



BETA COLLEGE OF EDUCATION



REFORMS IN TEACHER EDUCATION AS ENVISIONED BY NEP 2020



2023

www.betacedu.com



REFORMS IN TEACHER EDUCATION AS ENVISIONED BY NEP 2020



**REFORMS IN TEACHER
EDUCATION
AS ENVISIONED BY NEP 2020**

REFORMS IN TEACHER EDUCATION

AS ENVISIONED BY NEP 2020

EDITOR:

Dr. Pabitra Kumar Hazra



BETA COLLEGE OF EDUCATION

Gungun Publishing House

First Published in 12 January, 2024.

Midnapur, Paschim Medinipur, 721101, West Bengal, India.

Phone Number : +91 9647222836

Website : www.gungun.org.in



Gungun Publishing House and its logo are the trademarks of Gungun Publishing House TM

**Title: REFORMS IN TEACHER EDUCATION AS
ENVISIONED BY NEP 2020**

Language: English

Copyright: Beta College of Education ©

EDITOR: Dr. Pabitra Kumar Hazra

ISBN : 978-81-969268-6-1

Price: 450.00

No. of Pages: 391

Typeset in Times New Roman, by Amit Kumar Maity.

Designed by Gungun Publishing House TM

Printed at M. Enterprise, Mirzamohalla, (Taltala Lane)

Ward No. 21, 721101.

Email: saheb.skmd@gmail.com, GSTIN-19CCNPM8699G1ZK

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the Publishers.

This is a work of Fiction. The characters, places, organisations and events described in this book are either a work of author's imagination or have been used fictitiously. Any resemblance to people, living or dead, places, events, communities or organisations is purely coincidental.

REFORMS IN TEACHER EDUCATION AS ENVISIONED BY NEP 2020

ABOUT THE EDITOR



Dr. Pabitra Kumar Hazra

Principal, Beta College of Education, Hooghly, W.B., India

Dr. Pabitra Kumar Hazra, Principal of Beta College of Education
has been working

FOREWORD

Important Corners of National Education Policy

By: Dr. Subhash Chandra Nandi

Burdwan Raj College (Ex-Principal)

National Education Policy, (NEP) started its journey in 1968, in independent India when Mrs. Indira Gandhi was in the chair of Prime Minister of India. In 1986, the then Prime Minister of India Mr. Rajiv Gandhi highlighted the NEP with new ideas to give special emphasis on the removal of disparities and to equalize educational opportunities especially for Indian women, scheduled castes and scheduled tribes. It stated that there will be no disparity and equal opportunity for all.

The Union Cabinet of India approved the new National Education Policy (NEP) in July, 2020 for modern reforms from school to college levels aiming to make India a 'Global Knowledge Superpower'. Dr. Krishnaswami Kasturirangan, Chairman, Indian Space Research Organization (ISRO) prepared the new NEP (2020). The new NEP came into force and effect from the session 2023-2024. Karnataka was the first state to adopt NEP(2020) in 2021.

The then Prime Minister Narasimha Rao tried to open up Indian economy to foreign investment to promote economic growth in 1991. After this, Dr. Manmohan Singh, when was in the chair of Prime Minister prepared a guideline to increase the economic credibility of India in the global arena.

What we get today (2023) from key points of new NEP is to transform India into a global knowledge powerhouse, where statistics show the highest percentage of education in total population is 93.91, standing first rank in education in India. This NEP suggests to complete the education for individual cases in four (4) stages such as

- .Foundational stage (5-years),
- Preparatory stage(3-years),

- Middle stage(3-years) and
- Secondary stage(4-years).

NEP suggests its five (5) pillars such as Access, Equity, Quality, Affordability and Accountability as the teachers are the backbone of education and society. This is called as 5+3+3+4 steps. SDG-4 stands for sustainable development goals which are of inclusive and equitable quality education and lifelong learning. Disadvantages are expected from excessive focus on grades and performance compromising the overall development and wellbeing of students.

Foundational Literary Numeracy Mission (FLMN) indicates three developmental goals of foundational learning such as;

- Health and wellbeing.
- Effective Communicators and
- Involved learners having its deadline by 2026-2027. Ministry of Education formulated National Initiative for Proficiency in Reading with Understanding and Numeracy, (NIPUN).

11th Nov. of every year is celebrated as the National Education Day, the birthday of Moulana Abul Kalam Azad, the first Education Minister of independent India, Horace Mann is known as Father of Education (1796-1859). Thomas Babington Macaulay (1800-1859) is known as father of Indian Education. Mrs. Savitribati Phule (1897) is known as mother of Indian Education.

In NPE (National Policy of Education), inclusion of vocational subject was omitted but in NEP (National Education Policy) vocational subjects are compulsory. NEP suggests to use three languages in Teaching-Learning such as Hindi, English and one Regional language.

UNESCO defines the ECCE as Early Childhood Care and Education. 3 R stand for reading, writing and arithmetic. Thus, definitions of education are modified from manifestation of perception already in man to achieve world peace, justice, freedom and equity for all (NEP-2020.)

We have to follow the direct and non-direct teaching as per recommendation of education commission and Kothari commission. Teaching and Education programme should be dynamic with accountability and affordability. Standalone institutions will go to bin by

2030 as those will be replaced by 4-years integrated programme followed by research. There must not be stagnancy in education system. Professional development must occur through technological platforms and faculty profiles must be improved and changed accordingly. Malaviya Mission Programme suggests to utilize both the acting and retired ones as expertise resource personnel as and when needed. A collaboration in sharing the plan and programme took place in Sept, 2023, in between University Grant Commission (UGC) and Ministry of Human Resource Development (HRDH) with a view of updating knowledge and skill, pedagogy, inculcation of knowledge, skill and quality research.

Adequate number of copies of NEP should be in library as teachers cannot give what they do not have. Students and teachers are like garden and gardeners. Teachers are the manpower to produce good citizens. Revolutions in Education has been suggested in new NEP by following 20 pedagogical methods, ideas, values and understanding. Recruitment of teachers is the most important factor for teaching education programme with flexibility. A pyramid will exist in teaching-learning particularly in colleges of education with advancement, awareness, adaptation and assessment.

National Profession of standard teaching is to be monitored by National Mission for mentoring. NTA (National Testing Agency) will have a great role in forming competent teachers. Provision of cluster colleges and sharing of amenities of teachers and students are encouraged rather than transfer of teachers and students. Degree of research and even TET, will be of immense value.

There should be some best practices and at least one uniqueness should be in every institution. Teachers should be dedicated, not time bound rather round the clock (24x7 days).

Different problems of teachers are to be solved hopefully, challenges like development of infrastructure, financial support, and are to be provided carefully in time. Teachers must be harmless persons with appropriate communicative skills.

A difference is already noticed between 20th century and 21st century by their updating along with incorporation, information technology and digitalization as a whole. New ideas and creations are to be inculcated both by teachers and students. There should be same study materials to

have a fruitful interaction with nature. Blended and hybrid learning is encouraged to face international challenges. A new educational landscape is to be formed by sustainable teachers' education programme for future citizens. Diversity of teachers and learning is essential.

It may be understood that educational institutions have to face the problems with development in physical as well as academic infrastructure.

The NEP may help the country to compete globally to check the brain-drain or surplus of intellectuals. Blending traditional knowledge with western science may be the way of solution for advancement of people of next generations. It is to be understood that the NEP is yet experimental in India as it is dynamic and changes frequently.

MESSAGE

It is my pride and extreme exhilaration about the seminar which will be held on 13 October 2023 upon the topic “**Reforms in Teacher Education as Envisioned by NEP 2020**” organized by Beta College of Education.

Teacher Education plays a pivotal role in this era. Our vision is to contribute disciplined, dedicated and prospective teachers equipped with prerequisite knowledge, skill and professional attitude will be in place to carry on nation building. We are playing the role of torch light to find out to best and groom teachers for the nation. We strive to mold the qualities of students in to skills desired by ever- changing, dynamic and welfare society. As the founder of this college and chief patron of the National Seminar committee. I have the great pleasure to convey my heartfelt and thank by congratulating all the participants who have put forward their participation is look forward to create an ambiance in this college an everlasting and mutually beneficial relationship with the academic world. Here theoretical, knowledge coupled with practical realities through school internship and practical teaching capture, the essence versatility. I wish the national seminar a grand success.

Chairman

Mr. Mahammad Ali Mondal

Beta College of Education

MESSAGE

I came to know that Beta College of Education, Vill Beta More , PO-Sinhet , PS-Dadpur , Dist-Hooghly , Pin-712305 is organizing one day National Seminar on Reforms in Teacher Education as Envisioned by NEP 2020 on 13th October, 2023 in their College premises. The college has taken the leadership role to organize the event under the able guidance of the Principal Dr. Pabitra Kumar Hazra and the Chairman of the Organization. I have confident that many faculty members of education, colleagues, student researchers shall participate in the National Seminar and share their views and ideas in the latest development in the field of Teacher Education in our Country in general and West Bengal state in particular. The organizers deserve all appreciation and thanks for organizing the very important areas of our Education Ladder at this juncture after the declaration of NEP 2020. The policy is expected to bring long lasting positive impact on our education system and making India a global hub of skilled man power during Amritkal.

As India moves towards becoming a knowledge super power in the future, younger Indians are likely to aspire to become teacher in the teaching profession. This seminar, hopefully, must give a direction to prepare our student teachers to develop good, thoughtful, well rounded and creative individuals for the betterment of the society to meet the requirements of the 21st century in the future times to come. The organizer might have planned for threadbare discussion/ panel discussion in different themes and subthemes given in the National Education Policy 2020 and may come out with the policy implications/ a roadmap/recommendations for enhancing quality in education.

My best wishes and greeting to one and all members of the college. I pray to the Almighty to shower blessings to the organizers and convener Dr. Pabitra Kumar Hazra for the successful and smooth organization of the National Seminar.

With regards,

Prof. B. N. Panda

Professor of Education

Former Head and Dean Research

Regional Institute of Education, NCERT

Bhubneswar-751022

MESSAGE

I am writing to extend my heartfelt congratulations and appreciation to the organizing committee for organizing a National Level Seminar on **“Reforms in Teacher Education as Envisioned by NEP 2020”** and the publication of the edited book.

Your initiative to convene a national-level seminar on such a crucial topic demonstrates your commitment to advancing education and addressing the contemporary challenges faced by educators.

Moreover, the publication of the edited book, edited by Dr. Pabitra Kumar Hazra, Principal, Beta College of Education, serves as a valuable resource for scholars, practitioners, and policymakers interested in delving deeper into the subject matter. The collection of selected articles presented at the seminar hopefully contribute to the scholarly discourse and inspire further research in the field of teacher education.

I commend your dedication, vision, and efforts in organizing this significant event, which undoubtedly reflects your commitment to promoting excellence in education. I am confident that the edited book will not only enrich our understanding of teacher education reforms but also pave the way for transformative changes in the academic landscape.

Wishing you all the success in the publication process. May your endeavors inspire and empower generations of educators to come.

Warm regards,

Prof. (Dr.) Mita Banerjee

Professor of Education
Former Vice Chancellor of
Kanyashree University &
Murshidabad University
WBUTTEPA

MESSAGE

It gives me immense pleasure to know that Beta College of Education is organizing one-day national seminar on the “**Reforms in Teacher Education as Envisioned by NEP 2020**”. I congratulate the principal and other organizers for conducting on this important area on 13th October 2023.

This conference is thus an attempt to reach the need of new education scenario for a new beginning.

I sincerely presume that the book will be a good for thought for the Research scholars on the subject.

I extend my best wishes for all its success.

Prof. (Dr.) Sridipa Sinha

Professor, Department of Education,
University of Calcutta

CONTENTS

CHAPTER NO.	TITLE OF THE PAPERS	AUTHOR(S)	PAGE NO.
CHAPTER : 1	A STUDY ON SANSKRIT LINGUISTICS IN NEW EDUCATION POLICY (NEP) 2020: A REVIEW STUDY	Abhishek Bhattacharyya	1
CHAPTER : 2	TRANSFORMING TEACHER EDUCATION IN ACCORDANCE WITH NEP 2020: EMBRACING TECHNOLOGY AND INNOVATION	Rinku Sk	12
CHAPTER : 3	VIRTUALIZATION IN SCIENCE EDUCATION	Mousumi Mallick & Dr. Sridipa Sinha	33
CHAPTER : 4	INCLUSIVE TEACHING: PREPARING PRE-SERVICE TRAINEE TEACHERS FOR ALL STUDENTS AS ENVISIONED IN NEP 2020	Samiya Roshni	47

CHAPTER : 5	THE IMPACT OF ACTIVE LEARNING STRATEGIES ON CRITICAL THINKING OF PRE-SERVICE TRAINEE TEACHERS	Samiya Roshni & Srijata Biswas	59
CHAPTER : 6	ADDRESSING ISSUES RELATED TO GENDER AND SOCIAL INCLUSIVITY IN TEACHER EDUCATION AS ENVISIONED BY NEP 2020	Subrata Sarkar	71
CHAPTER : 7	TEACHER EDUCATION IN INDIA WITH SPECIAL REFERENCE TO NEP- 2020	Chandan Pal	81
CHAPTER : 8	PROMOTING INDUSTRY- ACADEMIA PARTNERSHIPS IN TEACHER EDUCATION	Ayantika Santra & Sk. Soriotulla	91
CHAPTER : 9	THE DEVELOPMENTAL SCENARIO OF TEACHER EDUCATION IN INDIA	Priya Patra & Sk. Soriotulla	103

CHAPTER : 10	DISPARITY IN POLITICAL PARTICIPATION IN THE LOCAL BODIES: A CASE STUDY OF RANCHI	Dr. Arun Maity & Dr. Asis Kumar Dandapat	114
CHAPTER : 11	EARLY CHILDHOOD EDUCATION CURRICULUM INTERVENTION: AN ASSESSMENT STUDY	Biswajit Nayek	123
CHAPTER : 12	TEACHING COMPETENCE AMONG SECONDARY SCHOOL TEACHERS IN THE CONTEXT OF CHANGING EDUCATION PARADIGM: A SURVEY STUDY	Gopal Senapati	134
CHAPTER : 13	A CRITICAL STUDY OF DIGITAL STORY TELLING AND TRADITIONAL METHOD OF TECHNOLOGY IN KINDERGARTEN	Mantu Sahoo	143
CHAPTER : 14	E-LEARNING SYSTEMS IN HIGHER EDUCATION: CHALLENGES AND OPPORTUNITIES	Tapas Kumar Manna	154

CHAPTER : 15	NEP 2020 IN THE CONTEXT OF SCHOOL EDUCATION	Sk. Soriotulla	163
CHAPTER : 16	SELF MOTIVATION AMONG HIGHER EDUCATION STUDENTS: A SURVEY STUDY	Anjali Jana	179
CHAPTER : 17	THE ATTENTION LEVEL OF COLLEGE STUDENTS CAN BE ENHANCED THROUGH MEDITATION	Dr. Sandip Bera & Sk. Soriotulla	187
CHAPTER : 18	INNOVATIVE TEACHING PRACTICES IN EDUCATION	Kazi Masud Hossain & Dr. Vindeshwari Pawar	200
CHAPTER : 19	PARENTAL EXPECTATIONS AND ASPIRATIONS FOR CHILDREN'S EDUCATION AT HIGHER SECONDARY LEVEL: A SURVEY STUDY	Sk. Sanuar	208
CHAPTER : 20	TEACHING ENGLISH AT DIFFERENT LEVELS: AN OVERVIEW	Manas Kumar Bhuniya	218

CHAPTER : 21	TRIBAL EDUCATION IN EASTERN INDIA SPECIFICALLY FOCUSING ON THE EKLAHYA MODEL RESIDENTIAL SCHOOLS	Prasenjit Nemo & Prof. (Dr.) Swami Tattwasarana nda	227
CHAPTER : 22	PERSONALITY AND DECISION MAKING ABILITY OF UNDER- GRADUATE STUDENTS	Jyoti Nath & Abhijit Roy	240
CHAPTER : 23	ENGLISH LANGUAGE TEACHING IN INDIAN PERSPECTIVE: ISSUES AND CHALLENGES	Somnath Das	252
CHAPTER : 24	INNOVATIVE TEACHING- LEARNING TECHNIQUES IN TEACHER EDUCATION	Avijit Goswami & Chiranjit Mukherjee	261
CHAPTER : 25	A COMPARATIVE STUDY OF THE POLITICAL IDEAS PRESENTED IN THE MAHABHARATA AND THE RAMAYANA	Subrata Kumar Jana	272

CHAPTER : 26	EXPLORING THE WELL RESOURCED SELF-FINANCE COLLEGES FOR PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATION	Aparna Mandal Seth	284
CHAPTER : 27	INTEGRATING TECHNOLOGY AND DIGITAL LITERACY IN TEACHER'S TRAINING	Md Mohit	308
CHAPTER : 28	TRAINEE TEACHERS TO BE ROLE MODELS FOR STUDENTS	Nasmin Begam	316
CHAPTER : 29	INVESTIGATING THE IMPACT OF INTEGRATING TECHNOLOGY AND DIGITAL LITERACY IN A DIGITAL LEARNING ENVIRONMENT	Anup Kumar Malik	325
CHAPTER : 30	UTILITY OF ASSISTIVE TECHNOLOGY IN INCLUSIVE EDUCATION WITH SPECIAL REFERENCE TO CHILDREN WITH DIVERSE NEEDS	Chandra Nath Biswas	340

CHAPTER : 31	LEARNER-CENTRIC PEDAGOGIES AND CURRICULUM IN TEACHER EDUCATION: CHALLENGES AND OPPORTUNITIES	Arup Kole	354
CHAPTER : 32	THE ROLE OF PRINCIPALS IN FOSTERING LEARNER-CENTRIC PEDAGOGIES IN TEACHER EDUCATION INSTITUTIONS	Koushik Nayak	356
LIST OF CONTRIBUTORS – 358 – 365			

CHAPTER: 1

**A STUDY ON SANSKRIT LINGUISTICS IN
NEW EDUCATION POLICY (NEP) 2020: A
REVIEW STUDY**

Abhishek Bhattacharyya



❖ **ABSTRACT:**

The New Education Policy (NEP) 2020 is a comprehensive policy document introduced by the Government of India with the aim of transforming the country's education system. While the NEP 2020 primarily focuses on various aspects of education, including school and higher education, it does mention the importance of preserving and promoting classical languages like Sanskrit. However, the policy does not investigate into detailed studies on Sanskrit linguistics. Instead, it provides a broader perspective on the significance of Sanskrit and classical languages in the Indian education system.

The NEP 2020 emphasizes the preservation and promotion of classical languages like Sanskrit, and it encourages schools and higher education institutions to offer Sanskrit as an option in their curriculum. The NEP 2020 things to see the need for well-trained teachers in classical languages, including Sanskrit, to ensure the effective teaching and preservation of these languages. While the policy doesn't specifically mention research on Sanskrit linguistics, it recognizes the importance of documenting and preserving classical texts and knowledge systems. This can indirectly support research in Sanskrit linguistics. The specific initiatives or programs that have been launched to promote Sanskrit education and research in the post-NEP 2020 education landscape in India.

❖ **KEYWORDS:**

Education, Sanskrit, NEP 2020, Sanskrit Linguistics, Curriculum, Research.

❖ **INTRODUCTION:**

Sanskrit is an ancient language that has played a significant role in Indian culture and civilization. It is considered a classical language and has been recognized by UNESCO as an intangible cultural heritage. Despite its historical importance, Sanskrit has been neglected in modern times due to various reasons such as colonialism, modernization, and globalization. However, in recent years, there has been a renewed interest in Sanskrit linguistics due to its potential as a language for scientific and technical communication. The New Education Policy (NEP) 2020 recognizes this potential and has taken several measures to promote the study of Sanskrit. This review study aims to analyze the NEP's provisions related to Sanskrit linguistics, evaluate their impact on the education system, and suggest ways to further promote Sanskrit as a language and a discipline. The NEP 2020 is a comprehensive document that aims to transform the Indian education system into a more holistic and student-centric one. The policy emphasizes critical thinking, problem-solving, and experiential learning over rote memorization. It also recognizes the importance of classical languages such as Sanskrit, Tamil, Telugu, Kannada, Malayalam, Kashmiri, and Odia in promoting cultural heritage and scientific temperament. The policy aims to make these languages optional at all levels of education from primary school to higher education.

❖ **METHODOLOGY:**

Searching Procedure:

In the study online procedure is available with us. It was further stated that for the present study the researcher used the following search engine:

- Google Scholars.
- PubMed.
- Research Gate.
- Shodhganga.

Acquisition of Evidence:

In this investigation information were collected scientific evidence through the review study based on secondary database evidence and electronic databases; and critically analyzed the perfect appropriate article according to the nature of this study.

Inclusion and Exclusion Criteria:

Studies related to the objective of this paper were included in this work whereas studies that were not directly matched with the concept of analysis were excluded from the process.

Selection Procedure of Review Articles:

In the first attempt, a total of 80 articles were assessed based on eligibility criteria. Out of which only 41 papers fulfilled the objective of this study.

❖ FINDINGS & DISCUSSION:

Provisions related to Sanskrit linguistics:

The NEP 2020 has taken several measures to promote the study of Sanskrit linguistics. Some of these provisions are:

1. Introduction of Sanskrit as an optional subject at all levels of education:

The policy recognizes the importance of classical languages such as Sanskrit in promoting cultural heritage and scientific temperament. As a result, it has made these languages optional at all levels of education from primary school to higher education. This move will provide students with more choices and enable them to explore their interests in different subjects.

2. Integration of Sanskrit with STEM subjects:

The policy encourages the integration of classical languages such as Sanskrit with STEM subjects (Science, Technology, Engineering, Mathematics) to promote scientific temperament among students. This integration will enable students to understand scientific concepts better through classical texts such as Vedas and Upanishads that contain scientific knowledge in symbolic form.

3. Establishment of Sanskrit universities:

The policy proposes the establishment of Sanskrit universities at various levels such as undergraduate, postgraduate, and doctoral levels. These universities will provide specialized courses in Sanskrit linguistics and promote research in this field. They will also collaborate with other universities to conduct interdisciplinary research in areas such as science, technology, medicine, and management.

4. Promotion of digital resources:

The policy encourages the development of digital resources such as e-books, e-journals, and e-learning platforms for classical languages such as Sanskrit. These resources will make learning more accessible and affordable for students who do not have access to traditional resources such as printed books and manuscripts. They will also enable students to learn at their own pace and convenience.

5. Training of teachers:

The policy recognizes the importance of trained teachers for promoting the study of classical languages such as Sanskrit. As a result, it proposes teacher training programs for teachers who want to teach these languages at different levels of education. These programs will provide teachers with the necessary skills and knowledge required for teaching classical languages effectively.

6. Promotion of Sanskrit:

The NEP 2020 emphasizes the preservation and promotion of classical languages like Sanskrit, and it encourages schools and

higher education institutions to offer Sanskrit as an option in their curriculum. It highlights the importance of Sanskrit in preserving India's rich cultural and linguistic heritage.

7. Multilingualism:

The policy advocates for a flexible approach to language learning, where students are encouraged to learn multiple languages, including classical languages like Sanskrit. It promotes the idea that students should have the opportunity to learn languages that reflect India's linguistic diversity.

8. Integration of Knowledge

The NEP 2020 encourages the integration of traditional knowledge systems, including Sanskrit texts, into the modern education system. This is seen as a way to bridge the gap between traditional and contemporary knowledge.

9. Research and Documentation:

While the policy doesn't specifically mention research on Sanskrit linguistics, it recognizes the importance of documenting and preserving classical texts and knowledge systems. This can indirectly support research in Sanskrit linguistics.

10. Teacher Training:

The NEP 2020 highlights the need for well-trained teachers in classical languages, including Sanskrit, to ensure the effective teaching and preservation of these languages.

❖ IMPACT ON EDUCATION SYSTEM:

The NEP's provisions related to Sanskrit linguistics have had both positive and negative impacts on the education system:

1. Increased enrollment:

The introduction of Sanskrit as an optional subject at all levels of education has led to an increase in enrollment for this subject. According to a report by the National Council for Educational Research and Training (NCERT), there has been a 36% increase in enrollment for Sanskrit at the secondary level since 2014-15

(NCERT Annual Report 2019-20). This increase indicates that students are showing more interest in studying classical languages such as Sanskrit due to their perceived benefits such as improved cognitive skills and scientific temperament.

