

A few questions on self-concept, self-respect, and self-esteem are inseparable in the experience of every human being. They are specifically prominent in development of personality. The book compiles different views, opinions and thoughts on a complex topic "Self concept" to provide new insights to put a better perspective for the readers. In fact, the editor tried to include a few refined models developed by educators in a very sophisticated way and proceed on parallel tracks, with no crossings. The book also sheds light on all vital aspects that contribute and enrich one's self-concept, self-respect and self-esteem that one always aspires to attain to become a true professional and global citizen. Besides, it aims at advancing the self-concept in works by addressing almost all erstwhile deficiencies. In fact, the common denominator of all chapters that are presented herein to suggest integrative views, in which many components and facets of self-concept and its related facets are considered, eventually, bridges the gap between traditional and conventional models that are, so far, hardly related.

In conclusion, the thirty chapters presented in this book offer new insights into the multifaceted nature of self-concept, by advancing integrative perspectives on self-identity, self-respect, and self-esteem contexts. These contributions can inspire the scholars and lead to more integrative research, in which some key pragmatic, realistic, and theoretical hypotheses proposed by the chapter authors could be empirically tested across multiple groups in various institutions and contexts. Hopefully, this 'integrative' endeavor could become the priority of the agenda of teachers, pupil-teachers, academicians and scholars having the highest degree of positivity and optimism to lead strongly in their realms of their expertise.



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.

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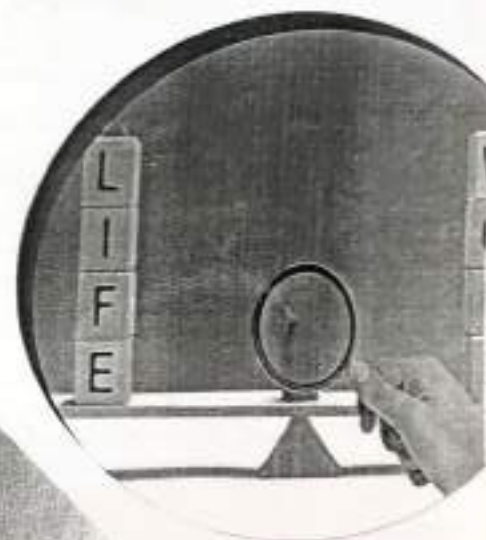
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Building Self Concept with the Learners Dr. Savita Mishra

Building Self Concept with the Learners



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22.

Understanding of Self and it's Importance

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Introduction

The term self-concept is a general term used to refer to how someone thinks about, evaluates or perceives themselves. To be aware of oneself is to have a concept of oneself. Baumeister (1999) provides the following self-concept definition: "The individual's belief about himself or herself, including the person's attributes and who and what the self is". The self-concept is an important term for both social and humanistic psychology. Lewis (1990) suggests that the development of a concept of self has two aspects:

1) The Existential Self

This is 'the most basic part of the self-scheme or self-concept; the sense of being separate and distinct from others and the awareness of the constancy of the self' (Bee, 1992).

The child realizes that they exist as a separate entity from others and that they continue to exist over time and space.

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According to Lewis awareness of the existential self begins as young as two to three months old and arises in part due to the relation the child has with the world. For example, the child smiles and someone smiles back, or the child touches a mobile and sees it move.

2) The Categorical Self

Having realized that he or she exists as a separate experiencing being, the child next becomes aware that he or she is also an object in the world.

Just as other objects including people have properties that can be experienced (big, small, red, smooth and so on) so the child is becoming aware of himself or herself as an object which can be experienced and which has properties.

The self too can be put into categories such as age, gender, size or skill. Two of the first categories to be applied are age ("I am 3") and gender ("I am a girl").

In early childhood the categories children apply to themselves are very concrete (e.g., hair colour, height and favourite things). Later, self-description also begins to include reference to internal psychological traits, comparative evaluations and to how others see them.

Dr. Carl Rogers' Three Parts of Self-Concept

The renowned Humanist psychologist Dr. Carl Rogers believed that there are three distinct parts of a person's self-concept: self-esteem, self-image, and ideal self.

1. **Self-Image** or how you see yourself: Each individual's self-image is a mixture of different attributes including our physical characteristics, personality traits, and social roles. Self-image doesn't necessarily coincide with reality. Some people might have an inflated self-image of themselves, while others may perceive or exaggerate the flaws and weaknesses that others don't see.
2. **Self-Esteem** or how much you value yourself: A number of factors can impact self-esteem, including how we compare ourselves to others and how others respond to us. When people respond positively to our behaviour, we are more likely to develop positive self-esteem. When we compare ourselves to others and find ourselves lacking, it can have a negative impact on our self-esteem.
3. **Ideal Self** or how you wish you could be: In many cases, the

Everyone wants to be an academic leader, which is not easy as it seems. We hardly see any formal leadership programs and training before beginning any academic position. *Building Academic Leadership Capacity* provides insights into best practices at those academic institutions that excel in helping Directors, Deans, Principals, HODs, etc. become genuine academic leaders. From ideal and down to earth, the edited book *Academic Leadership: Essential to Turn Vision into Reality* guides academic institutions to plan and prepare their programs to prepare academic leaders for the global challenges. It is based on the principle that leadership development needs to be tailored to the needs of both the teacher and the role and recognizes each worth as an academic leadership role in competitive academia. The chapters build on research on leadership in management and on academic leadership to reflect a critical strategy that fosters continuous learning. Both editors are the most respected names in academic leadership training. It presents a complete but concise portrait of academic leadership and its related facets. The chapters include substantial content on faculty recruitment, evaluation, effective communication, developing harmony, collaboration, decision making, mentoring faculty, and much more. The book is undoubtedly future-oriented and proactive, consistently exploring what is possible rather than being bound by past resolutions and disappointments.



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11.

Quality of Good Leadership

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Five Essential Qualities of Leadership

Being a good leader isn't easy. While a leader's actions may be

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Empowerment is a multi-dimensional social process that aids people gain control over their lives. To secure future generation and to establish social peace, women's education and empowerment both are important. According to the World Bank Empowerment is the process of increasing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes. Through the process, an individual becomes an agent of change. Although the phrase "women's empowerment" is used pervasively in the Gender Equity & Women's Empowerment space (and beyond), it is generally in the context of issues economic empowerment, political participation, and girls' education. The empowerment of women would result in overall development of society both at micro and macro level. Active participation of women in economic activities and decisions, would contribute towards overall economic development. Educated women are capable of bringing socio-economic changes. The commitment of almost all democratic countries, including India, guarantees equal rights to both men and women. Realising the importance, it has been decided to bring out this book, "EDUCATION AND WOMEN EMPOWERMENT" so that it helps the readers to understand the ways to extend the benefits of education empowerment and ways to improve it. The readers can use this book as a reference book in their research work also as this book will provide an insight to the known aspects of women education and women empowerment.



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Education And Women Empowerment

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8.

Women Education and Society

Mr. Uday Modak*

Introduction

We often hear, "Ekk naari padhegi, saat peedhi taregi".

