17.

Assurances in Secondary **Education Curriculum** (NEP 2020)

Dr. Suprasad Lodh*

Introduction

ew 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.

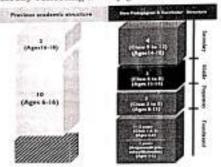
The Vision of this Policy

rooted in Indian ethos that contributes directly to transforming

This National Education Policy envisions an education system One of the primary goals of the schooling system must be to India, that is Bharat, sustainably into an equitable and vibrant "Assistant Professor, Bhavan's Tripots College of Teacher Education (BTCTE), Principal

Bimangurh, Narasingurh, Agurtala, Tripura. Teacher Education Narsingarh, Agartala-799015

thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and doeds, as well as to develop knowledge. skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.



School Education

This policy envisages that the extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18.Currently, children in the age group of 3-6 are not covered in the 10+2 structure as Class 1 begins at age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included, which is simed at promoting better overall learning, development, and well-being

Lensure that children are enrolled in and are attending school. Through initiatives such as the Sarva Shiksha Abhiyan (now the (DR. RAJAT DEY) Samagra Shiksha) and the Right to Education Act, India has made Bhavan's Tripura College Barkable strides in recent years in attaining near-universal

Book "Curriculum Studies: Competence-Based Curriculum velopment in Higher Education" gives Insight with experiences, "S, and social studies that can guide all learners how to break uations. This book consists of the essentials of the ideas of all the low mentioned Curriculum studies in short, but in all-inclusive and apprehensive manner. This book discusses Concept of Curriculum, triculum Planning, Curriculum Development, Curriculum, triculum Planning, Curriculum Development, Curriculum in general. The ucational views of these Curriculum Studies: Competence-Based rriculum Development in Higher Education have influenced the ture of education throughout the world, That is why, many of these taught in universities to students of education of B.A. (Ed.), M.A. (Ed.), id, M.Ed., classes and UGC NET, SET, SLET (Ed.) etc. examination rposes.

Mukto Goyal is a dedicated professional having an experience almost a decade in academia. Presently she is working as a ncipal in Manui Institute of Edu. ATech, Delhi, SCERT. She has npleted her Ph. D. in Management from Mewar University, ittargarh. She has been conferred with the 'Best Principal ward in the year 2022 along with "The Real Super Woman ard in the year 2022 she holds her credit to author Five books a also edited around Twenty one books with different titles. It is also a regular columnist in newspapers and very much laimed for her poetries. Many of her research papers have been anowledged and published in the journal of National and ernational repute as well as conference proceedings too.

Uday Modak Is an ardent reader and follower of the idamentals of Education. He is B.A. (geography), M.A. tography) and B. Ed, M. Ed. He is profile research scholar in incation, pursuing Ph.D. in Education at OPIS University, Churu, I Rajasthan. He is presently working as an Assistant Professor Geography method at Bhavan's Tripura College of Teacher ication, Narsingarh, Agartala, and Tripura-79015. He has ended and presented in as many as 13 National and ernational seminars, 2 workshops and 2 international ifference, Webinar in various interdisciplinary topic, He has been ularly contributing research paper in various national and ernational Books and journals, published 63 articles in edited 9ks, A articles in journal and Edited 9 Book (1 National ication Policy 2020 Future and Prospects, 2, Educational ministration, Management and Leadership3, Philosophy of ication, Philosophy, Various Commission 6 NEP-2010, E.T. & Teacher Education, Women Education, COVID-19 Pandemic.

Price #a 298.00 IANN 979-88871 TH-05-5 Dr. Mukta Goyal

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CUBBICATION STUDIES.

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- · Dr. Sujit Pal, Kayal Kundu, Sourovi Thakur-'Knowledge and Curriculum"-Aahali
- · Publishers.

IDR. RAJAT DEY Principal Bhavan's Tripura Colleg Teacher Education Narsingarh, Agartata-799018

CHAPTER VI

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

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 wellinformed and relevant information for the rest of your lives. The Preprimary is also called the Kindergarten in India; the term was first introduced by Mr. Friedrich Frobel in 1837, which literally means children's

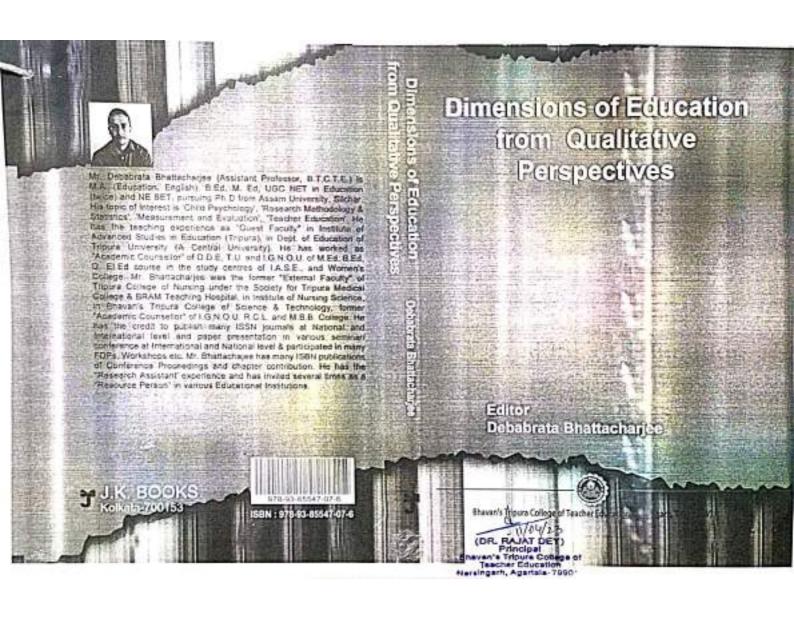
After high school, the higher secondary stage is considered to be the last phase of schooling, and after that, the students attend college most commonly in the stream they choose after 10th standard.

Objectives of the Study:

- 1. The study will discuss about the stage Specific Curriculum.
- 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



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CHAPTER-4

Investigation into Secondary Level Curriculum of CBSE, ICSE And TBSE Across Schools in West Tripura A Status Study

Dr. Suprasad Lodh

Introduction:

Education is the single largest factor that shapes the destiny of a Nation. The objective of education is the 'development of the individual". Education is the most important issue in the world today. The often heard remark 'The destiny of a nation is shaped by the schools and its classrooms', In our country also education has been recognized as an instrument for national development, Education plays an important role in an individual's mind and country. People are made aware of what is going on in the world and can understand the issues and can take necessary measures only if they are educated. Education today is becoming more customer centre and one need to keep them satisfied. At the same time it is also important to look into the all round devel the students. OR RAJAT DET

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Teacher Education in the Era Feacher Education in the Era of Automation and Knowledge Inflation : Issues and Challenges of Automation and Knowledge Inflation: Issues and Challenges

Editor Pradip Dey

J.K. BOOKS Kolkata-700153



ISBN: 978-93-08857-06-5

Bhavan's Tripura College of Teacher Education, Narsingarh, Tripura (W)

Summary:

Teacher is the most important profession for the progress of our society. We must implement changes in the teacher education to be able to withstand the pace at which the world is advancing. Having basic practical knowledge of computer and Internet is very exportant. Knowing the hi-techands/models, mechanical equipment and having knowledge about where this advancement can take us in future is essential. We must keep in mind the impact of social economic changes and students' psychological changes in this modern age. Not only in teacher education, there should have enough provision in each institute to organize orientation and rediesher courses for their teachers time to time to overcome any beams.

Reference:

- Singh, A., Bains, J., Gill, J. S. and Brar, R.S. (2015). Essentials of Physical Education. Kalyani Publication, Kolkata
- http://www.google.co.in/amp/s/engineeringsport.co.uk/ 2012/09/21/the-shory-of-the-javelin-bringing-it-backdown-to-earth/amp/
- 3. Newspapers.

CHAPTER-6

Readiness for Social Change and Teacher Education

Dr. Suprasad Lodh

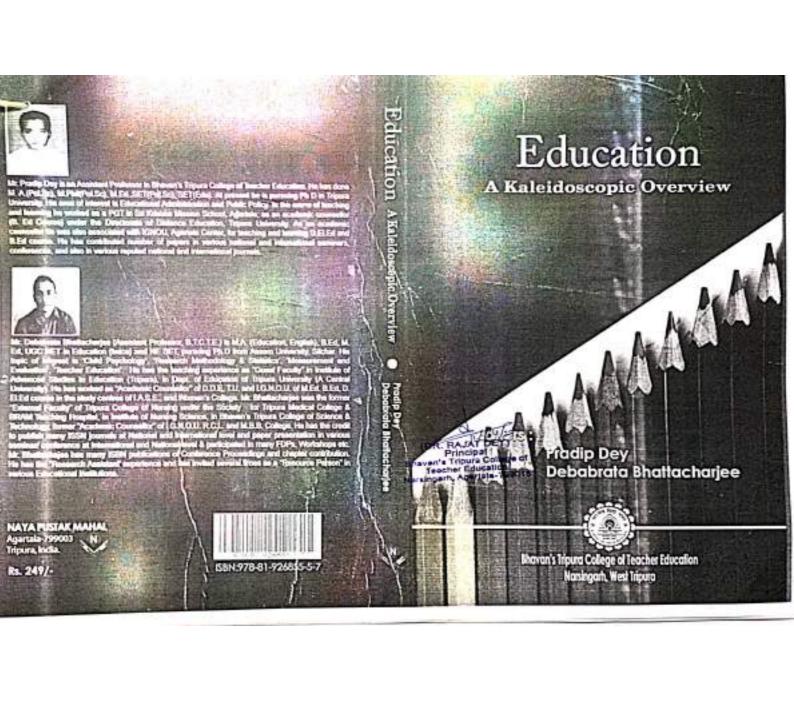
The status of teachers, as in the case of other professional groups, is generally understood in most societies to have an affective as well as a material dimension. One of the most significant educational concepts, which has been developed and utilized during this century, is that of the readiness of a learner for a particular new learning experience. Readiness as a factor in learning is already being considered and studied at many points in both pre-service and inservice teacher education. Reading readiness in young children is perhaps the best known usage of this concept; readiness for teaching has been central in the whole program of providing pre-professional laboratory experiences for the prospective teacher well before student teaching.