2. Shortage of teachers:

Despite the increased enrollment for Sanskrit linguistics, there is still a shortage of trained teachers for this subject at different levels of education (NCERT Annual Report 2019-20). This shortage is due to various reasons such as lack of interest among students during teacher training programs, insufficient funding for teacher training programs, and low salaries for teachers who teach classical languages such as Sanskrit (The Hindu 2019). As a result, many schools are finding it difficult to recruit qualified teachers for this subject. This shortage is affecting the quality of education provided for classical languages such as Sanskrit since many schools are forced to hire unqualified teachers or outsource this subject from other schools (The Hindu 2019).

3. Inadequate infrastructure:

Many schools do not have adequate infrastructure for teaching classical languages such as Sanskrit due to financial constraints (NCERT Annual Report 2019-20). This infrastructure includes classrooms equipped with necessary resources such as textbooks, dictionaries, grammar books, computers with necessary software for learning classical languages online (NCERT Annual Report 2019-20). As a result

Sanskrit is the language of India culture and inspiration. The language in which all her past greatness, her rich thought and her Spiritual aspirations are enshrined. Sanskrit has not only been the treasure house to our past knowledge and achievements in the realm of thought and art, but is has also been the principal vehicle of our nations aspirations and cultural traditions, besides being the source and inspirations of India's modern languages. For many centuries in the past Sanskrit provided the principal basis of the unity of India.

The Vedas are without doubt the oldest works composed in Sanskrit. Even the most ancient Sanskrit writings allow the Vedas to already exist. No country except India and no language except the Sanskrit can boast of a possession so ancient and venerable, no nation except the Hindus. Can stand before the world with such a sacred heirloom in its possession, unapproachable in grandeur and infinitely above all in glory. The Vedas stand alone in their solitary splendor serving as a beacon of Divine light for the onward march of humanity.

Sanskrit is the mother of most of the Indian languages. The relation of Sanskrit with them is much more close than that of Latin and Greek with modern European languages. Bengali is a direct descendant of Sanskrit. The Bengali grammar is in fact derived from the Sanskrit grammar. About 75 percent of Bengali words are either Sanskrit words or so closely related to them. Even now when one has to build a new word in Bengali, (or in such modern Indian Languages as Hindi, Gujarati, Marathi etc.) in most cases one has to look for a suitable Sanskrit word of a Sanskrit root and also use basically Sanskrit rules for formation of words in spite of the claim by some people that the Bengali Grammar has now become independent of the Sanskrit grammar. Formation of new words is at present a great necessity for Bengali and this necessity will continue for a foreseeable future.

So far as studying Bengali (or Hindi, Gujarati, Marathi etc.) in depth and critically at the Honours and M.A. levels is concerned a good grounding in Sanskrit is a sine qua non. The same observation holds equally good for study of Indian Philosophy at the Honours & M.A. levels and study of Indian History upto the end of the twelfth Century. (Of course, it should be mentioned here that for the history of the subsequent six centuries has the same role.)

Study of History of Science is coming up. In this subject contribution of India in older days can by no means be neglected. Here also a good grounding in Sanskrit is essential for study of original books and this can not be avoided. Here lies the

importance of the study of Sanskrit by a good number of our Scientists.

Recently the University of Calcutta has started a Bachelor's Degree course in Ayurvedic Medicine and Surgery. For a good understanding and correct appreciation of classical books recommended for this course (although) these books are provided with Bengali translation a good knowledge of Sanskrit is also essential.

It has been observed that the number of students studying Sanskrit in the B.A. Honours and pass course declined over the past few years. The situation has reached a critical stage. One may be afraid the Sanskrit will eventually cease to be a part of our college curriculum. The principal aim for this decline of study of Sanskrit is economic. The study of Sanskrit has a present a very low job potential. Those who specialize in Sanskrit have a bleak future for appointment as teacher of Sanskrit unfluctuating in Secondary School. This condition has been created by making Sanskrit optional for classes IX and X in Secondary School in such a way that it can be easily avoided as a non-essential subject. In effect, its study has been discouraged at this stage. So, self-same few students are opting at this stage for Sanskrit and as a consequence they can not take up Sanskrit at the next stage even if they feel a necessity for it. Study of Sanskrit for two year in Class VII and VIII does not serve any real purpose. It does not help the students to any significant degree in any direction and often begets in them an apathy for the subject. Under the present system a student is thus forced to take an important decision at too early a stage.

❖ CONCLUSION:

In conclusion, the NEP 2020's provisions associated to Sanskrit linguistics are capable and have the potential to promote the discipline significantly. However, it is indispensable to ensure that these measures are implemented effectively and that they are supported by adequate resources and funding. Additionally, it is crucial to involve scholars from different disciplines and

backgrounds in developing these procedures to ensure their effectiveness and relevance to contemporary society. Overall, the NEP 2020's provisions related to Sanskrit linguistics are a step in the right direction near promoting India's cultural heritage and evolving scholarly research in this field.

❖ **REFERENCES:**

1. Banerjee, Rukmini (Dr.). <https://www.boomlive.in/fact-file/nep2020-home-language-vs-english-and-the-new-three-languageformula-9141/> retrieved on 30.11.2020
2. Devy, Ganesh. <https://www.nationalheraldindia.com/india/modigovts-new-education-policy-is-nothing-but-a-national-exclusionpolicy-say-experts/> retrieved on 30.11.2020
3. Dua, Hans Raj. "Ecology of Multilingualism". Mysore: Yashoda Publication.2008
4. Fishman, Joshua A. "National Languages and Languages of Wider Communication in the Developing Nations". Paper presented at the Regional Conference on Language and Linguistics, Dar es Salaam, Tanzania.1968
5. GovindrajEthiraj(August 5, 2020) "National Education Policy 2020: Instruction Should Be In The Language Of The Playground" <https://www.indiaspend.com/national-education-policy-2020-instruction-should-be-in-the-language-of-the-playground/> retrieved on 30.11.2020
6. Joshi, D., Sakate, V., & Khabale, M. (2023). National Education Policy 2020 and its Challenges for Implementation in India. *ANVESHAK-International Journal of Management*, 12(1), 112-124.
7. Kelman, Herbert C,"Language as aid and barrier to involvement in the national system." In Joan Rubin & B. Jernudd (Eds.) *Can language be planned? Sociolinguistic theory and practice for developing nations.* (pp. 21-50). Honolulu: University of Hawaii Press.May,2019

8. Kumari, D. N., & Yetcherla, D. (2022). National Education Policy-2020: Language, Literature And Culture. *Journal of Positive School Psychology*, 6(10), 3974-3977.
 9. MHRD “National Education Policy 2020”, Ministry Of Human Resource Development, Government Of India, New Delhi.2020
 10. Pawar, S. K., & Kale, N. R. (2022). CHALLENGES FOR RURAL INSTITUTIONS IN ADOPTING THE NEW EDUCATION POLICY 2020. *Perspective: Multidisciplinary Approach*, 20.
 11. Pereppadan Poulose, V. (2021). Higher Education Discourses of India’s National Education Policy 2020: Analysis and Teacher Counterspaces in Jesuit Institutions.
 12. Pool, J. “National development and linguistic diversity”. In J.A. Fishman (Ed.), *Advances in the sociology of language*. (Vol. 2, pp 213-230), The Hague: Mouton.1972.
 13. Rutherford, William E. “Second Language Grammar: Learning and Teaching.” London; New York: Longman.1987
 14. Sharma, J. K. (2021). National Education Policy 2020: Language Perspective. *language*, 8(1).
 15. Sinha. Sonali, “The Three Language Formula Under The National Education Policy, 2020” <https://www.lawyered.in/legal-disrupt/articles/three-language-policy-under-national-education-policy2020/> retrieved on 30.11.2020
 16. Three language formula: History and Analysis, Retrieved from [https:// iasbaba.com / 2020/08 / three-language-formula-history-andanalysis/](https://iasbaba.com/2020/08/three-language-formula-history-andanalysis/) retrieved on 30.11.2020
 17. Trudgill, P. “Sociolinguistics: An introduction to language and society.” Fourth edition Penguin, UK,2000.
 18. Tyagi,Vijay.(August 17, 2020)”The New Education Policy 2020: Addressing language deprivation and economic survival of tribal mother tongue speakers” <https://theguardian.com/the-neweducation-policy-2020-addressing-language->
-

deprivation- and economic- survival- of- tribal- mother-tongue-speakers / retrieved on 30.11.2020.

19. What is the three-language formula, (August 16, 2020), Retrieved from <http://lawtimesjournal.in/what-is-3-language-formula/>.

CHAPTER: 2

**TRANSFORMING TEACHER EDUCATION IN
ACCORDANCE WITH NEP 2020: EMBRACING
TECHNOLOGY AND INNOVATION**

Rinku Sk



❖ **ABSTRACT:**

This research paper explores the imperative need to transform teacher education in alignment with the National Education Policy (NEP) 2020 in India. The paper delves into various aspects, including the historical progression of teacher education, the current state of teacher education, the importance of technology integration, and innovative pedagogical approaches. It highlights the significance of NEP 2020, which envisions a learner-centric, technology-enabled, and holistic education system. The research provides practical recommendations for policy changes, institutional adaptations, educator training, and community engagement to facilitate this transformation. In conclusion, the paper emphasizes that aligning teacher education with NEP 2020 is essential to equip educators for the 21st century and fulfil the policy's visionary aspirations.

❖ **KEYWORDS:**

National Education Policy (NEP) 2020, Teacher Education, Technology Integration, Innovation in Education, Educational Technology, Learner-Centric Education, Policy Recommendations, Teacher Professional Development

❖ **INTRODUCTION:**

The landscape of education is in a state of perpetual evolution, mirroring the dynamic needs of society and the aspirations of

nations. In the Indian context, the release of the National Education Policy (NEP) 2020 marked a significant milestone, charting a visionary course for the country's educational trajectory. At its core, NEP 2020 seeks not merely to reform but to revolutionize the education system, placing a profound emphasis on learner-centricity, flexibility, and the holistic development of individuals. Among the myriad facets of this ambitious policy, the transformation of teacher education stands as a pivotal pillar.

The role of educators in shaping the future of a nation cannot be overstated. They are the architects of knowledge, the guiding lights for generations to come. Recognizing this, NEP 2020 underscores the imperative to prepare educators for the 21st century—individuals who are not only well-versed in pedagogical methodologies but also proficient in the utilization of technology as an enabler of learning. The importance of this vision cannot be understated, as technology has become an integral part of the educational landscape, a catalyst for innovation, and a bridge to a broader world of knowledge.

As researcher embarks on this exploration, this research paper endeavors to dissect the multifaceted dimensions of aligning teacher education with NEP 2020's aspirations. Researcher delve into the historical journey that has led us to this pivotal juncture, examine the current state of teacher education in India, explore the manifold benefits and challenges of integrating technology into pedagogy, and illuminate innovative pedagogical approaches that hold promise for future educators.

This paper ultimate objective is to provide a comprehensive understanding of how technology and innovation can be harnessed to transform teacher education in harmony with the vision set forth by NEP 2020. Through the lens of NEP 2020, this research unfolds, emphasizing the need to equip educators with the skills and mindset needed to navigate the uncharted waters of the digital age, and to ensure that every learner receives a world-class education that nurtures their potential.

In a world characterized by rapid change and digital interconnectedness, the journey of transforming teacher education unfolds with an unwavering commitment to embrace technology and innovation—a journey guided by the visionary aspirations of NEP 2020.

❖ METHODOLOGY:

1. Research Design:

Literature Review: The methodology for this paper primarily involves conducting an extensive literature review. It aims to gather and synthesize existing knowledge, research findings, policies, and practices related to teacher education transformation, particularly in alignment with the National Education Policy (NEP) 2020 and the integration of technology and innovation.

2. Objective:

Comprehensive Review: The primary objective is to conduct a comprehensive review of the literature to understand the current state of teacher education, the goals and provisions of NEP 2020, and the role of technology and innovation in achieving these goals.

3. Data Collection Methods:

Literature Search: A systematic and exhaustive search of relevant academic databases, journals, government documents, policy reports, and scholarly publications is conducted. Keywords related to teacher education, NEP 2020, technology integration, and innovation are used to identify relevant sources.

Selection of Literature: Relevant literature is selected based on predefined criteria, such as its relevance to the research topic, publication date, and credibility of the source. Only peer-reviewed and authoritative sources are included.

Data Extraction: Key information from the selected literature is systematically extracted. This includes information on NEP 2020 provisions, technology integration practices, innovative pedagogical approaches, challenges, and recommendations.

Analysis and Synthesis: The collected data from the literature are analyzed to identify common themes, emerging trends, challenges, and best practices in transforming teacher education as per NEP 2020. The synthesis process involves drawing connections between NEP 2020 goals and the role of technology and innovation.

4. Ethical Considerations:

Privacy and Confidentiality: Since this research relies on existing literature and does not involve primary data collection from human participants, ethical considerations related to privacy and confidentiality are not applicable.

5. Comprehensive Understanding:

Policy Analysis: A part of the methodology involves an in-depth analysis of the National Education Policy (NEP) 2020. This analysis includes an examination of NEP 2020's key provisions, goals, and recommendations related to teacher education transformation, technology integration, and innovation.

6. Limitations:

Scope of Literature: One limitation of this methodology could be the scope of the available literature. The comprehensiveness of the review depends on the breadth and depth of existing scholarly works on the topic.

7. Implications:

Policy Recommendations: The methodology aims to identify practical implications for policy changes, institutional adaptations, educator training, and community engagement. It seeks to provide insights and recommendations for transforming teacher education in alignment with NEP 2020.

In summary, the methodology for this research paper is primarily based on conducting a systematic literature review to comprehensively explore and synthesize existing knowledge and practices related to transforming teacher education in line with the National Education Policy (NEP) 2020, with a focus on

technology integration and innovation. This methodology allows for a well-informed and evidence-based exploration of the topic

❖ NATIONAL EDUCATION POLICY (NEP) 2020 OVERVIEW:

The National Education Policy (NEP) 2020, a landmark document in the annals of Indian education, represents a visionary blueprint for the transformation of the country's educational landscape. Adopted by the Government of India, this policy envisions a holistic, learner-centric, and forward-looking education system that aligns with the evolving global educational paradigms. NEP 2020, the first comprehensive policy update in over three decades, encompasses a wide spectrum of reforms and innovations across all levels of education, from early childhood to higher education. Its overarching objectives include equitable access to quality education, fostering critical thinking and creativity, and preparing learners for the challenges of the 21st century.

❖ KEY FEATURES AND PROVISIONS OF NEP 2020 INCLUDE:

Foundational Principles:

- **Equity and Inclusion:** NEP 2020 places a strong emphasis on providing equitable access to quality education for all, including marginalized and disadvantaged groups.
- **Multilingualism:** The policy promotes multilingualism, recognizing the importance of preserving and promoting regional languages while ensuring proficiency in Hindi and English.
- **Holistic Development:** It advocates holistic development, nurturing not only academic excellence but also ethical, social, and emotional competencies.

School Education:

- **Early Childhood Care and Education (ECCE):** NEP 2020 focuses on the critical stage of early childhood, with an aim to provide universal access to high-quality ECCE.
- **New School Curriculum:** The policy envisages a revised curriculum framework that emphasizes experiential learning, critical thinking, and reduced content load.
- **Assessment Reforms:** A shift from rote learning to competency-based assessment is encouraged, reducing the stress of exams on students.

Teacher Education and Professional Development:

- **Continuous Professional Development:** NEP 2020 underscores the need for continuous professional development for teachers, aligning with the changing educational landscape.
- **Multidisciplinary Approach:** Teacher education programs are envisioned to adopt a multidisciplinary approach, enhancing the pedagogical skills of educators.

Higher Education:

- **Multidisciplinary Education:** Universities are encouraged to adopt a multidisciplinary approach, enabling students to choose courses across disciplines.
- **Research and Innovation:** NEP 2020 emphasizes the importance of research and innovation in higher education, setting a target for increased research funding.
- **Global Integration:** The policy promotes global integration of Indian higher education institutions, attracting foreign students and faculty.

Technology and Innovation:

- **Digital Education:** NEP 2020 recognizes the transformative potential of technology in education and promotes the integration of digital tools for online and blended learning.
-

- **Innovation and Entrepreneurship:** It encourages students to develop innovative and entrepreneurial skills through various programs and initiatives.

Regulatory Reforms:

- **Higher Education Commission of India (HECI):** NEP 2020 proposes the establishment of HECI as a single regulatory body for higher education, replacing multiple existing regulatory bodies.

Language Policy:

- **Medium of Instruction:** While promoting multilingualism, the policy allows flexibility in the choice of the medium of instruction at all levels, based on student and local preferences.

Assessment and Examination Reforms:

- **Board Examinations:** The policy recommends the transformation of board examinations to assess core concepts and promote holistic development.

Implementation and Monitoring:

- **Implementation Framework:** NEP 2020 outlines a comprehensive implementation framework with defined roles and responsibilities for different stakeholders.
- **Monitoring and Evaluation:** Regular monitoring and evaluation mechanisms are proposed to ensure effective implementation.

In summary, the National Education Policy (NEP) 2020 is a visionary document that seeks to reinvigorate the Indian education system to meet the demands of the 21st century. It underscores the importance of equity, flexibility, technology integration, and holistic development while offering a comprehensive roadmap for the future of education in India. In the context of teacher education, NEP 2020 sets the stage for transformative changes,

emphasizing the pivotal role of educators in realizing the policy's goals.

❖ **TECHNOLOGY INTEGRATION IN TEACHER EDUCATION AS OUTLINED IN NEP 2020:**

The National Education Policy (NEP) 2020 underscores the paramount importance of technology integration in teacher education as a means to modernize and enhance the quality of education in India. Here are key aspects highlighting its significance:

Preparation for the Digital Age:

- NEP 2020 recognizes that students in the 21st century are growing up in a digital world. To effectively educate and engage these digital natives, educators themselves must be proficient in using technology for teaching and learning.

Facilitating Access to Quality Resources:

- Technology can bridge gaps in access to educational resources. It enables teachers to access a wide array of digital materials, including e-books, online courses, and educational videos, enriching their teaching repertoire.

Innovative Pedagogical Approaches:

- NEP 2020 encourages the use of technology to foster innovative pedagogical approaches. This includes flipped classrooms, gamification, and simulation-based learning, which can make lessons more engaging and interactive.

Personalized Learning:

- Technology allows for personalized learning experiences. Teachers can tailor instruction to individual student needs, addressing different learning paces and styles, a concept emphasized in NEP 2020.

Professional Development:

- The policy highlights the need for continuous professional development (CPD) for educators, including training in technology integration. CPD ensures that teachers remain updated with the latest technological advancements.

Globalization of Education:

- NEP 2020 aims to position Indian education institutions on the global stage. The integration of technology enables global collaboration, attracting foreign students and faculty, and fostering a diverse learning environment.

❖ EXAMPLES AND INSIGHTS FROM NEP 2020:

Online and Blended Learning:

- NEP 2020 promotes the use of online and blended learning models. It suggests that a substantial part of teacher preparation can be conducted online, allowing flexibility in schedules and access to a wide range of resources.

Multidisciplinary Approach:

- The policy encourages multidisciplinary education. Teachers can leverage technology to access resources and expertise from various fields, facilitating a multidisciplinary approach in their own teaching.

Digital Platforms for Teacher Training:

- NEP 2020 envisions digital platforms for teacher training and professional development. These platforms can provide teachers with resources, courses, and opportunities for collaboration.

Flexible Curriculum Delivery:

- NEP 2020 proposes a flexible curriculum that can be adapted to local contexts. Technology plays a pivotal role in delivering this curriculum effectively, ensuring relevance and inclusivity.
-

Global Integration and Collaboration:

- The policy encourages Indian higher education institutions to engage in global collaborations. Technology serves as a bridge for international partnerships, facilitating joint research and student exchange programs.

In summary, NEP 2020 envisions technology integration in teacher education as a transformative force that not only equips educators with the skills to navigate the digital age but also enhances the overall quality of education in India. It promotes innovative pedagogies, personalized learning, and global integration, aligning teacher education with the evolving needs of students and society.

❖ HISTORICAL PROGRESSION OF TEACHER EDUCATION IN INDIA:

The historical progression of teacher education in India is a journey that reflects the country's rich educational heritage and the evolving needs of its society. Understanding this context is crucial to appreciate the significance of the transformation envisioned in the National Education Policy (NEP) 2020. Here are key historical milestones and changes:

Ancient Gurukul System:

- Teacher education in ancient India was primarily characterized by the Gurukul system. Students lived with gurus (teachers) in an ashram-like environment, imbibing knowledge, values, and skills through close mentorship.
- This system emphasized oral transmission of knowledge, focusing on traditional subjects like philosophy, arts, and scriptures.

Colonial Influence:

- The British colonial period brought significant changes to Indian education. The introduction of formal schooling and the Macaulay Minute of 1835 emphasized English education and

created a gap between Western-style education and traditional forms of learning.

- The introduction of teacher training colleges aimed to prepare educators in the Western model of education.

Post-Independence Era:

- After gaining independence in 1947, India focused on expanding access to education through the establishment of schools and teacher education institutions. This period saw the proliferation of teacher training colleges and universities.
- The Kothari Commission of 1966 highlighted the need for educational reform, including improvements in teacher education.

Shift Towards Pedagogy and Curriculum Changes:

- In the late 20th century, there was a shift towards recognizing the importance of pedagogy and curriculum development in teacher education.
- The National Policy on Education (NPE) 1986 emphasized the need for teacher training to include modern teaching techniques and child-centered learning.

ICT and Modernization:

- The late 20th century also witnessed the introduction of information and communication technology (ICT) in teacher education. Computer-aided learning and later internet-based resources became part of teacher training.
- The emergence of open and distance learning programs expanded access to teacher education.

Challenges and the Need for Transformation (as NEP 2020):

- Despite historical progress, challenges persisted in teacher education. These included issues of quality, outdated curricula, and varying standards across institutions.
-

-
- NEP 2020 identified several key areas for transformation, echoing the historical need for change:
 - **Multidisciplinary:** Encouraging a multidisciplinary approach in teacher education, aligning with ancient traditions that valued holistic knowledge.
 - **Flexible Curricula:** Introducing flexible curricula to adapt to local and global needs, reflecting the historical shift from traditional to modern education.
 - **Digital Literacy:** Emphasizing digital literacy and pedagogical training, recognizing the role of technology in contemporary education.
 - **Quality Enhancement:** Addressing issues of quality and standardization in teacher education, building upon earlier efforts.

In summary, the historical progression of teacher education in India has seen the evolution from ancient Gurukul systems to colonial influences, post-independence reforms, and the integration of modern technology. The challenges and changes throughout this journey have culminated in the transformative vision of teacher education outlined in NEP 2020, aiming to create a more flexible, multidisciplinary, and digitally empowered cadre of educators to meet the diverse needs of India's learners.

❖ CURRENT STATE OF TEACHER EDUCATION:

The current state of teacher education in India is a complex landscape with both strengths and challenges. Analyzing the existing practices and challenges provides insight into the areas where the National Education Policy (NEP) 2020 calls for improvements in technology adoption:

Diverse Teacher Education Institutions: India boasts a vast network of teacher education institutions, including universities, colleges, and dedicated teacher training schools. These institutions offer a range of teacher preparation programs.

Traditional Pedagogy: Teacher education in India has traditionally focused on didactic methods, rote learning, and content delivery. While there has been a shift towards more learner-centric approaches, many institutions still rely on traditional pedagogy.

Varying Quality: Quality standards in teacher education vary widely across institutions. While some universities and colleges maintain high standards, others struggle with issues of faculty quality, infrastructure, and outdated curricula.

Limited Integration of Technology: While technology is gradually finding its way into teacher education, its integration is not uniform. Some institutions have embraced digital tools, but many lag behind in leveraging technology for pedagogical improvements.

Inadequate Digital Literacy: A significant portion of teacher trainees lacks adequate digital literacy and proficiency. This is a critical gap given the NEP 2020's emphasis on technology integration.

Assessment Challenges: The assessment of teacher trainees often relies on traditional examinations rather than performance-based evaluations or assessments of pedagogical skills.