Education is globally acknowledged as the most powerful means of empowering girls and women and protecting them from the violation of their human rights. Investing in girls' and women's education can transform, and even save, lives—the lives of girls and women, and the lives of their families and communities. It is one of the most effective ways to achieve positive, sustainable change in the world, for everyone. Education sets in motion a virtuous spiral: girls and women gain greater knowledge, skills, self-confidence and capabilities, improving their own life prospects—and, in turn, an educated woman provides better nutrition, health care, and education for her family. Education enables a woman to take greater control of her life and gain inclusion in decision-making processes, which unleashes her potential to contribute socially and economically to her family's and community's wellbeing. Yet, today, millions of girls and women across the world live in debilitating poverty and are denied their right to education and two thirds of the

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world's illiterate adults are women.

An educated woman is, for example, likely to marry at a later age and have fewer children. Cross-country studies show that an extra year of schooling for girls reduces fertility rates by 5 to 10 per cent. And the children of an educated mother are more likely to survive. In India, for example, the infant mortality rate of babies whose mothers have received primary education is half that of children whose mothers are illiterate. An educated woman will also be more productive at work -- and better paid. Indeed, the dividend for educational investment is often higher for women than men.

"To awaken the people, it is the women who must be awakened. Once she is on the move, the family moves, the village moves, the nation moves."

-Pt. Jawaharlal Nehru

Education is a milestone of women empowerment because it enables them to respond to challenges, to confront their traditional role and change their life. Education is one of the ways to spread the message of women empowerment. However rich and humongous our country is no goals or dreams of our citizens will be achieved without effective education. Education not only educates a person but also helps her realize that she is a vital part to the society. Occupational achievement, self-awareness and satisfaction are among the many things that will be ensured by effective use of education. Guidance and counselling also provided through education, helps women select their jobs and build career paths. Education will help women to empower through the knowledge of science and technology to face the challenges of today's technological age. It also helps them in garnering information through the computer all over the world. Education not only educates a woman but enables her to take decisions and accept responsibilities at her home and outer world. Education helps a woman to understand her rights to equal treatment like a man in the society.

Why Education is Important for Women?

What is education? Why education is important? What is the meaning of education? Is it a basic right for everyone? These questions still make sense and aren't racist. However, asking that 'Why is education important for women?'

The definition of education is vast but we can sum it up in a line saying- 'education is development and growth of oneself'

Everyone in education aspires to be an academic leader, which is not easy as it seems. We hardly see any formal leadership programs and training before beginning any academic positions. **Building Academic Leadership Capacity** provides insights into best practices at these academic institutions. Dial experts like Principals, Deans, Principals, HODs, etc., become genuine academic leaders. Practical and down-to-earth, the edited book **Academic Leadership: Essential to Turn Vision into Reality** guides academic institutions to plan and prepare their programs to prepare academic leaders for the global challenges. It is based on the principle that leadership development needs to be tailored to the needs of both the teacher and the role and resources involved in an academic leadership role in competitive academia. The chapters build on research on leadership in management and on academic leadership to reflect a critical strategy that fosters sustained learning. Both editors are the most respected names in academic leadership training. It presents a complete but concise portrait on academic leadership and its related facets. The chapters include substantial content on faculty recruitment, evaluation, effective communication, developing harmony, collaboration, decision making, mentoring faculty, and much more. The book is undoubtedly future-oriented and prescriptive, emphasizing exploring what is possible rather than being bound by past resolutions and disagreements.



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About the Book

Gender refers to the roles and responsibilities of men and women that are created in our families, our societies and our cultures. The concept of gender also includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men (femininity and masculinity). The concept of gender is vital because, applied to social analysis, it reveals how women's subordination (or men's domination) is socially constructed. As such, the subordination can be changed or ended. It is not biologically predetermined nor is it fixed forever.

This Book conceptualized in the Indian context with examples and experiences of Indian women and families would offer the theoretical and training inputs required for gender sensitizing the public including the government officials throughout the country and those developing countries with similar socio-cultural setups. The book will be very useful to students of Women's Studies, Gender, Education, Sociology, Social Work, Economics, Psychology, Management, Law and related disciplines at Post-graduation level and research scholars working in different Universities across the globe on gender issues. Besides this, it will also interest other scholars, NGOs and practitioners who work on women empowerment and gender justice throughout the globe.



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WOMEN IN LEADERSHIP AND DECISION MAKING

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1.0 Introduction:

"Leadership is about making others better as a result of your presence, and making sure that impact lasts in your absence." - Sheryl Sandberg (COO, Facebook)

Women are gradually making their leadership presence felt in entrepreneurship, administration, education, engineering, health, etc. at regional, national, and global levels. Women are now resolved to break the traditional glass ceiling that barred them from entering leadership positions even if they possessed requisite skills and talent to occupy them.

Women are constantly evolving and reaching new milestones across a wide spectrum of human activities in modern times. The world has witnessed the advent of

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(DR. RAJAT DEY)

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women leaders such as Hillary Rodham Clinton, Indra Nooyi, Oprah Winfrey, Theresa May, Christine Lagarde, to name a few.

1.1 Glass Ceiling:

The proverbial "glass ceiling" refers to the existence of intangible and unacknowledged impediments that obstruct the advancement of women and the weaker section of the society in professional or public life.

Glass ceilings as barrier are not based upon a person's inability or lack of expertise and knowledge to carry out assigned tasks. Rather, it relates to women as a community who are knowingly or unknowingly kept from advancing higher because 'they are women'.

1.2 Characteristics of Women Leadership:

Some of the common characteristic features of women leaders –

1. Transformational Leadership Style:

Women leaders are more transformational than men leaders. They function as a role model for their subordinates. They inspire their team and spend a lot of time coaching their team. They care a lot about their

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ABOUT THE EDITORS



Dr. Surekha Sundari Swain, is at present working as Professor and Principal in Shreebala Women's Autonomous College, Cuttack (Odisha). Prior to this she was working as State Officer cum Deputy Secretary in Higher Education Department of Government of Odisha. She has 23 years of teaching and Research experience. She passed her Post Graduate from Ravenshaw University, Cuttack with 1st Class (1st Gold Medalist) M.Phil. (Education) with 1st Class from Utkal University, Bhubaneswar and also completed her Ph.D. (Education) & U.S.R from Utkal University, Bhubaneswar. She has produced many Ph.D., M.Phil. scholars and guided more than 50 M.A. & M.Ed. dissertations. She has more than 100 publications in books and national and international journals. She has authored & edited books and contributed significantly to the field of education and literature. She has attended and presented papers in more than 150 International, National and state level seminars. She has delivered more than hundred extra-curricular talks in many Universities and colleges in India. She has visited 12 countries of the world like England, France, Italy, Switzerland, Netherlands, Germany, Thailand, Malaysia & Singapore, etc. She has also written many articles, essays and poems in the field of literature. She is the member of 1st Class of Mahatma Gandhi Central University, Motihari, Bihar, India. She is also member of Board of Studies in Education, member of DRC & DSC in Education and member of Academic Council of many Universities in Odisha and India. She is the member of All India Education Society, ARI, Utkal Sahityasamaj, NSS Advisory Committee member of 20 Universities of Odisha. She is also working committee member of Indian Red Cross Society, Odisha Branch, member of Planning Committee of Bharat Soud & Guide of Odisha Branch. She is the Nodal Officer of Ek Bharat Shreshtha Bharat programme in BISSA Housing Universities and Colleges of Odisha State. She is one of the member of editorial board of many journals of national and international repute. She has been awarded by the Governor of Odisha and Chief Minister of Odisha for her contribution to the field of education, conservation of environment & Blood Donations. She has also been awarded by many Govt. & Non-Govt. agencies and organisations for her contribution in the field of education, literature, social service and blood donation. She is also giving financial assistance to some meritorious poor students for their higher studies. She has a passion for social service and helping the poor and down trodden in the society. She is a dedicated, sincere, hardworking and honest person with high ethics and moral values.



