

- **Life Skill Training Program (LSTP):** LSTP has been developed by World

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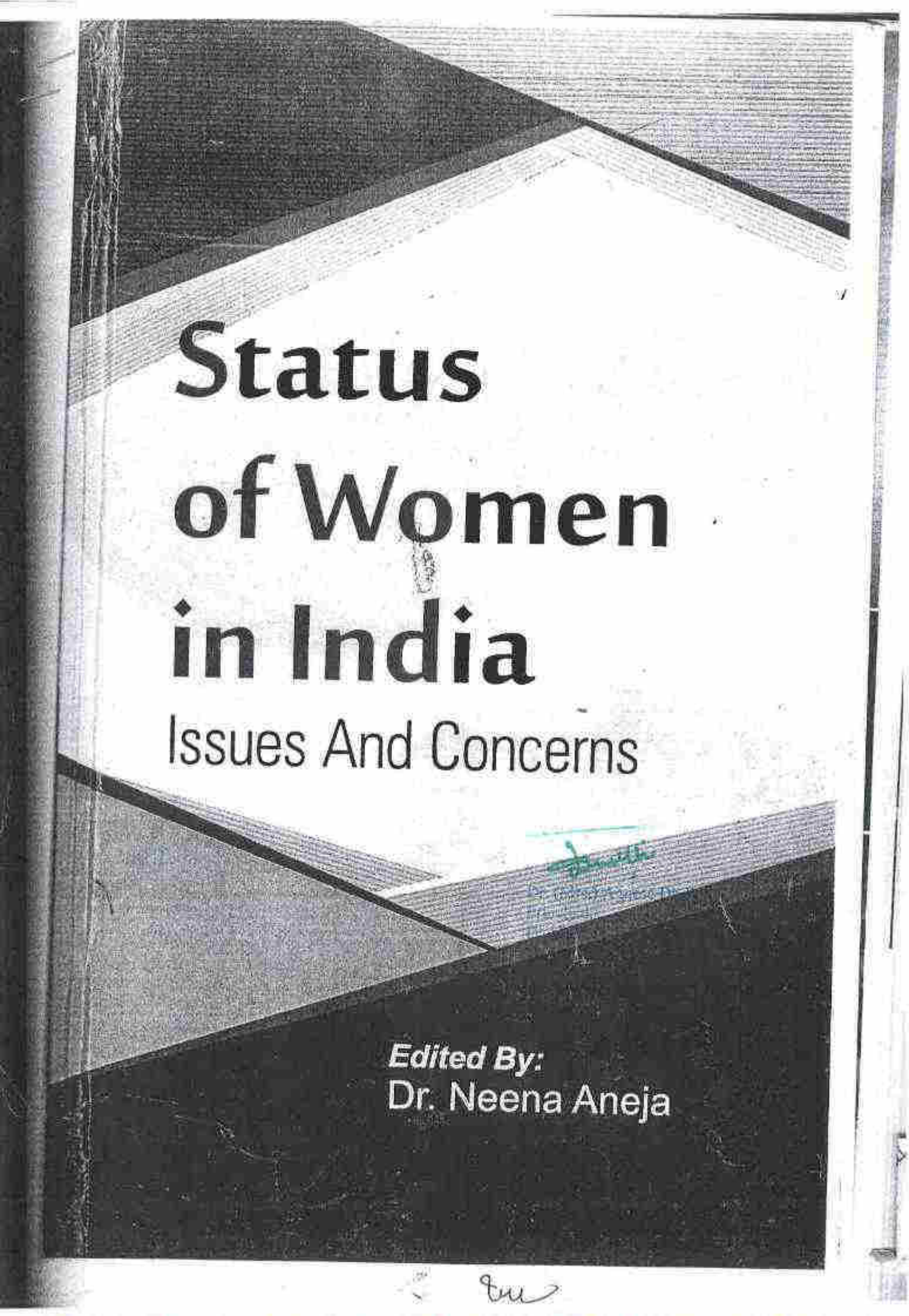
Status
of Women
in India
Issues And Concerns
Edited By:
Dr. Neena Aneja

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INDIAN WOMEN — QUEST FOR EMPOWERMENT

*Dr. Richa Sharma**

"I raise up my voice—not so I can shout, but so that those without a voice can be heard...we cannot succeed when half of us are held back." — *Malala Yousafzai*

The history of women has been defined by a world enmeshed in woes, frustration, oppression, maltreatment and inequalities. India is changing politically, economically and socially, at a swift speed, yet women are still treated, in some respects, in the same old way. Even today very few of us feel happy in the home at the birth of a female child. Moreover, an only daughter is supposed to be a curse for the family. She is regarded as a decree of lakhs of rupees on the parents. Not only in India, the discrimination and exploitation of women is seen all over the world. She has been constantly a victim of social, economical, political pressures. She has constantly been striving for her rights and facing the the threats of domestic violence, gender discrimination. Women in India are divided in caste, class, rural, urban, educational, occupational, and linguistic groups. She has been struggling for her due place in the society since ages. Policies framed by the Government of India have failed to achieve the desired goals. Social, Political or Economical fronts of the country have witnessed the quest for empowerment of its women. She is living in frustration, oppression, maltreatment and inequalities. Feminism as a philosophy of change sought to fight, end and change this woeful scenario of women that denied their self respect, dignity and led to a loss of self confidence. But it has not obtained the desired goals. Women play a very significant

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CLIMATIC CHANGE & WATER RESOURCE MANAGEMENT

An Anthology of Selected Papers
Presented at the National Seminar

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AWARENESS GENERATION ON WATER MANAGEMENT

*Dr. Richa Sharma**

Human overuse of water resources, primarily for agriculture, and diffuse contamination of hwater from urban regions and from agriculture are stressing the water resources in the estrial water cycle. As a consequence, the ecological functions of water bodies, soils and ndwater (e.g. filtration, natural decomposition of pollutants, buffer capacity) in the water le are hampered. Higher standards of living will cause increased demand for better water lity, but the ever increasing wastewater flows. At the same time, more water for irrigation l be needed to meet growing demands for food for the population. Also, demand more water l be needed for the environment, such concerns will be the aquatic life, wildlife refuge, reational values, scenic values and habitats. This will require intensive management of water urces and international cooperation. Almost all liquid fresh water on the planet earth is ndwater. Groundwater will be used more, and therefore should be protected against irrational sumption and contamination, especially from sources Point and Non-Point.

Popullation growth and increasing water demands are uncertainty, a large uncertainty is it will change how climates will be affected by human activities such as increase will be cted by human activities such as increasing CO2 emissions and other greenhouse gases and r pollutants as ozone and nitrous oxide.

There is still no agreement among scientists as well and when the climate will change, and e changes will occur in the future. The main conclusions so far seem to be that climate nge (natural and anthropogenic) is likely to be unpredictable in a local and global scale. Water urces management must be flexible in order to be able to cope with changes in water ilability and demand, calls for integrated water management, where all stakeholders must be lved in the decision making process. Water supply and sanitation turns their surroundings into luted, unhealthy and undignified place to live and degrades water quality in rivers, lakes, . The poor suffer most as they often depend directly on these water bodies for their needs. rovision of water supply and sanitation services is a vital part of building communities that ake control of their lives and make real strides on the path to sustainable development.

Improving the water supply and sanitation services are now recognized as a critical component verty reduction, as well as making progress in health, education, and environmental inability. Water and sanitation is area needed to improve the lives of the humans while

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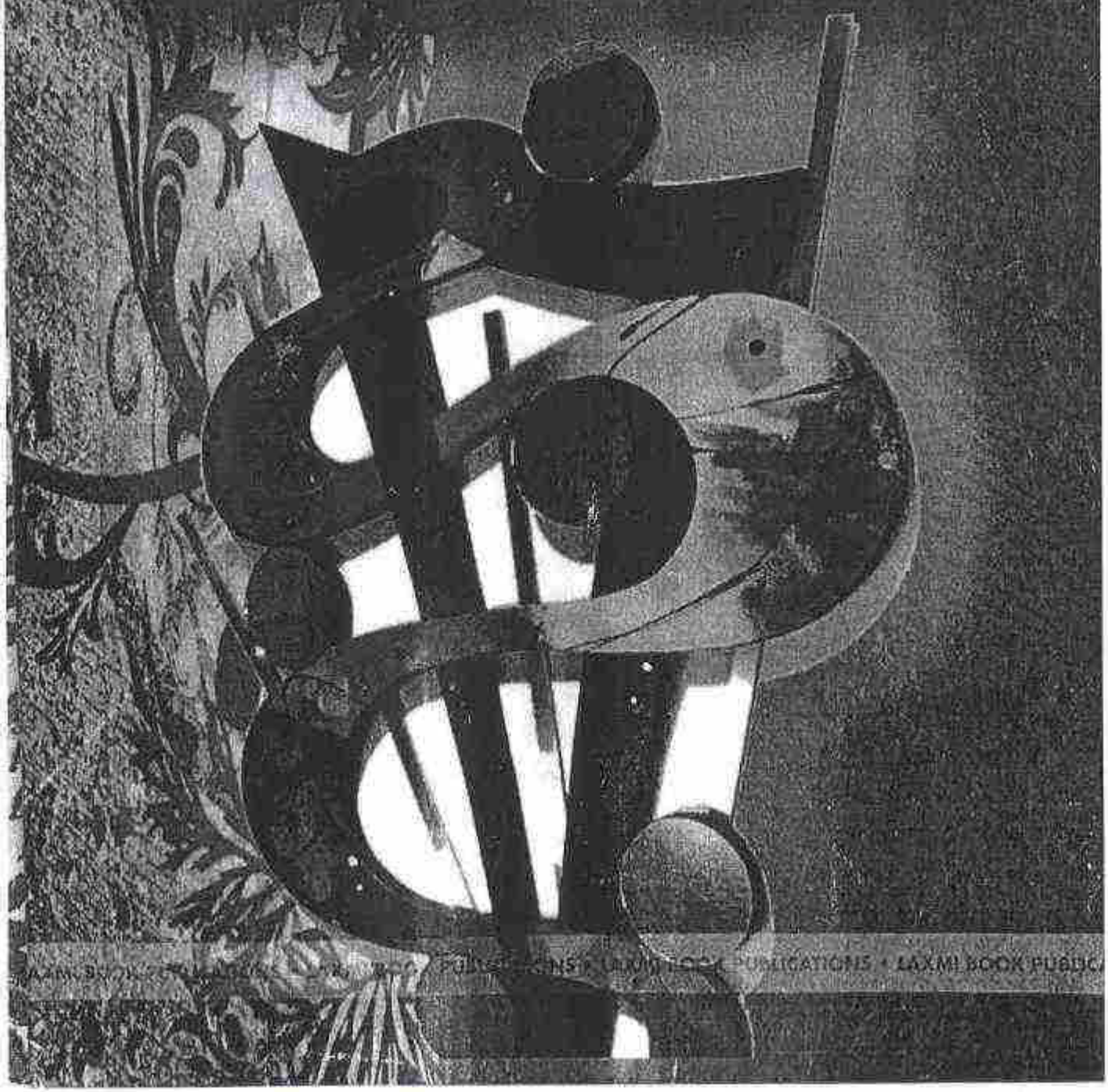
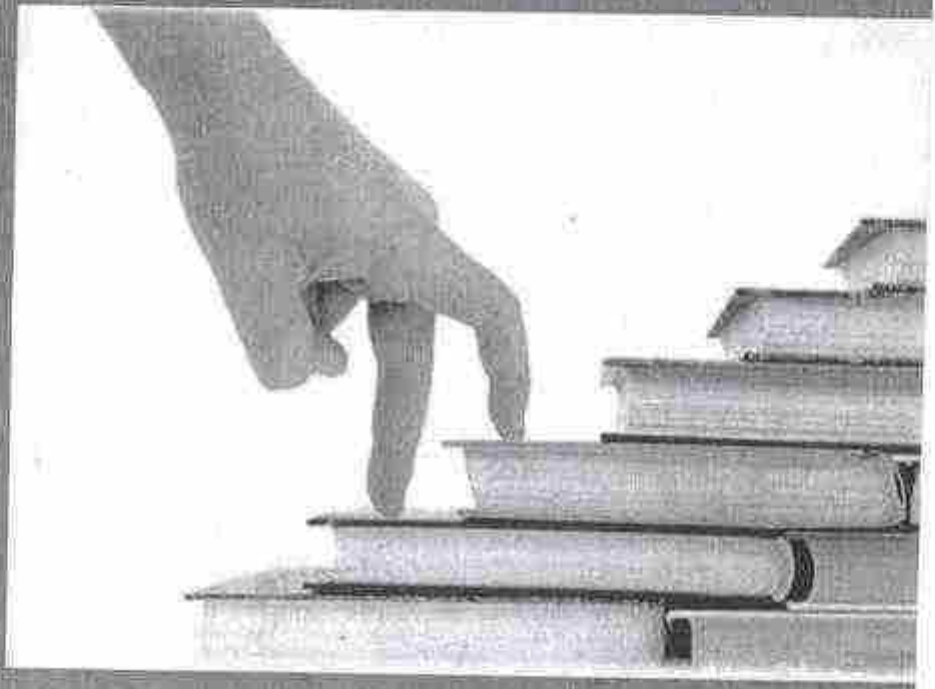
Foundations of Art Education

Dr. Richa Sharma



Quality Concerns in Teacher Education



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Experimental Research: Some Ethical Considerations

Kiranjit Kaur
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Research is an honest, exhaustive, intelligent searching for facts and their meanings or implications with reference to a given problem. The product or findings of a given piece of research should be an authentic and verifiable contribution to knowledge in the field studies((Cook)

"Do unto others as you would have them do unto you" is the most common way of defining "ethics".

Ethics emerge from value conflicts. In research, these conflicts are expressed in many ways: individuals' rights to privacy versus the undesirability of manipulation, openness and replication versus confidentiality, future welfare versus immediate relief, and others. Each decision made in research involves a potential compromise of one value for another. Researchers must try to minimize risks to participants, colleagues, and society while attempting to maximize the quality of information they produce. Research ethics are codes or guidelines that help reconcile value conflicts. Although ethical codes provide direction, the decisions made in research must be reached by considering the specific alternatives available. The decisions made in each case weigh the potential contribution of the research against the potential risks to the participants. Weighing these alternatives is essentially subjective, entails matters of degree rather than kind, and involves a comparison between the experiences involved in the research and those expected in everyday life.

