

NEP-2020:
IT'S VISION ABOUT
21st
CENTURY
TEACHER EDUCATION



Dr. Rajat Dey * Mr. Suman Gupta

NEP - 2020: IT'S VISION ABOUT 21ST CENTURY TEACHER EDUCATION

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VOCATIONAL EDUCATION IN TEACHER EDUCATION IN THE LIGHT OF NEP-2020

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1.0 INTRODUCTION:

The NEP 2020 highlights the issues that teachers, especially at higher secondary levels, are not fully skilled to teach vocational courses. The model of imparting vocational education in India operates at two levels: vocational education (theory) and training (practical). Along with mainstream secondary education, students are taught the theoretical part of vocational training through subjects like SUPW, which has proven to be ineffective and an additional burden. The reason being that the curriculum of these courses at school levels is fragmented and disjointed. These courses are neither well-defined nor properly segregated; instead, it is taught like any other subject. For instance, the subject SUPW taught in government schools had a varied range of vocational courses in the curriculum, from studying about electricity in one class to jumping onto textiles in another. There was no proper detailed curriculum, only basic introduction to all the vocational courses, which proves to be ineffective in sparking an interest in vocational education among school students. The existing system, therefore, fails to attract students from taking up vocational courses in future. Even if students opt to pursue vocational courses at higher education level, there are no proper admission criteria (especially in the general higher education system) for vocational education qualifications, which constraints the vertical mobility in this education system. Vocational education can take place at the post-secondary, further education, or 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). 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 instructors 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.

2.0 AIMS AND OBJECTIVES OF VOCATIONAL EDUCATION IN INDIA:

Now our country is developing due to the development of science and technology. This has been possible because of the availability of material and human resources. Our country is too rich in these two resources. What is needed is their proper utilization. This requires expansion

IMPACT OF NEW EDUCATION POLICY 2020 ON TEACHER EDUCATION

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INTRODUCTION

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organisation (ISRO) chief Krishnaswamy Kasturirangan. The Draft New Education Policy (DNEP) 2019 was later released by Ministry of Human Resource Development, followed by a number of public consultations. The Draft NEP had 484 pages. The Ministry undertook a rigorous consultation process in formulating the draft policy: "Over two lakh suggestions from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts were received." The vision of the National Education Policy is: "National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all." Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.

OBJECTIVES OF THE STUDY

The primary objective of this research is to study the impact of New Education Policy 2020 on Teacher education. The study also outlines the system of Teacher Education in NEP 2020 and analyses on how it would affect the existing education system.

TEACHER AND TEACHER EDUCATION IN NEP 2020

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An educational institute perform a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personal in the institute who play an important role to bring about this transformation are teachers. As stated by NCTE in Quality Concerns in Secondary Teacher Education. The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers so that the future of a nation is secure. The importance of competent teachers to the nation school system can in no way be overemphasized. The National Curriculum Framework 2005 places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education. The National Education Policy 2020 needs to be implemented by teachers for it to be highly effective as required with active involvement of educators who are to be multidisciplinary and multi lingual themselves. We know that the Govt. of India announced a long-awaited education policy on July 29, 2020 to improve access equality and quality of education in the country. The NEP is visionary, progressive, and comprehensive. It has a range from early childhood to higher education, professional education to vocational education, teacher training to professional education.

As policy envisages that the teacher must be the center of the fundamental reforms in the education system, the new education policy must help reestablish teachers, at all levels as the most respected and essential members of our society because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their jobs as effectively as possible.

As the teachers are the major factors infringing about the change in this new pedagogical structure, consistent training would have to be conducted and concurrent change will be expected to be made. New pedagogical and curricular structure of school education (5+3+3+4) 3 years in anganwari/pre school and 12 years in school is sought to be introduced. In the secondary stage there will be multidisciplinary study, critical thinking, flexibility and flexibility in choice of subjects. Experimental learning in science, mathematics, art, social science and humanities in the middle stage. Play discovery, activity based and interactive classroom learning in preparatory stage. Foundation stage will consist of multilevel i.e. play/activity based learning. to achieve the purpose of the policy, teacher should be the experts in the field of art integration, multidisciplinary, artificial intelligence, experiential learning and they should know how to develop, design thinking problem based learning, project-based learning, and soft skills.

AN ANALYTICAL STUDY OF BENEFIT OF VOCATIONAL EDUCATION

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Abstract:

Vocational Education is based on occupation and employment and it is the need of the hour for every country to have strong vocational education system. It can be defined as skilled based education. Vocational Education helps in Economic growth. The Indian education system recognizes the role of education and particularly vocational education. National Council for Vocational Training (N.C.V.T), an advisory body, was set up by the Government of India plays its important role in implementation of Vocational Education in India. Although there are lots many areas in which India is facing problems in Vocational Education Implementation. This article throws light upon scope, problem areas and government role in Vocational Education Implementation.

Vocational education provides the training and skills to do a particular job or a specific set of responsibilities. Vocational education is on the rise these days because employers willing to hire people who are certified. Vocational education provides not only training and skills but also a certificate or a diploma.

Vocational education is concerned with the training on vocation. It is related to productivity. Vocational education prepares individuals for jobs. It has adequate employment potentialities. It helps in broadening of horizon. It leads to dignity of labour. It is helpful in the maximum utilisation of the material resources of the country.

Keywords: Vocational Education, training and skills, NCVT, economic growth, implementation etc.

1.0 Introduction:

"Vocational Education lies at the heart of the country's development," -says Mr. Narong

Vocational education is education that prepares people to work as a technician or to take up employment in a skilled craft or trade like tradesperson or artisan. Vocational education

NEP 2020: TEACHERS ARE THE KEY TO SUCCESS

Dr. Mridul Chakraborty

"The world is creative because of its STUDENTS, and the creation of this world is incomplete without its TEACHERS."

---APJ Abdul Kalam.

Most of the students in India are engrossed in memorizing notes. They have historically focused on 'preparing for exams'. The goal is just to pass the test. Good numbers are coming, but not being enlightened in the light of real knowledge. A student is not able to apply the acquired knowledge and education for his/her own life or social needs. There is a process going on that takes a lot of notes year after year, giving traditional lectures and narrow adherence to a syllabus, which ultimately hinders the overall development of the student. Many questions are being raised about the quality and specialty of this educational system. In order to overcome this situation, NEP 2020 has created a new possibility. Although its success depends on proper implementation. The proposed New Education Policy (2020), which emphasizes problem-solving and critical thinking skills, will help the next generation of Indians finally 'prepare for life' and navigate uncertain futures.

For teachers across India, the reality brought on by the Covid-19 crisis has tested their ability to adapt and innovate. It is a challenge our teachers have overcome with dedication, moving with agility to remotely teach students online. With NEP 2020, teachers will have an opportunity to nurture these very same values of adaptability and innovation in their classrooms. A key focus area of NEP is transforming the 'quality of teaching,' where teachers will be empowered to lead the change.

The National Education Policy, 2020 is the third in the series of National Education Policies (1968 and 1986 modified in 1992) in India and is the first education policy of the 21st century. NEP 2020 covers a wider spectrum of school education from pre-primary to higher secondary.

The Kothari Commission, 1966 said, 'Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant.' The NEP 2020 too exhorts, 'Teachers truly shape the future of our children – and, therefore, the future of our nation' thereby implying that teachers play the most important role in nation-building by creating high quality of human resource in their classrooms.

National Policy on Education of 1986 of India also described that no system of education can rise higher than its teachers. There is huge number of sayings about the role of a teacher in the transformation of society. Keeping in mind the importance of teachers in the education system, the NEP-2020 has underlined the role of teachers along with the desired attributes of teachers for nation-building. In this policy, the teachers have been put at the centre of the most needed fundamental reforms in the education system. The policy has also emphasized re-establishing teachers, at all levels, as the most respected and essential members of our society, as they

REFORMATION OF PRE-SCHOOL EDUCATION

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INTRODUCTION

Children are the human resources and assets of a country. Children are the valuable assets who take the role of nation's buildings. Dr. D.S. Kothari in his voluminous report of Indian Education Commission, 1964-66 has rightly remarked in its opening line -"The destiny of India is being shaped in its classrooms". So, a country's vision of future can be imagined from its child population and the system at work to maximize their potentialities. A nation's health is gauged through the health of its children. It is therefore essential that children are allowed to meet their social, emotional, physical, psychological and educational needs. Development of children has to be priority item in the country's development agenda.

Education has undergone a metamorphosis in recent years. The concept that the children grow and they learn automatically adult roles as a result of change in development, a notion no longer holds good in the field of child care, education and training. A child can come back after a poor start, if appropriate interventions are ensured. In fact, not achieving the targets either of universalization of education or literacy or skill development are the result of lack of awareness, commitment, and involvement in early childhood care and education.

Keeping these broad parameters in view as well as our concern in early childcare emerging out of our professional experiences in the field of education, psychology, special needs children.. health care and nutrition, it was thought to have a text dealing with various aspects of ECCE in a compact and readable form. The National Policy on Education and several National and International Documents support such a venture of giving a treatise to the early childhood professionals, teachers, Anganwadi workers, researchers, parents, community members, for not only contributing to their awareness but also child bearing and rearing habits, nurturing and educating, and training different life skills for a healthy growth in terms of knowledge, skills and attitude required in life.

The present volume-therefore considers the general frame "Encyclopedia of Early Childhood Care and Education" which encompasses the child from 0 moment of Birth to 8 years of age including individual difference variables such as ability groups, nutritional variations, educational environmental variations, social groups, and such other considerations. It is known that in this field various terms are on the floor: preschool, nursery school, kindergarten school, crèches, day care homes, family care, lower kindergarten, upper kindergarten and several others but such conceptualizations are categorical which an inclusive society forthcoming in

ROLE OF TEACHERS IN NEP 2020

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INTRODUCTION:

Teacher education is vital to create a pool of schoolteachers that will shape the next generation. Teacher preparation is an activity that requires the development of multi-faceted approaches and the formation of knowledge, dispositions and values, and practice under the best mentor. Teachers must be based on Indian values, language, knowledge, principles and traditions, including tribal heritage, as well as be well versed in recent advances in education and pedagogy's important areas of our students, curriculum education and teacher must appreciate We the role of teacher is not confined to teaching in a classroom of four.. Walls, but also in developing course entriculum, producing quality books. And study materials, innovation -in teaching learning methods, assessing mentoring students, men students. According to Her. Wells, the teacher is the real maker of history.. Froebel un this be called also upgraded this con eept way - "The education should not a teachers, but a gardener. Education is the process of learning. or acquisition of Knowledge, skills, values modals, beliefs for full human potential. Education is the process of learning on acquisition of knowledge, skills, values, morals. Considered tool for to all these are be the single greatest social and Individual development, which leads towards

Achieving Social justice and equity. in society. Though we learn many things im our everyday life, formal education, which is the preferred tool for human resource development refers to the defined academic Institution where curriculums are taught on demonstrated by teachers. This formal education is conceptualized a tri-polar process with aims, curriculum and evaluation, leading to bringing. of a child to a human resource,

The importance of teachers in the education. System, the NEP 2020 has along underlined the role of teachers with the desired attributes of teachers for nation building. In this policy the teachers the have been put at centre of the most needed fundamental reforms in the education system. The policy has also emphasized re establishing as the members Shape teachers, at all levels, most respected and essential of our society, as they the future generation of the 2020 country. As a step forward, the NOR has also of good teachers elaborated in to give autonomy while Sense a on the hearten transparent method_ also in stilling a d responsibility and accountability every teacher.