The behavior of 'teachers we have known give us some clues as to personal characteristics which might help or hinder a person in preparing him to face changes. In developing the following list it has been assumed that persons possessing these qualities to a high degree might have greater readiness to meet and direct changes while those who lack these characteristics would find it very difficult Q

(DR. BAJAT DEY)

Bhavan's Tripura College o Teacht: Education Narsingarh, Agartala-75....

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CHAPTER-3

Development Of Primary Education Curriculum In Indian Subcontinent (Bangladesh)

Dr. Suprasad Lodh

Curriculum is a dynamic component of the complex phenomenon of education which itself keeps changing in response to the needs and values of life in any society. The current practices reflected in any curriculum should invariably be seen as mould through past events and experiences. It is quite evident that the curriculum for primary education in Bangladesh in its present form did not emerge in a day. It looks its present shape with respect to contents, practices, structure, organization and quality through a long process of evaluation. A number of past and present events and factors have had their direct and indirect influences on growth and development of primary school curriculum in Bangladesh. Keeping all events consideration in view a brief historical account of curriculum innovations of Bangladesh with particular reference to primary education has been presented.

The Beginning

The area constituting the country of Bangladesh was, in ancient time, a part of India up to 1757 and after the British embarkation; it was a part of British India till 1947. With the termination of the British rule in August 1947, it constituted the eastern wing of Pakistan and came to known as East Pakistan. It remained in Pakistan till 1971 when Bangladesh as an independent country came into existence. Education in Bangladesh, in fact has had a long history having come under the rule and influence of different political systems and religious groups. Education in Bangladesh in the ancient times was perhaps completely molded in the tradition of Hindu scholarship. This was followed by, although for a relatively brief period, the Buddhist influence. It is however the Muslim tradition which entered the scene in the medieval period, that has left a lasting impression on the education scene of the country. Yet, despite this long history of educational efforts, a formal system of education streamlined in terms of its contents, structure and operation made its beginning only during the British period. In fact the credit for sowing the first seeds of primary education Bangladesh should undeservingly go to the efforts of the Christian Missionaries who came along with the British tradesman.

When the East India Company embarked in its political career in 1957 there was no formal system of education organized or supported by the state in Bengal. A very small section of people used to learn merely for their individual interest. This learning situation also created by the landlords or zamindars for maintaining the status quo. This opportunity also utilized by people aspiring to get royal favour. Thus education was very much limited to th children of the elite class and those who were associated with them. Apart from the fact that education was limited to a particular group of children, there was no organized structure, no printing of books and no fixed time table. The principle objectives of instruction were to learn, to read and write, to compose a letter or execute a document according to set forms and to keep zamindari or commercial account. It is seen that the complete authority of education was vented in the feudal class. This [9] ches which enjoyed the culture and could cultivate the intellect HOR MILLET DEYS

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Mr. Debahrata Bhattacharjee (Asestard Professor, B.T.C.T.E.) is M. (Education, English), B.I.d., M. Ed., URG, NET in Education (whose and NE SET, parasing Ph.D. from Assem University, Sichai, His tapic of Interval in Child Psychology. "Essension (Methodology & Statistics), "Measurement and Evaluation, Teacher Education; The has the teaching experience as "Guest Faculty" in Institute of Advanced Education in Education of Influence (Interval), M.D. Education of Influence (Interval), M. Cantral University, M. Education in the study centres of I.A.S.E., and Warren's Cologo, Mr. Bhattacharjee was the former (External Faculty) of Tripura Cologo, and the former (External Faculty) of Tripura Cologo, and Study (Interval), Intervalina of Municip Science, in Bratisch's Tripura Cologo, of Science & Technology, former "Academic Courseite" of I.B.N.O.U. R.C.L. and M.B.B. Cologo, He has the credit to publish many ISSN journals at National and International level and paper presentation in various seminant Conference of International and National level & participated in many FDPs, Workshope of Utertacharjee has many ISSN publications of Conference Proceedings and shaper contribution. He has the Teacstant Assessmit's experience and has invited several times as a "Respurce Person" in various sections.

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Shavan's Tripura College of Teacher Education Norsingarh, West Tripura them with their fellow students. It encourages students to engage in a reflective activity with someone outside their social group.

Conclusion

Integration visual elements motivates the student's interest in science. Virtual Learning Environment (VLE) can be introduced to arouse interest in science topic. It provides a wide range of cross culture and socio-political resources which greatly helps in understanding the history of science in depth. This creates an extra edge to have an interest in a science topic which becomes monotonous in a traditional classroom teaching. Thus with the help of ICT and its application the world of teaching and learning sciences can be revolutionized. The excitement and fun quotient achieved in learning and teaching science using ICT can never be overlooked. Though in understanding science the text occupies the highest level in the hierarchy, use of ICT also has its own essence.

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CHAPTER-7

Professional Ethics of a Science Teacher

Mrs. Runa Guha

Abstract

To perform according to the norms and ethics brings respect for teachers and teaching profession. I present an analysis on this report upon science teacher. Subject: - A teacher has to identify him or herself with the teaching service. In olden times teaching was rated very high as a profession, and teachers were treated with respect and regard. The commitment on the part of the teachers to social service used to motivate people to emulate them and join the teaching profession. The principal objective was not to earn money but to serve the society. But the things are drastically changed over time. Over the years, as the attraction to high salaries gained precedence over commitment to social service and generally teachers were paid less than in other profession, a feeling has developed that if one could not get any other job, he or she should take up teaching. This attitude has had its repercussions. Persons with commitment to the profession and requisite teaching abilities are not getting motivated towards teaching. Result: - Maharma Gandhi once said to the students;" I have found that boys imbibe more from the teachers own lives than the do than

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prehensive and accessible exploration of current issues tices. This more deemly book offers a comprehensive and compiled survey of tracking and learning options on remotely and colony asymptomous or then on waited plantation, all firmly anchored in accepted principles of marring and Novice and impossible searching practices give readers opportunities to practice conveyed the monotonic seasons processed processes opportunities to process a monotonic Thin book discinners and processes the results of a thorough malysis of a characteristic second needs and responses as the pundence unfields. The everall goal is to g concatants seems and responses to the paraceus unition, the service gives a man for regard design process and sup-lementation of adaptive responses to the emerging it challenges, and so proved students' educational appearance during and g the pandemic Filled with students problems face during tracking colors along the pandemic Filled with students problems face during tracking colors along well-being to the remedial actors industry manually practice, and connecting terms, this book to sevaluable for all trackers as well as those asperting to be in new drawing from chapter authors personal and swe-majoring teaching experience



Dr. Savita Minhra is a Principal, Vidyanager Codlege of Education, Phanishrya, Darpering, West Bengal, She has impreciable frecode of seventions years of sensing and research attraction. She is deficated frequencied and post-driven professional relations with a solid contamination of the contamination to the academic growth and development of every yapid teacher. She has been magnitude tractions and students to poster up with standard time the the

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gray giral tool for assessing Attitude towards Science. She is the Vice-Procedure of Teacher Education (Eastern Zone). Seasonia, LAFC: Member of Band of National resource person of McNCRE. Ministry of Education, Cas transcer of India.

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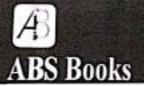
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Mr. Susuata Sarkar has done M.A. (Sarokre) and M.E.I. He worked at Al Near Mission Girl, Post-malanga, crooch Behar P.G. I in Sarokin and Teacher-in scharge. Correctly he is working as an American professor of Sarokre in Tripura College of Teacher Education, Agartala, Tripura, He had

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Dr. Savita Mishra Susanta Sarkar

New Trends in Education

New Trends Education Education







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224 New Trends in Education

- 1) Respect for the child
- 2) The absorbent mind
- 3) Sensitive periods
- 4) The prepared environment
- 5) Auto education

Conclusion

Every child is special for us. Montessori believed the most important factors in achieving her idea concept were the environment and teacher a pare from being organized and free from clutter the environment had to be supporting.

Reference

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22.

Importance of Health and Hygiene in the Primary Level

Runa Guha*

Inroduction

Health is a resource for everyday life, not the objective of living, it is a positive concept, emphasizing social and personal resources, as well as physical capacities. A sound mind lives in a sound body and health is wealth are well known sayings, emphasizing on the importance of health. The health of the body is very essential for success in life. An unhealthy man is always weak, sad, gloomy and unconfident. No matter how much we work or how much we earn if we lose health, we lose everything. so

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TEACHER AND TEACHER EDUCATION IN NEP 2020

Runa Guha Asst.Prof. BTCT Narsinghar,Agartala

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 muiti lingual themselves. We know that the Govt. of India announced a long-awaited education policy on July29, 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 to do everything to empower teachers and help then 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 and12 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.

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NEP-2020:
IT'S VISION ABOUT

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CENTURY
TEACHER EDUCATION

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ROLE OF ICT IN INTEGRATED TEACHER EDUCATION PROGRAM

By Mrs. Madhurima Chaudhuri Majumder, Asst. Professor, BICTE,

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INTRODUCTION:

Teacher Education Narsingarh, Agartala-799015

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.

search for the fundamental truth of things. Philosophy deals with being as much as with becoming. 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 truty 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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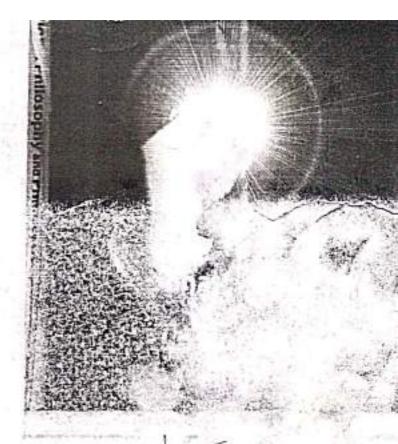
research paper in various national one international Books and journals, published 61 articles in edited books, 4 articles in Journal and Edited 7 Book.