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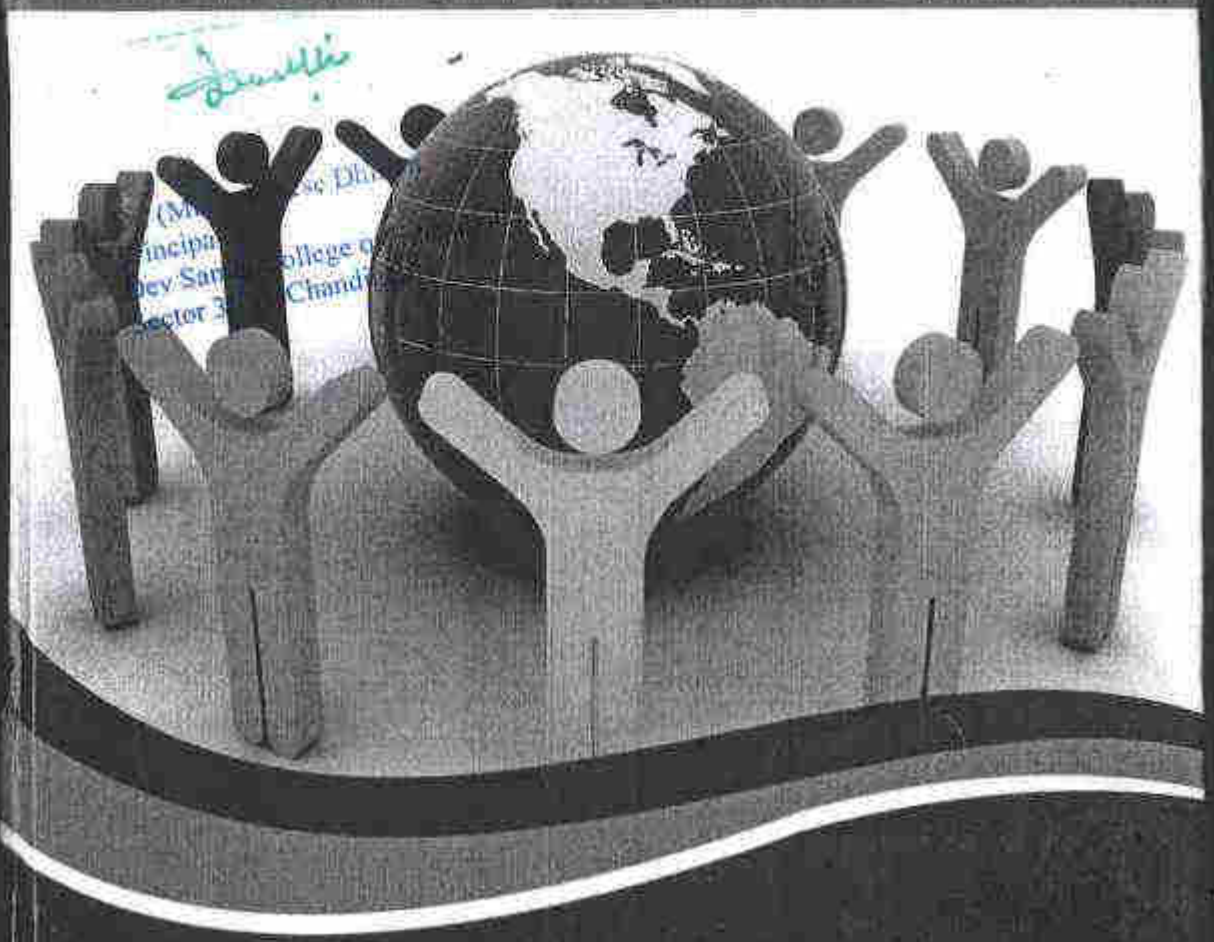
2016-17



Innovations in Social Sciences

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Indu Kapil

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Impact of Family Climate on Personal Values of Adolescents

Dr. Indu Kapil

Abstract : *After independence India has progressed a lot in almost all fields be it commercial, social, business, science and technology infrastructure development, agriculture production, space communication, social sciences research and industrial equipments etc. With the all-around progress India has lost on this own strong virtues, and ethical values for which it was known in the world. India which was proud of its culture, saints, ethics, honesty truthfulness and generosity has turned to be a nation where its children do not obey their parents, pupil do not obey their teachers and subjects do not obey its government. In this paper the impact of family climate on personal values of adolescents is under study. The moral, religious and spiritual values of the great Indian tradition are being pushed back into the wilderness of oblivion. Consequently, in the modern generation there is no harmony between the outer life of action and the life of emotions.*

Keywords : Values, Family Climate, Personal Values

INTRODUCTION

The term "value" is borrowed from Latin word "valere" It means estimation comparison with something, considered of the worth, whatever is actually liked, praised, esteemed, desired and approval of enjoying a desired object or activity. Value is the intrinsic truth and essential norm for human existence. Value is a measure of all good things in life. A Value is a yardstick of beliefs that influence and guide human behavior. Personal values refer to those values which are desired by the individual irrespective of personal relationship. Personal value is the belief which a man acts by preference, values are that which guide human behavior and put meaning into their existence. It pervades everything. It determines the meaning of the world, as well as the meaning of everything personal, every event and every action.

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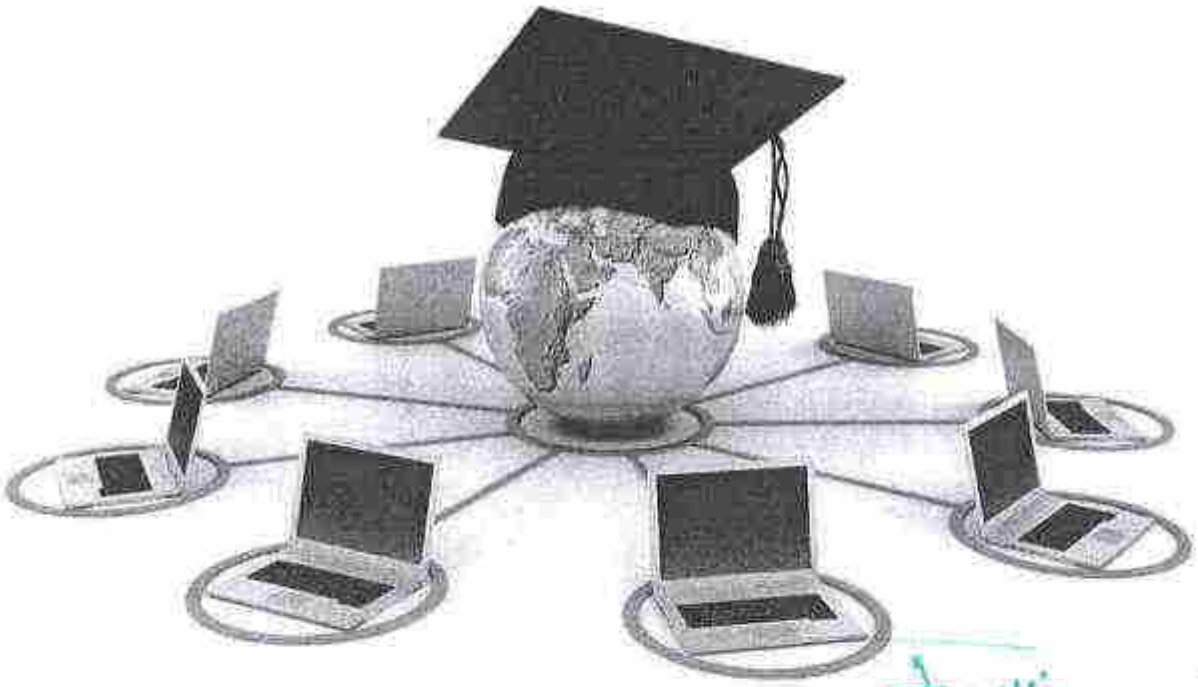
2017-18

Preparing World Class Teachers through Online Education



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2017-18

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PREPARING STUDENTS FOR LEARNING ONLINE

*Ms. Shefali Cheema**

Online learning is just one type of distance learning the umbrella term for any learning that take place across distance and not in a traditional classroom. Research has shown that students are most successful in a teacher-led environment. Although a teacher led course or experience is preferable not all districts have this capacity and district discretion will prevail. Online instructors need to provide sufficient orientation for students regarding the technology and instructional methods used in the course. This can be accomplished by: Specifying Course Goals, expectations, and policies, creating a warm and inviting atmosphere to build a learning community, promoting active learning, model effective online interaction, monitoring student progress and encouraging lagging students , assessing students' messages in online discussion, sustaining students' motivation and providing feedback and support, encourage students to regulate their own learning, understand the impact of multiculturalism, dealing with conflicts promptly, student assessment and data evaluation.

Introduction

Online learning is education that takes place over the internet. It is often referred as e-learning among other terms. However, online learning is just one type of distance learning the umbrella term for any learning that take place across distance and not in a traditional classroom. Distance learning has a long history and there are several types available today including: **Correspondence course:** conducted through regular mail with little interaction. **Tele courses:** where content is delivered viz radio or television broadcast. **CD Rom course:** where the student interacts with static computer content. **Online learning:** internet based courses offered synchronously or asynchronously. **Mobile learning:** by means of devices such as cellular phone, PDAs and digital audio player. **According to Michigan Merit Curriculum Guidelines (2010),** online learning is "A structured learning that utilizes technology with intranet/internet-based tools and resources as the delivery method for instruction, research assessment, and communication" Research has shown that students are most successful in a teacher-led environment. Although a teacher led course or experience is preferable not all districts have this capacity and district discretion will prevail. The characteristics of quality online learning can be categorized in five broad areas. These five areas are summarized below and describe specific experiences in which students should engage to develop 21st century skills .The following are suggestion for school to use when developing online or experiences to meet the requirement of online learning.

1. Develop lifelong learning skills: as much as students need knowledge in core subjects,

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EDUCATION:
A MIRROR OF SOCIETY

Editors:

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GLOBAL TRENDS IN TEACHER EDUCATION – CHANGING ROLES OF TEACHERS AND THEIR EDUCATION

*Ms. Shefali Dhillon**

One of the purposes of education is to develop students' skills, knowledge and understandings of various disciplines. Education plays a role instilling those values required for intellectual independence, participating in a civil society, the promotion of citizenship. Now a days, the field of education is not only limited with books but has broadened in various new horizons. Development and changes in education have affected teacher education necessitating review and reforms. It demands understanding with investigative minds, assimilating the required transformations, accommodating and responding to the universal needs. We also need to train teachers with new perspectives as the outer world is in the classroom and schools are opening to the world. The pre-service and in-service teacher education programs have shown paradigm shift with its emphasis on globalization and individualization. The main purpose of this paper is to provide an overview of problems, trends, reforms and innovations in teacher education. It also discusses the need of teacher education program to be innovative and various practices that can be included. It has been recognized that teacher education program should be structured and modified in a way that enables them to respond dynamically to the new problems and challenges in the field of education, then only teacher can help in national development.

Introduction:

Teacher education is a program related with teacher proficiency and competence that would make them competent enough to face new challenges in the education. Now a days, the field of education is not only limited with books but has broadened in various new horizons. Teacher education is in the transition phase because of the rapid changes in technology and student's changing values. A substantial effort is needed to understand the underlying dynamics of teaching and learning principles of students of the recent time. Teacher education courses must incorporate the learning and teaching psychology of students and teachers respectively. Such courses should also incorporate the developmental stages of pre-service teachers to enhance their learning.

Pre-service teachers are those scholars and teachers who aspire to build their career in the field of teaching. They should be educated in supportive and conducive environment in which they expect to educate and groom young students. Such courses should target to develop social consciousness and reform mindset among perspective teachers. Pre-service teachers should be able to teach confidently in their domain by using new pedagogical approaches that are appropriate to their specific students' requirements and also commensurate with the capabilities of students. They should be conversant with the learning stages of their students.

They must be critical, compassionate and socially engaged knowledge imparter who can contribute in the process of teaching improvement and social change (Cochran-Smith, 2000). Teachers are seen apprehensive

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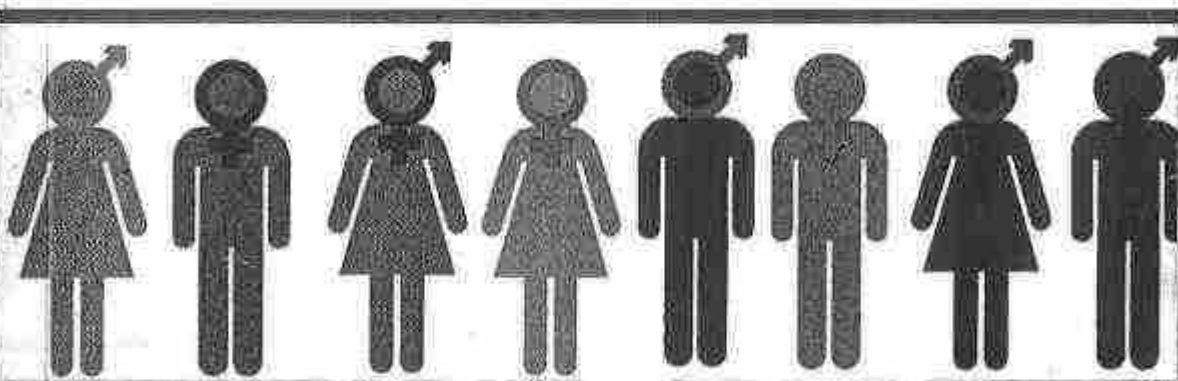
GENDER, SCHOOL AND SOCIETY



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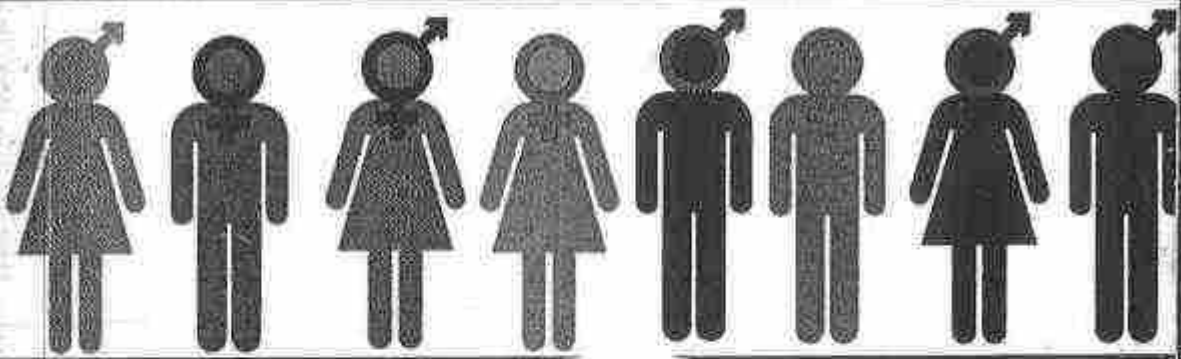
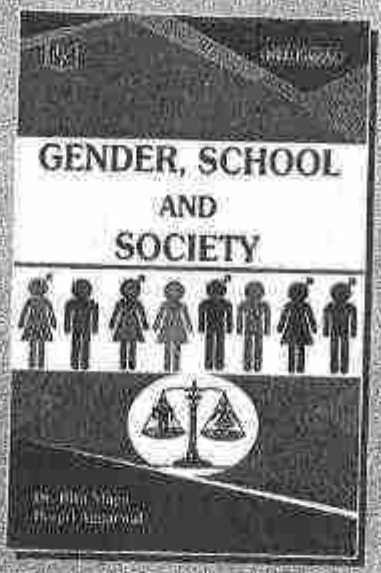
GENDER, SCHOOL AND SOCIETY





ISBN: 978-93-88016-01-8

About the Book

A textbook on **"Gender, School and Society"** meant for the prospective teachers and teacher educators. This is a book on attention to gender matters in the society. Gender relations are the ways in which a society defines rights, responsibilities and the identities of men and women in relation to one another. When we relate gender with community development it is very important to change the perspective of men towards women. Unless and until the perspective of the people does not change towards women they are somehow always to be dominated in the society. When we talk about gender and community development, it is very important that there is gender equity in the society. During the community development gender balance is very important to keep in mind in order for the sustainable development. Its main purpose is to sensitize each stakeholder on gender issues in our education system in Indian context. The book covers comprehensive data on the different related concepts of sex and gender issue in education system as well as problems and strategies to overcome these difficulties.

About the Authors

Dr. Ritu Mago (M.A., M.Ed., M.Phil., Ph.D.) presently working as an Assistant Professor in Dev Samaj College of Education, Chandigarh and has 10 years of teaching experience in academics. Being passionate to the field of education, she is actively engaged in Research and other academic activities. She has participated in different national and international level conferences and seminars and published many research papers and articles in various journals.

Deepti Aggarwal (M.Com, M.Ed., UGC- NET) working as an Assistant Professor in Dev Samaj College of Education, Chandigarh. She has distinguished herself as a teacher and researcher in the field of education since past few years. She has already published one book to her credit. Thus is another attempt of her to further pursue in this direction for the benefits of B.Ed. students. Hope this effort will bring success and luck for all.