❖ **CHALLENGES IN TEACHER EDUCATION
AND NEP 2020'S EMPHASIS ON
TECHNOLOGY ADOPTION:**

Quality Enhancement: One of the primary challenges in teacher education is ensuring consistent quality across institutions. NEP 2020 recognizes this challenge and calls for the establishment of a National Professional Standards for Teachers (NPST). Technology can play a pivotal role in standardizing teacher training and assessment practices.

Technology-Enabled Pedagogy: NEP 2020 emphasizes the importance of technology in teacher education, including the use of online resources, digital libraries, and the development of

digital content. There is a need to bridge the gap between policy intentions and actual technology integration.

Digital Literacy Training: The policy recognizes the need for digital literacy training for both teachers and students. It calls for the integration of digital literacy programs into teacher education curricula to ensure that educators are proficient in using technology.

Flexible Curricula: NEP 2020 advocates for flexible curricula that can adapt to the evolving needs of learners. Technology adoption can facilitate the creation and dissemination of adaptable digital content and resources.

Online and Blended Learning: The policy promotes online and blended learning models. Institutions need to invest in infrastructure and training to effectively implement these models. The digital divide must also be addressed to ensure equitable access.

Teacher Professional Development: NEP 2020 highlights the importance of continuous professional development for teachers. Technology-enabled platforms can provide opportunities for teachers to upskill and stay updated on best practices.

Assessment Reforms: The policy emphasizes reforms in teacher assessment. Technology can enable the implementation of performance-based assessments and data-driven feedback mechanisms.

In conclusion, the current state of teacher education in India is marked by diversity in quality and pedagogical approaches. NEP 2020 recognizes these challenges and envisions technology as a transformative tool to bridge gaps and improve teacher education. The policy emphasizes digital literacy, flexible curricula, online learning, and professional development, underscoring the need for effective technology adoption and integration in teacher training programs.

❖ EMBRACING TECHNOLOGY AND INNOVATION IN TEACHER EDUCATION:

Embracing Technology and Innovation in Teacher Education involves exploring cutting-edge pedagogical approaches and technologies that can revolutionize teacher training while aligning with the vision outlined in the National Education Policy (NEP) 2020. Here are some innovative approaches and technologies and their alignment with NEP 2020.

1. Flipped Classrooms:

Innovation: Flipped classrooms invert the traditional teaching model. Trainees review instructional content online before class and engage in interactive, application-focused activities during face-to-face sessions.

Alignment with NEP 2020: NEP 2020 emphasizes active and experiential learning. Flipped classrooms encourage trainees to take charge of their learning, promoting self-directed and collaborative learning experiences.

2. Gamification:

Innovation: Gamification introduces game elements, such as points, badges, and challenges, into the learning process. Educators design gamified modules to enhance engagement and motivation.

Alignment with NEP 2020: NEP 2020 envisions joyful and experiential learning. Gamification makes learning more engaging and interactive, fostering a sense of joy and curiosity among teacher trainees.

3. Simulation-Based Learning:

Innovation: Simulation-based learning leverages technology to create realistic scenarios for trainee educators. They can practice classroom management, instructional strategies, and decision-making in a risk-free virtual environment.

Alignment with NEP 2020: NEP 2020 encourages practical and application-oriented learning. Simulations provide a safe space for

trainees to hone their teaching skills and apply knowledge in realistic settings.

4. Virtual Reality (VR) and Augmented Reality (AR):

Innovation: VR and AR technologies immerse trainee educators in interactive 3D environments. They can explore historical settings, engage with virtual students, or visualize complex concepts.

Alignment with NEP 2020: NEP 2020 promotes experiential and contextual learning. VR and AR bring real-world experiences into teacher education, enhancing the understanding of complex concepts and fostering creativity in teaching.

5. Blended Learning Pathways:

Innovation: Blended learning combines online and face-to-face instruction to create a flexible and tailored learning experience. Trainees can access digital resources at their own pace while benefiting from in-person interactions.

Alignment with NEP 2020: NEP 2020 emphasizes flexible and learner-centric education. Blended learning accommodates diverse learning styles and preferences, enabling trainees to take ownership of their learning journey.

6. Online Communities and Social Learning:

Innovation: Online communities and social media platforms serve as valuable resources for professional development. Educators and teacher trainees participate in forums, webinars, and social networks dedicated to educational technology.

Alignment with NEP 2020: NEP 2020 encourages collaborative and interactive learning. Online communities facilitate knowledge sharing, collaboration, and the exchange of best practices among educators.

Incorporating these innovative pedagogical approaches and technologies into teacher education aligns with NEP 2020's vision of promoting active, experiential, and learner-centric education. These innovations not only make teacher training more engaging

but also prepare future educators to embrace technology in their classrooms, creating a transformative ripple effect in India's educational landscape.

❖ **RECOMMENDATIONS FOR TRANSFORMATION:**

Transforming teacher education in alignment with the National Education Policy (NEP) 2020, with a focus on technology and innovation, requires a multifaceted approach involving policy changes, institutional adaptations, and educator training. Here are practical recommendations:

Policy Level:

- 1. Development of Digital Literacy Standards:** Develop national standards for digital literacy that align with NEP 2020's vision. These standards should outline the essential digital skills that educators need and serve as a foundation for teacher education programs.
- 2. Incentives for Technology Integration:** Introduce incentives and recognition for teacher education institutions that demonstrate effective technology integration. Create a system of rewards to encourage innovation and the development of best practices.
- 3. Revision of Teacher Education Curricula:** Review and revise teacher education curricula to embed digital pedagogies, technology integration, and innovative teaching methods. Ensure that these curricula align with NEP 2020's learner-centric approach.
- 4. Integration of Online Resources:** Encourage the creation and sharing of open educational resources (OERs) and digital content repositories. Promote collaboration between institutions to develop high-quality digital materials.
- 5. Professional Development Programs:** Establish national-level professional development programs for teacher

educators. These programs should focus on technology integration, innovative pedagogies, and the use of data for decision-making.

Institutional Level:

- 1. Infrastructure Enhancement:** Invest in infrastructure upgrades, including reliable internet connectivity, digital classrooms, and access to modern devices. Ensure that every teacher education institution is equipped to support technology-enabled learning.
- 2. Faculty Development:** Provide ongoing training and professional development for teacher educators to enhance their digital literacy and pedagogical skills. Encourage them to stay updated with emerging technologies.
- 3. Flexible Learning Models:** Promote the adoption of flexible learning models, including blended and online learning, in teacher education institutions. Support institutions in redesigning their programs to accommodate diverse learning styles.
- 4. Assessment Reforms:** Revise teacher trainee assessments to include performance-based evaluations and digital portfolio submissions. Ensure that assessments align with NEP 2020's focus on holistic development.

Teacher Educator Level:

- 1. Digital Literacy Training:** Offer comprehensive digital literacy training to all teacher trainees and educators. Ensure that they are proficient in using technology for teaching, learning, and assessment.
- 2. Pedagogical Integration:** Emphasize the pedagogical use of technology rather than mere technical skills. Train teacher educators to design engaging and effective digital learning experiences.

- 3. Data Utilization Skills:** Equip teacher educators with the skills to collect, analyze, and use data to inform their teaching practices. Data-driven decision-making should become a norm in teacher education.

Continuous Monitoring and Evaluation:

- 1. Quality Assurance Mechanisms:** Implement robust quality assurance mechanisms that monitor the effectiveness of technology integration and innovative pedagogies in teacher education. Regularly assess outcomes and make improvements based on feedback.
- 2. Feedback Loops:** Establish feedback loops involving students, teacher trainees, educators, and policymakers. Gather input on the effectiveness of technology adoption and innovation, and use this feedback to make informed decisions.

Community Engagement:

- 1. Parent and Community Involvement:** Encourage the active involvement of parents and community members in teacher education. Foster a sense of shared responsibility for the quality of teacher training and technology integration.
- 2. Resource Mobilization:** Explore partnerships with local businesses and philanthropic organizations to secure additional resources for technology infrastructure and innovative programs.

By implementing these recommendations at the policy, institutional, educator, and community levels, India can successfully transform teacher education to align with NEP 2020's vision of technology-enabled, learner-centric, and outcome-focused pedagogy. This transformation will empower educators to prepare students for the dynamic challenges of the 21st century and contribute to the growth and development of the nation.

❖ CONCLUSION:

In conclusion, this research paper underscores the imperative need for transforming teacher education in consonance with the National Education Policy (NEP) 2020. The findings emphasize that embracing technology and innovation is not merely an option but a crucial step towards preparing educators for a learner-centric, digitally empowered educational landscape. It is imperative that teacher education practices align seamlessly with national policies and aspirations, ensuring that the nation's educators are equipped to foster holistic development and meet the evolving demands of the 21st century. This alignment serves as the cornerstone for realizing the transformative potential of NEP 2020 in shaping the future of education in India.

❖ REFERENCES:

1. MHRD. (2020, August). National Education Policy 2020. Retrieved September 25, 2023 from <https://www.education.gov.in/>
2. Aithal, P. S., & Aithal, S. (2020). Analysis of the Indian National Education Policy 2020 towards achieving its objectives. *International Journal of Management, Technology, and Social Sciences (IJMTS)*, 5(2), 19-41.
3. Rajan, S., & Sathiyarayanan, M. (2020, December). Extended microteaching (xmt): Innovative teaching pedagogies for the new normal education system in india. In 2020 Sixth International Conference on e-Learning (econf) (pp. 324-329). IEEE.
4. Altaf, F. (2023). Transformation of Teachers with Information And Communication Technology. *Diversified Dimensions of Digital Media*, 181.
5. Choubey, A. (2023). Digital Learning: Outlook, Viewpoints, and Challenges in the Transforming Landscape of NEP-2020.

- Vidhyayana-An International Multidisciplinary Peer-Reviewed E-Journal-ISSN 2454-8596, 8(si6), 701-709.
6. Smitha, S. (2020). National education policy (NEP) 2020- Opportunities and challenges in teacher education. *International Journal of Management (IJM)*, 11(11).
 7. Govinda, R. (2020). NEP 2020: A critical examination.
 8. Vimala, Y. (2022). *Teacher Education in the Light of NEP 2020* (Doctoral dissertation, Chaudhary Charan Singh University).
 9. Kumar, A. (2021). *New education policy (NEP) 2020: A roadmap for India 2.0*. University of South Florida M3 Center Publishing, 3(2021), 36.
 10. Chakradev, D. K., & Inamdar, V. D. K. (2022). Need for Compulsory Teacher Education Courses for Higher Education Faculty for Effective Implementation of NEP 2020. *Sumedha Journal of Management*, 11(2), 68-73.
 11. Alam, S., & Debnath, S. *Future of Teacher Education in the Context of NEP 2020*.

CHAPTER: 3**VIRTUALIZATION IN
SCIENCE EDUCATION**

*Mousumi Mallick &
Dr. Sridipa Sinha*

**❖ ABSTRACT:**

A changing scenario in the teaching and learning process has started with digitalization. This is reflected in communication, culture, practice, and pedagogy. Digital learning existed in the education system far before, but the rate of using virtual platforms in the teaching and learning process has increased since the pandemic. Science is all about a process or a system that is associated with our daily lives. The word virtualization refers to technology-supported tools, a combination of both hardware and software. The new era of e-learning has brought some changes to teaching and learning in science education. The post-pandemic era requires a mandatory technology-bound system in education. A radical shift in digitalization can be seen in the methods and practice of science teaching. Online resources and various online platforms enhance the quality of the teaching method. The inclusion of a virtual platform increases the ratio of interaction among students and teachers. It increases the accessibility of remote learning, which is possible through various online platforms. Virtual teaching and online learning processes in science education open up educational resources globally. Through the set-up of virtual platforms, it is possible today to reach every corner of the globe where educational resources are limited and there is an absence of well-equipped laboratories. The creation of a virtual laboratory, a virtual field trip, assessments through the gamification process, and online learning in synchronous and asynchronous modes gives learning methods a

new entity. This study is based on various reviews of literature from different journals and papers of national and international studies based on before and after the pandemic. The result of the study showed that a paradigm shift in e-learning takes place in the education system as well as in science education. The theory of connectivism is becoming a priority in our e-learning system. Virtualization in science education benefits not only teachers and students, but it also advances the pedagogical process in the educational system.

❖ **KEYWORDS:**

Virtualization, Pedagogical Process, Science-Education, Paradigm Shift, Digitalization, Connectivism Theory

❖ **SHIFTING DIGITAL LEARNING INTO A VIRTUAL WORLD:**

The inclusion of technology in education is not a new feature of e-learning. It is based on online aspects. These aspects are PDF formats, powered point video graphs, and printed text. OHP can be considered the aspect of digital technology in education as well as the pioneer version of digitalization. Education in the present process is more decentralized, not only confined to the traditional classroom. After the pandemic error, which is the use of technology in education, the word e-learning becomes the only term that is used. E-learning and virtual learning are the ways to run the education system. This fills the gap between traditional food and technology-based classroom teaching. The significant change from traditional teaching practice to the virtual mode of learning can be seen as the shifting of the education system from a traditional setup to self- paced schooling (Santosh Kumar, 2021). E-learning and virtual learning may have similarities in the sense they are used, but it is crucial to know the difference between them. In both e-learning (e-learning) and virtual mode, students can meet their need for Aqua knowledge and can also collaborate globally.

❖ E-LEARNING:

E-learning happens, through the online mode, confined different program courses, training assessments, and games in a flexible self-paced way at their convenience. The major component of e-learning is the connection to the internet. Technology has given major safety to the education system (Patel, 2016).

❖ CONCEPTS BEHIND E-LEARNING:

- A transmission of knowledge that can be based on the internet and web-based materials.
- Multiple groups of students benefited from the use of e-learning simultaneously.
- The course runs online and is based on the instructions of the instructor, but they don't have to meet their learners physically.
- Through e-learning, online degrees can be achieved by the learners, which get the acceptance of many.

❖ E-LEARNING IN DIFFERENT ASPECTS:

Learning can be placed in the form of

- Video-based content
- Web-based content and
- Mobile learning

Video-based content: Video-based content in education has transformed its aspects-that advanced technology replaced it is interactive videos, animated modules take place, and free uploaded video that is attached to an instructor with their lectures students can access it from any smart gadget from anytime, anywhere.

Web-based content: The most beneficial feature of web-based content is the assessment, a unique strategy by using it students can access their position at their own time and own place, they can access their course material at any time, and can communicate

with the Co-learners. Assessment can be done through the gamification process. Gamification tools like Kahoot, Quizlet, Duolingo, etc. Students can also submit assignments through web-based content through the use of OER, which is an open education resource, and other digital methods.

Mobile learning: Mobile learning is based on apps. App learning can be assessed easily by following some steps in a flexible time zone. Through apps, students can complete their courses, such as those offered by Udemy Coursera, etc.

❖ VIRTUAL LEARNING:

Another creation of web-based learning is the virtual mode of learning. In this type of learning, students can acquire their knowledge with the help of the internet. The main feature of virtual learning is that most of the time it happens in real-time, by which both the teachers and students have the opportunity to become tech-savvy, quick feedback is available, which is cost-effective, user-friendly, collaborative and connected learning takes place, and student tracking has occurred.

❖ THE CONCEPT BEHIND VIRTUAL LEARNING:

- It is based on a software application.
- It combines different learning management tools that provide a broad range of access. These tools work for students, teachers, and their administrative purposes. (Yadav,1998)
- It is a mixed form of distance learning and e-learning.
- In this type of learning, a medium is needed for the transmission of knowledge-sharing.
- In virtual learning, it can proceed according to both the preset setup and the live streaming process. An example of this process is video recording and video conferencing, as well as virtual conferencing.

-
- Participants can be controlled in this process of virtual learning, and accessing features can be added to this type of learning.
 - Assessment tools are another good feature of virtual learning. By using these tools, teachers can track students and record what they are learning.
 - Both the teachers and students get connected through the process of notification at the time of joining the live session for the submission of the assignments.

❖ **VIRTUAL LEARNING IN THE FORM OF DIFFERENT ASPECTS:**

- **Synchronous mode of learning:** In this type of learning, both the student and teacher get connected online and in real time, or, as it can be said, in their live streaming process. In this type of learning, the advanced digital support of learning can be seen using technology tools, videoconferencing, live chats, and the use of webcams, making it more real.
- **Asynchronous mode of learning:** The virtual learning platform also offers a medium of learning that is an asynchronized mode of learning in which students cannot interact with each other or with the teacher in real time, but they can access the content from their pre- recorded video mode.
- **Hybrid learning:** It is the mode of learning where both the student and teacher get to interact with each other, and online learning is a mixed form of learning. It combines in- person learning and online learning. It can be introduced as a blended mode of learning.

❖ **OBJECTIVES OF THE STUDY:**

1. To know about the initiatives taken by the government of India for digitalization in education
 2. To emphasize the positive impact of the pandemic on science education
-

3. To know about the challenges of virtual learning.
4. To identify the possibilities by which challenges could be shorted out.

❖ **METHODOLOGY:**

The study is based on review-based exploration. Information was collected through various research papers reviewed, which were available on websites and journals. The study is based on a secondary source of data.

❖ **VARIOUS DIGITAL INITIATIVES TAKEN BY THE GOVERNMENT OF INDIA:**

The Government of India has taken various initiatives to digitize the education platform. Following are some initiatives:

1. **SWAYAM (<https://swayam.gov.in/>):** A major open online learning platform has been created by the government of India in 2017. It is based on a comprehensive platform developed for school education to PG level and above, providing these students with access to it anytime and anywhere and also the provision of a certificate.
2. **SAKSHAT (<https://www.education.gov.in/technology-enabled-learning-1>):** High-quality content on various subjects uploaded in the successor methods has been created by the utilization of ICT tools by various NITs and IIT faculties to promote the quality of education. It is a free portal launched in 2006 by the president of India as a helpline for education under the name SAKSHAT. It is a one-stop educational portal for lifelong learning. Student interaction started in 2007 on subjects like physics, chemistry, mathematics, biology, and accounting. It was looked after by the IGNOU, and the Delhi University, Navodaya Vidyalaya Sansthan (NVS) portal was created to be connected globally.
3. **AAKASH:** To provide personalized, high-quality, and interactive learning, the Indian government launched in 2011

under the scheme of the National Mission on Education through Information and Communication Technology (NME-ICT). Low-cost computing comes as an access device for higher education, which students can access anytime, anywhere in the virtual mode of education.

4. **SWAYAM PRABHA (<https://www.swayamprabha.gov.in>):** It is a digital initiative of the Government of India and is based on 40 DTH channels. The system is based on the telecasting system through GSAT-15. It serves its facilities on a 24×7 basis. The content of the channel is provided by IITs, UGC, and IGNOU. The main web portal is maintained by INFLIBNET. This platform provides live sessions on different subjects, and from there, students are enriched. In SWAYAM PRABHA for higher education, different channels are there.

- i. **Channel 8 (ARYABHATT)**, which is based on physical and earth science
- ii. **Channel 9: Spandan**, which is based on life
- iii. **Channel 10: DAKSH** which is based on applied science
- iv. Channel 12, provided by IGNOU, and is based on basic and applied science.
- v. Channel-17 content provided by IIT Bombay is based on biotechnology and biochemicalengineering.
- vi. Channel 20 content provided by IIT Bombay is based on physics.

From this channel, students can join virtually via live streaming or through program-scheduled classes.

5. **E-Acharya (<https://www.e-acharya.org/>):** Under the ministry of NNE-ICT, various projects are created based on content. These contents are from various disciplines of school, college, and university. Students can get their desired material by browsing or by simple search. The materials are placed in this portal in the form of audio or video learning, so that's how they can learn in their own space.
-

6. **E-PG Pathshala (<https://epgp.inflibnet.ac.in/>):** It is an initiative of MHRD under the mission of the National Mission on Education through ICT. It is executed by the UGC; the key component of this portal is based on its high-quality interactive content, and it covers various disciplines. This content is being developed by the various subject experts. It can be easily accessible by the students.
7. **DIKSHA (<https://www.diksha.gov.in/>)** (Digital infrastructure for knowledge sharing): This platform was launched by the government of India in 2017 for school education. It is an initiative of NCERT under the Ministry of Education. It can be assessed by the teacher, the student, and the administrators. It is declared one nation, one digital platform. All the books of NCERT are licensed on this portal.
8. **West Bengal government initiatives Banglar Shikha online (<https://banglarshiksha.gov.in/login>):** It is remote learning, which is facilitated by television through life classes for the students of classes 5 to 12. In various subjects, students can free query by toll-free numbers during the pandemic session. Another aspect is that 110 subjects of the online material lecture sessions and Audio-visual materials of the simulated classroom have been provided through these portals and social media.
9. **Virtual lab (<https://www.vlab.co.in/>)** is an initiative of MHRD, Government of India. It takes place under the mission of the National Mission on Education through Information and Communication Technology (NME-ICT). The initiative has been taken to solve the remote learning issues of India, and this brings a paradigm shift in the ICT-based education system.

❖ **CONNECTION TO LEARNING THEORIES:**

Learning theory works as a backbone. According to John Dewey, learning is incomplete without the positive active involvement and practice of students. Another concept of Dewey is learning by

doing. (Byukusenge et al., 2022) It can be said that according to these theories, the process of learning occurs in cognitive and experimental ways. Science is the process of gaining concepts through proper logic, and scientific logic can be contrasted only by experiments.

❖ **INCLUSION OF VIRTUAL LABS:**

It helps students establish a link between theory and practical concepts; it allows a student to process an experiment more than once; it provides an opportunity to prevent accidents; and it fills the gap between face-to-face and virtual learning (Rohim, 2020). Science education is based on laboratory practicals. It is an important part of the science curriculum. Through the use of virtual labs, science educators can create their content innovatively. In most of the studies, it was found that through the use of virtual laboratories, students benefited from physical laboratory experiences. In the study of biological science—Genetics, Cell division, and Enzyme kinetics— these topics are covered by the virtual laboratories. This can improve students’ conceptual understanding, and it is cost-effective. A virtual lab provides access to instant feedback from the manipulation of data. In learning chemistry, chemical reactions, their principles, and the nature of reactions are very crucial to study. The virtual laboratory plays a vital role in conducting these types of tests as per requirements, which may be repeated more than once. A virtual lab appears as a simulated version of traditional laboratories where real objects are placed like in the original Laboratories. The arrangement of simulated labs in the maximum study found that there was no significant difference. Video-recorded demonstrations and interactive demonstrations can be done through virtual labs. Virtual labs can enable students to prepare themselves before they attend the physical lab. Some examples of virtual laboratories: Virtual Human Interaction Lab, Stanford University, Virtual Biotechnology Engineering Labs National Mission on Education, India (Roy and Srivastava, 2020).3D (3-dimensional) labs are considered cost-effective

alternatives for educators and students (Liu et al., 2015). Virtual labs can be considered visual learning tools for kinesthetic learning or practical learning (Rajendran and J., 2010).

❖ VIRTUAL FIELD TRIP:

It is technology-based learning. It is a one-way teaching mode where students feel like they are present or visualizing the current scenario. Virtual field trips occur through video shows, where a student can experience the real world for the virtualization, and realistic VFT requires spatial intelligence. People with good spatial intelligence are capable of understanding three-dimensional processes (3D processes) (Khaimah et al., 2021). A study conducted on the secondary education of Maribor Island and the effect of virtual and real field trips found that students who were in the lower secondary school showed that the real field trip was more successful, but a difference has shown that, on the other hand, observing the same peer group, those who were allowed access to a computer for receiving detailed explanations for VFT were more successful. Students who work with statistics are more efficient in counting the objects on a biological field trip. (Puhek et al., 2012).

❖ POSITIVE EFFECTS OF THE PANDEMIC ON EDUCATION:

Some positive effects on the education system have been seen in the era of the pandemic.

- The pandemic era has introduced us to the innovative teaching-learning process.
- The use of technology in the education system has brought about a paradigm shift.
- Remote learning virtual labs with technological effects solve the barriers of traditional classrooms.
- Inclusion of different online apps, such as Google Meet, Zoom, WebEx, etc., through which the education system runs. Opportunity to meet students and teachers globally.

