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SECTOR 20-D, CHANDIGARH
NAAC ACCREDITED GRADE 'A'**



**3rd Cycle
Assessment and Accreditation by NAAC
CRITERION-III
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POLICY AND REGULATORY CHANGES IN TEACHER EDUCATION



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POLICY AND REGULATORY CHANGES IN TEACHER EDUCATION

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TWENTYFIRST CENTURY PUBLICATIONS
PATIALA

1

INCLUSION AND EQUITY IN EDUCATION : FEW CONSIDERATIONS

*Dr. Anjali Puri**

In consonance with the hierarchical nature of the Indian society, the education system is also unequal and as a basic rule, the rich send their children mostly to private or better-off government schools and the poor to low fee-paying government or low-cost private schools. One would naturally assume that, issues of inclusion and equity perhaps do not affect children inside school as much as they affect those outside school. However, experiences of children inside school, attending classes and getting promoted in the educational ladder do not necessarily translate into equal participation in the education process on their part.

There are various reasons why children remain outside school or drop out even after joining school. Poverty is an overrated argument which is often given as a reason for parents' unwillingness to send their children to school. This has important implications for not just understanding the causes of low enrolment or high drop-out on part of children but also for finding suitable solutions for addressing these problems. If poverty is accepted as the central reason for children's exclusion from schools, then one conveniently overlooks the nature and kind of schooling facilities actually available to such children. While, it cannot be denied that a large number of parents in our country both in rural and urban areas do not send their children to school as they are unable to bear the cost of schooling of their children or unable to bear the loss of additional income which their children earn or can potentially earn, this is primarily true in circumstances of extreme poverty. Research in this area also shows that poor parents are quite

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REGULATORY ISSUES IN TEACHER EDUCATION WITH REFERENCE TO NEW EDUCATION POLICY (2019)

Dr. Meena*

Education is considered as an investment in the development of the nation and the reforms required in teacher education are surely a step ensured in that direction only. The present paper reviews and discusses regulatory reforms in teacher education in India that have taken place in with reference to New Education Policy (2019). The concerns of the New Education Policy are for the improvement in qualitative teacher education and implementation of regulatory issues in terms of reforms in the system of teacher education.

Introduction

The last education policies of 1968, 1986 and 1992, TSR Subramaniam Committee Report, MHRD's inputs and feedback formed the relevant base for working upon the draft of National Education Policy (2019). Under the Chairmanship of K. Kasturirangan and seven other members, consulted various educators, researchers, policy makers, sector experts, industry, academics, community groups, citizens and organizations, institutions, associations and eminent personalities for the reforms in teacher education for the draft of the Policy.

The New Education Policy (2019) envisions an education system that can directly contribute towards transforming India into an equitable and vibrant knowledge society. The report proposes an education policy which seeks to address the following challenges:-

- (i) Access to education for all sections of the society.

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TEACHER EDUCATION FOR A CONSTRUCTIVE HUMAN SOCIETY

*Dr. Harsh Batra**

The teaching –learning practices in a classroom provide an opportunity for not just the development of knowledge and skills among children but of curiosity and eagerness. If classroom practices and teachers are pivotal to children’s learning, then the development of teachers assumes paramount importance. Perceptions of teaching and teachers’ work in India has gone through various trajectories-ranging from celebration to cynicism-with arguments often precluding the importance of teaching as a social, intellectual and moral practice. The article highlights the need for a transformative teacher preparation and continued development of teachers, as imperative for realizing the goals of Education for All. The theme assumes significance in the prevailing facilitative context that India is engaged in with important curricular provisions being enacted that serve as a crucible for bringing about universalisation of education. Simulated as well as personal cross-cultural experiences at home and abroad are a significant part of global and international education. Content and experiences in global and international education need to be infused throughout teacher education programs. Teacher educators can prepare teachers to deal with the controversial nature of global and international education. A balanced perspective requires a careful analysis to prepare the education sector towards a global future. We need to present a compelling case for reflective practice. Ambiguities and contradictions will exist as we venture into this new terrain. We need to dispassionately examine our practices and conduct research within our own classrooms more keenly.

This aim of education encompasses the development of the

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POLICY AND REGULATORY CHANGES IN TEACHER EDUCATION : ISSUES AND CHALLENGES

Dr. Sapna Nanda*

With the ever increasing amount of knowledge today, teacher's job has been more challenging in the light of new pedagogical and psychological theories, philosophy, sociology and globalization. Well planned and imaginative quality teacher education programmes are the need of the hour today. Teacher education programme has to be critiqued, studied, reformed, rethought and reoriented today to keep pace with the changing needs and aspirations of the society. Improvement in teacher education is a multi-dimensional task. It's a challenge for every nation to provide well prepared and effective teachers; it is an area of concern for degrading values and questions about purpose and goals of education for society; and it is a research problem involving educational issues, concerns, questions and conditions.

Keywords: *Teacher education, quality education, issues and challenges*

Introduction

It is a well known fact that Quality teachers are the products of quality teacher education programs, policies and practices. India has the world's third largest education system and is among the largest systems of teacher education in the world. The educational expansion, universalization of elementary education, vocationalization of secondary education, higher and professional education and quality concerns of education are major drivers for the increased demand and need of good teachers, in such conditions, there is a big need to produce good teachers and today, it is on the top of global agenda.

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REGULATORY CHANGES IN TEACHER EDUCATION IN INDIA - REFLECTING THROUGH THE MIRROR OF NPE-2019

*Dr. Kusum**

Formal education has acquired an important place in the consciousness of current societies. There is now clear recognition that education beyond what is available as a part of the community is needed and structures have been set up for creating opportunities for this purpose. The drive and commitment to educate all has been a part of the political commitment of the Independence movement as well as a major agenda of social reformers and activists. The nature and manner of making this available has seen many formats and areas of focus. The policy discourse before Independence and the structures to decide the priorities and work with them are interesting in themselves. In this paper, provisions regarding Teacher Education in NEP-2019 have been discussed along with the regulations in Higher Education.

Key Words : *Teacher Education, National Education Policy.*

Introduction

Teacher education is a contested terrain globally. The policy contestations in the domain, that are shaped by a lack of consensus on what constitutes adequate teacher preparation, are progressively intensifying with the restructuring of teacher education across different contexts (Whitty and Furlong 2017). The concept of teacher preparation is being debated with a range of disagreements on the standards, content and nature of teacher education is being discussed in various other countries. At the same time, good teacher quality is increasingly being seen as an imperative to meet the changing landscape of social and educational aspirations and the demands of the global “knowledge

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NEW POLICIES IN TEACHER EDUCATION: ISSUES AND CHALLENGES

*Dr. Neelam Paul**

Quality teachers are difficult to find and make. Government of India is taking its steps forward towards making and shaping the quality of professional teachers by introducing new policies and regulations. Teachers are the primary source of shaping the domains of the students in every field and make them strong in their decisions and directions, but if the teachers are themselves not much experienced in their particular field, then how will they be able to be a guide and facilitator? So, in the practice of making teachers rich in content and practice, giving them a way to gain more experience, policies are being formulating. NCTE which is a platform for planning and coordinating the development of the teacher education has revised the rules and regulations and norms and standards on November 28, 2014. But there are some issues and challenges that teachers think can be considered and the same have been pen down here.

Keywords: *B.Ed. program, Quality, Implementation, Workshop, Internship.*

Introduction

The major reform of introducing integrated B.A./B.Ed. or B.Sc./B.Ed. and B.Com./B.Ed. course was to improve the quality of Teacher Education and Teacher's skill and knowledge. It was also one of the ways to introduce the professionalism in teacher education field. B.Ed. course will be a four integrated programme and will be offered at two-levels i.e. Pre primary to primary level and upper primary to secondary level. Every aspect always have some of the issues which can be considered for.

New policies are introduced to improve the quality of the education

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REFORMING TEACHER EDUCATION PROGRAMME

Dr. Sanjeev Kumar*

The Kothari commission also remarked, "A sound programme of professional education of teachers is essential for the qualitative improvement of education". For streamlining teacher education, the commission recommended that there should be removal of isolation of teacher education from university life, from schools and among the institutions. Since the teacher education programme and institutions prepares and trains the future teachers so any reform in this area will go a long way in attaining the goal of reforming the whole school education in India. Since Independence, many commissions on education recommended different reforms in teacher education programme. Recently in 2012 Justice Verma Committee recommended various reforms to overhaul the teacher education programme. The committee also highlighted some weak spots in NCTE and recommended increasing duration of teacher education programme from one year to two years. In this paper author also highlighted the issues related to accountability of stakeholders, gaps in collaboration among stakeholders, need to set up benchmarks in the performance of student teachers, emphasis on learning outcomes, proof of performance of student teachers and building their profiles and shift from teacher centred to learner centred approach.

Introduction

As today's age is digital and information age and every information is a click away, so the scenario of education and role of teachers have undergone a massive shift. Teacher is no longer an agent to transfer knowledge and education is not just to prepare individuals for jobs. Hence, there is an urgent need to bring reforms in education, especially

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AN OVERVIEW OF SCHOOL INTERNSHIP PROGRAM IN TWO YEAR B.ED CURRICULUM IN INDIA

Dr. Punam Bansal*

The duration of the B.Ed. course has increased to two years from session 2015-17 as per NCTE Regulation, 2014. Student teachers have to undergo two pre-internships in the first year followed by 16 week school internship program in three phases. With the introduction of this program, student teachers are exposed to real teaching practice in the school classroom setting. The switching over from a brief teaching practice of 40 days in earlier one year B.Ed. course to 16 week long internship program in two year B.Ed. course is an effort towards improving teacher preparation program in context of present day changing learning paradigms. The earlier role of teacher educators to immerse student teachers in experiential learning and critical reflection has now been shifted to school mentors. The role of the mentor teacher as specified in the new curriculum is to share his/her professional experiences, present model lessons, assess student teachers' performance, and provide on-site guidance and support during internship. Therefore, effectiveness of school internship program depends on mentoring schools and teachers to a larger extent. But there are number of issues pertaining to efficacy of mentoring schools and teachers to provide sufficient opportunities to student teachers to engage in experiential learning and reflective observation. This paper is an attempt to present an overview of the challenges and issues besides suggesting measures for the improvement of school internship program in teacher education.

Challenges and Issues

- **Integration of theory and practice:** The biggest challenge is effective integration of theoretical knowledge and practice in teacher education curriculum. This lack of integration results in poor transfer

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INCLUSION AND WELL BEING : POLICY, TEACHERS AND BIGGER GOALS

Dr. Ravneet Chawla*

Our Nation India is achieving higher goals. However, there is a constant review process to find the strengths and scope to improve. Policy in favour of education has had a history. It has evolved, preserving the merits and adaptation to changes in the dynamic world has been the endeavour. What is important is the effectiveness of the changes envisioned, the involvement of the doers in the policy, taking along all beings, including the not typically developed ones, or the special population and critically looking at the existing school program readiness as well as the scope of improving trainee teachers. There is detail to the limitations or disabilities that a teacher, counselor, heads of the institution and parents must be aware of. There is a scope of working together and it is also important that the state promotes the care system permitting need-based program on daily basis, protect those taking initiatives, and have funds to enhance services in a real manner than mere documentation process. The paper looks at the policy through its scope of care of the school-going children who have developmental limitations and drafts an outline of possibilities to improve the execution. Experiential suggestions have been made based on hands-on experience of working with children and outcomes at the school level and research-based understanding at the higher education, through a span of three decades.

Keywords: *Special population, school program readiness, need-based program, developmental limitations, trainee teachers, experiential suggestions.*

Introduction

The National Policy of Education (Draft 2019) in its vision for the education system in India intends to contribute to many growing

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NEED OF POLICY AND REGULATORY CHANGES IN TEACHER EDUCATION

*Dr. Savita Arya**

“To promote changes in policies and practices” as this is one of the greatest challenges to improve education. The current financial and economic crisis is one of the biggest transformations of our lifetime. It is defining a tough new world. Thus, we need to revise our educational policies, to adapt them to such new reality where factors like high unemployment, growing inequalities, stronger competition, fewer jobs, enhanced interdependence, new business ethics, constant innovation and, if we get it right, “green growth” are becoming the new pointers for our societies of the future.

Rising skills: a first crucial target. Education and training are key elements to our response to this crisis. If we want to provide jobseekers with their-employment assistance they require, and minimise long-term unemployment, we need to emphasize training. There is no doubt that education systems have responded to the rising demand for better skilled people. Producing more of the same qualifications cannot be the answer when the nature of the skills that matter is changing too.

Education systems have to put greater emphasis on 21st Century skills. Our economic growth is increasingly driven by innovation, making skills obsolete at a much faster pace than before. How can schools and universities prepare people for a world where work can be digitized, automated, outsourced and green. The response lies in education. The key to success is no longer simply whether you can reproduce something you have learned, but whether you can extrapolate from what you know and apply your knowledge in a novel and changing setting. This shows that if students learn merely to memorise and

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TEACHER EDUCATION IN INDIA - CURRENT PROBLEMS AND ISSUES

*Dr. Balwinder Kaur**

Teacher education programme is the important component of the nation. Quality in teacher education is the most important factor that needs to be considered. UNESCO-ILO stated that "Teacher quality is an important consideration in student achievement, and although defined differently by different people, it continues to be a central concern of those responsible for teacher education. Quality teachers are products of quality teacher education programs, policies and practices." Teaching profession is more challenging today due to the explosion of the knowledge. Most of the issues in teacher education programme are concerned with growth and development of student teachers' skills. The objective of the present paper is to highlight the current problems in the teacher education that evolved with the changes in the B.Ed. programme. Various issues like quality crisis in training programme in schools, poor teaching skills, integration, issue of teaching methods and gap between theory and practice have been discussed in this paper.

Key words: *Teacher education, student teachers, skills*

Introduction

Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, the formation of dispositions and values, and the development of practice under the best mentors. (Draft National Educational Policy 2019)

Good teacher educators are playing a major role in the preparation and training of good teachers that is essential to ensure the quality in teacher education programme.

Teacher education is a programme of education, research and

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RELEVANCE OF 7E LEARNING INSTRUCTIONAL MODEL IN SCHOOL SCIENCE EDUCATION

Shalini Sharma* & Dr. Anurag Sankhian**

Technology has influenced all spheres of education and every aspect of scientific exploration. Science is considered as the expanding, dynamic body of knowledge consisting of new domains of scientific methods and experiences. Present world is shaped profoundly by science and technology bringing about scientific revolution to the society. In today's science curriculum, the constructivist approach as a teaching methodology is being implemented in the classroom with an objective to provide ample opportunities to construct their own knowledge rather than becoming a passive absorber of science concepts. One of the constructivist approach is 7E learning instructional model which has given due importance to the concept of transfer of learning which is an essential component in science education. Present paper throws lights upon the relevance of the 7E learning instructional model in school science education and review the different research studies related to it. Various research studies support that with this model, students problem solving ability, achievement level and scientific process skills can be enhanced.