ROLE OF ICT IN INTEGRATED TEACHER EDUCATION PROGRAM

By Mrs. Madhurima Chaudhuri Majumder,
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INTRODUCTION:

Now a days education cannot be separated from technology. Rapid advancement of Information and Communication Technologies (ICT) and expansion of connectivity to the internet have made the present world very simple and easy. ICT is defined as a 'diverse set of technological tools and resources used to communicate, create, disseminate, store and manage information. These technologies include computer, the internet, broadcasting technologies and telephony. Information and communication technologies consist of the hardware, software, media and networks for collection, processing, storage, presentation and transmission of information as well as related services. Now, technology has encouraged bringing an outlook change in the way education used to be worked. Creativity, critical thinking ability and problem-solving skills are now very much demanding. According to the demand of human beings, educators are also emphasizing these skills in educational reviews. The use of ICT in education is seen as a way to produce a more educated knowledge based work-force. It is realized that the principal role of ICT relates to improving overall efficacy of the teaching-learning process and attainment of desired objectives of learning. In other words, ICT plays an important role in increasing the quality of learning, decreasing the time taken for learners to attain the desired goals, increasing efficiency of the teachers, reducing the costs, increasing the independence of the learners and contributing to flexibility of education. Emergence of ICT has witnessed various developments in regard to its application in different kinds of teaching learning situations. Nowadays most of the classrooms have the facilities like access to internet via wireless internet facility, computer for each student, L.C.D projector in each classroom, adaptive computing devices for special children. Different mobile apps are used to conduct online or virtual classes, like Google-Meet, Zoom, Schoology, Teach mint, Google classroom etc. Teachers open their YouTube channels to reach the students through video lectures.

The teachers should have the skills and knowledge to use the digital tools to provide quality education. The responsibility of the Teacher Education Institutions is to prepare a new generation of highly skilled teachers who can effectively teach the students through newly developed digital techniques.

OBJECTIVE OF THE STUDY:

The objective is to study the role of ICTs in Integrated Teacher Education Programme (ITEP) today.

THE CHANGING ROLE OF TEACHERS IN 21ST CENTURY.

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INTRODUCTION:

The birth of NEP 2020 has shifted the role of every factor of education to a new dimension. Among all the factors the most important challenge lies with the teacher. Thus, we lay emphasis on teacher education to provide prospective teachers with the knowledge, attitudes, behaviour and skills. The role of teacher has been changing due to the inbuilt pressure of social and economic changes. They have to perform their tasks effectively in the constant changing society.

As per Dr. S. Radhakrishnan, "The teacher's place in society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning". The prospective teachers are expected with the leadership of making education an effective instrument in the process of nation building. A teacher not only instructs but also inspires his students.

In the 21st century, teacher's role has undergone drastic changes. Teaching- learning process has become more and more learner centered. The participation of students/learners in building constructive knowledge has maximized. The teacher has to be the pivotal tool in bringing out the best among his students. He has to plan, organize and control the effects of all the available resources involved in the teaching learning process. The teacher must have the vision to read the pupil's mind and equip them with good ideas and values.

CHANGING ROLE OF TEACHERS.

Traditionally, teachers were perceived mainly as knowledge providers to students, but now teachers are expected to assume a new major role as a facilitator in supporting student's learning process and developing students multiple intelligence and lifelong self learning abilities. Teacher themselves also need to be a lifelong learner, be able to articulate their teaching with the new paradigm of learning, be adaptive and flexible in dealing with a new brand of students comprising different age groups, of diverse ethnicity with a wide range of prior knowledge and background and be conversant with the new technologies which are developing rapidly at an even increasing speed. The success of students depends essentially upon the competence of the teachers. Thus the role of teachers in the present time is discussed as follows:-

MORAL VALUE AND EMPLOYMENT IN - EDUCATION POLICY 2020

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1.0 INTRODUCTION:

The word moral comes from the Latin word 'Mors', which means custom or practice or a way of accomplishing things. Therefore it has come to mean 'belonging to manners and conduct of men' or 'pertaining to right and wrong, good in conduct'. Morality is the conformity to the moral code of social group. It is the internalization of a set of values, virtues, and ideas sanctioned by the society which becomes an integral part of the individual self through the process of development. It is considered a sum total of an individual's way of behaving which is judged in terms of ethical rightness or wrongness. Hence the ability to make moral judgement plays an important facet of the total development of the child. Moral judgement involves the cognitive capacity and insight to see the relationship between the abstract principle and concrete cases and judge the situations as right or wrong, keeping in view the knowledge of moral standards.

Finally, the objectives that the NEP 2020 consists of can rationally be achieved only by increasing the value and quality of teachers, along with looking at e-learning as a primary mode of learning, and this in itself can be addressed by the creation of more employment opportunities.

The first is addressed in the policy itself, making B.Ed., which is a four-year course, focus on the holistic development of teachers, encouraging more individuals to take on teaching as a career to help shape the future of India's youth. This would hopefully increase the number of opportunities for teachers to have growth-oriented and successful careers.

2.0 MEANING & CONCEPT OF MORALITY:

The word moral comes from the Latin word 'Mors', which means custom or practice or a way of accomplishing things. Therefore it has come to mean 'belonging to manners and conduct of men' or 'pertaining to right and wrong, good in conduct'. Morality is the conformity to the moral code of social group. It is the internalization of a set of values, virtues, and ideas sanctioned by the society which becomes an integral part of the individual self through the process of development. It is considered a sum total of an individual's way of behaving which is judged in terms of ethical rightness or wrongness.

Social Attributes and Behaviour in Secondary Level Student

Dr. Rajat Dey

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Secondary Level Student*
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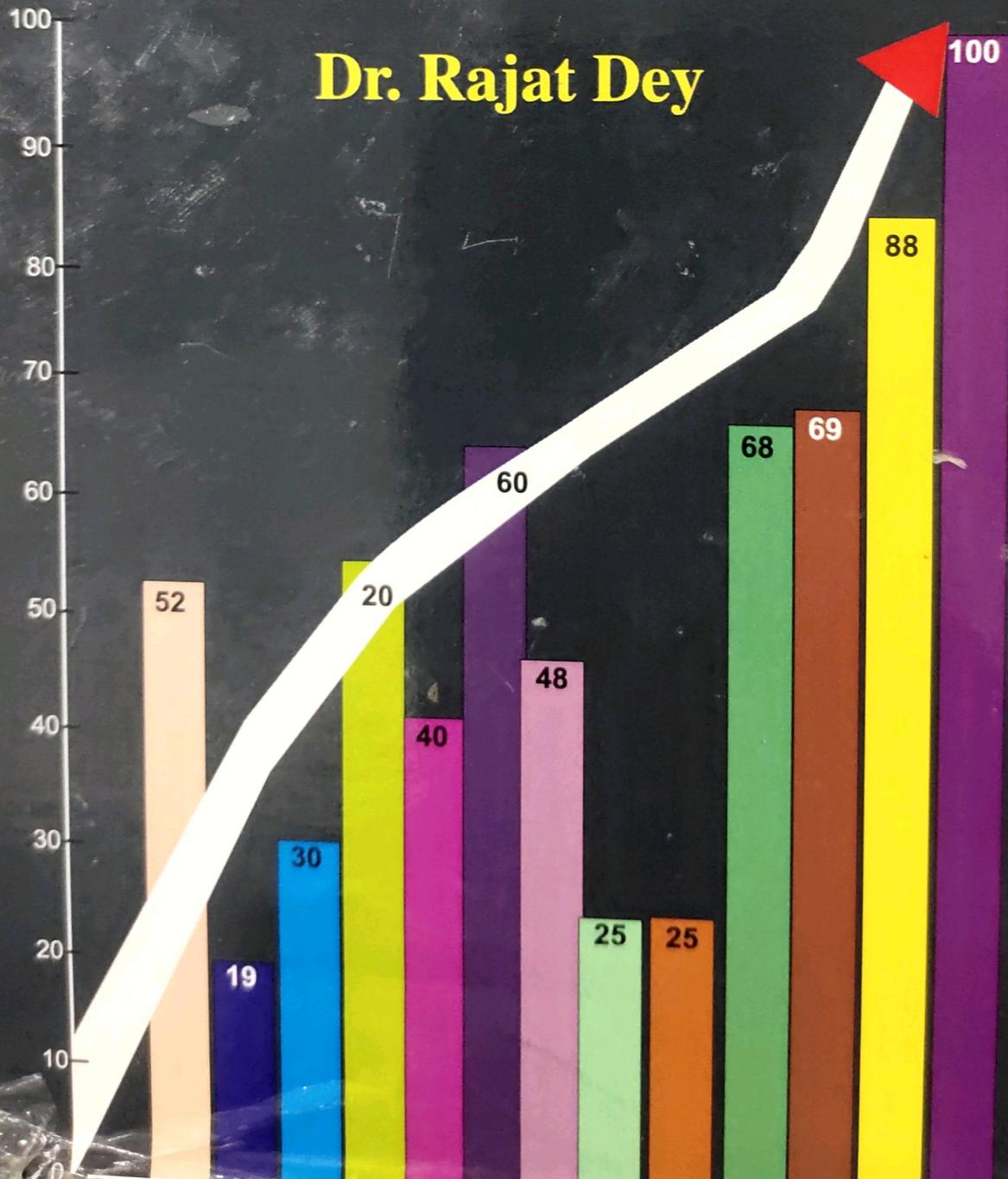
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New Trends in Education

By : Dr. Savita Mishra & Susanta Sarkar

PREFACE

Education is the major agency that can be used to make any changes. The Indian education commission headed by Dr. Kothari glorified the role of education by aspiring "The destiny of India is being shaped in classrooms. Every year we are seeing a change of trends in almost all sectors and the case in no different in the field of education. This is one of the areas we see a lot of remarkable changes every year. It depends on a lot of factors including available resources, what options are affordable for larger society and the changing needs a demand of the present generation students. Education trends are dynamic in nature.