Kritishan Detta to currently working as a State Adder College Teacher, Department of Petitical Science: Juliangi Mahawayalaya (Affector to University of Kalyani), Jalang, Mursi Irlabad, Wast Sengal He has obtained his master togree from University of Kalyani, Kalyani, West Cengat, He completed his MiPhil from the Department of

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Principal
Bhavan's Trioura College of
Teacher & Augustan
Narsingari, Agentaia-799015

4.

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 anation 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."

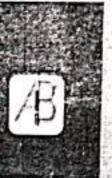
According to Upanishads, Education is that whose end product is salvation." (DR: RAJAT DEY)

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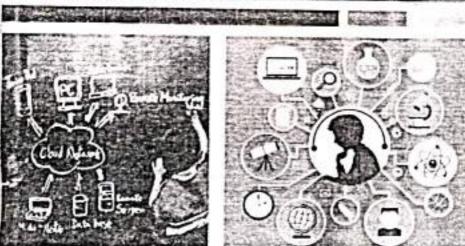
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New Trends in Education

Dr. Savita Mishra Susanta Sarkar



New Trends in Education





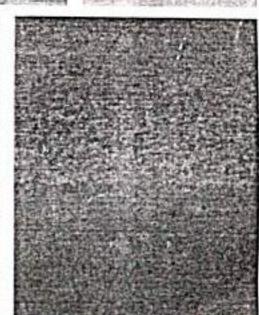
AB

DR. SAVITA MISHRA SUSANTA SARKAR

(DR. RAJAT DEY)

Bhavan's Tripura College of Teacher Education

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11.

(DR. RAJAT DEY)

Principal

Bhavan's Tripura College of

Tend cation

Narsingarn, April 24-799015

Language Development in the Pre-Primary and Primary Level

Sanchita Mazumdar*

Introduction

Essential though it is, for every parent and teacher to learn and culture the art of language development among children, but before stepping into the concept of language development it becomes necessary to get acquainted with the concept of language learning and language acquisition.

Language learning was so long regarded as a function where the teacher teaches and the learner

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CURRICULUN STUDIES

Competence-Based Curriculum Developmen Higher Education

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Principal
Bhavan's Tripura College of
Teacher Education
Narsingarh, Agartala - 799015

Dr.Mukta Goyal Mr. Udav Modak

CUMBICULOM STUDIES

Helps with learning experience selection: Corriculum development is remained for the proper selection and arrangement of fearning experiences. It side in the selection of study materials and other activities to that structents can achieve the educational goals and objectives.

Neterences:

- https://socioed.wordpress.com/_/18/88-cuncept-of-currentlumtrumsaction/
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CHAPTER VIII

Curriculum and Indian Education System during Vedic Period

**Mes. Madhueima Chaudhuri (Majumder)

Introductions

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The culture and education of anation does not simply reflect the nation's past. It reflects the present values, demands and needs of life too, It links forward and shows the path to the future. In leafia, history of education began with the Vedic period. The ancient Indian education emerged from the Veslas. The Veslas 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 selfreliant and selfless."

According to Upunishads, "Education is that whose end product is sulention."

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

The aims of Education in Vedic period were as follows:

- To realise the supreme and achieve supreme consciousness.
- Inculcation of sparit of party and righteousness.

0

Mr. Pradio Dey is an Assistant Professor in Bhavan's Tripura College of Teacher Education. He has don M. A. (Polise). M. Phal(Polise), M.Ed. SET(Polise), SET(Edu). At present he is pursuing Ph. D in Tripur University. His area of interest is Educational Administration and Public Policy is the areas of teaching and learning the worked as a PGT in Sri Krishna Mission School, Agartsia, as an academic counselt (B. Ed Course) under the Directorals of Distance Education, Tripura University. As an academic counsellor he was also associated with IGNOU, Agartsia Center, for teaching and learning D.E.L.Ed course. He has contributed number of papers in various national and international seminar conferences, and also in various reputed national and international journals.



Mr. Debahrata Bhattacharjos (Assistant Professor, B.T.C.T.E.) is M.A. (Education, English), B.Ed. M. Ed., UGC NET in Education (twice) and N.E. SET, pursuing Ph.D. from Assam University, Sichar His topic of interest is "Child Psychology". Research Methodology & Statistics: "Measurement and Evaluation. Teacher Education. He has the teaching experience as "Guest Faculty" in Institute of Advanced Studies in Education. (Tripurs), in Dept. of Education of Tripura University. (A Central University). He has worked as "Academic Counselior" of D.E. T.U. and I.G.N.O.U. of M.Ed. B.Ed. D. ELEd course in the study centres of I.A.S.E. and Women's College. Mr. Bhattacharjee was the former "Edemal Faculty" of Tripura College of Nursing under the Society. for Tripura Medical College & BRAM Teaching Hospital, in Institute of Nursing Science. In Bhavans. Tripura College of Science & Technology, former "Academic Counsellor" of I.G.N.O.U. R.C.L. and M.B.B. College. He has the credit to publish many ISSN journals at National and International level and paper presentation in various seminari conference at International and National level & participated in many FDPs, Workshops etc. Mr. Bhattachajee has many ISBN publications of Conference Proceedings and chapter contribution. He has the "Research Assistant" experience and has invited several times as a "Resource Person" in various Educational Institutions.

SBN:978-81-926855-5-7

Depaptata Bhallachailee Laadip Dey

Education Akaleidoscopic Overview

Education

A Kaleidoscopic Overview

OR RAIN P Yradip Dey
Principal Pradip Dey
Debabraia Bhatlachar

Bhayan's Iripura College of Teacher Education
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CHAPTER-7

Professional Ethics of a Science Teacher

Mrs. Runa Guha

Abstract

To perform according to the norms and ethics brings respect for teachers and teaching profession. I present an analysis on this report upon science teacher. Subject: - A teacher has to identify him or herself with the teaching service. In olden times teaching was rated very high as a profession, and teachers were treated with respect and regard. The commitment on the part of the teachers to social service used to motivate people to emulate them and join the teaching profession. The principal objective was not to earn money but to serve the society. But the things are drastically changed over time. Over the years, as the attraction to high salaries gained precedence over commitment to social service and generally teachers were paid less than in other profession, a feeling has developed that if one could not get any other job, he or she should take up teaching. This attitude has had its repercussions. Persons with commitment to the profession and requisite teaching abilities are not getting motivated towards teaching. Result: - Mahatma Gandhi once said to the students;" I have found that boys imbibe more from the teachers own lives than they do

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22.

Importance of Health and Hygiene in the Primary Level

Runa Guha*

Inroduction

Health is a resource for everyday life, not the objective of living, it is a positive concept, emphasizing social and personal resources, as well as physical capacities. A sound mind lives in a sound body and health is wealth are well known sayings, emphasizing on the importance of health. The health of the body is very essential for success in life. An unhealthy man is always weak, sad, gloomy and unconfident. No matter how much we work or how much we earn if we lose health, we lose everything. so

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Narsingarh, Agartaia-799015

National Education Policy 2020 Tuture and Prospects

Principal
Bhavan's Tripura College of
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Narsingarh, Agartala-799015

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 schoolgoing 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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^{**}B.Ed 3rd Semester, Bhavan's Tripura College of Teacher Education (BTCTE), Narasingarh, Agartala, Tripura.

Development in Higher Education" gives insight with experiences, out of the shell and present themselves with confidence in all learners have to break situations. This book consists of the essentials of the ideas of all the comprehensive manner. This book discusses Concept of Curriculum Studies in short, but in all inclusive and Curriculum Planning, Curriculum Development, Curriculum, Iransvardon and Evaluation, etc for the benefit of mankind in general. The curriculum Development of these Curriculum Studies: Competence Based nature of education throughout the world. That is why, many of these B.Ed, M.Ed, classes and UÇC NET, SET, SLET (Ed) etc examination purposes:

Dr Mukta Goyal is a dedicated professional having an experience of almost a decade in academia. Presently she is working as a completed in Manui Institute of Edu. Elech, Delhi, SCERT, She has completed her Ph. D. in Management from Mewar University Award in the year 2022 along with The Real Super Woman" and also edited around Twenty one books with different titles. She is also a regular columnist in newspapers and very much acknowledged and published in the journal of National and International repute as well as conference proceedings too.

Mr.Uday Modak is an ardent reader and follower of the fundamentals of Education. He is B.A. (geography) M.A. Ed. He is profile research scholar in Geography) and B. Ed. M. Ed. He is profile research scholar in 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. He has attended and presented in as many as 13 National and International seminars. 2 workshops and 2 International regularly contributing research paper in various multional and infernational Books and journals, published 63 articles in Journal and Education Policy-2020 Future and Edited 9 Book (1. National Education). His major interests are in Personality, Social Psychology, Philosophy, Various Commission 6 NEP-2020, Et a. Ict. Teacher Education, Women Education, COVID, 19 Pandemic.

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CURRICULUM

Competence-Based urriculum Development in Higher Education



nd development.

lum foundations.

and instruction.

CHAPTER XXIII

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 objective listed in the Curriculum. Curriculum Transaction incorporates effective planning for providing learning experiences for its learners, organization of plannin; and evaluation of planning, administration/implementation of he 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:

- The study wills emphasis the various importance of difference Methodologies of Curriculum transaction.
- To highlight various ways to create such an awareness about Concept of Curriculum transaction among young and future generation in our society.
- The study will suggest the opportunities of difference methodologies of Curriculum transaction for future generation in our Nation.
- The study will discuss about the various benefits and advantage of Curriculum associated curriculum transaction.
- 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 eva uation of the implementations by the implementer and the expert in the relevant Curriculum, he it has to a tool and it has to be transacted or

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Bhavan's Tripura College in . Curriculum, be it has to a tool and it has to be transacted or

Teacher Education Narsingarh, Agartala-799015

(DR. RAJAT DEY)
Principal

The aim of this book "Philosophy of Education" is to present philosophy to newcomers as a living discipline with historical more power to act and live. A true philosophy is an "esprite de search for the fundamental truth of things. Philosophy deals lover of knowledge and never as a sole possessor of it reality, as Indian Philosophy is the knowledge of ultimate reality. But ultimate existence but also consciousness. Thus philosophy as the existence but also consciousness. Thus philosophy as the value per excellence, which should not only criticize facts but also satisfy human aspirations.