-
- Individualized learning and personalized learning more effectively take place.
 - Through technological advancement, the flip mode of learning also takes place.
 - The traditional mode of learning shifted to a blended mode of learning.
 - Inclusion of digital classrooms

❖ THE DIGITAL INITIATIVE OF THE WEST BENGAL GOVERNMENT:

- Arranged live classes on television of all the subject's life telecast of classes took place.
- A large number of audio-visual materials for the students from classes 5 to 12 were uploaded to the portal through YouTube.
- For the Madhyamik and higher secondary exams, live classes were arranged.
- Online classes conducted on Google Meet the D.El.Ed in different DIETs.
- The online assessment process through Google Meet has been completed.
- Online orientation of in-service teachers on different topics held during a pandemic

❖ CHALLENGES FOR VIRTUAL LEARNING:

- **Lack of proper awareness and motivation** Proper awareness is needed for the establishment of virtual education. Lack of face-to-face interaction as well as social interaction is limited, which in this process becomes a challenging position.
 - **Lack of digital skills among teachers** Science education can be glorified by the use of technology. It can be presented more innovatively, but the lack of proper digital skills among the teachers is the greatest barrier to this mode of learning.
-

- **Lack of security concerns** The fundamentals of the internet should be known by both students and teachers, but due to a lack of interest in most people's security concerns,
- **Poor internet connections** Proper digital classrooms as well as proper digital labs were not built rapidly because of the poor internet connections.
- **Infrastructural Challenges and Finance** Well-equipped infrastructure and finance are in high demand to maintain the virtualization process in education. Maintenance of digital equipment is one of the greatest challenges.

❖ **SOME MEASURES TAKEN TO OVERCOME THE CHALLENGES OF VIRTUALIZATION IN SCIENCE EDUCATION:**

1. **Conduct awareness of IT programs in education:** IT awareness programs should be conducted based on virtualization in education.
2. **Training of the teachers:** Training of the teachers is required to deal with the education program digitally. So, conducting classes through digital classrooms in the curriculum should be maintained.
3. **Change in the curriculum:** To enhance the quality of teaching and learning in the curriculum, A virtual program, scientific projects through the creation of virtual labs, and virtual field trips should have a compulsory place in the syllabus.
4. **Develop digital skills among learners:** Various digital skills have to be developed among the students. They need to be aware of the need for a virtual world. So that learners can access it flexibly.

❖ **CONCLUSION:**

It can be concluded that although there have been disadvantages to using virtual learning, nobody cannot refuse it. In the 21st-century

learning strategy, most of the innovative modes of learning are virtual learning. 21st-century learning and the demand of the nation urge innovation and the gradation of skills to meet the need. People of all levels of society nowadays are accustomed to digitalization; the education system should reflect a focus on virtualization. Science education is the field where experiments are done. Through virtualization, more innovative strategies in science education can be incorporated for a better tomorrow.

❖ REFERENCES:

1. Byukusenge, C., Nsanganwimana, F., & Tarmo, A. P. (2022). Effectiveness of Virtual Laboratories in Teaching and Learning Biology: A Review of Literature. *International Journal of Learning, Teaching and Educational Research*, 21(6), 1–17. <https://doi.org/10.26803/ijlter.21.6.1>
 2. De La Salle University – Manila, Philippines, Santos, M. L., & Prudente, M. (2022). Effectiveness of Virtual Laboratories in Science Education: A Meta-Analysis. *International Journal of Information and Education Technology*, 12(2), 150–156. <https://doi.org/10.18178/ijiet.2022.12.2.1598>
 3. Khotimah, S. H., Krisnawati, N. M., Abusiri, & Budi, A. S. (2021). *Contribution of virtual field trip and spatial intelligence toward the improvement in science learning achievement of elementary school student's*. 020046. <https://doi.org/10.1063/5.0037619>
 4. Kumar, A., Pakala, R., Ragade, R. K., & Wong, J. P. (1998). The Virtual Learning Environment system. *FIE '98. 28th Annual Frontiers in Education Conference. Moving from "Teacher-Centered" to "Learner-Centered" Education. Conference Proceedings (Cat. No.98CH36214)*, 2, 711–716. <https://doi.org/10.1109/FIE.1998.738777>
 5. Kumar, S. (2021). *Potential of digital initiatives for school education in india during covid-19 pandemic*. 10(9).
 6. Liu, D., Valdiviezo-Díaz, P., Riofrio, G., Sun, Y.-M., & Barba, R. (2015). Integration of Virtual Labs into Science E-
-

- learning. *Procedia Computer Science*, 75, 95–102. <https://doi.org/10.1016/j.procs.2015.12.224>
7. Mahat, S. S., & Nalawade, K. M. (2013). *Teachers awareness about SAKSHAT: a 'One Stop Education Portal.'* 2(2).
 8. Patel, C. S. (2016). *E-Learning: Concept, Features and it's Types.* 4(1).
 9. Puhek, M., Perše, M., & Šorgo, A. (2012). comparison between a real field trip and a virtual field trip in a nature preserve: knowledge gained in
 10. BIOLOGY AND ECOLOGY. *Journal of Baltic Science Education*, 11(2), 164–174. <https://doi.org/10.33225/jbse/12.11.164>
 11. Rajendran, L., & Veilumuthu, R. (2010). *A study on the effectiveness of virtual lab in E- learning.* 02(06).
 12. Ray, S., & Srivastava, S. (2020). Virtualization of science education: A lesson from the COVID-19 pandemic. *Journal of Proteins and Proteomics*, 11(2), 77–80. <https://doi.org/10.1007/s42485-020-00038-7>
 13. Reisoğlu, I., Topu, B., Yılmaz, R., Karakuş Yılmaz, T., & Göktaş, Y. (2017). 3D virtual learning environments in education: A meta-review. *Asia Pacific Education Review*, 18(1), 81–100. <https://doi.org/10.1007/s12564-016-9467-0>
 14. Rohim, F. (2020). Need Analysis of Virtual Laboratories For Science Education In Jambi, Indonesia.
 15. *Jurnal Sains Sosio Humaniora*, 4(2), 744–755. <https://doi.org/10.22437/jssh.v4i2.11539>
 16. <https://www.acadecraft.com/blog/e-learning-vs-virtual-learning/#:~:text=E%2Dlearning%20is%20typically%20done,create%20an%20immersive%20learning%20environment>
 17. <https://old.aicte-india.org/icteducation.php>
 18. <https://blog.kotobee.com/what-is-virtual-learning/>
-

CHAPTER: 4**INCLUSIVE TEACHING: PREPARING PRE-SERVICE TRAINEE TEACHERS FOR ALL STUDENTS AS ENVISIONED IN NEP 2020***Samiya Roshni*❖ **ABSTRACT:**

The fourth Sustainable Development Goal, which was formed in 2015, made a commitment to attain inclusive education and promote equitable access to education by the year 2030. To effectively tackle this matter, it is crucial to prioritise the construction of inclusive educational institutions that embrace the enrolment of all children within the education system. The actualization of an inclusive classroom remains hypothetical until instructors exhibit a readiness to acknowledge and address the various challenges that may arise. The findings of this study indicate that the successful implementation of inclusion in educational settings is dependent on equipping teachers with comprehensive training, hence empowering them. To attain this aim, it is crucial that our educational system prioritises the curriculum of teacher education and the continuous professional development of educators. Furthermore, it is crucial to emphasise the need of prioritising the advancement of infrastructure in order to provide equal access to possibilities for every child.

❖ **KEYWORDS:**

Inclusive Teaching, Pre-Service Training, Teacher Empowerment, Equality In Education, School Readiness

❖ **INTRODUCTION:**

“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”
- Albert Einstein

Each student exhibits unique characteristics in various aspects, such as their attitude to academic pursuits, and their methods of analysis and comprehension. Hence, the integration of this upgrade into our existing system is of utmost importance. A transformative approach involves providing teachers with the necessary training to perceive their pupils as unique persons with diverse learning preferences. Educators will exert a positive impact on a multitude of students when they possess a comprehensive understanding of this concept and are adept at adapting their instructional methods to cater to diverse learning modalities. The presence of highly skilled and adequately equipped educators has a pivotal role in enhancing students' academic performance and accomplishments. In an inclusive classroom, teachers have a significant role in addressing the diverse needs of children, including those with disabilities. Given the challenges faced by educators in identifying and addressing students' learning gaps to facilitate their progress toward grade-level standards, the significance of teacher training has become increasingly pronounced. There exists a necessity to develop comprehensive programmes at both the system-wide and school-based levels to facilitate the education of kids with learning difficulties within the normal education classes. The collaborative development of plans should involve normal and special educators, parents, and students who receive the services. Once formulated, a strategy necessitates comprehensive endorsement throughout all tiers of the educational framework.

All educators, regardless of the subject they teach, should be able to assess their students' educational needs and provide appropriate instruction to help them succeed. Inclusive teaching demands the ability of the teachers to recognize the diversified needs of the students in a classroom. Teachers should be worried about a student who isn't paying attention in class and should intervene or get outside help if needed. Everyone who enters the classroom, even students who face unique obstacles, ought to have the opportunity to feel that they are a part of the community and that their contributions are valued. Learners who encounter obstacles

in their education continue to get instruction from the traditional classroom teacher in the regular classroom setting, but they also receive the required support. Because of this, they can take part in everything that goes on at school and develop friendships with their classmates.

This study investigates the attitude of pre-service teachers toward the process of inclusion and the readiness of the institutes and education system to determine how far the teachers can get support to develop an inclusive school.

❖ REVIEW OF RELATED LITERATURE:

Enhancing teacher education for inclusion.

Lani Florian & Donatella Camedda

This article found how teachers could and should be prepared for taking the challenges of inclusive classroom. This work has a particular relevance to teacher educators around the world as the role, value, and relevance of university-based teacher education was being questioned at a time. The paper added that teacher educators are embedding essential values and areas of competence associated with inclusive education within different teacher education programmes. They documented its complexity and provided some insights into why the work was difficult and how teacher educators committed to the core values of inclusion along with their role in fostering it.

Teachers Training for Differently-Abled Students in Higher Education (With Special Reference to Shillong, East-Khasi Hills District, Meghalaya, India)

Dr. Angeleen Lyngdoh

As a result of the implementation of inclusive education in schools, there is a requirement for the training of teachers for students with varying levels of ability in higher education. This is necessary in order for teachers to be able to improve their abilities and knowledge in order to instruct, encourage, and motivate students with varying levels of ability to continue their education.

Since there is now no training of this kind, the research advises that it be developed in the future for the benefit of students with varying degrees of ability in particular, as well as for the benefit of educators and society as a whole. The research article also advised that colleges, universities, or other organizations could provide short-term training or refresher courses that would last between three and four months and focus on raising awareness among teachers regarding the psychological needs of differently-abled students at higher levels.

Teachers' and School Administrators' Preparedness in Handling Students with Special Needs in Inclusive Education in Kenya

Agnes Gathumbi, Henry Ayot, John Kimemia, Samson Ondigi

According to the Salamanca Statement from 1994, the convention on the rights of the child and the necessity of equal chances for people with disabilities both incorporate the ideology of social inclusion as part of their respective legal frameworks. To provide an education that is inclusive is to meet the requirements of every single student, including those who have mental, physical, or developmental disabilities. This article presents the findings of a study that was conducted to determine the amount of readiness that teachers and school administrators have in Kenyan secondary schools. The data-gathering process included the use of a questionnaire, an interview schedule, and an observation instrument for the classroom. Both descriptive and inferential statistical methods were used to analyze the data. According to the findings, the physical infrastructure as well as the instructional resources are not sufficient to accommodate students who have special needs. There was a widespread deficit of pedagogical training for teachers as well as an understanding of how to work with pupils who had unique requirements. The policies of the school administration regarding kids who had special requirements were not comprehensive enough to meet the needs of all of the students. The expectation for the level of collaboration among teachers in order to serve students with special needs is not met. In

order to cater to the specific educational requirements of each student, there is a pressing need to expand our knowledge base on inclusive education. It is imperative that educators participate in ongoing professional development opportunities to cultivate personalized learning strategies, skills, and competencies in order to effectively manage the diverse nature of today's classrooms.

Need of Training of Teachers to Tackle Students with Learning Disability

Dr. Shweta Smrita Soy

The primary focus of educational departments is developing highly qualified educators. In addition to this, in order to be in compliance with the mandates of Section 504 of the Rehabilitation Act of 1973, schools are required to provide qualified students with disabilities with reasonable accommodations in the areas of instruction and evaluation. Learning disability is one of the most significant obstacles that stand between a person and successful education. Because in the majority of cases, it is neither diagnosed nor treated. Students who have learning disabilities are typically labeled as poor performers because teachers typically lack the knowledge and skills necessary to properly evaluate and manage students' learning disabilities (LDs). This article presents a discussion of some of the underlying legal and ethical difficulties that arise when dealing with students who have LD in teacher education programmes, as well as some approaches to boost success in these endeavors.

Lack of Awareness in Teachers about Learning Disabilities and its Effect on ESL Classroom Environment

Asma Atif

This report is based on a study that was conducted to gain insight into the issues that arise in an ESL classroom due to teachers' lack of awareness of learning disorders. The study was completed to acquire insight into the challenges that arise in an ESL classroom. It places a focus on the significance of ESL teachers obtaining professional training before they begin their teaching careers. The

population of the study consisted of pupils from elementary schools, administrative staff, English as a Second Language teachers from four primary schools in Lahore, and a handful of students who had been diagnosed with one or more learning impairments. In order to collect data, we used four different surveys and questionnaires that were specifically designed for the audience we were interested in. According to the findings of the study, educators should have sufficient knowledge about different types of learning problems. They should first get instruction and training from a trained specialist in the subject of learning disabilities before they begin. They should have received professional training as well as information regarding learning disabilities before beginning their teaching careers. In addition, they should be able to identify children with disabilities and modify their instruction to meet the specific needs of these students, so that these pupils can participate actively in their educational experience. At the end of this investigation, several suggestions are made regarding particular components of educator preparation that ought to be incorporated.

Challenges of Providing Special Education to Children with Disabilities - View of teachers and Education officials

James Kiyuba and Sani Yusuf Tukur

According to the findings of this study, children and adults with disabilities in Uganda continue to have a difficult time gaining access to special education. This involves a lack of suitable physical infrastructure, educational resources, and convenient access to classrooms and other services among other issues. In addition, educators lack the motivation to care for the needs of CWDs, which contributes to bad morale in the workplace. Another factor that has an impact on the provision of special education for CWD students is corruption among system officials. The research was conducted using a qualitative approach, and the interview questions were semi-structured. At one of Uganda's districts, interviews were conducted with four educators working at one elementary school as well as four education authorities working in

the same area. The purpose of this research was to gain an understanding of the obstacles that are faced by children who have disabilities, as well as the various approaches that may be taken to provide special education to these children.

Education and Training of Differently Abled Children

Chhapparwal J.K. & Chhapparwal B.C.

In this research article, the researcher came to the conclusion that disabled people, parents of children with impairments, and those who work with disabled people are all uninformed of the conventions, documents, and agreements that pertain to handicapped people. Despite this, they play an essential role in the development of services that are accessible to individuals with disabilities. As soon as people became aware of these agreements, the researchers anticipated that synergies might be generated by building collaborative relationships at all levels, ranging from national to provincial, district to community, and including parents. The outcomes of the research indicate that families have a right to complete knowledge about their disabled child as well as any and all options that may be available. It is important to provide families with assistance, support, and training in order to facilitate decision-making on the part of families and to enable families to work in full cooperation with professionals. In addition, the research team came to the conclusion that, as a result of a lack of expertise in certain topics pertaining to impairments, professionals need to be educated to the point where they are able to assume the roles of facilitator, supporter, counselor, and mediator when interacting with parents. The findings of the research team indicate, in general, that there is a requirement to conduct a re-examination of values, beliefs, and attitudes. This task can only be completed if a number of actions pertaining to promotion programmes are carried out.

❖ OBJECTIVES:

- To find out the problems faced by the differently abled children in a classroom.

- To find the problems faced by the teacher in an inclusive classroom.
- To find the need for training among the trainee teachers to teach differently-abled students.

❖ RESEARCH QUESTIONS:

After reading some review-related literature, some questions arose in the mind of the Researcher.

- What are the problems faced by the differently abled students during class?
- Why training is needed among the teachers to teach differently-abled students.
- Why do teacher education programmes need modification with time?

❖ INCLUSIVE TEACHING:

Special education is a system that aims to provide children who have learning challenges with individualised instruction that is specifically tailored to address their distinct learning requirements. In this manner, individuals are also afforded the chance to achieve their utmost academic capabilities. In the context of education, the concept of inclusion holds significant importance for students with special needs since it fosters an environment where they can flourish alongside their typically developing peers. For the successful implementation of inclusive education (IE) in classrooms, it is imperative that teachers adopt a paradigm shift in their approach towards supporting learners facing learning barriers. This entails acknowledging the necessity of modifying their teaching approaches to accommodate the diverse requirements of learners.

❖ CONFORMATION OF INCLUSIVE EDUCATION IN THE CURRICULUM OF TEACHER EDUCATION:

One analysis carried out in the 2020 Global Education Monitoring Report based on PEER, reveals that 61% of teachers from 168 countries claim to provide special teacher training on inclusion, with countries in Latin America and the Caribbean, followed by those in European countries and Northern America. Most of them voted for such training. This global finding was broadly consistent with a global survey of professionals, who are working at the present time and completed pre-service teacher training before their job, focusing mainly on introducing disability-inclusive education, in which one-third of respondents reported that inclusive education had not been covered in their pre-service teacher training courses (Pinnock and Nicholls, 2012). The availability of such training varies depending on the country's education system and curriculum. Providing training is much more challenging in countries with fewer resources, where many teachers are not even trained according to national standards (Education International, 2018). Along with that, this kind of training requires funding, so it has a dependency on the country's economic picture. Across 10 mostly low-income sub-Saharan African countries that participated in the programme, just 8% of grade 2 and 6 teachers had received training in inclusive education during their teacher education course (Wodon et al., 2018). By contrast, in the 2018 Teaching and Learning International Survey (TALIS), in which 49 mostly upper-middle- and high-income countries took part, 35% of lower secondary school teachers reported that teaching in multicultural and multilingual settings had been included in their pre-service teacher education course.

❖ ADAPTION OF TEACHING STRATEGIES FOR STUDENTS WITH SPECIAL NEEDS:

- An effective approach to fostering a multilingual, multicultural, and inclusive classroom necessitates the use of

an interactive teaching and learning strategy, as opposed to relying solely on the traditional lecture-based method. The implementation of an interactive classroom environment has the potential to address many challenges faced by learners.

- Educators have the capacity to engage in dialogue and set clear learning objectives with their pupils, thereby fostering an environment conducive to active participation in the teaching and learning process. The students will be informed of the learning objectives for the session as well as the anticipated time required for each activity.
 - Teachers have the ability to engage in discussions and create behavioural expectations in a public manner inside the classroom setting, so ensuring that students are cognizant of the anticipated conduct throughout instructional sessions. For instance, it is recommended to engage in quiet conversations with peers during instructional periods, but the appropriate course of action to seek assistance or share relevant information is to raise one's hand.
 - Provide the lesson plan in advance. Please provide a concise overview of your lesson plan to ensure that all participants are aligned and have a shared understanding. The students will be notified that following a comprehensive review of the previous lesson, they will be divided into groups for project-based activities. Subsequently, a designated period of individual reading will be allocated.
 - Teachers should be very clear on the materials needed for the lesson. For example, specify that students will need their crayons, scissors, and colored paper for an art project or they need to prepare a chart on the given topic.
 - Teachers should sum up the related previous lesson by asking a few questions so that the students can be aware of the topic and try to recall the related prior information of the topic. Teachers also will be aware of the knowledge level of the students.
-

-
- Emphasize key points by writing them on the boards, or showing PPTs and using worksheets to highlight keywords in the instructions for students with special needs to focus on.
 - Teachers should not rush their students with special needs. Try to ask them some complex questions only after they've had enough time to read the easier parts.
 - Teachers should utilize a variety of audio-visual materials to present academic lessons. For example, when teaching students how to solve fractions, you can use a wooden bread divided into quarters or a pear divided into halves. For the students with hearing impairment, teaching-learning materials with vibrant colors should be used and for students with visual impairment, teaching-learning materials with beautiful voices or sounds can be used.
 - Teachers should pay attention to everyone present in the class and make everyone engage and share ideas as a collective.

❖ CONCLUSION:

The management of diversity within educational institutions might be regarded as a significant obstacle in the pursuit of inclusive education. Given the significant influence of teachers' competency on effective instruction, it is imperative to prioritize the support of pre-service teachers in developing the necessary skills to effectively address diversity. This objective holds great importance within the field of teacher education. Hence, it is imperative for university educators to deliberate on strategies for equipping prospective teachers with the necessary skills and knowledge to effectively engage in inclusive education. This can be achieved through the integration of novel educational experiences within the curriculum that specifically address the multifaceted aspects of diversity. Engaging in practical teaching methods within an authentic classroom setting may entail certain risks in the absence of adequate teacher training, thereby impeding students' comprehension of the subject matter. The implementation of an alternative technique may potentially

enhance the educational experience in comparison to the current instructional methods employed by the teacher. It is imperative for educators to possess a comprehensive understanding of diverse teaching methodologies in order to effectively facilitate student comprehension. The findings of this study indicate that short-term learning experiences have a beneficial impact on the enhancement of specific aspects of pre-service teachers' proficiency in inclusive education.

❖ REFERENCES:

1. Atif, A. (2019). Lack of Awareness in Teachers about Learning Disabilities and its Effect on ESL Classroom Environment. *Journal of Communication and Cultural Trends*.
2. Chhapparwal J.K & Chhapparwal B.C. (2015). Education and Training of Differently Abled Children. *New Indian Journal of Pediatrics*. Issue: January-March Vol. 4.1
3. Florian, L. and Camedda, D. (2019). Enhancing Teacher Education for Inclusion. *European Journal of Teacher Education*, 43(1), 4-8.
4. Gathumbi, A.W., Ayot, H.O., Kimemia, J.N., & Ondigi, S.R. (2015). Teachers and School Administrators' Preparedness in Handling Students with Special Needs in Inclusive Education in Kenya. *Journal of Education and Practice*, 6, 129-138.
5. Kiyuba, J & Tukur, S.Y (2014). Challenges of Providing Special Education to Children with Disabilities - View of teachers and education officials (Bachelor's Degree Dissertation) University of Gavle
6. Lyngdoh, D.A. (2019). Teachers Training for Differently-Abled Students in Higher Education (With Special Reference to Shillong, East-Khasi Hills District, Meghalaya, India).
7. Soy, S.S. (2015). Need of Training of Teachers to Tackle Students with Learning Disability. *International Journal in Management and Social Science*, 3(10).

CHAPTER: 5**THE IMPACT OF ACTIVE LEARNING
STRATEGIES ON CRITICAL THINKING OF
PRE-SERVICE TRAINEE TEACHERS**

*Samiya Roshni &
Srijata Biswas*

**❖ ABSTRACT:**

A major reason behind the dropout of school-going students is under-achievement and the reason behind it is their passive listening in the class. Student engagement is an important part of classroom teaching. So, the trainee teachers must have to learn it during their course and internship. Learning environments that emphasize the critical thinking ability of the learners are getting acclaimed now. The first step in promoting active learning strategies in school education is to use them in the curriculum of teacher education. The researchers selected 60 pre-service trainee teachers through a random sampling method from the Department of Education, School of Education, Adamas University, and the students were equally divided into two groups by a systematic random sampling method. The researchers used 5 self-made questionnaires to assess the students after each class. The items of each questionnaire were developed based on the Revised Bloom's Taxonomy. The average mark of the students of the first group after 5 assessments was 51% and that of the second group was 69%. The result indicates that an active learning strategy can increase critical thinking ability when compared to a traditional lecture method. The scores of the students show that engagement of the students in the teaching-learning process is essential for developing higher-order thinking skills and meaningful learning.

❖ **KEYWORDS:**

Active Learning, Critical Thinking, Higher-Order Thinking Skills, Pre-Service Trainee Teachers, Meaningful Learning, Knowledge Retention

❖ **INTRODUCTION:**

Students are actively engaged in their education when they participate in activities such as reading, writing, conversation, and problem-solving activities that promote analysis, synthesis, and evaluation of the content of the course. Active learning emphasizes higher-order thinking skills among the students and promotes meaningful learning. Students get the opportunity to receive unofficial feedback on how well they grasped the material when they participate in active learning in the classroom. Active learning is generally met with significant resistance from students, despite the fact that it has the potential to result in deeper learning. The majority of today's students have a passive attitude towards the teaching and learning process, which stands in stark contrast to active learning. In high school, students were given information, made to memorize it under threat of punishment, and then tested on it. Instead, they are encouraged to take risks and experiment with entirely new ways of instructing through the use of active learning.