Keywords: Constructivist approach, Problem solving ability, Scientific process skills, Achievement, 7E learning instructional model, Transfer of learning.

Introduction

"Education is the founding stone of a country's economy. A country that fails to provide its citizens the right to education lags

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Curriculum Reforms in Integrated Teacher Education

Issues and Challenges

Chief Editor : Dr. (Mrs.) Harsh Batra

Editor : Dr. (Mrs.) Sapna Nanda

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Curriculum Reforms in Integrated Teacher Education Issues and Challenges

Under the Aegis of



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TEACHER EDUCATION IN THE GLOBAL ERA: ISSUES AND CONCERNS

*Dr. Mrs. Harsh Batra**

A nation's future depends on the quality of its teachers and success of any teacher-education programme depends on the practices being followed in the institution. Teacher Education refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the school and class room. Teachers need "global" knowledge about the world in general as well as content specific to the subjects they teach. It is important that teacher becomes aware of his/her pedagogical way of thinking. Thus teaching technical education and pedagogical way of thinking should be actively included in the curriculum of teacher education. Simulated as well as personal cross-cultural experiences at home and abroad are a significant part of global and international education. Content and experiences in global and international education need to be infused throughout teacher education programs. Teacher educators can prepare teachers to deal with the controversial nature of global and international education. A balanced perspective requires a careful analysis to prepare the education sector towards a global future. The important challenge for the education sections of all the countries is to reposition their traditional structure in the context of new changes and revival of teacher education for sustainable human society. Though teacher education system should incorporate technological innovations but it should also protect its identity.

Key words: *Teacher education, global, international, human society.*

Introduction

The quality and excellence achieved in any education system depends on the quality of teachers working therein. Teacher enjoys considerable influence in the class room that ultimately shapes the

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NEED FOR REDESIGNING TEACHER EDUCATION CURRICULUM

*Dr. Sapna Nanda**

Introduction

Teachers are the greatest asset of the education system and play an important role in transmission of knowledge, skills and values. It is crucial to maintain the quality of teachers because it ensures the educational quality on one side and development of learners on other side.

Teacher education is a kind of education which deals with policies procedure and programme which are meant to enhance the quality of knowledge, attitude, behaviour and skills of teachers that they require to perform their effectively in the classroom. Teacher education is a programme that deal with the development of teacher proficiency and competence which will enable them to meet the requirements and demands of the profession and to meet the challenges.

The broad policy and legal framework on teacher education is provided by the central government and the implementation of various programmes and schemes are undertaken by the state government. The teacher education basically deals with the twin strategy that is to prepare teachers for the school system (pre-service training) and to improve the capacity of existing teachers (in-service training).

Historical Perspective

The professional preparation of teachers has been recognized to be crucial for the qualitative improvement of education since the 1960's (Kothari Commission, 1964-66), The Commission, in particular noted the need for teacher education to be "...brought into the mainstream of the academic life of the universities on the one hand and of school life and educational developments on the other."

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INTELLECTUAL PROPERTY AND CONSUMER PROTECTION: ISSUES AND CONCERNS

Dr. Anjali Puri*

Intellectual Property pervades all sectors of economy and is increasingly becoming important for ensuring competitiveness of the enterprises. There are four different flavors of legal frameworks are commonly lumped together under the term "Intellectual Property Rights" International Organizations & Treaties are contributing in this direction to develop an intellectual property protection strategy and utilize anti-counterfeit devices. Filing for domestic and international protection can be expensive. However, failing to take timely action to protect the intellectual property rights of the consumer could jeopardize your realization of any protection at all. Therefore, it is in best interests to develop an overall intellectual property protection strategy that is appropriate for the consumer.

Keywords: *Intellectual Property, Rights, Consumer*

Introduction

Intellectual Property is the foundation of knowledge-based economy. It pervades all sectors of economy and is increasingly becoming important for ensuring competitiveness of the enterprises. Krummenacker (1995) defines the term Intellectual Property as an idea which conceives its subject matter as the product of the mind of the intellect. These could be in the form of Patents; Trademarks; Geographical Indications; Industrial Designs; Layout-Designs (Topographies) of Integrated Circuits; Plant Variety Protection and Copyright. IP, protected through law, like any other form of property can be a matter of trade, that is, it can be owned, bequeathed, sold or bought. The major features that distinguish it from other forms are

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REVITALIZING TEACHER EDUCATION IN INDIA THROUGH CURRICULAR REFORMS NEED FOR A PARADIGM SHIFT

*Dr. Vandana Aggarwal**

Introduction

Education is the vehicle which can take nations on the path of progress. As quality of a nation is determined by the quality of education, the quality of education mainly depends on the quality of teachers. The significance of the role of teachers in shaping the destiny of nations can never be overemphasized as they serve as potential agents who can bring about desired changes as per the contemporary needs of the ever transforming societies. At global level, they are perceived to hold the keys to promoting world peace, tolerance and understanding in the conflict ridden modern world. The accountability for the success or failure of an education system to accomplish its aims and objectives primarily lies with the teachers. Teachers are positioned at the centre of any education system as they stand at the threshold of the transmission of knowledge, skills and values. There has been international unanimity in accepting this influential role of teachers. The Education Commission (1964-66) of India which emphatically asserted, "No system can rise above the status of its teacher..." International organizations like UNESCO through Delors report (1996) and UNESCO report on Teacher and Educational Quality: Monitoring Global Needs for 2015 (2006) and The European Commission Report 'Communication on Teacher Education' (2007) also emphasized that the quality of teachers is significantly and positively correlated with the quality of education imparted to individuals which in turn influences the attainment of educational goals. Along with education comes

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SOME CHALLENGES TO INTEGRATED EDUCATION IN TEACHER EDUCATION IN INDIA

*Dr. Rupinder kaur**

The process of reformulation of curricula demands deconstruction of the entire educational scenario in terms of objective, inputs and processes. The emerging vision of knowledge, society compels us to reformulate our assumptions about information. We now need to harvest the fruits of knowledge generated by science and technology. Education should transform itself into social experience that enables learners to understand themselves, their social as well as physical environment, to develop the skills of living together harmoniously and to make real their mutually shared vision of society- a vision that draws strength from its hoary past and that gives strength to realize their ultimate destiny. The gains of providing education as social and professional experience need to be integrated in the educational curricula in education. (Preamble-Updating Curricula in Education: UGC).

The previous years have evidenced the introduction of many changes in the teacher education system in India. Initially the annual system was changed to semester system. Then this annual system was changed to Two year Teacher Education course semester system. Now further Integrated course is being introduced right after senior secondary level. Some of the challenges which are expected while implementing this integrated education system in teacher education are as follows:

Lack of Clarity about the Status and the Role of the Teacher Educators

This merging of the basic graduate degree course with a professional teacher training course is going to be a challenging work.

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URGENCY OF ADMINISTRATIVE REFORM IN INDIAN EDUCATION WITH SPECIAL REFERENCE TO HIGHER EDUCATION

Dr. Sheojee Singh*

India stands at a unique juncture of human history today in so far as its human resources development is concerned. Indian population is at a phase when its demographic dividend can be reaped profitably to the best possible extent by facilitating quality education for all, quality higher education for the maximum and focused professional development programs for the interested and chosen ones from amongst its capable youths, leading the country to the highway of holistic development. But the million-dollar question before the nation is 'whether our education, especially the higher education, has the readiness to harness the demographic dividend'. Analyzing the academic and the current administrative effectiveness of our education system in context with the contemporary world scenario, the author asserts the urgency of administrative reforms in Indian education at all levels to meet the expectations of individual and societies. The author is of the view that unless we have transparent, result-oriented, participative and democratic visionary administration dedicated to academic excellence for national resurgence; it is a vain chimera to have higher expectations from the system of education as it is. There is an urgency to restructure the entire administrative set up in education to bring the required level of effectiveness.

Introduction

Indian population is at a phase when its demographic dividend can be reaped profitably to the best possible extent by facilitating quality education for all, quality higher education for the maximum and focused professional development programs for the interested and chosen ones

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FOUR YEARS INTEGRATED TEACHER EDUCATION PROGRAMME (ITEP): AN INITIATIVE BY NATIONAL COUNCIL FOR TEACHER EDUCATION (NCTE)

*Dr. Meena**

It is for the first time, on November 20, 2018, a notification by the National Council for Teacher Education has introduced the Four years Integrated Teacher Education Programme (ITEP) for Pre-Primary teachers and another for Upper Primary to secondary teachers for Arts and Science Stream.

The Four years Integrated Teacher Education Programme (ITEP) is offered after Senior Secondary (+2) and aims at preparing committed, responsible and professional teachers. The curriculum of this course is prepared on the world's best educational system's practices in the field of teacher education. There is a combination of pedagogy and content, along with sustained engagement with liberal disciplines of knowledge and field of knowledge.

The programme integrates general studies comprising Mathematical Science, Social Sciences and Humanities and also professional studies comprising perspectives in education, other core education courses, curriculum and pedagogy of school subjects and practical's related to the tasks and functions of a school teacher. The programme shall be of four academic years comprising eight semesters inclusive of field based experiences, teaching practice and internship.

Any student teacher, who is unable to complete any semester or appear in any semester-end-examination, shall be permitted to complete the programme within six years from the date of admission to the programme with the approval of the managing committee.

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FOCUSING SCIENCE TEACHER EDUCATION FOR SUSTAINABLE FUTURE

Dr. Punam Bansal*

Introduction

The complexities in social systems have brought to fore many sustainability challenges for which it is difficult to find solutions based on evidence. Teachers have the potential to navigate the future generations towards more sustainable development (SD). They are in a better position to communicate coherently about the complex and uncertain contexts and issues such as those linked to sustainability. The present day teacher education is preparing teachers who are able to teach science to help students gain scientific knowledge but out of societal and real world context. This is high time; we are to prepare teachers who are educating for sustainable future. The present paper deals with defects in the present science teacher preparation program and suggests some strategies to integrate sustainability.

1. Education for Sustainable Development

You have to decide whether development means affluence or whether development means peace, prosperity and happiness.

— Sunderlal Bahuguna

We are living in a world where pollution levels are raising red alert; gulf between poor and rich is reaching at an alarm high and social fabric is endangered by materialistic attitudes. Researching what SD might look like in a complex world is potentially a floored endeavour (Lemon et al., 2014). The most acceptable definition of Sustainable Development comes from the World Commission on Environment and Development's (Brundtland Commission, 1987) Report 'Our Common Future' - "Development that meets the needs of the present without

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ADOPTING MULTISENSORY APPROACHES FOR EFFECTIVE MATHEMATICS TEACHING AND LEARNING

Mrs. Kirandeep Kaur Taneja* & Dr. Anurag Sankhian**

Education has always been an important part of developing nations and its citizens. The whole process revolves around teaching and learning process. Educationists and researchers always attempt to find a better method of teaching as to enhance and improve learning of students. Mathematics is one of those subjects which need the best of these attempts, as at times, students feel blank, confused and hopeless in learning or performing better in mathematics. At such a point, mathematics actually seems to be a tough and tedious process. Whereas mathematics involves learning to problem-solve, investigate, represent and communicate mathematical concepts and ideas and making connections to everyday life and all are nothing but skills of life. Learning these skills do not just relate to academic performance but directly links with skills of daily life. Keeping in mind the importance of mathematics the teaching and learning of mathematics must be enhanced and improved in such a way that aims of mathematics education i.e. to link school to everyday life, provide skill acquisition, prepare students for the workforce and foster mathematical thinking can be fulfilled. Present paper stress upon adopting multisensory approaches for effective mathematics teaching and learning.

Introduction

Education is the process of development of not only human mind but a humane and civilized society. Education has always been an important part of developing nations and its citizens. National Policy

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CHALLENGES IN IMPLEMENTATION OF ITEP IN EXISTING EDUCATION SYSTEM AS A TEACHER EDUCATION REFORM

Dr. Kusum*

Effective curriculum frameworks for initial teacher education aimed at developing professionalism in pre-service teachers are expected to have their base in well-defined standards for various categories of school teachers. A number of countries have developed standards for various levels of school teachers which provide the basis for the formulation of the courses of studies. In India, development of teacher education curriculum framework is mostly an academic exercise due to the absence of such notified standard for school teachers. Two important documents that influenced the process of teacher curriculum reform in the country are: the report of the Education Commission (1964-66) and the National Policy on Education 1986. All subsequent efforts to modify teacher education curriculum to address the national aspirations for education have tried to integrate various recommendations of these two documents. Education of teachers in the country has been considered as the most crucial, not only for ensuring greater professionalism in teachers but also for facilitating school improvement and effectiveness. The 4-year Integrated B.Ed. programme is the new initiative of MHRD to improve the quality of teacher education. This paper throws a light on the challenges in implementation of this programme.

Key Words: *Teacher education, 4-year Integrated B.Ed. programme.*

Introduction

Teachers are the greatest assets of any education system. They stand in the interface of the transmission of knowledge, skills and

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RETHINKING OF INCLUSIVE EDUCATION

Dr. Balwinder Kaur*

Inclusive education deals with education system that needs to be changed and improved in order to remove the obstacles in the path of children with special needs so that they may be the part of mainstream education system. India is the largest democracy of the world so it should focus on the issues and concerns related to inclusive education programmes. According to the census of 2001, there are 2.19 crore persons with disabilities in India who constitute 2.13 percent of the total population. Therefore the Government of India has taken a number of initiatives for inclusive education, but the efforts to implement and to develop inclusive education system for children with special needs resulted not inclusive. There is a dire need to bridge the gaps in the education system to strengthen the system of inclusive education. The paper discusses the concept of inclusive education, Indian government scenario.

Introduction

Even after passing 70 years of independence, we could not be able to remove discrimination on the basis of caste, gender, disability in the society. Several reports of media reveal that there are several incidents of caste discrimination in primary education, in which the students of primary education rejected the mid-day meal because it was prepared by the low caste person.

According to the census of 2001, there are 2.19 crore persons with disabilities in India who constitute 2.13 percent of the total population. This includes persons with visual, hearing, speech, locomotors and mental disabilities. Despite significant accomplishments illiteracy continues to be a grave concern. To promote inclusive development in India, There is an urgent need to promote inclusive education in true sense.