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RETHINKING AND REDEFINING EDUCATION FOR THE CHANGING SOCIETY

Dr. Ritu Mago*

The world is getting younger, and aspirations for human rights and dignity are rising. Societi more connected than ever, but intolerance and conflict remain rife. New power hubs are emerg inequalities are deepening and the planet is under pressure. Opportunities for sustainable and development are vast, but challenges are steep and complex. The world is changing – educatio change. Societies everywhere are undergoing deep transformation and this call for new forms o to foster the competencies that societies and economies need, today and tomorrow. This me beyond literacy and numeracy, the focus should be on such learning environments and new app as to attain greater justice, social equity and global solidarity. Education is the key to the global framework of sustainable development goals. Education is at the heart of our efforts both change and to transform the world. A quality basic education is the necessary foundation f throughout life in a complex and rapidly changing world. There is a need for schools to rem with the world around them. Students need to be involved in real, relevant experiences that rec they learn. Teachers must have time to develop relations of care and trust with their students support them. We need schools with a commitment to cultivate a democratic culture and which b purpose of education through the role that school can play as civic organizations. As educato a responsibility to equip our young people with a road map for life; they need to leave our esta ready to tackle the outside world.

Introduction:

[illegible] can have none of those if our schools and colleges do not [illegible] of a nation of environmental conservation, GNH, a strong economy, a vibrant [illegible] are possible or sustainable if we have not already toiled and sweated in the building of a [illegible] system". What education do we need for the 21st century? What is the purpose of education in the [illegible] context of societal transformation? How should learning be organized? These questions inspired [illegible] presented in this publication. In the spirit of two landmark UNESCO publications, Learning to Be [illegible] world of education today and tomorrow (1972), the 'Faure-Report', and Learning: The treasure [illegible] (1996), the 'Delors Report,' I am convinced we need to think big again today about education ([illegible] 1996 & Faure, 1972).

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EDUCATION AND ITS VARIOUS ASPECTS

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ROLE OF EDUCATION IN VALUE ENRICHMENT

*Dr. Rohit Bhandari**

Values are important and enduring beliefs or ideals shared by the members of a culture about what is good or desirable and what is not. Values exert major influence on the behavior of an individual and serve as broad guidelines in all situations. The most valuable human possessions are health, harmony, happiness, wisdom, and above all character reflecting ethical and human values. When these values are manifested in our thoughts, speech and actions, we are called a noble and enlightened person. Our actions and behaviour reflect our ideas and feelings. Children students now-a-days suffer from too much mental tension due to heightened academic competition. Moreover it is common to see them indulging in wrong activities. So, there is a need to impart moral and value education among them. Value enrichment is one of the main goals of education. Although value inculcation among children is a responsibility of all i.e. parents, society and teacher, but teacher has a crucial role in this context. As teaching is a noble service-oriented profession, it has the potential to have a great impact in the molding of the future generation. Teacher can apply a number of activities in classroom situation to inculcate values among students. Values like honesty, self-control, kindness, respect for others etc. will adorn the bright and glittering personality of a child. Such bold personalities will help in establishing a peaceful and prosperous world.

Introduction

When we think of our values we think of what is important to us in life. Each of us holds numerous values (e.g., achievement, security, benevolence) with varying degrees of importance. A particular value may be very important to one person but unimportant to another. The value theory adopts a conception of values that specifies six main features that are implicit in the writings of many theorists:

- Values are beliefs linked inextricably to affect. When values are activated, they become infused with feeling.
- Values refer to desirable goals that motivate action.
- Values transcend specific actions and situations.
- Values serve as standards or criteria to select or evaluate actions, policies, people, and events.
- Values are ordered by importance relative to one another.
- The relative importance of multiple values guides action.

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(2017 - 2018)

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RETHINKING AND REDEFINING EDUCATION FOR THE CHANGING SOCIETY

*Dr. Pawan Kumar**

Numerous opportunities for teacher learning is the core of all professional initiatives. There is growing interest in the professional development of Teacher Educators as the demands, expectations and requirements of teacher education increasingly come under scrutiny. The manner in which teacher educators learn as they enter their world of work in the development of their knowledge, skill and ability is important. The recent emphasis has demanded a paradigm shift in the field of teaching-learning from one way in the classroom. The teacher as sage on stage and left on the stage is overhauled and teacher as mentor, the lead learning experiences that focus on problem solving, thinking, creativity, generation of new knowledge and skills in the learner remain levels of the art as it stands should be adopted. The current dilemma is an appreciation of evolving from face to face classroom delivery mode, and transformed pedagogy to enhance learning of students using digital technologies to support constructivist and student centred paradigm. This paper discusses some of the crucial changing scenario in the development, including the factors encountered in the evolving of teacher education, the nature of focus for education itself, and the importance of lesson study in their education process.

Keywords: Teacher, Changing Roles and Responsibilities.

roduction:

er, as teachers we seem to be more routinely committed to our discipline of knowledge that we so intimate ourselves to ensure that the knowledge that we have is transmitted to our students. We also know that learn s individuals in a complex environment and depends on a number of factors. For learning to take place ively, there has to be interaction between the learner, the teacher, and the instructional environment. ners will have more responsibilities of their own learning as they seek out, find, synthesize, and share knowledge with others (Reeve 2002). Tatlow (2001) argued that traditional educational environment ot seem to be suitable for preparing learners to function in the post-factory of the workplaces of today's y. Shifting the emphasis from teaching to learning can create a more interactive and engaging learning ronment for teachers and learners. In the new environment, the role of the teachers will change from ledge transmitter to that of facilitator, knowledge navigator and sometime co-learner which demands a ent way of thinking and understanding of the new version of learning process.

ngmuthu (2015) pointed out that during last three decades, the changes in educational environment ient phenomenal. The central focus, role of the learner and technology has been changed drastically. educational institution to virtual learning environment. Teachers are encouraged to adapt and adopt new ent that acknowledge both the art and the science of the learning. They understand that the essential ion is a close relationship between a Know Infigurable, caring adult and a secure, motivated child

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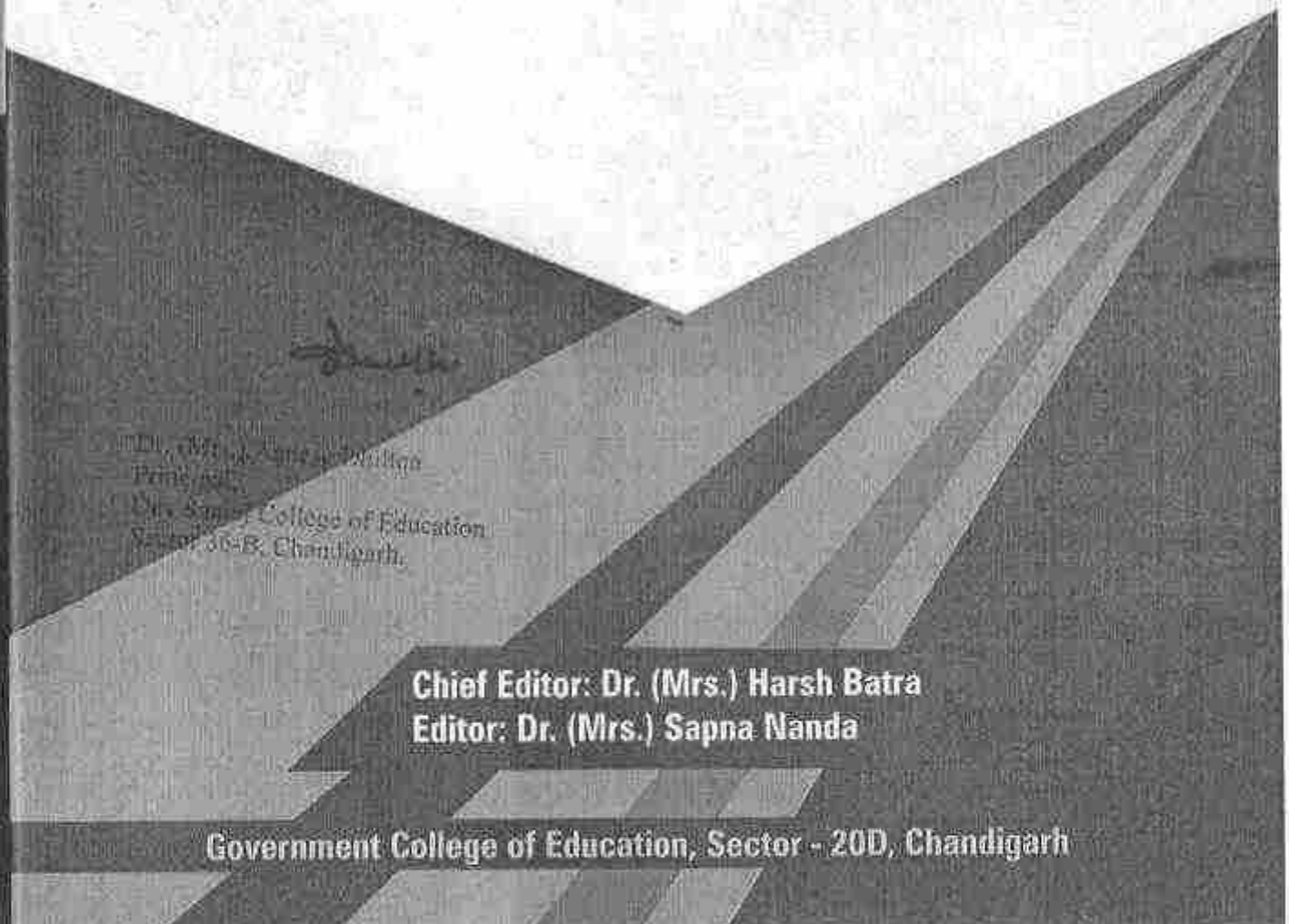
They argue that their most important role is to get to know each student as an individual in order to respond his or her unique needs, learning style, intellectual and cultural background, strengths and weakness.

Some Strategies for Innovating Classroom Practices:

- **Making Learning Happen:** The art of teaching or process has to be renewed without the act of learning process. Thus the teacher should shift the focus from the factors that promote only superficial learning among students to merely acquisition of information. It is time and by involving in innovative methods to the development of more active skills, ability of problem solving, critical thinking and deep learning is the key to learning in a better way.
- **Building Connected Classrooms:** The science of teaching requires critical knowledge, organization of knowledge, management skills, detailed planning, but not the art of teaching requires the basic skills of making connections with students, parents as well as connecting the classroom to the world of the area of the day in a relevant manner. The teacher of 21st Century is required to use much creative, friendly and flexible relationships with students, parents and colleagues for the role of the teacher as facilitator of learning of students is the ultimate goal of education (Jalongo & Wazzan, 2015).
- **Developing Cordial Relations and Putting Positive Influence:** Teacher often have a strong knowledge base in content area, but current teacher preparation programs are criticized for emphasizing on acquisition of personal skills that are unsuitable for classroom of today. The operational skills include time management, planning and organization of the classroom and teaching environment.
- **Sharing and Collaboration:** The effective teacher today understands that the 21st Century family has greatly changed in dynamics and is under immense pressure due to the demands of today's societies. The job of parenting is not made any easier by the generational gap that exists between parents and their well-plugged-in savvy children. It is important for the teacher to learn to relate with the parents of the 21st Century. As teachers it is important to respect the role and skills of the parents and also to encourage parents to have their child learn from the mistakes.
- **Development of Professional Success:** In Classroom today, the role of the teacher needs to change from the traditional role of preacher or that of orchestrator of learning. Many researchers the designing of ICT integrated classrooms promoting higher order cognitive skills. The focus needs to be more on results-based approaches often going beyond the prescribed curriculum in developing and seek answers to the problem under scrutiny. Many educators believe that creating a paradigm shift in view of the learning process, coupled with the applications of the new information technologies may play an important role in aligning educational systems into alignment with the knowledge.
- **Design Thinking to Optimize Student Learning:** Design thinking is an approach to problem solving that focuses on developing children's creative confidence through hands-on projects that focus on empathy, promoting a bias for wide action, encouraging ideation and fostering active problem solving skills and competencies. Through the implementation of curriculum that integrates design thinking and academic content, educators can help students develop a skill set that includes these generally not limited to their traditional school settings (Koch, 2015).

Preparation on the Four Pillars of Learning: Lifelong learning is overarching structure built on four pillars of education. The integration of these pillars is a major innovation in the area of education and all these four pillars of knowledge cannot be achieved solely in one phase of a person's life or in a single place. The report "Learning: The treasure within" implies that the task of education is to discover and open the talents which are hidden like a treasure within every person. Four elements or "pillars of education" are proposed lifelong learning that are relevant to a modern world undergoing social and

Quality Concerns in Teacher Education



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4

PREPARATION OF TEACHERS : SOME ISSUES AND CONCERNS

*Kiranjit Kaur**

Teacher education is the process of providing teachers and potential teachers with the skills and knowledge necessary to teach effectively in a classroom environment. As stated by NCTE (1998) in Concerns in Secondary Teacher Education, —The teacher is the most important element in any school program. It is the teacher who is mainly responsible for implementation of the educational programs at every stage. This shows that it is imperative to invest in the preparation of teachers, so that the education is secure. The importance of competent teachers to the nation's school system can in fact be overemphasized. The National Curriculum Framework 2005 places demands and expectations on teachers which need to be addressed by both initial and continuing teacher education. The present paper addresses some of the issues of preparing teachers to meet the needs of present school

Introduction

Quality for Education

It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The National Council for Teacher Education has defined teacher education as —A programme of education, research and training undertaken to teach from pre-primary to higher education level.

According to Goods Dictionary of Education Teacher education means, —all the formal and informal activities and experiences that help to qualify a person to assume responsibilities and perform duties of the educational profession or to discharge his responsibilities more effectively. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.

Changing Demands

Changes in education and in society place new demands on the teaching profession. For example, as well as imparting basic knowledge, teachers are also increasingly called upon to help learners become fully autonomous learners by acquiring key skills, rather than memorising information. Teachers are asked to develop more collaborative and constructive approaches to learning and to be facilitators and classroom managers. These new roles require education in a

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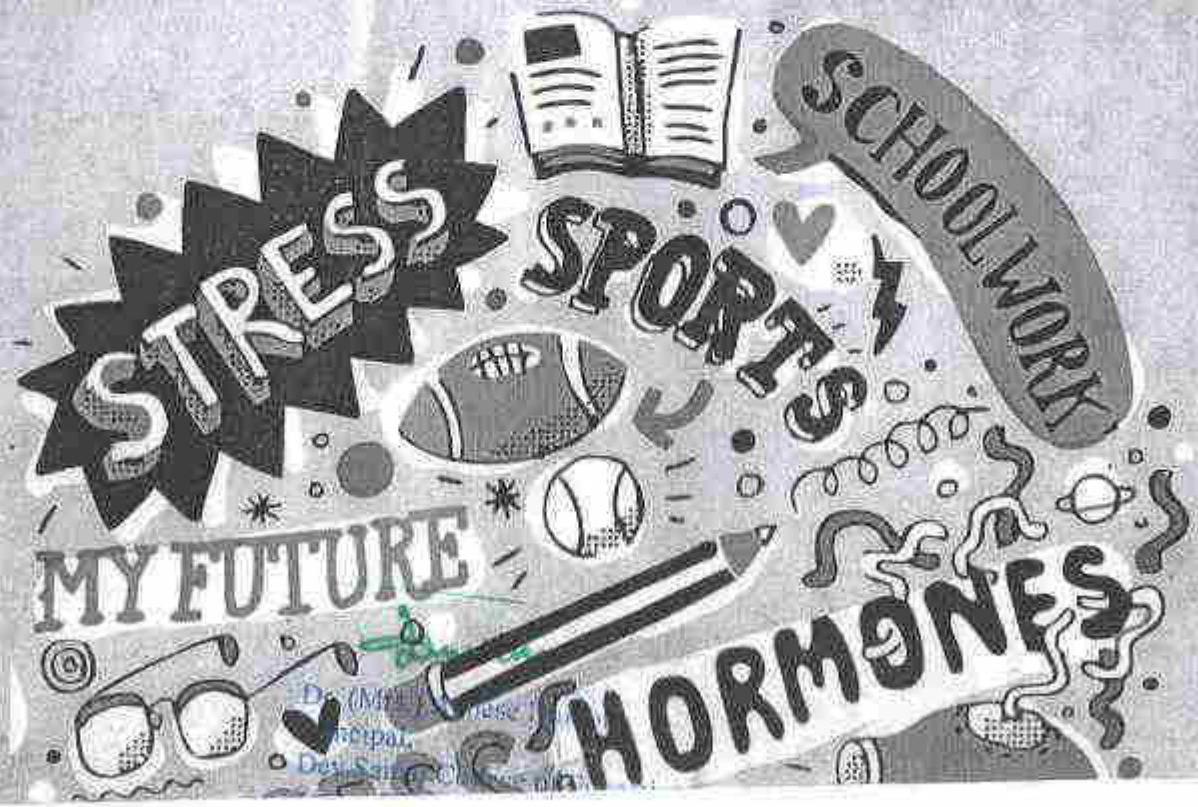
Adolescence at Crossroads:

Psycho Social Perspectives

Dr. Neena Sawhney • Dr. Sneh Bansal



8

WAY AND MEANS TO DEVELOP SPIRITUAL INTELLIGENCE

*Dr. Kiranjit Kaur**

Education should contribute to every person's complete development – mind and body, intelligence, sensitivity, aesthetics, appreciation and spirituality (UNESCO, 1972)

Most of the educators, especially from the 20th century onwards, lay stress on the social aspects of education in addition to the academic areas. They uphold that education is a life-long process by which an individual adapts himself/herself gradually and gracefully to the available physical, intellectual, emotional, social and spiritual environments. Spiritual Intelligence is defined as the ability to apply and embody spiritual resources and qualities to enhance daily functioning and wellbeing. Inclination to spirituality and emotional integration would surely infuse good character in students. Spiritual Intelligence can be developed by a variety of practices for training attention, transforming emotions and cultivating ethical behaviour.So input for spiritual thinking and searching for the meaning of life are to be nurtured during the early phase of life. For that, teachers have to play a key role for all-round development of the students.