Despite being a year of global upheaval, 2020 brought about a member of major developments in digital solutions in education, such as the widespread switch to online schooling, the rise in the use of apps and hybrid learning. It's likely that teaching will continue to make use of digital technology for the foreseeable future. The COVID impact needed a concrete action and wise decision to compensate for the damage that occurred to the students. Therefore, it doesn't just need the methods, approaches and practices that we have but needs action in response to the best methods, approaches and practices that we have. Educators

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Educational Trends For 2021

Dr. Rajat Dey*

Introduction

Every year we are seeing a change of trends in almost all sectors and the case is no different in the field of education. This is one of the areas we see a lot of remarkable changes every year. It makes sessions impact as a student's perspective on education and the learning outcomes. It depends on a lot of factors including available resources, what options are affordable for larger society and the changing needs and demands of the present generation students. Education trends are dynamic in nature.

*Principal, Bhavan's Tripura College of Teacher Education, Narsingarh, Agartala, Tripura.

23.

Inclusive Education: Role of Teachers, Parents and Community

Susanta Sarkar*

Introduction

“**E**very child has the right to quality education and learning” Inclusive education means that all students attend and are welcomed by their neighborhood schools in age appropriate, regular class. Inclusive education means all children in the same classrooms, in the same schools. Inclusive education allows students of all backgrounds to learn and grow side by side, to the benefit of all out progress comes slowly. Inclusive systems require changes at all levels of society. This

*Assistant Professor, Bhavan's Tripura College of Teacher Education Narsingarh, Agartala, Tripura.

16.

Library:

Importance in Human Life

Durga Rani Saha*

The word library is derived from a French word “Librairie”; Latin “liber” = book. The library plays an important role in our academic and social lives. Library is an organized collection of information resources made accessible to a defined community for reference or borrowing and this collection of information may be in the form of books, newspapers, CD’s, journals and research papers etc. library provides us physical or digital access to material, and may be a physical building or room, or a virtual space, or both containing collection of informative material. A library can be of different types like, school

*Librarian, Bhavans Tripura College of Teacher Education, Narsinghar, Agartala, West Tripura.

National Education Policy 2020

Future and Prospects



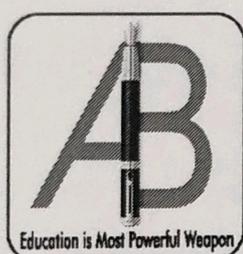
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Mr. Uday Modak

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National Education Policy 2020 : Future and Prospects

By : *Dr. Savita Mishra*

Mr. Uday Modak

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1.

Views Towards Early Childhood Care and Education Policy 2020

Dr. Rajat Dey*

Introduction

After a gap of 34 years, on 29th July 2020, the Union Cabinet approved the National Education Policy 2020. The new policy aims to pave way for transformational reforms in school and higher education systems in the country. Additionally the Cabinet has also approved the remaining of the Ministry of Human Resource Development to the Ministry of Education.

It is only a policy, not a law and as education is a concurrent subject, implementation of the proposals under the new NEP 2020 depends on further regulations by both States and Centre. The background of NEP 2020 was that a committee was set up by MHRD for drafting NEP in June 2017 headed by Dr. K. Kasturirangan submitted its report on May 31, 2019. Consequently, the draft NEP 2019 was shared by the MHRD for public comment. After that NEP 2020 was approved by Cabinet in 29th July 2020.

*Principal, Bhavan's Tripura College of Teacher Education, Bimangarh, Narasingarh, Agartala, Tripura.

7.

Analysis of Future of Higher Education Students with Special Reference to National Education Policy- 2020

Suman Gupta*

Introduction

On the basis of Draft -2019 prepared by union govt. Under the leadership of Sri, Narendra Modi on 29th July 2020, the cabinet approved a new National Education Policy through the Committee led by the Chairman Dr. Kasturirangan with an aim to introduce several changes to the existing Indian education system. The New Education Policy is very significance in the present scenario as per the various sources with vast changes in the curriculum and pedagogical structure from a 10+2 system to a 5+3+3+4 system design in an effort to optimise learning for students based on cognitive development of children. New Pedagogical & Curricular Structure:

*Assistant Professor of Bhavan's Tripura College of Teacher Education, Narsingarh, Agartala, West Tripura.

8.

NEP 2020 : Challenges and Opportunities

Mr. Chandan Maji*

Ms. Payel Deb**

Introduction

The National Education Policy 2020 is a welcome and ambitious re-imagination of India's education system into a modern, progressive and equitable one. Successful execution of this policy calls for dramatic simplification of decision-making structures and re-prioritization of budgetary resources in months and years to come.

Given that there are around 350 million Indians today in school-going or college-going age groups, the NEP calls for a large-scale implementation of a magnitude never before attempted anywhere in the world.

This presents substantial execution challenges, both quantitative and qualitative

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11.

NEP 2020 and its Vision of Vocational Education

Mrs. Madhurima Chaudhuri*

Ms. Shaoni Pal**

Introduction

Vocational education is education that prepares people to work as a technician or to take up employment in a skilled craft or trade like tradesperson or artisan. Vocational education is sometimes referred to as career and technical education. A vocational school is a type of educational institution specifically designed to provide vocational education.

Vocational education can take place at the post-secondary, further education, or 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

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17.

Assurances in Secondary Education Curriculum (NEP 2020)

Dr. Suprasad Lodh*

Introduction

New Education Policy 2020 The National Education Policy was framed in 1986 and modified in 1992. More than three decades have passed since the previous Policy. During this period significant changes have taken place in our country, society economy, and the world at large. It is in this context that the education sector needs to gear itself towards the demands of the 21st Century and the needs of the people and the country. Quality, innovation and research will be the pillars on which India will become a knowledge superpower. Clearly, a new Education Policy is needed

The Vision of this Policy

This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant

*Assistant Professor, Bhavan's Tripura College of Teacher Education (BTCTE), Bimangarh, Narasingarh, Agartala, Tripura.

18.

Employment and National Education Policy 2020

Mr. Uday Modak*

Introduction

Finally, the objectives that the NEP 2020 consists of can rationally be achieved only by increasing the value and quality of teachers, along with looking at e-learning as a primary mode of learning, and this in itself can be addressed by the creation of more employment opportunities.

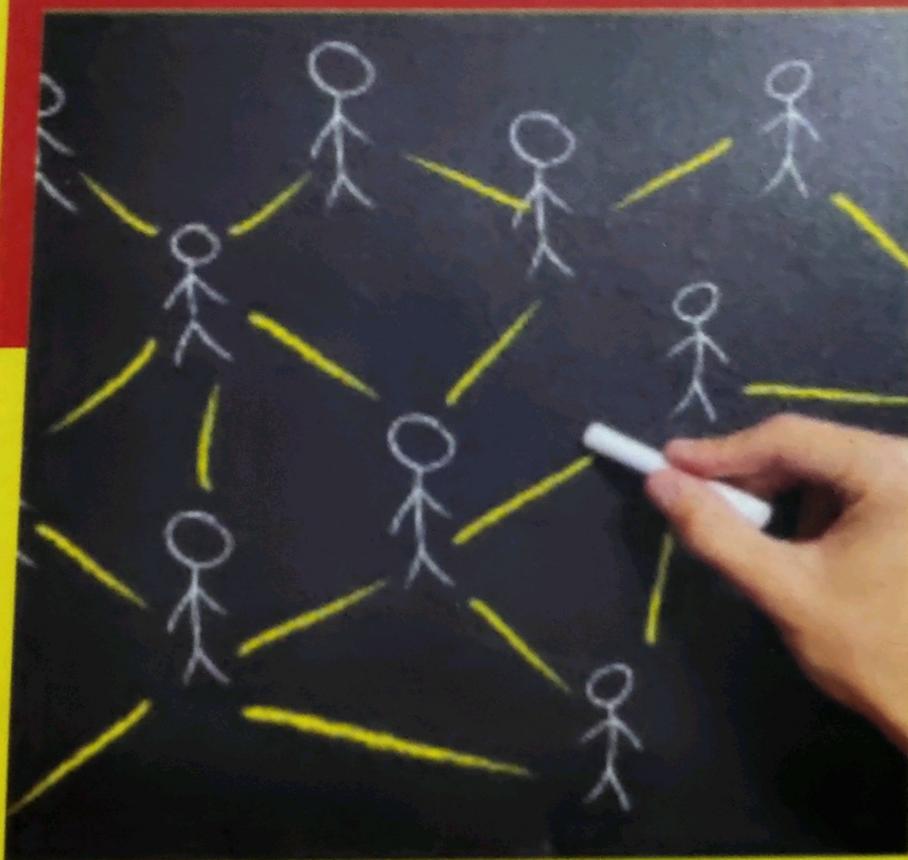
The first is addressed in the policy itself, making B.Ed., which is a four-year course, focus on the holistic development of teachers, encouraging more individuals to take on teaching as a career to help shape the future of India's youth. This would hopefully increase the number of opportunities for teachers to have growth-oriented and successful careers.

Objectives

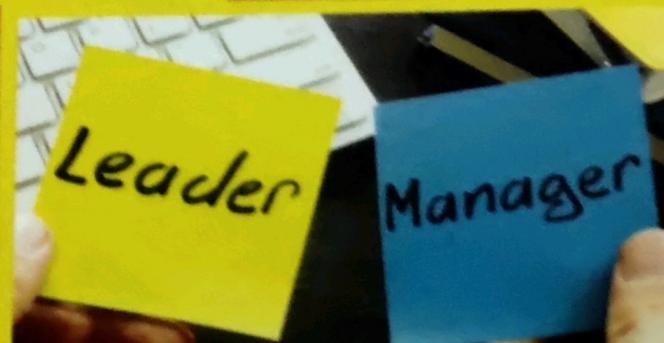
1. The study wills emphasis the various importances of work opportunities, employability and NEP 2020.

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Educational Administration, Management and Leadership



**Dr. Savita Mishra
Mr. Uday Modak**



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Educational Administration, Management and Leadership

By : *Dr. Savita Mishra*
Mr. Uday Modak

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2.