(Geography) and B. Ed. M. Ed. He is presently working as an Assistant Professor in Geography method at Bhavan's Tripura College of Teacher Education, Narsingarh, Agartala. He is pursuing Ph.D. in Education at OPJS University, Churu, and Rajasthan. He has been regularly contributing or in various national and interest and contributing the contribution.

research paper in various national and international Books and journals, published 51 articles in edited books, 4 articles in Journal and Edited 7 Book



Krittibas Datta is currently working as a State Aided College Teacher, Depertment of Policial Science, Jalangi Mahavidyalaya (Afficiated to University of Kalyani), Jalangi, Murshidebad, West Bengal. He has obtained his master degree from University of Kalyani, Kalyani, West Bengat. 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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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

> until late at night. With his favourite slogan, "strength respects plan to make India a superpower. Dr. APJ Abdul Kalam was a most notable work was 'India 2020,' which contains an action Abdul Kalam wrote several books during his lifetime, but his Missile Man" because of his interest in nuclear power. Dr. APJ of the Agni and Prithvi missiles. He was dubbed "India's that benefited society, and he was also involved in the production significant contribution to the Indian Space Research cherished citizen because of his incomparable contributions as strength," Kalam justifies India's nuclear weapons. Why we straightforward and honest man. He was so preoccupied with Organization (ISRO). He was in charge of a number of projects a scientist and a president. Apart from that, he has made a president and serves his country. He was the country's most only say gleefully to the waiting media, "It feels fantastic." ecstatic at the wonderful vagaries of Indian polity. He could still overcome by the realisation that someone from humble asked about his reaction to being given the presidency, the man, of achieving consensus. He still sets his sights high. When philosophical bent of mind has aided him in mastering the art Atlantic, he says. Kalam's coworkers believe that his there are 10,000 nuclear warheads on the other side of the should be concerned about India's few nuclear weapons when his job that he would get up early in the morning and work beginnings like him can hold the highest office in the world, is

"Books become permanent companions. Sometimes, they are born before us; they guide us during our life journey and continue for many generations."

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Principal

Principal

Bhavan's Tripura College of

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NEP-2020: IT'S VISION ABOUT

21st

CENTURY TEACHER EDUCATION

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Bhevan's Tripura College of Teacher Education Narsingarh, Agartala-799015

Dr. Rajat Dey * Mr. Suman Gupta

AN ANALYTICAL STUDY OF BENEFIT OF VOCATIONAL EDUCATION

Mr. Chandan Maji
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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







Department of Dance Faculty of Performing Arts Banaras Hindu University, Varanasi

International Seminar on Global Folk Culture: Traditions & its Reflections

04-06, October 2018

Department of Dance, Faculty of Performing Arts Banaras Hindu University, Varanasi

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Praceedings

A Historical Survey of Padavali Kirtan in Bengal

Tama Debnath, PhD Scholar, Department of Music, Tripura University. e-mail: tama.debnath.music@gmail.com

Dr. Rabindra Bharali, Assistant Professor, Department of Music, Tripura University. e-mail: rabindra.bharali@gmail.com

Introduction:-

In Indian culture Bengal is an ideal section to generate a quality of art forms in different variety throughout all the ages. Padavali Kirtan is the pristine form of devotional music in Vaishnava Communities of Bengal. In ancient times the sway of the Padavali Kirtan stretched far in the boundaries of west and east Bengal. The history of Bengal dates back to the 4th century B.C. At the time of establishment of the Gupta Empire (320-650 A.D.), Bengal came under a powerful king. The Buddhism in Bengal was evident from the Gupta age as Bengal was a stronghold of Buddhism cannot be denied.

Charyapada (the earliest form of Padavali Kirtana):-

Tradition speaks of 84 Siddhacharyas and many of the composers of the Charyapadas were among them The earliest form of Padavali Kirtana, Charyagiti was discovered by Mahamohopadhyaya Haraprasad Shastri in the Nepal Durbar Library on 1907 A.D. These songs were later published in a volume entitled Hajar Bachorer Purano Bangla Bhashaye 'Bauddhagana O Doha' in 1916 A.D. by the Bangiya Sahitya Parishad, Calcutta. It contains forty six and a half songs.

From the references of the medieval works we may know, the Charya is rather far-fetched. The 'Charyapada' is a collection of Buddhists Sidhacharyas songs of the earliest forms of music of the region. The 'Charyapadas' were composed during the rules of the 'Pala's, which are based on some lyrical structures. The compositions of Charyapada's are influenced by the classical music and there were some references of specific ragas. Padavali Kirtan is a rich devotional

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INDIAN FOLKLORE

CONTEMPLATION ON ART, AESTHETICS AND CULTURE

Rajacher

Editor

Ashimananda Gangepadhyay

Parul Michra

Padavali Kirtan: A Performing Art of parama Debnath. & Dr. Mark

Tama Debnath* & Dr. Rabana

Music is an art form which appeals to the core of the hour from the beginning of our civilization, Indian to the hour rich culture and herita Music is an art form which are of the hour side of the hour beings. From the beginning of our civilization, Indian the beings. From the beginning of our civilization, Indian the beings. In the beings are role to establish our rich culture and heritage, In the beginning of our civilization, Indian the beings. beings. From the beginning of beings. From the beginning of a vital role to establish our rich culture and heritage has a vital role to establish our rich culture and heritage has lideal section to generate a quality of art forms in discount of the lideal section to generate a quality of art forms in discount of the lideal section to generate a quality of art forms in discount of the lideal section to generate a quality of art forms in discount of the lideal section to generate a quality of art forms in discount of the lideal section to generate a quality of art forms in discount of the lideal section to generate a quality of art forms in discount of the lideal section to generate a quality of art forms in discount of the lideal section to generate a quality of art forms in discount of the lideal section to generate a quality of art forms in discount of the lideal section to generate a quality of art forms in discount of the lideal section to generate a quality of art forms in discount of the lideal section to generate a quality of art forms in discount of the lideal section to generate a quality of art forms in discount of the lideal section to generate a quality of art forms in discount of the lideal section of the lideal section to generate a quality of art forms in discount of the lideal section a vital role to establish ou.

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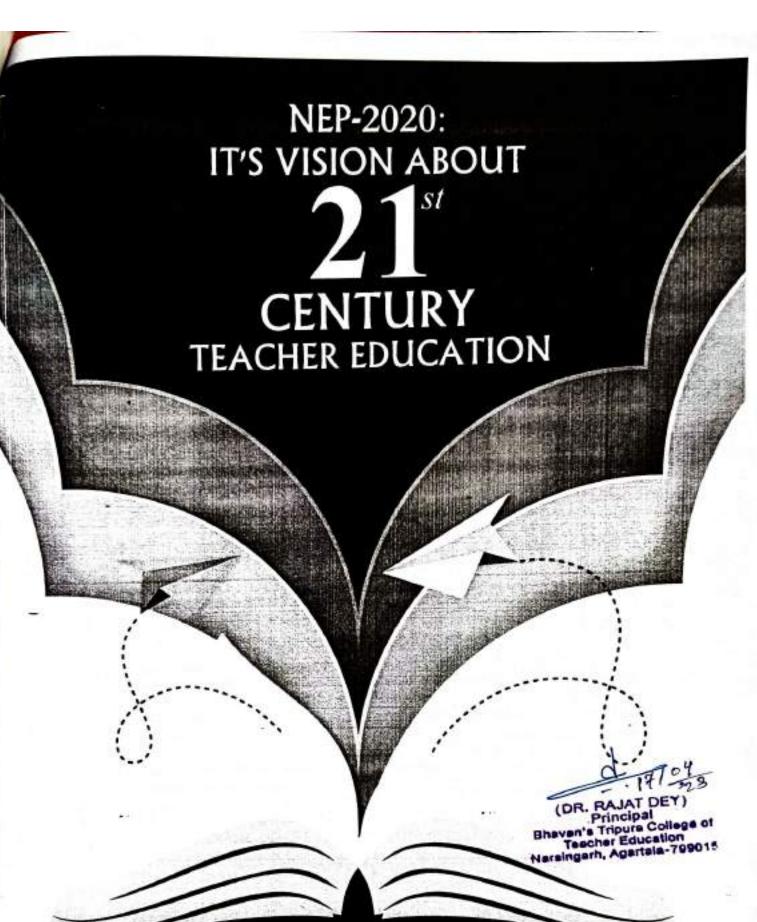
In ancient times, the Ragashrayi music or art music was et cultured throughout the vast area of Bengal. The sway of the This Kirtan' has stretched far in the boundaries of west and east Barga establish the healthy performing arts of Bengal, the state patronage played a vital role. The reputed Zeminder classes also were press to preserve and development of this art form. It is undoubtedly po that the people of Bengal could boast of a healthy culture of musics excellence artistic sense and beauty. (Prajnanananda 295)

We find the genuine evidences of the culture of classical musical sangit) in 10th -11th century A.D., when the Buddisht monks comes

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Research Scholar Dan



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IMPACT OF NEW EDUCATION POLICY 2020 ON TEACHER EDUCATION

Mrs.SharmisthaSingha Asst Prof, BTCTE,Agartala,Tripura Emai id: sharmisthas444@gmail.com

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 arigorous 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.

