

The book entitled "Social attributes and behaviour in secondary level student" is a worthy treatise for child social development from wider perspective. Social Attributes and Social Behavior are two important aspects of child social development. Its role becomes more important in case of higher education. This book refers a modest attempt to find the correlation of social attributes, behavior and academic results of secondary level student. This will help the book to cater the quench of knowledge of various readers in the form of students, teachers, researchers, policy makers, educationalists, administrators etc.



Dr. Rajat Dey has completed M.Sc. (Mathematics) from Tripura University and then after B.Ed, M.Ed from IASE under Tripura University. Dr. Dey has his Research Degree of M.Phil (Education) and Ph.D. (Education) from Assam University (A Central University), Silchar, Assam. Thus Dr. Rajat Dey has his credit of 'Doctoral Degree' and he was a former P.G.T (Mathematics) in Sri Krishna Mission School, Holy Cross School and Bhuvan's Tripura Vidya Mandir. Dr. Dey started his journey in Teacher Education field as an "Assistant Professor" in Bhuvan's Tripura College of Teacher Education and then successfully progressed the college with the assigned role of Principal (I/C) from 01/09/2007 to 31/03/2016. Dr. Dey became the Principal of Bhuvan's Tripura College of Teacher Education on 01/04/2016. Dr. Dey has been invited several times as 'Resource Person' in various esteemed educational institutions such as Rastriya Sanskrit Sansthan, Holy Cross Institution, Icfai University Tripura etc. Dr. Dey is now a V.T. member of NCTE, Tripura University (A Central University) too. In the field of teaching profession, Dr. Dey has total 17 years of teaching experiences out of which 12 years in secondary teacher training institution. He is also associated with different educational institution like D.D.E., Tripura University, and I.G.N.O.U as an academic counsellor. He has the credit to design syllabus & curriculum and also other academic activities of different Universities like Tripura University, Assam University etc. Dr. Dey has the credit to publish many journals, articles in national and international repute. Dr. Dey too has presented papers in National Seminar and National conference also and has participated in Seminar, Conference and Faculty Development Programme too. Dr. Rajat Dey has some books which are yet to publish from national and international level.

Social Attributes and Behaviour in Secondary Level Student

Dr. Rajat Dey

Social Attributes and Behaviour in Secondary Level Student • Dr. Rajat Dey

Social Attributes and Behaviour in Secondary Level Student
By Rajat Dey

Auritto Prokashoni
43, Shantinagar, Dhaka-1217
e-mail auritto7@gmail.com

Price Tk. 200.00
US\$ 10.00

Auritto Prokashoni Publication
ISBN 978-984-92572-6-5



14/04/23
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This will help the book to cater the needs of a wide range of users, including students, teachers, researchers, policy makers, university administrators, etc. The lucid but crystal writing style and illustrations and examples will make this book a Secondary Data help to be acquainted with the progress made in business education in a holistic sense.



Science Education in Tripura By Rajat Dey

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Current Issues In Education In India

Reshma Khatun



The author is a student reader and follower of Education. She believes in disseminating education through innovative ways. She is having Masters in English and Masters in Education. She has done her B.Ed and M.Ed from Sikrim Central University. She has done her Ph.D in Education from Vastubhawan, Samitri, Uttar Pradesh. A true learner by nature and practice the author always inspires with her works and deeds to her students. Currently she is working as an Assistant Professor in the Department of Education, Aliah University, Kolkata. Previously she worked as an Assistant Professor in Holy Child B.Ed College, Malda and Pragati College of Education, Shantinagar. She has written many short stories which were published in magazines. To her credit she has presented in as many as 25 International and National Seminars, various workshops, published several articles in reputed journals. She has organized workshops and seminars in the Department. She has written and edited 3 books previously, namely Occupational Stress in Teachers, Women Education in Modern Perspective and Teacher Education in the 21st Century.

Current Issues In Education In India

Reshma Khatun

Name - Current Issues in Education in India -

(Aliah University)

Current Issues in Education in India

Published by - A B S Books Delhi (India) Edition.

Edited - Dr. Reshma Khatoon Price: 595 / 834 / 2019

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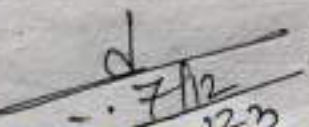
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No- 978-93-86088-32-1

79-84


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11.

SUSTAINABLE DEVELOPMENT

Uday Modak*

Introduction:

"Sustainable development is development that meets the needs of the present, without compromising the ability of future generations to meet their own needs."

The concept of sustainable development can be interpreted in many different ways, but at its core is an approach to development that looks to balance different, and often competing, needs against an awareness of the environmental, social and economic limitations we face as a society.

All too often, development is driven by one particular need, without fully considering the wider or future impacts. We are already seeing the damage this kind of approach can cause, from large-scale financial crises caused by irresponsible banking, to changes in global climate resulting from our dependence on fossil fuel-based energy sources. The longer we pursue unsustainable development, the more frequent and severe its consequences are likely to become, which is why we need to take action now.

The Problem when trying to identify the essential features of sustainable development, which would allow understanding and providing the models of the management of sustainable development, their comparison and clarification of their processes, one faces a theoretical issue with the conceptual description and evaluation of sustainable development. Thus, when analyzing sustainable development and its management, the following questions arise: what does the concept sustainability actually mean? What is the content of this concept? In

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Relevance of Maulana Abul Kalam Azad in The Present Era

Dr. Jakir Hussain Laskar
Dr. Reshma Khatun

Relevance of Maulana Abul Kalam Azad in The Present Era

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Prasenjit's College of
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Narsingarh, Agartala-799015

Dr. Jakir Hussain Laskar
Dr. Reshma Khatun



2. Book Name - "Relevance of Maulana Abul Kalam Azad in present era". (Aligarh University)
Published by - ABS Books, Delhi (India)
154 Relevance of Maulana Abul Kalam Azad in the Present Era

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Topic-

Edition - 2019
Editor - Dr. Jakir Hussain Lardare
in chief
Editor - Dr. Rehma Khatun.

22.

Indian Scholar and First Education Minister Abul Kalam Azad (Indian Politician)

Uday Modak*

Introduction :

Maulana Sayyid Abul Kalam Ghulam Muhiyuddin Ahmed bin Khairuddin Al-Hussaini Azad (11 November 1888 - 22 February 1958) was an Indian scholar and senior leader of the Indian National Congress during the Indian independence movement. Following India's independence, he became the First Minister of Education in the Indian government (Ministry of Human Resource Development) until 25 September 1958. He is commonly remembered as Maulana Azad; the word Maulana is an honorific meaning 'Our Master', and he had adopted Azad (Free) as his pen name. His contribution to establishing the education foundation in India is recognised by celebrating his birthday as "National Education Day" across India.

In October 1920, Maulana Abul Kalam Azad was elected as a member of foundation committee to establish Jamia Millia Islamia at Aligarh in U.P. without taking help from British colonial government. He assisted in shifting the campus of the university from Aligarh to New Delhi in 1934. The main gate (Gate No. 7) to the main campus of the university is named after him.

Azad was one of the main organizers of the Dharasana Satyagraha in 1931, and emerged as one of the most important national leaders of the time, prominently leading the causes of Hindu-Muslim unity as well as espousing secularism and socialism. He served as Congress president from 1940 to 1945, during which the Quit India rebellion was launched. Azad was imprisoned, together with the entire Congress leadership.

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ISBN No - 978-93-86088-89-5
Page No: 153-164 (National)

Price!

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Instructional Strategies Volume I contains edited articles. In this book, articles are under contemporary teaching-learning strategies covering the teaching-learning aspects of generalized plan for the prosecution of the lessons considering the psychological needs of all levels of learners to make the teaching-learning process more scientific and effective.



Dr. Jakir Hussain Laskar, Associate Professor, Head, Department of Education, Aliah University, Kolkata-14, West Bengal, holds B.Ed, M.A. (History), M.A. (Education), M.Ed, M.Phil in Education and Ph.D. in Education. His Ph.D. in Education on Emotional Intelligence of the Secondary School Teachers in relation to adjustment is from Ravenshaw University, Odisha. He has attended and presented papers in both National and International Seminars, Conferences and

Workshops and published around 30 articles in the reputed peer-reviewed educational journals/books having ISSN and ISBN. He has long research experiences also. He has 15+ years of teaching experiences at B.Ed and M.Ed level in different reputed Institutions. Dr. Hussain has strong academic and administrative zeal. Dr. Jakir's major academic interest includes Non-Cognitive area, Research Methodology, Teacher Education and Educational Technology.



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Instructional Strategies

Jakir Hussain Laskar | Shazia Hasnain

5 Book Name - "Instructional Strategies" Published by - ABS Books New Delhi (India) Aliah University
₹ 750 / Piece: Editors: Constructivist: An Effective Teaching Learning Approach 115

Page No: 174-186

ISBN No - 978-93-87229-13-6

Edition - July 2019

Topic -

Constructivist:

An Effective Teaching Learning Approach

*Mr. Uday Modak

Abstract

Constructivism represents one of the big ideas in education. Its implications for how teachers teach and learn to teach are enormous. If our efforts in reforming education for all students are to succeed, then we must focus on students. To date, a focus on student-centered learning may well be the most important contribution of constructivism. This article, therefore, discusses constructivism learning theory as a paradigm for teaching and learning. Constructivism is a learning theory found in psychology which explains how people might acquire knowledge and learn. It therefore has direct application to education. The theory suggests that humans construct knowledge and meaning from their experiences. Conceptual understanding of the theory was discussed as well as

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basic characteristics of constructivist learning environment. Seven pedagogical goals of constructivist learning environments and six benefits of constructivism were outlined in this article. Significant differences between traditional classroom and constructivist classroom were spelt out in a tabular form. Furthermore, principles of constructivism and several implications of constructivism for teaching and learning were reviewed. The study, therefore, concluded that teachers need to reflect on their practice in order to apply these ideas to their work and that constructivist teachers encourage students to constantly assess how the activity is helping them gain understanding.

Constructivism is a theory of knowledge (epistemology) that argues that humans generate knowledge and meaning from an interaction between their experiences and their ideas. During infancy, it is an interaction between their experiences and their reflexes or behavior patterns. Piaget called these systems of knowledge schemata. Constructivism is not a specific pedagogy, although it is often confused with constructionism, an educational theory developed by Seymour Papert, inspired by constructivist and experiential learning ideas of Jean Piaget. Piaget's theory of constructivist learning has had wide ranging impact on learning theories and teaching methods in education and is an underlying theme of many education reform movements. Research support for constructivist teaching techniques has been mixed, with some research supporting these techniques and other research contradicting those results.

Keywords: Constructivism, Learning theory, Theory of knowledge, Paradigm, Teaching and Learning, Teaching Method, etc.

Introduction

An important restriction of education is that teachers cannot simply transmit knowledge to students, but students need to actively construct knowledge in their own minds. That is, they discover and transform information, check new information against old, and revise rules when they do not longer apply. This constructivist view of learning considers the learner as an active agent in the process of knowledge acquisition.

Research support for constructivist teaching techniques has been mixed, with some research supporting these techniques and other research contradicting those results.