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श्री राम चरित मानस एवं श्रीमद् भगवद् गीता- एक शैक्षिक अनुशीलन

डॉ अजय कुमार श्रीवास्तव*

विषय प्रवेश: मर्यादा पुरुषोत्तम श्री राम एवं पूर्णावतार श्री कृष्ण भारतीय जीवन दर्शन के दो आधार स्तम्भ कहे जा सकते हैं, जिनके जीवन और संदेश से पूरी भारतीय जनमानस को शताब्दियों से अद्भुत संदेश प्राप्त होते रहे हैं। श्री राम की कथा तुलसीकृत रामचरित मानस में जिस सहजता और सरसता से उल्लिखित है, वह कोरे तर्क और मस्तिष्क के स्तर पर संभव नहीं है। यह एक पूर्णतः आध्यात्मिक और शैक्षिक ग्रंथ है, जो मानव विकास की महत्तम संभावनाओं को बहुत ही सुंदर ढंग से अभिव्यक्त करता है। इसी प्रकार श्रीमद् भगवद् गीता, जो वेदान्त सार के रूप में विख्यात है, मानव जीवन की जटिल पहली को अद्भुत रूप में प्रस्तुत करते हुए उसके समन्वित समाधान की दिशा में अत्यंत सुंदर और प्रायोगिक मार्गदर्शन प्रदान कर मानव-विकास की महत्तम संभावनाओं का दर्शन कराता है।

आज के समय में श्री राम चरित मानस एवं गीता की उपयोगिता: गहरे अध्ययन पर ये दो ग्रंथ वास्तव में मानव जाती को ऋषियों की अद्भुत देन लगते हैं। कुछ दिनों पूर्व मेरे एक मित्र ने एक संदेश प्रेषित किया था जिसमें श्री राम चरित मानस के

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LEARNER CENTERED PEDAGOGIES: NEED OF THE HOUR

Dr. Lili Ram Jakhar*

The learner centered approach is the most sought after teaching methodology nowadays. The changing socio-cultural structure of the society demands the use of learning pedagogies that learner centered and empowering in the knowledge driven society. In the twenty-first century the emphasis is on the participative learning, personalized learning, collaborative learning, blended learning and project-based learning in the real world. The different perspectives that required to be followed are: constructivist approach, student centered learning and technology enhance learning and instruction. This approach offer lot of positive and strategic advantages over the teacher-centered learning such as problem solving skill development, developing social skills, using alternate assessment techniques, developing better communication and adjustment in real life situation and above all it provides intrinsic motivation for further learning. The learner-centered learning pedagogies hold the promise of exposing to powerful learning experiences to the entire group of student while developing the deeper learning outcomes among the students. Lack of funds, pupil teacher ratio, inadequate learning resources and lack of technical and online support hampers the prospects of utilizing the learner-centered approach in the classroom.

Introduction

Nowadays, there is a fundamental shift from a traditional classroom teaching to learner-centered classroom teaching approach, which does not mean that the role of the teacher is eliminated. However, the learner-centered learning facilitates a more collaborative and personalised way for the effective learning for the students. In the learner-centered approach the teacher prepares instructions and acts

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NEW EDUCATION POLICY

INITIATIVES & IMPLICATIONS

Chief Editor: Dr. (Mrs.) Harsh Batra

Editor: Dr. (Mrs.) Sapna Nanda

Government College of Education, Sector 20-D, Chandigarh

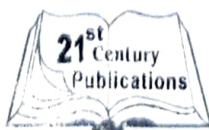
New Education Policy: Initiatives and Implications

Chief Editor

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NEW DIMENSIONS OF QUALITY ASSURANCE IN HIGHER EDUCATION

*Dr. Mrs. Harsh Batra**

Quality assurance allows people to have confidence in the quality of higher education. Every higher education institution should have a rigorous system of internal quality assurance, assessed by Quality Assurance Agencies which make external checks. Education is seen as imparting a set of skills, attitudes and values. It is considered as a tool to transform an individual to the extent of his spiritual growth. It is required for effective participation in the construction of human society. The whole education system is thought to be based on the philosophy of 'education to be' in which education decides the role of individual in the society.

But now-a-days whole education system is being treated as an internationally traded commodity with active role of market in its commodification. The market has started guiding academic institutions to set their priority in designing their curriculum and research work which has added few opportunities along with certain threats to education institutions.

Need of Quality Assurance in Higher Education

There is a strong need for flexible, innovative learning approaches and delivery methods to improve quality and relevance while expanding student numbers. One key way of achieving this is to exploit the transformational benefits of ICTs and other new technologies to enrich teaching, improve learning experiences and support personalized learning.

The reform and modernization of higher education depends on the competence and motivation of teachers and researchers, yet

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INCULCATION OF VALUES: INNOVATIVE PRACTICES IN TEACHER EDUCATION

*Dr. Punam Bansal**

Introduction

It is unthinkable to have education without any kind of value. Values impart humanizing effect to education and bring desirable changes in attitudes and behaviour of an individual. It is the attitudes and values of the individuals to themselves, to their fellows and to their surroundings which determine the decisions they take and activities they conduct. Therefore all the educational philosophies stress values and all the Education Commissions advocate inculcation of moral and spiritual values. The National Policy on Education (NPE), 1986 expressed the growing concern over the erosion of essential values and an increasing cynicism in society. Further, it also emphasized the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values. The National Curriculum Framework for School Education (2000), asserted that “schools can and must strive to resolve and sustain the universal and eternal values oriented towards the unity and integration of the people enabling them to realize the treasure within”. The National Curriculum Framework, 2005 articulates the need to reaffirm our commitment to the concept of equality amidst diversity, mutual interdependence of humans to promote values that foster peace, humaneness and tolerance in a multi cultural society. The new education policy, 2016 envisions a credible education system capable of ensuring the inclusive quality education and life- long learning opportunities to all and producing graduates equipped with values required to develop responsible citizens who respect the Indian tradition of acceptance of diversity of India’s heritage, culture and history and promote social cohesion and religious amity. The present philosophical paradigm of

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VALUE BASED EDUCATION: PRE-REQUISITE FOR QUALITY ASSURANCE

Anjali Puri*

A value is an enduring belief that a specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence. In most educational institutions, there is a total lack of the concept of human development and nation building in the education process. The emphasis instead, is on money-making and materialism. This has resulted in the gradual erosion of values among people and the body politic. This trend needs to be reversed if India has to survive as a nation and acquire its due place in the world. The only way to arrest this decline is in providing value-orientation in our educational system. As teachers, we must demonstrate not only the right behavior but also the kind of thoughtfulness that makes a moral education more than the human version of obedience school. At its best, value education cultivates an appreciation for reflection and the essential tools of habit and reason in dealing with the complexities of daily life.

Keywords: Values, Education, Human Development

Introduction

Many metaphors are used to describe what teachers contribute for the society. According to the Cambridge International Dictionary of English, teaching means to give knowledge or to instruct or train whereas the Longman Dictionary of Contemporary English suggests that it means to show somebody how to do something or to change somebody's ideas. According to Hill and Dobbyn (1982) 'some people are born teachers, who have the desire and the ability to pass knowledge and skills on successfully. But even a person who is not a born teacher can improve a lot by learning to smile, to be enthusiastic and patient and to be constantly looking for new ways of getting his message across to his pupils'.

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ROLE OF IQAC IN IMPROVING QUALITY EDUCATION

Dr. Meena*

The role of Internal Quality Assurance Cell (IQAC) by accredited institutions cannot be ignored by the educational institutions of higher education for improving educational standards in terms of quality. The present paper explores the role and functioning of IQAC in maintaining quality standards in teaching, learning and evaluation.

Introduction

The National Assessment and Accreditation Council since its inception in 1994 has been able to create a benchmark for quality education among Higher Educational Institutions. The procedure and process of NAAC appraisal and validation for the purpose of accreditation of higher educational institutions also reflects the quality standards to be maintained as a requisite for getting various grants for the development of educational institutions. The role of IQAC in this context plays a determining factor for getting approval of the educational practices adopted by the Higher Educational Institutions.

Formation of IQAC

The setting up of IQAC in educational institutions generates a long term strategy to go ahead with the continuous improvement of quality standards in teaching, learning and evaluation. IQAC acts as a pre and post accredited measure to maintain the NAAC's accreditation parameters. The composition of the IQAC depends upon the size and complexity of educational institutions.

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URGENCY OF BRINGING ACTIVE SELF KNOWLEDGE IN PROFESSIONAL AND HUMANE TEACHER EDUCATION- ADDRESSING THE CHALLENGE OF CHANGE

Sheojee Singh*

NCFTE-2009 rightly titled as *Preparing Professional and Humane Teachers* asserts in unequivocal terms, 'It is a matter of conviction that if teacher education institutions could be organized on right lines, and become dynamic centres of progressive educational movements, the whole task of educational reconstruction could be greatly facilitated.' This expectation is at the foundation for structural changes highlighted in recent reconstruction of core curriculum of teacher education in the country. It set in motion a new phase of evolutionary energy in human development and as integral part of one of the best centers of teacher education in north India under one of leading universities of the country, we must reflect on its far-reaching significance in times to come. This paper is a preliminary attempt to reflect on the issue of **Bringing Active Self Knowledge in Professional and Humane Teacher Education**. This paper basically highlights the Challenges of Change in contemporary teacher education in the country within the general idea of humanizing teacher education by linking Self-Awareness, Disciplinary Knowledge and Pedagogical Skills.

Introduction

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BRIDGING SOCIAL GAPS THROUGH EDUCATION-AN INITIATIVE REQUIRED IN NEW EDUCATION POLICY

*Neelam Paul**

This paper highlights the importance of education in bridging the social gaps in India. Till 2020, India is going to be a land of maximum number of youth. A country with a large number of young people can emerge as a superpower if these young people are given equal opportunities not only in terms of their gender differences but also the caste system prevailing in our country. As Education system and economic growth of a country are closely related. So we need to discuss that how our education system can contribute to improving human capital and what could be the changes in it so as to bridge the social gaps.

Keywords: *Social Gaps, Gender Inequality, Education*

Introduction

India is the land of different religions, casts and different languages. It is one of the world's most populous country. One can easily see that despite of all these diversities and differences, there is a unity in India. National Integration was strengthened during the independence struggle, had not we united, we would not have got the freedom. After independence many problems like communalism, linguism, regionalism and castism have capture the Indian society. Not only this, there is gender inequality also prevailing in the country. Gender equality needs to be pursued both for social and equity considerations and because it makes good economic sense. Under investments in women are missed opportunities to correct gender disparities and to capture and harness the economic and human

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RANKING OF HIGHER EDUCATION INSTITUTIONS AND ACCREDITATION

*Sapna Nanda**

Introduction

Higher education is the backbone of any society. It is the most important instrument of social and economic transformation which can not be brought without a quality conscious education system. It is the quality of higher education that decides the quality of human resource in a country. Higher education is a complex system facilitating teaching, research, extension and international cooperation and understanding.

In an increasingly globalised world, institutions now cater to diverse clientele and so greater diversity in the institutions is appreciated. At the same time, as generation and dissemination of knowledge have assumed greater importance in facilitating growth and overcoming spatial inequalities, the expectations from higher education institutions have also gone up. The core values of ranking and accreditation agencies for ensuring quality in higher education envisage national development, fostering global competitiveness, including ethical values, promoting use of technology as well as create atmosphere and quest for excellence. Indian higher education has gone through a phase of unprecedented expansion, marked by a huge increase in volume of students, an exponential increase in number of institutions and a quantum jump in the level of public funding. However, it has been facing many challenges such as financing and management, access, equity, relevance and reorientation of policies and programs for laying emphasis on values, ethics and quality of higher education together with the assessment of institutions and their accreditation.

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PROMOTING RESEARCH THROUGH CLASSROOM PRACTICES

Lilu Ram Jakhar*

Education helps the individual to attain intellectual, physical and spiritual or emotional progress. Education not only creates a better human being but also contribute to the transformation of the society. It gives the people the choices regarding the kinds of lives they wish to lead. It enables them to express themselves in their personal relationship in the community and at work. Education especially for girls has social and economic benefits for society as a whole. Research is one of the many activities carried out in the process of education. Research and Development encompasses three types of activities viz. basic research, applied research, and development. Research and development is the backbone of a globally competitive, knowledge-driven economy. Research is the process of creating new knowledge and developing new technology. Creating knowledge requires a significant amount of background knowledge in the subject, before one can reach the frontier of a research. Research is being given an importance in the new knowledge driven economies across the world. Thus, there is a need to develop right aptitude for research and innovation among students and faculty members. There is also growing need of developing the research capabilities of the teacher through their involvement at various forums. By involving the students at the early stage in the research endeavours society can reap rich dividends.

Introduction

In the words of Albert Einstein- "The supreme art of teaching is to awaken joy in creative expression and knowledge". Teaching performs special function by imparting knowledge, developing understanding and harnessing desired skills. Teaching also helps in bringing the needed behavioural changes. For effective teaching the teacher should possess certain teaching skills and definite qualities. Teaching depends upon the

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BRIDGING SKILL GAP IN INDIA: INITIATIVES AND CHALLENGES

Dr. Anurag Sankhian*

India is set to become the youngest nation of the world by year 2022. Being youngest nation country is having huge reservoir of the human resource with great responsibility of making the young population skilled as only 2.3 per cent of the workforce in India currently has undergone formal skill training as per the requirement of the job market and industry. The present paper was an effort to highlight the initiatives and challenges faced by the country to bridge the skill gap. The course curriculum in the country is yet to be calliberated with the needs of employers. Paper also highlights the steps taken by the government of India for facing the challenge and suggests starting Occupational information service along with the educational and vocational guidance service compulsory at the secondary school level.

Introduction

“A developed India by 2020 or even earlier, is not a dream. It need not be a mere vision in the minds of many Indians. It is a mission we can all take up-and succeed”

– APJ Abdul Kalam (Tripathi, 2002)

Human resource is one of the most important resource and responsible factor for the progress of any country. India is passing through second phase (Early transition) of the demographic transition during which the death rate begins to fall but birth rate remains high resulting in the rapid population growth. High population of the country can have positive impact if we plan and utilize this “demographic dividend”, for the fast economic development of the country. India is set to grow ‘younger’, with 63 per cent of our population being in the working age

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LINKING HIGHER EDUCATION TO SOCIETY

*Dr. Rupinder Kaur**

Linking of the higher educational institutions to the society is inevitable force, as they both are mutually interdependent. This paper attempts to highlight this relationship between the two taking into consideration opinions of UNESCO and NEP(2016) and reflect the role of higher education institutes in the society. And how the educational institutions and the various enterprises existing with the society can bring mutual benefits and the desired changes.

Introduction

The main purpose of Higher Education in the Indian society has been production, dissemination and preservation of knowledge and also of community engagement. The institutes of higher education are usually considered to be mini-societies existing within the framework of much larger societies. However they cannot remain isolated in their ivory towers, away from the existing forces of the environment. For their own survival and for the future of the people they are educating, these institutes of higher learning will have to engage themselves with the local, national, continental and global challenges like economic growth and development, globalization, unemployment, poverty, population explosion, availability of social services culture of human rights social justice ,democracy etc. Education is provided in the educational institutes and the aim of education is to make a person independent and contributory member of the society. Education is also linked to the society and the world of work in two ways, firstly education has a qualifying function and secondly education also has status distributive function.