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journals, published 61 articles in edited books. 4 articles in Journal research paper in various national and international Brown and

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Educational Philosophy Philosopher Indian)

Edited by

Uday Modak & Krittibas Datta

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Cook "Philosophy of Education" gives intight with experiences, ameliating accent smalles that can guide all learners how to break out of the shell and great Orenselves with confidence in all situations. The 21" century skills and the parameter corona virus situacions have compelled us to stop and get a fresh perspective to be a confident. The COVID-19 has shut the institutions affection all across the globe, but forcing us to report to perform all functions using virtual and online platferns. The wall enclosure has also lead to have access to to infinite number of resources we can for our professional development and career building:

> Dr. Savita Mihara is a Principal, Vidyasagar College of Educate Phansidewa, Daticaling, West Bengal. She has impercable toowed eventeen years of reaching and research activities. She has without more of research articles in reguted National and International journals as mithored 40 books. She has also developed a psychological tool for assessed Attitude towards Science. She is the Vice-President of Council of Teach

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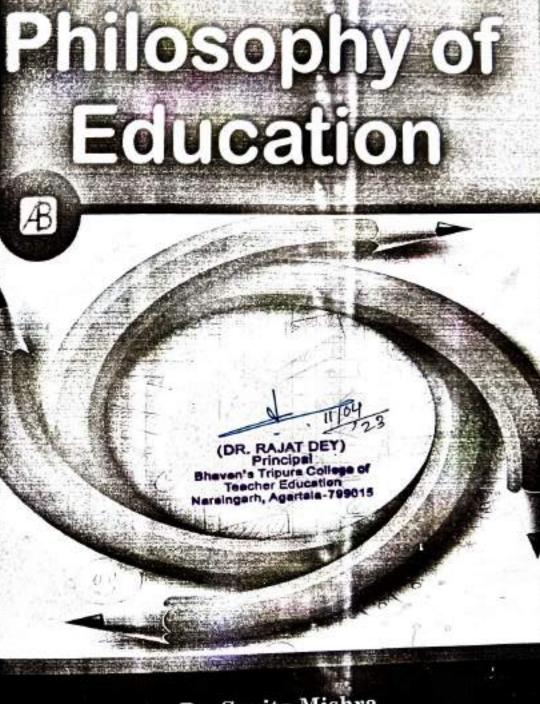
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Philosophy

Education

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Mishra



Dr. Savita Mishra Mr. Uday Modak

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11. Concept of Sankhya Philosophy

Mrs. Mala Modak*

Introduction

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

*Assistant Professor, BTCTE (Bhavan's Tripura College of Teacher Narsingarh, Agartala-799015 Education), Narsingarh, Agartala, Tripura (West). Bhavan's Tripura College of Teacher Education

Principal

nent in Higher Education" gives insight with experiences and social studies that can guide all learners how to break the shell and present themselves with confidence in all ons. This book consists of the essentials of the ideas of all the mentioned Curriculum studies in short, but in all-inclusive and orehensive manner. This book discusses Concept of Curriculum, riculum Planning, Curriculum Development, Curriculum, Transaction to Evaluation, etc for the benefit of mankind in general. The acational views of these Curriculum Studies: Competence-Based riculum Development in Higher Education have influenced the ture of education throughout the world. That is why, many of these target in universities to students of education of B.A (Ed), M.A (Ed), id, M.Ed, classes and UGC NET, SET, SLET (Ed) etc examination rpases.

Mukta Goyal is a dedicated professional having an experience almost a decade in academia. Presently she is working as a ncipal in Manvi Institute of Edu. &Tech, Delhi, SCERT. She has npleted her Ph. D. in Management from Mewar University, ittorgarh. She has been conferred with the "Best Principal ward in the year 2022 along with "The Real Super Woman" and in the year 2020. She holds her credit to author Five books a diso edited around Twenty one books with different titles. The salso a regular columnist in newspapers and very much claimed for her poetries. Many of her research papers have been anowledged and published in the Journal of National and ernational repute as well as conference proceedings too.

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CURRICULUM STUDIES Competence-Based Curriculum Development in Higher Education DR. RAJAT DEY Principal Bhavan's Tripura College of Teacher Education Narsingarh, Agartala-79901 Mukta Goyal Liday Modak

CHAPTER VI

Stage Specific Curriculum

"Knowledge and

Mr. Uday Modak, * Mrs. Mala modak

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Introduction:

and

"Knowledge

s-Knowledge and

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

school education by completing and passing the higher secondary board as 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 per the authorities' grading system. If we go by the book, this is it, and there Each child starts from the pre-primary stage and ends his or her high

introduced by Mr. Friedrich Frobel in 1837, which literally means children's primary is also called the Kindergarten in India; the term was first 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-If we go by explaining it in one line, all that the curriculum of these informed and relevant information for the rest of your lives.

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:

- The study will discuss about the stage Specific Curriculum.
 - 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

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philosophy to newcomers as a living discipline and it's influence on education. Philosophy are a more power to act and live. A true philosophy is an escape de ensemble", a synoptic vision of reality. It is the intellectual search for the fundamental truth of things. Philosophy deals with being as much as with becoming. 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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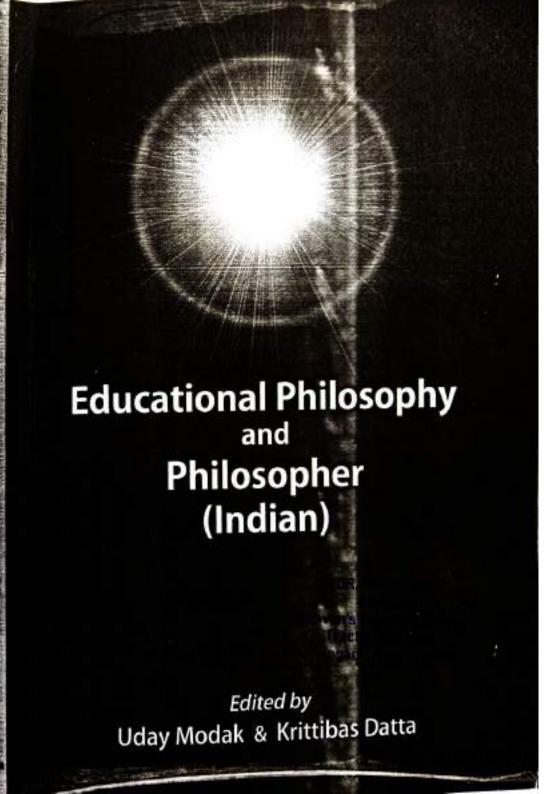
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Educational Philosophy and Philosopher (Indian)

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 waysnumber, 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 analysis which may be
mentioned as below.

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- 1. Prakriti : (Matter) or Avyakta-1
- Vikriti hand, leg speech (Vani) anus and genital, eyes, ears, nose, tongue, skin, mind(man) and prithvi (earth), water energy, air and sky or atmosphere or space-16

3. Prakriti-Vikriti

Ahamkar (Ego), Mahat (Buddha or intellect), shabda (sound), sparsh (touch), Rup (form) Ras (Taste) and Gandha (smell)-7

- Neither Prakriti nor Vikriti- Purush / Soul -1 25
- * Educational Implication of Sankhya Philosophy:

The meaning of true Education:

According to Sankhya Philosophy true Education is that Which acquaints one with the differences between Prakriti and Purush (matter and sprit). According to the principals of Sankhya philosophy and action (karya) is already inhererent in a cause, so it is a truism to remark that the development of man is already inherent in him (man).

The fundamental Purpose of Education:

According to Sankhya 'Mukti' (or detiverance or liberation of the soul) is the ultimate purpose of one's life. This 'mukti' may be obtained through releasing the difference between the prakriti and purush (Matter and spirit). Therefore, the development of man should be so guided that he may distinguish between matter and sprit, and may obtain freedom from the miseries of life. According to Sankhya philosophy this is the end (Saddhya) or basic purpose of education. For the realization of this end the practice of yoga is necessary.

The Fundamental Aims of Education:-

 The physical Development: That is full development of the senses and organs of action. This user-friendly book offers a comprehensive and comment issues (eaching and learning options on removely and online asynchronous or removely and online asynchronous or ones on virtual platforms, all farmly anchored in accepted principles of learning and Novice and innovative teaching practices give readers opportunities of meaning and instructively. This book discusses and presents the results of a factored malying of a discussional needs and responses as the pundemic untitle. The overall goal is to facility the rapid design process and implementation of adaptive responses to the concepts of a challenges, and so protect students' otherational opportunities during a following the pandemic. Filled with teachers problems face during teaching online along with a result being to the remodulal actions inducing innovative practices, and connecting with a lients, this book is invaluable for all teachers as well as those aspering to be in new decreasing drawing from chapter authors' personnel and any comparing teaching superiors.

A

Dr. Savina Mishra is a Principal, Valyangar College of Education, Phantidewa, Darjeeling, West Bengal. She has imprecable records of seventeen years of teaching and research activates. She is dedicated resourceful and goal-driven professional estaction with a solid commission to the academic growth and development of every pupil teacher. She has been motivating teachers and students to come up with improvement.

motivating teachers and students to come up with impossible siess for the programive development of teaching learning process. She is committed to professional ethics and standards of practices and keeps herself abreast with the latest developments in teach : education, She is continuously engaged in organizing National and International level ... ferences, webinars and workshops for dissemination of knowledge and expense to the state cholders of pulse ation. She has written more than severity research articles in reguled and International journals and authored 37 books. She has also developed a ogical tool for assessing Attitude towards Science. She is the Vice-President of of Teacher Education (Eastern Zone); Scientist, IAEC; Member of Board of Stud: National resource person of MGNCRF, Ministry of Education, Government of combers of advisory and editorial board of national and international journals. Four : and Secretary of Ranidanga Yashoda Educational Society and Visiting Professor of the Universities including Academic Staff Colleges. She has awarded Bost Teacher .)10 from Sikkim central University. Best Principal award 2020, Best Academician Awar ... 120, Colchesty writer award 2020 and Excellent Achiever award 2020. She has been conferred the title of Leading Educationists of the World by IBC, Cambridge, London.



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New Trends in Education







B

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B

Education

Dr. Savita Mishra

Susanta

19.