Driscoll (2000) explains that constructivist theory asserts that knowledge can only exist within the human mind, and that it does



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Kolkata - 700014, West Bengal, India

ISBN No- 978-93-87229-12-9
Book Name- Emerging Trends in Education, ABS Books
Edition- 2019
Publication- ABS Books, Delhi (India)
Page No: 208-215.

Price:

Chapter-26

Topic

ICT in Education

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Mr. Uday Modak*

Abstract:

Information communication technologies (ICT) at present are influencing every aspect of human life. They are playing salient roles in work places, business, education, and entertainment. Moreover, many people recognize ICTs as catalysts for change; change in working conditions, handling and exchanging information, teaching methods, learning approaches, scientific research, and in accessing information communication technologies. In this digital era, ICT use in the classroom is important for giving students opportunities to learn and apply the required 21st century skills. ICT improves teaching and learning and its importance for teachers in performing their role of creators of pedagogical environments. ICT helps of a teacher to present his teaching attractively and able to learn for the learners at any level of educational programmes. Today in India teaching training programmes making useful and attractive by the term of ICT. Information and Communication Technologies (ICTs) exemplified by the internet and interactive multimedia are obviously an important focus for future education and need to be effectively integrated into formal teaching and learning - especially in a teacher education institution.

Information communication Technology (ICT) is a generic term referring to technology which is being used for creation, gathering, processing,

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RS- 1275/- \$ 68
Editors- / Pr

ICT in Education

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storage and delivery of information and the processes and devices. Hence IT and ICT are used interchangeably as if both are synonymous. For the successful application of ICT in educational programme both at the teacher education programme and students learning, the teachers have to demonstrate their ICT competencies

Keywords:

Information, Communication, technologies, education

Introduction:

ICT stands for "Information and communication technology". It refers to technologies that provide access to information through telecommunication. It is similar to Information Technology (IT) but focuses primarily on communication technologies. This includes the internet, wireless networks, cell phones and other communication mediums. It means we have more opportunities to use ICT in teacher training programmes now days and improve quality of teacher for each effectively. According to UNESCO "ICT is a scientific, technological and engineering discipline and management technique used in handling information, application and association with social, economic and cultural matters". Teacher is the main part of the educational field in our society. He more works for the improvement level of our society in the every field. Skilled teachers can make the creative students in form of the good social worker, politician, poet, philosopher etc. for the society. Teachers can play a friendly role with the learner. The rapid development in technology has made creatively changes in the way we live, as well as the demands of the society. Recognizing the impact of new technologies on the workplace and everyday life, today's teacher education institutions try to restructure their education programs and classroom facilities, in order to minimize the teaching and learning technology gap between today and the future.

ICTs are making dynamic changes in society. They are influencing all aspects of life. The influences are felt more and more at schools. Because ICTs provide both students and teachers with more opportunities in adapting learning and teaching to individual needs, society is, forcing schools aptly respond to this technical innovation.

Meaning and Concept ICT:

Information Technology (IT) is a recent and comprehensive term, which describes the whole range of processes for generation, storage, transmission, retrieval and processing of information. IT can be defined as the technology used to manage information and information and communication Technology (ICT) defines as the "technology used to manage information and aid communication."

The term 'Information Technology' has varying interpretations. Macmillan Dictionary of Information Technology defined IT as "the acquisition, processing storage and dissemination of vocal, pictorial, textual, and numerical, information

Deepika Adhikari is a recent follower of the studies of education. She is currently positioned as an Assistant Professor in Vidyasagar College of Education, Phansiwara, Durgam Cheruvu, Hyderabad in English and Education. She has qualified the National Eligibility Test during her M.Ed. programme. Throughout her academic career she stood topper in school, college as well as university. She is the topper of her M.Ed. batch and will soon be conferred with the Gold Medal in the Silver Jubilee of a college. Earlier she was working as an Assistant Teacher in Holy Child School, Jaipur. She has already edited two books on "Education and Society: a broader outlook" and "Teaching in 21st Century: Challenges, Innovations and Opportunities". She has also published articles in reputed national and international journals. She has also reflected her innovative ideas in various magazines. She shows keen interest in presenting papers and developing ideas associated with Education and expresses her desire in attending various seminars, conferences and workshops to broaden her horizon of knowledge.

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Education Commissions: A Critical Analysis

Deepika Adhikari
Dr. Savita Mishra
Mukesh Kumar

Education Commissions

A Critical Analysis



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Mukesh Kumar

Book Name - Education Commission - A Critical Analysis (V.C.F) Vidy Bagar College of Education
 Published by - A B S Books, Delhi India
 Edition - 2019
 Price: ₹ 695/- ₹ 42

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in order to more involvement of the community members and School Management Committee frequent supervision and inspection is needed by concerned authority.

Some financial incentives or rewards provided to SMC members timely. These rewards and incentives help to inculcate positive motivation to SMC members and improve their self-confidence towards functions.

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Topic

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Post-Independence Education Commission Of University Education Commission Or Radhakrishnan Comission, (1948-49)

Mr. Uday Modak*

INTRODUCTION

The first step taken by the Ministry of Education after independence was to appoint a commission on university education under the chairmanship of Dr. S. Radhakrishnan for recognition of higher education in the light of the requirements of the country and its traditions. Moreover, the leaders of our country were very much concerned to produce educated manpower for the modernization of the economy by harnessing new technologies.

It was the first ever commission set up after independence to look into various aspects of education and which was headed by Dr. Radhakrishnan the great philosopher, who later became the first President of India. This commission was appointed on November 4, 1948. There were 10 members of the Commission.

Members of University Education Commission:

- Dr S. Radhakrishnan, (Chairman) Spalding Professor of eastern Religion and Ethics at the University of Oxford.
- Dr. Tara Chanda, Secretary and Educational Adviser to the Government of India.
- Sir James F. Duff, Vice-Chancellor, University of Durham.
- Dr Zakir Hussain, Vice-Chancellor, Muslim University, Aligarh.
- Dr Arthur, Former President, Antioch College, First Chairman, Tennessee Valley Authority, President, Community Service Inc.

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ISBN-978-93-87229-03-7

Editors - Deepika Adhikari
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Page No: 45-52

Integrating ICT with Education

Dipty Subba

This Book, Titled as 'Integrating ICT with Education' aims at the rethinking of the various flavours of the ICT and Education through the research papers and articles in this collection. The present book is the outcome of the papers presented at the National Seminar on ICT And Education held on 28th - 29th September-2018 at the Department of Education, Southfield College, Darjeeling.

We are thankful to all the contributors, friends and teachers for their valuable papers, suggestions and moral support for this edition. We hope that this book will be a resource material for those scholars and teachers who intends to have an indepth study on the use of ICT in Education. We are heartily thankful to the APH Publishing Corporation for publishing this book.

Dr. Dipty Subba is presently an Assistant Professor and Head in the Department of Education, Southfield College, Darjeeling. She has completed her Education from Visva-Bharati, Santiniketan, West Bengal. She has been teaching at the Undergraduate Level for the last 9 years. She has been awarded Ph.D in Education on the theme 'Democratic Values in Education'. Her areas of interest and research include Value Education, Gender studies, Educational Technology and Management, Women Education, Current trends in Education and Educational Psychology. She has contributed as much as 18 research papers and articles to various National and International Journals and as Book Chapters. She may be contacted at dsubba122@gmail.com.



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Integrating ICT with Education

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Integrating ICT with Education

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Book Name - "Integrating ICT With Education"
Publication: Ideal Publishing Solutions A.P.H Publishing Corporation
West Varanasi, New Delhi - 110002, Daroga Ghat, Varanasi
Edition: 2020 ISBN No - 978-93-8987-06-5
Editor's: Dipti Subba
Price: 295/-
Page No: 198-208
J.C. and Higher Education - 199

ICT and Higher Education

Mr. Uday Modak*

INTRODUCTION

Education is the driving force of economic and social development in any country (Cholin, 2005; Mehra and Kalra, 2006). Several factors which have strengthened and encouraged moves to adopt ICTs into classrooms and learning settings included a growing need to explore efficiencies in terms of program delivery, the opportunities for flexible delivery provided by ICTs (e.g. Oliver & Short, 1997); the capacity of technology to provide support for customized educational programs to meet the needs of individual learners (e.g. Kennedy & Mc Naught, 1997); and the growing use of the Internet and WWW as tools for information access and communication (e.g. Oliver & Towers, 1999). As we move into the 21st century, these factors and many others are bringing strong forces to bear on the adoption of ICTs in education in general and higher education in particular. It is only through education and the integration of ICT in education that one can teach students to be participants in the growth process in this era of rapid change. ICT can be used as a tool in the process of education in the following ways:

1. **Informative tool:** It provides vast amount of data in various formats such as audio, video, documents.
2. **Situating tool:** It creates situations, which the student experiences in real life. Thus, simulation and virtual reality is possible.

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3. **Constructive tool:** To manipulate the data and generate analysis.
4. **Communicative tool:** It can be used to remove communication barriers such as that of space and time (Lim and Chai, 2004). The use of ICT offers powerful learning environments and can transform the learning and teaching process so that students can deal with knowledge in an active, self directed and constructive way (Volman & Van Eck, 2001; de Corte et al., 2003). The innovative use of ICT is believed to significantly strengthen higher education system and addresses the three fundamental challenges of access, equity and quality.

ROLE OF ICT IN HIGHER EDUCATION

Introduction of ICTs in the higher education has profound implications for the whole education process ranging from investment to use of technologies in dealing with key issues of access, equity, management, efficiency, pedagogy, quality, research and innovation. ICT applications provide institutions with a competitive edge by offering enhanced services to students and faculty, driving greater efficiencies and creating enriched learning experiences.

ICT in Teaching and Learning

While for higher education sector is planned to build a knowledge repository of multidisciplinary subjects, as a strategy to counter the shortage of faculty in higher education, EDUSAT will be used to share the available expertise through modular programmes. This will be done by networking institutions, creation of virtual laboratories, creation of database, access to expert lectures and technological developments in industries and research organizations etc. Teaching and learning can further be improved by replacing of conventional teaching instead of the usual age old method of chalk and talk for teaching by innovative methods like power point presentations and animations, modeling and simulations, video clips and using AV aids, LCD projectors etc. This enhances the learning ability of the student and also helps the teacher to elaborate the difficult concepts effectively within a short time span.

ICT in Administration

ICT in administration of educational institutions play a major role in efficient utilization of existing resources and simplifies the

About the Book

This book is the synergic efforts of many minds. The book is the collection of research papers presented in the National Seminar sponsored by ICSSR, New Delhi, on "Quality Enhancement in Teacher Education Institutions: Dichotomy between Teaching and Learning", organized by Harkamaya College of Education, 6th Mile, Samdur, Tadong, Gangtok, East Sikkim - 737102 (Sikkim, India), held on 26th & 27th September, 2018. It can be termed as National Seminar Proceeding.