In the second UNESCO-Non-Governmental Organizations Collective Consultation on Higher Education (1991), the focal point was

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INTEGRAL EDUCATION FOR QUALITY TEACHING

On the Occasion of Azadi Ka Mahotsav & 150th Birth Anniversary of Sri Aurobindo

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REFRAMING TEACHER EDUCATION IN LIGHT OF SRI AUROBINDO'S VISION OF INTEGRAL EDUCATION

Dr. Sapna Nanda*

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Abstract

It has been opined by a great thinker that 'a teacher affects eternity; he can never tell where his influence stops.' Robert Brainbridge writes: 'That man is indeed blessed who has found a worthy work in life to which he can devote his finer energies with satisfaction and joy. Twice blessed are those who have felt the call to be a teacher, for in its noblest dimensions, this creative service reaches out to all humankind as an energy of evolution which bears fruit in worlds yet unborn. Teaching is an act of faith in the power of man to improve himself through conscious endeavour. It is an effort on the part of the teacher to reawaken the student to the true significance of the magnificence of being, and within the aura of a loving relationship to inspire and guide him toward the enlightenment of an ever-wider and deeper life. Teaching is a gift of self-born love, nurtured by aspiration and manifested in wisdom, devotion and selfless action'.

Teacher education in the country stands at a crossroad today and needs a new lease of life through infusing the inspiration from the true greatness of India as the Jagadguru in true sense of the word. Although various committees, commissions and policies have recommended lofty ideals and methodologies for training the teachers, the one missing link is the attitudinal challenge of inspired work for continued selfless endeavour towards human transformation in its totality with a grand vision of the evolutionary urge of humanity. Instructional strategies apart, this attitude of humility in understanding the self-in relation to the total reality and trying to find the right amount-of the what, why and how in the perspective of our content and methods in everyday classroom as well as out of the classroom situation in the total learning environment- is the real challenge of teacher education. Integral Education as propounded by Sri Aurobindo provides a robust foundation for addressing this subtle challenge by giving the most logical, scientific and practical details of all the fivefold aspects of human personality- the physical, the mental, the vital, the psychic and the spiritual-and thus gives a comprehensive guideline for reframing teacher education for the future of humanity. In this paper, an attempt has been made to indicate some of the prominent pathways of integral teacher education for contemporary and futuristic realities of humanity and a practical program of action has been devised for this purpose.

'An awakened teacher is a leader and a facilitator of the evolution of consciousness. That a growing number of children today are 'different', 'amazing', 'spiritually evolved' is a common observation, which indicates that a new phase in evolution is at work. The biggest challenge today is to create a learning community in harmony with the earth's evolving future, and to create teachers and institutions equipped to impart an education that is sensitive to and synchronized with the evolutionary forces at work in our children.

(Dr. Ramesh Bijlani, 2018)


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INTEGRAL EDUCATION AND ITS PRACTICAL IMPLICATION

Ms. Abha* and Dr. Neelam Paul**

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Abstract

At present mankind is undergoing an evolutionary crisis which is concealed a choice of destiny; for a stage has been reached in which the human mind has achieved in certain directions an enormous development while in others it stands arrested and bewildered and can no longer find its way (Sri Aurobindo, The life divine, p.1053). We are rethinking our belief systems and experimenting with ideals. Integral Education is the concept introduced by Sri Aurobindo, which talks about child as a growing soul and makes sure that s/he brings out his/her best. The new NEP represents a paradigm shift in this Indian educational system, the NEP pride itself on Integral Education. This article places special emphasis on integral education and its applications in the modern world in connection with NEP2020.

Introduction

Humanity is wrestling with the concerns of personal and societal power use or abuse and the associated obligations. Humanity has devoted countless years to honing, perfecting and expanding our human abilities. We are rethinking our belief systems and experimenting with ideals. Both progressive and conservative forces have experienced a significant upswing. Our physical and mental capacities have grown in several ways, leading to outstanding accomplishments in many areas of life. The incredible technological advancement has been the most noticeable result of this mass development. We can speak with anyone, anywhere in the world or access practically any information we need with just a single mouse click. But, considering the news these days, it seems that as a society we do not have the means to responsibly manage the immense powers that our minds have unlocked responsibly. We all go through difficulties. But the question here stands- Are we truly equipped with the knowledge and insight necessary to settle the numerous issues we have brought upon ourselves? How can we be useful in bringing things back into balance so that everyone can live happier lives and inhabit a more rewarding and a peaceful world? There are several lenses through which we can view the world and that is through economic, cultural, personal, ecological and so on. As per the viewpoint, none of these perspectives go deep enough when we consider the meager results we have so far had in building that peaceful society we aspire for. Even though they are all a part of the bigger picture, none of them are sufficiently integral to the whole.

Integral Education

Integral Education is the concept introduced by Sri Aurobindo, which talks about child as a growing soul and makes sure that s/he brings out his/her best. It aids the child to develop the

NOTHING CAN BE TAUGHT-WHAT DOES IT IMPLY?

M. Gayatri* and Dr. Neelam Paul**

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Abstract

Sri Aurobindo (1872-1950) was the greatest spiritual figure amongst the masterminds in the educational philosophy. He claimed that education is the process of the soul developing to bring out its best qualities and perfect it for a noble purpose. There is great debate about how much an individual's education has influenced them. based on a test basis. To put Sri Aurobindo's noble idea of empowering children to meet life's challenges into practise, Integral Schools have been founded in several Indian states. Along with the educational needs of the children for all round development, the role of the teachers was also explained by the Sri Aurobindo. He specially emphasised the role of the teachers by saying "Nothing can be taught". This article describes the meaning and direction of this quote to explain the role of teacher in views of Sri Aurobindo.

Introduction

20th century saw the emergence of great teacher, Sri Aurobindo Ghosh who changed how people thought about and applied the fundamentals of education. He not only merged the traditional vedantic and contemporary educational concepts, but also offered the educational system a spiritual awakening. Not only was Sri Aurobindo Ghosh a renowned philosopher, but he was also a poet, guru, poet, and educationalist. Real education, in the opinion of Sri Aurobindo, offers a kid a space that is free and conducive to creativity, allowing them to develop ethically, intellectually, and aesthetically. It also fosters their inner interests and creativity, which, in turn, helps them grow spiritually.

Sri Aurobindo (1872–1950) was an Indian philosopher, born in Kolkata and educated at Cambridge University. He studied Vedantic philosophy and Upanishad because he was idealistic. He started out as a freedom warrior but eventually turned to yoga and spiritual practise. In her writings on education, Mother Mirra Alfassa clarified the ideas and philosophy of Sri Aurobindo. According to Sri Aurobindo, education should be geared towards the improvement of the human soul and mind. He imagines a heavenly person as someone who benefits not only oneself or herself but also the community and the entire globe. He outlines the precise responsibilities of a teacher and defines the qualities of a good teacher, which will form the basis of this study's main argument.

Aims of education according to Sri Aurobindo

Sri Aurobindo disapproved of the current educational structure. He was adamant that education should be tailored to the demands of contemporary living. "Education to be authentic must not be a machine built fabric but a true building or live evocation of the force of intellect and spirit of human beings," writes Sri Aurobindo.

INTEGRAL EDUCATION OF SRI AUROBINDO AND ITS RELEVANCE TO NEP 2020

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Abstract

Sri Aurobindo has been known as a modern seer and vedic scholar. His philosophy of integral education itself is a unique concept. Many educationists had talked about the education of body, mind and spirit. But Sri Aurobindo had talked about the integration of all these. This is known as Integral education. On one hand he talked about the wider knowledge of man and on other hand expounded on eternal values and knowledge. The Main objective of this paper is to evaluate the relevance of Integral Education in National Education Policy 2020 and to measure the practical implications of Integral Education in today's time.

Introduction

Sri Aurobindo was a Poet, Philosopher and Saint. He believed in the four layers of mind. First layer is the storehouse of memory. The second layer is the sixth sense in which mind is to receive the images translated into sight, sound, smell, taste and touch. The third layer is the buddhi of man in which knowledge is acquired and processed. It is an organ that has functions of the right hand and the functions of left hand. The fourth layer is the genius phenomena that is direct vision of knowledge and making human being a prophet of truth. The imperfect development of man should be perfected.

He wrote about education of body, mind and spirit. Uniqueness is in the integration of all these and knowledge. His concept of education was based on four yoga of Bhagwat Gita:

- Jnana Yoga (Yoga of Knowledge)
- Bhakti Yoga (Yoga of devotion)
- Karma Yoga (Yoga of activities)
- Dhyana Yoga (Yoga of Concentration)

It is observed that, "Integral Education has taken a long stride during the past decade (1987-97) and has begun striking deep roots in the country. More than two hundred schools have been established during this period. Teacher training programmes both at the secondary and primary levels are being conducted to acquaint teachers in the theory and practice of the system. Research in the subject is also steadily on the increase." (R.N.Pani, 2007, p. x)

Parallelism of Integral Education and NEP2020

• Individual Personality

Sri Aurobindo believed that Every child is unique. Integral education doesn't mean an indefinite combination of body and mind. But it refers to a personality having Physical, Mental, Psychic and vital components.

NOTHING CAN BE TAUGHT – A PRISMATIC VISION OF SRI AUROBINDO

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Abstract

The prevalent education system demands the necessity of the structural formation of the educational system to impart right education to the students, but Sri Aurobindo's one of the principle that "**nothing can be taught**" questions the whole futility of enormous efforts to formation of aims and objectives of the education, curriculum, methods of teaching, techniques of teaching, role of teacher, educational philosophy, teacher –taught relationship etc. The present article is just an interrogation that what prismatic vision Sri Aurobindo holds in the principle "**nothing can be taught**".

Keywords: Aims and Objectives of Education; curriculum; teaching methods and techniques; teacher; student; implementation of Aurobindo's integral education.

Introduction

The name and work of Sri Aurobindo needs no introduction. His exemplary teachings on integral education reflect his enlightened frame of soul where all aspects of the child's growth have been intrigued like the various colours or shapes of a *prism*. The first principle which Sri Aurobindo considered to have true meaning of teaching was that **nothing can be taught**. The role of the teacher or educational system is just to be present in the facilitation process of child's growth and guide his instinctive senses to be trained or mastered in true practical sense. The present paper will explore the prismatic vision of Sri Aurobindo's principle "**nothing can be taught**".

I. Nothing can be taught

A child is nature's fresh living being which tries to experience everything whatsoever comes in his domain. The novice experience, a child gets in life ultimately shapes his growth trajectory whether it is physical; mental; and spiritual dimension. A child's first hand experiences may form his perspectives or opinions on any matter, but the real question arises whether any external situations, circumstances or persons can shape or influence child's already formed perspective or view or opinion. If the answer to this question is *yes*, then it implies external environment and condition do matter in the child's growth. In case, the answer is *no*, then no efforts are required from the outside and child himself knows how to grow.

- Sri Aurobindo's prismatic view on nothing can be taught
According to Sri Aurobindo, "*The divine truth is greater than any religion or creed or scripture or idea or philosophy*". It is in this context we can say that **nothing can be taught** because divinity in life needs connection with higher self

REVIVAL OF TEACHER EDUCATION IN LIGHT OF INTEGRAL EDUCATION

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Abstract

Teacher education is seen as imparting a set of skills, attitudes and values to the prospective teachers. The concept of integral education has added various new dimensions in the education sector. Teachers need "global" knowledge about the world in general as well as content specific to the subjects they teach. It is important that teacher becomes aware of his/her pedagogical way of thinking. Thus teaching technical education and pedagogical way of thinking should be actively included in the curriculum of teacher education. Simulated as well as personal cross-cultural experiences at home and abroad are a significant part of global and integral education. Content and experiences in global and integral education need to be infused throughout teacher education programs. Teacher educators can prepare teachers to deal with the controversial nature of global and international challenges with the help of integral education. A balanced perspective requires a careful analysis to prepare the education sector towards a global future. The important challenge for the education sections of all the countries is to reposition their traditional structure in the context of new changes and revival of teacher education for sustainable human society. Though teacher education system should incorporate integral education but it should also protect its identity.

Key words: *Teacher education, global, integral, human society*

Teacher education is seen as imparting a set of skills, attitudes and values to prospective teachers. It is considered as a tool to transform an individual to the extent of his spiritual growth. According to Education, India has a large number of teachers and needs many more. All processes of teacher recruitment, training, motivation, incentives, retention and feedback therefore have to be planned on a large scale. Further the ultimate goal of in-service teacher development should be to ensure that optimal learning takes place in the classrooms.

But now-a-days whole education system is being treated as an internationally traded commodity with active role of market in its co-modification. The market has started guiding academic institutions to set their priority in designing their curriculum and research work which has added few opportunities along with certain threats to education institutions. In order to overcome these threats of commercialization, integral education is the solution.

Martineau (2023) emphasizes that Integral education takes a student-centered approach, where the teacher acts as a facilitator rather than an instructor. The focus is on creating a learning environment where students can explore, discover and learn through their own experiences. It also emphasizes the importance of developing emotional intelligence, empathy, and compassion in students, which are essential for building healthy relationships and

NOTHING CAN BE TAUGHT: ROLE OF TEACHER REDEFINED IN THE LIGHT OF INTEGRAL EDUCATION IN PRESENT CONTEXT

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Abstract

With the deep understanding of the Indian psyche and education Sri Aurobindo gave the concept of integral education. The concept mainly deals with the positive holistic development of the child in an integrated manner. Sri Aurobindo gave three basic principles of education. The first one is 'Nothing Can be Taught'. Pondering upon this Principle, the question arises, what is the role of the teacher, in the light of "Nothing can be Taught", whose role in classical context of education is to impart knowledge. In the present scenario when we are ready to implement NEP 2020 which also emphasizes on holistic development of child, the role of teacher needs to be redefined. The changed role of teacher can be seen in the light of facilitating of self-learning, fostering multi-disciplinary approach, developing art of critical thinking, inculcation of spirit of appreciation among children and turning the child to a global citizen. The present paper attempts to look into the expected changing role of teachers for the present and the future.

Key words: *Integral Education, NEP, Nothing can be taught, Role of teacher redefined*

Introduction

Education for 21st century emphasized holistic development of child and bringing from within the hidden potentials of child. This concept was discussed in Delors Report (1996). In the early 20th century, Sri Aurobindo gave the concept of integral education. This concept is aimed to bring out from within the inner potential of a child and his holistic development, that is, physical, mental, intellectual, emotional, psychic, and spiritual. He included development of different human capacities in education (Sharma & Yadav, 2018).

Aurobindo & The Mother (1950) assumed that the learning starts at the birth and continuous till the end and emphasized the development of body, mind, and soul. Babu (2013) pointed out that awakening of man as a spiritual being was the guiding principle of the philosophy of education by Sri Aurobindo. Neither education nor religion in the past had changed man. There is a need to give spiritual orientation to the whole education and the life of the nation.

Educational Guruji (2021) highlighted Aurobindo's three principles of teaching; 'Nothing can be taught', 'Mind has to be consulted in its own growth', and 'to work from near to far from that which is to that which shall we'.