Meaning and Principles of Educational Administration

Mrs. Runa Guha*

Mr. Uday Modak**

Introduction

Administration is a process of systematically arranging and co-ordinating the human and material resources available to any organization for the main purpose of achieving stipulated goals of that organization. When applied to the school system, the process is referred to as Educational Administration or School Administration. Administration is a term used to refer more to Government business. Administration occurs in every organization. The basic aim of administration is the need to get things done for defined objectives to be accomplished.

Educational Administration is the process of bringing men and material together for effective and functional teaching and learning in the school. The focus of educational administration is the enhancement of teaching and learning. We can define educational administration as a process through which the school administrators arrange and co-ordinate the resources available to education, for the purpose of achieving the goals of the educational

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16.

Stress Management in Our Lives with the Help of Education and Technology etc Strategies

Mr. Uday Modak*

Introduction

What is Stress?

Stress is your body's response to changes in your life. Because life involves constant change—ranging from everyday, routine changes like commuting from home to work to adapting to major life changes like marriage, divorce, or death of a loved one—there is no avoiding stress.¹

Your goal shouldn't be to eliminate all stress but to eliminate unnecessary stress and effectively manage the rest. There are some common causes of stress that many people experience, but each person is different.

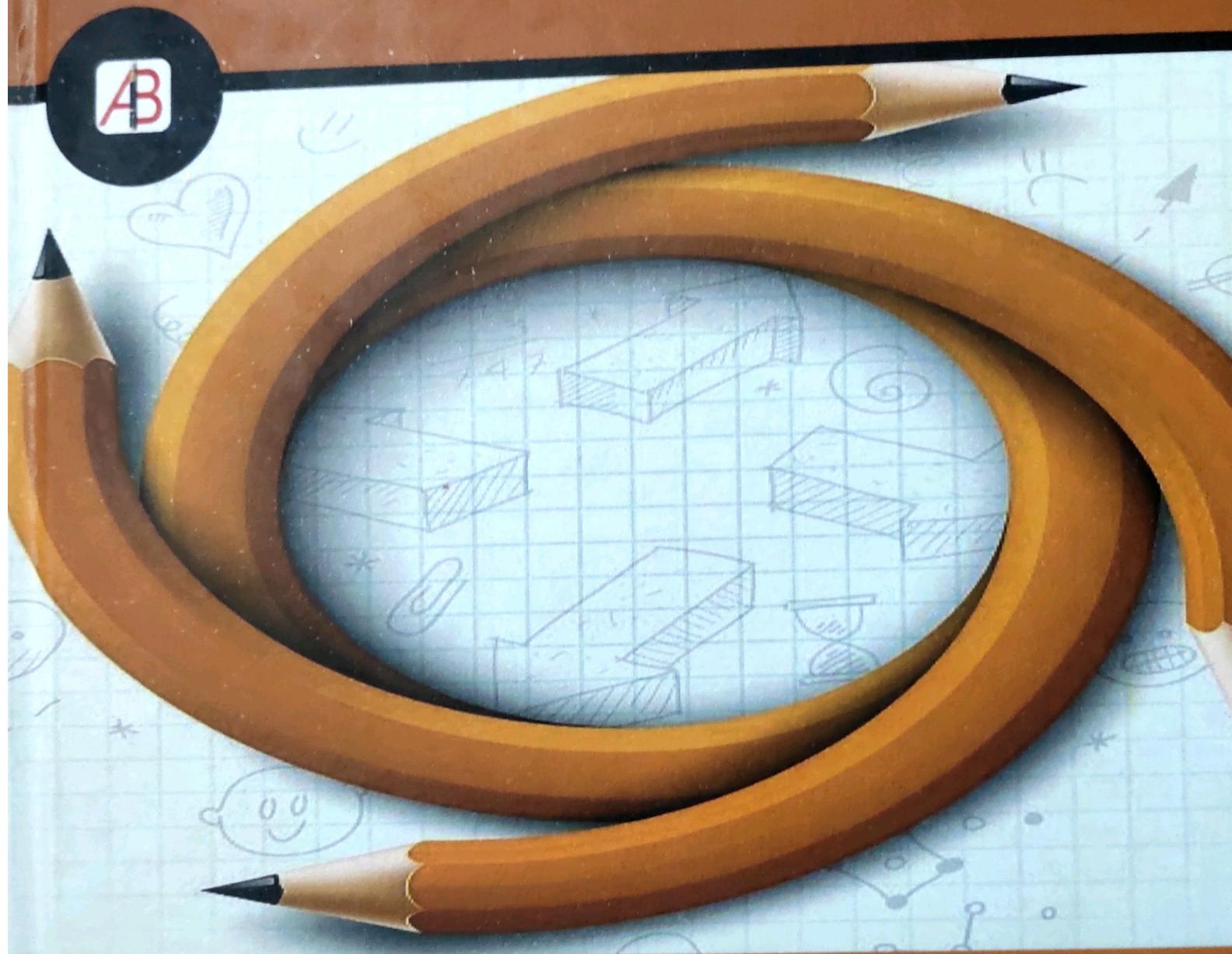
Objectives of the Study

1. The study will emphasize the various importance of use of Technology and Education in Stress Management.

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Philosophy of Education

AB



Dr. Savita Mishra
Mr. Uday Modak

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Philosophy of Education

By : *Dr. Savita Mishra*

Mr. Uday Modak

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2.

Relationship Between Education and Philosophy

Mr. Uday Modak*

Introduction

Education is the basic human need, and essential for a decent living and moral life. Without education the human society would be uncivilized and useless hum grouping, without any social, political, religious, and physical developments. Before discussing the relationship between philosophy and education first we would understand and what is education and then philosophy.

Principles and values of life learnt through education and experience gives birth to philosophy in one's life. Philosophy lays the foundation of leading one's life based on our principles. Education is the source of learning and philosophy it's applications in our daily

*Assistant Professor, Bhavan's Tripura College of Teacher Education, Bimangarh, Narasingarh, Agartala, Tripura.

4.

The Synthesis of Philosophy and Education

Sanchita Mazumdar*

Introduction

According to Fichte, “The art of education will never attain complete clearness without philosophy. There is an interaction between the two, and either without the other is incomplete and unserviceable.”

Thus philosophy and education have a bilateral relationship. If education is a set of techniques for imparting knowledge, skills and attitudes, philosophy serves as a vital foundation to all these. Philosophy means critical rationality and supplies wisdom. Education triggers curiosity and cultural wisdom, philosophy is theory and education is practice. All the

*Assistant Professor, Bhavan's Tripura College of Teacher Education.

11.

Concept of Sankhya Philosophy

Mrs. Mala Modak*

Introduction

Sankhya philosophy has been propounded by the great seer Kapil. Kapil has been the first propounder of Sankhya philosophy.

Scholars have interpreted the word Sankhya in two ways-number, I.e, Sankhya and Gayan or knowledge some scholars are of the view that Sankhya is related with the number of elements (Tatva), because this philosophy has enumerated 25 elements. The second meaning of Sankhya is the knowledge of the divine. This divine knowledge pertains to the knowledge about the body and soul, and matter and spirit. According to Sankhya philosophy both 'spirit' (Purush) and matter (Prakriti) are eternal and uncaused. "Sankhya" was accepted as

*Assistant Professor, BTCTE (Bhavan's Tripura College of Teacher Education), Narsingarh, Agartala, Tripura (West).

17.

Importance of Philosophy of Education : Especially for Teachers

Sanchita Mazumdar*

Introduction

Human endeavour is basically inquisitive, always absorbed in curiosity and exploration. Every human being in order to satisfy his needs runs almost in an aimless manner, which ends up sometimes satisfactorily and mostly in other time drives to dissatisfaction. We all are almost satisfied with ourselves for a small amount of time, otherwise most of the time we are in quest of satisfaction. The aimless endeavour of human beings needs a check. And in this field, it is only the study of philosophy that will bear fruits. In this regard for preparing human souls

*Assistant Professor, Bhavan's Tripura College of Teacher Education.

4

AB

GREAT EDUCATORS



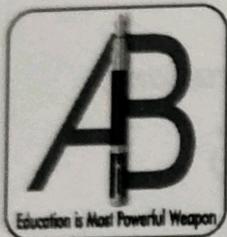
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Great Educators

By : *Dr. Savita Mishra*

Mr. Uday Modak

Dr. Mukta Goyal

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2.

Ravindra Nath Tagore's (1861-1941) Views on Education and Shanti Niketan Experiment

Mr. Uday Modak*

Introduction

Ravindra Nath Tagore was born on 6th May 1861 in Bengal in an educated, rich and respected family. The responsibility of his education remained mainly on the shoulders of his father Mahirshi Devendra Nath Tagore. Mahirshi Devendra Nath provided Ravindra Nath with education of Sanskrit language, Indian philosophy and astronomy. Soon he was fed up with rigid

R.N. Tagore was born on 6th May, 1861 in Calcutta. His life is a life enriched in experience of many which compounded his distaste towards the prevailing system of education. He himself says, "Some people get hammered into shape in the book-learning factories, and these are considered in the market to be goods of a superior stamp It was my fortune to escape almost entirely the impress of these mills of learning. The masters and Pandits who were changed with my

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9.

Educational Philosophy of Swami Vivekananda

Mrs. Sanchita Mazumdar*

Introduction

“Talk to yourself once in a day, otherwise you may miss meeting an intelligent person in this world”.

- Swami Vivekananda.

Swami Vivekananda was born on 12th January 1863. Swamiji's original name was Narendranath Datta. He acquired the new name in 1886 when he took 'Sanyasa'. Under the influence of his mother, he made a deep study of Hindu scriptures. Vivekananda had an excellent command over Bengali, English and Sanskrit. He was equally adaptable in boxing, riding, swimming, and wrestling. He was an ardent student of philosophy and poetry. His Principle Rev. W. W. Hastic complimenting Vivekananda once remarked, “Narendranath is really a genius. I have never yet come across a lad of his talents and possibilities, even in German universities, among philosophical students.” A turning point in his life took place when he met Ramakrishna Paramhansa,

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Psychological Foundation of Education

Dr. Savita Mishra
Uday Modak

Psychological Foundation of Education

Dr. Savita Mishra
Uday Modak

The Book "Psychological Foundation of Education" gives insight with experiences, anecdotes, and social studies that can guide all learners how to break out of the shell and present themselves with confidence in all situations. The 21st century skills and the prevailing corona virus situations have compelled us to stop and get a fresh perspective to be more confidence. The COVID-19 has shut the institutions affecting all across the globe, hence forcing us to report to perform all functions using virtual and online platforms. The four wall enclosure has also lead to have access to an infinite number of resources we can use for our professional development, and career building. Nevertheless, books are still our desired medium for in- depth learning. We are confident that this book fulfils all social requirements and its wide circulation will definitely exert an important influence on the theory of Education.