About the Author



Prof. (Dr.) Premalata Mohapatra, is the Professor cum Principal of Harkamaya College of Education, Gangtok, Sikkim, since 2008. She was also Professor in the same college from 2006. As an Educationist she has 46 years of experience. Prior to joining in HCE, she served the Govt. of Odisha in various capacities of Lecturer & Reader in Education. Having experience of Seminar, Workshop and Orientation Programmes as well as Refresher courses at national and international levels, she justifies herself as the fittest into the teaching profession. She has acted as the Head of PG Department of Education, in the present Ravenshaw University, erstwhile Ravenshaw College, Cuttack. She has been deputed to undergo training in School Examination Development in University of Cambridge, UK under BTCIP Programme and as a Population Project coordinator of Odisha to Bangkok, Thailand by UNFPA. Having expertise in teaching she has organised National Seminars and workshops in different institutions where she worked. She has also authored many books both texts and supplementary for school and higher secondary levels. Under her stewardship the Harkamaya College of Education, Gangtok, Sikkim, has been NAAC accredited "Twice" both 1st and 2nd cycle.



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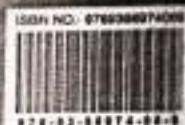
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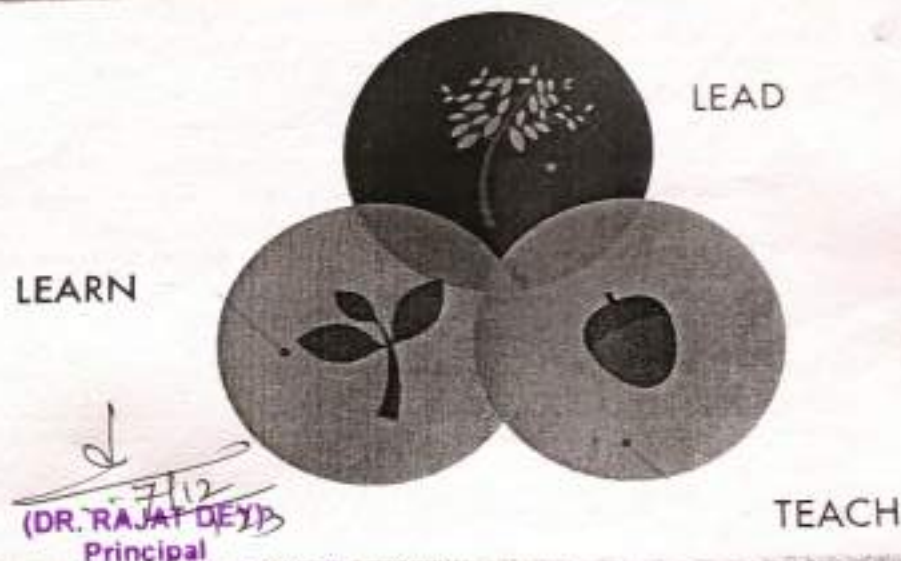


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Quality Enhancement of Teacher Education Institutions

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Quality Enhancement of Teacher Education Institutions



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Educating India, Empowering India



Learning is a methodology where the use of a friendly final competition objective provides strong motivation for students and maintains a certain healthy level of stress during the learning process. Healthy means that the end score may not be influenced too strong by the outcome of the competition.

Weimer (2013) describes five ways in which learner-centered teaching departs from the traditional instructional paradigm. First, in learner-centered teaching, the students are the ones who must do the work, the thinking, and the problem-solving in class. Second, faculty must demonstrate to students *how* to do this work. They must help students develop learning skills, not just content knowledge. Third, students must reflect not only on what they are learning, but also on how they are learning it (i.e. their experience of learning). Faculty should help students move beyond focusing on grades so they can begin monitoring and assessing their own progress. Fourth, in a learner-centered classroom, faculty share power (to at least some degree) with students, thereby giving students some choice and control in the learning experience. Finally, learner-centered classrooms foster community and collaboration among students and encourage students to take responsibility for their own learning (Weimer, 2013).

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Models of Teaching

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Model of teaching can be defined as instructional design which describes the process of specifying and producing particular environmental situations which cause the students to interact in such a way that a specific change occurs in their behaviour. Model of teaching have been developed to help a teacher to improve his capacity, to reach more children and create richer and more diverse environment for them. Model of teaching consists of guidelines for designing educational activities and environments. It is meant for creating suitable learning environment.

MEANING OF MODELS OF TEACHING

Models of teaching have been conceived by Bruce Joyce and Marsha Weil in the field of Teacher Education Programme. They have identified variety of strategies developed by different learning theorists and have designed various models. It is one of the recent innovations in teaching. Teaching facilities learning and therefore the important purpose of discussing models of teaching is to assist the teacher to have a wide range of approaches for creating a proper interactive environment for learning.

"A model of teaching is a plan or pattern that can be used (i) to shape curriculum (long-term courses of studies), (ii) to design instructional materials, and (iii) to guide instructional processes in the classroom and other settings," -Bruce Joyce and Marsha Weil (1980).

Passi, Singhand Sansonwal (1991): "A model of teaching consists of guidelines for designing educational activities and environment. Model of teaching is a plan that can also be utilized to shape courses of studies, to design instructional materials and to guide instruction."



Dr. Savita Mishra is Principal, Vidyasagar College of Education, Phansidewa, Darjeeling, West Bengal. She has impeccable records of seventeen years of teaching and research activities. She is dedicated, resourceful and goal-driven professional educator with a solid commitment to the academic growth and development of every pupil teacher.

She has been motivating teachers and students to come up with innovative ideas for the progressive development of teaching-learning process. She is committed to professional ethics and standards of practices and keeps herself abreast with the latest developments in teacher education. She is continuously engaged in organizing National and International level conferences, webinars and workshops for dissemination of knowledge and expertise to the stakeholders of education. She has written more than seventy research articles in reputed National and International journals and authored 22 books. She has also developed a psychological tool for assessing Attitude towards Science.

She is the Vice-President of Council of Teacher Education (Eastern Zone), Scientist, IAEC; Member of Board of Studies and Visiting Professor of some of the Universities including Academic Staff Colleges. She has been conferred the title of 'Leading Educationists of the World' by IBC, Cambridge, London.



Dr. Vipin Sharma is currently working at English Language Institute, Jazan University in Saudi Arabia. Spanning a diverse range of assignments, Dr. Vipin Sharma has been an accomplished researcher and teacher, an energetic researcher and a teacher for national and international students. From covering some of the most important topics from ELT/ESP/EAP,

American literature, ecocriticism, sociolinguistics and linguistics applied in teaching and learning, he has conducted his teaching and research responsibility with utmost professionalism and energy that is hard to replicate. Additionally, he has produced and anchored several prime time researchers spanning a vast spectrum of topics. He has published over 40 articles in national and International journals of repute and has two books to his credit.



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TEACHING AND LEARNING IN COVID ERA

Dr. Savita Mishra
Dr. Vipin Sharma



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PRESENT SCENARIO AND FUTURE PROSPECT OF EDUCATION SYSTEM IN PANDEMIC

Uday Modak

Abstract

COVID-19 has demonstrated to us the level of inequality in the world particularly in education sector. It is now a challenge to us to bridge this inequality with understanding that inequality increases property crime, violent crime, economic instability, financial crisis, debt and inflation which all together affect international development. In the middle of a pandemic, it's a challenge to try to bring all schools up to the same level of technology access and availability. If schools or districts did not have a lot of online training available for teachers prior to the pandemic, they're also having to ramp up professional development to help teachers become familiar with using online platforms. Due to the COVID-19 pandemic, more than 90 percent of the world's learners, around 1.5 billion students can't go to schools in 190 countries and regions, according to the United Nations Educational, Scientific, and Cultural Organization (UNESCO). Online learning has become the main way to obtain knowledge and keep up with classes for students. However, it's not easy for some to access the internet and many can't afford to buy computers. The inequality gap between students in different financial situations, which has been present in education systems for a long time, is being exacerbated by the COVID-19 pandemic. Education plays an important role in social development. However, the COVID-19 pandemic is putting poor students at a disadvantage than their wealthier peers. The outbreak of corona virus came as a surprise to many countries in the world. Many countries were less prepared

to overcome a global pandemic which has taken away thousands of lives. The most affected group by this outbreak is children and youth. Majority of children and youth particularly those living at villages have been forced to stay at home and postpone their studies as a measure to curb the spread of COVID 19. There is no doubt that education is the basic human right and a key to poverty alleviation, inequality reduction and sustainable human development.

Although stay at home has been one of the best measures to curb the spread of COVID 19, there has been an increase in inequality around the world. Most of students in less developed countries are less computer savvy leaving aside their lack to internet access, computers, televisions and radios which make studying online impossible to them. This harms the international effort of maintaining an inclusive development which is necessary in maintaining peace and stability of the world.

Key words: Covid-19, Pandemic, Challenges, sustainable human development, international development etc.

Introduction

"Education is not the filling of a pail, but the lighting of a fire." – William Butler Yeats

We are living amidst what is potentially one of the greatest threats in our lifetime to global education, a gigantic educational crisis. As of March 28, 2020, the COVID-19 pandemic is causing more than 1.6 billion children and youth to be out of school in 161 countries. This is close to 80% of the world's enrolled students. We were already experiencing a global learning crisis, as many students were in school, but were not learning the fundamental skills needed for life.

"Education is the manifestation of perfection, already present in man".

–Swami Vivekananda

What should we be worried about in this phase of the crisis that might have an immediate impact on children and youth? (i) Losses in learning (ii) Increased dropout rates and (iii) Children missing their most important meal of the day. Moreover, most countries have very unequal education systems, and these negative impacts will be felt disproportionately by poor children. When it rains, it pours for them.

Scenario of Pandemic COVID-19

The impacts of the COVID-19 pandemic are far reaching and are likely to impact on practically every areas of concern which will need quick action from policymakers, as well as areas which will need further research in the coming weeks and months. In the longer term, the economic impact is likely

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New Trends in Teacher Education

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1.0. Introduction:

In this era of modernization and globalization, it seems like India has lost its value based society and has been transformed into a materialistic society. Education is the major agency that can be used to make any changes. The Indian education commission headed by Dr. Kothari glorified the role of education by aspiring "The destiny of India is being shaped in classrooms. Teaching is the noblest of all professions. Swami Vivekananda stated that "Teacher must not teach with any ulterior selfish motive for money, name or fame, his work must be simply out of pure love for mankind". To be more effective and good teacher, the teacher has to find answers to why to teach? What to teach? How to teach? Apart from teaching, teachers have to perform many additional roles in society like as an agent of change in modernization, cultural reconstruction, social development. So they have to become effective and result oriented by enhancing their knowledge and developing skills for better communication (CFQTE, 1998)."

Every profession is expected to evolve a set of new trends principles to guide the conduct and behaviour of its members. The professional ethics may be defined as a set of self imposed

professional ideals and principals that are necessary for the attainment of professional excellence and self-satisfaction. Teaching is an occupation where new trends issues are central. Therefore the provisions of professional ethics for teachers are crucial if the teacher bears good professional ethics in relation to his profession, the ethics are automatically transformed to the coming generations.