Awareness in Health and Hygiene & Balanced Nutrition in the Primary Level

Mala Modak*

Level

Sound minal in a sound body' this sentence in very much common and important for our life.

Health is a state of complete physical, mental and social - well - being and not merely an absence of disease on infirmity. It enables enabling one to lead a socially and economically productive life.

A healthy way of living means- how we like, what we eat and drink, which physical activities all perference to the perference of the perfe

and our different kinds of good and bad habits is called all contribute to our lifestyle. If we follow and maintain a good lifestyle, we will fall ill less often and be full of energy .with a bad lifestyle, life will be cut short and made difficult by disease and disability.

Every body wants to live a peaceful long life we can choose to live a healthy life by eating healthy food, exercising regularly and no using tobacco or alcohol in any form. We can also motivate others in our family to do the same. We can help society through different way.

How to Keep Healthy?

- Eat in moderate amount at regular intervals. It's good to have small meals more frequently, e.g. one should never skip breakfast or an evening snacks like fruits or vegetables, sandwiches to supplement regular food at the main meals.
- Eat right for your age- same amount of food in one meal as adults. They also expend a lot of energy throughout the day. They should sustain their energy requirement by eating small meals and snacks spread over the day.

Eat a Variety of Foods

Eating enough does not mean eating too much of one thing. There is no food which alone can give you all the strength and nutrition that you need. We need variety in the foods we eat. Rigidly sticking to the same limits the availability of nutrients in our diet. For a balanced diet, choose some foods daily from all basic food groups.

Narsingarh, Agarala-799015

^{*}Assistant Professor, M.A, B.Ed, M.Ed, M.Phil BTCTE, Narsing Phayan's Tripure College of Cereas (rice, roti, bread) are 'go foods' as they Tripura.

owledge, intelligence, mind and the function of teaching and learning. The main aim of this binds is We teaching and learning process and implementation of adaptive requires to the energing challenges, and to protect students' educational opportunities shring and fullowing the the feet from the same and the

d Best Teacher Award 2010 from Sikkim control University, Best Principal award 2020, Best of national and international journals, Founder and Secretary of Russidings Yushinda Educational g Educationists of the World by IBC, Cambridge, London. nician Award 2020, Celebrity writer award 2020, Excellent Achiever award 2020, Wannen of MGNCRE, Ministry of Education, Government of India, members of advisory and editorial ther Award 2021 and Outstanding Scientist Award 2021. She has been conferred the tole of and Visiting Professor of some of the Universities including Academic Staff Colleges. Who has activities. She has written more than sevenly research articles in reputed National and West Bengal. She has impeccable recents of seventeen years of touching and research Dr. Savita Mishra is a Principal, Vidyasagu College of Education, Phanadewa, Darjoelling Education (Eastern Zone), Scientist, IAEC; Member of Hourd of Studies, Natural research for assessing Attitude towards Science. She is the Vice-President of Connect of Tunabase International journals and authored 40 books. She has also developed a psychological test

s are in Personality, Social Psychology, Philosophy, Various Commission & NEP-2020, ILT & icher Education, Women Education, COVID-19 Pandemic. onal Administration, Management and Leadership, 3. Philosophy of Education). His major a paper in various national and international Books and journals, published 61 articles in edited articles in Journal and Edited 3 Book (1. National Education Policy-2020 Future and Prospects, 2 ional Conference, Webinar in various interdisciplinary topic. He has been regularly quarributing Mr. Uday Modak is an ardent reader and follower of the fundamentals of Education. He is and presented in as many as 13 National and International seminary, 2 workshops and 2 Education, pursuing Ph.D. in Education at OPJS University, Churu, and Rajasthun. He ja B.A. (Geography), M.A. (Geography) and B. Ed, M. Ed. He is profile research scholar in College of Teacher Education, Narsingarh, Agartala, and Tripura-799015. He has attended presently working as an Assistant Professor in Geography method at Bhavan's Tripum

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Educators Great Ingarh, Agartala: 799015 Teacher Education DR. RAJAT DEY) en's Tripura College - Incipa





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Dr. Mukta Goya

wekan. Wami Vivekanandas Philosophy of Education

The main elements of the philosophy of Swami Vivekananda are

- 1. The human mind is the storehouse of all knowledge
- No knowledge comes from outside. It is inherent in man.
- 3. Man discovers the knowledge that is in his mind.
- 4. Education is the manifestation of the perfection already in
- Mind is the owner of the infinite library of the universe

Basic Principles of Educational Philosophy of Vivekananda

- 1. The human mind is the mother of all knowledge. No knowledge world provides only the platform or the occasion to study one's is external. Every knowledge is built internally. The external mind and process the ultimate knowledge.
- Vivekananda believed in self-education. He asserts that a child the child for his growth. learns by himself. The teacher provides the environment for
- . Every soul is the soul of God says Swamiji. So, every child is a child according to his needs. God. The purpose of adult including the teacher is to serve the
- Swami Vivekananda believed in universal education. He advocated that education is the birthright of every child and it is only education that can eradicate the poverty of the masses.
- Ç He strongly believed that concentration is at the root of all education and brings success in life.
- 6 Vivekananda advocated brahmacharya. According to him, Brahmacharya gives mental and spiritual power of the highest
- 7. Vivekananda raised a voice for women education for their character formation and self-identity.
- 00 He believed in the realization of religion. One must experience
- 9. Swami Vivekananda believed in the Swami Vivekananda believed in the national station of college of solute truth or reality.

 education which includes the mind to know about Indian or described absolute truth or reality.

 Narsing and 1 1990 Education must teach man that soul is the same in all and thus true religion from within.

11. Education for the masses was his slogan. He said that "The of the chief causes of our downfall. No amount of politics would great national sin is the neglect of the masses and that is one educated, well-fed and created for. We must work for them". be of any avails until the masses, in India are once more well

Swami Vivekananda on Various Aspects of Education

Meaning of Education

is expanded and by which one stands on one's own feet character has formed the strength of mind is increased, the intellect education in his own words reads, "We want that education by which education to win in the struggle for life. Therefore the concept of in the world and encyclopedias the Rishis". He believed in man's identical with information, the libraries would be the greatest sages simply giving or storing information. He said, "If educational were perfection already present in man". He believed that education is not According to Swamiji, "Education is the manifestation of the

Aims of Education

- 1. Development of character by practising Brahmacharya, which powers for contributing good to others and developing courage helps in the development of mental, moral, and spiritual fearlessness and strength for a noble cause.
- Moral and spiritual development to create a human being and a spirit of fellow-being.
- ç As knowledge is inherent in man, the aim of education is to discover the knowledge that lies hidden in our mind and thus helping for mental development.
- Swamiji believed that physical development and education can help in the growth of elf-realisation and character building.
- efficiency, Vivekananda recommended training in agriculture and industry. Every education should lead an individual to stand on his own feet. Or otherwise, it is useless. To achieving vocational

AT DEY'S. According to Swami Vivekananda, one of the essential aims

confident. The COVID-19 has shuf the institutions affecting all across the girls. wall enclosure has niso lead to have secess to an infinite number of resources we o oreing us to report to perform all functions using virtual and online planterns. The griven virus structions have compelled us to stop and get a fresh perspective to be he Book "Philosophy of Education" gives insight with experiences, steen I'm studies that can guide all learners how to break out of the shell and pa ... solves with confidence in all situations. The 21" century skills and the pes our professional development and career building. Dr. Savita Mishra is a Principal. Vidyasagar College of Educa venturen years of teaching and research activities. She less withou most and down, Darjeeling, West Bengal. She has imposeable recon

2010' from Sitkin. Legis: University. Best Principal award 2020. Best Acades of Renatures Yachods Edicational Society and Visiting Professor of some resence person of MCINCRE, Minister of Education, Government of India, men Shiversines including Acadinate Smit Colleges. She has awarded Best Teacher & divisory and editional biserd of periodal and international journals, Founder and See Burd 2020. Catching writer an and 2820. Excellent Achiever award 2020. W ucation (Eastern Zone); Successit LAEC; Member of Board of Studies, 2 Author towards Science. She is the Vice-President of Council of F authors i 40 books. She has also developed a psychological look for up eventy research articles in reputed National and International Journ

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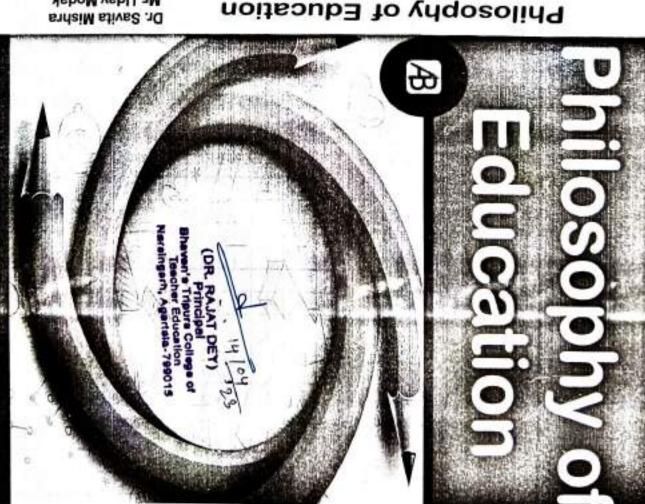
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memorinani Conference, Weblief in Aprious interdisciplinary topic, He has

Philosophy of Education



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Mr. Uday Modak Dr. Savita Mishra

4. The Synthesis of Philosophy and Education

Sanchita Mazumdar*

Introduction

A ccording 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

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of Education: Especially for Importance of Philosophy **Teachers**

Sanchita Mazumdar*

Introduction

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

Importance of Philosophy of Education : ... 181

should be read, and how it could be implemented for preparing future generation. teachers to study philosophy, to know why philosophy whole. In this regard, it is very much necessary for the The teachers are vested with the great responsibility to prepare good and powerful souls to run the society as a time good citizens, the pathfinders are the teachers. good and responsible human beings and at the same reach proper goals and ultimately establish them as saturated with the knowledge that will help them to

What is Philosophy?