Dr. Savita Mishra is a Principal, Vidyasagar College of Education, Phansidewa, Darjeeling, West Bengal. She has impeccable records of seventeen years of teaching and research activities. She is dedicated, resourceful and goal-driven professional educator with a solid commitment to the academic growth and development of every pupil teacher. She has been motivating teachers and students to come up with innovative ideas for the progressive development of teaching-learning process. She is committed to professional ethics and standards of practices and keeps herself abreast with the latest developments in teacher education. She is continuously engaged in organizing National and International level conferences, webinars and workshops for dissemination of knowledge and expertise to the stakeholders of education. She has written more than seventy research articles in reputed National and International journals and authored 40 books. She has also developed a psychological tool for assessing Attitude towards Science. She is the Vice-President of Council of Teacher Education (Eastern Zone); Scientist, IAEC; Member of Board of Studies, National resource person of MGNCRE, Ministry of Education, Government of India, members of advisory and editorial board of national and international journals, Founder and Secretary of Ranidanga Yashoda Educational Society and Visiting Professor of some of the Universities including Academic Staff Colleges. She has awarded Best Teacher Award 2010 from Sikkim central University, Best Principal award 2020, Best Academician Award 2020, Celebrity writer award 2020, Excellent Achiever award 2020, Women Researcher Award 2021 and Outstanding Scientist Award 2021. She has been conferred the title of 'Leading Educationists of the World' by IBC, Cambridge, London.



Mr. Uday Modak is an ardent reader and follower of the fundamentals of Education. He is B.A. (Geography), M.A. (Geography) and B. Ed. M. Ed. He is profile research scholar in Education, pursuing Ph.D. in Education at OPJS University, Churu, and Rajasthan. He is presently working as an Assistant Professor in Geography method at Bhawan's Tripura College of Teacher Education, Narsingarh, Agartala, and Tripura-799015 and Academic Counselor of IGNOU. He is Question Setter, Evaluator, and Internal Examiner of Tripura Central University, SCERT, and B.T.C.T.E. He is Reviewer and Editor of research articles, and recognized guide of B.Ed.(T.U) M.A.(Education) of IGNOU. He has attended and presented in as many as 13 National and International seminars, 2 workshops and 2 International Conference, Webinar in various interdisciplinary topic. He has been regularly contributing research paper in various national and international Books and journals, published 61 articles in edited books, 4 articles in Journal and Edited 4 Book. His major interests are in Personality, Social Psychology, Philosphy, Various Commission & NEP-2020, E.T & ICT, Teacher Education, Women Education, COVID-19 Pandemic.



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Psychological Foundation of Education

By : *Dr. Savita Mishra*

Mr. Uday Modak

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5.

Concept and Types of Personality

Mr. Uday Modak*

Introduction

Personality is the product of social interaction in group life. In society every person has different traits such as skin, color, height and weight. They have different types of personalities because individuals are not alike. It refers to the habits, attitudes as well as physical traits of a person which are not same but have vary from group to group and society to society, everyone has personality, which may be good or bad, impressive or unimpressive. It develops during the process of socialization in a culture of a specific group or society. One cannot determine it of an individual exactly because it varies from culture

*Assistant Professor, Bhavan's Tripura College of Teacher Education, Bimangarh, Narasingarh, Agartala, Tripura.

6.

Kohlberg's Theory of Moral Development

Mr. Uday Modak*

Introduction

Lawrence Kohlberg, a psychologist belonging to the University of Harvard is known for putting forward a theory of the development of moral judgement in the individual, right from the years of early childhood. He has based his theory of moral development on the findings of his studies conducted on hundreds of children from different cultures.

He differs from the popular view that children imbibe the sense and methods of moral judgement from their parents and elders by way of learning.

*Assistant Professor, Bhavan's Tripura College of Teacher Education, Bimangarh, Narasingarh, Agartala, Tripura.

A curriculum is the "roadmap" or "guideline" of a specific discipline. Both the instructors and the educational institutions teaching philosophy serve as two of the principles upon which a curriculum is based. In designing syllabi and creating positive learning environments, curriculum designers combine the knowledge contents to be learned and the skill set to be developed. A well-crafted curriculum serves as a guide to ensure you're on the right track. Its components are intended to help students progress from basic concepts to more complex topics or skills. When students engage in active independent learning activities, they develop skills through their actions and then acquire knowledge. This book assists students in staying up to date on the most recent in-demand skills and in developing a more coherent learning path.



Dr. Mukta Goyal is the dedicated professional having an experience of almost a decade in academia. Presently, she is working as an Assistant Professor in Management Department at Guru Nanak Dev Institute of Technology, New Delhi. She has completed her Ph.D. in Management from Meerut University, Chittoor, (Rajasthan). Before joining this institution, she served Mary Institute of Education & Technology, Rohini and New Delhi as Principal. Apart from her regular assignments, she has also volunteered in "Jeech Udaan program" which happens to be a CSR initiative of Times of India Group in collaboration with the British Council. Recently, she has bagged Patents into her credit in May 2021. She has been conferred with the Award "The Real Super Woman 2020" by Forever Star India Award, New Delhi. She holds the credit to edit nine books with different titles. Many of her research papers have been acknowledged and published in the Journal of National and International repute as well as conferences proceedings too.

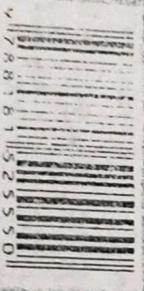


Uday Modak is an ardent reader and follower of the fundamentals of Education. He is B.A. (Geography), M.A. (Geography) and B. Ed. M. Ed. He is profile research scholar in Education, pursuing Ph.D. in Education at O.P.J.S. University, Churu, and Rajasthan. He is presently working as an Assistant Professor in Geography method at Bhavan's Tripura College of Teacher Education, Narsingarh, Agartala, and Tripura-799015 and Academic Counselor of IGNOU. He is Question Setter, Evaluator, and Internal Examiner of Tripura Central University. He is Reviewer and Member of research articles, and recognized guide of B. Ed. (T.U) International seminars, 2 workshops and 2 International Conference, Webinar in various interdisciplinary topic. He has been regularly contributing research paper in various national and international books and journals, published 61 articles in edited books, 4 articles in journal and Edited 5 Book. His major interests are in Personality, Social Psychology, Philosophy, Various Commission & NEP-2020, Teacher Education, COVID-19 Pandemic.

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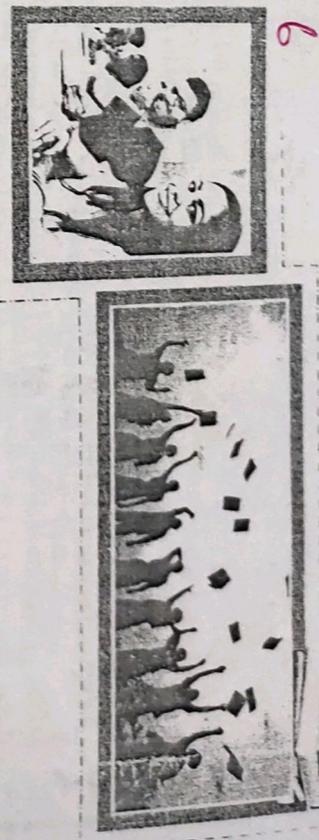
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Knowledge and Curriculum

Pedagogical Innovation of Touch in Youth

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(DR. RAJAT DEY)

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Mukta Goyal
Uday Modak



Mukta Goyal
Uday Modak



global issues now affect everyone differently than in the past. We are connected in ways that previous generations did not experience, owing largely to technology, and students must be able to navigate their role and journey in this global community. Educators, curriculum developers, and teachers must have promoted philosophies deemed necessary for school curriculum planning, implementation, and evaluation. This philosophical foundation defines the school's purpose, the important subject to be taught, the type of learning students need and how they can obtain it, the instructional material, methods, and strategies to be used, and how students will be evaluated. It has been discovered that psychology influences curriculum, and psychology provides information about the teaching and learning process. All of this demonstrates that curriculum must and does change on a regular basis, making it an even more important foundation on which to base our teaching methods by making good use of the curriculum. In this book, we will discuss the significance of knowledge and its acquisition, modes of education and their scope, and curriculum determinants and their foundations.

Dr. Mukta Goyal
Uday Modak

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1

Development of Curriculum Considerations, Pedagogy and Education Evaluation by A New Academic

Dr. Savita Mishra,
Dr. Mukta Goyal

Introduction

The formulation of the curriculum should contain always a description of skills to be obtained in a training and/or training course. In many areas, deep technical skills are essential but also thought skills are important, such as the ability to recognise and respond to complicated and emerging behaviour, the ability to evaluate risk and manage uncertainties, problem-solving and reasoning skills and facilities for opposing thinking which are in many areas. In this ultimate objective, the question put by Fred B. Schneider and Bruce Schneider may simply be answered: can we train students to identify, to respond to, and to deal with, complicated and emerging behaviour? This isn't just an issue.

Curriculum design, teaching and evaluations are processes the instructors utilise to assist them understand their teaching concepts and guide their training. These phases may take on many different shapes and drive a classroom in a variety of ways. When correctly designed, these stages may assist a teacher use the standards every time in the classroom and help students have a better understanding of the standards they require.

Nevertheless, a broad spectrum of subjects and training techniques may be used to address certain elements, such as depth and professional growth. These extra abilities can, meantime, assist to better recognise the long-awaited opposing thought. The initial phase of a teacher's curriculum development is to help them learn attractively. Backward design is one of the most important strategies for developing curriculum. Backward design helps

traditions are typically portrayed in narrative, parable, or discourse literary forms. As a result, they are somewhat resistant to objective scrutiny and evaluation. In reality, even attempting to rationally verify religious beliefs can be viewed as a type of category error. Most religious practices, on the other hand, enable and even promote fair review of their beliefs.

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<https://keydifferences.com/difference-between-information-and-knowledge>

Stage Specific Curriculum

Mr. Uday Modak

Introduction

These are nothing but the fundamental stages that every child has to go through while studying in the Indian education system. Yes, by definition, this is the aptest and concise explanation of what pre-primary, primary, and secondary education is. But each curriculum has different teaching methods and styles.