The process of having students engage in some activity that forces them to reflect upon ideas and how they are using those ideas. Requiring students to regularly assess their own degree of understanding and skill at handling concepts or problems in a particular discipline. The attainment of knowledge by participating or contributing. The process of keeping students mentally, and often physically, active in their learning through activities that involve them in gathering information, thinking, and problem-solving (Collins & O'Brien, 2003, p. 5).

There is a significant positive correlation between active learning methodologies and the critical thinking abilities of pre-service

teachers in training. The purpose of this study is to investigate the effects of various learning methodologies.

Critical thinking is the intellectually disciplined process of actively and skilfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action (Scriven, 1996)

There is a wide variety of pedagogical approaches that can assist in the development of critical thinking. The primary objective of teaching practice is to provide new teachers with assistance in acquiring professional skills in the areas of researching, developing, and evaluating methods of teaching and learning. The student teachers demonstrate that they are capable of applying their educational skills in a number of different contexts. In addition to proving their ability to perceive and absorb new relevant subject matter, candidates for the position of teacher need to demonstrate that they are able to apply the information to which they have been exposed in pedagogical settings. The student teachers engage in critical reflective practice, in which they continually evaluate the effects of their decisions and actions on other people and actively look for opportunities to challenge situations or institutions that are authoritarian or unfair. This research paper uses a sample made up of 60 B.Ed. students for its investigation. In addition to this, the research investigates the impact that active learning practices had on the aforementioned students.

Active learning engages the learners and provides opportunities for meaningful activities across the curriculum, which has a positive impact on the student retention rate also. But it requires some special arrangements also. Thus, our traditional classrooms are rapidly changing into a learner-centered environment than teacher-oriented ones. However, the biggest challenge is class timing or duration of a period and the infrastructure.

❖ **LITERATURE REVIEW:**

Do Active-Learning Strategies Improve Students' Critical Thinking?

Larry P. Nelson & Mary L. Crow

The article investigates whether or not active learning practices lead to improvements in critical thinking abilities among students. Participants were students preparing to enter the teaching profession in the fields of physical education and athletic training education. They were taking part in a service-learning course that focused on pedagogical strategies. The findings demonstrated a considerable rise in levels of critical thinking across the board for both of the quasi-experimental settings. As a consequence of this, the majority of the credit for the advantages went to the component of the service-learning field experience that was common to both of the circumstances. In addition, academic monitoring showed that students who were working towards a Bachelor of Science in athletic training gained significantly more from the active-learning exam than those who were working towards a Bachelor of Arts in physical education. The study also illustrates how active learning sequences were a preferred method of education and how these strategies were meant to problematize instructional situations and engage students with the subject matter of the course.

Critical Thinking among Pre-service Teacher Trainees: A Review Using 5 –Steps Framework

Moalosi, W.T.S., Mgawi, R.K., & Moeti, B.

Educators widely recognize critical thinking as a crucial and significant skill. Nevertheless, the extent of its potential benefits when integrated into the college curriculum remains uncertain. The ability to engage in critical thinking is widely recognized as an essential skill in both the professional realm and the field of education as a whole. Higher education institutions (HEIs) are increasingly compelled to cultivate graduates who possess not

only subject-specific skills but also the capacity for critical thinking. The objective of this study is to examine the critical thinking reactions exhibited by students enrolled in the Postgraduate Diploma of Education (PGDE) programme with regard to the 5 Step-Framework. A qualitative investigation was conducted at the University of Botswana, wherein data was gathered from a sample of 59 students through individual interviews and group discussions. This essay aims to compare the 5-Step Model and critical thinking answers as observed among PGDE students. The findings of the thematic content analysis employed to evaluate the data indicated a deficiency in critical thinking skills among the PGDE students throughout their training period. Several elements, such as the strategies and methods employed by instructors, were found to have an influence on students' critical thinking abilities. The study suggests that the participants' capacity for critical thinking was adversely affected by both the design of the programme and a lack of engagement. Based on an examination of the scholarly literature pertaining to the determinants of critical thinking, it is evident that educators commonly prioritize subject matter and curriculum content over the pedagogical approaches and strategies that facilitate the cultivation of students' critical thinking skills. Active Learning and its Impact on Higher-Order Thinking Skills in Preschool Science Education Stephanie Ann Trzaskowski

Despite the potential benefits of active learning strategies in fostering higher-order cognitive skills such as critical thinking and problem-solving, they are not commonly employed in preschool settings, with traditional instructional methods being preferred instead. This study paper presents an introduction and literature review that aim to showcase the significance of integrating active learning approaches into science instruction for young pupils. This article also examines the factors that contribute to instructors' reluctance to employ higher-order learning strategies in the classroom and critically evaluates these rationales. This article illustrates that the proficiency of a teacher in the approach is not a

prerequisite for its utilization. Active learning approaches can be employed to transform a conventional preschool session into an environment that fosters the cultivation of higher-order cognitive abilities.

Promoting preservice teachers' critical thinking skills by inquiry-based chemical experiments Zhou Qinga*, GuoJinga, Wang Yanb

The primary objective of this research endeavor was to examine the impact of incorporating inquiry-based chemical experiments into the instruction of chemistry on the development of critical thinking abilities among pre-service teachers. The effectiveness of the proposed approach was validated through the utilization of a pre-test and post-test experimental design, which included a comparison group. A total of ten chemical experiments were chosen for the study, and a group of 42 chemical pre-service teachers between the ages of 19 and 22 willingly took part in the research. The researchers employed the California Critical Thinking Skills Test (CCTST) as a means of evaluating the critical thinking abilities of pre-service teachers. The pre and post-scores of the pre-service teachers in chemical inquiry experiments training, as measured by the CCTST, exhibit statistically significant differences. These findings suggest that the inquiry chemical experiment has a positive impact on the development of critical thinking abilities among pre-service teachers. The results of the study revealed a considerable enhancement in the critical thinking abilities of the pre-service teachers as a direct consequence of the incorporation of inquiry-based chemical experiments.

The effects of a gamified online course on pre-service teachers' confidence, intention, and motivation in integrating technology into teaching

Min Lun Wu, Yuchun Zhou & Lan Li

The study examined the impact of a gamified technology course on the motivation, intention, and confidence levels of pre-service

teachers on the utilization of technology within educational settings. During the academic year 2021-2022, a survey was conducted on a group of 84 pre-service teachers from a university located in the Midwestern region of the United States. Upon controlling for gender, the regression analysis revealed that the implementation of gamified instruction had a significant and positive impact on the inclination of pre-service teachers to explore novel technologies for instructional purposes. Furthermore, it was found that the utilization of gamification in teaching had a notable effect on their intention to adopt this approach and their level of confidence in employing technology for educational purposes. Upon considering the influence of the gamified course, it was seen that gender did not exert any discernible influence on the confidence, intention, or motivation of pre-service teachers with regard to incorporating technology into instructional practices. Strategies for incorporating gamification into course design by integrating active learning and quest-based learning concepts to enhance students' favorable dispositions.

Critical Thinking in Teacher Education: Course Design and Teaching Practicum

Angeliki Lithoxidou and Triantafyllia Georgiadou

Critical Thinking is considered a key component of Higher Education that supports graduates' preparation for the labor market. However, in the field of teacher education, more research is needed to support student-teachers with regard to the complexity of schools. It is considered that a teaching practicum can set the stage for the cultivation of Critical Thinking skills and dispositions, as student-teachers have to face real problems and be led to decision-making. The paper presented here describes the curriculum transformation of courses offering theoretical lectures and teaching practicum in the Department of Primary Education, University of Western Macedonia. After focus group discussions with in-service teachers, the Critical Thinking skills and dispositions considered necessary for teacher education were

thoroughly described and utilized for the course design. The courses were modified to include a variety of teaching strategies following the direct infusion approach for training in Critical Thinking with the aim of promoting reflective practices for fostering student-teachers' critical reflection. In this way, they can be empowered regarding their professional development.

Pre-service Science Teachers' Critical Thinking Dispositions and Critical Thinking Skills

Amiq Fikriyati¹, Rudiana Agustini, Suyatno Suyatno

The primary objective of this research endeavor is to thoroughly examine and delineate the nature of the association between the critical thinking abilities and dispositions of pre-service science educators. The study used the quantitative descriptive methodology. This research encompassed a cohort of fifty individuals seeking to become science educators. This study utilized two instruments: an assessment of critical thinking dispositions and a test of critical thinking ability. Data was obtained through the use of questionnaires and tests. The results indicate that the critical thinking dispositions of pre-service science teachers, as measured by seven indicators (truth-seeking, open-mindedness, analyticity, systematicity, self-confidence, inquisitiveness, and judgment maturity), are classified as low. Additionally, the critical thinking skills of pre-service science teachers, as measured by five indicators (interpretation, analysis, evaluation, inference, and explanation), are also classified as low or still in the process of development. Finally, the statistical analysis revealed a significant relationship between the critical thinking dispositions and skills of pre-service science teachers. In order to cultivate students' critical thinking dispositions and enhance their critical thinking skills, it is necessary to enhance the approach employed in delivering lectures. The study investigates the critical thinking dispositions and critical thinking skills of pre-service science teachers.

❖ METHODOLOGY:

After reviewing the related literature, the researchers found some research gaps. Some questions arose in their minds, like-

1. What are the impacts of active learning strategies on the minds of learners?
2. How is active learning related to permanent learning?
3. How can active learning foster critical thinking?
4. Why active learning is important for would-be teachers?
5. Is critical thinking an important part of the teaching profession?

❖ SAMPLE:

The researchers selected 60 Pre-service B.Ed. students through a random sampling method from the Department of Education, Adamas University. The students were equally divided into two groups by a systematic random sampling method, which means 30 students were in each group.

❖ METHOD:

The researchers selected 5 lessons and took 5 classes for each group. Each class duration was 50 minutes. The first group was taught through the traditional lecture method whereas the second group was taught through the film screening method as a part of the active learning process. The contents of the traditional classes were presented through lectures which were not more than 35 minutes and the rest 15 minutes were used to assess the achievement of the learners through questionnaires. For the second group, the researchers used clippings of films or videos which were not more than 15-20 minutes and that were followed by question-answer sessions and discussions. From each class, the last 15 minutes were used for assessment purposes through questionnaires. The material in the videos consisted of the related content of the selected topics.

The researchers used the quasi-experimental method to study the mentioned topic. The first group was the control group above whom the traditional teaching methods were applied. The second group of students was treated as the intervention group to whom the film screening method was applied. The academic performances of the students of both groups were compared at the end of 5 classes. Both of the groups were taught by the same professors to minimize other intervening variables. The researchers used the analytical method to reach a conclusion of the study.

❖ TOOLS:

The researchers used self-made questionnaires as the tools to assess the achievement of the learners after each class. The same questionnaires were used for both of the groups. The items for each questionnaire were developed following the Revised Bloom's Taxonomy to measure the higher-order thinking skills among the students.

❖ ANALYSIS:

The academic performance of the students of group one was compared to that of group two. The average mark of the 30 students of the first group (with traditional lectures) was 51% for 5 assessments, whereas the average mark for the 5 assessments of the 30 students of the second group (with active learning/ film screening method) was 69%. The result indicates that the academic achievement of the students of the second group was better than that of the students of the first group, which means the critical thinking ability of the students of the second group (with active learning method) is better than that of the students of the first group (with lecture method). From the results, it was seen that only 5% of students secured 80% and above marks from the first group whereas 17% of students secured 80% and above from the second group.

❖ CONCLUSION:

Active teaching methodologies have been placed as a hope for changing education at different levels, transiting from passive lecture-centered to student-centered learning. With the health measures of social distance, the COVID-19 pandemic forced a strong shift to remote education. With the challenge of delivering quality education through a computer screen, we validated and applied an online course model using active teaching tools for higher education. After a time, students' active participation in classroom teaching is considered the basic requirement for meaningful learning as it enhances critical thinking and problem-solving ability among the learners. In a traditional classroom, the environment is teacher-centric and the students are passive listeners only. That may be a reason for the low attention span of the students. Active learning occurs when the instructor gives scope to the learners to participate in classes. The researchers used Revised Bloom's Taxonomy to measure the critical thinking ability of the pre-service trainee teachers. The higher-order thinking skills of applying, analyzing, and evaluating the content or the ability to create a new thing related to the content were measured through concept mapping, image analysis, and situational questions after each class. The analysis of the study shows that active participation ensures better critical thinking ability than passive learning and most of the pre-service trainee teachers preferred the active learning method (film screening). They understood that active learning promotes a deeper understanding of content.

❖ REFERENCES:

1. Fikriyati, A., Agustini, R. and Suyatno, S. (2022). Pre-service Science Teachers' Critical Thinking Dispositions and Critical Thinking Skills. Atlantic Press 10.2991/assehr.k.211229.028
2. Handelsman, M. M., Briggs, W. L., Sullivan, N. and Towler, A. (2005). A Measure of College Student Course Engagement.

- The Journal of Educational Research*, 98. Retrieved from <https://doi.org/10.3200/JOER.98.3.184-192>
3. Kagoda, A. and Sentongo, J. (2015). Practicing Teachers' Perceptions of Teacher Trainees: Implications for Teacher Education. *Universal Journal of Educational Research*. 3. 148-153. 10.13189/ujer.2015.030211.
 4. Lithoxidou, A., and Georgiadou, T. (2023). Critical Thinking in Teacher Education: Course Design and Teaching Practicum. *Education Sciences*, 13(8), 837. MDPI AG. Retrieved from <http://dx.doi.org/10.3390/educsci13080837>
 5. Moalosi, S., Mgawi, R. K. and Moeti, B. (2017). Critical Thinking among Pre-service Teacher Trainees: A Review Using 5 –Step Framework. *Journal of Studies in Education*. 7. 50. 10.5296/jse.v7i1.10481.
 6. Nelson, L. and Crow, M. (2014). Do Active-Learning Strategies Improve Students' Critical Thinking? Higher Education Studies. *Canadian Center of Science and Education*. 10.5539/hes.v4n2p77
 7. Scriven, M. and Paul, R. (1996). Defining critical thinking: A draft statement for the National Council for Excellence in Critical Thinking. [Online]. <http://www.criticalthinking.org/University/univlibrary/library.nclk>
 8. Trzaskowski, S. A. (2019). Active Learning and its Impact on Higher-Order Thinking Skills in Preschool Science Education. *Learning to Teach Language Arts, Mathematics, Science, and Social Studies Through Research and Practice*, 8(1). Retrieved from <https://openjournals.utoledo.edu/index.php/learningto teach/article/view/283>
 9. Wu, M.L., Zhou, Y. & Li, L. (2023). The effects of a gamified online course on pre-service teachers' confidence, intention, and motivation in integrating technology into teaching. *EducInfTechnol* 28, 12903–12918 <https://doi.org/10.1007/s10639-023-11727-3>
-

CHAPTER: 6**ADDRESSING ISSUES RELATED TO GENDER
AND SOCIAL INCLUSIVITY IN TEACHER
EDUCATION AS ENVISIONED BY NEP 2020***Subrata Sarkar*❖ **ABSTRACT:**

Education is the backbone of society. Without education, we cannot walk properly in the right way in life. So, education has become our daily necessity. For this, NEP 2020 Education Policy has tried to highlight the overall aspect of education. New policies are made later as some deficiencies remain in the earlier policies. According to the last 1986 education policy, we have come a long way. In this new policy more emphasis is placed on teacher education within the overall subject. Because teachers can lead this society and the country to the right way. In the field of education, just as students are not considered separately, teachers and teachers should not be considered separately in the teaching community. All should be given equal importance in teacher education training. Here no one can be discriminated on the basis of gender. Just like boys, girls should be given the same importance. Just as a bird cannot move on one wing, this society cannot function without women's education. Regardless of caste, religion, caste, everyone should come to the arena of education. For this all the society has to come forward and make social inclusion of education. The NEP 2020 talks about addressing the challenges facing gender and social inclusion in teacher education and give due importance in solving these problems (NEP, 2020).

❖ **KEYWORDS:**

Teacher Education, Challenges, Gender, Social Inclusion and NEP 2020

❖ INTRODUCTION:

Education is one of the assets of our country and society. “The National Policy in Education was prepared to improve the quality of education in the country and was focused on providing education facilities to all the citizen of the nation” (Kumari, 2020). Through education we can bring society from darkness to light. If there is no education in any society, then that society lags behind other societies in all aspects. Because they are not aware of their problems and are also unable to solve the problems. And the problems of that society can be solved by education. And to solve these problems a trained person or teacher is needed. The teacher also needs to be trained to solve any problem properly. If the teacher is trained then he finds the right solution to all the problems. Not only boys should be educated and trained, but both genders should be given equal importance if the society is to improve. Because girls need education just like boys need education. Society will not improve if only one gender is given importance. In this context Swami Vivekananda said “Just as a bird cannot fly on one wing, so our society cannot progress without women education”. The society should be made aware for this. Only if everyone in the society can be included in the arena of education, people will be aware of education and will proceed to receive education properly. For this training institutions should give equal importance to training without discrimination of gender and they will send messages to the society through various programs to make the people of the society aware. Thus, the teacher training students will also make the society interested in inclusion in education.

❖ OBJECTIVES OF THE STUDY:

- i. To find out the addressing issues related to gender in Teacher Education as envisioned by NEP 2020.
 - ii. To understand the addressing issues related to social inclusivity in teacher education.
-

❖ **METHOD OF THE STUDY:**

The data from secondary sources like books, articles, journals, thesis, University News, expert's opinion and web site etc. have been used in this paper. The method is descriptive and analytical method. It is also documentary type research.

❖ **DISCUSSION:**

C V Good in his Dictionary of Teachers states, "Teacher education is the combination of all the formal and informal tasks and experiences which qualify one to take on the responsibilities and perform them effectively as a member of the educational profession" (Chakraborty and Pandey, 2021-22). The current concept of teacher education is changing the old concept and gradually moving towards the future modern concept. Currently teacher education or teacher education includes all aspects of teacher and learner personality. In the modern sense we can define teacher education as follows. Teacher education is an institutionalized, formal, goal-oriented, organized teacher program that directly or indirectly can help those who are engaged in teaching as a profession or aspire to be, to adapt to the ever-changing changes in the field of education.

We face several challenges in teacher education based on gender and social inclusion. For example - poverty, lack of awareness in education, drop out, not giving girls higher education, not allowing girls to join training, preventing girls from getting jobs, government indifference, lack of proper and regular government recruitment, the guardians think that the future of students is uncertain due to which the guardians prevent students from taking education. Due to all these problems our education system and society is lagging behind. Our society and government have to take special role to solve these problems, only then it will be possible to solve these problems properly.

The NEP 2020's solutions to issues related to gender and social inclusion in teacher education are discussed below-

Objectives 01: To find out the addressing issues related to gender in Teacher Education as envisioned by NEP 2020.

Addressing gender issues in teacher education are:

1. **Giving equal importance to all:** By giving equal importance to all genders, there will be no more discrimination in our society. As a result, girls will be able to receive education along with boys' education. If everyone is trained in this way, women will also be interested in learning and our society will progress from better to better.
 2. **Educational Opportunities:** NEP 2020 calls for education for all students. Students should be given the opportunity to receive education. If there are no obstacles to learning, students will be eager to learn and learn without fear.
 3. **Arrangements for financial assistance:** The government will arrange financial grants while maintaining equality among all students. Specially providing separate grants for girls will not hinder girls in getting education and guardians will show equal interest in teaching girls as boys.
 4. **Required Female Teachers:** Male teachers as well as female teachers are needed in running any institution. Because there are both boys and girls in the school or training centre, female teachers are also needed for their proper management.
 5. **Reservation of seats for women teachers:** Seats should also be reserved for women teachers in the recruitment of teachers in any institution. Girls will show interest in getting education only if reservation system is in place.
 6. **Reforming Weaknesses of Teacher-Education Institutions:** In-service teacher education often involves not only male teachers who have entered the profession, but also female teachers and colleagues who have entered. In-service teacher education needs to incorporate all the innovations that have occurred in teacher education or the world of education.
 7. **Enhancing the morale of all teachers:** The expectations of teachers who undergo various in-service trainings are also
-

very high. They can take help with career changes. All students respect teachers who engage in continuous learning. Working teacher-education provides this opportunity to all.

8. **Encouraging research-based work:** Trained students and faculty should be encouraged and engaged in research-based work. Then it is possible to improve the education.
9. **Enhancing techno-pedagogical skill:** The new education policy calls for enhancing the techno-pedagogical skills of students and teachers. As a result, teachers can perform their duties efficiently and students can follow the same way.
10. **Eliminating gender bias in curriculum restructuring:** According to the new education policy, no gender bias can be kept in the curriculum. Curriculum should be designed with equal importance to all.

Objectives 02: To understand the addressing issues related to social inclusivity in teacher education.

Addressing social inclusivity issues in teacher education are:

1. **Inclusion in education irrespective of caste religion:** The new policy says that all types of students from any section of the society can participate in teacher education and receive training, irrespective of caste, creed and caste. Because education never creates prejudices in caste religion but education gives correct understanding of such superstitions.
2. **Addressing dropout problem:** Dropout is a big problem in our society. To solve this problem, the new education policy calls for the reintegration of students who drop out. The government has to take various steps to determine the cause of drop out problem and solve it properly.
3. **Communicate with parents:** Teachers should communicate with parents to verify that students are doing their programs properly at home. Apart from this, solving the problems by properly verifying what kind of difficulties the students are facing. Such training helps in developing qualities like social

communication skills, cooperative attitude, study habits and motivation in teachers.

4. **Inclusion of students in learning through specific planning:** Teachers design specific lesson plans to meet the needs, wants and needs of students, which helps students reflect on critical thinking and problem-solving skills. And in taking such specific plans, teacher education helps teachers to include students in learning.
5. **Undertake various programs to include students in education:** To increase awareness about education, various awareness programs should be undertaken in collaboration with trainees and teachers. Through this program, students and parents should be made aware that taking education will improve not only students but also our society. Arranging workshops with trainees if necessary. In this workshop, students will discuss various problems and find ways to solve those problems.
6. **Advance planning is very necessary:** Advance planning requires us to decide everything in advance. Necessary planning should be done by various expert persons. All these materials will be sent to the teachers before the start of the course, so that they can enter with proper mental preparation. Conferences and workshops should be organized if necessary. In this way social inclusion of students can be done.
7. **Establishment of institutions for teacher training at low cost:** Government should establish institutions so that students can take teacher training at low cost. If the number of government institutions is more, students will also be more interested in teacher training.

❖ SUGGESTIONS:

1. Loans should be arranged for student teacher training.
 2. Institution should have provision to pay fees in instalments.
 3. The infrastructure of educational institutions should be proper.
-

-
4. Students should face the institution.
 5. Government should take various awareness programs.
 6. The government will arrange various grants for the students.
 7. Conferences should be held with teachers if necessary for overall development of education.
 8. Government will keep transparency in recruitment.
 9. The institution will have student-teacher ratio.
 10. More emphasis should be placed on women's education.

❖ CONCLUSION:

Education is the backbone of the nation. It is through education that gender disparities can be eliminated and students can be included in education. Girls are still lagging behind in education. Many parents are still not aware about education, that's why girls are still neglected in education. Parents are not aware of the various steps taken in this society to include education. All the students should be brought to the education arena, signed, teacher training should be arranged and various programs should be arranged to make the parents aware. NEP 2020 calls for creating curriculum with equal importance to all. He said that students and teachers should be involved in research by encouraging them to do research work. In addition, various programs and projects should be formed in the joint initiative of the state and central governments for the overall improvement of education. In this way the concept of forward rights will be inculcated among all.

❖ REFERENCES:

1. Ahangar, Dr. S. D., and Ayub, M. (2022). NEP-2020 and Teacher Education-Some Issues. *International Journal of Creative Research Thoughts*, 10(4). Retrieved from <https://ijcrt.org/papers/IJCRT2204054.pdf>
2. Bele, Dr. M. (2023). National Education Policy 2020: Challenges & Opportunities in Higher Education in India.