of course, it imparts the sense that the individual has one has started to live a reasonable or moral life. But study or to know about philosophy does not mean that part that philosophy teaches us the way to live life. To as one of its main fields then it is undeniable on our his/her life. become more than ever reasonable, ethical or moral in that philosophy was originally meant to be a "way of an academic discipline. However, Pierre Hadot argues life". If we agree to the fact that philosophy has ethics The most simple answer to this question is that it is

areas of our nature that we need to change with the what decisions to be taken to keep up a moral life, on personal terms. It has become very much necessary in spite of all kinds of situations in life. What major to consider or know what should be our goal of life and assistance of philosophy are our thoughts, belief, and Philosophy, therefore, must be taken and accepted

Thinking

Bhavan's Tripura College Sheves. Only reading philosophy will not be enough helps us to think reasonably and to culture, positive Philosophy does not tell us what to believe. It

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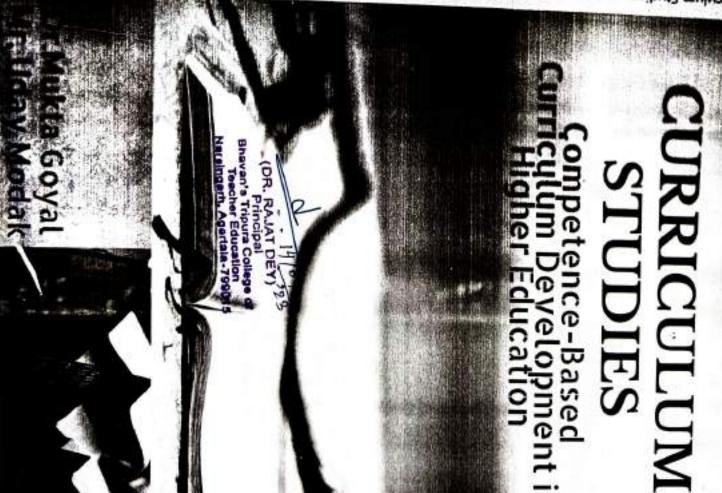
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culum Development in Higher Education have influenced the **re of** education throughout the world. That is why, many of these **sught** in universities to students of education of **B.A** (Ed), **M.A** (Ed), **M.A** (Ed), **M.A** (Ed), classes and UGC NET, SET, SLET (Ed) etc examination This book discusses Concept of Curriculum, illum Planning, Curriculum Development, Curriculum, Transaction Evaluation, etc for the benefit of mankind in general. The tional views of these Curriculum Studies: Competence-Based the shell and present themselves with confidence in all ans. This book consists of the essentials of the ideas of all the mentioned Curriculum studies in short, but in all-inclusive and and social studies that can guide all learners how to bree Education"

imost a decade in academia. Presently she is working as a cipal in Manui Institute of Edu. &Tech, Delhi, SCERT. She has pleted her Ph. D. in Management from Mewar University and in the year 2022 along with "The Real Super Woman" in the year 2022 along with "The Real Super Woman" also edited around Twenty one books with different titles. Is also a regular columnist in newspapers and very much almed for her poetries. Many of her research papers have been nowledged and published in the journal of National and repute as well as conference proceedings too.

lay Modak is an ardent reader and follower of the imentals of Education. He is B.A. (geography), M.A. traphy) and B. Ed, M. Ed. He is profile research scholar in the control of the important profile research scholar in the control of the control stration, Management of the stration, Management of the stration of the stration, Women Education, Stration of the stration of nona and presented in as many as 13 National and onal seminars, 2 workshops and2 International ce, Webinar in various interdisciplinary topic. He has been ce, Webinar in various interdisciplinary topic. He has been contributing research paper in various national and contributing research paper in various national and lonal Books and journals, published 63 articles in journal and Edited 9 Book (1. National Policy-2020 Future and Prospects 2. Educational Rolicy-2020 Future and Leadership3. Philosophy of tration, Management and Leadership3.

STUDIES



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CHAPTER X

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.

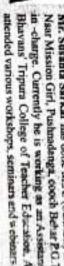
A curriculum also helps in planning how a certain subject or course will be taught while the syllabus just includes topics and concepts that will be covered. We often use them as interchangeable terms without knowing that they are entirely different. The distinction between curriculum and syllabus is 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

occasion challenges, and to present students educational constitution during an with students, this book is involvable for all leadings as with a close spring in high law contures, drawing from chapter actions because and makes constraing training organization and their well-being to the remodest services subscript into their pressure and competible to lowing the pundemic. Filled with teachers problems face during teaching among stary thing. Now have a many above to account of the latter of the section of the latter of inste the rapid design process and may consist and integrities received the third plan. conals toleractively. This book discusses and presents the usuals of athornus analysis of practices. The user-thendry back offers a comprehensive and games of surely of THE REPORT OF THE PROPERTY OF meal teaching and bearing options to remove and more evendromes at coronous se pertual pietiones, all timely anchored as account principio of coronages. .. Trends in Education is a comprehensive and accounting expension of career traject



resourceful and goal-driven professional educates with a serie commission Side academic growth and development in from purpose not the lack being estanteen years of testing and research personner one a maintenant Phansidewa, Dayceling, West Bengal. She has impercant burntle of Dr. Savita Mishra is a Projected, Velyangur College of Education motivating teachers and students to occur up with mark at at each less the

cities and standards of practices and keeps harself abreas with the lates developments to the stakeholders of education. She has writen more than severity research in the statistical teacher education. She is continuously enjoyed in regarding Navisa und international progressive development of teaching-learning process. Social communication professional psychological two for assessing Annuée rewards Science. She is the Victorialism of National and International journals and subjected 37 books. See his 12th diveleped level conferences, webthers and workshops for descriptions of engineery and engineers some of the Universities including Academic Staff Colleges. She has awarded Best Feacher Founder and Secretary of Ranidanga Yashods Educational Society and Visiting Professor of India, members of advisory and editorial board of national and team a usual pearstal Studies, National resource person of MGNCRE, Ministry of Education, Colombett of conferred the title of 'Leading Educationists of the World by IBC, Cambridge Lordon Award 2020, Celebrity writer award 2020 and Excellent Achiever award 2020. She has been Award 2010 from Sikkim central University, Best Principal award 2020, Best Academicum Council of Teacher Education (Eastern Zone), Schools, PAIC, Method of Book of

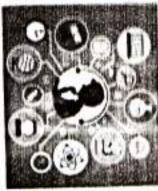


in -charge. Currently he is working as an Assistant professor of Sanskoli is Bhavans' Tripura College of Teacher Education, Agarbia, Tripura, He had Near Mission Girl, Pushnadenga, cooch Behar P.O. Tim Sansk-it and Teacher Mr. Susanta Sarkar has done M.A. (Sansieri) and M.Ed. He withind at A.

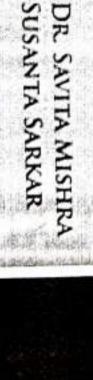
Susanta Sarkar

New Trends in Education









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DR. RAJAT DEY

11.

Language Development in the Pre-Primary and Primary Level

Sanchita Mazumdar*

Introduction

ssential though it is, for every parent and teacher to learn and culture the art of language development among children, but before stepping into the concept of language development it becomes necessary to get acquainted with the concept of language learning and language acquisition.

Language learning was so long regarded as a function where the teacher teaches and the learner

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(DR. RAJAT DEY)

Bhavan's Tripura College of Teacher Education Narsingarh, Agartala-799015 NEP-2020: IT'S VISION ABOUT

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(DR. RAJAT DEY) 28

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Dr. Rajat Dey * Mr. Suman Gupta

ABS Books

reh paper in various national and international

hops in various interdisciplinary topic. He has been reg

led and presented paper in 15 National and

and International journals and author

She has been conferred the title of Leading Education al award 2020, Best Academician Award 2020 g Professor of some of the Universities include Founder and Secretary of Ranidanga Yasi

Mr. Uday Modak Dr. Savita Mishra

of Education. He is B.A. (geography), M.A. (Geograph

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NEP 2020: Women Empowerment and Challenges Women in Searching Idendity

E E E E

Mr. Susanta Sarkar*

"यत्रनार्यस्तुपुज्यतेरमन्तेतत्रदेवताः । यत्रैतास्तु न पुज्यन्तेसर्वास्तत्रफलाःक्रियाः"

he divine are extremely happy where women are respected; where they are not, all actions (Projects) are fruitless.

Women have contributed in every dimension of life. They are considered as strong pillar in any culture. Women play a crucial role in creation a family and making a nation better. Since ages women are able to discharge multiple role in various capacities as a member of the family. However it is painfully noticed that women in society were given its importance and deliberately kept aside in social spheres and practically dumped without any empowerment

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The aim of this book "Philosophy of Education" is to present philosophy to newcomers as a living discipline with historical more power to act and live. A true philosophy is an "esprite de search for the fundamental truth of things. Philosophy dead with being as much as with becoming. The Philosophy dead lover of knowledge and never as a sole possessor of a Philosophy is the knowledge of ultimate reality. But utimate reality, as Indian Philosophy truly maintains is not only quest after ultimate truth can also be defined as the science of also satisfy human aspirations.



Uday Modak is B.A. (Geography), M.A. (Geography) and B. Ed. M. Ed. He is present working as an Assistant Professor in Geography method at Bhavan's Tripura College of Teach Education, Narsingarh, Agartala. He is present ph.D. in Education at OPJS University. Change of the College of the College of Teach Ph.D. in Education at OPJS University. Change of the Various national and internal professor of the College of the College of the College of Teach Ph.D. in Education at OPJS University. Change of the Various national and internal professor of the College of

research paper in various national and international Books and journals, published 61 articles in edited books, 4 articles in Journal Edited 7 Book.



Krittibas Datta is currently working a San Aided College Teacher, Depertment of Foliace Science, Jalangi Mahavidyalaya (Animala University of Kalyani), Jalangi, Murshidaka Washingal, He has obtained his master dependently of Kalyani, Kalyani, West Bangal Homeleted his M.Phill from the Department

Political Science, University of Gour Banga, Make West Band is currently working on his PhD research in the same He has edited two reputed books and Co-edited early books. He is alife member of Indian Political Science Association (PSA).