Teacher is not only a purveyor of knowledge for the cognitive development of pupils but is also a democratic and socializing agent, responsible for helping children to gain social and emotional maturity and become useful and self supporting citizen. A Teacher is said to be a candle that burns itself to light up the life of others. Mahatma Gandhi, (Young India, 24th Jan, 1925) emphasized "the teacher himself must possess the virtues that he want to inculcate in the students. This means that the teacher practice this virtues himself otherwise his words will have no effect." Ethical teaching means teacher must interact with students appropriately, not taking advantage of students in any way, bullying students or putting them down. As role models, teachers must follow a professional code of ethics like teachers must demonstrate integrity, impartiality and ethical behavior in the class room and in their conduct with parents and co-workers. Ethics can be defined as the study of what is right or good in conduct of making the teaching profession self regulatory and disciplined. According to Swami Vivekananda- only true teacher is he who can immediately come down to the level of the students, and transfer soul to the students and see through the student's eyes and hear through his ears and understand through his mind.

2.0. Emerging trends:

It is not possible in the scope of this paper to discuss the review of all the topics identified rather a selection of topics is made. We acknowledge that the topics we have selected to discuss are our interpretation of what we view as making a contribution to stimulating thinking about the development of teacher education and/or topics that surprised us. We offer this selection only as a snapshot of the array of topics discussed by the authors. Our selection does not do justice to the richness and diversity of the authors' research findings and views. Nevertheless, we hope that it stimulates reflection on the trends and on how better use may be made of the research already carried out. We hope future researchers and authors will built from

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করতে হবে। তারপর ঐ উদাহরণগুলি ব্র্যাকবোর্ডে লিখে, সেগুলি সম্পর্কে ছাত্রদের প্রশ্ন করে তাদের সাহায্যে সূত্র গঠন করার চেষ্টা করতে হবে। তাছাড়া সন্ধি, সমাস, কারক ও বিভক্তি প্রভৃতি ব্যাকরণের বিভিন্ন বিষয় শেখাবার সময় শিক্ষক যদি যথাযথভাবে ব্র্যাকবোর্ডের সাহায্য গ্রহণ করতে পারেন তাহলে ব্যাকরণের ছাত্রদের কাছে ব্যাকরণ শিক্ষাদান আকর্ষণীয় করে তোলা সহজসাধ্য হবে।

(৭) পাঠটীকা— ব্যাকরণ শিক্ষাকে সার্থক করে তোলার জন্য শিক্ষককে পাঠদানের পূর্বে তিনি যে বিষয়টি ছাত্রদের শেখাবেন তার উপর পাঠ টীকা (Lesson Plan) রচনা করতে হবে। হাবার্টের শিক্ষাসূচন অনুযায়ী শিক্ষার্থীর পূর্বসম্বন্ধিত অভিজ্ঞতার সঙ্গে সংযোগ স্থাপন করে নতুন পাঠদান করার উপর পাঠের মাফল্য বিশেষভাবে নির্ভর করে—ব্যাকরণ শিক্ষাদানের সময় শিক্ষককে একথা মনে রাখতে হবে।

সবশেষে ব্যাকরণ শিক্ষাদান করার সময় শিক্ষককে সবসময় মনে রাখতে হবে যে, ভাষাশিক্ষার স্বার্থেই ব্যাকরণ শিক্ষা দেওয়ার প্রয়োজন। কাজেই শিক্ষক ছাত্রদের ভাষাশিক্ষার জন্য যতটুকু প্রয়োজন ততটুকু ব্যাকরণের নিয়মকানুন শেখাবেন- তাদের ব্যাকরণ-বিশেষজ্ঞ করবার চেষ্টা যেন না করানো হয়।

তথ্যসূত্র

- ১। ওস্তাদ আশোক 'বাংলা ভাষা ও সাহিত্য', সেণ্ট্রাল লাইব্রেরি, কলকাতা ৭০০০৭৩ পৃষ্ঠা ২০১৪
- ২। মিশ্র সুবিনা 'বাংলা শিক্ষণ পদ্ধতি, বীণা পাবলিকেশন কলকাতা, ৭০০০৭৩ পৃষ্ঠা ২০১৫-১৪
- ৩। শ' ড. রামেশ্বর 'সাধারণ ভাষাবিজ্ঞান ও বাংলা ভাষা', পুস্তক বিপণি, কলকাতা ৭০০০০২ পৃষ্ঠা ১৪১২।

বৃত্তি শিক্ষার নব্য মোড়

সুশান্ত সরকার

সহকারী অধ্যাপক,

ভবনসু ত্রিপুরা কলেজ অফ টিচার এডুকেশন,

নারসিংগড়, আগরতলা

ভূমিকা :—

বৃত্তি শিক্ষার অপর নাম,

দেশ গড়ার সংগ্রাম।

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শিক্ষা ব্যবস্থায় একটি অতি গুরুত্বপূর্ণ শব্দ হল বৃত্তি শিক্ষা। একটি হল বৃত্তি এবং অপরটি হল শিক্ষা। বৃত্তি শব্দটি সংস্কৃত 'বৃত্ত' শব্দ থেকে এসেছে যার অর্থ জীবিকা। অতএব বৃত্তি শিক্ষা শব্দটিকে ব্যাসবাক্য করলে হবে বৃত্তির জন্য শিক্ষা বলা যায়, যে শিক্ষার দ্বারা কোন শিক্ষার্থীকে হাতে কলমে বাস্তব কাজের মধ্য দিয়ে কোন বিশেষ বৃত্তি সম্পর্কে জ্ঞান ও দক্ষতাজনে সহায়তা করা হয়, সেই শিক্ষাকে বৃত্তি শিক্ষা বলা হয়।

বৃত্তি শিক্ষার বৈশিষ্ট্য (Features of Vocational Education)

- বৃত্তি শিক্ষা প্রথাগত শিক্ষার তাত্ত্বিক অভিজ্ঞতা ওলিকে ব্যবহারের সুযোগ করে দেয়।
- এই শিক্ষা শিক্ষার্থীদের স্ব-রোজগারের ক্ষমতা তৈরি করে দেয়।
- শিক্ষার্থীদের মধ্যে নিখুঁত সুদক্ষ কর্মনিপুণতা গড়ে তোলে।
- শিক্ষার্থীদের বৃত্তিগত শারীরিক ও মানসিক প্রকৃতি গড়ে তোলে।
- এটি বেকারত্ব দূরীকরণের সহায়ক।
- কর্মসংস্কৃতি ও উৎপাদনমুখীতার বিকাশে সহায়তা করে।

বৃত্তি শিক্ষার গুরুত্ব (Importance of Vocational Education)

- কর্মসংস্থানের সুযোগ সৃষ্টি করে।
- শিক্ষার্থীকে আর্থিক স্বচ্ছন্দতা প্রদান করে।
- শিক্ষার্থীদের জীবনের প্রতি মর্যাদা দানে উৎসাহ দেয়।
- জাতীয় উন্নয়নে সহায়তা করে।
- ব্যতিক্রমী শিক্ষার্থীদের জীবনে প্রতিষ্ঠা লাভে সাহায্য করে।
- শিক্ষার প্রতি শিক্ষার্থীর ইতিবাচক বৃত্তিভঙ্গি গঠনে সহায়তা করে।

বৃত্তি শিক্ষার শিক্ষণের প্রণালী ও পদ্ধতিসমূহ (Approaches and Methods of Vocational Education)

১) আরোহী পদ্ধতি :— কতকগুলি বিশেষ বহুটি দৃষ্টান্ত থেকে একটি সাধারণ সিদ্ধান্তে উপনীত হওয়ার পদ্ধতিকে আরোহী পদ্ধতি বলা হয়।

সুবিধা— পদ্ধতিটি পর্যবেক্ষণ, চিহ্নিত ও পরীক্ষণের উপর প্রতিষ্ঠিত।

অসুবিধা— পদ্ধতিটি দীর্ঘ ও ক্রান্তিকর ইত্যাদি

২) অবরোহী পদ্ধতি :— এই পদ্ধতিতে শিক্ষার্থীরা বিমূর্ত বস্তু থেকে মূর্ত চিন্তা ভাবনার দিকে এগিয়ে যায়।

সুবিধা — অভ্যাসের জন্য পদ্ধতিটি দু'ই কার্যকরী।

शिक्षायां नव्यप्रवृत्तयः

(New Trends in Education)



शिक्षाशास्त्रविभागः

राष्ट्रीयसंस्कृतसंस्थानम्

(मानितविश्वविद्यालयः)

मानवसंसाधनविकासमंत्रालयाधीनम्

एकलव्यपरिसरः, अगरतला

शिक्षायां नव्यप्रवृत्तयः

राष्ट्रीयसंस्कृतसंस्थानम्




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व्यासदेव प्रकाशनी
आखाउड़ा रोड, अगरतला, त्रिपुरा (पः)
म. ९७७४५९९९९७



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NEW TRENDS IN TECHNICAL EDUCATION

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1. INTRODUCTION: Technical education is the academic and vocational preparation of students for job involving applied science and modern technology. It emphasizes the understanding and practical information and application of basic principal of science and mathematics, rather than the proficiency in manual skills that is properly the concern of vocational education. Traditional approach to technical learning have tended to minimize the role of teacher, despite their experience and close knowledge of their students.

This study addresses the issue of new trends in technology transfer and their implications for national and international policy. Therefore some new trends in technical education include the following:

1. the use of new financing and certification mechanisms,
2. the involvement of greater autonomy for institution,
3. the promotion of private providers and company based training,
4. increase interest in the informal sectors and skill development for poverty reduction,
5. enhancing rural development,
6. promotion of cooperation between technical and vocational education institution,
7. professional preparation of teachers for technical education,
8. access of women to technical education,
9. the flow of human resources, as through international education,
10. the flow of public sector technology support, as through research and licensing by international organizations,
11. The flow of private technology, as through the sale of consumer products (e.g. medicines) that may incorporate embodied technologies through licensing, and through foreign direct investment.
12. Revolutionary trend in distance education.

1.1. Goal of this paper:

This paper describes how technical education is today transferred to developing countries and the barriers that affect that transfer. It then identifies policy approaches that might overcome those barriers. It covers (i) the flow of human resources, as through international education, (ii) the flow of public-sector technology support, as through research and licensing by international organizations, and (iii) the flow of private technology, as through the sale of consumer products (e.g. medicines) that may incorporate embodied technologies through licensing, and through foreign direct investment.

Deepika Adhikari is a fervent follower of the studies of education. She is currently positioned as an Assistant Professor in Vidyasagar College of Education, Howrah, Durgaching. She holds majors in English and Education. She has qualified the National Eligibility Test during her M.Ed. programme. Throughout her academic career she worked in school, college as well as university. She is the topper of her M.Ed. batch and will soon be conferred with the Gold Medal in the 5th convocation of Sikkim University. Earlier she was working as an Assistant Teacher in Holy Child School, Jalpaiguri. She has already edited two books on "Education and Society: a broader outlook" and "Teaching in 21st Century: Challenges, Innovations and Opportunities". She has also published articles in reputed national and international journals. She has also reflected her innovative ideas in various magazines. She shows keen interest in presenting papers and developing ideas associated with Education and expresses her desire in attending various seminars, conferences and workshops to broaden her horizon of knowledge.