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IMPLICATIONS OF INTEGRAL EDUCATION IN EDUCATION OF THE FUTURE TEACHERS-A CONTEMPORARY ANALYSIS

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Abstract

Education is one of the most powerful tools for human development and teachers are effectively the builders of societies and nations. For the last about more than 75 years, Indian Education System has experimented with various methods and modalities in teacher education and there have been substantial positive changes in the effectiveness of teachers as well as in quality of teachers. But the challenges of our time demand new and more powerful interventions in the field of teacher education so as to equip and empower them to the task of nurturing new-age learners for emerging global order. Sri Aurobindo's Integral Education based on the scientific analysis of evolutionary urge of mankind and the needs of contemporary human life has some of the best features to educate the future teachers and is in tune with the call of NEP 2020. This paper analyses and contextualizes the cardinal principles as well as salient features of Integral Education in educating the future teachers in order to make them transforming agents for the new humanity.

Introduction

Experience based life is the only way to achieve the perfection of life. As long as we don't live in the moment of getting something ourselves, we will never be able to get anything in reality. This can be said about all the achievements related to each and every sphere of life on the basis of which man leads his successful life. The environment for experiences already exists and can be created to some extent, but it is not necessary that everyone has the same experience in the same environment. Empirical truth changes the foundation of life. But without the correct disclosure of experience, any achievement will remain baseless. Manifesting the truth is as difficult as believing the truth received. It is everyone's own experience. How he conveys this to others is a very difficult task for him. This is the reason why great men had to face great difficulties in conveying their immense knowledge to others. Sri Aurobindo Ghosh is the name of a sage who elaborated the truth derived from his experiences for the benefit of mankind.

Sri Aurobindo Ghosh was born on August 15, 1872 in Kolkata. His father Dr. Krishna Dhan Ghosh loved western culture, so he sent Aurobindo to England where he studied in London and Cambridge for 14 years. He became a master in English, Greek and Latin. He also learned the Indian languages Bengali, Gujarati and Marathi when he served as an advisor and secretary to the Maharaja in the princely state of Baroda.

Education is that important need of human life to which every aspect of the development of his life is connected. It improves his physical, mental, cultural and spiritual aspects and gives him a complete personality. It is education that brings about a great change in

MOVING TOWARDS KNOWLEDGE SOCIETY: SHAPING SKILLS OF THE FUTURE AND STRENGTHENING ECONOMIC CAPACITY OF THE LEARNERS

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Abstract

Education plays an important role in the social transformation. Knowledge is the power that boosts economic growth and enhances well being of a society. Indian society is transforming rapidly in the direction of becoming a knowledge society. It's a matter of the concern that still country's youth is joining the traditional courses due to which Indian youth is presently facing challenge of lack of employable skills and existing higher rates of unemployment in the country. After investing lot much money and time in completing the selected courses/degrees, students fail to get placed in the suitable jobs. Unemployment is also responsible for increase in the brain drain, poverty, crime, poor health status, depression and many other related issues. The present paper focuses upon moving towards knowledge society by shaping skills of the future and strengthening economic capacity of the learners. For improving the employability skills, it is desired that the curriculum of the different professional courses being run in the country should be strictly revised for matching it with the present-day requirements of the industry and future trends. Giving due priority at national/ state level on curriculum revisions and focusing upon improving the skills of the youth can help in improving the situation at ground level. Coordinated efforts of all can help in utilizing the demographic dividend of young population.

Key words: Knowledge society, youth, employment, skill gap, employability skills

Introduction

Education plays an important role in the social transformation. Knowledge is the power that boosts economic growth and enhances well being of a society. The process of continuous learning and upgrading the existing knowledge helps individuals and societies to meet the present and future challenges in a better way. The concept of knowledge society was coined by Peter F. Drucker, for describing a brand-new economic order that he observed emerging suddenly at the time and clearly discontinuing with earlier periods (Hakapaa, 2022).

According to Drucker (1969), "New industries are knowledge production, and knowledge is a major factor in their performance. They use the knowledge workers and produce goods and services with a high content of knowledge. A knowledge worker created modern agricultural production which has become a science industry. From there he drove labor in industry, services, information, and knowledge sector". United Nations Educational, Scientific and Cultural Organization defined knowledge society as, "Knowledge societies are about capabilities to identify, produce, process, transform, disseminate and use information to build

ROLE OF INTEGRAL EDUCATION IN PREPARING MOTIVATED AND RESOURCEFUL TEACHERS AS ENVISIONED IN NEP 2020

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Abstract

Integral education aims to address the physical, emotional and mental aspects of the individual to help understand one-self from within. It lays emphasis on developing main faculties (abilities and talents) of the child to grow up with not just information and training, but becomes a total individual who goes into a life long journey of evolution and growth. The focus and emphasis shifts in this type of education from information acquisition to self development in its essence. Teacher education focuses on developing the skills and capabilities of the individual to enlighten the young minds and motivate the future generations through teaching and guiding. In Integral education the teacher often leads by example to inspire learning and creates an environment where collective learning and sharing of skills is encouraged. NEP 2020 also envisions the need of preparing motivated, energised and resourceful teacher to take India to higher level of learning and growth. This Paper explores the ways to bring encouragement and resourcefulness in teachers through the application of the concept of integral education as propounded by Sri Aurobindo.

Key words: *Integral Education, Sri Aurobindo, Motivated, Resourceful, National Education Policy.*

Introduction

In the Integral Education dynamic strategies are used while staying flexible to current best practices that require thinking in the context of soul and body. In integral education the focus is on the whole child that is on mental skills as well as emotional intelligence. The child is taught through collaboration and independence. In this child is encouraged for exploration of spirituality, aesthetics and physical existence. Integral education stresses on the self-awareness as well as the use of compassionate communication with others.

It promotes individual excellence, in line with the teachings of Sri Aurobindo through providing time for students to follow their individual curiosity and passion. Integral education looks for balance between individual learning to ensure that students receive a culturally competent curriculum and meet the national skill standards. In other words, each student and his/her relationship to the learning environment are foundational to what is being taught. Teachers are the asset for the learners to bring excellence and enlightenment for self-realisation in the philosophical terms of the Sri Aurobindo. Teachers guide students to consider themselves and their inner world as distinct and help them to visualise when they introduce them

श्री अरविन्द की समग्र शिक्षा की अवधारणा में शिक्षक एवं शिक्षार्थी

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सारांश

शिक्षा का उद्देश्य तभी पूर्ण होता है जब वह मानव को पूर्णमानव बनाने में समर्थ हो अन्यथा नहीं। यह विचार श्री अरविन्द के शैक्षिक विचारों में परिलक्षित होता है। बालक अपने अन्दर असीम शक्तियों को समाहित किये हुए पैदा होता है बस उससे उसकी पहचान कराने का कार्य शिक्षा की देन होनी चाहिए। जो शिक्षार्थी को पलायन करना नहीं बल्कि संसार की वास्तविकताओं के साथ संघर्ष करना सिखाये। प्रसृत शोध पत्र का उद्देश्य श्री अरविन्द ने समग्र शिक्षा में शिक्षा के त्रिकोण पाठ्यक्रम, शिक्षक एवं शिक्षार्थी को नवोन्मेष और नव निर्माण के लिए मार्ग प्रशस्त किया है।

महान दार्शनिक श्री अरविन्द का जन्म 15 अगस्त 1872 में उस समय हुआ जब देश अपनी आजादी के लिए संघर्ष कर रहा था। बाल्यकाल से लेकर युवावस्था तक अपनी सम्पूर्ण शिक्षा विदेश में रहकर ग्रहण की। तत्पश्चात स्वदेश आकर राष्ट्र सेवा का संकल्प कर कांग्रेस के संग भारतवर्ष की आजादी के संग्राम में बढ़ चढ़ कर हिस्सा लेने लगे और इसी दौरान उन्हें जेल जाना पड़ा। जेल में रहते हुए उन्होंने गीता की शिक्षाओं का गहन अध्ययन और योग, प्राणायाम और ध्यान का अभ्यास किया। 1910 में कलकत्ता छोड़कर पांडेचेरी चले गये और वहीं पर आश्रम की स्थापना की।

श्री अरविन्द का मानना था कि मनुष्य को सत् चित्त आनन्द की प्राप्ति शिक्षा से हो सकती है। जो मनुष्य का शारीरिक, मानसिक, बौद्धिक, आध्यात्मिक विकास कर सके इस प्रकार की शिक्षा को ही वे समग्र या सम्पूर्ण शिक्षा कहते थे। उन्हीं के शब्दों में- 'शिक्षा मानव के मस्तिष्क और आत्मा की शक्तियों का निर्माण करती है और उसमें ज्ञान, चरित्र और संस्कृति को जागृत करती है।' श्री अरविन्द का मानना है कि जीव की आत्मा में ज्ञान सदैव सुषुप्तावस्था में सोया होता है। शिक्षा का आधार अंतःकरण है, जिसके चार स्तर चित्त, बुद्धि, मन और अन्तर्ज्ञान बताये और उसके प्रशिक्षण और विकास पर जोर दिया।

मनुष्य के सम्पूर्ण विकास में शिक्षा के दो कार्य परिलक्षित होते हैं पहला स्वयं से पहचान और दूसरा उस सत् तक पहुँचने की शक्ति का विकास करना। विकास क्रम की दृष्टि से शिक्षा के मुख्य उद्देश्य इस प्रकार हैं-

भौतिक विकास: मनुष्य को शिक्षा द्वारा भौतिक शरीर का ज्ञान प्राप्त कर उसके विकास के लिए तैयार होकर शारीरिक विकास करना और अपने इस स्वरूप की रक्षा के लिए व्यवसाय कर व्यावसायिक विकास करना समाज में रहकर जीवनयापन करना होता है इसलिए सामाजिक विकास करना भी सबको श्री अरविन्द भौतिक विकास के उद्देश्य के अन्तर्गत रखते थे।

INTEGRAL EDUCATION: EDUCATION OF THE FUTURE

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Abstract

This paper aims to discuss the importance of adoption of Integral Education in the present time whereby students lack in the basic life skills like communication, adjustment, social skills, listening etc. Historically to a great extent education in our country has completely ignored self-knowledge and has emphasized an 'objective,' hence objectifying approach to the learning experience and to the student's relationship to life in general. As modern education was fashioned by the industrial-scientific revolutions of the West, it is natural that it would be driven by standardized approaches to content heavy disciplines (such as math, science, history, statistics) that seek to gain ever more predictable control over a material world. Although we should celebrate all that is gained from a scientifically explored world, and we should also add in the importance of creating a sacred relationship to all of life: to our ecology, each other, and ourselves. This paper emphasizes on how Integral education which uses dynamic strategies, stays flexible to current best practices, and requires thinking in the context of "both/and" rather than "either/or" can be made use of. We need to concentrate to the whole child: teach mental skills and emotional intelligence; teach through collaboration and independence; we must encourage exploration of spirituality, aesthetics, physicality; we must also focus on self-awareness and how to use compassionate communication with others. Integrated education asks teachers to guide students to consider themselves and their inner world, just as they introduce them to concepts and content about the outer world in which they live. We need to teach strong academic skills, and should look for balance between reflecting inwards and outwards, critically and compassionately. Students must be at the center of what we do. We should create time for students to follow their individual curiosity and passion. Just as with reflection, we should look to balance this with ensuring they receive a culturally competent curriculum and meet (and exceed) national skill standards. In other words, each student and his/her relationship to the learning environment are foundational to what is being taught.

Introduction

Integral education is a complete system of education. It develops not only cognitive mind but it develops physical, vital, spiritual, and psyche aspects of personality also. Here the word 'Integral' means 'total'. It nourishes a sense of integrity, beauty and harmony in all aspects of humanity. With the help of innovative techniques of imparting education and activity based learning, students are equipped with multi skills and abilities which can be applied and used in his life.

Integral education is not merely an idea but it is a complete and perfect system of education, According to Sri Aurobindo true education is not only limited to spiritual aspect of education but it also includes rational, physical and vital aspects of education, these all make it

INTEGRAL EDUCATION OF SRI AUROBINDO: CHARACTER BUILDING TRAINING FOR PUPIL TEACHERS

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Abstract

The Integral Education as given by Sri Aurobindo brings us to the roots to the best of culture and inculcate in the child all about its core principles. The concept can be strengthened when it aims to design the thought process of all stakeholders. An important agency of change is working on pupil teachers who can bring it to their approach in developing an enriched capacity to bring a positive and doable change in the children they work with from different age groups beginning from early years. The objective of the paper is to establish linkage between the mother/parent like teachers, the expectations from teachers to root in the strength of the ideology of Sri Aurobindo. The author has tried to use insights from a collection of articles and correlate to classroom experiences and a realistic approach to incorporate these into the two-year bachelors' programme of education. The outcome of suggestions made in the paper are to highlight the flavour and beauty of Sri Aurobindo's humanity and self-check method that allows a wholesome co living, less errors and easy-going ways that most youth display now under the influence of media, peer group and all the rushed up aggressive achievers' life. The article implies to contribute to the specific pupil teachers' development, and to the character building among youth.

Keywords/phrases: *Integral education, Ideologies of Sri Aurobindo, Expectations from Teachers, Influence of Media, Character Building among Youth.*

Introduction

Sri Aurobindo's Integral Education is a holistic approach to education that aims to develop the entire being of a student - physical, emotional, mental, and spiritual. (Mother, 1954) explained the concept of integral education based on the idea that education should not only be focused on academic pursuits but should also address the needs of the whole person. Integral Education incorporates the principles of Sri Aurobindo's philosophy, which emphasizes the evolution of consciousness and the realization of the divine within the individual. According to Sri Aurobindo, education should be centred around the development of consciousness, which involves the integration of the different aspects of the self - the physical, vital, mental, and spiritual. (Tyagi, 2017) explored that the Integral Education system that includes a variety of practices and techniques designed to facilitate this process of consciousness evolution. Some of these practices include yoga, meditation, and self-reflection. The system also emphasizes the importance of experiential learning, where learners learn by doing and by engaging in real-world experiences. (EG, 2021) commented that Sri Aurobindo Ghosh critiqued the education

IMPROVING QUALITY OF EXISTING EDUCATIONAL SYSTEM THROUGH INTEGRAL EDUCATION

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Abstract

The goal of education, according to Sri Aurobindo's concept of integral education, is to ignite a child's desire to learn more and more. But, the current learning environment is extremely competitive, and the child's interests are rarely addressed. The curriculum is centred on the requirement for international standards rather than being adapted to each child's needs. An alternative education system or new framework that is child-centric and provides a flexible learning environment was therefore urgently needed. Integral Education is the pursuit of perfection in education. It provides a ray of hope for designing, enhancing, and altering the educational system and process, turning education into a powerful tool in our hands to meet existing and future difficulties. Major ideas from Sri Aurobindo's educational philosophy are even included in NEP 2020. The aim of the paper is to integrate the material and spiritual facets of human nature. It explores, examines, and explains the relevance of Sri Aurobindo's educational philosophy for raising the standard of the current educational system.

Keywords: Integral education, NEP 2020, Educational system, Educational philosophy.