Cover design : Babul Dey

Avenel Press Bhavan's Tripura College of Teacher Education Narsingarh, Agertals. 799015



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"The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of education."

4.0 Conclusion:

I have discussed the philosophy of education, 3 eminent people from India and 4 people from other countries. I have written their views, ideas, guide lines, enumerated/given by them in a nutshell. All of them have mentioned, education must help an individual to attain set in goals by proper way, education must be value oriented. Mere acquiring knowledge is not education, one has to inculcate values which would help him/her to live a peaceful, happy life. The duty of all educators is also vividly given. Education should be man making, character building, one must work for the society, community, in turn to the nation as a whole establishing peace, solidarity, harmony, and to have happy, contented life.

A quote by swami Vivekananda:

"Education is not for sophistication, but it is the manifestation of perfection already in man."

Let us work as a TEAM (Together Everyone Achieves More), work hard, make our nation GREAT in all aspects. On our work depends the coming of the INDIA of the future.

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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, theNyaya, Vaisheshika, Samkhya, Yoga, Purva-Mimamsa (or Mimamsa), and Vedantaschools of philosophy, and unorthodox (nastika) and Vedantaschools of philosophy, and unorthodox (nastika) systems, such as Buddhism and Jainism. Indian thought has systems, such as Buddhism and Jainism. Indian thought has systems, such as Buddhism and Jainism. Indian thought has systems, such as Buddhism and Jainism. Indian thought has been concerned with various philosophical problems, significantamong 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. Yoga, Purva Mimamsa and Vedanta or Uttara Mimamsa. These six systems of Philosophy are said to have been founded by sages konada, Gautama, Kapila, Pantanjali, Jamini and Vyasa respectively. These Philosophies still guide scholarly discourse in the country.

in thing. No was and unoverne resting practices give readers experiences as photos muchals entendinely. This book discusses and process the results of arthrophy analysis of Proposes constitute of the factor of the fac Machen the recommends book offers a construbeness and distribute struct at contains challenges, and to protest students deficational organization at the se tical tracking and bearing opening in spinotes and minute an information in with students, this book is invaluable for its reachest to well as those appoints to be in the their well-being to the remedial actions indicate many after practices, and controlled wing the pandemic Filled with tenchers problems face during eaching entire after intak the made design process and implementations of samples exposures to the exempt course, drawing from chapter authors' personal and an employing assisting experiment mising educational needs and responses as the pundembe animits. The world shall be in THE RESIDENCE OF MAN ACCOUNTS OF THE PARTY O



Dr. Sarita Mishra is a Principal Valy contra College of Education generators years of tracting and receive networks. Six is indicated Bansideva Deroting Was Bengal Sie his enterosie brieffe & to the academic growth and development of their paper leader. She has been promiteral and goal-driven professional obsense with a self-transmission morning artists and national in some in will the mission the fire the

progressive development of reaching-learning process. See is commented to realisations the stakeholders of oriscation. She has written more than we any research arrives in imposite evel conferences, webinars and workshops for dissertantion of knowledge and engeriese's eacher education. She is continuously engaged in organizing National and international things and standards of practices and keeps betself abrees with the lakes or increases if psychological tool for assessing Attende towards Science. She is the VictoProblem of National and International journals and authored 37 books. The his 14th Strength 2 Studies, National resource person of MGNCRE, Mensery of Education, imprementation india, members of advisory and editorial board of account and energicisms premises numed of Teacher Education (Eastern Zone), Scientise, IAEC, Member of Board of some of the Universities including Academic Staff Colleges. She has receive their rescher Founder and Sepretary of Renidenga Yashoda Educational Society and Visiona Professories Award 2020, Celebrity writer award 2020 and Excellent Achiever award 2020. She had been Award 2010 from Sikkim central University, Best Principal award 2026, 8-se Academicus conferred the title of Leading Educationists of the World by IBC, Cambridge, London.



in -charge. Currently he is working as an Assistant professor of Saidthii in Near Mission Girl, Pushnadanga, cooch Behar P.G. T in Semicric and Teacher Mr. Susanta Sarkar has done M.A. (Sanskrif) and M.Ed. He worked at Al Bhavans' Tripura College of Teacher Education. Againsta, Tripura He bad attended various workshops, seminars and webinars

New Trends in Education

Susanta Sarkar Dr. Savita









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SUSANTA SARKAR DR SAVITA MISHRA













Parental Awareness on Pre-School Education Services of Anganwadi Centres (AWC) of ICDS Scheme

Susanta Sarkar*

Introduction

of a country. Children are the valuable 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 for the country's vision of future can be imagined from its child population and the system at work the country's vision of future can be imagined from its child population and the system at work the country's vision of future can be imagined from its child population and the system at work the country's vision of future can be imagined from its child population and the system at work the country is the country of the country of

Parental Awareness on Fre-School Education Services...

etc. all are important aspects of child development ollege on plementing Early Childhood Phdia not only has a good number in child population. to maximise their potentialities. A nation's health is gauged through the health of its children. It is educational needs. Development of children has to their social, emotional, physical, psychological and therefore essential that children are allowed to meet and has the largest child population in the world. The be priority item in the country's development agenda populous country in the world next to China. Further of India was 1.2 billion constituting the second largest child population in India figures to 40% of the tota Census of India 2011 has revealed that the population India touched the 1.34 billion population mark in 2017 period) would number about 130 million sharing about population. Children between 0 to 5 years (pre-schoo Sciences. So the health care, nutrition and education really serves as the basis for the Primary education period which was treated as base of education is now to 14 years (Elementary period). No doubt elementary and from 3 to below 6 years (pre-school period) and of the country. The above figure comprises of 0 - 3 years which account for 33.8 percent of the total population 347.54 million children in the age group of 0 - 14 years the country's total population. Similarly India has below 6 years (pre-school) comprise 29% percent of 29%. India has a sizeable child population. Children rate is another challenge to our health care and medica also are affected by Pre-school period. Child mortality education. It is the pivotal period of child. Physical of children. It is not only the base for elementary treated as a period of intermediary. Pre- school period The Department of Women and Child Development is psychological and emotional developments of children

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*Teacher Education Professor P

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23.

Inclusive Education: Role of Teachers, Parents and Community

Susanta Sarkar*

Introduction

education and learning. Inclusive education means that all students attend and are welcomed by their neighborhood schools in age appropriable, 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

systems value the unique contributions students of all background diverse groups to grow side by side to the benefit a all. At the school level, teachers must be trained buildings must be refurbished and students must receive accessible learning materials. At the community level. Stigma and discrimination must be tackled and individuals need to be educated on the benefit of inclusive education.

Role of Teacher

Developing a common sense of purpose amongst teachers is a process which may require a paradigm shift in teachers mindsets about schools and their pedagogies, re-examining their practices to make them more tolerable, flexible and responsive. Teacher who deeply understand, genuinely love and effectively respond to diversities of learners are key to inclusion. If they are to be effective in this changing contest teacher educators will need to reconceptualise their task and restructure how they undertake their work including the establishment of vibrant relationships with schools and other interests groups.

Most teachers who teach in an inclusive classroom modify their curriculum to meet the needs of their special education students. It is important for inclusion teachers to advocate the needs of their special education students by ensuring that recourse such as peer tutoring, instructional assistants tram teaching and staff development opportunities are available atoms.

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INTRODUCTION

Children are 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 Indian 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 agends.

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 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 crèches, day care homes, family care, lower kindergarten, upper kindergarten and several others but such conceptualizations are categorical which an inclusive society forthcoming in

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conferred the title of 'Leading Educationists of the World' by IBC, Cambridge, Lenders, Award 2020, Celebrity writer award 2020 and Excellent Achiever award 2020. She has been Award 2010 from Sikkim central University, Best Principal award 2026, Bust Academictus some of the Universities melading Academic Staff Colleges. She has sea as the Bern Teacher psychological tool for assessing Attitude towards Science. She is the The President of Council of Teacher Education (Eastern Zoeck), Scientist, 1AEC, Microbin of Brand of Studies, National resource person of MGNCRE, Ministry of Education. India, members of advisory and editional board of national and international patriotic ounder and Secretary of Ranidangs Yashoda Educational Society and Vasting Professorial National and International journals and sufficient 37 books. She has a sed diveloped a the stakeholders of education. She has written more than severity resease an access an agrain ics of conferences, we comers and work shops for assemble to conference of the section of the conference of reacher education. She is continuously engaged in organizing historia and international progressive development of teaching-learning process. See is committed to preferables chies and standards of practices and keeps better about the later developments in monvesting teachers and students to overe up with mate at a latent for the

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8

Library: Importance in Human Life

Durga Rani Saha*

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

Library: Importance in Human Life 175

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about the importance of libraries in lifelong selfsystem, whether formal or informal, everybody agrees life. Library is a prime necessity at every education education. Libraries are important cornerstones of a ideas, get lost in wonderful stories, while at the same to find jobs, explore medical research, experience new healthy community, it gives people the opportunity time providing a sense of place for gathering Libraries play a very healthy role throughout our

the personal growth of a person and development our thirst and curiosity for knowledge. This helps in We develop our reading habits from a library and satisfy sources of information for researchers Similarly, libraries provide authentic and reliable It helps us in learning and expanding our knowledge

electronic resources, including the internet, digital books and journals. Libraries also houses advanced library collections, remote access to a wide range of beenhology and instruction. Libraries are much more than a place to read

AT DEP or mation are stored. They make it easier for people cipal to get access to them for various purposes. Libraries ura Confegerery helpful and economical too. They include

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NEP-2020: IT'S VISION ABOUT

21st
CENTURY
TEACHER EDUCATION

(DR. RAJAT DEY)
Principal

Dr. Rajat Dey * Mr. Suman Gupta

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 (DR. RAJAT DEY)

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