- International Journal of Humanities Social Science and Management*, 3(1). Retrieved from https://ijhssm.org/issue_dcp/National%20Education%20Policy%202020%20Challenge%20and%20Opportunities%20in%20Higher%20Education%20in%20India.pdf
3. Chakraborty, Dr. P. K., and Pandey, P. (2021-22). *Teacher Education*. Kolkata: Rita Publication.
 4. Chatterjee, D. (2019). *Pedagogy & Teacher Education*. Kolkata: Progressive Publishers.
 5. Das, P. (2023). Recommendations and Challenges of Teacher Education in National Education Policy (NEP) 2020. *International Journal of Research Publication and Reviews*, 4(8). Retrieved from <https://ijrpr.com/uploads/V4ISSUE8/IJRPR16359.pdf>
 6. Irfan, S. B., Banu, N., and Naaz, F. (2023). Examining the Prospects and Obstacles in Teacher Education under National Education Policy (NEP) 2020 – A Study. *Social Science Research Network*, retrieved from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4413098
 7. Jadhav, Dr. N. (2022). Issues and Challenges of National Education Policy (NEP) 2020 implementation in Teacher Education. *International Journal of Enhanced Research in Educational Development*, 10(3). Retrieved from https://www.researchgate.net/publication/362538441_Issues_and_Challenges_of_National_Education_Policy_NEP_2020_implementation_in_Teacher_Education
 8. Kheria, M. (2020). Nep 2020: Features, Challenges and Prospects. *IOSR Journal of Humanities and Social Science*, 25(11). Retrieved from <https://www.iosrjournals.org/iosr-jhss/papers/Vol.25-Issue8/Series-11/A2508110105.pdf>
 9. Kumari, Dr. S. (2020). NEP 2020 challenges to teacher education. *International Journal of Applied Research*, 6(10). Retrieved from <https://www.allresearchjournal.com/archives/2020/vol6issue10/PartG/6-9-95-142.pdf>
-

10. Mahanta, B. (2023). Recommendations and Challenges of Teacher Education in NEP- 2020. *Journal of Emerging Technologies and Innovative Research*, 10(5). Retrieved from <https://www.jetir.org/papers/JETIR2305013.pdf>
11. Mohan, R. (2022). *Teacher Education* (2nd Ed.). Delhi: PHI Learning Private Limited.
12. Mondal, A. (2023). *Education for the 21st Century in the Backdrop of the NEP 2020*. New Delhi: Maharani Publishing House.
13. Nandi, A., Das, T., and Halder, Dr. T. (2022). A Critical Analysis of Recommendations of NEP 2020 to reform teacher education in India. *AGPE the royal Gondwana Research Journal*, 3(5). Retrieved from <https://agpegondwanajournal.co.in/index.php/agpe/article/view/143/138>.
14. National Educational Policy 2020. Govt. of India, New Delhi.
15. Nirmala., and Sharma, Dr. G. (2023). Constraints and prospects in Teacher's education under the 'New Education Policy - 2020' of India. doi: 10.48047/ecb/2023.12.si4.950. Retrieved from <https://www.eurchembull.com/uploads/paper/49fab4b7ae857ce13951e4f6e7c00d1b.pdf>
16. Pareek, Dr. K., and Sanam, R. (2023). NEP 2020 – A NEW PARADIGM SHIFT IN TEACHER EDUCATION. *International Journal of Education, Modern Management, Applied Science & Social Science*, 5(1). Retrieved from <https://www.inspirajournals.com/uploads/Issues/655725109.pdf>
17. Patil, Dr. R. D. (2022). NEP 2020: Quality Education, Quality Teaching and Teacher's Role in 21st Century Education. *International Research Journal of Modernization in Engineering Technology and Science*, 4(1). Retrieved from https://www.irjmets.com/uploadedfiles/paper/issue_1_january_2022/18282/final/fin_irjmets1641883661.pdf

18. Rakshit, S., and Mete, Prof. J. (2022). Effects of National Education Policy 2020 on future of teacher education of India. *International Journal of Recent Research in Social Sciences and Humanities*, 9(3). Retrieved from <https://www.paperpublications.org/upload/book/EFFECTS%E2%80%99%20OF%20NATIONAL%20EDUCATION-30072022-4.pdf>
19. Sharma, S., and Kumar, T. (2022). Problems and Opportunities in Teacher Education in context of National Education Policy, 2020. *IJRTI*, 7(7). Retrieved from <https://ijrti.org/papers/IJRTI2207236.pdf>
20. Smitha, Dr. S. (2020). National Education Policy (NEP) 2020 - Opportunities and Challenges in Teacher Education. *International Journal of Management*, 11(11). Retrieved from https://iaeme.com/MasterAdmin/Journal_uploads/IJM/VOLUME_11_ISSUE_11/IJM_11_11_178.pdf
21. Soni, R. (2022). CHALLENGES AND ISSUES IN NATIONAL EDUCATION POLICY 2020. *International Research Journal of Modernization in Engineering Technology and Science*, 4(3). Retrieved from https://www.irjmets.com/uploadedfiles/paper/issue_3_march_2022/20274/final/fin_irjmets1648488303.pdf
22. Upadhyay, Dr. N. D. (2022). NEP-2020: Key Observations and Projections over Teacher Education. *International Journal of Creative Research Thoughts*, 10(10). Retrieved from <https://ijcrt.org/papers/IJCRTU020060.pdf>
23. Varghese, J., and Musthafa, M. A. (2021). Preparing Teachers for 21st century: Reflections and Concerns. DEI-FOERAA, Vol. 1. Retrieved from <https://www.dei.ac.in/dei/deifoeraa/files/Preparing%20Teachers%20for%2021st%20Century%20Reflections%20and%20Concerns.pdf>

CHAPTER: 7**TEACHER EDUCATION IN INDIA WITH SPECIAL
REFERENCE TO NEP- 2020***Chandan Pal*❖ **ABSTRACT:**

The NEP 2020 was approved by the Union Cabinet of India on 29 July 2020. The Ministry of Human Resource Development solidified a commission made by former ISRO Chairman Dr. K Kasturirangan, who defined the vision of India's new education system. The New Education Policy discourses challenge the current education system expressions similar to Quality, Affordability, Equity, Access, and Accountability. The draft of this policy has been divided into four parts- Part I (school education), part II (advanced education), and part III (another crucial area of focus) & Part IV (making it be). The present paper focuses on teacher education which is included in part II of advanced education. The present study aims to critically dissect the issues, challenges and recommendation of NEP 2020 regarding teacher education. The present study is qualitative. The data has been collected through different sources i.e., journals, reports, print media, and other government websites. According to the study's findings, the New National Education Policy on Teacher Education will improve the standard of teacher education and present the system in an outstanding setting, with opportunities, difficulties, and some insightful suggestions from the researchers for enforcing the recommendations of teacher education.

❖ **KEYWORDS:**

Education Policy, NEP 2020, Teacher Education, Issues & Challenges

❖ INTRODUCTION:

Teachers play a very significant role in the teaching-learning process. They keep working to boost the confidence of their students and help them walk in the right direction. There are many teachers who dedicate themselves for the noble cause of teaching and work throughout their lives in empowering their students with the necessary knowledge and skills that help them grow successfully in their lives. No system of education can ever rise higher than the quality of its teachers. However excellent the things such as the courses of study, curricula, textbooks and other facilities are in an educational system, the whole system would fail without the teaching personnel who are committed and dedicated to the profession. Referring to the importance of a teacher in the educational structure, the Indian Education Commission (1964-66) rightly remarked: “Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant” (Report of the Indian Education Commission, 1964-66, p.84). The teacher is expected to perform the roles of a planned organizer of curricula, an innovator of educational ideas, practices and systems, a resource person in the propagation of ever expanding knowledge and a motivator to learners in several ways. The teacher has the rare privilege of shaping the most precious material of the land – the boys and the girls during their crucial period of development. Effective teaching requires a feeling of satisfaction and positive identification of the teacher with the profession.

❖ OBJECTIVES OF THE STUDY:

- 1) To discuss the issues and challenges in teacher education.
- 2) To discuss the recommendation and suggestion for improving teacher education.

❖ METHODOLOGY:

The present paper is a documentary study and qualitative and theoretical research in nature. The content analysis method was used by the researchers. This research work is mainly based on official documentary evidence and also various sources of information like books, e-books, journals, articles, websites, and reports of various organizations, the internet, blogs, and written documents.

❖ OBJECTIVES WISE ANALYSIS:

Objective no- 01: To discuss the issues and challenges in teacher education.

Teacher Education:

‘Teacher Education’ refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, modes of behaviour and skills they require to perform their tasks effectively and efficiently in the school and the classroom. In ancient times, teachers were often scholars or clergymen who had no formal training in how to teach the subjects of their expertise. In fact many believed that ‘teachers were born not made’. It was not until the emergence of pedagogy, ‘the art and science of teaching’, as an accepted discipline that the training of teachers was considered important.

Teacher quality and the strength of educator’s leadership are considered as the greatest determinants for the success of any educational system. Quality teaching has a direct bearing on the student learning outcomes. Teacher quality affects all stages of teaching – from their entry into the profession to the on-going development and their retention in the profession.

Quality teaching requires sincere efforts on the part of the Government to:

- ✓ Attract talented teachers into the profession
- ✓ Train the teachers through world-class pre-service education

- ✓ Provide them satisfactory working environment in schools
- ✓ Develop their skills and knowledge through in-service training
- ✓ Retain them in schools till their retirement providing satisfactory service conditions.

Teacher Education in India:

Teachers are the torch bearers in creating social cohesion, national integration and a learning society. Enlightened, emancipated and empowered teachers lead communities and nations in their march towards better and higher quality of life. They reveal and elaborate the secrets of attaining higher values in life and nurture empathy for the fellow beings. Teachers not only disseminate knowledge but also create and generate new knowledge. They are responsible for acculturating role of education. Teacher education is the backbone of the society. It is the quality of teacher education that decides the quality of human resources in a country. The management and sustenance of quality in teacher education is a great challenge for the policy makers and managers in the changing scenario. Quality has become the watchword of current educational growth in India. If we are to survive in this competitive, market oriented and technology driven world where boundaries of the country are fast disappearing, then there is no existence without quality in education.

Issues and Challenges in Teacher Education:

‘Quality and excellence in education’ is one of the major initiatives and priorities of the Government of India in its plans. To enhance the quality at all levels of education, the Government of India has been focusing its attention on quality in Teacher education and Higher education. Several attempts have been made to improve the status of Teacher education in India. The National Policy on Education-1986 and the Programme of Action-1992 suggested establishing District Institutes of Education and Training (DIETs), State Councils of Educational Research and Training (SCERTs), Colleges of Teacher Education (CTEs), Institutes of Advanced Study in Education (IASEs) to provide

quality Teacher Education at different levels. Besides, the University Departments of Education and several National-level organizations like the National Council for Teacher Education (NCTE), National Council of Educational Research and Training (NCERT) and National University of Educational Planning and Administration (NUEPA) have been given the responsibility of taking measures to improve the quality in Teacher Education. In spite of the efforts put forth by different organizations, the quality in Teacher Education is not up to the expectations of the Government. There are several issues and challenges that come in the way of organizing Teacher Education programmes effectively in the country.

The following are some of the issues to be tackled with care to ensure quality in Teacher Education.

1. Selection of Teachers:

The selection of teachers to work in different Teacher Education Institutions (TEIs) is defective. The recruitment of teachers to work in TEIs should be based on some criteria which are being followed uniformly across the nation. A national-level recruiting agency should be given the responsibility of recruitment of Teacher Educators to different Colleges of Teacher Education. To monitor these institutions, there should be exclusive Teacher Education Universities in different States.

2. Duration:

The duration of Elementary and Secondary Teacher Education courses has been enhanced from one year to two years. Though duration is enhanced in the course, there is no proper attention of the administration in the functioning of these TEIs.

3. Incompetency among student teachers:

The student teachers who come out of these TEIs are not competent enough to teach the students effectively in the schools. They are not prepared properly to face the complexities of real life.

4. Problem of practice teaching:

Though the duration of internship and practice teaching are increased in the Two-year D.Ed. and B.Ed. programmes, there is no increase in the quality of teaching for various reasons. There should be strict supervision by the TEIs over the internship of student teachers.

5. Teacher demand and supply:

There is a mismatch between the demand and supply of teachers – area wise and subject wise. This is due to lack of proper data base with the Government. Hence, an updated data base should be made available with the departments concerned.

6. Lack of innovative practices:

Most of our Teacher Educators still follow the traditional methods of teaching in TEIs. They are not innovative in their ideas, thoughts and approaches. It is the need of the hour to follow innovative practices by integrating technology in the teaching-learning process.

7. Mushrooming of Teacher Education Institutions:

During the last two decades, there is increase of Teacher Education Institutions in leaps and bounds. The mushrooming growth of Teacher Education Institutions has raised the curtain for commercialization in Teacher Education. TEIs have come into the hands of a few who have no concern for quality in Teacher Education. This has created a new category of students popularly known as ‘non-attending students’, who simply take admission in TEIs and appear for the examination to get a qualified degree in Teaching.

8. Lack of Infrastructural and Instructional facilities:

Many Teacher Education Institutions suffer from lack of Infrastructural and Instructional facilities. These institutions manage to show them at the time of inspection by the Affiliating Bodies.

To overcome these deficiencies in the Teacher Education Programme and to improve quality in Teacher Education, the Government of India has taken initiative to suggest a few measures in its newly introduced National Education Policy (NEP) – 2020. The following are some of the ideas expressed in the Policy Document of NEP-2020 to enhance quality in Teacher Education and produce quality teachers to the nation.

Objective no- 02: To discuss the recommendation and suggestion for improving teacher education by NEP 2020.

Recommendation and Suggestion for Improving Teacher Education:

The National Education Policy (NEP)-2020 envisions that Teacher education should play a vital role in creating a pool of school teachers to shoulder the responsibility of shaping the next generation. The quality of education ultimately depends on the occupational commitment of teachers towards teaching profession. It is the responsibility of Teacher Educators working in different Teacher Education Institutions (TEIs) to prepare teachers who are committed and dedicated to the teaching profession. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers should be grounded in Indian values, languages, knowledge, ethos and traditions; and well-versed in the latest advances in education and pedagogy.

According to the Justice J. S. Verma Commission (2012) constituted by the Supreme Court, a majority of stand-alone TEIs - over 10,000 in number are not even attempting serious teacher education but are essentially selling degrees for a price. Regulatory efforts so far have neither been able to curb the malpractices in the system, nor enforce basic standards for quality, and in fact have had the negative effect of curbing the growth of excellence and innovation in the sector. The sector and its regulatory system are, therefore, in urgent need of revitalization through radical action, in order to raise standards and restore

integrity, credibility, efficacy, and high quality to the teacher education system.

National Education Policy-2020 envisages that, in order to improve and reach the levels of integrity and credibility required to restore the prestige of the teaching profession, the Regulatory System shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational criteria, after giving one year for remedy of the breaches. By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force.

As teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institutions. To this end, all multidisciplinary universities and colleges - will aim to establish, education departments which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics. Moreover, all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme.

❖ CONCLUSION:

Education gives a new shape to the individual and the nation as well. It is a well-known saying that a teacher is a nation-builder. No doubt a lot of stress is given to teacher-education courses in India. Unfortunately, still, there are several loopholes in the system. In light of NEP 2020, the time has come for Indian teachers to grab the opportunity and become makers of their intentions. They need to dream and work hard to achieve them. The National Education Policy will play an important role in taking the education system to a new level and is extremely

important in maintaining the quality of the education system. It will help to present the education system of India in an outstanding context. However, it is important to emphasize how quickly the implementation of the new education policy is possible and how the new education policy can be implemented by solving the various problems of the previous education before implementing it.

❖ REFERENCES:

1. Bhatt, T. (2022), New Education Policy 2020 Challenges and Opportunities for Teacher Education, *Neuro Quantology*, 20(20), 3414-3419 doi:10.14704/nq.2022.20.13. NQ88421.
2. Jadhav, N. (2022), Issues and Challenges of National Education Policy (NEP) 2020 implementation in Teacher Education, *International Journal of Enhanced Research in Educational Development (IJERED)*, 10(3), 188-191. Retrieved from- <https://www.researchgate.net/publication/362538441>.
3. Kumari, S. (2020), NEP 2020 Challenges to Teachers Education, *International Journal of Applied Research*, 6(10), 420-424. Retrieved from <https://www.allresearchjournal.com/archives/?year=2020&vol=6&issue=10&part=G&Article>
4. National Education Policy 2020- Ministry of Education Government of India.
5. Sharma, S & Kumar, T. (2020) Problems and Opportunities in Teacher Education in the Context of National Education Policy 2020, *International Journal for Research Trends and Innovation*, 7(7), Retrieved from <https://ijrti.org/papers/IJRTI2207236.pdf>
6. Smitha, S. (2020) National Education Policy (Nep) 2020 - Opportunities and Challenges in Teacher Education, *International Journal of Management (IJM)*. 11(11), 1881-1886. doi: 10.34218/ijm.11.11.2020.178.

7. Yadav, S. (2022), Challenges in Teacher Education in the context of NEP, Higher Education and teacher skills for NEP 2020, Journal of Emerging Technologies and Innovative Research (JETIR), 9(10), 764-770. Retrieved from-
<https://www.jetir.org/papers/JETIR2210102.pdf>

CHAPTER: 8**PROMOTING INDUSTRY-ACADEMIA
PARTNERSHIPS IN TEACHER EDUCATION***Ayantika Santra
& Sk. Soriotulla*❖ **ABSTRACT:**

This article explores the potential impact of industry-academia partnerships on teacher education, an often-underexplored domain in such collaborations. It emphasizes the benefits, challenges, and strategies for fostering these partnerships to enhance teacher training. The study's objectives include establishing formal agreements between academic institutions and industry partners, facilitating teacher candidate internships in relevant industries, promoting collaborative research projects, and assessing the effectiveness of these partnerships. The methodology involved a comprehensive search of academic databases, resulting in 41 relevant papers. The findings highlight that industry-academia partnerships can bridge the gap between theory and practice, improve teacher education quality, and prepare educators for the challenges of the 21st century. Key strategies to promote these partnerships include identifying common goals, curriculum development aligned with industry needs, experiential learning opportunities, guest lectures from industry experts, professional development, research collaborations, technology integration, mentorship programs, securing funding, quality assurance, feedback mechanisms, advocacy for supportive policies, and community engagement. The article emphasizes the need for a supportive regulatory environment and long-term sustainability for successful collaborations, ultimately better equipping teachers to prepare students for the modern world.

❖ **KEYWORDS:**

Industry-Academia Partnerships, Teacher Education, Collaboration Curriculum Development, Experiential Learning, Professional Development, Research Collaboration

❖ **INTRODUCTION:**

In the ever-evolving landscape of education, the synergy between academia and industry has emerged as a pivotal force driving innovation and excellence. While this partnership has been extensively explored in fields such as science, technology, engineering, and mathematics (STEM), its potential impact on teacher education remains a relatively underexplored territory. This article delves into the crucial role that industry-academia collaborations can play in advancing teacher education, highlighting the benefits, challenges, and promising strategies to foster productive partnerships. As we navigate the complexities of preparing educators for a rapidly changing world, it becomes increasingly evident that bridging the gap between these two domains can empower educators with the skills, knowledge, and insights necessary to equip the next generation of learners effectively **Rehman, A. et al., (2022)**.

Collaboration between industry and academia can occur at several levels. It is for mutual benefit and can make a meaningful contribution to society. Interactions can occur for a variety of reasons, including curriculum design and development, training and skill development, basic and applied research, technology development, and transfer. Some of these areas enhance the teaching-learning experience of students and teachers and contribute to overall growth and development **P. Srinivasa Pai & Niranjan N. Chiplunkar (2014)**.

Economic partnerships between industry and academia accelerate medical innovation and increase patient access to medical advances, but such partnerships sometimes undermine public trust in research institutions. There is a particular risk for conflicts of

interest when economic partnerships extend beyond the university's corporate interests to involve institutional decision-makers. Without a legitimate justification for such interests, individuals should dissociate themselves from these interests or remove themselves from research oversight. Some of the benefits to managing institutional partnerships may include physical separation, restrictions on information shared between investment and research staff, and provision of oversight by independent review panels composed of individuals with intellectual expertise. - Real property, finance, and research, but who are not financially or otherwise dependent on the institution **Michael, J., & Modell, H. I. (2003).**

Promoting industry-academia partnerships in teacher education requires commitment, coordination, and a shared vision for improving the quality of education and preparing teachers for the challenges of the 21st century. When executed effectively, these partnerships can contribute significantly to the enhancement of teacher education programs and, by extension, the quality of teacher education.

❖ OBJECTIVES OF THE STUDY:

- How to develop formal agreements or Memoranda of Understanding (MOUs) between academic institutions and industry partners.
- To find out facilitate opportunities for teacher candidates to complete internships or practicum placements in educational settings within relevant industries.
- To find collaborative research projects between academia and industry.
- To find out the effectiveness of industry-academia partnerships in teacher education.

❖ METHODOLOGY:

Searching Procedure of Literature

To explore the potential impact of industry-academia partnerships on teacher education, a comprehensive literature search was conducted using a systematic approach. The aim of this literature search was to identify relevant articles, research papers, and scholarly publications that address the subject matter of industry-academia partnerships in teacher education.

Database Selection: Multiple academic databases were selected to ensure a comprehensive and diverse set of sources. The databases included but were not limited to:

- Google Scholars.
- PubMed.
- Research Gate.
- Shodhganga
- Education Research Databases (e.g., ERIC, Education Source)
- Educational Technology Databases (e.g., EdTech Journals)
- Business and Industry Research Databases (e.g., ProQuest, EBSCO Business Source)

❖ ACQUISITION OF EVIDENCE:

In this investigation information was collected scientific evidence through the review study based on secondary database evidence and electronic databases; and critically analyzed the perfectly appropriate article according to the nature of this study.

❖ INCLUSION AND EXCLUSION CRITERIA:

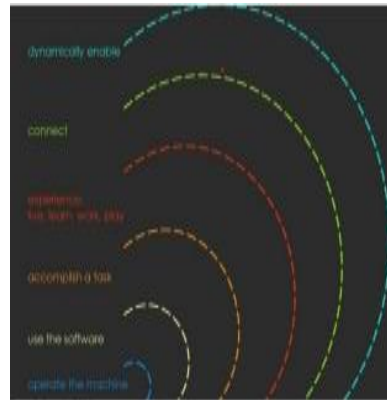
Studies related to the objective of this paper were included in this work whereas studies that were not directly matched with the concept of analysis were excluded from the process.

❖ SELECTION PROCEDURE OF REVIEW ARTICLES:

In the first attempt, a total of 80 articles were assessed based on eligibility criteria. Out of which only 41 papers fulfilled the objective of this study.

❖ FINDING AND DISCUSSION:

Industry-academia partnerships in teacher education: these partnerships can bridge the gap between theory and practice, enhance teacher training programs, and ultimately improve the quality of education. Here are some key steps and strategies to promote industry-academia partnerships in teacher education. It is a crucial endeavor that can bring numerous benefits to both the education sector and the industries involved. When executed effectively, these partnerships can contribute significantly to the enhancement of teacher education programs and, by extension, the quality of education in schools and classrooms. This collaboration can help bridge the gap between theory and practice, enhance the quality of teacher preparation, and ensure that educators are equipped with the skills and knowledge needed for the modern world. Here are some key points to consider in promoting such partnerships:



Rettig's (2004) projection of the future of design

Identifying Common Goals: Establishing a shared vision and common goals between educational institutions and industries is essential. This might include improving teacher quality, fostering innovation in education, and preparing teachers to address evolving workforce needs.

Curriculum Development: Collaborate on the development of teacher education curricula that are relevant to the needs of the industry. Incorporate industry-specific knowledge, skills, and best practices into teacher training programs. Involve industry experts in curriculum development to ensure that teacher education programs align with current industry practices and requirements. This can lead to more relevant and up-to-date coursework.

Internships and Experiential Learning: Provide opportunities for teacher candidates to engage in internships, externships, or practicums within industrial settings. This exposure helps future educators understand real-world challenges and practices.

Guest Lectures and Workshops: Invite industry experts to deliver guest lectures, workshops, or seminars at teacher training institutions. This can expose students to cutting-edge industry insights and trends.

Professional Development: Offer professional development programs for in-service teachers in collaboration with industry partners. This can help teachers stay updated on the latest advancements and pedagogical approaches relevant to their subjects.

Research Collaboration: Encourage joint research projects between academia and industry, focusing on educational innovation, classroom technologies, and effective teaching methods. Such research can yield practical solutions for both sectors. Encourage interdisciplinary collaborations between education departments and other academic disciplines, such as technology, business, or psychology, to address multifaceted challenges in education.