Introduction

Everyone has in him something divine, something his own, a chance of perfection and strength in however small a sphere which God offers him to take or refuse. The task is to find it, develop it and use it. The chief aim of education should be to help the growing soul to draw out that in itself which is best and make it perfect for a noble use. – Sri Aurobindo

The famous Indian philosopher Sri Aurobindo Ghosh holds a highly significant position among contemporary Indian philosophers of education due to his extensive knowledge of both the west and the east. He was born on August 15, 1872, in Kolkata, and is renowned as a guru, poet, patriot, freedom warrior, philosopher, and spiritualist. As Aurobindo was working as a teacher, he began to recognise the shortcomings of the Indian educational system (Madhu, 2012). According to him, education should be based on both the needs of the nation and the children's mental and spiritual development. It implies that education should be based on the evolving and expanding demands of both real-world and contemporary living.

According to Sri Aurobindo, the Vedas already included the highest truths, including those found in both science and religion. The Vedas are logically continued in the Gita and the Upanishads. He supports the classical ideas about the unity of the individual soul with the supreme soul and holds to the conventional conception of man. According to Sri Aurobindo,

NOTHING CAN BE TAUGHT: WHAT DOES IT IMPLY?

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Abstract

Sri Aurobindo's philosophy has had a significant impact on education, particularly through his concept of integral education. This article examines the meaning of "nothing can be taught" as proposed by Aurobindo and its implications for pedagogy, the role of the teacher and student in integral education. The article argues that this principle does not suggest that the teacher has no role or that the student is left to their own devices, but rather emphasizes the need for a holistic approach that encourages self-discovery and the realization of one's inner potential. The paper discusses the importance of this principle for India's national resurgence and highlights the need for high-quality teacher education programs that can produce teachers capable of facilitating this process. The article also emphasizes the necessity of integrating spiritual and material aspects of education to advance India's position as a global leader. Overall, this paper concludes that the principle of "nothing can be taught" offers a unique perspective on education, challenging the dominant paradigm and providing a transformative approach to learning.

Keywords: *Integral education, Pedagogy, Teacher role, Student role, Self-discovery, National resurgence*

Sri Aurobindo's vision of education focused on the development of the whole individual, including their physical, mental, and spiritual dimensions. He believed that education should not only prepare individuals for practical life, but should also help them to realize their highest potential and contribute to the evolution of human consciousness. This approach to education goes beyond the traditional notion of preparing students for a career or to be successful in society, to one that emphasizes the development of the whole person.

Furthermore, Sri Aurobindo believed that the teacher's role is not to impart knowledge, but to create an environment in which the student can discover their own innate potential and knowledge. This requires a teacher to be a facilitator rather than an authoritarian figure, encouraging students to ask questions, to explore, and to think independently.

In this context, the student's role is also redefined, as they are seen as active participants in their own learning process. Rather than being passive receivers of information, students are expected to engage with the material, reflect on their own experiences, and connect their learning to their own lives. This approach to education emphasizes the process of learning rather than the product, and encourages students to develop critical thinking skills, creativity, and a sense of inner exploration.

CONTEMPLATING INTEGRAL TEACHER EDUCATION IN THE CONTEXT OF NEP 2020

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Abstract

The new education policy is certainly an ambitious document intending to restructure and reinvigorate the existing education system in our nation. The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development. In light of the vision statement of new education policy it is evident that integral education is the need of the hour. This certainly puts teacher education programs into question. The present paper aims to examine the correlation of Integral education with the teacher education programme.

Introduction

The National Education Policy 2020 (also known as NEP20) was published by the Indian government in July 2020, 34 years after the 1986 publication of the last national policy. The NEP-20 makes important and dramatic reforms to the nation's educational system's foundation and implementation, particularly those pertaining to teacher preparation (TE).

In order to firmly establish integrated teacher education (ITE) in public universities and multidisciplinary colleges/institutions by 2030, it is suggested that the TE system be relocated to only multidisciplinary colleges (which would become autonomous colleges) and universities (either research-focused or teaching-focused). As a result, stand-alone teacher education institutions (TEIs) will no longer exist, and all TE will have become firmly established within the university/higher education system because a four-year integrated bachelor's degree will be the minimum qualification for all future aspiring school teachers.

NEP-20 also suggests additional concurrent changes, such as reviving the regulatory framework "to enhance standards and restore integrity, credibility, efficacy, and high quality to the teacher education system" (p.42). It is commonly established that teacher competency, sensitivity, and motivation play a major role in determining the quality and degree of student accomplishment. According to the National Council for Teacher Education, teacher education is a curriculum that prepares individuals to teach at all levels of education, from preschool to higher education.


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INTEGRAL EDUCATION IN INDIAN SCHOOLS: A COMPREHENSIVE APPROACH

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Abstract

Sri Aurobindo is one of the most famous educational thinkers of idealism philosophy in the field of education. He was a great poet, journalist, thinker, and freedom fighter. The concept of integral education and the practice of integral school were developed by him. He proposed a curriculum involving creativity in life and constructive activities through it. Education should develop human beings in the form of the physical, the vital, the mental, the psychic, and the spiritual aspects. There are four levels of educational aims: Chitta, Manas, Intelligence, and Knowledge. Education is a means towards an end, not an end in itself. The teacher is a facilitator and guide, but not an instructor or task master in his philosophy. He considered that the true sense of education is the study of the human mind. The central theme of his philosophy was the evolution of human life into a divine life. Indian schools of education are highly influenced by his philosophy.

Keywords:-Integral Education, Spiritual, Comprehensive, Divine Life, Super-Mind.

Introduction

Sri Aurobindo was born on 15 August 1872 in a village of Konnagar in Calcutta, in Bengal Presidency (India). Dr. Krishna Dhun Ghose, his father was an Assistant Surgeon of Rangpur in Bengal, and he was also a follower of the Brahma Samaj movement. He was sent to the English-speaking Loreto House boarding school in Darjeeling. In 1879 his whole family sailed to England. In 1884 he won a scholarship to read classics at King's College Cambridge. He cracked the written ICS examination rapidly and ranked 11th out of 250 competitors. He studied for the next two years at King's College. Aurobindo had no interest in the ICS. He left England and came back India in 1893. In Baroda at princely state, Aurobindo joined the state service in 1893, working first in the Survey and Settlements department and further he worked in the Department of Revenue and then to the Secretariat. He was influenced by resistance groups in Bengal and Madhya Pradesh. He contacted Lokmanya Tilak and Sister Nivedita also.

He shifted to Calcutta in 1906 and he supported non-cooperation and passive resistance. He was involved in secret revolutionary activities but in 1908 he was arrested in the Alipore Bomb case. He started two new publications namely *Karmayogi* in English and *Dharma* in Bengali as he came out of prison. He transformed into spiritual being from revolutionary activities. In April 1910, he moved to Pondicherry but Britain's secret agencies monitored his

Research Insights

Psycho-Socio-Physical Dimensions of Adolescent Health Management

Emerging Research and Opportunities



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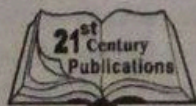
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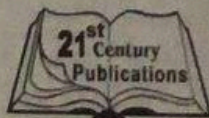
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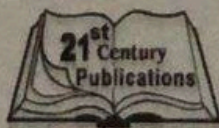
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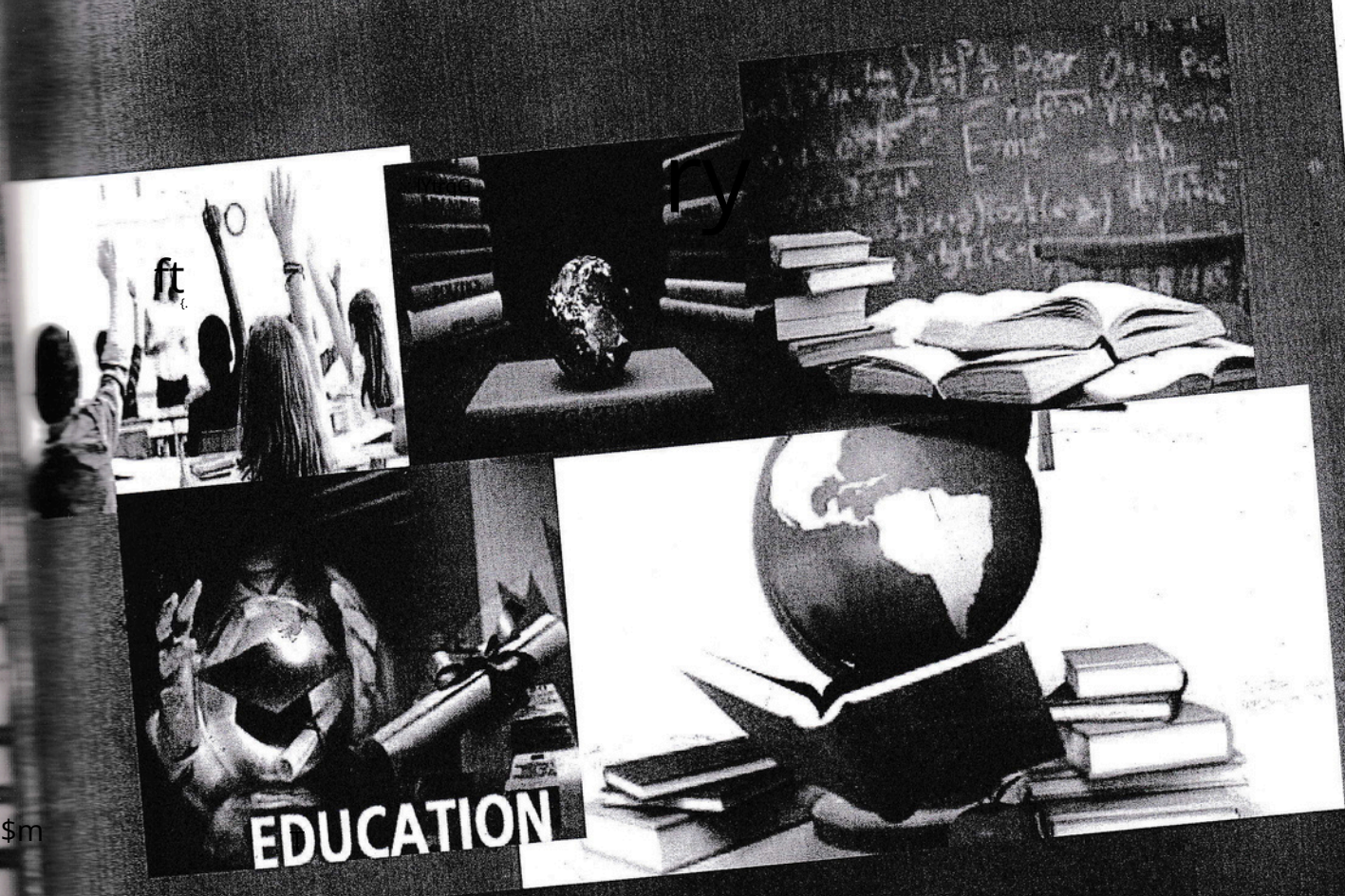
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BEST PRACTICES FOR WRITTEN EXPRESSIONS : AN APPROACH TO ENHANCE QUALITY LEARNING.

Sultan Singh* & Dr. Kusum**

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INTRODUCTION

Written expression is the most apparent way that allows to communicate with each other to express ideas, feelings and to share knowledge. It is estimated that 10-12% of school going children have some form of learning disability. Learning Disability is one area that is treated with much contempt in India. But now, there is a move towards identifying and providing appropriate interventions for children with learning disabilities. In-service training for the regular teachers is now often organized in the country. It is widely recognized by professionals that almost 90% children with learning disabilities have difficulty with written language in some form or the other. The individual patterns of learning disabilities typically vary from person to person. For instance, while one student may have specific trouble with various aspects of reading and writing, another student may have primary difficulties in language processing and thinking that also affect reading and writing. The ability to express oneself in writing is a necessary skill related to school success. Children with writing difficulties may be able to read what they see, but cannot translate the read material into writing. In other words, these children cannot transfer the visual information into the output of that fine motor movement, which is so essential for writing. They may be weak in visual-motor functions and in activities requiring co-ordination of eye and hand.

Writing is a tool for communication and it is both a skill and a means of self expression. It is the means by which children demonstrate their knowledge in different subjects. It requires visual and motor skills. Writing requires muscular control, eye-hand co-ordination and visual discrimination. It also requires smooth control of arms, hands and finger muscles. It needs adequate understanding of the various types of symbols patterns. According to Hughes (1955) "writing requires keeping an idea in mind. The ordering of ideas in some sequence and relationship; some planning and design for the correct placement of the word or idea on paper.

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MIND MAPPING AS BEST PRACTICE TO AUGMENT MATHEMATICAL UNDERSTANDING AND CRITICAL THINKING: A THEORETICAL PROPOSITION

Ms. Anupam* & Dr. Kusum*

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Abstract

There are many possibilities how to improve mathematical education and enable students to participate in the process of the cognition of new knowledge and elevate Critical Thinking. In this paper we present mind mapping as one of graphical representation of mathematical networks which may become another efficient tool for improving mathematical achievement and boost Critical Thinking. The paper establishes the relationship between Mind Mapping, Mathematical Learning and critical thinking skills.

Key Words: Critical thinking, Mathematics Learning, Mind map.

Introduction

Mind mapping is a visual technique that exploits the way we actually think—through synaptic connections and non-linear associations. Because mind mapping gives practitioners, be they professional or student, access to subconscious observations and connections, it is a powerful thinking tool, useful in a variety of situations in business and in education. It explains what is at work in the brain as we create new knowledge and how mind mapping exploits these processes to gain intuitive and concrete understanding in situations requiring critical thinking (Roxanne M. O'Connell, 2014). Critical thinking, as defined by Scriven and Paul at the 8th Annual International Conference on Critical Thinking and Education Reform, is the “intellectually disciplined process of actively and skilfully conceptualizing, applying, analysing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action” (1987, n.p.). We also recognize these activities as those articulated in Benjamin Bloom’s taxonomy of learning, in the cognitive domain, as knowledge, comprehension, application, analysis, synthesis and evaluation

Distance and Open Learning: An Overview of the Challenges in Science Teacher Education Programme

Dr. Lilu Ram Jakhar*

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Abstract

The distance and open learning environment offers opportunities to the learners for making progress in the career path. It also poses certain challenges for the learners to accommodate to the learning situations and compel the learner to compromise on certain aspects vis-a-vis the regular mode. There are challenges with regards to the infrastructure facility, faculty, students, content delivery mode, study material, examination and evaluation etc. The most common challenge is inadequate and non-availability of basic infrastructure facilities in the open and distance learning centres across the country. Another challenge is the lack of adequate staff and their proper training in the open and distance learning institutions. Students are not able to comprehend the methodology followed for curriculum transaction, self-learning mode and the evaluation techniques in distance and open learning. Another challenge is with regards to the methods used for evaluation which may include seeking experts review, one-on-one review, small group review involving interaction among members of the target group and actual field trials/ trainings to apply the knowledge they had gained during the course. These programmes can be made more effective by establishing close link between industry and academia. Open and distance learning programmes are designed for promoting self-learning and encouraging people in acquiring skills necessary for them to work well and get gainful employment.