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NATIONAL EDUCATION POLICY 2020 Meeting Goals of 21st Century Education

Edited by:
Dr. Surekha Sundari Swain
Dr. Bimal Charan Swain
Dr. Biswa Mohana Jena

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NATIONAL EDUCATION POLICY 2020 AND ADULT EDUCATION

Uday Modak

Introduction

Adult education plays an important role in educational as well as economic development of the nation. Lack of adult education and adult literacy would lead to barriers within the course of enrichment of the system of education and socio-economic growth and development of the nation. In adult education, the individuals make selection of the fields, which are of benefit to them. Non-classroom education of adult learners has immense significance. This is particularly in the case of developing society, society with low levels of literacy and low development. In such societies, when adults are unaware and are residing in the conditions of poverty and backwardness, non-classroom instruction renders an important contribution in facilitating education and learning among them.

Objectives of Adult Education

The objectives of adult education are as follows:

Imparting Literacy

The major goals of adult education is to bring about improvements in the quality of lives of the individual and enable them to realise their potential for self-realization, raise the standard of living in the families, communities, societies and nation, to promote peace and communal harmony in the multi-cultural global village and to bring about augmentation of the pace of development and welfare of the individual



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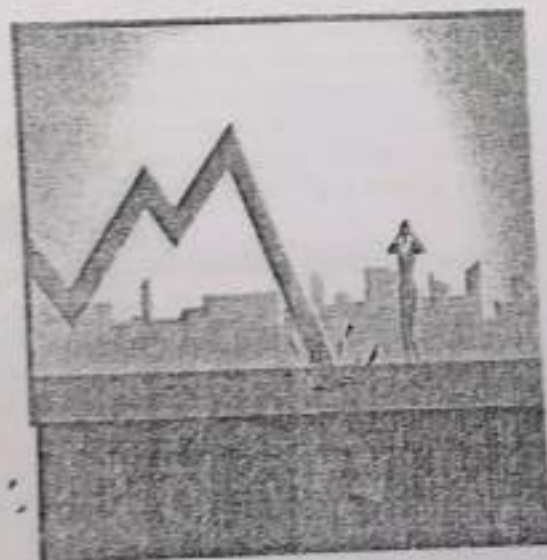


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ECONOMIC Crisis and MENTALITY of YOUTH in POST PANDEMIC PERIOD

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IMPACT ON EDUCATION SECTOR IN PANDEMIC

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Introduction

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

— Swami Vivekananda

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.

What should we be worried about in this phase of the crisis that might have an immediate impact on children and youth? (1) Losses in learning (2) Increased dropout rates (3) 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.

Learning:

Starting the school year late or interrupting it (depending on if they live in the southern or northern hemisphere) completely

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TRANSFORMING THE REGULATORY SYSTEM OF HIGHER EDUCATION

* Mr. Uday Modak

ABSTRACT:

Reforms in the Indian higher education system were also long overdue, and NEP 2020 marks a significant shift in the long-standing and established rote and herd learning education practice followed in India. The main focus of NEP 2020 is not only on improving the quality of education, but NEP 2020 also focuses on formulating an effective regulatory regime for higher education institutions across India.

The National Education Policy has come as an unanticipated move in 2020. The announcement of major changes in the education system has revolutionized school and higher education reforms in the country. Being announced after 34 years, it is a seriously debated move among

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RIGHT TO INFORMATION ACT

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destroy the peace, harmony among citizens. Nor should it be converted into a tool of oppression or intimidation of honest officials striving to do their duty.

5.0. CONCLUSIONS

There is no doubt that The Right to Information Act is an effective tool for creating awareness about public authorities to citizens. Due to this, there is transparency among government work. The RTI is considered as a fundamental right under Indian Constitution. Thus, the Right to Information would lead to openness in the administration and the citizens would get information about various issues & it would promote transparency & increase government efficiency. The excess of anything is dangerous. So increasing numbers of RTI applicants enhance its misuse. Effective steps should be taken by the government in order to check its misuse. *"When government begins closing doors, it selectively controls information rightfully belonging to the poor."*

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CHAPTER-17

RIGHT TO INFORMATION AS A FUNDAMENTAL RIGHT

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ABSTRACT: The right to information is a fundamental right under Article 19 (1) of the Indian Constitution. In 1976, in the Raj Narain vs the State of Uttar Pradesh case, the Supreme Court ruled that Right to information will be treated as a fundamental right under article 19. The Supreme Court held that in Indian democracy, people are the masters and they have the right to know about the working of the government. Thus the government enacted the Right to Information act in 2005 which provides machinery for exercising this fundamental right.

In this article, I analyze the reasons as to why the right to information needs to have been included in Part III of the Constitution, to be granted as a fundamental right rather than a statutory right.

Keywords: RTI, Indian Constitution, Right to information, Fundamentals Right.

1.0 INTRODUCTION:

RTI is one of the most important acts which empower ordinary citizens to question the government and its working. This has been widely used by citizens and media to uncover corruption, progress in government work, expenses related information, etc. All constitutional authorities, agencies, owned and controlled, also those organizations which are substantially financed by the government come under the purview of the act. The act also mandates public authorities of union government or state government, to provide timely response to the

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VOCAL FOR LOCAL: How to Succeed? | Bhabananda Deb Nath & Anup Karmakar



VOCAL FOR LOCAL: How to Succeed?



5/12
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Vocal for Local

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Abstract

Vocal for Local is an initiative to empower local products in the market which is competitive at par global standards and are truly able to draw out the essence of local brands in both domestic as well as international market.

By going vocal for local, we aren't putting a stop to purchasing other products in the market; rather, we are increasing the availability of local products, which stand to be equally valuable in terms of both price and quality as compared to its competitors.

On 12th May, 2020, Prime Minister Narendra Modi made an appeal to the nation for achieving self-reliance in not just winning the war against "COVID-19" but also emerging as a global leader. And so, 'Atmanirbhar Bharat Abhiyan' or 'Self Reliant India' was first introduced to the nation.

It is to be noted that the policy is not protectionist in nature and it doesn't imply isolation from the rest of the world. The true purpose of the 'Atmanirbhar Bharat Abhiyan' is aimed towards resurging the Indian economy during and after the "Coronavirus Pandemic", and transition into a bigger, evolved part of the global economy.

With the introduction of this policy, another important campaign which focuses on benefitting the Make in India movement by emphasizing the promotion of local brands.

manufacturing and supply chain is – Vocal for Local.

Keywords: Vocal to local, Local Product, Atmanirbhar Bharat Abhiyan or Self Reliant India, Corona Pandemic.

Introduction

The Indian Prime Minister's televised address to the nation on 12th May, 2020, included a financial package of Rs. 20 lakh crore to revive India's stalled economy on account of COVID-19. Simultaneously, the package intended to kick start a process towards making India and self-reliant. Besides the financial stimulus, the PM spoke about the importance of India as a huge local market and how India has the potential to take its local products to global.

As a part of the speech the PM emphasized the need for India to recognize the importance of local manufacturing, local markets and local supply chains. He said that COVID-19 taught India the importance of being local. He said, "All our demands during the crisis were met locally. Now, it is time to be 'vocal about local' products and help them become global."