Introduction

In this modern world of science and technology, nothing but change is eternal. This generation of ours, lives at the mercy of science and technology. It is believed that science based technology is the 'solumn bunum' of our life. Moreover, there is a lot of competition in every walk of life. Only those who succeed can survive. This rapid change in man's life due to advancement in scientific technology has made man's life easy and comfortable but at the same time has created many complexities too. Apparently, man appears to be happy but internally, he is full of conflicts. Parents and educational institutions pressurize the children to excel in academics and other areas of performance. The importance of spiritual intelligence is obvious as it gives direction to our life in critical moments. Our younger generations who do not find a spiritual philosophy of life become disorganized and even destructive. Spiritual intelligence puts our individual lives in larger context. It provides meaning and purpose in life and allows us to create new possibilities. Spiritual intelligence allows us to utilize our Intelligence quotient and Emotional quotient in a unified way to express our gifts in the world that betters not only our life but all beings, and in the present day of industrialization, competition, stress and tension, young and old as well as children are facing difficulties in life. These difficulties give rise to many psychosomatic problems such as anxiety,

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TRENDS AND INNOVATIONS IN TEACHER EDUCATION

Dr. Harpreet Kaur*

The quality of educational process largely depends upon the quality of teacher. It is the teacher, who unconsciously designs the growing plastic mind of the child entrusted to him. Thus, teaching is not a mechanical process. Indeed, it is an intricate, exacting and a very challenging one. This can be achieved through introducing or promotion of innovative ideas and practices in teacher education. Teacher Education is a discipline which educates the progressive generations for preparing skilled and innovative teachers to make a civilized and creative society. Innovation is one of the most important key to improvement in any area. In current time the obsolete ideologies and methods of teaching do not work therefore there is earnest need to start innovative practices in teacher education. This conceptual paper is designed to elicit discussion on new ideas and innovative practices in teacher education. It has been recognized that teacher education program should be structured and modified in a way that enables them to responded dynamically to the new problems and challenges in the field of education, then only teacher can help in national development.

Keywords: *Trends, Teacher Education, Changing Roles and Responsibilities.*

Introduction:

Today the world is changing socially, politically and economically at an alarming rate. Hence, it is certainly not possible to foresee any slowing in the pace over the next decade. As the world has changed, so has the school, and so has what we mean by teaching and by learning. The teacher-student relationship is far more complex and demanding than ever before. The implication of this more diversified role for the teacher is what impelled a new view of the process of teacher education and training. Thus, teacher education is seen as a continuous process, beginning with a phase of initial training and continuing throughout the teacher's professional life throughout regular and sustained periods of in-service training. Maintaining the view that a teacher must remain a learner during the scope of their service is mandatory. According to UNESCO (2005), teacher education "addresses environmental, social, and economic contexts to create locally relevant and culturally appropriate teacher education programmes for both pre-service and in-service teachers."Teacher education generally includes four elements: improving the general educational background of the trainee teachers; increasing their knowledge and understanding of the subjects they are to teach; pedagogy and understanding of children and learning; and the development of practical skills and competences. The balance between these four elements varies widely (Perraton, Creed and Robinson, 2010).

Problems of Teacher Education (Naseem and Anas, 2011):

It is universally acknowledged that education is an effective means for social reconstruction and to a great extent it offers solutions to the problems a society is faced with. These problems may be economic, social, cultural, political, moral, ecological and educational.

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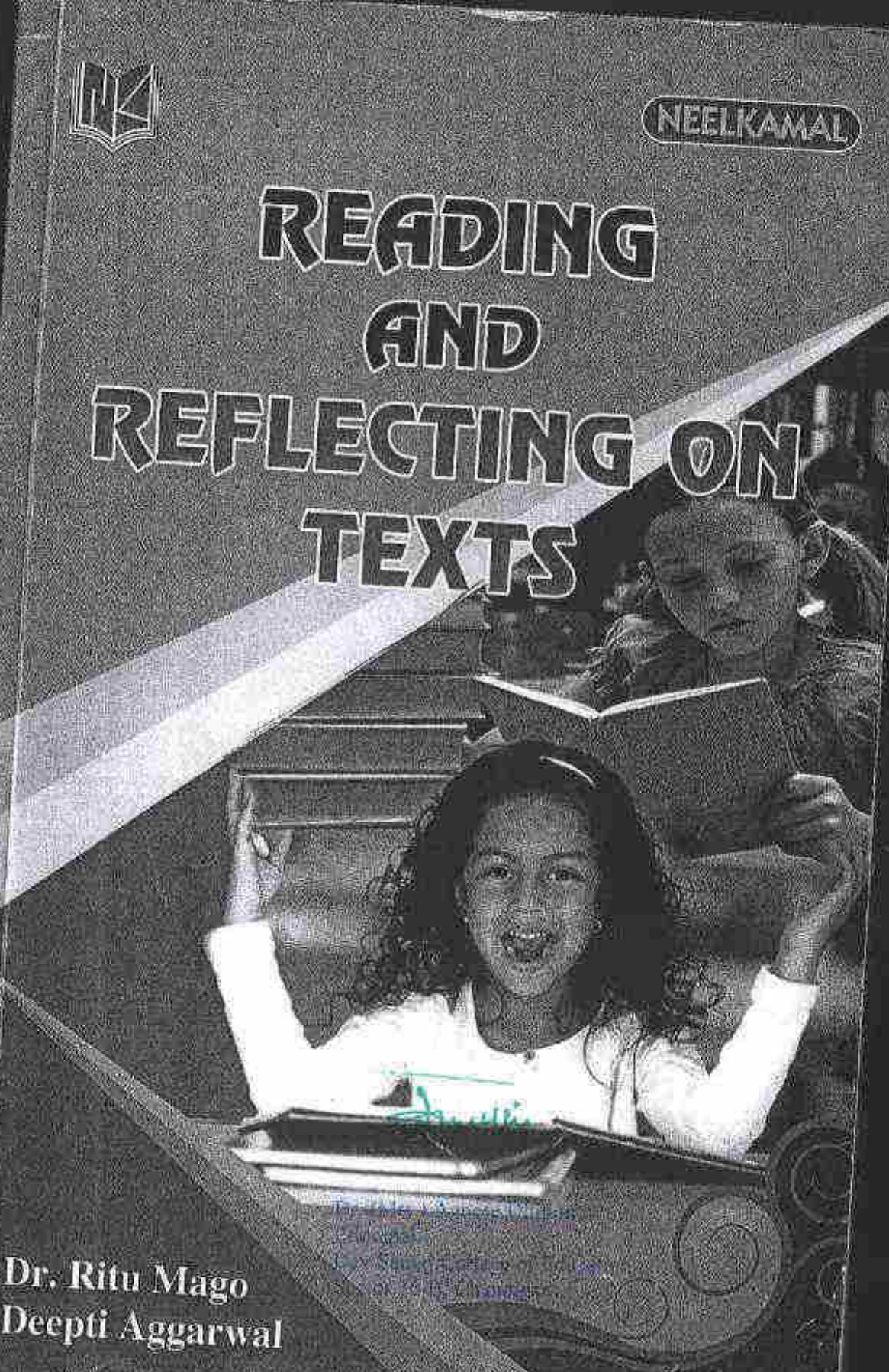

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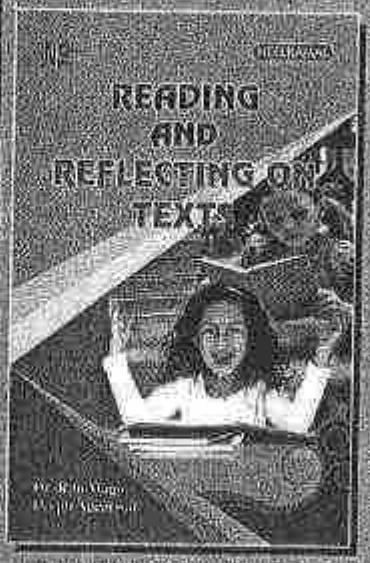

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Dr. Ritu Mago (M.A., M.Ed., M.Phil., Ph.D.) presently working as an Assistant Professor in Dev Samaj College of Education, Chandigarh and has 11 years of teaching experience in academics. Her ambition in life is a magnificent combination of emotion, spirit and attitude. Being passionate and determined to the field of education, she is ardent about every aspect of education and actively engaged in Research and other academic activities. She has previously published a book titled 'Gender, School and Society' as per the prescribed syllabus of PU. She has also participated in different National and International conferences and motivating students bringing more energy by keeping them focused and committed. She has also participated in workshops, seminars and published literary works, research papers and articles in various journals, taking her work to satisfy particular standards for completeness.

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RESEARCH ADVANCEMENTS IN DIGITAL AGE

A Multidisciplinary Approach

Editors

Gunmala Suri

Rupinder Bir Kaur

(Corresponding Author)

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CONCLUSION

Overall, the changes made in the research about the impact of digital technologies on learning consistently identifies positive benefits. There is a need to increase research that documents practices reflectively and analytically whether it is of programs or of individual classrooms, so that it can be included in the body of knowledge available for study to student teachers. University departments and research institutions needs to undertake such research. Institutional capacity and capability to innovate and create are a pre-requisite for the pursuit of excellence.

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Chapter 18

MOVING TOWARDS DIGITAL EDUCATION

Anita Nangia

Abstract

Access to quality education remains an unfulfilled dream of majority of India's younger population, ***impairing its demographic advantage.*** Nearly 17.7 million children are out of school, whereas roughly half of those who go to school fail to complete their schooling. Likewise the number of those who are admitted to institutions of higher learning and universities is just 20 million which is 1.5 percent of country's population, much less than the countries like Singapore, Japan, South Korea, Georgia, Maldives, Azerbaijan, China and Mongolia. A recent report of UNESCO states that ***India has missed education targets, meaning Universalization of Elementary Education (UEE), by fifty years.*** Delay in education, surely causes delay and denial of growth of younger generations, which the country can ill-afford.

Fifty years' time lag in spread and coverage of quality education can be bridged to five years or may be less through digital education. ***Digital education and learning solutions can provide— anytime and anywhere education and information, improving access to education, both at school and higher levels.*** Traditional classroom teaching based on *banking model* does not seem to be yielding desired results, leaving space wide open for digital learning, which is self-driven, easy to learn, and eduprenuerial. The present generation of children is quick to learn and well versed with PlayStations and iPads, via digital learning. They can easily learn and make classroom environment more inclusive and participatory through delivery of school curriculum in digital mode. ***With India's robust Internet ecosystem, self-learning digital teaching solutions can also act as a bridge between the students and the teachers and amongst the students across different geographical locations and situations.***

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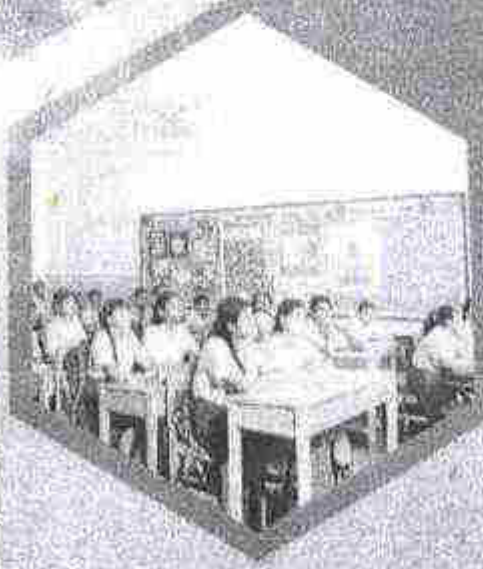

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ROLE AND IMPACT OF MEDIA ON SOCIETY

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Edited by: Dr. Navneet Saini

Fast Forward via Media Flyover

Dr. Richa Sharma

Abstract

Media plays an extensive role in our life. The moment we wake up, we find ourselves surrounded by a world built by the media. The technology is making advancement in every second throughout the world. No doubt that it is making a deep impact in our lives and helping us in chalking out the day to day work easily. We all are indeed running on a fast forward track via media flyover. But if we look inside deeply or think about its impact, we found that it has a tremendous impact on our decision making, assumptions etc and we just cannot ignore it's positive and negative effects on our society. The present paper is an attempt to have a closer look on the potential benefits and impact of Media on politics, business, socialization as well as some of the negative effects such as cyber bullying and privacy.

Keywords: Media, Politics, Information, Socialization, Internet, Social media

Media has its great influence on society. Right from the time we wake up till we go to bed at night, we live in a world surrounded by the media. The moment we pick up a newspaper, when we sip our first cup of coffee or when we are hurriedly putting our clothes or having corn flakes in breakfast or listening to our favorite music while driving to our work place-we are eating, wearing, feeling media around us. Our daily activities depend heavily on the information that is provided to each one, and the way that is communicated to them, be it entertainment, hard or soft news, personal relationships, travelling, or even healthcare. The influence of the mass media functions with a mission of supplying one with more information than they might have anticipated.