Dr. Savita Mishra is currently working as a Principal in Vidyasagar College of Education, Howrah, Durgaching, West Bengal (India). She holds a Ph.D. degree in Education. She possesses degrees like M.Sc. (Zoology, Environmental Science and Applied Biology), M.A. (Educational Planning & Administration and Education), M.Ed. (University Masters) and M.Phil. (Education). She qualified NET and SET in Education. She is engaged in teaching and research activity for more than a decade. She has contributed number of research articles published in leading journals both within and outside the country and chapters in edited books. In her pursuit, she has also written six books and edited eight books. She has also developed a psychological tool on "Attitude towards Science" published by National Psychological Corporation, Ajmer. She has also earned a number of awards and accolades from leading national and international organization in recognition to the services rendered towards Educational and Social Development. Prominent among them are University Medal for outstanding performance for M.Ed. examination by University of North Bengal, Best Teacher Award by Sikkim Central University, Bharat Shiksha Ratna Award, Bharat Excellence Award, etc. Dr. Savita's contribution towards developing learning materials for primary level students has been lauded by the State Government of Sikkim. Additionally, she is also the member of the Advisory Board and Editorial Board of many national and international reputed and referred journals. Her name has also figured in the Asian Academic Achievers and Who is Who by New Delhi based organization. She has also been felicitated as Leading Educationists of the World by IIC, Cambridge, London.

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ABS Books

Delhi (India)



Education Commissions: A Critical Analysis

Deepika Adhikari
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Education Commissions

A Critical Analysis



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Book Name - 'Education Commission-A critical Analysis'

(VCE)

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Published by - ABS Books Delhi (India)
Edition - 2019 Page No: 45-52. (National)

ISBN No - 978-93-87229-03-7

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Price: 750 / 839 /

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Book Name - Education Commission - A Critical Analysis (V.C.F) Vidyasagar College of Education
 Published by - A B S Books, Delhi India
 Edition - 2019
 Price: ₹ 695/-

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order to more involvement of the community members and School Management Committee frequent supervision and inspection is needed by concerned authority.

Some financial incentives or rewards provided to SMC members timely. These rewards and incentives help to inculcate positive motivation to SMC members and improve their self-confidence towards functions.

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Topic

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Post-Independence Education Commission Of University Education Commission Or Radhakrishnan Commission, (1948-49)

Mr. Uday Modak*

INTRODUCTION

The first step taken by the Ministry of Education after independence was to appoint a commission on university education under the chairmanship of Dr. S. Radhakrishnan for recognition of higher education in the light of the requirements of the country and its traditions. Moreover, the leaders of our country were very much concerned to produce educated manpower for the modernization of the economy by harnessing new technologies.

It was the first ever commission set up after independence to look into various aspects of education and which was headed by Dr. Radhakrishnan the great philosopher, who later became the first President of India. This commission was appointed on November 4, 1948. There were 10 members of the Commission.

Members of University Education Commission:

Dr S. Radhakrishnan, (Chairman) Spalding Professor of eastern Religion and Ethics at the University of Oxford.

Dr. Tara Chanda, Secretary and Educational Adviser to the Government of India.

Sir James F. Duff, Vice-Chancellor, University of Durham.

Dr Zakir Hussain, Vice-Chancellor, Muslim University, Aligarh.

Dr Arthur, Former President, Antioch College, First Chairman, Tennessee Valley Authority, President, Community Service Inc.

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ISBN-978-93-87229-03-7

Editor - Deepika Adhikari
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Page No: 45-52

GENDER MAINSTREAMING AND SUSTAINABLE DEVELOPMENT

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GENDER MAINSTREAMING & SUSTAINABLE DEVELOPMENT

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ISBN 81-8324-967-6



₹ 1200

Mittal Publications

PUBLISHERS OF SCHOLARLY BOOKS
45B/9 Daryaganj, New Delhi - 110002 (India)
Phone : +91-11-23250398, Fax : 41364398

E-mail : info@mittalbooks.com Website : www.mittalbooks.com

GENDER

MAINSTREAMING & SUSTAINABLE DEVELOPMENT

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1

GENDER MAINSTREAMING: Issues & Challenges

UDAY MODAK

Introduction

As defined by the United Nations, gender mainstreaming is "... The process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated."

Gender mainstreaming is not only a question of social justice, but is necessary for ensuring equitable and sustainable human development by the most effective and efficient means.

Gender Mainstreaming: Concept & Definition

The 1997 agreed conclusions of ECOSOC defined gender mainstreaming as "The process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political,

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ABOUT THE BOOK

This edited book consists of twenty seven articles which includes the issues arise due to this Covid-19 and it's impact on federal structure of India like: Understanding the Centre-State Relations: Areas of Conflicts and Cooperation during COVID-19, Impacts of COVID-19 and What Needs to be done in India, Promoting Mental Health: A view on Social Capital, COVID 19: Indian Economy, Pandemic COVID-19 and Marginalized Sections, The Covid-19 Pandemic: Technology and Mental Health, Impact of Covid-19 on Women, Covid-19 & Centre-State Relations, Re-Emphasis towards More Economic Federalism, Migrant Worker Crisis and Strain in Cooperative Federalism, Locking In A Crisis: Concerns for the Marginalised Women, Transgender and the Rural Youth, Pandemic's Ambiguous Politics, Role of Physical Activity to combat Psychosocial and Behavioral Impact of COVID in Learner with Autism Spectrum Disorder, The Importance of Local Administration in the Formation of Post-Corona India, Good Governance and Pandemic COVID-19 in Rural Areas, Pandemic and Democracy: Impact on Voting Procedure in India, Covid-19 and Human Rights, Regionalism and New State etc.

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Professor Jitendra Sahoo

Professor Sahoo is currently working as Professor, Department of Political Science, University of Gour Banga, Malda, West Bengal with 18 years of teaching experience. He has obtained double Master Degree in Political Science and Public Administration, both M.Phil and Ph.D Degree from Utkal University, Bhubaneswar, Odisha. He is actively engaged in research work, participated, presented papers in various National and International Conferences, Seminars, Webinars and published 15(fifteen) Articles in different National & International Journals and chapters in 20 (twenty)

Edited Books. To add to it, he has co-authored two Books Tribal Development (2008), from Mahamaya Publishing House, New Delhi & Political Theory (2011) from Oyanajaya Publication, Bhubaneswar. To his credit, he has Edited six Books named as India's Constitutional Development Since The 1950's: It's Socio-Political and Economic Dimensions, (January, 2015) & India in Globalised Era (May, 2015) from New Academic Publishers, New Delhi; Indian Federalism: The Recent Experiences (March, 2018) from Levant Books, Kolkata; Restructuring Indian Federation (May, 2018) from New Academic Publishers, New Delhi; Politics, Trends and Issues in India (Co. Editor) (2018) from Levant Books, Kolkata; Dynamics of Indian Democracy- Revisiting the Seven Decades (2019) from Akhand Publishing House, Delhi. His interest of Research areas are Governance at Local and National Level, Public Administration, Society and Policy in India etc. He is a life member of Indian Political Science Association (IPSA) and West Bengal Political Science Association (WBPSA). Currently, he is also a member of Board of Editors of UGC-Care List Journal ENSEMBLE.



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New Delhi-110 002 (India)
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INDIAN FEDERAL SYSTEM
A COVID-19 PERSPECTIVE

Edited By:
Jitendra Sahoo
Kritibbas Datta

INDIAN FEDERAL SYSTEM

A COVID-19 PERSPECTIVE



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Kritibbas Datta

STATE GOVERNMENT

CENTRAL GOVERNMENT

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4

Impact of COVID-19 on Women

Mr. Uday Modak

Introduction:

As the global number of COVID-19 cases increased to over 7.5 million, the World Health Organization (WHO) said it is "especially concerned" about the impact of the deadly virus on women, children and adolescents. He asserted that women may have a heightened risk of dying from complications of pregnancy and childbirth as the pandemic has overwhelmed health systems in many places. "The indirect effects of COVID-19 on these groups may be greater than the number of deaths due to the virus itself", said WHO Director-General Tedros Adhanom Ghebreyesus.

Tedros added that WHO has developed guidance for health facilities and community activities on maintaining essential services, including for women, newborns, children and adolescents. As for the risks of women transmitting COVID-19 to their babies during breastfeeding, Tedros told reporters that based on the available evidence, WHO's advice is that the benefits of breastfeeding outweigh any potential risks of transmission of COVID-19.

"Mothers with suspected or confirmed COVID-19 should be encouraged to initiate and continue breastfeeding and not be separated from their infants, unless the mother is too unwell," he said. Saying that early evidence suggests people in their teens and 20s are at greater risk of depression and anxiety, online harassment, physical and sexual violence and unintended pregnancies, Tedros also highlighted the "dramatic impact" of the virus on adolescents, as school and university closures may limit their access to preventive services.



Dr. Savita Mishra is Principal, Vidyasagar College of Education, Phansidewa, Darjeeling, West Bengal. She has impeccable records of seventeen years of teaching and research activities. She is dedicated, resourceful and goal-driven professional educator with a solid commitment to the academic growth and development of every pupil teacher. She has been motivating teachers and students to come up with innovative ideas for the progressive development of teaching-learning process. She is committed to professional ethics and standards of practices and keeps herself abreast with the latest developments in teacher education. She is continuously engaged in organizing National and International level conferences, webinars and workshops for dissemination of knowledge and expertise to the stakeholders of education. She has written more than seventy research articles in reputed National and International journals and authored 22 books. She has also developed a psychological tool for assessing Attitude towards Science.

She is the Vice-President of Council of Teacher Education (Eastern Zone); Scientist, IAEC; Member of Board of Studies and Visiting Professor of some of the Universities including Academic Staff Colleges. She has been conferred the title of 'Leading Educationists of the World' by IBC, Cambridge, London.



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AKHAND PUBLISHING HOUSE

Publisher, Distributor, Exporter having an Online Bookstore

E-mail : akhandpublishinghouse@gmail.com

akhandpublishing@yahoo.com

Website : www.akhandbooks.com

ISBN 978-81-947936-5-6



₹ 1150 | \$87

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Evolution of New Teaching Practices in COVID-19

Dr. Savita Mishra
Dr. Vipin Sharma
Dr. Satish Prasad



Evolution of New Teaching Practices in COVID-19



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19

Diverse Effect of Covid-19 on Human Society

Mr. Uday Modak

Abstract

The COVID-19 pandemic is considered as the most crucial global health calamity of the century and the greatest challenge that the humankind faced since the 2nd World War. As far as the history of human civilization is concerned there are instances of severe outbreaks of diseases caused by a number of viruses. According to the report of the World Health Organization (WHO as of April 18 2020), the current outbreak of COVID-19, has affected over 2164111 people and killed more than 146,198 people in more than 200 countries throughout the world. Till now there is no report of any clinically approved antiviral drugs or vaccines that are effective against COVID-19. It has rapidly spread around the world, posing enormous health, economic, environmental and social challenges to the entire human population. The corona virus outbreak is severely disrupting the global economy. Almost all the nations are struggling to slow down the transmission of the disease by testing & treating patients, quarantining suspected persons through contact tracing, restricting large gatherings, maintaining complete or partial lock down etc. This paper describes the effect of COVID-19 on society and the possible ways in which the disease. The outbreak of corona virus came as a surprise to many countries in the world. Many countries were less prepared to overcome a global pandemic which has taken away thousands of lives. The most affected group by this outbreak is children and youth. Majority of children and youth particularly those living at villages have been forced to stay at home and postpone their studies as a measure to curb the spread of COVID 19. There is no doubt that education is the basic human right and a key to poverty alleviation, inequality reduction and sustainable human development.