Keywords: Distance and Open Learning, Challenges, Education, Evaluation, Feedback and Support

Introduction

Distance and open learning requires a consistent and collaborative effort between student and teachers and is not limited to the traditional limits of time, space, and single-instructional endeavour. Distance and open education is the backbone and lease of life for most the Indian universities and an increasing number of its study centres. Knowing their inherent problems and overcoming these problems will be critical for successful implementation of distance education programs for the expansion of the educational base in the country. The distance and open education learner can now boast of having almost the same instructional methodology and they can interact in the same way as the student on the campus. But the access of education remotely necessarily does not eliminate all the benefits of the personal contact. There are different means of personal or human contact to share information and skills in distance and open learning environment such as tele conferencing, video-conferencing and the World WideWeb that were previously not available to the learner as well as the expert in distance mode. There are certain impediments in distance and open

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BRIDGING SOCIAL GAPS THROUGH EDUCATION-AN INITIATIVE REQUIRED IN NEW EDUCATION POLICY

Neelam Paul*

This paper highlights the importance of education in bridging the social gaps in India. Till 2020, India is going to be a land of maximum number of youth. A country with a large number of young people can emerge as a superpower if these young people are given equal opportunities not only in terms of their gender differences but also the caste system prevailing in our country. As Education system and economic growth of a country are closely related. So we need to discuss that how our education system can contribute to improving human capital and what could be the changes in it so as to bridge the social gaps.

Keywords: Social Gaps, Gender Inequality, Education

Introduction

India is the land of different religions, casts and different languages. It is one of the world's most populous country. One can easily see that despite of all these diversities and differences, there is a unity in India. National Integration was strengthened during the independence struggle, had not we united, we would not have got the freedom. After independence many problems like communalism, linguism, regionalism and castism have capture the Indian society. Not only this, there is gender inequality also prevailing in the country. Gender equality needs to be pursued both for social and equity considerations and because it makes good economic sense. Under investments in women are missed opportunities to correct gender disparities and to capture and harness the economic and human

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Value Education in The BHAGAVAD GITA

The book is a culmination of research work carried out by the author at Panjab University and highlights the value education methodology as indicated in the Song Celestial, the Bhagavad Gita. The author has tried to situate value education in philosophic as well as socio-psychological contexts in the overall perspective of teachings of the Bhagavad Gita and has shown how the various verses of this wonderful classic on Human Excellence show the royal road to character excellence and work-efficiency amidst our daily living. A useful reference for teachers, policy makers and researchers, this book will prove useful to almost everyone concerned with education for life as well as education for livelihood.



The author, Dr. Sheojee Singh, a passionate teacher-educator presently at Govt. College of Education, Chandigarh since Jan.2003, is a man of seasoned experiences in the field of education. Having handled multifarious responsibilities at various levels of education for the last more than 17 years, he has a keen interest in significant contemporary educational issues. Having presented his thought provoking views in more than 50 national/ international conferences/ seminars and contributed around 25 papers in journals of repute so far, he prefers to work in the field of science education, teacher education and human excellence. Having deep interest in the ideas of Swami Vivekananda, Sri Aurobindo, Swami Sharanananda and J.Krishnamurti, he holds the view that the future of human race lies in the hands of individuals and societies committed to work efficiency and character excellence, for which the Bhagavad Gita is a wonderful working manual. This message of excellence needs to be imbibed by the youth everywhere for restoring the glory of humanity on this beautiful planet.



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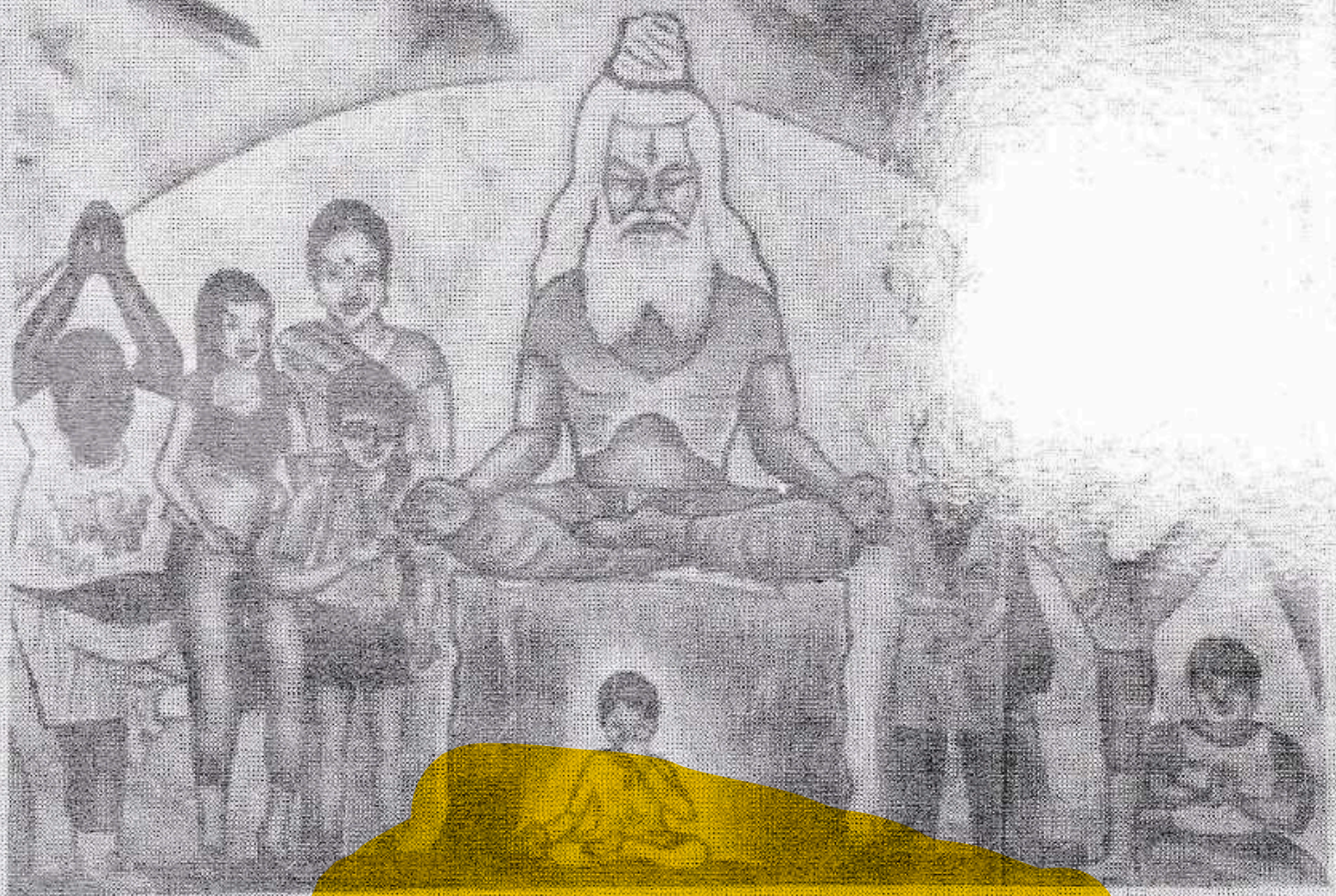
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INTEGRATED APPROACH TO HOLISTIC HEALTH

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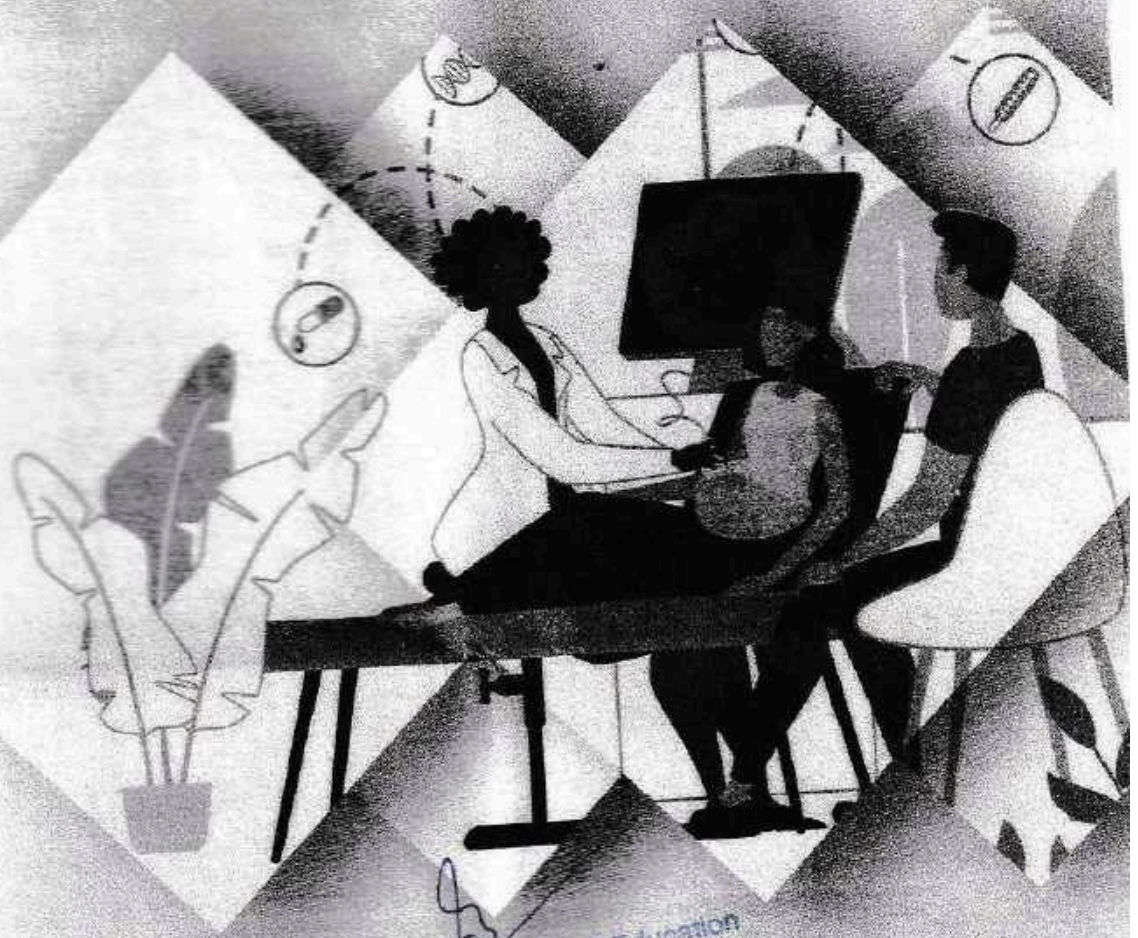
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RESEARCH ATTITUDE AND STYLE OF LEARNING AND THINKING


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ABSTRACT

This study aims to study the relationship between Research attitude and Style of Learning and Thinking of Students of technical education institutions. Students of Premier Engineering Colleges of Punjab constitute the population of this study. The study was conducted on 100 Students of engineering colleges in Punjab who act as the sample for the study. Two Premier Engineering Colleges of Punjab were selected using purposive sampling and out of these two colleges, 100 students were randomly selected. So as to ensure the reliability of the results, triangulation was done wherein both the quantitative and qualitative methods of data collection were used. Using quantitative method, for testing the Style of Learning and Thinking, a test by Dr. D Venkataraman was used and for testing the Research attitude a tool by Ms. Preslee D. Kharsati was revalidated. Both these tools were administered on the students individually. Qualitative means for collecting data was observation and Interview of the students studying in these institutions. Group of students were interviewed regarding their Research attitude and its relationship with Style of Learning and Thinking. Data collected using both the qualitative and quantitative means were analyzed subsequently. For quantitative data analysis, Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis and their standard errors were calculated. The data came to be normally distributed. Coefficient of Correlation was also calculated to infer the Correlation between Research attitude and Style of Learning and Thinking of Students of technical education institutions. The Coefficient of Correlation between Research attitude and Style of Learning and Thinking of Students of technical education institutions is 0.754 which is greater than the table values at 0.05 and 0.01 levels of significance respectively. This means that it is significant at both 0.05 and 0.01 levels of significance. For qualitative analysis responses of the students during Interview were subjectively analysed. Both the techniques generated the similar conclusions. There exists a significant correlation between Research attitude and Style of Learning and Thinking of Students of technical education institutions. It further means that the students having high level of Research attitude will tend to have better style of learning and thinking. Thus this study holds importance for administrators, students as well as students. The administrators and students can work for developing a research attitude for the better Style of Learning and Thinking in their respective institutions. This research attitude and better Style of Learning and Thinking can act as a catalyst for improving the overall learning and research experiences of the students. So technical education institutions should work proactively for providing the research facilities and enhancing the research experiences of the students as it will contribute significantly towards improving the cognitive dimensions i.e. style of learning and thinking of a student's personality and can contribute towards the better educational and vocational experiences.

Keywords: Research attitude, Style of learning and thinking, Students of technical education institutions, Triangulation, overall learning experience


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EFFECT OF E-TEACHING ON DIVERGENT PRODUCTION ABILITIES

Dr Anjali Puri, Associate Professor, Government College of Education, Chandigarh, India

Dr Rajeev Puri, Registrar, Punjab State Board of Technical Education, Chandigarh, India

ABSTRACT

The purpose of the present investigation is to study the effect of e-teaching on divergent production abilities of adolescents. Effective teachers maximize the potential of the technology to develop student's understanding and stimulate their interest to improve subject proficiency. Technology can be used strategically to provide better access for learning and concept clearance and significantly improve their creative potential. In the present study, the tools employed to collect the data are Instructional material based on e-teaching modules and Test of Divergent Production Abilities by Sharma, K. N. (2011). A pre-test consisting of divergent production abilities test was administered to the sample of 70 adolescents. The adolescents constituting sample were nearly equated on the basis of divergent production abilities score. 60 adolescents were selected and incomplete questionnaires were rejected. This sample of 60 adolescents was further divided into two groups of 30 adolescents each forming control and experimental group. e-teaching modules were taught to the experimental group for fifteen days and traditional teaching capsule was given to the control group during fifteen days. At the end post test was administered to the experimental and control group using divergent production abilities tool by Sharma (2011) to verify the learning outcomes among adolescents of both the groups. The result showed that the adolescents taught through E-teaching modules were having better divergent production abilities than those who were taught through traditional method of teaching. The results which showed significant difference between the mean scores of control group and experimental group are evident enough to prove the same. The study demonstrates the positive effect of E-teaching on divergent production abilities, thereby accepting the hypothesis that there exists significant effect of E-teaching on divergent production abilities of adolescents. The result highlights the importance of incorporating the e-teaching during regular teaching as well, as it helps in creating divergent production abilities, which is in turn, in need of more research to gain better pedagogical insights. The more learners learn through e-teaching, the more mentally cognizant they are of their learning process, which helps them to recognize their strengths and weaknesses. In other words the adolescents' divergent production abilities can be significantly improved with the help of e-teaching.