This could be related to the decisions made-up at the workplace which may be based on the information that is taken from television, internet, newspapers, family, friends or any other person. The mass media works like a pull factor- it just drags you

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ROLE AND IMPACT OF MEDIA ON SOCIETY

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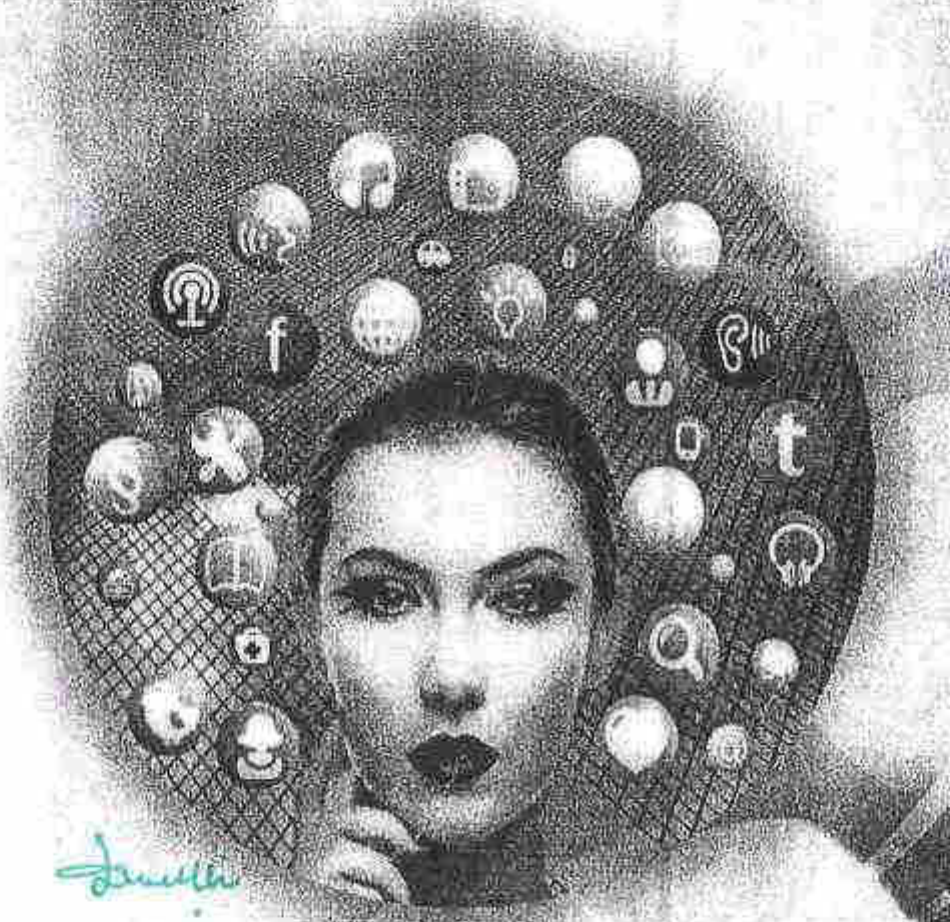

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Media Literacy –Education for Technological Age

Dr. Anita Nangia

Abstract

Media literacy is an approach to education that provides a framework to access, analyze, evaluate, create and participate with messages in a variety of forms — from print to video to the Internet. It constructs an understanding of the role of media in society as well as vital skills of inquiry and self-expression needed for citizens of a democracy. This paper explores the meaning and significance of media literacy and how it can be implemented in classroom situations. Media literacy helps us to derive the genuine information from thousands of media literature studies and to develop understanding of how the media operate, how they attract attention, how they influence us on a day to day basis. In nutshell, media literacy education is important to develop understanding of the fascinating world of mass media.

Keywords: Media literacy, Education, Information

In today's world, information through media is flooding like anything especially in India where there is no check on it. When you get up in the morning you have plenty of information around you through e papers, email, blogs, twetter, What's app, messenger, Facebook, smart TV's. We cannot read all of them but tend to read that attracts us the most or according to our interest, or related to our field. Whether the information that we get is authentic? Is it reliable? What is the source of this information? Instead of trying to get the answers of these questions we start reading the media information that we encounter and our mind starts conditioning according to the intention of the sender. Moreover we also forward that information without giving any second thought to it. The information spreads like a wild fire and it is only by the end of the day you realize that it was fake. For example, it is very common in India the marriage or death of some celebrity, or information regarding shifting down of Google or What's app, or some scary

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messages from astrologers. People don't hesitate to play in the name of the Almighty by using His pictures and asking to share otherwise you would be cursed. Children and adolescents are the easy target of the pollution created by media the world wide example of this is the game "Blue Whale" that resulted in a number of suicides.

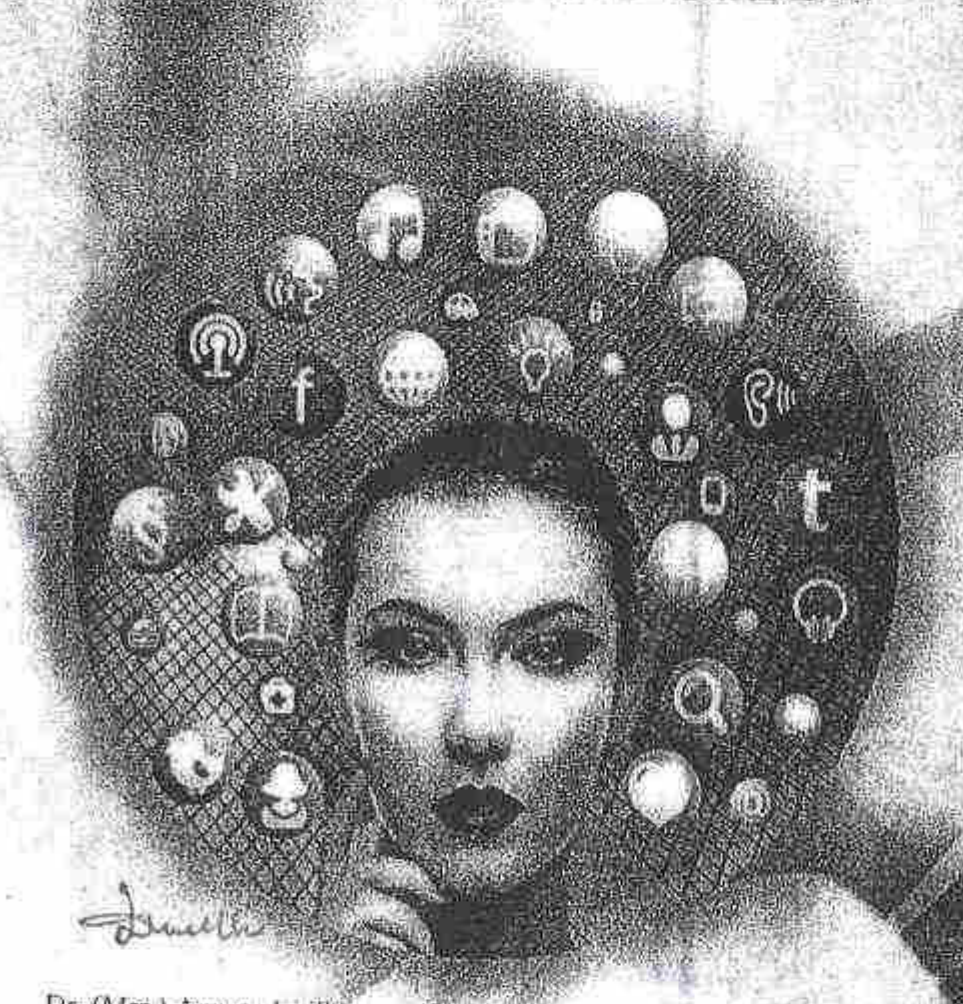
Now the solution of all the aforesaid problems is media literacy.

But what is this media literacy?

The term "media" denotes all electric or digital means and print or arty visuals that are used to transmit messages–you can read it (print media), see it (visual media), hear it (audio media), or change and play with it (interactive media), or some combination of each. Literacy is the ability to code and decode symbols and to synthesize and analyze messages."Media literacy is the ability to critically assess the accuracy and validity of information transmitted by the mass media (press, television, radio, and the internet) and to produce information via any medium. It refers to the knowledge, skills and competencies that are required to use and interpret media." Buckingham (2005, p. 36).

According to the National Association for Media Literacy Education, (2016) it is the ability to access, analyze, evaluate, create and act of using all forms of communication. Today it is very easy for everyone especially the young generation who are techno savvy to create any form of media from blogs, What's app messages, advertisements, memes to viral content of Facebook, media takes all shapes and forms. This is where media literacy becomes important. Media literacy is "literacy for the information era," according to Hobbs (1994, p.2) for whom it means basically learning to frame questions about what one sees, observes and reads. To do so, it is possible to use the most varied types of messages and products: television drama, newspapers, films, news programs, documentaries, mini-series, advertising, photography, video-clips, online services, etc. In short, Media literacy increases your ability to exercise control over the vast array of messages you encounter through daily media exposure. It is an understanding of how the

ROLE AND IMPACT OF MEDIA ON SOCIETY



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Gender stereotypes in Media

Dr. Seema Sareen

Abstract

Media is really instrumental in shaping the way we think about gender stereotypes. It is the fact that media promotes gender stereotypes in various ways. Young boys and girls learn and enact the roles that they observe on TV, magazines and newspapers. This paper throws light on the gender stereotypes that are mainly reflected through the channels of media. Women are usually under-represented and misrepresented in the movies. On the other hand, women are always shown performing the domestic tasks all alone in every commercial advertisement. In TV serials as well, women are portrayed mostly as housewives. Media should show women not only as the users of home appliances, but also as the buyers who are independent decision makers of the family. Such portrayals will do justice to women and their roles in the present society. India is behind in the race towards gender equality, so in order to take a step ahead, media should understand its responsibilities and make a difference.

Keywords: Media, Gender stereotypes, Advertisements, Women

Introduction

One of the notable changes in our social environment in the 21st century has been the saturation of our culture and daily lives by the mass media. Media is really instrumental in shaping the way we think about gender stereotypes. In fact media promotes gender stereotypes in various ways. Young boys and girls learn and enact the roles which they watch on TV, magazines and newspapers. In addition to this blurred reality, women are portrayed with ultra-thin and so called "ideal" bodies and men are shown with over-the-top defined muscles. These stereotypes give the wrong message to our young generations about what the rest of the world looks like.

Gender Stereotypes on Television Programmes

Technological advancements during 1990's made media presence

2020-21

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PERFORMING ARTS IN NATIONAL EDUCATION POLICY 2019: THE CASE OF MUSIC

*Ms. Rajbir Kaur**

The National Education Policy 2019 envisions an India centered education system that ntributes directly to transforming our nation sustainably into an equitable and vibrant knowledge ciety, by providing high quality education to all. In order to achieving this, the National Education licy 2019 must develop scientific temper, aesthetic sense, languages, communication, ethical rning, digital literacy, knowledge of India, knowledge of critical issues facing the community d the world.

Since the times of Nalanda and Takshashila or even earlier, the history of higher education in dia recognized the holistic aspect of all human knowledge and enquiry as fundamentally connected. he holistic nature of knowledge as imparted through a broad and interwoven education is an portant factor for the preparation of students for life, work and to be an effective member of ciety. In this context, several institutions of higher studies across the world have implemented at today characterize as liberal education through an array among other things, of different sciplines that include the Arts, Humanities, Mathematics and Sciences suitably integrated with a eper study of a special area of interest. The available assessments on such an approach that tegrate the humanities and arts with Science, Technology, Engineering, and Mathematics (STEM) ve showed positive learning outcomes. More explicitly, the outcomes here include, increased itical thinking abilities, higher order thinking and deeper learning, mastery of content, problem lving, team work and communication skills besides general engagement and enjoyment of learning. ven though such conclusive assessments are yet to be available through studies, including systematic search in India, the available assessments elsewhere are persuasive enough to introduce Liberal ducation at the undergraduate level for preparing students to navigate their way into the future ith a variety of employment scenarios as well as many other roles they will play in their professions. his paper critically analyses the significance of performing arts and education, especially music in e New Education Policy 2019.

rt and Aesthetics in New Education Policy 2019

Aesthetic learning is its own reward. Art and music give joy, help to understand tragedy, promotes mpathy and makes the word "life" come alive. Students who participate in the arts develop leadership

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IMPLICATIONS OF NATIONAL EDUCATION POLICY 2019 FOR TEACHER EDUCATION

*Dr. Seema Sareen**

The National Education Policy 2019 envisions an India centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. It draws inputs and disciplines from vast amount of India's heritage. The countries education system contributed many scholars including Charaka and Susruta, Aryabhata, Bhaskaracharya, Chanakya, Patanjali, and Panini, and many others. Through such eminent people, the country made seminal contributions to world knowledge in varied fields such as mathematics, astronomy, metallurgy, civil engineering and architecture, shipbuilding and navigation, medical science and surgery, yoga, fine arts, chess, etc. The entire Indian education system is founded and built with such background, support, and inspiration. As per the new education policy, the Goal of Indian Higher Education is to develop good, well-rounded and creative individuals, with intellectual curiosity, spirit of service and a strong ethical compass. The objective of the proposal is to provide multidisciplinary and interdisciplinary liberal education to everybody based on a proposed system.

Recommendations regarding Teacher Education

1. Restoring integrity to teacher education is important due to the fact that they shape the next generation by maintaining only standard institutions and closing all substandard institutions pertaining to teacher's education.
2. Moving teacher education into multidisciplinary colleges and universities and offering integrated four years programmes and rigorous improvements in Curriculum and pedagogy. Four-year integrated B.Ed. will become the minimal degree qualification for all school teachers by 2030. All admissions to teachers education programme (integrated B.Ed.) will be carried out by the National Testing Agency. Individual one programme teacher education institutions will be merged with either autonomous multidisciplinary colleges or Universities
3. Departments of Education in universities will be strengthened and developed as spaces for research and innovation in education. Departments of Education must include diverse faculty who represent the range of expertise required for teacher preparation: knowledge

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PROMOTION OF INDIAN LANGUAGES, ARTS AND CULTURE IN LIGHT OF NATIONAL EDUCATION POLICY-2019

Dr. Richa Sharma & Dr. Anita Nangia***

Culture plays a vital role in the development of any nation. It represents a set of shared attitudes, values, goals and practices. Culture and creativity manifest themselves in almost all economic, social and developmental activities. A country as diverse as India is symbolized by the plurality of its culture. It has one of the world's largest collections of songs, music, theatre, folk traditions, dance, performing arts, customs and rituals, paintings and writings that are known, as the Intangible cultural heritage of humanity. In order to preserve these elements, the Ministry of Human Resource and Development has come up with National Education Policy 2019 that will play a critical role in the transformation of the Indian education system. It aims to protect and promote our culture through the study of classical languages, foreign languages, and regional languages.

Introduction

Indian culture has been manifested in the form of art, literature, customs and traditions, linguistic expressions, artifacts, architecture and more. From many decades it is encouraging people from around the world to enjoy, participating and benefiting from this rich cultural wealth. What truly makes India incredible is its rich cultural heritage, classical literature, tourism, unique festivals, diverse music, architectural monuments and fascinating artistic endeavors. It is quite important for the nation's identity as well as for its economy to preserve and promote its cultural wealth and heritage. It should be the highest priority for the country to fully develop all segments of contemporary cultural and artistic creativity in words, pictures, music, dance, theatre, film and other artistic expressions in the entirety of the cultural cycle, cultural activities and cultural life.