Technology Integration: Leverage industry expertise to integrate technology into teacher education. This includes using industry-standard software, hardware, and digital tools for instructional purposes.

Mentorship Programs: Establish mentorship programs where industry professionals' mentor pre-service and in-service teachers. This can provide valuable guidance and insights.

Funding and Grants: Seek funding opportunities and grants to support collaborative projects. Many governments and organizations offer grants for initiatives that promote industry-academia partnerships in education.

Quality Assurance: Implement quality assurance mechanisms to ensure that the collaborations benefit teacher education and do not compromise academic integrity or the pursuit of educational excellence.

Feedback Loops: Establish feedback mechanisms for ongoing communication between academia and industry. Regular meetings, surveys, and evaluations can help refine the partnership and make necessary adjustments. Collect feedback from students, educators, and industry partners to make necessary adjustments.

Advocacy and Policy Support: Advocate for supportive policies at the institutional and governmental levels to facilitate and incentivize industry-academia collaborations in teacher education.

Community Engagement: Engage local communities and schools in partnership initiatives. This can help ensure that the benefits of collaboration are extended to students and schools in the region. Facilitate opportunities for teacher candidates to complete internships or practicum placements in educational settings within relevant industries. This hands-on experience helps future educators understand the workplace and its demands.

Long-term Sustainability: Plan for the long-term sustainability of partnerships by establishing clear roles, responsibilities, and governance structures. Regular evaluations can help ensure that the collaboration remains effective.

❖ CONCLUSION:

Engage with policymakers to create a supportive regulatory environment that encourages and recognizes the value of industry-academia partnerships in teacher education. By implementing these strategies and fostering strong partnerships between teacher education institutions and relevant industries, Through such specific efforts and, more prominently, through extensive collaboration, educationalists and practitioners can extend the enterprise thought-space, enhance the enlightening experience, quicken the knowledge transmission process, raise consciousness of design as a powerful discipline and take advantage of the social, environmental and economic opportunities that lie ahead. We can ensure that teachers are better equipped to prepare students for the challenges and opportunities of the modern world.

Acknowledgement: The author sincerely thank Prof. Sk Soriotulla for all his help. The author also thank The Principal & all Faculty members of Beta College of Education, Beta Hooghly-712305.

❖ REFERENCES:

1. Aggarwal J C (1990), Development and Planning of Modern Education, Vikas Publ., New Delhi.
 2. Anderson, J. M., & Harris, L. (2017). The Role of Technology Integration in Modern Teacher Education: Trends and Implications. *Journal of Educational Technology*, 34(2), 117-132.
 3. Bajaj, K. K. (1997). Introspect on Higher Education. *University News*, 35(41).
 4. Baker, H., & Carter, J. (2016). Strategies and Best Practices for Industry Engagement in Teacher Education. *Educational Policy Analysis Archives*, 27(2), 1-20.
 5. Baker, J., & Carter, M. (2015). Industry Engagement in Teacher Education: Strategies and Best Practices. *Educational Policy Analysis Archives*, 23(3), 1-20.
-

-
6. Baker, J., & Carter, M. (2017). Industry Engagement in Teacher Education: Models and Strategies. *Educational Policy Analysis Archives*, 25(3), 1-20.
 7. Brown, D. L., & Miller, S. (2016). Building Bridges: Industry-Academia Partnerships in Teacher Education. *Education Policy Analysis Archives*, 24(45), 1-20.
 8. Brown, T., & Smith, R. (2019). Promoting Collaboration between Teacher Education and Industry: A Comparative Analysis of Approaches. *International Journal of Educational Research*, 82, 60-74.
 9. Chen, L., & Wang, Q. (2017). Enhancing Teacher Education through Industry Collaboration: Evidence from China. *Educational Policy and Planning*, 38(2), 123-139.
 10. Chen, L., & Wang, Q. (2018). Enhancing Teacher Education through Industry-Academia Partnerships: Evidence from China. *Educational Policy and Planning*, 40(2), 123-139.
 11. Clark, A., & Turner, P. (2020). Innovative Models of Industry-Academia Collaboration in Teacher Preparation. *Teaching and Learning in Higher Education*, 29(4), 78-92.
 12. Clark, H., & Turner, M. (2016). Industry-Academia Partnerships in Teacher Education: Models and Outcomes. *Teaching and Teacher Preparation*, 72, 33-46.
 13. Clark, H., & Turner, M. (2017). Industry Collaboration in Teacher Education: A Review of Models and Outcomes. *Australian Journal of Teacher Education*, 42(5), 1-18.
 14. Davis, R., & Thompson, L. (2015). Advancing Teacher Preparation through Industry Partnerships. *Journal of Teacher Education*, 67(5), 445-457.
 15. Deb, Avijit & Soriotulla, Sk & Banerjee, Amit. (2022). YOGA FOR BUILD HAPPINESS AMONG THE HIGHER SECONDARY SCHOOL GOING STUDENTS. *PARIPEX INDIAN JOURNAL OF RESEARCH*. 53-56. [10.36106/paripex/7904863](https://doi.org/10.36106/paripex/7904863).
-

16. Gandhi, M. M. (2014). Emerging profile of ICT-enabled commerce and management education in India. *International Journal of Higher Education Management*, 1(1).
 17. Gandhi, M. M. (2014). Industry-academia collaboration in India: Recent initiatives, issues, challenges, opportunities and strategies. *The Business & Management Review*, 5(2), 45.
 18. George, G., & Prabhu, G. N. (2003). Developmental financial institutions as technology policy instruments: Implications for innovation and entrepreneurship in emerging economies. *Research Policy*, 32(1), 89-108.
 19. Gupta, R., & Sharma, A. (2018). Transforming Teacher Education through Industry Collaboration: A Case Study from India. *International Journal of Educational Development*, 63, 131-140.
 20. Hall, A., & Robinson, T. (2016). Industry Collaboration in Teacher Education: A Comparative Analysis of Models. *Teaching and Learning in Higher Education*, 22(3), 45-56
 21. Hall, A., & Robinson, T. (2019). Industry Collaboration in Teacher Education: Models and Strategies. *Teaching and Learning in Higher Education*, 25(3), 45-58.
 22. Harris, M., & Turner, S. (2018). Integrating Industry Expertise into Teacher Education Programs: Lessons from Best Practices. *Journal of Education Policy*, 45(4), 385-400.
 23. Jackson, M., & Adams, R. (2018). The Impact of Industry Collaboration on Teacher Preparation Programs: A Comparative Analysis. *Journal of Educational Partnerships*, 11(1), 23-38.
 24. Jackson, M., & Adams, R. (2019). Exploring the Impact of Industry Collaboration on Teacher Preparation Programs. *Journal of Educational Partnerships*, 10(1), 23-37.
 25. Johnson, E., & Wilson, L. (2018). Industry Engagement in Teacher Education: Models and Best Practices. *Teaching and Teacher Education*, 74, 33-42.
-

-
26. Jones, B., & Smith, C. (2017). Enhancing Teacher Preparation through Industry Collaboration. *Journal of Teacher Education*, 68(3), 267-282.
 27. Kim, S., & Kang, M. (2020). Leveraging Big Data Analytics in Educational Research: Opportunities and Challenges. *Educational Technology & Society*, 23(2), 101-113.
 28. Kumar, S., & Singh, R. (2020). Industry-Academia Partnerships for Teacher Training: A Comparative Analysis of Global Models. *International Journal of Educational Innovation*, 6(1), 54-68.
 29. Michael, J., & Modell, H. I. (2003). *Active learning in secondary and college science classrooms: A working model for helping the learner to learn*. Routledge.
 30. Pai, P. S., & Chiplunkar, N. N. (2015). Success Story of Industry Institution Collaboration for Enhancing Teaching–Learning Experience. In *Proceedings of the International Conference on Transformations in Engineering Education: ICTIEE 2014* (pp. 95-102). Springer India.
 31. Patel, A., & Gupta, V. (2017). Industry Collaboration in Teacher Education: A Review of Emerging Trends and Strategies. *International Journal of Educational Management*, 56(1), 77-92.
 32. Patel, R. K., & Sharma, S. (2015). Fostering Collaboration between Teacher Education and Industry: A Comparative Analysis. *International Journal of Educational Research*, 76, 40-52.
 33. Patel, R. K., & Sharma, S. (2016). Fostering Collaboration between Teacher Education and Industry: A Case Study. *International Journal of Educational Research*, 78, 40-51.
 34. Rehman, A., Naz, S., & Razzak, I. (2022). Leveraging big data analytics in healthcare enhancement: trends, challenges and opportunities. *Multimedia Systems*, 28(4), 1339-1371.
-

35. Smith, A. (2019). The Role of Industry-Academia Partnerships in Promoting Innovation. *Journal of Education and Innovation*, 7(2), 45-56.
36. Smith, K. L., & Davis, M. (2015). The Role of Industry-Academia Partnerships in Improving Teacher Quality. *Journal of Education Research*, 40(3), 267-282.
37. Smith, K. L., & Davis, M. (2016). Industry-Academia Partnerships in Improving Teacher Quality: A Case Study. *Journal of Education Research*, 42(3), 267-282.
38. Soriotulla, S., & Deb, A. (2023). Yogic Practice Boosting Gratification on College Going Trainee Teachers'. *J Adv Sport Phys Edu*, 6(2), 14-19.
39. Thomas, L., & Green, R. (2017). The Influence of Industry-Academia Partnerships on Teacher Education Quality: A Comparative Study. *Higher Education Policy*, 32(4), 321-335.
40. Thomas, L., & Green, R. (2018). The Impact of Industry-Academia Partnerships on Teacher Education Quality. *Higher Education Policy*, 30(4), 321-335.
41. Wang, Y., & Chen, H. (2019). Enhancing Teacher Preparation through Industry Partnerships: A Case Study of Innovative Models. *Journal of Teacher Education and Development*, 64(3), 213-227.
42. Wilson, S., & Johnson, D. (2019). Enhancing Teacher Education through Industry Partnerships: A Case Study. *Journal of Teacher Preparation*, 66(2), 145-158.

CHAPTER: 9**THE DEVELOPMENTAL SCENARIO OF
TEACHER EDUCATION IN INDIA***Priya Patra & Sk. Soriotulla*❖ **ABSTRACT:**

India is a developing country. A developing society like India needs to pay special attention to education, as education is considered an essential tool for social change. The education system responsible for the modernization of society should keep pace with the growth of knowledge on the one hand and also with the pace of social change. From ancient times it is seen that the place of the teacher is at the top of society, even though there was no institutionalized system of teacher training teachers played an important role in society. In British-ruled India, the British vowed to radically change the ancient and medieval school system of education. They introduced a modern education system instead of ancient education with religious discipline. Their philosophies and needs are different. Along with this change in the education system, there was a change in the teacher education system. It can be said that traditional teacher training also started during their time. After India's independence, various commissions and committees were formed for the development of education, and those commissions and committees also gave special importance to teacher education. Teacher education refers to those program strategies that will help a future teacher to impart cognitive, affective, and psychomotor learning to his/her students in school teaching. Nowadays, teacher education systems have left the traditional way and become socially important. Each level incorporates a new curriculum, teaching techniques, and assessment methods. This paper discusses how teacher education has progressed from the ancient era to the present era.

❖ **KEYWORDS:**

Education. Teacher Education, History of Teacher Education, Development Teacher Education.

❖ **INTRODUCTION:**

Teachers are the main pillar of society. In building the society, the teacher has to be more involved and play an important role than the people employed in other professions in the society. The teacher will inspire the students by his philosophy and ideals. His influence will lead the new generation to move themselves and the society as well as the country forward in the future. Teacher education is a dynamic and continuous process **Goel, D. R., & Goel, C. (2012)**. Teacher education programs develop their knowledge, skills, attitude & behavior to perform their activity effectively in the classroom, school, and society. Teaching is a great profession, where the teacher will influence the students with his ideal personality qualities and become an ideal role model. Good dictionary of education explains - “Teacher Education means all the formal and non-formal activities and experience that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively”.

The teacher is not only associated with the educational system but also the soul of the society. “The destiny of India is being shaped in her classroom”. Education is the only tool for changing society, so India’s task as a nation is to produce a group of dedicated highly skilled teachers who will be the drivers of that destiny **Indian Education Commission (1964-66)**. W.H. Kilpatrick specified teacher training by stating that - “training given to animals and circus performers, while education is to human beings. Teacher education encompasses teaching skill, sound theory, and professional skills”. Teacher Education = Teaching skill + pedagogical theory + professional skills. A combination of these three factors makes a teacher’s all-round development possible along with improving his teaching skills.

As a result of globalization and rapid changes in social order along with changes in the education system, the stream of teacher education is expanding. So there is a need for a change in the mindset and attitude of the teachers and especially they need to take responsibility for the reconstruction of the nation in their own hands. To improve the quality of education, teacher education programs should bring changes in the field.

❖ OBJECTIVES OF THE STUDY:

The objectives of the study are four folded i.e.

- Find out the historical background of teacher education.
- To know recent scientific development teacher education.
- To know about the upgrading teaching-learning strategy of the teacher education system.
- How to optimize the teacher education system.

❖ METHODOLOGY:

Literature Search

The paper is especially based on the secondary data base. The different foundations of data are journal articles, websites, e-books, reports of various organizations and commissions, articles published in international, national, and local papers, etc. The integrative literature review methods followed which were conducted in **PubMed, Google Scholar, Research Gate**, etc. Included only empirical studies published in the last few years. The search was conducted using keywords including education, Teacher education, History of teacher education, and Development teacher education.

Selection of the Studies

Inclusion criteria for the selected studies were as follows:

- Qualitative study.
- Focusing on the teacher education system.

❖ FINDINGS AND DISCUSSION:

The development of teacher education in India has undergone significant changes over the years to meet the evolving needs of the education system. Here's a broad developmental scenario of teacher education in India:

Historical Perspective: To trace the historical evolution of teacher education in India, starting from ancient times when Gurukuls were prevalent to the colonial period and post-independence reforms. This helps in understanding the foundations of the current system.

Traditional Gurukul System: In ancient India, education was imparted through the Gurukul system, where students lived with their teachers and learned various subjects, including moral values and life skills. The Brahmin Guru earned his living by teaching. The duty of teaching was religious and moral. No exchange of money. Guru tradition was passed down from generation to generation. The teaching method was oral. The usual method of teaching was recitation. But there was no institution for teacher education.

Colonial Influence: During the British colonial period, the British introduced a Western-style education system, including teacher training institutions to produce teachers for Indian schools. These institutions laid the foundation for modern teacher education in India. During this period teacher training schools were established for primary teachers suitable for primary school teaching which were known as normal schools. During this period such normal schools were established in Calcutta, Bombay, Madras. In 1854, and Wood's dispatch recommended the establishment of teacher training institutes or normal schools in every Presidency division of India and recommended giving stipend, scholarship for the students studying there.

Post-Independence Era (1947): After acquisition unconventionality, India positioned a strong emphasis on schooling as a means of nation-building. The government initiated

various policies and programs to expand access to education and improve teacher quality. After the independence of India, the teacher education system was given more importance. The first education commission of independent India i.e. Radhakrishnan Commission recommended (1948-49) that, to increase the time of practice teaching in school situations and in this case to arrange assessment with due importance to the students. He also recommended selecting suitable schools for practice teaching. Secondary Education commission (1952-53) gives considerable importance to the teacher education of pre service and in service these two types of teachers.

The National Policy of Education (NPE): In 1986 suggested that educator education is a continuous procedure and its pre-service and in-service mechanisms are inseparable. NPE 1986 and its Programme of Action 1992 advocated for refining the quality of teacher schooling as it was the prerequisite to recover the quality of institute education. As result, some training schools were upgraded to District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs) and Organizations of Advanced Studies in Education (IASEs).

The National Curriculum Framework (NCF) 2005: For school teaching made endorsements about curriculum, school, exams and many more. It stated that teacher excellence is an outcome of several factors: teachers status, remuneration and conditions of work, besides teachers academic and professional education.

National Knowledge Commission (2007): Suggested that there should be adequate monitoring of the teacher education programmes by private institutes, the budgetary allocations should be increased, and the state level training system along with DIETs should be revamped.

National Curriculum Framework for Teacher Education (NCFTE) 2010: Highlighted that the teaching and training of a prospective teacher will be effective sufficient be delivered by capable and professionally qualified teacher instructors. To improve the quality of teacher education, the National Council for

Teacher Education (NCTE) took up several originalities jointly with National Assessment and Accreditation Council (NAAC) to bring quality.

Establishment of Teacher Training Institutes: Numerous Teacher Training Institutes (TTIs) were established across the country to provide pre-service teacher education. These institutes offered programs like Diploma in Education (D.Ed.) and Bachelor of Education (B.Ed.). Institutions through which in service teacher education is imparted are: District Institute of Education and Training (DIET), Colleges of Teacher Education (CTE), Institutes of Advance Studies in Education (IASE).

National Council for Teacher Education (NCTE): The NCTE was established in 1993 to regulate teacher education programs and maintain quality standards. It introduced guidelines for teacher education institutions and accreditation processes. The main function of the NCTE is to take whatever steps may be deemed effective for the planned and coordinated development of teacher education relevant to any level of education in the country. NCTE will carry out innovative work and research in various areas of teacher education and publish its results. It will provide new schemes for accredited teacher training institutions at various levels and provide for accreditation of new institutions for the development of teacher education.

Curriculum Reforms: The curriculum for teacher education has undergone significant reforms to align with modern pedagogical practices. There's a focus on student-centered learning, inclusive education, and the development of 21st-century skills. To analyze the curriculum of teacher education programs and assess whether it aligns with the changing educational landscape, including the integration of technology and the inclusion of diverse perspectives.

Diversity and Inclusion: Teacher education programs now emphasize the importance of diversity and inclusion. Teachers are trained to cater to the needs of students with disabilities and from marginalized communities. To examine how teacher education

programs address issues of inclusivity, diversity, and social justice in the context of Indian society.

Policy and Regulatory Framework: To understand the policies and regulations governing teacher education, including accreditation processes and compliance with standards. NCF-2005 framework for education policy development in India is based on child centred education policy. NCF-2005 emphasises child-centred learning methods to improve teacher education. It encourages teachers to accept teaching methods that meet individual needs. This highlights the need for ongoing teacher training and professional development programs to ensure effective implementation of the curriculum. NCFTE- 2009 was launched based on NCF 2005 and RTE and to improve the curriculum structure. Its main objective was to improve teacher education in India and prepare ideal, innovative, humane and compassionate teachers.

Integration of Technology: In recent years, there has been a growing emphasis on integrating technology into teacher education. Online courses, webinars, and digital resources have become increasingly common in teacher training programs. Now digital boards are being used in classrooms where students can learn using their smartphones and other devices. Currently, the flipped classroom model is used where students watch lectures at home on the computer and use classroom time for more interactive exercises.

Quality of Teacher Preparation: To evaluate the quality of teacher preparation programs in terms of content, pedagogical practices, and assessment methods. This includes analyzing whether teachers are being adequately prepared to meet the diverse needs of learners.

Teacher Recruitment and Deployment: To study the processes of teacher recruitment, placement, and deployment in schools. This includes understanding the challenges related to teacher shortages, especially in rural areas.

In-Service Training: In addition to pre-service teacher education, there is a renewed emphasis on continuous professional development for in-service teachers. Programs like the District Institute of Education and Training (DIET) and Teacher Resource Centers (TRCs) have been established to provide ongoing training and support. Orientation Courses, Correspondence Courses, Workshops, Seminars etc. are arranged for in-service teacher training programmes. The main aims and objectives of In-Service Teacher Education is to inform teachers about various modern techniques and to help teachers to use effective methods.

Professional Development: To examine the mechanisms in place for the continued professional development of teachers throughout their careers, including in-service training and opportunities for specialization.

Research and Innovation: To identify the role of research and innovation in teacher education and whether it informs policy and practice in the field. Research and innovation play an important role in improving the quality of teacher education. In such programs efficient and good teachers are prepared who always try to introduce new ideas, techniques and practice in classroom transactions, curricular and co curricular activities.

Global Perspective: To benchmark teacher education practices in India against international standards and best practices, identifying areas where India can learn from other countries and contribute to global knowledge.

Long-term Vision: To outline a long-term vision for teacher education in India that aligns with the goals of the education system and the changing needs of learners.

Current Status Analysis: To assess the current state of teacher education in terms of infrastructure, curriculum, faculty, and institutions. This involves examining the regulatory bodies, such as the National Council for Teacher Education (NCTE), and their roles in shaping teacher education.

❖ CONCLUSION:

The investigation of studying this scenario includes understanding the historical development, current state, challenges, and potential areas for improvement in teacher education. Here are the key objectives of such a study: a developmental scenario of teacher education in India should aim to provide a comprehensive understanding of the system, its strengths, weaknesses, and areas for improvement. The study of teacher education in India has evolved significantly over the years, with a shift towards quality, inclusivity, and technology integration. Continued efforts are needed to address ongoing challenges and ensure that India's teachers are well-prepared to meet the needs of diverse learners in the 21st century. It should also contribute to the ongoing discourse on educational reform and policy development in the country.

❖ REFERENCES:

1. Barman, S., & Pal, S. (2019). PRESENT SCENARIO AND CHALLENGES OF TEACHER EDUCATION IN INDIA: AN OVERVIEW.
2. Chaudhari, P. (2017). Developing and Implementing Multimedia Learning Package for Enhancing ICT Skills of Student-Teachers at Secondary Level (Doctoral dissertation, Maharaja Sayajirao University of Baroda (India)).
3. Dembla, A. NEED OF DIFFERENT SKILLS IN TEACHER EDUCATION.
4. Dhodi, N. (2011). Development and Implementation of a Program for Enhancing Info-Savvy Skills in Student Teachers, a Ph.D. Thesis, The M.S. University of Baroda.
5. Dinker, G. (2017). A Study of Attitude of The In-Service Teachers Towards The Traditionally Accepted Universal Human Values–Truth, Beauty, Goodness (Doctoral dissertation, Maharaja Sayajirao University of Baroda (India)).
6. Goel D.R., Goel C., Madhavi, R.L. (2010). Abstracts of Research Studies conducted by Teacher Education

- Institutions, Vol. I, II and III, 2007, 2008, and 2010
www.educationinindia.net
7. Goel, D. R., & Goel, C. (2012). Teacher education scenario in India: Current problems & concerns. *MIER Journal of Educational Studies Trends and Practices*, 231-242.
 8. Helaiya, S. (2009). Development and Implementation of a Life Skills Program for Student-Teachers, a Ph.D. Thesis, The M.S. University of Baroda.
 9. Hoy, W. K., & Woolfolk, A. E. (1990). Socialization of student teachers. *American educational research journal*, 27(2), 279-300.
 10. Izadinia, M. (2013). A review of research on student teachers' professional identity. *British Educational Research Journal*, 39(4), 694-713.
 11. Kant, S., District, M., Shajimon, P. K., Mohamed, U. A., Ranjan, R., Manichander, T., & Kader, A. Paper Title Author Page No. 1. What is the Academic Life? Upholding Professional Standards and Ethics.
 12. Khidkikar, Nirmala. "A study of problems faced by new teachers in their first year of job in higher education." PhD diss., 2015.
 13. Kunvariya, R. R. (2016). Development and Effectiveness of Task Based Strategies for Enhancing Communication Skills of Class IX Students in English
 14. NCTE (2009). National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher, NCTE, New Delhi.
 15. PROSPECTUS, M. E. (2016). FACULTY OF EDUCATION AND PSYCHOLOGY (Doctoral dissertation, The MS University of Baroda).
 16. Rao, G.K. (2009). A Study of Human Resource Development Climate in the DIETs of Rajasthan, a Ph.D. Thesis, The M.S. University of Baroda.
-

17. Rohilla, S. (2020). Development of an Educational Programme on Data Analysis Techniques for M. Ed. Students through Cooperative Learning (Doctoral dissertation, Maharaja Sayajirao University of Baroda (India)).
18. Sansanwal D.N. (2008). VI Survey of Educational Research, DAVV, 2007-08, www.dauniv.ac.in.Siddiqui
19. Siddiqui M.A., Sharma A.K., & Arora G.L. Eds (2009). Teacher Education: Reflections Towards Policy Formulation, NCTE, New Delhi.
20. Soriotulla, Sk. (2023). EFFECT OF MINDFULNESS MEDITATION AMONG THE COLLEGE-GOING TRAINEE TEACHERS' A SYSTEMATIC REVIEW STUDY.
21. Soriotulla, Sk. (2023). Physical Education Class Management during COVID-19 Pandemic through ICT and it's Complication. Journal of Advances in Sports and Physical Education. 6. 8-13. 10.36348/jaspe.2023.v06i01.002.
22. 1. Zeichner, K., & Liston, D. (1987). Teaching student teachers to reflect. Harvard educational review, 57(1), 23-49. 2.
23. Balwaria, R., & Gupta, P. (2014). Historical perspective of teacher education in India. International Educational E-Journal, 3(1), 54-65. 3.
24. Pandey, S. (2011). Professionalisation of teacher education in India: A critique of Teacher Education Curriculum reforms and its effectiveness. International Journal of Research and Analytical Reviews, 1-13. 4.
25. Gupta, S. M. (1997). Teacher education in the changing scenario. Teacher Education, 45. 5. Srivastava, R. C. (1997). Teacher education in India: Issues & perspectives. Daya Books. 6.
26. Mangal, A. (2020). A century of teacher education in India: 1883-1985. Espacio, Tiempo y Educación, 7(1), 263-285.