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Chapter - 10

Moral Judgement of Elementary School Students in West Bengal

Mr. Uday Modak

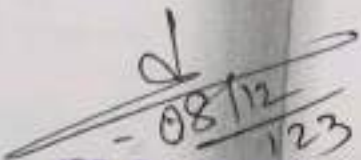
Abstract

Moral judgments are evaluations or opinions formed as to whether some action or inaction, intention, motive, character trait, or a person as a whole is (more or less) good or bad as measured against some standard of Good. The moral judgments of actions (or inaction) are usually the primary focus of any discussion of Moral Judgments in particular and Ethical analysis in general. This is because the judgments of intentions, character traits, and persons are generally based on the judgment of actions that the intention, motive, character trait, or person might potentially do or not do. What distinguishes moral judgments from non moral judgments is the context of the statement. Philosophy, and particularly Ethics, differs from the sciences in one very important way. All of the sciences, both 'hard' and 'Soft', deal with descriptions of Reality. This paper focuses on Moral judgement in education system, Rationale of the Study UNESCO report (1972), the International Commission on the Development of Education, need and importance of Moral judgement at Cooch Behar W.B in India.

Keywords: Moral judgement, Ethics, good or bad, motivate etc.

1.0 Introduction

Different Educational Commissions and committees in our country have expressed their deep concern over the declining values in human activities and emphasized on providing value oriented education. The National Policy on Education-1986 has categorically stated "The growing concern over erosion of essential values has brought to focus the need for readjustment in the curriculum in order to make education a forceful tool for the cultivation of moral and social values". The Education Commission of 1964-66 has noted, "A serious defect in the school curriculum is the absence of provision for education in social, moral and spiritual values. In the life of the majority of Indians, religion is a great motivating force and is intimately bound up


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...and ...
...light of the day in Andhra Pradesh. The ...
...of editors and chapter contributors ...
...knowledge society and global knowledge ...
...and college education have ...
...needs and aimed at bringing out the ...
...book also offers one of the best ...
...and solutions given in NEP 2020 and ...
...we've been hearing for months in COVID era.



Dr. Savita Mishra is Principal, Vidyapeeth College of Education, Phansidewa, Daringul, West Bengal. She has impeccable record of seventeen years of teaching and research activities. She is dedicated, resourceful and goal-driven professional educator with a self-commitment to the academic growth and development of every young teacher. She has written more than seventy research articles in

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National Education Policy 2020
Future and Prospects

Dr. Savita Mishra
Mr. Uday Modak



National Education Policy 2020

Future and Prospects



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1.

Views Towards Early Childhood Care and Education Policy 2020


Dr. Rajat Dey*

Introduction

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

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

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Library. It contains twenty three chapters that compiled and included all previous and recent features needed to observe the National Education Policy 2020 in the light of the day in Academia. The readers will comprehend and conceive the true belief of editors and chapter contributors that aims to transform India into a vibrant knowledge society and global knowledge superpower by understanding both school and college education more holistic, flexible, multidisciplinary, suited to the current needs and aimed at bringing out the unique capabilities of each student. Besides, the book also offers one of the best explanations of the common core problems, challenges and solutions given in NEP 2020, and avoids most of the misinterpreted rhetoric that we've been hearing for months in COVID era.



Dr. Savita Mishra is Principal, Vidyamangur College of Education, Phansidewa, Darjeeling, West Bengal. She has impeccable records of seventeen years of teaching and research activities. She is dedicated, resourceful and goal-driven professional educator with a solid commitment to the academic growth and development of every pupil teacher. She has written more than seventy research articles in reputed

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attended and presented paper in 15 National and International seminars and workshops in various interdisciplinary topic. He has been regularly contributing research paper in various national and international journals and published 21 articles in edited books.



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Education is the Most Powerful Weapon



National Education Policy 2020
Future and Prospects

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National Education Policy 2020

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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 deeds, 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.

17.

Assurances in Secondary Education Curriculum (NEP 2020)

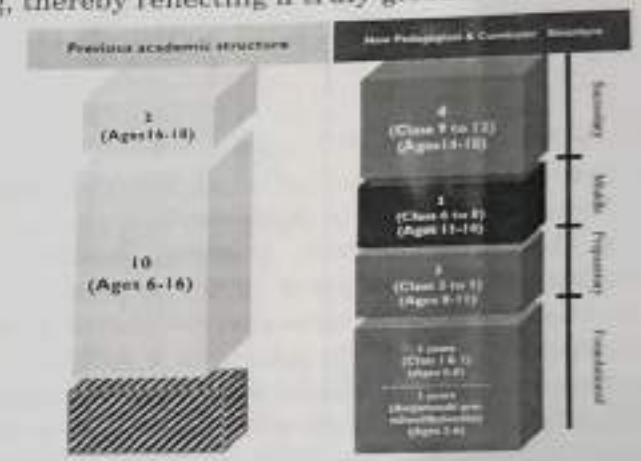
Dr. Suprasad Lodh*

Introduction

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

The Vision of this Policy

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



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 aimed at promoting better overall learning, development, and well-being.

One of the primary goals of the schooling system must be to ensure that children are enrolled in and are attending school. Through initiatives such as the Sarva Shiksha Abhiyan (now the Samagra Shiksha) and the Right to Education Act, India has made remarkable strides in recent years in attaining near-universal

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The 21st century skills and the prevailing career vortex situations have compelled us to stop and get a fresh perspective to be more confident, resilient and succeed. But it doesn't mean it's easy to acquire those skills and build confidence. The book "Professional Development and Academic Achievement" gives insight with experiences, anecdotes, and social studies that can guide all learners how to break out of the shell and present themselves with confidence in all situations.

The COVID-19 has also the institutions affecting all across the globe, hence forcing us to resort to perform all functions using virtual and online platforms. The fair well enclosure has also led to have access to an infinite number of resources we can use for our professional development and career building. Nevertheless, books are still our desired medium for in-depth learning. This book is a similar attempt put in by the book editors that include chapters encompassing all information and resources that may help learners to replicate new ideas, thoughts and perceptions to excel in academics and in the realm of their profession.

On top of being an interesting read if you're learners like us, "Professional Development and Academic Achievement" can teach you a lot about what it takes to teach successful students and entrepreneurs. After all, even the big CEOs of MNCs were little learners before they turned into Top Leaders. Within its pages, the book breaks down how the training, seminars, workshops and other related resources influence our lives, how they thrive, and why they're almost impossible to take down because **those in totality lead us to become what we all aspire to.** The chapters' content and results are full of academic and pragmatic wisdom on how to build and protect your career in the 21st century.

Therefore, we deeply believe that this book indubitably provides you plenty of bangs for your buck when it comes to the professional and academic achievement; this 300+ page behemoth is the way to move ahead.



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Professional Development and Academic Achievement

Dr. Savita Mishra
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11 Book Name: "Professional Development and Academic Achievement" Edition: 2021
Published by: A B S Books Pvt. Ltd. (India) ISBN No: 978-93-87229-66-2 Price: 1295/-
China, Kyangzi Tan. (International) Editors: Dr. Savita Mishra
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luminous. No lump of coal would choose to become a diamond. No oyster would welcome that grain of sand. What shapes us against our choosing is what makes us shine. Aligning with these insights, the book editors have brought this book with a magnanimous and altruistic approach to attain professional development to overcome upheaval the 21st-century challenges to prove excellence across disciplines. The book comprises thirty three chapters. All the chapters' authors have put in their vast experiences and knowledge to pen down their innovative ideas, thoughts, and insights on a gamut of professional development issues. The chapters would sail readers through a journey step-by-step to move through the mid-chapters deliberating the thoughtful issues with concrete solutions to reach its destination that fulfills the prerequisites of teachers and professionals.

We truly hope this book is widely read. If we are to avoid the blunders of the past, then we need to change the direction and start benefiting from the knowledge base created by the chapter contributors. If we couldn't have this chance earlier, this is the right book to be read at the right time to revisit and evolve our teaching and professional skills.

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COVID-19 PANDEMIC

Changing the World

COVID-19 is the short form of Corona Virus Disease that spread in December 2019 in Wuhan, China. The COVID-19 Pandemic is considered as the most crucial global health calamity of the century that the humankind faced since the Second World War. The effect of COVID-19 is world wide and on diverse sections of the society. Dealing with the unforeseen challenges caused by the COVID-19 Pandemic has taken a significant toll on people all across the world.

This anthology contains nineteen research papers on diverse themes related to the problems caused by COVID-19 Pandemic. This anthology on COVID-19 will prove useful not only to the students but also to the avid readers of English literature.



Dr. Ram Sharma is an accomplished poet and writer both in English, Hindi and in the field of literature. He has added many feathers to his cap. As a student he has been exceptionally brilliant student from class first to M.Phil. He did his doctorate on Post-modernist Trends in Indian Novels in English: A Study of Anita Desai, Arun Joshi, Amitav Ghosh and Vikram Seth. He is a renowned poet, critic, reviewer and translator. His poetry is indeed of very high order which is read throughout the world. He has several research papers, articles, poems and reviews published in esteemed journals, magazines and newspapers of India and abroad including Poets International, Bizz Buzz, Rock Pebblest, Contemporary Vibes, Skylark, Shine, Poetcrit, Indian Book Chronicle, The Vedic Path, Metaverse Muse, Young Poet, Poetry Today, Strom, Samvedna, Pegasus, Hyphen, IJPCL, Indo-Asian Literature, Replica, Bridge-in-Making, Cyber Literature, Points of View.



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Chandra Rasta, Jaipur-302003 (Raj.)
Ph.: 0141-231 1900; 94144 43132
e-mail: aadipublications@gmail.com

ISBN: 978-93-67299-56-1



₹ 125.00

COVID-19 PANDEMIC
Changing the World

Ram Sharma



COVID-19 PANDEMIC

Changing the World



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Book Name: "COVID-19 PANDEMIC Changing the world"
Published by: AADI Publications, F-11, SS Tower, Dhanmani street, Chaukusta, Jaipur-India.
ISBN No: 978-93-87799-56-1, Price: 1125/- (590/-)
Editors: Dr. Ram Sharma
Edition: 2021
Page No: 118-127.

Social Challenges and Effects of COVID-19 on Human Society

Mr. Uday Modak

Abstract

The COVID-19 pandemic is considered as the most crucial global health calamity of the century and the greatest challenge that the human kind faced since the 2nd World War. As far as the history of human civilization is concerned there are instances of severe outbreaks of diseases caused by a number of viruses. According to the report of the World Health Organization (WHO as of April 18 2020), the current outbreak of COVID-19, has affected over 2164111 people and killed more than 146,198 people in more than 200 countries throughout the world. Till now there is no report of any clinically approved antiviral drugs or vaccines that are effective against COVID-19. It has rapidly spread around the world, posing enormous health, economic, environmental and social challenges to the entire human population. The Corona virus outbreak is severely disrupting the global economy. Almost all the nations are struggling to slow down the transmission of the disease by testing & treating patients, quarantining suspected persons through contact tracing, restricting large gatherings, maintaining complete or partial lock down etc. This paper describes the effect of COVID-19 on society and the possible ways in which the disease. The outbreak of Corona virus came as a surprise to many countries in the world.