The PM felt that leading brands of the world were once local brands and they became global brands when local people started buying and using them. They branded them and then felt proud of them and started promoting them. They were the catalysts to make them global brands from local brands. The PM said that the world has appreciated India's production of life saving drugs and this should make all Indians proud. The PM felt that COVID-19 crisis has given an impetus to local products as during the present crisis it is the local people who have fulfilled the demand saving India from duress. He says that the people making local products need support and it is every Indian's responsibility to buy local products. He coined a new slogan 'vocal for local' which means to not only buy local products but be vocal about promoting them proudly. He wants Indians to make local the mantra of their lives.

The PM recalled the response of people when he had given a call for them to buy khadi to support the handloom workers. He said that people responded well judging by the record level of sales.

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ABOUT THE BOOK (PEER-REVIEWED)

The book is an endeavour to project and propose the need for peace and value education from varying perspectives. Accordingly, it has collected invited articles from eminent professors and peer-reviewed articles from scholars across the country. While the invited articles are focused upon Peace Education and Value Education, the peer-reviewed articles are distributed among eight themes, namely Philosophy of Peace and Value Education, Integrity of peace and values with our daily life, Incultation of skills towards Peace and Value Education, Role of motivation and reinforcement in Peace and Value Education, Significance of social constructivism in building Peace and Value Education, Role of Peace and Value Education in conflict management, Importance of peace and value awareness campaign and Causes and remedies of peace and value crisis.

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Dr. Nita Mitra (Chanda)
Dr. Rituparna Basak (Das Gupta)



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Peace and Value Education

Uday Modak

Abstract:

PEACE EDUCATION according to UNICEF "Peace Education is the process of promoting the knowledge, skills, attitudes, and values needed to bring about behaviour change that will enable children, youth, and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an interpersonal, intergroup, national, or international level." Its aim is to prevent a conflict in advance or rather to educate individuals and a society for a peaceful existence on the basis of nonviolence, tolerance, equality, respect for differences, and social justice.

Value-education is a many sided Endeavour and in an activity during which young people are assisted by adults or older people in schools, family homes, clubs and religious and other organizations, to make explicit those underlying their own attitudes, to assess the effectiveness of these values for their own and others long term well-being and to reflect on and acquire other values which are more effective for long term well-being. In its philosophical or educational interpretation value signifies neither a thing nor an individual, but a thought or a point of view. According to its verbal meaning value signifies that quality of an individual or things which makes that individual or thing important, respectable and useful.

Value- Education is thus concerned to make morality a living concern for students. Hence, what is needed is value-education. Despite many educators and educationists description regarding value-education, it cannot be denied that continuing research will continue to making the description of value-education more adequate. Educational values are related to those activities which are good, useful and valuable from the point of view of education.

According to C. F. Gould "Value-education is the aggregate of all the process by means of which a person develops abilities, attitudes and other forms of behaviour of the positive values in the society in which he lives."

Key words: Peace Education, Assumptions, Environmental values, Value-education.

1.0 Introduction:

Peace education is the process of acquiring the values, the knowledge and developing the attitudes, skills, and behaviours to live in harmony with oneself, with others, and with the natural environment.

Accordingly, peace education could be defined as an interdisciplinary area of education whose goal is institutionalized and non institutionalized teaching about peace and for peace. Peace education aims to help students acquire skills for nonviolent conflict resolution and to reinforce these skills for active and responsible action in the society for the promotion of the values of peace.

2.0 Characteristics of Peace Education:

1. It is developmental;
2. Systematic in its approach;
3. Transformative;
4. Comprehensive or holistic in scope; and
5. Ethical

3.0 Why is peace education important?

It is important that peace education students see the potential for a future without violence. Peace educators help to promote a hopeful optimism by showing students that it is possible to affect the future based on what we do today.

4.0 What are the goals of peace educators?

They also strive to help students appreciate intercultural diversity, learn the skill set for peaceful engagements, and envision a future without war. The goals of peace educators also include helping students understand national security and war behavior.

5.0 Major Reasons for Peace Education:

The importance of peace education cannot be ignored, especially in post-modern times. The following are reasons peace education must be taught in schools:

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CHAPTER-3

IMPACT OF SAFE ENVIRONMENT AT WORKPLACE

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ABSTRACT: Employee morale can be impacted in both positive and negative ways by the workplace environment. Workplace environment plays a major role in the performance and productivity of an employee. Most industries have an unsafe workplace environment and are most time unhealthy too. This study is focused on the workplace environment in a health facility and how it affects the health worker. An unsafe health facility environment such as unsuitable furniture, poorly designed workstations, lack of ventilation, excessive noise, inappropriate lighting, poor supervisor support, poor work space, poor communication, poor fire safety measures for emergencies, and lack of personal protective equipment, can adversely affect the productivity of the employee. The relationship between the employee, work and the workplace environment is very crucial and hence it becomes an integral part of work itself. Management effort in ensuring an active workforce should be focused on employee personal motivation and the infrastructure of the work environment.

Employees have a legal right to expect a safe and healthy work environment. Even though it may seem as if workplace health and safety is an obligation and cost to business owners, it has advantages in productivity and loyalty. Business owners must understand that a safe workplace is a key component to developing a positive corporate culture.

Keywords: Workplace, Productivity, Performance, Workforce, satisfaction, office environment.

1.0 INTRODUCTION


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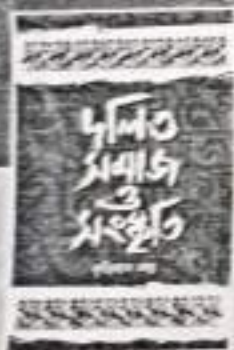
The environment can be termed as a man's closest surrounding which he can manipulate for his survival or existence. If this surrounding is wrongly manipulated, it may lead to unsafe situations rising and making it difficult for man's survival. Hazards as a result of the poorly managed surrounding can hinder employees productivity rate and lead to a low morale. This makes the workplace environment a very crucial determinant of the employee performance, morale, and productivity. The workplace entails an environment in which the worker performs his work. Task performed in the workplace can be directly affected by the physical environment where the task is being performed.

A work environment free from injuries and accidents attracts employees. Employees are more satisfied and productive in such an environment. A safe work environment is important for both employees and employers alike. It is the right of all employees to have safety in the workplace. Workplace safety is important regardless of the size of a company. All companies, big or small, need to incorporate safety in their workplaces. Well implemented safety measures keep employees safe and also protect industry equipment. It is the responsibility and duty of employers to protect their employees and keep them safe.

2.0 OBJECTIVES

1. The study will emphasize the various importance of safe environment at workplace.
2. To highlight various ways to create such positive and safe environment at workplace.
3. The study will suggest the uses and significance of safe environment at workplace.
4. The study will discuss about the various benefits associated with safe environment.
5. The study will conduct how we can promote safe environment at workplace.
6. The study will search for safe environmental justice through safe environment programme.