The promotion of Indian arts and culture is important not only for the nation but also for the individual. It has been considered as an important factor for developing cultural awareness and expression in children, so as to provide them with a sense of identity, belongingness, as well as an appreciation of other cultures and identities. It enables children to build a positive cultural identity and self-esteem through the knowledge of their own cultural history, arts, languages, and traditions. Thus, cultural awareness and expression are important contributors both to individual as well as

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NEW EDUCATION POLICY 2019: A REVIEW

*Dr. Rohit Bhandari**

The New Education Policy 2019 aims to universalize the pre-primary education by 2025 and prov ndational literacy/numeracy for all by 2025. The policy provides for reforms at all levels of educa n school to higher education. It seeks to increase the focus on early childhood care, reform the curr m system, strengthen teacher training, and restructure the education regulatory framework. It a ks to set up a National Education Commission, increase public investment in education, strengthen of technology and increase focus on vocational and adult education, among others. This paper focu ghe key observations and recommendations of the Policy.

roduction

The New Education Policy 2019 is out for public domain as a result of hard efforts of t mmittee chaired by Dr. K. Kasturirangan. The Committee was constituted by the Ministry man Resource Development in June 2017. The report proposes an education policy, which see ddress the challenges of: (i) access, (ii) equity, (iii) quality, (iv) affordability, and (v) accountabili ed by the current education system. The policy aims to universalize the pre-primary education 25 and provide foundational literacy/numeracy for all by 2025. It proposes new Curricular a dagogical Structure, with 5+3+3+4 design covering the children in the age group 3-18 year der this, Pre-Primary & Grades 1-2 is considered as foundational Stage; Grades 3-5 as Preparato ge; Grades 6-8 as Middle Stage and Grades 9-12 as Secondary Stage. This is an academ tructuring only; there will be no physical restructuring of schools

It aims at equitable & inclusive education for every child in the country, with a special focus der-represented groups (URGs), universal access & retention with 100% gross enrolment rat all school education by 2030.Children learn languages, most quickly between 2-8 years, a ultilingualism has great cognitive benefits for students. Therefore a three-language formula h n proposed. It also proposes the teaching of other classical languages and literature, includi nil, Telugu, Kannada, Malayalam, Odia, Pali, Persian, and Prakrit in schools. A new independe te School Regulatory Authority (SSRA) to be created. It aims to consolidate 800 universities 000 colleges into around 15,000 large, multidisciplinary institutions. The policy proposes thr es of Higher Educational Institutions (HEIs): Research Universities, Teaching Universities a onomous degree-granting colleges. The main aim is to provide autonomy to all higher educati

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SCHOOL EDUCATION AS ENVISIONED BY NATIONAL EDUCATION POLICY 2019

*Dr. Puneet Kooner**

help define rules, regulations, procedures and protocols for schools. All of these are necessary ...ool run smoothly and safely and ensure that students receive a quality education. Recently, the ... of India drafted Education policy suggested by an expert committee headed by Dr. K. ...an, former chairman of Indian Space Research Organization (ISRO). The National Education ... envisions an India-centred education system that contributes directly to transforming our ...ociety into an equitable and vibrant knowledge society, by providing high quality education ...committee suggested changes in prevailing Indian education policy and give guiding principle ... implementation in the country by 2030. The paper highlights on provisions made in the ... regarding education, different policies framed from time to time and recent National Education ... draft with the special emphasis on School education.

...tion

...y provisions are made in our Constitution for various levels and aspects of education to ...needs and aspirations of people through it. These provisions can be studied under the ...heads:

- Provisions and Acts related to Free and Compulsory Education (UEE)
- Provisions and Acts related to Equalizing Educational Opportunities
- Provisions and Acts related to Secularism based Education
- Provisions and Acts related to accessibility to Higher Education

...visions and Acts related to Free and Compulsory Elementary Education or ...versalizing Elementary education

...as been one of the most important goals of educational development in India since ...dence. It found expression in Article 45 of the Indian Constitution, as a Directive Principle of ...olicy under the caption, "Provision for free and Compulsory education for children." The ...n of Article 45, includes three elements:

Universality of Provision: It means that an elementary school should e within an easy walking distance from the home of every child.

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EDUCATIONAL LEADERSHIP OF DEV ATMA'S PHILOSOPHY IN LIGHT OF ETHICAL AND MORAL REASONING AS ENVISAGED IN NEP-2019

Ms. Shefali Dhillon, Dr. (Mrs.) Indu Rihani** & Dr. Rohit Bhandari****

The paper studies educational philosophy of Dev Atma, the founder of Dev Samaj. It underlines the relevance of the code of ethical conduct laid down by the thinker to create an education system geared towards the goals of the 21st century.

Introduction

As we enter the third decade of the 21st century, with the rapidly changing world scenario, it is particularly important to re-define the ways and means to achieve the goals of education. To ensure a society aware of its social and moral responsibility with a sound ethical code of conduct, we need school education system process designed to fulfil this aim.

Objectives of the Study

1. To study the tenets of Dev Atma's educational philosophy
2. To study the relevance of Dev Atma's educational philosophy in creating an ethical and a morally responsible society.

Methodology

The present study is philosophical in nature. For the conduct of this study, philosophical cum historical method is used.

Challenges in the 21st Century

The world around us is beset with numerous challenges, both in the developing and the developed countries. Environmental degradation, depletion of resources, gender discrimination, socio-economic dysfunction, regional conflicts, erosion of ethical values, coupled with the growth in crime rates and cases of depression among adolescents, compel us to look for solutions. Education and educationists, as always, are required to play a crucial role in charting the road map for solutions to these challenges. In the 20th century when the world faced the challenges of colonialism and apartheid, we saw

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ACCREDITATION IN THE LIGHT OF NEW EDUCATION POLICY 2019

*Mrs. Charanjit Kaur**

Accreditation of Higher Education Institutions is a tool for Quality improvement, education[al] ... academic returns and a ladder to achievement of success of institutions. Quality assurance ... ways to improve higher education sector. The true quality of education should be assessed by ... to foster responsible citizenship and social cohesiveness, and inculcate moral and ethical values ... This important aspect of quality education goes beyond the contours of the course curriculum and ... actual teaching-learning processes that take place inside the classroom. For that the New education ... has prevented a reformed approach to accreditation of Higher Education which has been discussed ... this paper.

What and Why of Accreditation

Accreditation is the act of granting credit or recognition, especially to an educational institution ... maintains suitable standards. Accreditation is necessary to any person or institution in education ... needs to prove that they meet a general standard of quality. Accreditation in higher education is ... legal process based on self and peer assessment. Its purpose is the improvement of academic ... ility and public accountability. This continuing quality control process occurs usually every five to ... years.

Accreditation is a term covering both the initial and ongoing approval of a school, postsecondary ... tution, or program offering as meeting the standards established by a nationally recognized ... editing association for membership in the association. Accrediting associations are voluntary ... ship organizations that undertake to monitor the academic and administrative quality of their ... bers, which are either entire institutions or components

Functions of Accreditation

1. Certifying that an institution or program has met established standards
2. Assisting prospective students in identifying acceptable institutions
3. Assisting institutions in determining the acceptability of transfer credits
4. Helping to identify institutions and programs for the investment of public and private funds

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VOCATIONAL EDUCATION AND NATIONAL POLICY OF EDUCATION 2019

*Dr. Kamini Gupta**

The present paper gives vision on Vocational Education in general, Vocational Education by National policy of Education 2019 and its implications on Educational Institutes; like schools, colleges and Universities.

Vocational Education

Vocational education is education that prepares people to work as a technician or in various jobs such as a tradesman or an artisan. Vocational education is sometimes referred to as career and technical education.

Vocational education or Vocational Education and Training (VET), also called Career and Technical Education (CTE), prepares learners for jobs that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation. It is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques or technology.

Vocational education can be at the secondary or post-secondary, higher education level and can interact with the apprenticeship system. At the post-secondary level, vocational education is often provided by highly specialized trade schools, technical schools, community colleges, colleges of further education (UK), universities, as well as institutes of technology (formerly called polytechnic institutes).

Since the early 1960s vocational education has been related to, and sometimes considered as responsible for the problems of youth unemployment and the attendant problem of transition from school to work, which are great concerns in industrial countries.

Historically, almost all vocational education took place in the classroom or on the job site, with students learning trade skills and trade theory from accredited professors or established professionals. However, in recent years, online vocational education has grown in popularity, making learning various trade skills and soft skills from established professionals easier than ever for students, even those who may live far away from a traditional vocational school.

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PHYSICAL EDUCATION AND SPORTS - AN INTEGRAL PART OF THE EDUCATIONAL CURRICULUM

*Dr. Neeru Malik**

"The way to development is through purposeful activity. The young especially have to be guided properly, so that their lives find proper direction and their creativity is allowed to flower. To facilitate this certain educational reforms must be initiated."

— 'Ignited Minds' (2002), A.P.J. Abdul Kalam

The knowledge landscape of world is undergoing rapid changes and we as a part of the education system have experienced that, along the years, many changes have been introduced at all levels of education. this quick change in knowledge and education rapidly changing the employment and social ecosystem. So, it becomes very important that every individual right from the childhood be trained to learn "not only learn, but understand how to learn" to sustain. The education must thus, be revised with less content, and more towards learning about how to think critically and solve problems, how to be creative and multi disciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. In classroom, the pedagogy must evolve to make education more experiential, holistic and integrated, discovery oriented, learner-centered, discussion-based, flexible, and of course, enjoyable.

As per the NPE-2019,the curriculum must include basic arts, crafts, humanities, games, sports, languages, literature, culture, and values, in addition to science and mathematics, in order to develop all sides of learners' brains and make education more well-rounded, useful, and fulfilling to the learner. Education must aim to be character-making, enabling learners to be ethical, rational, compassionate, and caring, while at the same time preparing them for gainful, fulfilling employment. Critical reforms will be needed in order to bring the highest quality and integrity into the system, from early childhood education through higher education. The National Education Policy lays special emphasis on the development of the creative potential of each individual, in all its richness and complexity. It is based on the principle that education must develop not only cognitive skills - both 'foundational skills' of literacy and numeracy and 'higher-order' cognitive skills such as critical thinking and problem solving – but also social and emotional skills - also referred to as 'soft skills' - including cultural awareness and empathy, perseverance and grit, teamwork, leadership, communication, among others.

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CONTEXTUALIZING INCLUSIVE EDUCATION IN NEW EDUCATION POLICY

*Dr. Harpreet Kaur**

Inclusive education as a policy phenomenon contains a range of ideas about the purpose of education, the content of education and the organization of education. As a political ideal expressed in policy, inclusive education competes with other political ideals regarding education, for instance economic policies that prioritize effectivity and attainment as educational goals. According to New Education Policy to achieve an inclusive and equitable education system so that all children have equal opportunity to learn and thrive, and so that participation and learning outcomes are equalized across all genders and social categories by 2030. This is also in line with the Objectives of fourth Sustainable Development Goals to provide quality education for all citizens. The paper highlights on various policies proposed in the draft on the special emphasis on inclusive education and its equitable measures.

Introduction

Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education - while indeed an essential goal in its own right - is also critical to achieving an inclusive and equitable society in which every citizen has the opportunity to dream, thrive, and contribute to the nation. Unfortunately, prejudice and bias, based on gender, social and economic status, and special needs, among other factors, often affect people's capacity to benefit from the education system, compounding social cleavages that hold the nation back from growth, innovation, and progress. This Policy aims to shape an education system that benefits all of India's children so that no child loses any opportunity to learn and excel because of the circumstances of birth or background.

Objectives of the Study

The draft of National Education policy has many innovative suggestions to improve quality and the broadness of education system in India. The aspirations and the challenges of implementation of such proposal is a research agenda. The objective of the study is to:

- To know the measures for equitable and inclusive education as proposed in National Educational Policy 2019.
- To highlight on quality education for everyone as sustainable development goal.

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SCHOOL EDUCATION AS ENVISIONED BY NEP 2019

*Ms. Shivani Sharma**

Schools are representatives of any society. From independence until today many Education Policies were drafted by analyzing the current picture of education at that time in the society and mentioned various steps that will be taken to improve the position of education at various levels of education. The New Education Policy also laid great emphasis on School Education. Various areas of concern in New Educational Policy under School Education are Early Childhood Care and Education, Reintegrating Dropouts, Universal access to Education, new curriculum and pedagogical structure in schools, effective roles, and recruitments of teachers, continuous professional development of teachers, Equitable and Inclusive Education, etc.

"The New Education Policy is to establish India as a 'knowledge superpower' so the whole world recognizes the immense talent of the students of the country"

— ***Shri Ram Nath Kovind***

Introduction

The National Education Policy 2019 envisions an India-centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. Major Key Points are as follows:

Major Key Points

A. **Early Childhood Education:** The Policy laid great emphasis on early years of child education and aims to ensure quality early childhood care and education for all children between 3-6 years by 2025 with significantly increased investment and new initiatives. An effective quality regulation or accreditation system will be instituted to cover all pre-school education (private, public and philanthropic) to ensure compliance. The Right to Education Act 2009 will be extended to assure the availability of free and compulsory quality education for all 3 to 6-year-olds.

B. **Foundational Literacy and Numeracy:** There will be special attention paid to early language and mathematics in Grades 1-5. The Policy aims to ensure that every student in Grade 5 and beyond must achieve foundational literacy and numeracy by 2025. A pupil-teacher ratio under 30:1 will be ensured at the level of each school. Teacher education will be redesigned to have a renewed emphasis on foundational literacy and numeracy.

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New Education Policy (Draft) 2019: A dialogue with the stakeholders

by

Dr. (Mrs.) Agnese Dhillon, Dr. Richa Sharma, Dr. Neeru Malik, Dr. Rohit Bhandari, Dr. Vikas Kumar & Dr. Pargat Singh Garcha

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35

SCHOOL EDUCATION AS ENVISIONED BY NEP 2019

*Mrs. Manjeet Kaur**

Education is always, in one way or the other, preparing individuals for the future. It equips people to with different situations more efficiently and develops their coping mechanism. In the twentieth century, ion is constantly undergoing changes under the impact of globalisation. The future of countries ies within their ability to compete in a global market where industrial based economies are giving knowledge based industries, realising the importance of 'knowledge, skills and intellectual capacity the challenges of accelerated change and uncertainty. 'Government of India is working on improving ality of education at all the levels. This paper discusses the status, challenges and initiatives taken redesigning the school education system at different levels in India.

troduction

The historic Universal Declaration of Human Rights, adopted at the UN General Assembly in 948, declared that "everyone has the right to education". Article 26 in the Declaration stated that education shall be free, at least in the elementary and fundamental stages" and "elementary education hall be compulsory", and that 'education shall be directed to the full development of the human ersonality and to the strengthening of respect for human rights and fundamental freedoms'. The ea that education must result in the 'full development of the human personality' continued to be flected in the influential reports such as that entitled 'Learning: The Treasure Within', which the ternational Commission on Education for the Twenty-first Century chaired by Jacques Delors, mitted to UNESCO in 1996.

A broad view of education encompassing the holistic development of students with special mphasis on the development of the creative potential of each individual, in all its richness and mplexity, has grown increasingly popular in recent years, and many recent reports from UNESCO, e OECD, the World Bank, the World Economic Forum, and the Brookings Institution have highlighted he broad consensus that has developed. Students must develop not only cognitive skills - both 'foundational skills' of literacy and numeracy and 'higher-order' cognitive skills such as critical thinking and problem solving skills - but also social and emotional skills, also referred to as 'soft skills', including cultural awareness and empathy, perseverance and grit, teamwork and leadership, among others.

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36

FUTURE CAREER PROSPECTS AND CHALLENGES IN TEACHER EDUCATION

*Dr. Ritu Mago**

Education is the key for development of any nation and it depends on the quality of teachers. Knowledge, dedication, quality, professional commitment and motivation of teachers are the factors responsible for quality education and learner achievement. Producing such teachers is a major challenge for governments across the globe today. With the ever increasing amount of knowledge today, teacher's job has been more challenging in the light of new pedagogical and psychological theories, philosophy, sociology and globalization. Well planned and imaginative Teacher education programmes have to be critiqued, studied, reformed, rethought and reoriented today. Improvement in teacher education is a 3 dimensional task. It's a challenge for every nation to provide well prepared and effective teachers; it is an area of concern for degrading values and questions about purpose and goals of education for society; and it is a research problem involving educational issues, concerns, questions and conditions. In India, during the quest of this reforming and restructuring and in the light of various policy papers and documents like- Kothari commission report (1964-66), Acharya Rammurti Samiti Report (1990), NCF (2005), National knowledge commission report, NCTE regulations 2009, Right to education act 2009, NCTEF (2010) etc., the Teacher education curriculum and regulations have witnessed a paradigm shift in recent years. However, some of the problems have also been there like updated curriculum, duration and quality of internship, in-service teacher education, lack of practical aspects and teacher education through distance mode are debatable issues. This paper deals with some policies, problems and proposed suggestions for teacher education.