Many countries were less prepared to overcome a global pandemic which has taken away thousands of lives. The most affected group by this outbreak is children and youth. Majority of children and youth particularly those living at villages have been forced to stay at home and postpone their studies as a measure to curb the spread of COVID-19. There is no doubt that education is the basic human right and a key to poverty alleviation, inequality reduction and sustainable human development.

Basically health includes physical and mental aspects and both are important. Sir Walter Scott rightly said "Ill health, of body or mind, is defeat health alone is victory. The Corona virus disease 2019 (COVID-19) pandemic may be stressful for people. Fear and anxiety about a new disease and what could happen can be overwhelming and cause strong emotions in adults and children. Public health actions, such as social distancing, can make people feel isolated and lonely and can increase stress and anxiety. However, these actions are necessary to reduce the spread of COVID-19. Coping with stress in a healthy way will make you, the people you care about, and your community stronger can be controlled has also been discussed therein. With the effects of COVID-19 on our physical health increasingly documented, we can no longer collectively fail to notice its effects on our mental health. My family's experience is only remarkable for how unremarkable it is. COVID-19 has the seeds of a major mental health crisis. Early reporting from Ireland shows a tenfold increase in the number of people seeking online counseling.

Keywords: Pandemics, COVID-19, Preventions, Human society, Stress, Anxiety, Healthy, etc.

1. Introduction

COVID-19, apart from becoming the greatest threat to global public health of the century, is being considered as an indicator of inequity and deficiency of social advancement. As is implied in the name COVID-19, 'CO' stands for 'Corona,' 'VI' for 'virus,' and 'D' for disease, and 19 represents the year of its occurrence. Corona virus is a single-stranded RNA virus with a diameter ranging from 80 to 120 nm. The first modern COVID-19 pandemic was reported in December 2019, in Wuhan, Hubei province, China and most initial cases were related to source infection from

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The 21st century skills and the prevailing corona virus situations have compelled us to step and get a fresh perspective to be more confident, resilient and succeed. But it doesn't mean it's easy to acquire these skills and build confidence. The book "Professional Development and Academic Achievement" gives insight with experiences, anecdotes, and social studies that can guide all learners how to break out of the The COVID-19 has shut the institutions affecting all across the globe, hence forcing us to resort to perform all functions using virtual and online platforms. The four-wall enclosure has also led to have access to an infinite number of resources we can use for our professional development and career building. Nevertheless, books are still our desired medium for in-depth learning. This book is a similar attempt put in by the book editors that include chapters encompassing all information and resources that may help learners to incubate new ideas, thoughts and perceptions to excel in academics and in the realms of their expertise.

On top of being an interesting read if you're learners like us, "Professional Development and Academic Achievement" can teach you a lot about what it takes to teach successful students and entrepreneurs. After all, even the big CEOs of MNCs were little learners before they turned into Top Leaders. Within its pages, the book breaks down how the training, seminars, workshops and other related resources influence our lives, how they thrive, and why they're almost impossible to take down because these in totality lead us to become what we all aspire to. The chapters' content and results are full of academic and pragmatic wisdom on how to build and protect your career in the 21st century. Therefore, we firmly believe that this book indubitably provides you plenty of bangs for your buck when it comes to the professional and academic achievement; this 300+ page behemoth is the way to move ahead.



Dr. Savita Mishra is Principal, Vidyasagar College of Education, Phansidewa, Durgam, West Bengal. She has impeccable records of seventeen years of teaching and research activities. She is dedicated, resourceful and goal-driven professional educator with a solid commitment to the academic growth and development of every pupil/teacher. She has been motivating teachers and students to come up with innovative ideas for the progressive development of teaching-learning process. She is committed to professional ethics and standards of practices and keeps herself abreast with the latest developments in teacher education. She is continuously engaged in organizing National and International level conferences, webinars and workshops for dissemination of knowledge and expertise to the stakeholders of education. She has written more than seventy research articles in reputed National and International journals and authored 23 books. She has also developed a psychological tool for assessing Attitude towards Science.

She is the Vice-President of Council of Teacher Education (Eastern Zone), Scientist, IARE, Member of Board of Studies and Visiting Professor of some of the Universities including Academic Staff College. She has been conferred the title of 'Leading Educationists of the World' by IBC, Cambridge, London.



Dr. Vipin Sharma is currently working at English Language Institute, Jazan University in Saudi Arabia. Spanning a diverse range of assignments, Dr. Vipin Sharma has been an accomplished researcher and teacher, an energetic researcher and a teacher for national and international students. From covering some of the most important topics from ELT/ESL/EAP, American literature, ecocriticism, sociolinguistics and linguistics applied in teaching and learning, he has conducted his teaching and research responsibility with utmost professionalism and energy that is hard to replicate. Additionally, he has produced and authored several prime time researches spanning a vast spectrum of topics. He has published over 40 articles in national and International journals of repute and has two books to his credit.



Tapas Barman is a prolific research scholar in education, pursuing Ph.D. in education at Mahatma Gandhi University, Meghalaya. He is presently working as an assistant professor in geography at Tulangsi College of Education, Tulangsi, Coochbehar, West Bengal. He completed graduate and post graduate degree in geography from Bajali College under Gauhati University, Assam. He also completed degrees like B.Ed., M.Ed., and NET in geography and SET in education. He has been regularly contributing research paper in various national and international journals and edited books. His major interests are in Personality and Social Psychology, Geomorphology, Educational Research.



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Professional Development and Academic Achievement

Professional Development and Academic Achievement



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an intentional process, an ongoing process and a systematic process. It should be seen as a process that is intentional and purposeful; it consists of planned or outlined events which have a well structured outline with clearly defined goals. Teacher training and professional development should never be conceived as what Guskey (2000:17) described as "a set of random, unrelated activities having no clear direction or intent." Richards and Farrell (2005: 04), provides a further description of what is meant by professional development. They (2005:04) say that it refers to "general growth not focused on a specific job. It serves a long-term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers. It often involves examining different dimensions of a teacher's practice as a basis for reflective review and can hence be seen as "bottom-up." They (ibid.) state that the following goals are examples of a Professional Development perspective: Understanding how the process of second language development occurs, Understanding how our roles change according to the kind of learners we are teaching - Understanding the kinds of decision making that occur during lessons - Reviewing our own theories and principles of language teaching - Developing an understanding of different styles of teaching - Determining learners' perceptions of classroom activities. Zeichner (1983) was the first to identify and describe four representative paradigms in teacher education and professional development.

Conclusion

Professional Development should provide working teachers, professors additional knowledge and skills they can use to improve teaching and students out comes. Teaching techniques of teachers are influenced by the techniques through which they were taught during their school days. Teacher needs appropriate knowledge and skill, personal characterised professional prospect and motivation if they are to meet the expectation placed on them. To conclude , teacher professional development needs to be instilled in is phase of the preparation starting from conceptualization to evolution and appraised to prepared professional and improve the quality of education.

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5.

Professional Development: Need and Purpose

UdayModak*

Introduction

While job training is an essential part of professional development, this concept covers all forms of education and learning that's intended to help a worker succeed. Other examples of professional development include college studies, online training programs, industry certifications, coaching, mentoring and consultation. In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness. When the term is used in education contexts without qualification, specific examples, or additional explanation, however, it may be difficult to determine precisely what "professional development" is referring to.

In practice, professional development for educators encompasses an extremely broad range of topics and formats. For example, professional-development experiences may be funded by district,

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The book features numerous facets of a notable document in education in the 21st century. It contains twenty three chapters that revolve and include all provisions and salient features needed to observation National Education Policy 2020 and the state of the day in Academics. The readers will comprehend and immerse in the rich belief of values and chapter contributions that aims to transform India into a vibrant knowledge society and global knowledge superpower by unleashing both human and technological more holistic, flexible, multidisciplinary and inter-disciplinary needs and aimed at harnessing the unique capabilities of each individual. The book also offers one of the best explanations of the common core problems, challenges and solutions given in NEP 2020, and avails most of the overhauled concept that we've been hearing for night long COVID era.

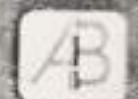


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National and International journals and authored 35 books. She has also developed a psychological tool for assessing Attitude towards Science. She is the Vice-President of Council of Teacher Education (Eastern Zone) Scientist, IAEC, Member of Board of Studies, National endowment person of MNCRE, Ministry of Education, Governments of India, members of advisory and editorial board of national and international journals. Founder and Secretary of Kankhalga Yashoda Educational Society and Visiting Professor of some of the Universities including Academic Staff College, Bhubaneswar, Best Teacher Award 2010 from Sikkin Central University, Best Principal award 2020, Best Academician Award 2020 and Excellent Achiever award 2020. She has been conferred the title of Leading Educationists of the World by HIC, Cambridge, London.



Mr. Uday Modak is an ardent reader and follower of the Fundamentals of Education. He is B.A. (geography), M.A. (Geography) and B.Ed. M.Ed. His profile research scholar in Education, pursuing Ph.D. in Education at OPJS University, Churu, and Rajasthan. He is presently working as an Assistant Professor in Geography method at Bhuvan's Tripura College of Teacher Education, Narsingarh, Agartala, Tripura. He has attended and presented paper in 15 National and International seminars and workshops in various interdisciplinary topic. He has been regularly contributing research paper in various national and international journals and published 31 articles in edited books.



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National Education Policy 2020
Future and Prospects

Dr. Savita Mishra
Mr. Uday Modak

National Education Policy 2020 Future and Prospects



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state levels to develop implementation plans for each aspect of the NEP. The plans will list out actions to be taken by multiple bodies, including the HRD Ministry, state Education Departments, school Boards, NCERT, Central Advisory Board of Education and National Testing Agency, among others. Planning will be followed by a yearly joint review of progress against targets set.

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18.

Employment and National Education Policy 2020

Mr. Uday Modak*

Introduction

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

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

Objectives

1. The study will emphasize the various importances of work opportunities, employability and NEP 2020.

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



Dr. Savita Mishra is a Principal, Vidyasagar College of Education, Howrah, West Bengal. She has impeccable records of seventeen years of teaching and research activities. She is dedicated, resourceful and goal-driven professional educator with a solid commitment to the academic growth and development of every pupil teacher. She has been motivating teachers and students to come up with innovative ideas for the progressive development of teaching-learning process. She is committed to professional ethics and standards of practices and keeps herself abreast with the latest developments in teacher education. She is continuously engaged in organizing National and International level conferences, webinars and workshops for dissemination of knowledge and expertise to the stakeholders of education. She has written more than seventy research articles in reputed National and International journals and authored 37 books. She has also developed a psychological tool for assessing Attitude towards Science. She is the Vice-President of Council of Teacher Education (Eastern Zone), Kolkata, IACC, Member of Board of Studies, National resource person of MGNREGS, Ministry of Education, Government of India, members of advisory and editorial board of national and international journals. Founder and Secretary of Ramdanga Yashoda Educational Society and Visiting Professor at some of the Universities including Academic Staff Colleges. She has awarded Best Teacher Award 2010 from Sakshi central University, Best Principal award 2020, Best Academician Award 2020, Celebrity writer award 2020 and Excellent Achiever award 2020. She has been conferred the title of 'Leading Educationists of the World' by IBC, Cambridge, London.