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দমিত মম্বাজ ও সংস্কৃতি

সম্পাদক: কৃষ্ণবাস দত্ত

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সম্পাদক: কৃষ্ণবাস দত্ত



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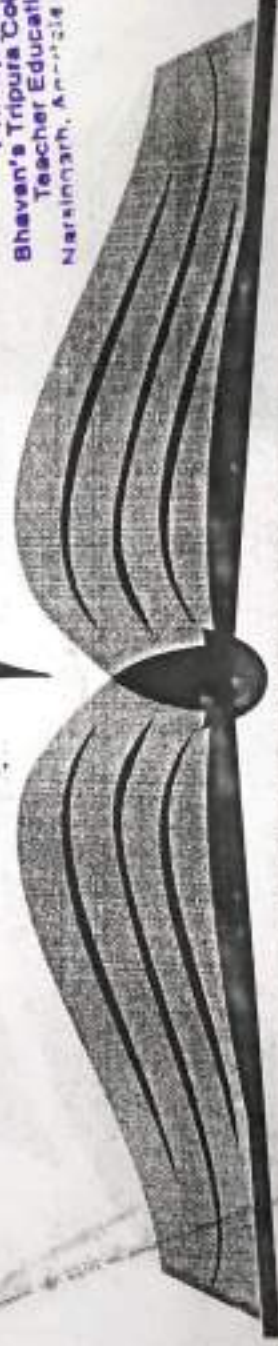
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ভূমিকা: আমাদের ভারত বর্ষ পৃথিবীতে এক বৈচিত্র্যপূর্ণ মহান দেশ হিসেবে পরিচিত কারণ এখানে প্রাকৃতিক পরিবেশের বৈচিত্র্যের সঙ্গে সঙ্গে বিভিন্ন জাতিগোষ্ঠী, ভাষা, ধর্ম, সংস্কৃতি ও নানা মতের সমন্বয় পরিলক্ষিত হয়েছে। কিন্তু এসবের মধ্যেই রয়েছে শতাব্দীপ্রাচীন জাতপাত ব্যবস্থার এক কলঙ্কিত অধ্যায়। যা প্রাচীনকালে বিশেষত সনাতন হিন্দু ধর্মশাস্ত্র তথা যজুর্বেদে পূর্ববসুন্ত মনুষ্মতি এবং চতুরাশ্রম প্রথার ভিত্তিতে গড়ে উঠেছিল। বেটা সমাজকে চারটি শ্রেণীতে বিভক্ত করেছিল এবং সেটাই বর্তমান সমাজে জাত ব্যবস্থা বজায় থাকার মূল কারণ। এই ব্যবস্থা ঈশ্বরের দৈববাণী বা ঐশ্বরিক উৎপত্তিবাদ অর্থাৎ ঈশ্বরের নির্দেশের সৃষ্টি হয়েছে এবং জন্ম অনুসারে কর্মের বিভাজন কে অনুসরণ করেছে বলে মনে করা হলেও এই জাত ব্যবস্থা যে কর্মের ভাগিদেই মানুষের দ্বারা সৃষ্টি হয়েছে একথা অস্বীকার করা যায় না। আবার মনুষ্মতিতে বর্ণনানুসারে কর্ম বটনের উল্লেখ পাওয়া যায়। অর্থাৎ সমাজে যারা ব্রহ্মজ্ঞান সম্পন্ন, পূজার্চনা, শাস্ত্র চর্চা এবং সঙ্গীত চর্চা নিয়ে আলোচনা করত তারাই ব্রাহ্মণ শ্রেণি, যারা দেশের সুরক্ষা অর্থাৎ শৃঙ্খলার কাজে নিয়োজিত থাকতেন তাদের ক্ষত্রিয় শ্রেণি, যারা দেশের বা সমাজের সম্পদ বৃদ্ধি ও ব্যবসা-বাণিজ্যের কাজে নিয়োজিত থাকতেন তাদের বৈশ্য শ্রেণি এবং সর্বশেষ যারা সর্বদা শারীরিক পরিশ্রম করে উপরের তিনটি শ্রেণি বা সমাজের বিভিন্ন রকম সেবার কাজে নিয়োজিত থাকতেন তারাই শূত্র শ্রেণির বলে চিহ্নিত ছিলেন। কিন্তু তারা অজুহৎ বলে গণ্য না হলেও সামাজিক বৈষম্যের শিকার হতে হতো। এদের পাশাপাশি বর্ণাশ্রমে উল্লেখিত এই চারটি শ্রেণির বাহিরে ও আমাদের ভারতবর্ষে এমন অনেক শ্রেণির মানুষ রয়েছে যারা প্রাচীনকাল থেকে বর্তমান সময় পর্যন্ত শিক্ষাদীক্ষা সামাজিক মর্যাদা ও আত্মসম্মান এমনকি স্বাধীনভাবে

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

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MORAL VALUE AND EMPLOYMENT IN EDUCATION POLICY 2020

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1.0 INTRODUCTION:

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

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

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

2.0 MEANING & CONCEPT OF MORALITY:

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

WOMEN EMPOWERMENT AND LEADERSHIP



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DR. SAVITA MISHRA

Women play a crucial role in the economic and political development of a nation. Women education in India has been a major concern of the government as well as civil society since educated women play an important role in the development of the country. Education empowers women to respond to the challenges, to confront their traditional roles, and to change their lives. It strengthens economies and reduces poverty. Hence, it has been an urgent necessity to invest in Women's Education which can transform communities, countries, and the entire world, contributing to more stable, resilient societies that give all women the opportunity to fulfill their full potential.

Dr. Savita Mishra is a Principal, Vidyasagar College of Education, Barasat, West Bengal. She has impeccable records of teaching and research activities. She has written more than 100 research articles in reputed National and International journals and has authored 10 books. She has awarded Best Teacher Award 2010 from Tripura University, Best Principal award 2020, Best Academician award 2020, Celebrity writer award 2020, Excellent Achiever award 2020, Best Teacher Award 2021, Best Teacher Award (Higher Education) 2021, Top 100 Women Icon Award 2021 and Outstanding Woman of the Year 2021. She has been conferred the title of 'Woman of the World' by IBC, Cambridge, London.

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Various Policies in Women Education from Traditional to Modernity

Mr. Uday Modak: Assistant Professor, Bhavan's Tripura College of Teacher Education (BTCET) Bimangarh, Narasingarh, Agartala, Tripura

Introduction


What does it mean to be a woman? First of all, a woman is a mother, a wife, a daughter, a friend. The woman is sensitive but also strong. The woman exudes beauty, sensuality, love. There is a woman standing behind any successful man and she experiences every feeling along him.

Women are true heroes who fight for their purposes, who go through life with their heads up and who love to be respected and appreciated. They are good friends and have compassion for each other. They are mothers who fight for their children, who sacrifice themselves for them. Women are the smile, the finesse and the love in this world. They have enormous soul power. Most of the time, women prefer to ignore ranking themselves as personalities, because they are always taking care of the people around her. Without some education and encouragement, they devalue themselves, we decided to come to their aid and give them an educational base to help them fulfill their dreams and goals.

Education is one of the most critical areas of empowerment for women, as both the Cairo and Beijing conferences affirmed. It is also an area that offers some of the clearest examples of discrimination women suffer. Among children not attending school there are twice as many girls as boys, and among illiterate adults there are twice as many women as men. Offering girls basic education is one sure way of giving them much greater power

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New Trends in Education is a comprehensive and scientific exploration of current issues and practices. This user-friendly book offers a comprehensive and updated survey of practical teaching and learning options on memory and online environments as synchronous on virtual platforms, all firmly anchored in accepted principles of learning and teaching. Novice and innovative teaching practices give readers opportunities to present materials interactively. This book discusses and presents the results of a thorough analysis of promising educational needs and responses as the pandemic unfolds. The overall goal is to facilitate the rapid design process and implementation of adaptive responses to the emerging education challenges, and to protect students' educational opportunities during and following the pandemic. Filled with teachers' problems face during teaching online along with their well-being to the remedial actions inducing innovative practices, and connecting with students, this book is invaluable for all teachers as well as those aspiring to be in new ventures, drawing from chapter authors' personal and awe-inspiring teaching experiences.