Each child starts from the pre-primary stage and ends his or her high school education by completing and passing the higher secondary board as per the authorities' grading system. If we go by the book, this is it, and there is nothing more to discuss or say about it. But if we go by concern and curiosity to understand what these stages are, how they are different from each other, and how they shape each student for the better part of their lives.

If we go by explaining it in one line, all that the curriculum of these stages does is that, in pre-primary, you learn how to speak, how to write. In the primary, you learn what to write and what to speak, and in the secondary stage, you are made sure to be able to write and speak well-informed and relevant information for the rest of your lives. The Pre-primary is also called the Kindergarten in India; the term was first introduced by Mr. Friedrich Froebel in 1837, which literally means children's garden.

After high school, the higher secondary stage is considered to be the last phase of schooling, and after that, the students attend college most commonly in the stream they choose after 10th standard.

a clear vision and mission, a selected educational paradigm, and pay attention to stakeholders, context, culture and politics. It goes beyond the technical and is complex. As such, a strong leadership support and early wins are paramount. The design should allow for the emergence of unintended consequences. Implementation needs careful planning and monitoring and the evaluation should be multi-faceted, employing a mixed-method innovative design with short- and long-term components.

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Comparison between Knowledge and Skill, Teaching and Training and Information and Knowledge

Mr. Uday Modak
Mr. Chandan Majumder

Introduction

Knowledge and skills are two similar but separate terms that express two key elements of success in a situation or an accomplishment of a goal. Frequently, these terms are used interchangeably despite their different meanings. Here are the Oxford Dictionary definitions: Knowledge - "facts, information, and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject", or, "awareness or familiarity gained by experience of a fact or situation". Skills—"the ability to do something well; expertise", or, "a particular ability".

Both of these elements are needed to successfully deliver on a goal. A teacher may have a teaching certificate showing the requisite knowledge to educate young people, but without engagement skills, they'll never be able to successfully transfer that knowledge.

Objectives of the Study

1. The study will emphasize the difference between Knowledge and Skills.
2. The study will discuss the Difference between Teaching and Training.
3. The study will focus the difference between information and knowledge.

What's the Difference between Knowledge and Skills?

The differences between knowledge and skills are:

EMERGING TRENDS

IN

HIGHER EDUCATION

Edited by

SAVITA MISHRA
UDAY MODAK
RATULA MUKHERJEE

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- | | |
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Emerging Trends in Higher Education
Savita Mishra • Uday Modak
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Emerging Trends in Higher Education

A MITTAL PUBLICATION



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Values, Moral Development of the Child, Instructional Strategies for Moral Development); Inclusive Education; Teacher Education etc for the benefit of mankind in general. The educational views of these Emerging Trends in Higher Education have influenced the nature of education throughout the world. That is why, many of these are taught in universities to students of education of B.A (Ed), M.A (Ed), B.Ed, M.Ed, classes and UGC NET/ SET(Edu)etc examination purposes.

In completing this self-imposed stupendous task, the authors have been quite conscious of their numerous limitations in view of the multifarious subject-matter to be collected for completing this volume. At various junctures, we have been necessarily very short, but we have seen that no basic ideas and essentials of any educator are overlooked. In a work of this nature, it will be preposterous on the part of the authors to claim any originality. However, in making certain evaluations of some Emerging Trends in Higher Education chosen for discussion in this book, the authors have frankly expressed their convictions. It is hoped that these will merit the attention of the readers.

Dr Savita Mishra

Mr. Uday Modak

Dr. Ratula Mukherjee

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MEANING AND CONCEPT OF INCLUSIVE EDUCATION

UDAY MODAK

1. Introduction

Inclusive education – also called inclusion – is education that includes everyone, with non-disabled and Disabled people (including those with “special educational needs”) learning together in mainstream schools, colleges and universities.

This means the system must adapt to include Disabled people – they should not have to adapt to the system (see models of disability). The education system must recognise that it creates barriers for Disabled learners, for instance if parts of the school are inaccessible. Disabled pupils and students may require adaptations and support to access the curriculum.

2. Objectives of the Study

1. The study will emphasize the various importance of Inclusive Education.
2. To highlight various ways to create such an awareness towards Inclusive Education.
3. The study will suggest use and example of Inclusive Education.
4. The study will discuss about the various benefits associated with Inclusive Education.
5. The study will conduct how we can promote the Inclusive Education.

is right, what is wrong. Learning sharing and caring with others. In addition, be friendly with everyone, have curiosity in knowing things, be able to think, express themselves. At the same time do develop healthy habits giving respects for others, elders, love for one's nation. Be aware of self, family, community, the nation, simultaneously able to learn, prepare for the future and make them fit attain meaningful goals. Teaching this topic is the process-based approach, where the teachers focus on learning why and how instead of what. Altogether in brief care, self-esteem, social bonding, friendship, and maintaining social and religious harmony are incultured and well established. We prepare the children, good, worthy citizen.

Conclusion

I have discussed on "Methods of Teaching Different subjects at elementary level". The experiences gained as a teacher, as, a head of institution, colleague, the teachers with whom I worked, my association with parents, above all students in particular at various places are reflected. Children of elementary level have curiosity, creativity, fine motor skills, enormous mind power, imagination beyond our thinking. So dear teachers, raise up, be reliable, dedicated, committed, communicate effectively, have a razor focus, be vigorous in achieving your set in Goals. Success is a Process.

A quote by Vince Lombardi: "The price of success is hard work, dedication to the job at hand and the determination that we have applied the best of ourselves to the task at end."

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MORAL VALUE

UDAY MODAK

1. Introduction

The word moral comes from the Latin word 'Mors', which means custom or practice or a way of accomplishing things. Therefore it has come to mean 'belonging to manners and conduct of men' or 'pertaining to right and wrong, good in conduct'. Morality is the conformity to the moral code of social group. It is the internalization of a set of values, virtues, and ideas sanctioned by the society which becomes an integral part of the individual self through the process of development. It is considered a sum total of an individual's way of behaving which is judged in terms of ethical rightness or wrongness. Hence the ability to make moral judgement plays an important facet of the total development of the child. Moral judgement involves the cognitive capacity and insight to see the relationship between the abstract principle and concrete cases and judge the situations as right or wrong, keeping in view the knowledge of moral standards.

The theory which most directly inspired the research on moral value has been that of Swiss psychologist, Jean Piaget (1928, 1932) who endeavoured to interpret the child's concept of moral rules. He attempted to test children's moral judgement towards intentional and unintentional wrong-doing and described six types of moral thoughts which appeared in children of different age groups. More recently, studies on moral judgement have been conducted by Kohlberg(1968), in which he asked the children to judge the morality of conduct as described in the stories.

The aim of this book "Philosophy of Education" is to present philosophy to newcomers as a living discipline with historical roots and its influence on education. Philosophy gives us more power to act and live. A true philosophy is an "esprit de ensemble", a synoptic vision of reality. It is the intellectual search for the fundamental truth of things. The philosopher is a lover of knowledge and never as a sole possessor of it. Philosophy is the knowledge of ultimate reality. But ultimate reality, as Indian Philosophy truly maintains is not only existence but also consciousness. Thus philosophy as the quest after ultimate truth can also be defined as the science of value per excellence, which should not only criticize facts but also satisfy human aspirations.



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Kritibas Datta is currently working as a State Aided College Teacher, Department of Political Science, Jalangi Mahavidyalaya (Affiliated to University of Kalyani), Jalangi, Murshidabad, West Bengal. He has obtained his master degree from University of Kalyani, Kalyani, West Bengal. He completed his M.Phil from the Department of Political Science, University of Gour Banga, Maida, West Bengal and is currently working on his PhD research in the same institute. He has edited two reputed books and Co-edited eight books. He is a life member of Indian Political Science Association (IPSA).

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Edited by Uday Modak & Kritibas Datta

*EPA
CM*

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Message



It gives me immense pleasure to announce the launch of new publication titled "Educational Philosophy and Philosopher (India)" edited by Mr. Uday Modak and Mr. Kritibas Datta who are having experience as working professional and also experienced educator shares with us the significance of skill development for any career one opts for, which is guided by their lifelong research and hardwork through this exceptional publication. I congratulate them (Mr. Uday Modak and Mr. Kritibas Datta) for their sheer hardwork on this exemplary accomplishment.

(DR. RAJAT DEY)

Principal, Bhavan's Tripura College of
Teacher Education, Narsingarh, Agartala, Tripura.

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Education in Vedic and Post Vedic Period

Mr. Uday Modak

Introduction:

The education system which was evolved first in ancient India is known as the Vedic system of education. In other words, the ancient system of education were based on the Vedas and therefore it was given the name of Vedic Educational system. Some scholars have sub divided Vedic Educational period into Rig- Veda period, Brahmani period, Upanishada period, Sutra (Hymn) period, Smriti period etc but all these period, due to predominance of the Vedas, there was no change in the aims and ideals of educations. That is why, the education of these periods, is studied under Vedic period.

“ Swadesh Pujyate Raja, Vidwan Sarvatra Pujyate”

The Education system of Vedic period has unique characteristics and qualities which were not found in the ancient education system of any other country of the world. According to Dr. F. E. Key, “To achieve their aim not only did Brahmans develop a system of education which, survived even in the events of the crumbling of empires and the changes of society, but they, also through all those thousands of years, kept a glow of torch of higher learning”.

Objectives of the Study:

- Discuss fundamentals of Ancient Indian Educations.

Indian Philosophy

**Mr. Susanta Sarkar **Sushmita Biswas*

Introduction:

Indian philosophy, the systems of thought and reflection that were developed by the civilization of the Indian subcontinent. They include both orthodox (astika) systems, namely, the Nyaya, Vaisheshika, Samkhya, Yoga, Purva-Mimamsa (or Mimamsa), and Vedanta schools of philosophy, and unorthodox (nastika) systems, such as Buddhism and Jainism. Indian thought has been concerned with various philosophical problems, significant among which are the nature of the world (cosmology), the nature of reality (metaphysics), logic, the nature of knowledge ethics, and the philosophy of religion.