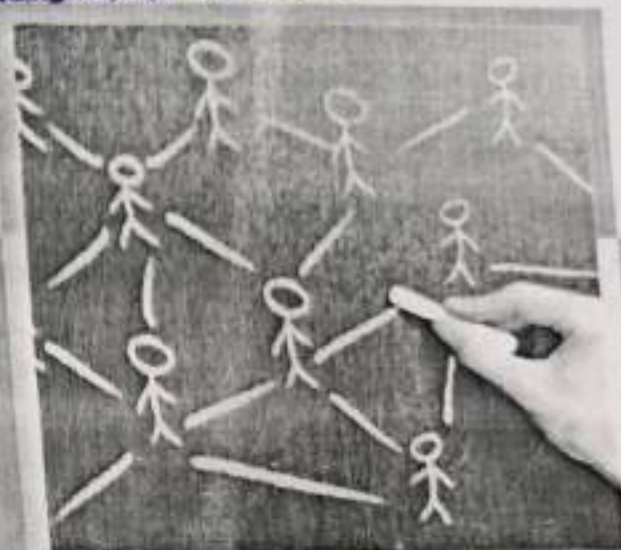
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**Educational Administration,
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ascertain the degree of achievement or value in regard to the main objectives and purposes and the results of any such action that has been completed. The primary purpose of evaluation, is to gain insight into prior or existing initiatives, is to enable reflection and assist in the identification of future change.

Conclusion

Educational Administration in the modern world is very necessary for a smooth running and growth of healthy educational institution. It is been seen an effective educational administration is an essence for the efficiency and effectiveness. Thus for the success of educational administration there must be enough understanding and flexibility, discipline and the necessary decorum should be maintained in the educational institutions or organisations.

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2.

Meaning and Principles of Educational Administration

Mrs. Runa Guha*
Mr. Uday Modak**

Introduction

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

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

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



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



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Knowledge and Curriculum

Pedagogical Innovation of Touch in Youth

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

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Stage Specific Curriculum

Mr. Uday Modak

Introduction

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

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

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

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

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The National Education Policy 2020, is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. The Policy aims at making India a global knowledge superpower.

The Policy proposes the revision and reworking of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. Some of the goals envisaged in the policy include universalisation of education upto secondary level with 100 per cent Gross Enrolment Ratio (GER) by 2030, raise GER in higher education to 50 per cent by 2025, bring two crore out of school children back into the main stream, 100% youth and adult literacy, raise public investment in Education to 6 per cent of GDP, establishment of National Mission for Mentoring, National Educational Technology Forum, and Indian Institute of Translation and Interpretation, etc.

The opponents are of the view that the policy is an ambitious one and may not achieve its stated goals due to variety of reasons, most important one being lack of funding and inadequacy of infrastructure.

The book in your hand is an attempt to highlight various facets of the NEP 2020 and the challenges it is likely to face in its effective implementation.



Dr. Savita Mishra is Principal, Vidyasagar College of Education, Phansidewa, Darjeeling, West Bengal. She has impeccable records of seventeen years of teaching and research activities. She is dedicated, resourceful and goal-driven professional educator with a solid commitment to the academic growth and development of every pupil teacher. She has been motivating teachers and students to come up with innovative ideas for the progressive development of teaching-learning process. She is committed to professional ethics and standards of practices and keeps herself abreast with the latest developments in teacher education. She is continuously engaged in organizing National and International level conferences, webinars and workshops for dissemination of knowledge and expertise to the stakeholders of education. She has written more than seventy research articles in reputed National and International journals and authored 23 books. She has also developed a psychological tool for assessing Attitude towards Science.

She is the Vice-President of Council of Teacher Education (Eastern Zone), Scientist, IAC, Member of Board of Studies and Visiting Professor of some of the Universities including Academic Staff Colleges. She has been conferred the title of 'Leading Educationists of the World' by IBC, Cambridge, London.



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The National Education Policy 2020
A Trajectory to Make India a Global Knowledge Superpower

Dr. Savita Mishra



The National Education Policy 2020

*A Trajectory to Make India
A Global Knowledge Superpower*

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5.

Vocational and Skill Education

Mr. Uday Modak*

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 is sometimes referred to as career and technical education. A vocational school is a type of educational institution specifically designed to provide vocational education.

Vocational education can take place at the post-secondary, further education, or higher education level and can interact with the apprenticeship system. At the post-secondary level, vocational education is often provided by highly specialized trade schools, technical schools, community colleges, colleges of further education (UK), universities, as well as institutes of technology (formerly called polytechnic institutes). Historically, almost all vocational education took place in the classroom or on the job site, with students learning trade skills and trade theory

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A curriculum is the "roadmap" or "outline" of a specific discipline. Both the instructors and the educational institutions/teaching philosophy serve as two of the principles upon which a curriculum is based. In designing syllabus and creating positive learning environment, curriculum designer combine the knowledge contents to be learned and the skills to be developed. A well-crafted curriculum serves as a guide to ensure you're on the right track. The curriculum is also intended to help students progress from basic concepts to more complex topics or skills. When students engage in active, independent learning activities, they develop skills through their actions and then acquire knowledge. This book assists students in navigating their way on the most recent demand policy and in developing a curriculum of learning path.



Dr. Mukta Goyal is the dedicated professional having an experience of almost a decade in academia. Presently, she is working as an Assistant Professor in Management Department at Gurukul Desh Institute of Technology, New Delhi. She has completed North D in Management from Manipal University, Changanassery, (Karnataka). Before joining this institution she served Manav Institute of Education & Technology, Rohtak and New Delhi as Principal. Apart from her regular assignments, she has also volunteered in "Touch India program" which happens to be a part of United Nations of India Group in collaboration with the British Council. Recently she has been a Patron and host of an event in May 2021. She has been conferred with the "New IT" the Best Super Woman 2020 by Forever Star India Award, New Delhi. She holds the credit by and has worked with different titles. Many of her research papers have been acknowledged and published in the Journal of North and International as well as in conferences, national and international.



Uday Modak is an ardent reader and follower of the fundamentals of Education. He is B.A. (Geography), M.A. (Geography) and B.Ed., M.Ed. He is a prolific research scholar in Education, pursuing Ph.D. in Education at O.P.J.S. University, Chitauri, and Rajasthan. He is presently working as an Associate Professor in Geography method at Durgam's Tripura College of Teacher Education, Narsingarh, Agartala, and Tripura-799015 and Academic Council of IGNOU. He is Question Setter, Evaluator, and Internal Examiner of Tripura Central University. He is Reviewer and Editor of research articles and reviewed guide of B.Ed.(T.E.) M.A. Education of IGNOU. He has attended and presented in as many as 11 National and International seminars, 2 workshops and 2 International Conferences. He has been regularly contributing research paper in various national and international Books and journals, published 61 articles in edited books, 4 articles in Journal and Edited 1 Book. His major interests are in Personality, Social Psychology, Philosophy, Vocational Curriculum & NEP 2020, Teacher Education, COVID-19 pandemic.

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Knowledge and Curriculum
Pedagogical Innovation of Touch in Youth

Mukta Goyal
Uday Modak

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Knowledge and Curriculum

Pedagogical Innovation of Touch in Youth

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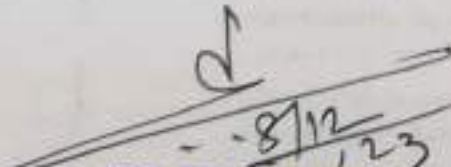
Mukta Goyal
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a clear vision and mission, a selected educational paradigm, and pay attention to stakeholders, context, culture and politics. It goes beyond the technical and is complex. As such, a strong leadership support and early wins are paramount.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

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

Mr. Uday Modak
Mr. Chandan Majumder

Introduction

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

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

Objectives of the Study

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

What's the Difference between Knowledge and Skills?

The differences between knowledge and skills are:

COVID-19 PANDEMIC

Changing the World

COVID-19 is the short form of Corona Virus Disease that spread in December 2019 in Wuhan, China. The COVID-19 Pandemic is considered as the most crucial global health calamity of the century that the humankind faced since the Second World War. The effect of COVID-19 is world wide and on diverse sections of the society. Dealing with the unforeseen challenges caused by the COVID-19 Pandemic has taken a significant toll on people all across the world.

This anthology contains nineteen research papers on diverse themes related to the problems caused by COVID-19 Pandemic. This anthology on COVID-19 will prove useful not only to the students but also to the avid readers of English literature.



Dr. Ram Sharma is an accomplished poet and writer both in English, Hindi and in the field of literature. He has added many feathers to his cap. As a student he has been exceptionally brilliant student from class first to M.Phil. He did his doctorate on Post-modernist Trends in Indian Novels in English: A Study of Anita Desai, Arun Joshi, Amitav Ghosh and Vikram Seth. He is a renowned poet, critic, reviewer and translator. His poetry is indeed of very high order which is read throughout the world. He has several research papers, articles, poems and reviews published in esteemed journals, magazines and newspapers of India and abroad including Poets International, Bizz Buzz, Rock Pebblest, Contemporary Vibes, Skylark, Shine, Poetcrit, Indian Book Chronicle, The Vedic Path, Metverse Muse, Young Poet, Poetry Today, Strom, Samvedna, Pegasus, Hyphen, IJPC, Indo-Asian Literature, Replica, Bridge-in-Making, CyberLiterature, Points of View.



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Book Name: COVID-19 PANDEMIC Changing
Published by: AADI Publications, F-11 S.S. Tower,
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attendance, the universities have to provide more classrooms and better provisions in workshops and laboratories to avoid crowding.

The current lockdown situation should be seized as an opportunity to innovate and develop new techniques to impart education that would be safe, user friendly, robust and accessible to all at a reasonable cost. Another challenge is to keep the weaker students engaged. This would require enough patience and skills in every teacher for the success of an online education system.

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No: 978-93-87799-56-1

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S: Dr. Ram Sharma.

on: 2021

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Impact of COVID-19 Pandemic on Society and Human Body

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Mr. Uday Modak

Abstract

COVID-19 (Corona virus) has affected day to day life and is slowing down the global economy. This pandemic has affected thousands of peoples, who are either sick or are being killed due to the spread of this disease. This, being a new viral disease affecting humans for the first time, vaccines are not yet available. His virus is spreading exponentially region wise. Countries are banning gatherings of people to the spread and break the exponential curve. Many countries are locking their population and enforcing strict quarantine to control the spread of the havoc of this highly communicable disease. COVID-19 has rapidly affected our day to day life (health, social and economy), businesses, disrupted the world trade and movements. This virus creates significant knock-on effects on the daily life of citizens as well as about the global economy.

Keywords: COVID-19, Corona Virus, Peoples, Health, Daily life, Global economy, etc.

1. Introduction

The outbreak of COVID-19 in China has claimed many lives and adversely affected the global economy. But more surprisingly, the speed at which it is spreading all over the world is a matter of a greater concern. More than 1,70,000 people have been