Dr. Savita Mishra is a Principal, Vidyaagar College of Education, Phansidewa, Darjeeling, West Bengal. She has impressive record 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, seminars 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), Scientist, IAEC, Member of Board of Studies, National resource person of MGNCRE, Ministry of Education, Government of India, members of advisory and editorial board of national and international journals, Founder and Secretary of Ratudanga Yashoda Educational Society and Visiting Professor of some of the Universities including Academic Staff Colleges. She has awarded Best Teacher Award 2010 from Sikkim central University, Best Principal award 2020, Best Academician Award 2020, Celebrity writer award 2020 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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5.

New Trends in Teacher Education

Uday Modak*

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

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National Education Policy 2020 Future and Prospects



Dr. Savita Mishra
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National Education Policy 2020
Future and Prospects

Dr. Savita Mishra
Mr. Uday Modak

book features numerous facets of a notable document in education in the 21st century. It contains twenty three chapters that exemplified and included all prominent features needed to observe the National Education Policy 2020 on the eve of the day in Academia. The readers will comprehend and conceive the need 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 21st century 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 overhyped rhetoric that have been hearing for months in COVID era.



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 written more than seventy research articles in reputed 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, Council of Teacher Education (Eastern Zone); Scientist, IMEC; Member of Bharatiya Siksha, National resource person of MGNCRE, Ministry of Education, Government of India, members of advisory and editorial board of national and international journals, Founder and Secretary of Ramdanga Yashoda Educational Society and visiting Professor of some of the Universities including Academic Staff College. She has been awarded Best Teacher Award 2010 from Siksha 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 IIR, Cambridge, London.



Mr. Uday Modak is an ardent reader and follower of the fundamentals of Education. He is B.A. (geography), M.A. (Geography) and B.Ed. M.Ed. He is profile research scholar in Education, pursuing Ph.D. in Education at OPJS University, Churu, and Rajasthan. He is presently working as an Assistant Professor in Geography method at Bhawan's Tripura College of Teacher Education, Narsingarh, Agartala, 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 21 articles in edited books.



BS Books



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7.

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

Suman Gupta*

Introduction

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

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Foundational

In This Level There is Two Phase

1. Anganwadi / Pre School/ Balvatika for 3 years of education from the age of children 3 to 6.
2. Class I and II education for 2 Years from the age of children 6 to 8.

Preparatory

In this level education is for 3 years from the class III to V for the age of 8 to 11 years children.

Middle

This level is also education for 3 years from the class VI to VIII for the age of 11 to 14 years children

Secondary

In this Higher education level the students will receive education for 4 years from the class IX to XII for the age of 14 to 18 years.

The launch of the National Education Policy 2020 augurs a new era in Indian higher education. It is an outstanding vision statement and an inspiring policy document that seeks a fundamental transformation in the landscape of higher education. It has envisaged a vision for seeking substantive change with a view to harnessing the extraordinary potential of human development and India's demographic dividend.

The NEP 2020 has the following 10 big ideas for reimagining the higher education sector. World-class education, pursuit of excellence: It has boldly aspired to build a world-class higher education system.

- ❖ **Multi-Disciplinarity, Liberal Education:** It has envisaged the creation of a liberal, multidisciplinary and inter-disciplinary education ecosystem with strong emphasis on the liberal arts, humanities and social sciences.
- ❖ **Regulatory Reforms:** It has sought fundamental and substantive regulatory reforms in higher education by removing the old barriers and distinctions between the public and the private higher education sectors.
- ❖ **Expansion with Quality, Access:** It has envisaged the focus in policy relating to expansion, access, equity, inclusion and excellence – all of which are equally important goals and aspirations that need to be fulfilled.

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

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

Uday Modak is an ardent reader and follower of the fundamentals of Education. He is B.A. (geography), M.A. (geography) and B. Ed, M. Ed. He is profile research scholar in Education, pursuing Ph.D. in Education at OPJS University, Churu, Rajasthan. He is presently working as an Assistant Professor Geography method at Bhavan's Tripura College of Teacher Education, Narsingarh, Agartala, and Tripura-799015. He has attended and presented in as many as 13 National and International seminars, 2 workshops and 2 International Conference, Webinar in various interdisciplinary topic. He has been regularly contributing research paper in various national and International Books and journals, published 63 articles in edited books, 4 articles in journal and Edited 9 Book (1. National Education Policy-2020 Future and Prospects, 2. Educational Administration, Management and Leadership 3. Philosophy of Education). His major interests are in Personality, Social Psychology, Philosophy, Various Commission & NEP-2020, E.T & Teacher Education, Women Education, COVID-19 Pandemic.

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Curriculum Studies

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CURRICULUM STUDIES

Competence-Based Curriculum Development in Higher Education



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

Mr. UdayModak,Mr.Suman Gupta

...

Introduction

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

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

Definitions of Curriculum and Reform:

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

New Trends in Education is a comprehensive and accessible exploration of current issues and practices. This user-friendly book offers a comprehensive and compiled survey of practical teaching and learning options on remotely and online- asynchronous or synchronous on virtual platforms, all firmly anchored in accepted principles of learning and teaching. Novice and innovative teaching practices give readers opportunities to process materials interactively. This book discusses and presents the results of a thorough analysis of pressing educational needs and responses as the pandemic unfolds. The overall goal is to facilitate the rapid design process and implementation of adaptive responses to the emerging education challenges, and to protect students' educational opportunities during and following the pandemic. Filled with teachers problems face during teaching online along with their well-being to the remedial actions inducing innovative practices, and connecting with students, this book is invaluable for all teachers as well as those aspiring to be in new ventures- drawing from chapter authors' personal and awe-inspiring teaching experiences.



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- ❖ Students with disabilities need to stand by their parents in different needs.
- ❖ Children with disabilities in the society who have not yet gone to school or dropped out of school need to enrol in inclusive education.
- ❖ We need to increase the self-confidence of the disabled by engaging them in various social activities.
- ❖ Advise your normal children on how to extend a helping hand to school classmates with disabilities.

Conclusion

Inclusive pedagogies help contextualize science learning by integrating what students bring to the classroom into science investigation and engineering design. Reporting student's differences of asset instead of deficits allows new approaches to teaching and learning that are more receptive and respectful of students' cultures, identities, languages, literacies, and communities.

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31.