Objective of the study:

- Philosophy arose in India as an enquiry into the mystery of life and existence.
- Indian Philosophy refers to several traditions of philosophical thought that originated in the Indian subcontinent.
- Over centuries, India's intellectual exploration of truth has come to be represented by six systems of Philosophy. These are known as Vaisheshika, Nyaya, Samkhya, Yoga, Purva Mimamsa and Vedanta or Uttara Mimamsa. These six systems of Philosophy are said to have been founded by sages Kanada, Gautama, Kapila, Pantanjali, Jamiini and Vyasa respectively. These Philosophies still guide scholarly discourse in the country.

Impact of Idealism on Education

Mrs. Sharmistha Singha &

Ms. Tama Debnath

Introduction: The term Idealism is the combination of the words- 'Idea' and 'Ism'. It is the synonym of the English word 'Idealism'. Idealism may be derived from 'ideas' or 'ideals. In other words, idealism is originated from Plato's Theory of Ideas. According to this doctrine only ideas are of supreme importance. The real word is 'ideaism' but the letter "I" added to aid in the pronunciation and hence it is known as Idealism.

Idealism holds that material world is destructible and mortal. Behind the material world there is another world which is indestructible and immortal. This is known as spiritual world. They deny the supreme importance of matter. According to them only spiritual values are immortal and true. Man's spiritual nature considered to be the very essence of his being. Idealism holds that material and physical universe is incomplete without the mental world. Nothing is more real and true apart from human mind.

The supporters of Idealism are Plato, Socrates, Descartes, Comenius, Berkley, Kant, Froebel, Mahatma Gandhi, Rabindranath Tagore, Swami Vivekananda, Aurobindo Ghosh and S. Radhakrishnan. They have expressed their views and made their contribution on Idealistic field of education.

Main features of Idealism: The main features of Idealism are: -

APJ ABDUL KALAM PHILOSOPHY OF EDUCATION

**Mr. Chandan Maji ** MR. Shibam Ghosh*

Thinking should become your capital asset, no matter
whatever ups and downs you come across in your life.

-APJ Abdul Kalam

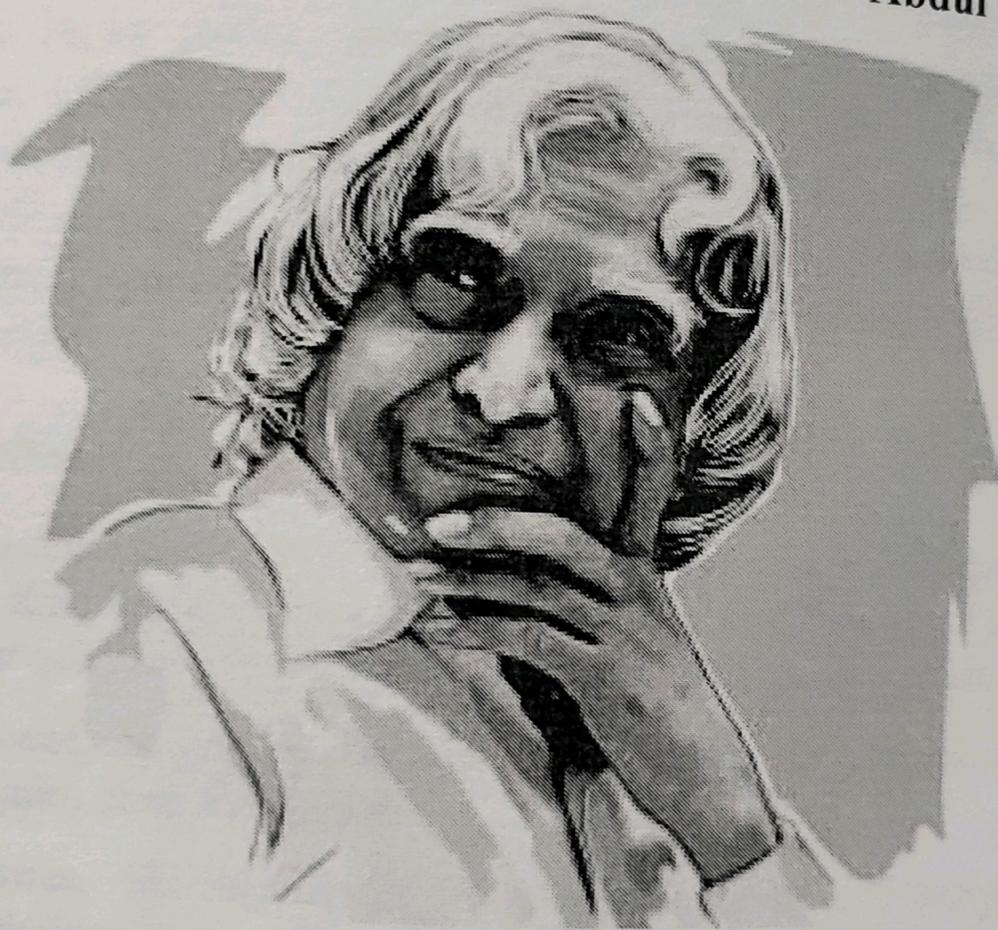


Figure 1: Chandigarh Institute of Internet Marketing

INTRODUCTION:

Dr. APJ Abdul Kalam is a well-known name in the world. He is regarded as one of the most brilliant scientists of the twenty-first century. Furthermore, he becomes India's 11th

Indian Education System during Vedic Period

Mrs. Madhurima Chaudhuri (Majumder)

Introduction:

A nation's system of education is an integral part of its culture and value system. The ancient India had her distinctive culture and civilization of over thousands of years. In the past the great saints had played a decisive role in shaping and molding the ancient heritage. A system of education reflects the life of a nation, its character, its socio-political and economic conditions as well as aspirations. The distinctive identity of the people which we call 'national character' influences national culture and education. The main aim of education in India was to develop various aspects of life and also to ensure social service.

The culture and education of a nation does not simply reflect the nation's past. It reflects the present values, demands and needs of life too. It looks forward and shows the path to the future. In India, history of education began with the Vedic period. The ancient Indian education emerged from the Vedas. The Vedas are the best expression of an enlightened culture and have contained within themselves the seeds and sources of Hindu thoughts and practices.

According to Rig Veda, "Education is something which makes a man self-reliant and selfless."

According to Upanishads, "Education is that whose end product is salvation."

Concept of Sankhya Philosophy

**Mrs. Mala Modak*

***Mrs. Sanchita Mazumdar*

****Mrs. Runa Guha*

Introduction:

Sankhya philosophy has been propounded by the great seer Kapil. Kapil has been the first propounder of Sankhya philosophy.

Scholars have interpreted the word Sankhya in two ways-number, I,e, Sankhya and Gayan or knowledge some scholars are of the view that Sankhya is related with the number of elements (Tatva), because this philosophy has enumerated 25 elements. The second meaning of Sankhya is the knowledge of the divine. This divine knowledge pertains to the knowledge about the body and soul, and matter and spirit. According to Sankhya philosophy both 'spirit' (Purush) and matter (Prakriti) are eternal and uncaused. "Sankhya" was accepted as an equivalent of knowledge (Gyaan). Hence, Sankhya became popular as Gyan Marg, I,e pathe to knowledge.

According to Sankhya, there are three basic elements (Tatva)-Vyakta, Avyakta and 'Gya' is 'Chetan' or Purush or Spirit. The Avyakta is matter or Prakriti Vyakta is the consequence of Karya-Karan 'Parampara' (Tradition) or the consequence of the activity (Karya) and cause (karana), Vyakta is of 23 types. Thus there are 25 elements according to Sankhya which may be mentioned as below :

CURRICULUM STUDIES

Competence-Based
Curriculum Development in
Higher Education

Dr. Mukta Goyal
Mr. Uday Modak



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Concept, Types, Stages, and Reform of Curriculum

****Dr. Suprasad Lodh**

• • •

Introduction:

- The term curriculum has been derived from a Latin word 'Currere' which means a 'race course' or a runway on which one runs to reach a goal. If the teacher is the guide, the curriculum is the path. Curriculum is the total structure of ideas and activities.

The curriculum places an important role in an educational system or we can say curriculum is the heart of education process. It is somehow a blueprint which leads the teacher and the learner to reach the desired objectives. As a result, authorities have to design it so that it could lead the teacher and the learner to meet the desired learning outcomes. Though the child's development and growth is the main consideration of curriculum construction yet his social behaviour is also to be suitably developed, both the individual development and the social development of the child deserve equal attention.

Meaning of Curriculum:

Curriculum is an important part of education. The term Curriculum has been derived from a Latin word "Currere" which means a 'race course' or a runway on which one runs to reach a goal. The term Curriculum refers to the lessons and academic content taught in a school or in a specific course or program.

It is curriculum through which the general aims of a school education receive Concrete expression. Curriculum is the total sum of all the activities and experiences provided by the institution to the learners for their all-around development and for achieving the goals of education.

Curriculum is a tool in the hands of artist (the teacher) to make his materials (the pupils) according to his ideal (objective) in his studio (the

Stage Specific Curriculum

****Mr. Uday Modak,***Mrs. Mala modak**

• • •

Introduction:

These are nothing but the fundamental stages that every child has to go through while studying in the Indian education system. Yes, by definition, this is the aptest and concise explanation of what pre-primary, primary, and secondary education is. But each curriculum has different teaching methods and styles.

Each child starts from the pre-primary stage and ends his or her high school education by completing and passing the higher secondary board as per the authorities' grading system. If we go by the book, this is it, and there is nothing more to discuss or say about it. But if we go by concern and curiosity to understand what these stages are, how they are different from each other, and how they shape each student for the better part of their lives.

If we go by explaining it in one line, all that the curriculum of these stages does is that, in pre-primary, you learn how to speak, how to write. In the primary, you learn what to write and what to speak, and in the secondary stage, you are made sure to be able to write and speak well-informed and relevant information for the rest of your lives. The Pre-primary is also called the Kindergarten in India; the term was first introduced by Mr. Friedrich Frobel in 1837, which literally means children's garden.

After high school, the higher secondary stage is considered to be the last phase of schooling, and after that, the students attend college most commonly in the stream they choose after 10th standard.

Objectives of the Study:

1. The study will discuss about the stage Specific Curriculum.
2. The study wills emphasis the different stage of Education.

Stage Specific Curriculum:

A state-specific course means that we have created a course based on one specific set of standards for one state. The Edmonton Curriculum team

Curriculum and Indian Education System during Vedic Period

****Mrs. Madhurima Chaudhuri (Majumder)**

• • •

Introduction:

A nation's system of education is an integral part of its culture and value system. The ancient India had her distinctive culture and civilization of over thousands of years. In the past the great saints had played a decisive role in shaping and molding the ancient heritage. A system of education reflects the life of a nation, its character, its socio-political and economic conditions as well as aspirations. The distinctive identity of the people which we call 'national character' influences national culture and education. The main aim of education in India was to develop various aspects of life and also to ensure social service.