Introduction

The progress of a country depends upon the quality of its teachers and for this reason teaching is the noblest among all professions. The irony of fate, however, is that teaching is the most unattractive profession and teacher no longer occupies an honorable position in the society. Teachers play a vital role in helping people to develop their talents and fulfill their potential for personal growth and well-being. They acquire the complex range of knowledge and skills that they will need as citizens and as workers. It is school teacher who mediate between a rapidly evolving world and the pupils who are about to enter it. The success of a student depends most of all on the quality of the teacher. With the advent of standard based reforms, the quality of teachers has become a major concern of policy-makers, college and university presidents, especially at the colleges of teacher education and the

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37

DEVELOPMENT OF EMOTIONAL AND SPIRITUAL INTELLIGENCE OF TEACHERS IN LIGHT OF ETHICAL AND MORAL REASONING

*Dr. Kiranjit Kaur**

Teacher in the emerging society has a pivotal role in the social reconstruction and in the transmission wisdom, knowledge and experience of one generation to another. The present day teacher faces more nges that he faced in earlier times. Rapid explosion of knowledge, demands creation of qualitative who in turn will help to strengthen a knowledge society to meet the challenges of globalization and the society keeping in view the values and traditions. Hence, there is a great need of morally upright emotionally sound teachers to meet the ever changing demand of the present-society. Keeping this in the present article tries to give a bird's eye view of the essence of development of emotional and iritual intelligence needed for teachers.

piritual Intelligence

SI is defined as the ability to apply and embody spiritual resources and qualities to enhance ily functioning and wellbeing. Some current definitions of spirituality can be summarized as follows: Spirituality involves the highest levels of any of the developmental lines, for example, cognitive, oral, emotional, and interpersonal; (b) spirituality is itself a separate developmental line; (c) spirituality an attitude (such as openness to love) at any stage: and (d) spirituality involves peak experiences t stages. Spiritual intelligence is concerned with the inner life of mind and spirit and its relationship being in the world. Spiritual intelligence implies a capacity for a deep understanding of existential tions and insight into multiple levels of consciousness. Spiritual intelligence also implies awareness spirit as the ground of being or as the creative life force of evolution. If the evolution of life from ardust to mineral, vegetable, animal, and human existence implies some form of intelligence rather han being a purely random process, it might be called spiritual. Spiritual intelligence emerges as onsciousness evolves into an ever-deepening awareness of matter, life, body, mind, soul, and spirit. piritual intelligence, then, is more than individual's mental ability. It appears to connect the personal o the transpersonal and the self to spirit. Spiritual intelligence goes beyond conventional psychological evelopment. In addition to self-awareness, it implies awareness of our relationship to the ranscendent, to each other, to the earth and all beings. Working as a psychotherapist, my impression s that spiritual intelligence opens the heart, illuminates the mind, and inspires the soul, connecting the

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EFFECTIVENESS OF NEW EDUCATION POLICY & ITS IMPLICATION

*Mrs. Karuna Singh**

Since independence, India has witnessed tremendous growth and expansion of education at all levels hich owes to the dynamic needs of its people as well as the demands of rapid globalization. However everal disparities still exist in the field of education which hinders the overall progress. There is poor presentation of the people from minority communities, particularly Muslims, the SCs, the STs, and women the educational front. The Government of India has been continuously striving towards eliminating these isparities, and to promote accessibility to and participation in education. Major initiatives are being aken to promote inclusiveness at all levels of education and improve educational quality. The formulation f the New National Policy on Education is one of the most promising initiatives taken by the present overnment to improve the status quo of education in the country. The present article throws light on ertain issues and concerns related to education and it puts forth certain recommendations which need to e considered while devising the New National Policy on Education.

ntroduction

India has always laid great importance to education. From the time of independence, the expansion and advancement of education has been a priority of India's development agenda. Several commissions and policies have been molded from time to time to take initiatives required to increase accessibility to education, encourage further participation, and improve educational quality.

One of the prominent policies on education is the National Policy on Education which was framed in 1986 and modified in 1992. The policy conceived a democratic system of education which implies that "up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparative quality" (NPE, 1986). Since its formulation, the National Policy on Education has focused on refining the quality of education at all stages, inculcating moral and social values, scientific and technological advancement, and to link education with people's lives. Developing a sense of commonality among people, promoting national progress, and fortifying national integrity have been the cornerstones of the National Policy on Education.

Need of the Revised Policy on Education

Rapid developments have occurred in the political, social and economic spheres at national and global level since the articulation of the National Policy on Education (1986/92). These developments

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Quality Assurance Implementation in Research Labs

Akshay Anand
Editor

Springer

The Role of Document Control and Archiving Records in Laboratory Management

Navneet Kaur, Prashant Verma, Bhavya Mody, Neeru Malik, Gurmeet Singh & Chirayu Padhiar

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Abstract

Document control is an integral part of good laboratory practices. In fact it is amongst the most critical tools for the laboratories to ensure compliance to accreditation and regulatory bodies as well as ensuring business continuity during any unforeseen events. The effective document control system also ensures inadvertent leakage of confidential information. Documents can be maintained in two forms: paper based and paperless, i.e., electronically. Generation, maintenance, and archival of documents and records are all essential for effective document control. An effective archival procedure ensures documents are retained properly and also ensures that these can be retrieved at ease upon requirement.

This chapter abbreviates the procedure for the maintenance of paper data and electronic data records.

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PEDAGOGY OF SCIENCE

Volume. II

Anuradha Agnihotri

KAL

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VIRTUAL CLASSROOM LEARNING DURING THE PANDEMIC COVID-19: ISSUES AND PROSPECTS

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ABSTRACT

The pandemic COVID-19 hasdrastically impacted every sphere of life and has changed the ... scenario. This period has brought many challenges that have forced to substitute the traditional ... learning with new paradigms in the educational field. The teachers, students and policy makers ... stranded for some time and believed as the end of learning for once. Face-to-face classroom teaching ... possible owing to nation-wide lockdown. It was a major challenge for all initially, be it urban ... especially so for students living in rural areas. Although it has brought many unforeseen challenges ... brought along many opportunities to learn. All it required, was a change in mindset of educators ... teachers and most importantly parents and children. This article explores new ways of virtual classroom ... that may help us to equip the teachers in the school and higher education sector for this digital transformation.

Keywords: Virtual classroom learning, issues, prospects

The onset of COVID-19 has had an impact globally and has taken the world of learning by a storm. The ... has brought a paradigm shift in the education sector. Teachers are facing lot of uncertainties in their ... There has been rapid transition to virtual mode of delivering classroom instructions to keep the students engaged in learning. This has led to increased workload of the teachers as they not only have to ... textual content into digital content, but also have to be conversant with the latest software means ... teaching. In many educational institutions, thisswitch to the virtual learning space is presenting lot of ... teachers nationwide are struggling to adapt to "new normal" lifestyles. Only time will tell how far the new ... teaching and learning are proving useful to the teachers and students.

ISSUES ASSOCIATED WITH VIRTUAL CLASSROOM LEARNING

Although, virtual learning has offered many learning opportunities and also posed challenges to the teachers ... as students through online learning. *(Padhi and Lalhriatchiani)*. There were many issues that were faced ... teachers across India to cope with this transformation, the biggest being the wide digital divide, that is ... the very fact that there is lack of high-speed internet in rural areas. Another challenge is illiteracy, ... financial backwardness of the underprivileged and marginalised sections of the society. Moreover, there ... teachers who are still hesitating to change and gear for this digital adaptation. Online education can ... successful if it reaches every student. There is a need to upgrade the internet facilities in the rural and ... areas in India. The Govt. should provide the necessary grants to the universities, colleges and schools to ... big challenge.

The biggest challenge that was perceived was the inequalities in the digital access among people in different ... of the society *(Dalberg, 2013)*. The children in rural and backward areas where there was poor network and ... access, found it a big hazard in their way. A study of *NCERT (2020)* reflects that approximately 27% of the ... do not have access to smartphones/laptops to attend classes in a virtual world. Further, half of the teachers ... problems related to expensive data and slow internet and almost 84% teachers reported facing challenges ... delivering virtual mode of education. The internet usage has also been found to greatly vary among different ... economic groups in India. This disparity in access to digital technology has greatly disrupted the targets of ... education.

Providing and enabling additional economic support for availing the ICTs to unprivileged and marginalised ... is the need at this hour *(Eamon, 2004)*. In this regard, a proper institutional mechanism is needed to monitor ... and bridge this digital divide, thus, taking this pandemic crisis as an opportunity to review the existing disparities ... access and uses of ICT, especially among ... learners to help achieve equity in learning *(Karakoyun, Osabouhien, 2019)*.

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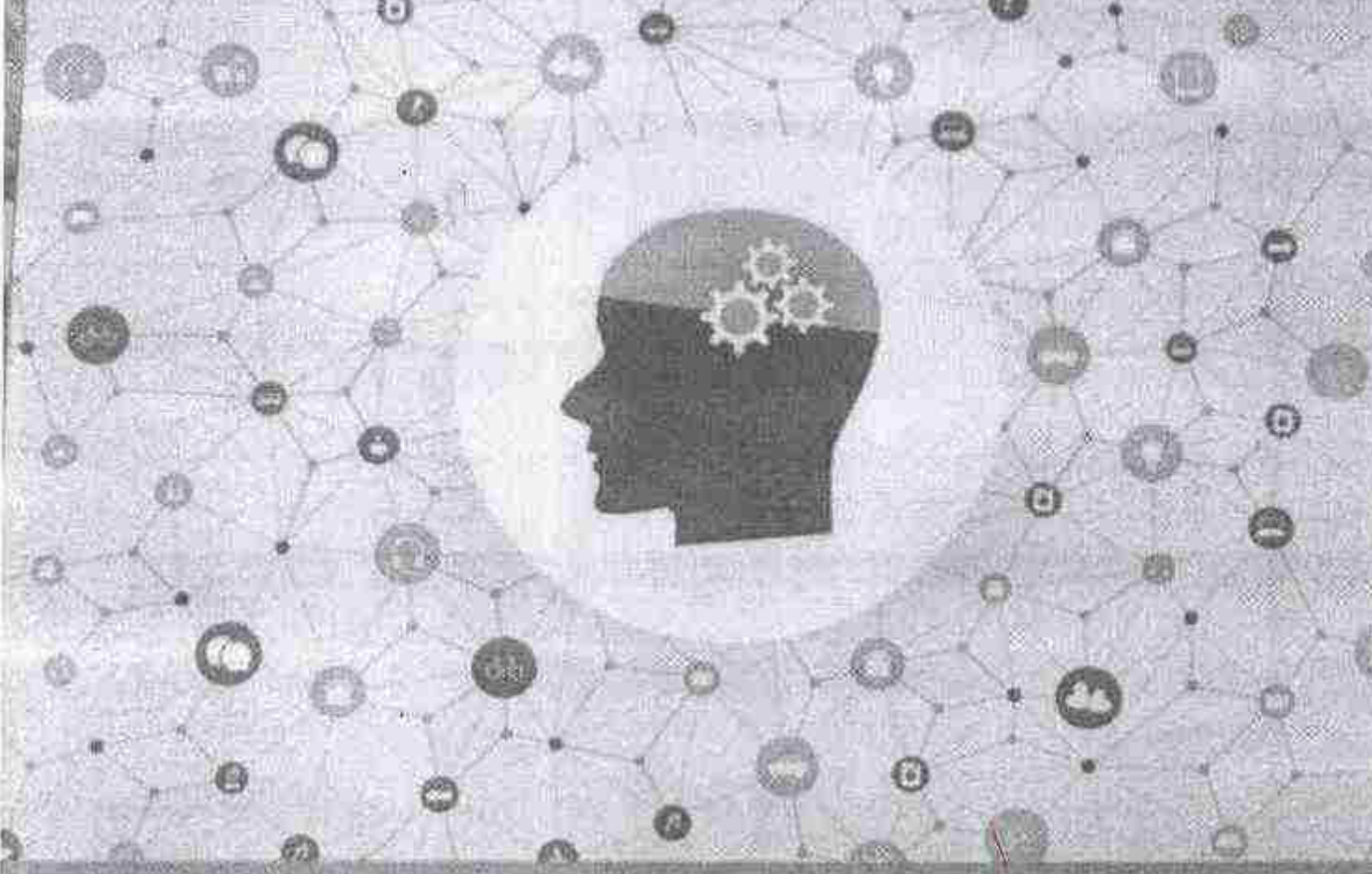

FUTURE SKILLING OUR PEOPLE

EDITORS

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FORTS AND CHALLENGES IN TEACHER TRAINING FOR THE POPULARIZATION OF SCIENCE EDUCATION IN INDIA

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RACT

ization of Science among students has always been a fundamental aim of education and several ... en taken in this direction. The movement began with establishment of IACS i.e. Indian Association ... tion of Science by Dr. Mahendra Lal Sircar, which is the first ever institute of its kind that was establish... edicated to the quest of research in the field of basic sciences. IACS is famous as from 1907 ... or C. V. Raman had rendered his services, and it is during that time that he discovered the Raman Effe... at brought laurels to India Nobel Prize in Physics and the science popularization movement gained ... tum. As a result of establishment of IACS in Bengal, it spread the science popularization movement ... rts of the country as well and a number of prominent organizations came into existence.

ependence, the first Prime Minister of independent India Pt. Jawaharlal Nehru put lots of emphasis ... ing scientific temper among people of India. 'Subsequently, Indian Science Congress and Science ... gy policies of the government reflected Nehru's vision'. (Ray, 2003). A number of organizations as a ... mass movement such as Vikram Sarabhai Community Science Centre, Vigyan Prasar Network, of All In... s Science Network (AIPSN) etc. Today, a number of NGOs are playing an important role in spread ... among people of our country. People's Science Movement has (PSMs) is an significant step towards ... ization of science in India. The article also focuses efforts needed to be taken in the present system ... education, to popularize science education.

rds: Popularization of Science education, teacher education

DUCTION

oe the science education spread across the world, the activities for the popularization of Science began ... en far before independence. The initial efforts were directed towards popularization of science, focus... ng it a choice in school, college and university level education. Numerous steps were taken by ... , social reformers, educationists and science teachers, teaching in schools and colleges. (Mahanti, 20...

RY OF POPULARIZATION OF SCIENCE EDUCATION IN INDIA

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forts for science popularization in India started with translating science books in the local language ... g articles contributing to the growth in the field of science. First few serious attempts known to have ... his direction began in early 19th Century, when The Hindu College was established in 1817, later came ... n as Presidency College. Raja Rammohun Roy, a great social reformer is credited with the spread ... cience education in India during his life period i.e. 1772–1833. He recommended that the the gap ... d technology between India and Europe should be narrowed down for the progress of the nation.

nan (1888–1970), the great Indian Nobel Prize winning scientist, also made tremendous contribution in ... ience and its popularization through his famous lectures in the field ...

INDIAN ETHOS, ETHICS & MANAGEMENT

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Essentials of Strong Work Ethics in Organizations

Dr. Anuradha Agnihotri[1]

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Introduction

Have we ever wondered why one employee is more valued than the other at the workplace? It is because the work ethics exhibited by him/her that includes his/her sheer hard work, conscientiousness, meticulousness and a great sense of responsibility towards the tasks assigned to him/her. Every organization looks out for people with strong work ethics. It is a valuable trait that makes an employee much sought after. Employability of such people is enhanced to a considerable extent, showing the morals and ideals associated with good work ethics and are enough to fetch him better job opportunities. Such employees are often assigned more challenging tasks, of which they are fully capable. They are considered as trustworthy, dedicated and dependable.

What is meant by Work Ethics?

Etymologically speaking, the word 'ethics', originates from the ancient Greek word *'ethos'* meaning 'a habit', 'custom', 'disposition' or 'character'. Simply speaking, ethics is also referred to as a moral philosophy.