New Trends in Technical Education

Suman Gupta*

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 needs. This study addresses the issue of new

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

d. 14/04/23
(DR. RAJAT DEY)
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Shivan's Tripura College of
Teacher Education
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Dr. Rajat Dey * Mr. Suman Gupta

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

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1.0 INTRODUCTION:

The NEP 2020 highlights the issues that teachers, especially at higher secondary levels, are not fully skilled to teach vocational courses. The model of imparting vocational education in India operates at two levels: vocational education (theory) and training (practical). Along with mainstream secondary education, students are taught the theoretical part of vocational training through subjects like SUPW, which has proven to be ineffective and an additional burden. The reason being that the curriculum of these courses at school levels is fragmented and disjointed. These courses are neither well-defined nor properly segregated; instead, it is taught like any other subject. For instance, the subject SUPW taught in government schools had a varied range of vocational courses in the curriculum, from studying about electricity in one class to jumping onto textiles in another. There was no proper detailed curriculum, only basic introduction to all the vocational courses, which proves to be ineffective in sparking an interest in vocational education among school students. The existing system, therefore, fails to attract students from taking up vocational courses in future. Even if students opt to pursue vocational courses at higher education level, there are no proper admission criteria (especially in the general higher education system) for vocational education qualifications, which constraints the vertical mobility in this education system. Vocational education can take place at the post-secondary, further education, or higher education level and can interact with the apprenticeship system. At the post-secondary level, vocational education is often provided by highly specialized trade schools, technical schools, community colleges, colleges of further education (UK), universities, as well as institutes of technology (formerly called polytechnic institutes). Historically, almost all vocational education took place in the classroom or on the job site, with students learning trade skills and trade theory from accredited instructors or established professionals. However, in recent years, online vocational education has grown in popularity, making learning various trade skills and soft skills from established professionals easier than ever for students, even those who may live far away from a traditional vocational school.

2.0 AIMS AND OBJECTIVES OF VOCATIONAL EDUCATION IN INDIA:

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

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2.

Educational Trends For 2021

Dr. Rajat Dey*

Introduction

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

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The book "Philosophy of Education" gives insight with experiences, anecdotes and social studies that can guide all learners how to break out of the shell and proceed themselves with confidence in all situations. The 21st century skills and the prevalent corona virus situations have compelled us to stop and get a fresh perspective to be more confident. The COVID-19 has shut the institutions affecting all across the globe, hence forcing us to report to perform all functions using virtual and online platforms. The firewall enclosure has also lead to have access to an infinite number of resources we use for our professional development and career building.



Dr. Savita Mishra is a Principal, Vidyasagar College of Education Phansidewa, Darjeeling, West Bengal. She has impeccable records seventeen years of teaching and research activities. She has written more than seventy research articles in reputed National and International Journals and authored 40 books. She has also developed a psychological tool for assessing Attitude towards Science. She is the Vice-President of Council of Teacher Education (Eastern Zone); Scientist, IAEC; Member of Board of Studies, National resource person of MGNCRE, Ministry of Education, Government of India, member of advisory and editorial board of national and international journals, Founder and Secretary of Ranidanga Yashoda Educational Society and Visiting Professor of some of the Universities including Academic Staff Colleges. She has awarded Best Teacher Award 2010 from Sikkim central University, Best Principal award 2020, Best Academic Award 2020, Celebrity writer award 2020, Excellent Achiever award 2020, Women Researcher Award 2021 and Outstanding Scientist Award 2021. She has been conferred the title of 'Leading Educationists of the World' by IBC, Cambridge, London.



Mr. Uday Modak is an ardent reader and follower of the fundamentals of Education. He is B.A. (geography), M.A. (Geography) and B. Ed, M. Ed. He is a profile research scholar in Education, pursuing Ph.D. in Education at O.P.J.S. University, Churu, and Rajasthan. He is presently working as an Assistant Professor in Geography method at Bhavan's Tripura College of Teacher Education, Narsingarh, Agartala, and Tripura-799015. He has attended and presented in as many as 13 National and International seminars, 2 workshops and International Conference, Webinar in various interdisciplinary topics. 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 2 Book (National Education Policy-2020 Future and Prospects, 2. Educational Administration Management and Leadership). His major interests are in Personality, Social Psychology, Philosophy, Various Commission & NEP-2020, E.T & ICT, Teacher Education, Women Education, COVID-19 Pandemic.



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2. Relationship Between Education and Philosophy

Mr. Uday Modak*

Introduction

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

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

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Great Educators "discusses about the few renowned educational thinkers from Indian origin. Great Educators have written it on the philosophy of Education and its related topics like, intelligence, mind and the function of teaching and learning. The main aim of this book is to bring teaching and learning process and implementation of adaptive responses to the changing challenges, and to protect students' educational opportunities during and following the

Dr. Savita Mishra is a Principal, Vidyasagar College of Education, Panskura, Durgachh, West Bengal. She has impeccable records of seventeen years of teaching and research activities. She has written more than seventy research articles in reputed National and International journals and authored 40 books. She has also developed a psychological tool for assessing Attitude towards Science. She is the Vice President of Council of Teacher Education (Eastern Zone), Newrest, IATA, Member of Board of Studies, National Resource Centre, Ministry of Education, Government of India, members of advisory and editorial of national and international journals, Founder and Secretary of Ratanbhai Yashoda Educational Trust Professor of some of the Universities including Academic Staff Colleges. She has received Teacher Award 2010 from Sakin central University, Best Principal award 2020, Best and 2020, Celebrity writer award 2020, Excellent Achiever award 2020, Women's of the World by IBC, Cambridge, London.

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Mukta Goyal With the flair of administration, Dr. Mukta Goyal is a dedicated professional having an experience of almost a decade in academia. Presently, she is working as an Assistant Professor in Management Department at Guru Nanak Dev Institute of Technology, New Delhi. She has completed her Ph.D. in Management from Mewar University, Chittorgarh, Rajasthan. Before joining this institution, she served Ministry of Education & Technology, Rohini, New Delhi as Principal. Apart from her professional life, she has also volunteered in "Teach India program" which happens to be a Child Education Group in collaboration with the United Council. Recently she has bagged a "Woman of the Year" award in May 2021. She has been conferred with the Award "The Real Super Woman 2020" by New Delhi. She holds the credit to edit eight books with different titles she has written on Marketing and Product Management. Many of her research papers have been published in the Journal of National and International repute as well as conferences.

Great Educators

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GREAT EDUCATORS



Dr. Savita Mishra
Mr. Uday Modak

2.

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

Mr. Uday Modak*

Introduction

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

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

education soon abandoned the thankless task..... (his teacher) realised that this boy could never be driven along the beaten track of learning."

His short span of school life made him realise that school was a place which tempted to stymie and stifle the native growth of the child and brought untold harm to the development of personality. This heart-felt realisation helped him to formulate his own philosophy of life and of education.

At the age of 40, in 1901, he himself established his Shantiniketan Ashram (School) with ten boys only to materialize his own ideas and ideals. This institution turned into a world famous Vishwa Bharati-a seat of international university and a melting point of Eastern and Western culture-a confluence of humanity.

An apostle of peace and universal brotherhood he passed away on August 7, 1941 leaving his indelible imprint in the hearts of mankind.

Objectives of the Study

- 1) The study will highlight the features of Ravindra Nath Tagore's views on education.
- 2) The study will discuss about Ravindra Nath Tagore's philosophy of life.
- 3) The study will also discuss about role of education to fulfil the concept of 'Shanti Niketan' in the present perspective.
- 4) The study will emphasise the Rabindra nath's views on Curriculum.
- 5) The study will focus the Rabindra nath's views on Method of Teaching.

R.N Tagores Philosophy

His philosophy is an amalgamation of humanism, individualism, naturalism, idealism, realism, spiritualism, internationalism and nationalism. Tagore remarked, "I have great faith in humanity like the sun it can be clouded, but never extinguished."