Keywords: E-teaching, Divergent Production Abilities, Adolescents

INTRODUCTION

Effective teachers maximize the potential of the technology to develop student's understanding and stimulate their interest to improve subject proficiency. With the pioneering of digitalization, education sector should take complete advantage of the opportunity of e-education. With E-teaching, teachers can devote their time to prepare lessons comfortably the same way students can watch the videos at their choice of time. The approach teachers take has freedom over the way they teach different topics. Not only do teachers prepare lessons but also solve doubts, covering all the benefits of classroom learning.

Adrian, Kurose, Woolf (2019) defined that E-Teaching involves computational systems that communicate and cooperate with learners at many levels. These systems might use the World Wide Web or CD/DVD-ROM and asynchronous learning environments to provide lectures. They might provide customized responses and on-demand advice through intelligent interfaces, inference mechanisms and cognitive models of the learning. Baqai (2018) stated that through e-teaching, teachers aim not only at students gaining from the video lessons they provide but also whatever teachers want to convey through their teaching is absorbed the very same way by students. The moral

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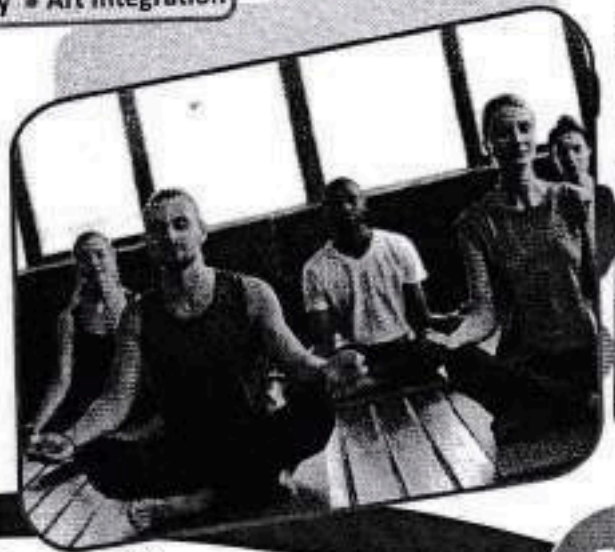
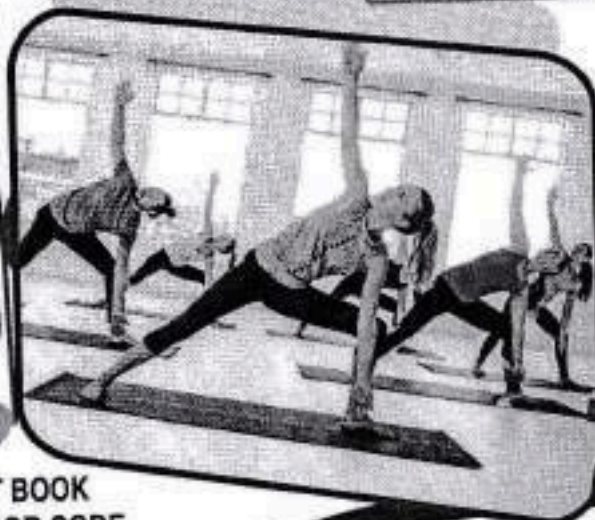
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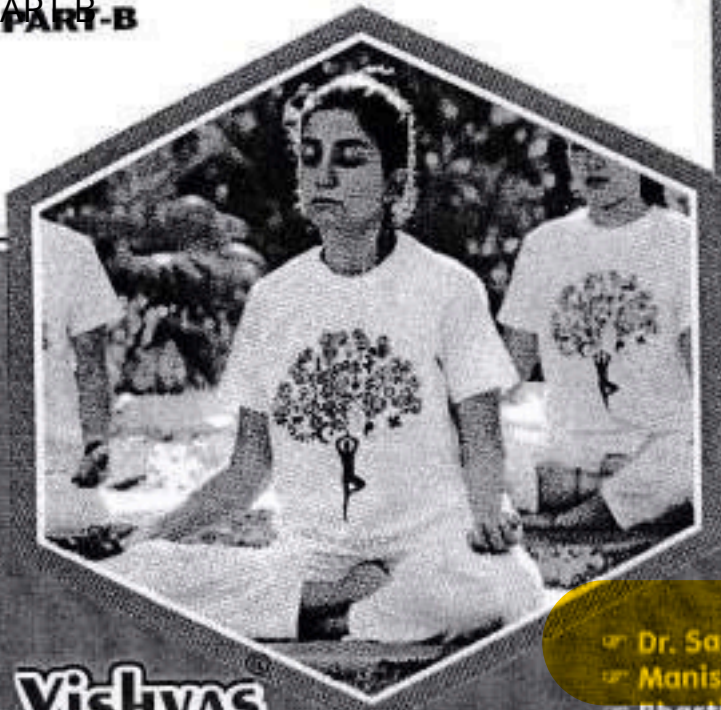
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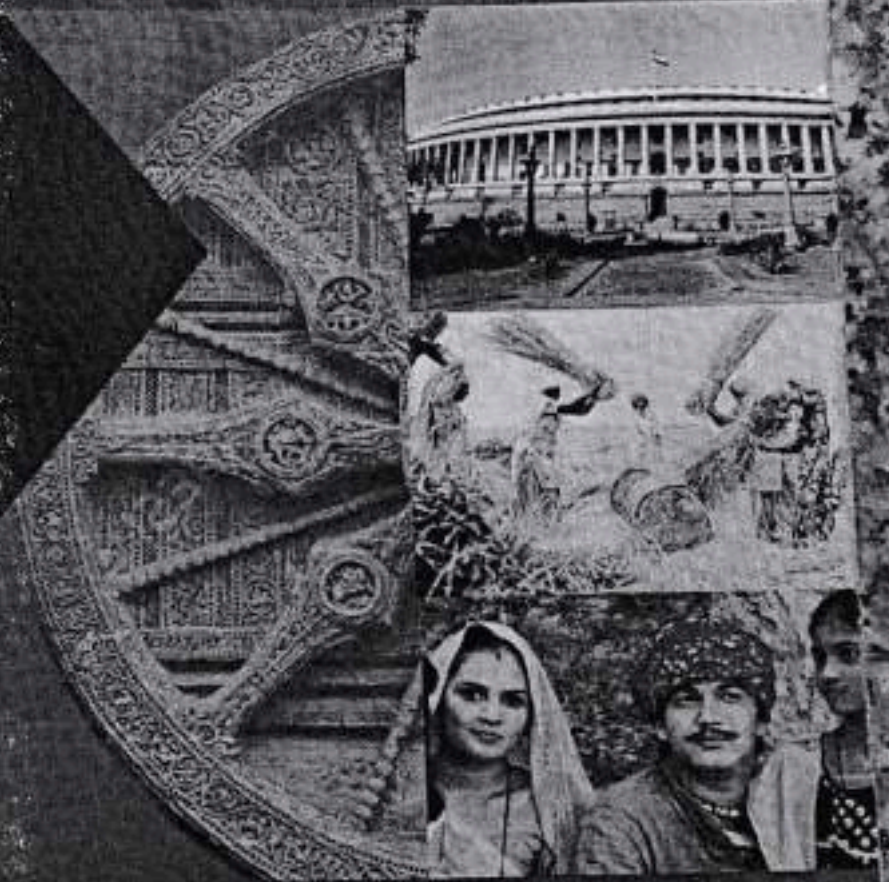


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Volume-I



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Member of Indian Dietetic Association, Chandigarh Chapter and Co-editor of half yearly newsletter, Nutrition News "n" Views published by it. She has presented a number of papers in various conferences and published papers in journals of national repute. She has authored a research insight on Psycho-Socio-Physical Dimensions of Adolescent Health Management: Emerging Research and Opportunities published by IGI Global Publications of United States of America. She has co-authored a book on Intervention Strategies for ADHD published by Lambert Academic Publishing, Germany. Besides, three books on Education in Contemporary India and Gender, School and Society by Twentyfirst Century Publications of India as well as five edited books on Human Rights, Quality Concerns in Teacher Education, New Education Policy: Initiatives and Implications, Curriculum Reforms in Teacher Educators and Policy and Regulatory Changes in Teacher Education. She has been anchoring radio and television programmes on Nutrition and Health on local radio and television channels, news-reading on local television channels, Panelist of 'Swachh Bharat Abhiyan' and 'Beti Bachao-Beti Bhaaro' Series on Chandigarh Doordarshan in India. Her other professional affiliations include an added member of Faculty of Education, Panjab University, Member of Board of Studies in Health, Family Welfare and Population Education, Member of Board of Studies in the Faculty of Education, Panjab University, Chandigarh and Member, Board of Studies in the Faculty of Education, Chandigarh University, Punjab, India.

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VOLUME-I

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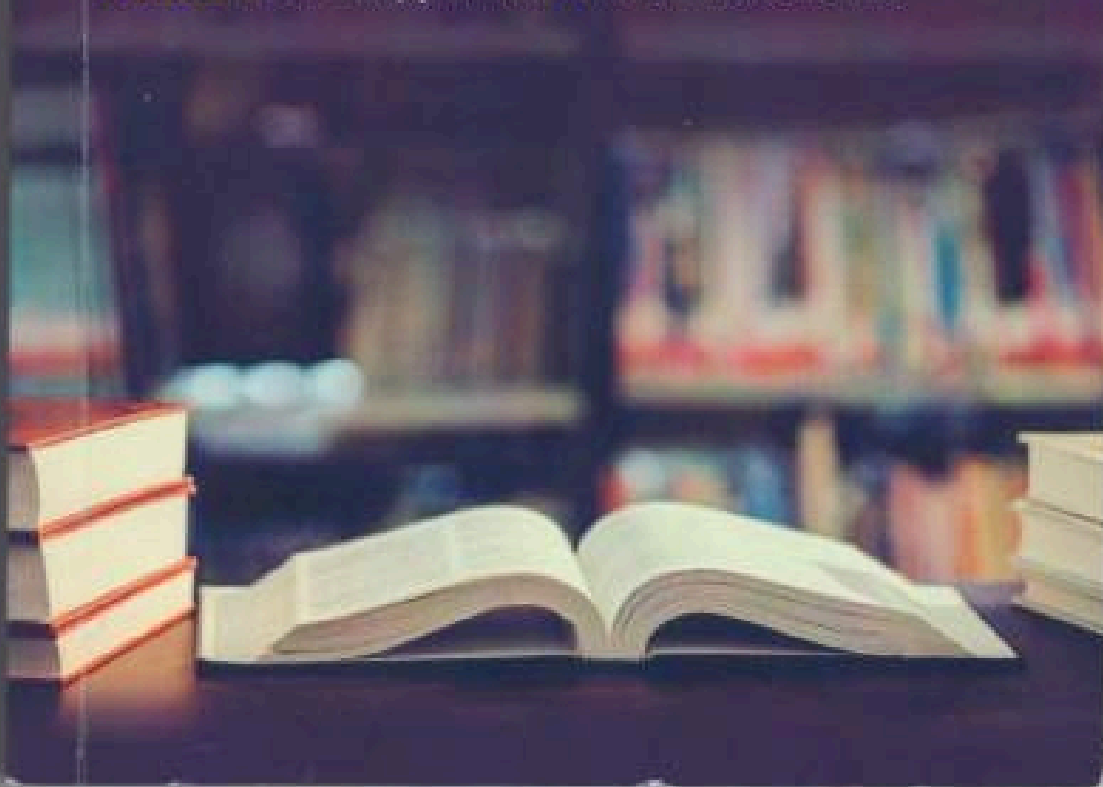
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NATIONAL EDUCATION POLICY 2020 AND ROAD MAP FOR QUALITY SOCIAL SCIENCE EDUCATION

*Dr. Anurag Sankhian**

The whole development scenario of the country is directly dependent upon the quality education which helps in developing the required knowledge and skills among the masses and improves the overall working quality of the nation. Implementation of the National Educational Policy 2020 successfully will help in meeting challenges of quality education, innovation and research and will contribute in making the country a knowledge super power. National Education Policy 2020 is built on the foundational pillars of Access, Equity, Quality and Accountability. NEP expects to change the educational landscape of the country by preparing the youth of the country to meet the various present and future challenges. Social sciences emerged as a subject of prime importance in terms of the present school curriculum. Social sciences teaching cater the individuals and community needs, provide the basic values and help in achieving the national goals. The present paper focuses upon the recommendations of the New Education Policy 2020 and suggest a road map for quality social science education in country. Paper also throw light upon the major issues faced in the case of the Education in Social sciences in our country and forward suggestions regarding the required changes in the case of social science education in the light of NEP 2020.

Introduction

India is the second populous country of the world with 17.7 per cent share of the world's population residing in 2.4 per cent of the total land area of the world. India is also the largest democracy and youngest country of the world with a median age of 29. Managing the pace of the development with limited resources and satisfying the basic needs

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A Study of Academic Stress among College Students

Dr. Sapna Nanda¹ and Paramjeet Kaur Mangal²

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Abstract: The study examined the Academic stress among college students. Descriptive survey method of research was employed for this study. Data was collected by randomization technique of sampling from a sample of 600 college (science, humanities and commerce stream) students of Ludhiana district, Punjab. The primary data was collected by using standardized tool on academic stress by Akhtar (2012). Relevant Mean, Median, Mode, Skewness, Kurtosis and ANOVA were computed to draw the conclusion. Significant difference was found in academic stress of science, humanities and Commerce College students, whereas students of science stream showed maximum level of academic stress, followed by commerce students and humanities stream respectively.

Keywords: Academic stress, academic streams

Introduction

Any factor, acting internally or externally, which makes adaptation to environment difficult and which induces increased effort on the part of the individual to maintain a state of equilibrium between himself and the external environment is called stress. On other words, stress is what we feel when we think we've lost control of events. According to Lee & Larson (2000), "this stress is an interaction between environmental stressors, students' appraisal and reactions for the same". Infact, academic stress has become a grave reality and is also known as "career stopper". Academic Stress is the one significant obstacle to college students' positive response to an academic task. It may adversely affect their physical, emotional and mental health and thus, can prove to be the ultimate career stopper. In the present age of competitions, where each person is facing challenges in one way or the other and each has high aspirations but lack of time to achieve these goals ultimately results in the occurrence of stress.

Academic stress is defined as the "body's response to academic related demands that exceed adaptive capabilities of students." (Wilks, 2008). It is estimated that 10-30% of students experience some degree of academic stress during their academic career (Johnson, 1979). According to Lee & Larson (2000), "this stress is an interaction between environmental stressors, students' appraisal and reactions for the same".

Academic stress is a mental or emotional pressure, tension or stress that comes due to the demands of college life. It may arise from being exposed to new educational

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