The culture and education of a nation does not simply reflect the nation's past. It reflects the present values, demands and needs of life too. It looks forward and shows the path to the future. In India, history of education began with the Vedic period. The ancient Indian education emerged from the Vedas. The Vedas are the best expression of an enlightened culture and have contained within themselves the seeds and sources of Hindu thoughts and practices.

According to Rig Veda, "Education is something which makes a man self-reliant and selfless."

According to Upanishads, "Education is that whose end product is salvation."

According to Vedantic point of view, "The essence in man is spirituality. We need education that quickens, that verifies, that kindles the urge of spirituality inherent in every mind".

The aims of Education in Vedic period were as follows:

- To realise the supreme and achieve supreme consciousness.
- Inculcation of spirit of piety and righteousness.

Difference between Curriculum & Syllabus, and Role of State in Curriculum Construction

Mrs. Sanchita Mazumdar, *Mrs. Runa Guha, ****Mr. UdayModak

• • •

Introduction

Definition of Curriculum

The curriculum is defined as the guideline of the chapters and academic content covered by an educational system while undergoing a particular course or program.

In a theoretical sense, curriculum refers to what is offered by the school or college. However, practically it has a wider scope which covers the knowledge, attitude, behaviour, manner, performance and skills that are imparted or inculcated in a student. It contains the teaching methods, lessons, assignments, physical and mental exercises, activities, projects, study material, tutorials, presentations, assessments, test series, learning objectives, and so on.

Definition of Syllabus

The syllabus is defined as the documents that consist of topics or portion covered in a particular subject. It is determined by the examination board and created by the professors. The professors are responsible for the quality of the course. It is made available to the students by the teachers, either in hard copy or electronic form to bring their attention towards the subject and take their study seriously.

A curriculum also helps in planning how a certain subject or course will be taught while the syllabus just includes topics and concepts that will be covered. We often use them as interchangeable terms without knowing that they are entirely different. *The distinction between curriculum and syllabus is that a subject syllabus is simply a component of a course or subject curriculum. Curriculum is a combination of the syllabus, course design, class schedule, and lesson plans for the subject.* Before pursuing an academic program, you can understand its structure in a more detailed way if you know the difference between syllabus and curriculum. So, let's begin with

Curriculum and Pedagogic Structures of School Education as per NEP2020

** Dr. Rajat Dey

• • •

Introduction:

In 2015, the Central government set up a committee headed by Late Shri T.S.R. Subrmanian to observe the need for reforms and propose a new education policy. In 2019, the committee submitted its draft under the chairmanship of Sri K. Kasturiranjana, and was called the 'New Education Policy 2020'. The NEP is expected to overhaul the Indian education space completely. The NEP, as defined by the centre, is egalitarian in nature, which will lead to a vibrant knowledge society. It seeks to instil such skills, values and dispositions in an individual that would ensure sustainable development, global well-being and world form a global citizen.

Transforming Curricular & Pedagogical Structure:

The Curricular and pedagogical structure of school education will be reconfigured to make it responsive and relevant to the developmental needs and interests of the learners at different stages of their development, corresponding to the age range of 3-8, 8-11, 11-14 & 14-18 years respectively.

Therefore the new pedagogical and curricular structure of school education will be guided by 5+3+3+4 design, consisting of the following stages-

- **Foundational Stage (Grades 1-2, Covering age 3-8 Years):**

Learning items in the formative years are developing curiosity, logical thinking & problem solving, arts, crafts & music, relationship with nature, colours, and shapes, alphabets & numbers, teamwork & collaboration, play based & discovery based learning, ethics, self identity and etiquette, behaviour & emotional development. This stage is consist of

Curriculum Reforms In India- National Curriculum Framework (NCF) 2020

****Mr. UdayModak,** **Mr.Suman Gupta**

• • •

Introduction

A process of curriculum change in higher education institutions, involving an interplay of global, national and institutional factors. Generally takes many forms and directions within which the meanings and methods of education delivery are altered. Curriculum reform is the process of making changes to the curriculum with the intent of making learning and teaching more meaningful and effective. Curriculum reform is necessary for every and single country because it provide meaningful and effective knowledge.

The NEP 2020 may include adolescent education program and national population education program, educational technology like computational thinking from age six onwards and vocational education in the school curriculum. This NEP will be framed after 15 years of gap. The HRD Ministry along with NCERT is working on the selection of the chairperson for the committee.

Definitions of Curriculum and Reform:

Reform is easier to define than curriculum. Reform merely meansto reshape, to reconfigure, to make different. But mere change does notmean improvement. So, too, with reform; thus, the saga of re-form thatwe review here is not intended to imply an evolutionary development.Reformers themselves generally hope that their brand of reform willbring improvement; it is their inspiration to pursue their cause. Therefore, as we think about the past fifty years of curriculum reform, weneed to ask whether the re-forming carried out was improvement ornot.The term curriculum is shrouded in definitional controversy, somuch so that it would require a book-length treatment to begin to dealwith it. For our discussion, curriculum means whatever is advocated for teaching and learning. This includes both schooland non-school environments; both overt and hidden

Different Methodologies of Curriculum Transaction

**** Mr. UdayModak,*** Mr. Chandan Maji**

• • •

Introduction:

Curriculum Transaction is the effective and desired implementation of the curriculum contents on the basis of aims and objectives listed in the Curriculum. Curriculum Transaction incorporates effective planning for providing learning experiences for its learners, organization of planning and evaluation of planning, administration/implementation of the organized planning and experts in the relevant field. Curriculum, be it of the objectivist perspective or of the constructivist learning is to take place. Transaction Consists of the process of putting into practice the set of activities.

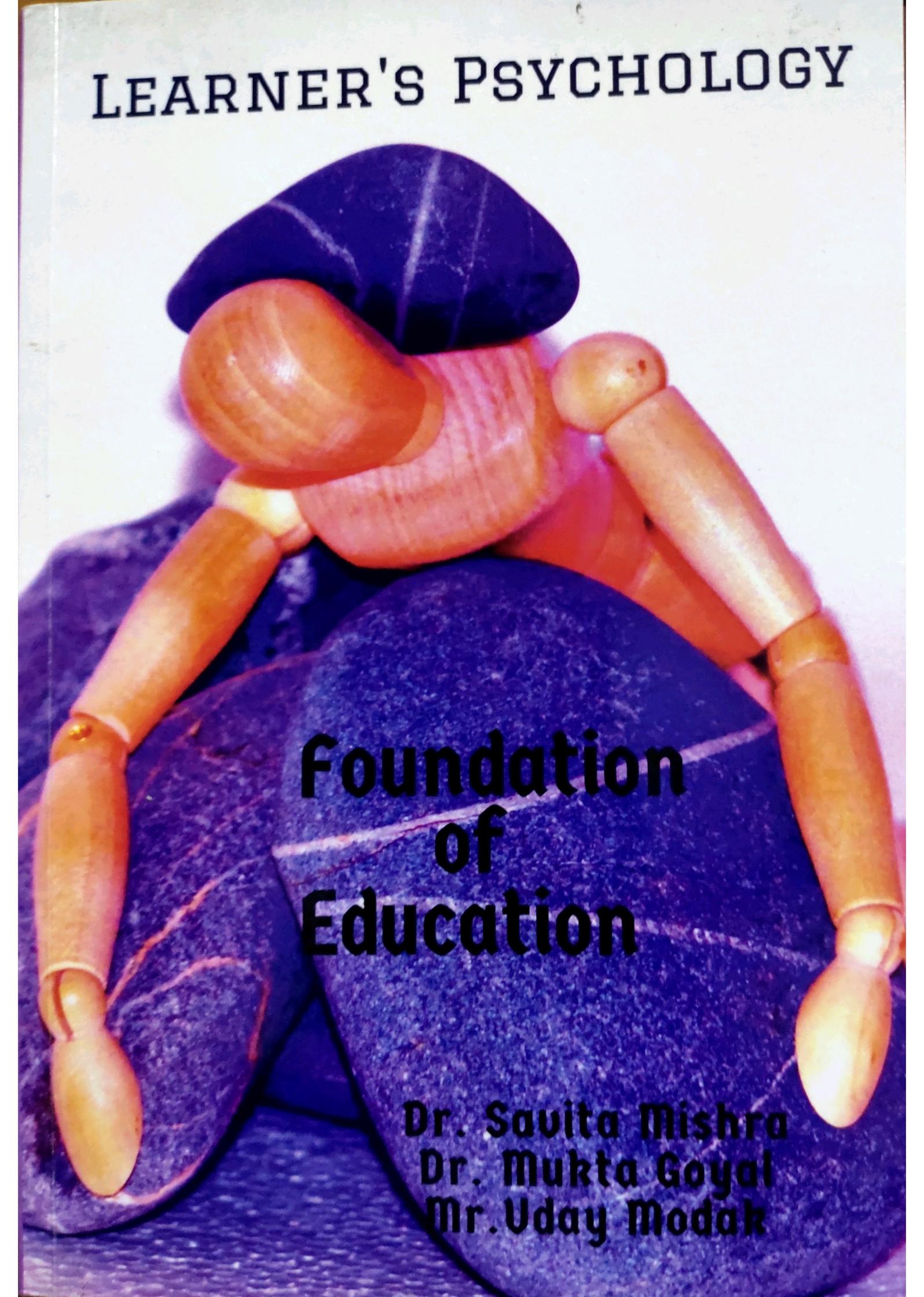
Objectives of the Study:

1. The study wills emphasis the various importance of difference Methodologies of Curriculum transaction.
2. To highlight various ways to create such an awareness about Concept of Curriculum transaction among young and future generation in our society.
3. The study will suggest the opportunities of difference methodologies of Curriculum transaction for future generation in our Nation.
4. The study will discuss about the various benefits and advantage of Curriculum associated curriculum transaction.
5. The study will conduct how we can promote the factors affecting the curriculum transaction.

Concept of Curriculum Transaction:

Curriculum Transaction incorporate effective planning for providing learning experiences for its learners, organization of planning, administration/ implementation of the organized planning and evaluation of the implementations by the implementer and the experts in the relevant field. Curriculum, be it has to a tool and it has to be transacted or

LEARNER'S PSYCHOLOGY



Foundation of Education

Dr. Savita Mishra
Dr. Mukta Goyal
Mr. Uday Modak

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