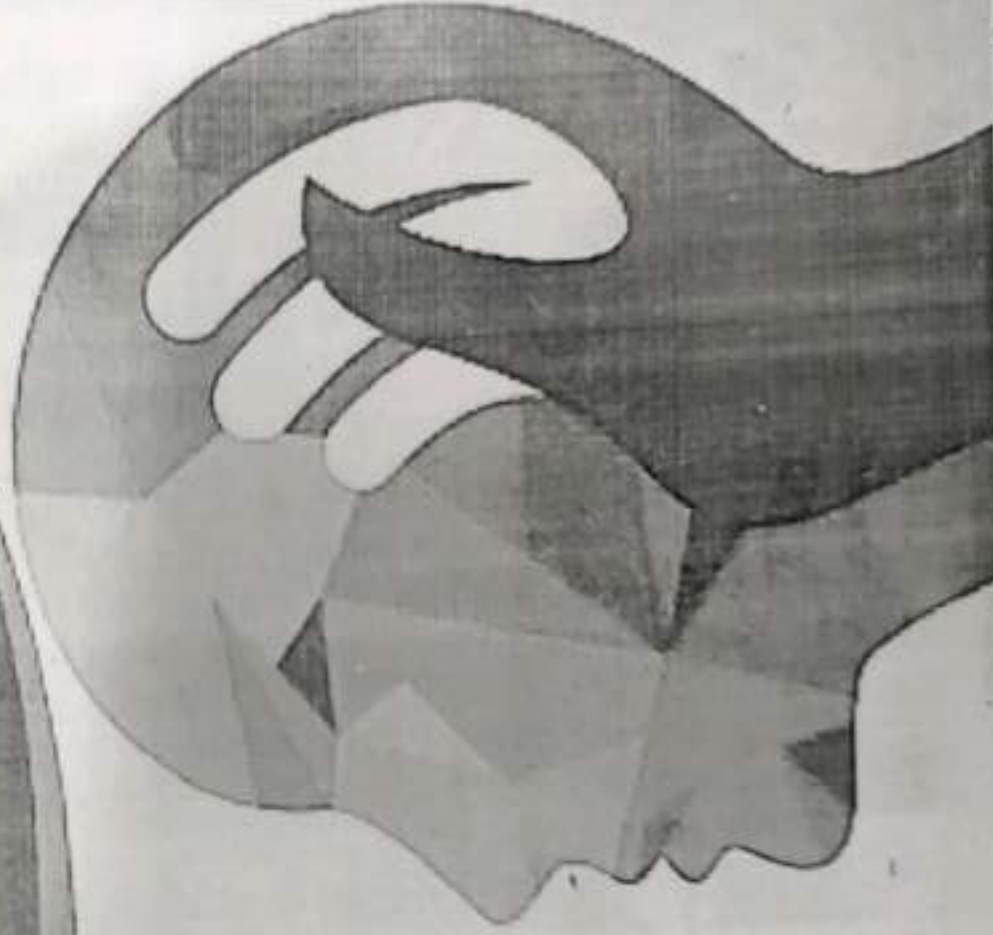
On Tagore's of life there is a powerful impression and influence of religious, highly cultured and philosophy loving family to which he belonged. He imbibed the Idealistic philosophy of life and adopted the highest ideals of Truth, Beauty and Goodness as the chief aims of education to be achieved by all human beings. As an Idealist, Tagore believed in the absolute and immortal existence of God, but

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AB

Psychological Foundation of Education

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6. Kohlberg's Theory of Moral Development

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Introduction

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

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

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EMERGING TRENDS IN HIGHER EDUCATION

Edited by
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Emerging Trends in
Higher Education

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7

MEANING AND CONCEPT OF INCLUSIVE EDUCATION

UDAY MODAK

1. Introduction

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

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

2. Objectives of the Study

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

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



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Educational Philosophy and Philosopher (Indian)

Edited by
Uday Modak & Krittibas Datta

Education in Vedic and Post Vedic Period

Mr. Uday Modak

Introduction:

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

“ Swadesh Pujiyate Raja, Vidwan Sarvatra Pujiyate”

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

Objectives of the Study:

- Discuss fundamentals of Ancient Indian Education.


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- Analyse the meaning of the terms attached to ancient education system.
- Understand the purpose of studying Vedas.
- Enumerate the main Characteristics of education system in Vedic and post Vedic period.
- Explain the basic meaning of Swadhyaya .
- Explain the duties of teacher and Student during Vedic & post Vedic period.
- List forms of educationalsystem during Vedic period.

Purpose of Studying Vedas:

Vedas occupy a very important place in the Indian life. The basis of Indian culture lies in the Vedas which are four in number - Rigveda, samveda, Yajurveda, and Atharavaveda.

(1) Rigveda:

“RIK” means Praise. Rigveda contains praises for the deities like Indra, Agni, Rudra and the two Ashwini gods, Varuna, Maruti, Savitru and Surya. Tapping the energies of the nature is given high importance in Rigveda. It contains 1017 hymns (poems) to it praise the gods.

(2) Yajurveda:

‘Yajush’ means rituals. Yajurveda contains different rituals and sacrifices to be conducted to pacify gods. When a mantra is recited and its power is felt, then to make the mantra useful, a certain type of offerings to be done to the concerned god. Yajurveda explains about these offerings to be made to gods through Agni (fire).

(3) Sama veda :

‘Sama’ means song. Samveda contains verses to be sung. These verses are built in their root from using the 7 notes. Sa, Re, Ga, Ma, Pa, Dha, Ni which are the basis of the classical

BK-9.
The Book "Learner's Psychology" is being segregated into various sub-headings so that holistic learning can be attained by the readers. The total comprehensive coverage of this book is quite sufficient to help the readers to acquire expected learning outcomes on Educational Psychology and its consequences in the present era properly. This book definitely helps the teachers in their endeavour of imparting quality education to students. The purpose of this book is to providing up-to-date information and urgent need of students studying in B.Ed, M.Ed and B.A (Education), M.A (Education) courses and preparing for NET-JRF, SET, SLET and other competitive exams.

Dr. Savita Mishra is a Principal in Vidyasagar College of Education, WB. She has eighteen years of teaching and research experience, authored 60 books & written 108 research articles & developed a psychological tool for assessing ATS. She is a Master trainer & National resource person of MGNCRE, DoHE, MoE, Government of India. She has awarded Best Teacher Award from SU, Best Principal award, Best Academician Award, Celebrity writer award, Excellent Achiever award, Women Researcher Award, India Prime Top 100 Women Icon Award, Outstanding Scientist Award & 'Leading Educationists of the World' by IBC, Cambridge, (LONDON).

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LEARNER'S PSYCHOLOGY

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Foundation of Education

Dr. Savita Mishra
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Mr. Uday Modak

BK-10

10.

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

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

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CURRICULUM STUDIES

Competence-Based Curriculum Development in Higher Education

Rajat Dev

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Curriculum Studies

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

CHAPTER VI

Stage Specific Curriculum

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

...

Introduction:

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

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

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

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

Objectives of the Study:

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

Stage Specific Curriculum:

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

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Different Methodologies of Curriculum Transaction

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

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Introduction:

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

Objectives of the Study:

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

Concept of Curriculum Transaction:

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

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Bhavan's Tripura College of
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CHAPTER XV

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

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Introduction

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

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

Definitions of Curriculum and Reform:

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