By work ethics it is generally meant to work with hard work and devotion toward one's profession. It is a guarantee of professional success. Such people exhibit principles and values that makes them stand class apart in an organization. In its simplest definition, "a system of moral principles is called ethics". It is a basic philosophy of life and is shown in every way a person how one lives his life. It is a useful tool for the person as well as the society. Standing by your principles and making a right choice which is morally and ethically correct is not easy. Often, such people have to face lot of difficulties and pay a heavy price for their honesty. But one should not be deterred by it, as the way to being righteous is full of thorns.

Work ethics are concerned with moral decisions, living a life of ethics, choosing right path, owning and sharing the responsibilities, using right language and avoiding foul or inappropriate language, having good inter-personal relations in the organization and so on. Current concepts of ethics have been derived from various disciplines such as Philosophy, Psychology, Sociology and also from different religions and cultures across the world. Ethics are often argued upon. As these moral codes may not be suitable to everyone, to say, not 'liked' often, yet they are the most important ingredient of professional behaviour.

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SEARCH AS ENVISIONED IN DRAFT NEP-2019

Dr. Anupreeta Aggarwal*

al Education Policy (NEP) 2019

he draft of National Educational Policy has been submitted to the Union HRD Minister, ri Prabhuyal 'Nishank' and Minister of State for HRD, Sanjay Shamrao Dhotre in New Delhi mittee led by the Chairman Dr. Kasturirangan on Friday May 31, 2019. The Committee was ished by the Ministry of Human Resource Development in June 2017. The report proposes an ive policy, which seeks to address the challenges of: (i) access, (ii) equity, (iii) quality, (iv) ability, and (v) accountability faced by the current education system.

The draft Policy provides for reforms at all levels of education from school to higher education. ests to increase the focus on early childhood care, reform the current exam system, strengthen ner training, and restructure the education regulatory framework. It also seeks to set up a ional Education Commission, increase public investment in education, strengthen the use of hnology and increase focus on vocational and adult education, among others.

Vision of NEP 2019: The National Education Policy 2019 envisions an India-centred education em that contributes directly to transforming our nation sustainably into an equitable and vibrant wledge society, by providing high quality education to all.

n of National Educational Policy 2019

- To provide students with the sufficient skills and knowledge to enhance their future
- To rectify the shortage of manpower in science, technology, academics and industry
- The Draft National Education Policy, 2019 is built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability.

Research as Envisioned in Draft NEP-2019

Research is pivotal for the creation of knowledge and betterment of society. The active research fosters economy and service to humanity. Research, academia and industry are inseparable as far as social and economic relevance of education is concerned. A good academia lays the foundation of a quality research which is sustained by a healthy industrial growth and vice versa, hence becomes this triangle critical for the national development. Therefore, academia and industry must work in concordance. Secondly, research is only purposeful when it create

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CHALLENGES IN INFORMATION TECHNOLOGY IN EDUCATIONAL SECTOR

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In recent times the technology has swamped the educational scenario across the nation, yet its adoption and successful implementation are facing many challenges. Some of these challenges are universal across the globe, yet some are related to the developing nations like India where there is demographic diversity of teachers and students. In the past the technological challenges have revolved around the shortage of funds for updating technology in educational institutions along with lack of preparation and reluctance by the administrators and teachers. Yet, in recent times some new challenges have emerged as well. The quality of teaching-learning process in education is unimaginable without the use of information technology, because of its influence in developing the essential skills and abilities for the 21st century. The present chapter aims to present some of the challenges experienced by the educators while trying to integrate the technology in the classrooms and suggest probable solutions to these problems. The various issues relating to integration of ICT in teaching learning process have been discussed in the present article such as lack of professional training, limited access to internet resources, and wide economic gaps and so on. A careful examination of these issues should be useful for the educational administrators, policy planners and teachers as well as the researchers.

INTRODUCTION

Recent era is technological. There has always been a need to make a 'shift' from traditional classroom face-to-face teaching to self-paced, digital learning. The outbreak of pandemic in present times has further posed major challenges to the teachers, students and policy planners in India, who once thought it as the end of learning, especially for students in a developing country like India, where majority of population lives in rural areas. Although it has brought many unforeseen challenges, yet it has brought along many opportunities to learn. All it required, was a change in mind set of educators, administrators, teachers and most importantly parents and children. It has been a long time since the lockdown began in India and various educational institutions whether Government or private, school or college or even universities, all had seen shut doors throughout the nation.

The use of ICT in teaching learning process has been there for a long time and has gained huge popularity in recent times, because of the strongest felt need in present times. Remote learning has become one of the biggest industries and Apps like Zoom, Google meet, Cisco WebEx and various LMS platforms like Moodle, Canvas, Google classrooms have become part of our day-to-day vocabulary. The teacher discussions have also shifted from face-to-face classroom problems of students to how to engage students in meaningful online learning.

CHALLENGES IN IT IN EDUCATION SECTOR

Although there have been unlimited opportunities of technology-oriented learning, many challenges have also emerged along with, especially in the higher education sector, *Ortiz et al (2020)*. This article explores the associated challenges of technological revolution among different educational institutions at various levels of learning such as schools, colleges and universities.

Lack of access to the Technology: The first and the foremost thing in this regard is availability and access to technological resources for the teachers. Many of the schools especially those located in rural areas still do not have basic infrastructure such as ICT labs, smartphones, internet, software etc. "If a teacher does not have access to computers and internet connection, the implementation of educational technology is not feasible" *(Johnson et al, 2016)*. Limited access to the computers makes it extremely difficult for the teachers to integrate technology into their lesson plans. The funding by the state Govt. is limited for equipping the educational institutions with digital technologies.

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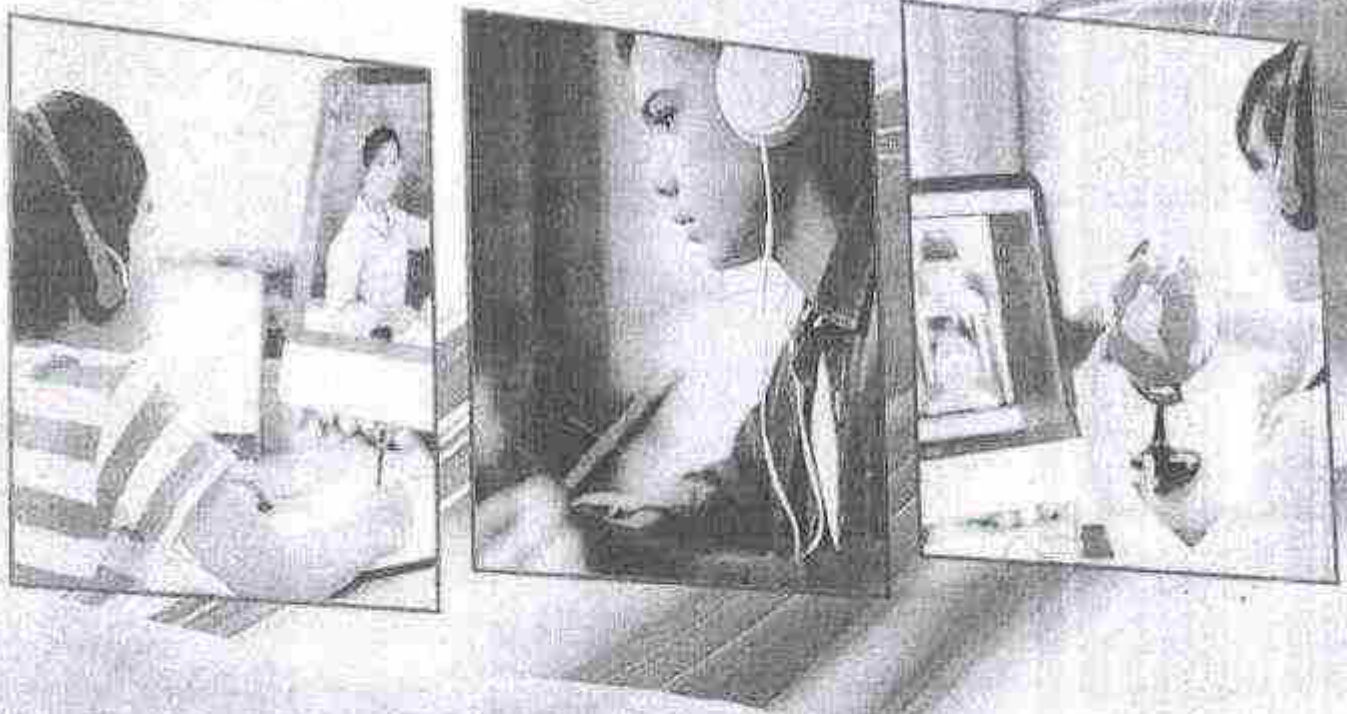
Education @ New Normal



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Remote Learning: Opportunities and Challenges for Educational Institutions in India during COVID-19

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Abstract

The outbreak of COVID-19 has posed major challenges to the teachers, students and policy planners in India, who once thought it as the end of learning, especially for students in a developing country like India where majority of population lives in rural areas. Although it has brought many unforeseen challenges, yet it has brought along many opportunities to learn. All it required, was a change in mindset of educators, administrators, teachers and most importantly parents and children. It has been a long time since the lockdown began in India and various educational institutions whether Government or private, school or college or even universities, all had seen shut doors throughout the nation. This article explores new vistas of remote learning that have opened during the pandemic COVID-19 and the associated challenges among different educational institutions at various levels of learning such as schools, colleges and universities.

Keywords: Remote learning, Challenges of remote learning, Opportunities of remote learning.

The onset of COVID-19 has had an impact globally and has taken the world of learning by a storm. The pandemic has brought a paradigm shift in the education sector. Initially, there was ignorance, lack of knowledge, hesitation and resistance among the teachers and students for the technology centred learning. But with passage of time, as we acquainted and prepared ourselves to the new challenge, there came ample of opportunities to enhance our existing knowledge and receive training that was never required earlier. There could be two-ways, one to just stand and watch second to prepare ourselves and face the challenges. Naturally, the world chose the second and rest is the new-age learning through computers, laptops, mobile phones or whatever gadget one could hold of. No one knows how long this process will go on, but certainly the remote learning has come become part of everyone's life and it is here to stay. Not only the teaching and learning has been virtual, but the universities, colleges and schools conducted online semester or final examinations also in view of the COVID-19 crisis.

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Role of National Education Policy - 2020 in Transforming Higher Education

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24 Towards Implementing Nep-2020: Reflections on Status of Teacher Education Institutions

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Abstract

With the arrival of policy document NEP-2020, the teacher Education in the current decade is undergoing a total transition. Teacher preparation has been greatly stressed by NEP-2020 and in this regard, the present system does not lead to production of good teachers as highlighted by the policy. The standalone teacher education institutions, offering only teacher education courses like B.Ed. and M.Ed. are under constant threat to convert themselves into composite colleges or face closure by the year 2030. It is now a question of survival with dignity or perish. This is basically as a large number of Teacher Education Institutions (TEI's) have not performed well and flouted norms, which in future will not be possible as directed by MHRD, Govt. of India. Many seminars, conferences, workshops, webinars have been organized in the region to understand the vision of the policy in various dimensions, teacher education being one of the primary focus of them. The paper presents the recommendations from the perspective of present TEI's to implement the policy by adopting to its suggestions.

Keywords: National Education Policy, Teacher Education institutions, composite colleges.

Introduction

In the past two decades the quality of teacher education has deteriorated as has also been expressed by different national committees that have mentioned this fact quite emphatically. NEP-2020 has come as a fresh wave that has added new dimensions to the present system of education, suggesting possible reforms from pre-primary to higher education sector.

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The Future of Learning and Education

Abhishek Shukla

Education during the Pandemic COVID-19 and Beyond

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Abstract

The pandemic COVID-19 has drastically disrupted the educational map globally, impacting nearly 1.6 billion students across 190 countries. The nationwide lockdown has led to closure of various educational institutions leading to a learning crisis. This period has posed serious challenges to our learning environments especially in rural and remote areas with limited internet access. The traditional styles of teaching and learning has seen shut down and need for new paradigms of learning was strongly felt. Not only the learning has hampered, but even the basic needs of poor students also suffered a lot such as provision of mid-day meal, free uniforms etc. for needy children. The cases of violence against women and girls went up manifold proportionately during this time. The teachers and students were not prepared for this shift of learning from offline to online mode. Parents, at one point saw it as the end of learning. The pandemic has also emerged as an opportunity time to prepare for this 'big' change. It required a major shift in the mindset of everyone, be it education, administrators, teachers, parents or even children themselves. As a teacher educator, I felt to bring forth the challenges that I faced myself during this time and how harvested this period to adapt to an era of new technological learning and digital transformation in pedagogical practices.

Key words: Online learning, digital transformation.

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Introduction

The pandemic COVID-19 has impacted the educational scenario globally, affecting the world of learning drastically. It has brought a paradigm shift from traditional face-to-face learning, to online learning, employing various educational tools. Initially, the community of teachers faced lot of challenges as they were not prepared for this major change. The knowledge, technical know-how was limited and they did not know how to switch to virtual mode of delivering classroom instructions and to keep the students fully engaged in learning. They had to undergo trainings, attend various courses, equip themselves in computer literacy skills. Many of the teachers operated the computers for the first time. The smart phone users did not know how to run and use various apps for teaching their students. Words like Google meet, Zoom, Google classroom were never heard earlier. The teachers only knew how to deal with textual content. little did they know that it would be no longer required very soon.

The art of classroom lecturing had to be skilled to making interactive videos, presentations, animations. The blackboard switched to Google Jamboard, online whiteboards, the pens and pencils changed to digital pens and markers and the stationary shops converted to G-Suite market place. All this happened so sudden, that many teachers felt left-behind, parents didn't know how to buy so many gadgets and provide quiet places to all children as they also worked from home. The students had to strain their eyes continuously for 5-6 hours and little play added to their misery. Everyone struggled to adapt to this "new normal" lifestyle. With passage of time and along with trainings and sheer hard work, every bit of learning finally started happening, exams were conducted online and so far, the new modes of teaching and learning are proving useful to the teachers and students.

Education during COVID-19

The goal of education is not just the academic mastery of the subjects, but for preparing the students for future life, enhancing their skills and

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New Education Policy (Draft) 2019: A dialogue with the stakeholders

by

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SCHOOL EDUCATION AS ENVISIONED BY NATIONAL EDUCATION POLICY-2019

*Mrs. Madhavi Goyal**

The policy aims to universalize the pre-primary education by 2025 and provide foundational literac numeracy for all by 2025. It proposes new Curricular and Pedagogical Structure, with 5+3+3+4 desi covering the children in the age group 3-18 years. At school level policy focused on early childhood ca and education, foundational literacy and numeracy, reintegrating dropouts and ensuring universal acce minimise rote learning and encourage holistic development, flexibility in course choices, curricul integration of essential subjects and skills, NCF 2005 document will be revisited and updated by the end 2020, support of students with singular interests and talents. This paper is focused on School education envisioned by New Education Policy 2019.

Introduction

The present Policy begins with viewing early childhood care and education (ECCE) as a pa of the Foundational stage of school education (three years of pre-primary education and Grades and 2), a single curricular and pedagogical phase of play- and discovery-based learning for ver young children, between the ages of 3-8 years. This is followed by a Preparatory phase consisting three years (Grades 3, 4 and 5) of basic education incorporating some textbooks as well as aspe of more formal classroom learning. The next three years of Middle school education (Grades 6, and 8) would involve developing more abstract thinking and subject teaching leading up to a Secondar education phase of four years (Grades 9, 10, 11 and 12). This last phase of four years of secondar school education will facilitate multidisciplinary studies with appropriate exit options besides preparat for the next phase of undergraduate programme of study, including early introduction to Liberal Ar education.

Special Points regarding School Education in New Education Policy

1. **Early Childhood Care and Education:** The objective of the educational policy is th every child in the age range of 3-6 years has access to free, safe, high quality, developmentall appropriate care and education by 2025.

First six years of a child is very crucial because maximum development of brain is considere at this period, so policy suggested that excellent care, nurture, nutrition, physical activity, psycho

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