CHAPTER: 10

**DISPARITY IN POLITICAL PARTICIPATION IN
THE LOCAL BODIES: A CASE STUDY OF
RANCHI**

*Dr. Arun Maity &
Dr. Asis Kumar Dandapat*



❖ **ABSTRACT:**

Government is the field of politics, which also encompasses issues of representation, policy, authority, and prestige. By “political participation,” we mean people’s active engagement in government. It makes sure that everyone has a voice in determining society’s overarching objectives and the most effective means of accomplishing those goals. Taking part in politics involves more than just casting a ballot; it involves contributing to the decision-making, policymaking, and distribution of power at all levels of government. This study has been carried out to find out the variation of political participation of the women in respect of the variables-age, marital status and educational qualification. A field study was conducted across five districts of Jharkhand in order to study the nature of political participation of elected women representatives in local bodies of the state. Five districts covered during the field study were Ranchi, Hazaribagh, Gumla, Lohardaga and Khunti. A finding of the study concludes that age is a vital factor for women to enter politics and Women with Higher Education are present at the grass-root level institutions in the state.

❖ **KEYWORDS:**

Politics Encompasses Issues, Constitution, Panchayati Raj.

❖ INTRODUCTION:

Women in India have the same political rights as males, including the ability to vote, according to the country's constitution. The Indian constitution contains almost all of the UN's requirements on ending all types of discrimination against women. Article 15(3) of the constitution clearly shows that women are guaranteed equal political standing and that there is room for positive discrimination in their favour. (*Biju, 2008, p.44*) There are also additional constitutional clauses that emphasize gender parity. Fundamental rights and Directive principles of state policy in the constitution ensure that women are afforded the same protections and opportunities as men. The government has passed a number of laws to protect women, with the 73rd and 74th amendment Acts being the most significant since they established a quota of women's representation in local administrative bodies at the 33 percent level (*Sundström, A., & D. Stockemer 2015*).

The 73rd and 74th Amendments to the Constitution of India provide the groundwork for direct democracy at the municipal and village levels, respectively. The revisions emphasize the need of include underrepresented groups in government by creating quotas for women and members of the Scheduled Castes (SC)¹ and Scheduled Tribes (ST). The goal of reserving at least one-third of local government seats for women is to ensure that female perspectives and challenges are taken into account in decision-making at the municipal level. More than 2.8 million people have been elected to serve on one of the country's 247,115 Panchayats (locally elected self-government organizations). More over a million of these elected officials are women.³ This total number, however, is simply a snippet of the whole picture. While one-third of all seats is the standard for appropriate representation, current levels of participation fall short of that mark. The ability to legislate representation is relatively straightforward, but the ability to foster participation is more challenging. It has been shown through experience that representation alone does not guarantee engagement.

The 73rd Amendment to the Constitution of India (1992) was a watershed moment, guaranteeing women 33 percent of the seats in Panchayati Raj Institutions at the village, block, and district levels. Since then, a million women have been elected at these levels. While decentralization has increased political representation, it does not guarantee increased political involvement. Inadequate education, lack of financial independence, the weight of productive and reproductive tasks, and rejection based on established patriarchal attitudes are just some of the obstacles women still encounter when trying to participate in political spheres (*Sisk, T.D. 2001*).

❖ SIGNIFICANCE OF THE STUDY:

Reviewing women's participation in the political process the Commission on Status of Women in India concluded that "though women constituted a numerical majority they were acquiring a feature of the minority group because of inequality of status and political power. The report expressed concerns over the difficulties experienced by women in obtaining adequate representation and spokesmen of their cause in legislative bodies, and argued that if the process continues over a period of time, more and more women will lose faith in the political process and may will opt out of the political system and either become passive partners or rebels". The report stressed the need for improving the political status of women as an integral aspect of the overall problem of socio-economic change and broadening the elite political structure. (Sharma, 1998, p. 27). In this regard the present study is significant enough for the scholars and policy makers also.

❖ OBJECTIVES:

This study has been carried out to find out the variation of political participation of the women in respect of the variables-age, marital status and educational qualification.

❖ **METHOD:**

A field study was conducted across five districts of Jharkhand in order to study the nature of political participation of elected women representatives in local bodies of the state. Five districts covered during the field study were Ranchi, Hazaribagh, Gumla, Lohardaga and Khunti.

Table 1: Age Group of Mukhiyas

Age	No. of Women (Ranchi)	No. of Women (Hazaribagh)	No. of Women (Gumla)	No. of Women (Khunti)	No. of Women (Lohardaga)	Total	Total %
25-30	1	1	0	0	1	3	3.6
30-35	2	3	5	5	3	18	21.9
35-40	10	3	3	9	6	31	37.8
40 and above	4	10	7	4	5	30	36.5
Total	17	17	15	18	15	82	100

Source- Interview taken by the Researcher on: What is your age madam?

Age is an important variable in the study conducted on women Mukhiyas, it can be seen that women join politics at a later age. Women above forty form 36.5% of the Mukhiyas interviewed were as those who fall within the 35-40 age group form 37.8% of the Mukhiyas. Women from the age group 25-30 form only 3.6% of the total respondents. It is clear that rural women prefer to engage themselves in domestic work and child care till they are thirty. One must understand that looking after the children is primarily considered to be a women's responsibility in Indian society, making it difficult for women to enter politics at a young age. In a rural society too much involvement of young women in public life might lead wrong notions about their character. Thus women after the thirty five are not considered to be young in a

rural society as most of them get married at a young age and don't have very small children once they are in their late 30s or 40s.

Table 2: Marital Status of Mukhiyas

Marital Status	No. of Women (Ranchi)	No. of Women (Hazaribagh)	No. of Women (Gumla)	No. of Women (Khunti)	No. of Women (Lohardaga)	Total	Total %
Married	17	17	15	18	15	82	100
Unmarried	0	0	0	0	0	0	0
Total	17	17	15	18	15	82	100

Source- Interview taken by the Researcher on: Are you married madam?

From the Table 2 one can see that all the Mukhiyas interviewed in the five districts are married. It must be remembered that marriage as institution gives social acceptance and respect in India, it is indeed hard to find unmarried women in a rural society after a certain age. Post-marriage women find themselves in a safe and secure position with higher degree of stability in life. This sense of security and stability leads to greater involvement in public life. Too much involvement of an unmarried woman in public life, which would definitely include meeting other men is not highly appreciated in a rural society. Marriage definitely leads to more respect and acceptance among the common people, increasing the chances of success in political career.

Table 3: Educational qualification of Mukhiyas

Level of Education	No. of Women (Ranchi)	No. of Women (Hazaribagh)	No. of Women (Gumla)	No. of Women (Khunti)	No. of Women (Lohardaga)	Total	Total %
Pre-primary	0	0	1	0	1	2	2.4

Primary-VIII	0	5	0	0	1	6	7.1
VIII-X	7	6	9	3	8	33	40.2
XII	3	4	3	6	2	18	21.9
Graduate	6	2	2	7	2	19	23.1
Masters	0	0	0	2	1	3	3.6
Ph.D.	1	0	0	0	0	1	1.2
Total	17	17	15	18	15	82	100

Source- Interview taken by the Researcher on: What is your educational qualification madam?

From the Table 3 it is clear that it is almost all the women Mukhiyas were literate in the five districts covered during the field visit. Only 2.4% of the Mukhiyas did not have primary education. Two women, one from Gumala district and one from Lohardaga district were identified during the field visit, who did not have primary education. However with personal interview it was clear that the two women were literate and were helped by the locals in the discharge of their duties. About 7.1% of Mukhiyas were non-matric in the five districts covered. Most of the Mukhiyas who were non-matric belonged to the Hazaribagh district. The Hazaribagh district has a very low percentage of Tribal population, hence it must be kept in mind that most of the Mukhiyas interviewed in the district were non-tribal women.

It was a good sign to see that about 40% of the Mukhiyas had completed their matriculation, while 21.9% had completed their Higher Secondary education. About of 23% of the Mukhiyas being graduate in the state is a very positive sign and signifies that women with Higher Education are present at the grass-root level institutions in the state. It is always expected that more women with higher education are in a better position to understand the problems faced by people and women in particular at the grass-root level. Three Mukhiyas had completed their master's degree and one of them from Ranchi district had completed her

Doctorate. One need not be very highly educated in order to discharge their duties as a Mukhiya, but it is always expected that women who have at least completed their school education are more efficient, and in a better position to discharge their official responsibilities. Khunti district had 83% of women Mukhiyas with Higher Secondary degree, being the highest among all the five districts.

❖ FINDINGS:

- Looking after the children is primarily considered to be a women's responsibility in Indian society, making it difficult for women to enter politics at a young age.
- Women with Higher Education are present at the grass-root level institutions in the state.
- Marriage definitely leads to more respect and acceptance among the common people, increasing the chances of success in political career.

❖ CONCLUSION:

The field trip would have been incomplete without meeting few Councilors across five districts, who are an inspiration for a lot of other women who want to join grass root politics. They were confident about their work and had contributed a lot towards the development of their locality in general and women empowerment in particular. (Merritt, S. 1977). After a lot of informal conversation with the locals as well as the Chairperson of the respective districts, it was found that some of the women Councilors stand out from the crowd when we talk about their performances.

❖ REFERENCES:

1. Bird, K. (2003). Who Are the Women? Where Are the Women? And What Difference Can They Make? Effects of Gender Parity in French Municipal Elections. French Politics, vol. 1, pp. 5–38.

-
2. Bochel, C., H. Bochel, M. Kasuga and H. Takeyasu (2003). *Against the System? Women in Elected Local Government in Japan*. *Local Government Studies*, vol. 29, No. 2, pp. 19–31.
 3. Calculations by UN Women based on data for 36 European countries from European Institute for Gender Equality (EIGE) (2020). *Gender Statistics Database*. Available at <https://eige.europa.eu/gender-statistics/dgs> (accessed July 2020).
 4. Cabaleiro-Casal, R. and E.J. Buch-Gómez (2019). *Women in Spanish Municipal Councils and Budgetary Policies*. *Urban Affairs Review*, vol. 56, no.6, pp. 1715–1745; Verge, T. and A. Troupel (2011). *Unequals among equals: Party strategic discrimination and quota laws*. *French Politics*, vol. 9, No. 3, pp. 260–281.
 5. Dahlerup, D. and L. Freidenvall (2011). *Electoral Gender Quota Systems and their implementation in Europe*. Brussels: European Parliament.
 6. Sisk, T.D. (2001). *Democracy at the local level: The International IDEA Handbook on Participation, Representation, Conflict, Management and Governance*. International IDEA Handbook Series 4.
 7. Norris, P. (2004). *Electoral Engineering*. Cambridge: Cambridge University Press; Reynolds, A., B. Reilly and A. Ellis (2005). *Electoral System Design: The New International IDEA Handbook*; Jalalzai, F. and M. L. Krook (2010). *Beyond Hillary and Benazir: Women’s Political Leadership Worldwide*. *International Political Science Review*, vol. 31, No. 1. pp. 5–23.
 8. Sundström, A., and D. Stockemer (2015). *What determines women’s political representation at the local level? A fine-grained analysis of the European regions*. *International Journal of Comparative Sociology*, 56(3–4), pp. 254–274.
 9. Merritt, S. (1977). *Winners and Losers: Sex Differences in Municipal Elections*. *American Journal of Political Science*,
-

- vol. 21. No.4, pp. 731–743; Pini, B. and P. McDonald (2011). Women and Representation in Local Government. New York and London: Routledge.
10. World Values Survey Association and the European Values Study (2020). World Values Survey Wave 7: 2017-2020. Online data analysis. Available at <http://www.worldvaluesurvey.org/> (accessed December 2020). 22 Calculations

CHAPTER: 11**EARLY CHILDHOOD EDUCATION CURRICULUM
INTERVENTION AN ASSESSMENT STUDY***Biswajit Nayek*❖ **ABSTRACT:**

Early Childhood Care and Education (ECCE) positively impacts children's long-term development and learning. By providing an encouraging and engaging atmosphere during these formative years of lifetime learning, a kid does not necessarily need to spend the first two and a half to three years of life in a formal learning setting; parents, as carers, play a crucial role in creating an engaging learning environment for their child. The National Curriculum Framework recognises the importance of community, family, and parent participation. In order to explore the curricular interventions of early childhood education, the researcher conducted this study. It also draws attention to the problems with the early childhood education curriculum. By providing an encouraging and engaging atmosphere during these formative years of lifetime learning, Early Childhood Care and Education (ECCE) positively impacts children's long-term development and learning. As a result, it becomes crucial to provide a planning framework for every early childhood continuum sub-stage.

❖ **KEYWORDS:**

Family, Community, Environment, Curriculum Development, Childhood Education.

❖ **INTRODUCTION:**

“The primary goal of early childhood education is to facilitate students' effective growth and development. It lays the

groundwork for learning for the kids, enabling them to effectively develop their skills and talents from a young age. In order to support students' successful growth and development, early childhood care and education also provides information and knowledge to the families and communities of the students" (*Ballard, K.D. 1991*). Learning starts with play at preschools. As soon as children start enjoying play activities, teachers lead them to the next level, where they learn how to draw and colour, which sparks their interest in art. Students are taught academic subjects, including alphabets and numbers, at the following level.

Education is an all-encompassing field. It addresses talents, knowledge, dispositions, routines, communication, mental faculties, wisdom, perspicacity, morality, and integrity. These elements play a crucial role in the mental development of pupils and in their advancement. For pupils to enrol in the formal education system, they must be well prepared. For pupils to be considered for admission to formal schools, they must demonstrate sufficient comprehension of academic ideas. This will enable them to adapt to the teaching-learning strategies that their instructors use and improve their performance. The facilitation of learning and education is effectively aided by early childhood education (*Bailey, D. B. 1987*).

❖ **BACKGROUND FOR THE EARLY
CHILDHOOD CARE AND CURRICULUM
FRAMEWORK:**

Early childhood programmes contribute to the provision of opportunity for comprehensive learning and development. In order to provide more need-based inputs and an enabling environment, the ECCE programme must take into account the developmental and contextual requirements of the children. Since each person required a customised approach, it was thought that a single "curriculum" would not work for everyone. Over time, it has been noted that the actual world is not the same, and the majority of "ECCE courses now available lack developmentally appropriate

activities for young children. The void left by the absence of a curriculum framework has been filled with either a curriculum that is very simple or one that extends the curriculum from the elementary stage below, overwhelming the kid and perhaps impairing their ability to learn. It is necessary to build a planned curriculum framework that includes developmentally appropriate knowledge and abilities and allows for flexibility in response to the various requirements of young children in order to promote optimum development for all children. In order to meet all of the young child's developmental requirements and guarantee that critical learning areas are addressed, a curricular structure is also necessary. Additionally, it makes it easier to adopt a uniform pedagogical approach to handle the significant variability in the early childhood education and care (ECCE) programmes offered to young children in India and guarantee a specific standard of quality". (Du Bose, R. F. 1982).

"Through the provision of guidelines for practises that would support the optimal learning and development of all young children, as well as by outlining the general arrangement of approaches and experiences rather than the precise definition of content, this framework seeks to promote quality and excellence in early childhood education"(Fewell, R. R. 1984).. A careful approach is being taken to avoid giving the young children a comprehensive curriculum or syllabus that would be prescriptive and "delivered" in a "straight jacketed manner." The Curriculum Framework respects the variety of child care practises and contextual ECCE demands while also drawing attention to universal concepts and developmental goals. In order to address the requirements of the children, their families, the particular environment, the language culture, and the local community, each programme is required to create its unique curriculum. Nonetheless, the curricular requirements and tenets outlined in this framework should serve as the foundation for the programmes. This Framework is a living document that will be updated and revised often to reflect new requirements. Following the

framework's acceptance, case studies of newly developed best practises will be published, and the framework will be strengthened even more by the lessons learned from them.

❖ OBJECTIVES OF THE STUDY:

“The present study has been carried out with the following objectives”-

- ✓ To study the early childhood education curriculum and instructional system.
- ✓ To discuss the issues in Curriculum Development of Early childhood education.

❖ CURRICULUM AND INSTRUCTIONAL SYSTEMS:

“In the field of ECE, the five curriculum outlines have been stated as follows”: (OECD, 2004).

1. **Education via Experience:** “It’s known as successful learning by participation and well-being. The goal of this kind of instruction is to simulate, almost step-by-step, what it is like for a young kid to attend and be a part of an educational setting. This knowledge has been used to child care, special education, secondary education, teacher preparation, and other fields. Excellence and quality are essential components of the educational system. The phrase refers to a wide range of topics, including teaching methods, processes, resources, and contents as well as using techniques and determining whether or not desired goals are being realised (Du Bose, R. F. (1982). Preschool curricula include a wide range of ideas and topics, but it’s important to make sure that they contain all the material that’s required.

2. **Active Learning:** Students engage in a variety of activities at preschools. Making learning enjoyable for them is the primary goal of these exercises. These include language, literacy, reading, writing, speaking, listening, and creative representation. Put another way, the pupils’ communication abilities are developed via these and other activities. Other ideas involved in active

learning include initiative and social interactions, playing, joking, connecting with others, and being kind and sensitive. Singing and dance are taught to the pupils since these activities help to develop their personalities. Finding parallels, divergences, comparisons, ordering, interpreting time intervals, and describing sequences are all examples of logical thinking in action.

3. *The Reggio Emilia Approach:* “This method focuses on creating an atmosphere that might help kids learn and develop their skills. The kids start to understand that there is a world outside of their house that they need to come to know as they study about the connections between concepts, environments, and people. This method places a strong focus on talking to and listening to the pupils. By switching between languages and engaging in practical experiences, they start to refine and enhance their own theories. One of the most crucial tactics for enhancing pupils’ learning and comprehension is listening. Students’ interests and experiences will determine how the learning materials are arranged. In relation to their interests, the community and family members also contribute in some way” (*Fuchs, D., Fuchs, L. S., Power, M. H., and Dailey, A. M. 1985*). Interacting with people and functioning as a team are crucial. Teamwork involves a variety of tasks, including problem solving, bargaining, dialogue, debates, comparisons, critiques, and hypothesis testing.

4. *Te Whariki:* The word refers to a woven mat that is intended for everyone to stand on. This metaphor relates to the student curriculum that is structured like a spider web. The topic was developing in and of itself, as it related to the advancement of principles like diversity, equality, and biculturalism. It also covered the instructors’ and staff members’ reimbursement for training other ECE-related expenses. These consist of community members, carers, teachers, workers, and parents. The curriculum should emphasise the kids’ overall growth, their empowerment, the fortification of the ties that bind the family and community, and the importance of reciprocal and responsive connections. In order for students to succeed in the community, they need to

prioritise their well-being, sense of belonging, ability to contribute, communication, and discovery.

5. The curriculum in Sweden: A student's pre-school learning and comprehension often follow him throughout his life. Preschool education helps in a number of ways, including teaching a child certain values, norms, and principles and helping to form their mindset. Through preschool instruction, the kid gains life skills that will help them later on. "Regardless of whether one is interested in reading, writing, art, athletics, music, languages, science, social science, or mathematics. Even in later life, he prefers to emphasise the areas in which the pupils become interested. For example, if he is interested in painting, he could grow up to be an artist. In addition to academic ideas and extracurricular activities, it is crucial to develop an understanding of ethics, norms, values, and principles. The Swedish curriculum has five goals: co-ordination between the classroom, school, and leisure centre; norms and values; growth and learning; influencing the students; and pre-school and family" (*Fuchs, D., Fuchs, L. S., Power, M. H., and Dailey, A. M. 1985*).

❖ ISSUES IN CURRICULUM DEVELOPMENT:

"Key issues in curriculum development have been stated as follows": (OECD, 2004).

1. Values and standards should serve as the foundation for the learning process. Academic courses and ideas need to be taught with ethics, values, norms, and principles as their foundation.
2. Independence is required in the pursuit of goals and objectives. The creation of regulations and guidelines need to assist the pupils in effecting changes and metamorphoses.
3. The combination of associative and logico-analytical thinking ought to be most advantageous to students.
4. The objectives are largely the same at all educational levels, although the degrees of complexity vary. The techniques of

teaching and learning, instructional tactics, curriculum, resources, content, and evaluation processes vary.

5. A viewpoint that is maintained throughout ECCE and the school. The field of early childhood care and education as well as educational institutions contribute to the achievement of academic goals.
6. The creation of meaning should be the main emphasis of the pupils' education. Students ought to use what they learn in class to improve their quality of life.
7. To enhance learning, the curriculum and teaching techniques should include cutting-edge, contemporary techniques.
8. Research on learning and culture should be the foundation of every high-quality programme. Through high-quality programmes, values, norms, principles, and standards should be taught to the pupils.
9. The personnel, including the lecturers, should possess training and expertise. They must to be well-informed and knowledgeable about the tasks assigned to them.
10. People must understand the connection between play and learning. Play is a fundamental idea.
11. The programmes must to be flexible and allow for student suggestions and experiences.
12. A framework for lifelong learning that incorporates shared learning goals and methodologies should be included into the curriculum.
13. Since performance evaluation techniques are essential to changing and improving the educational system as a whole, they have to be made effective.
14. "It is important to make sure that students gain from the introduction of novel tactics and approaches and that they don't have any negative impacts, particularly with regard to their learning".

15. “It is essential to make sure that care, deliberation, thinking, and meticulousness are taken into account while developing curricula and instructional methods”.

The most crucial component is helping people develop their talents and capacities so they may build successful futures for themselves. Children in the nation should have access to high-quality education in order for them to raise awareness and maintain suitable living situations. Having an education makes it easier for a person to find work and efficiently do everyday chores, both of which are essential for making a livelihood. All children, regardless of their origins or classifications, need to have equal access to education in order for them to build successful lives for themselves in the future. Children from underprivileged, marginalised, and socioeconomically disadvantaged backgrounds should get financial aid and scholarships if they are unable to pay for an education. Scholarships and other financial aid are often awarded based solely on the academic standing of the recipients, regardless of their parents’ jobs or financial circumstances (Genishi, C. 1982).

❖ CURRICULUM AND ASSESSMENT PROCEDURES:

Curriculum refers to an extensive field. It provides a range of topics, ideas, and learning exercises for pupils. There are several factors that must be taken into account while developing the curriculum and evaluation methods. It is expected of teachers to be fully aware of the needs and requirements of their students, to collaborate and exchange ideas, to know enough about academic concepts and methodologies, and to exhibit the qualities of diligence, resourcefulness, and conscientiousness. The following standards ought to guide the development of curricula and methods of assessment: Deceived in 1996.

When instructors are required to educate students about a certain lesson plan or idea, the curriculum must meet the highest standards of quality and perfection.

There should be no discrimination against the pupils who have different types of learning difficulties or health issues, and they should all be included. They need to have equal access to opportunities and privileges in schools.

The teaching approach need to be clear, intelligible, and grounded on research and learning. Teachers must be expressive in their teaching strategies and ensure that the students can comprehend the material they are presenting.

Because preschoolers are young, they might be challenging to supervise. Working with younger pupils may often be tedious for instructors because of the need for undivided attention. It is essential that educators provide their whole attention, concentrate well, and incorporate themselves while imparting information and skills to pupils.

A curriculum's dependability depends on how interested its pupils are. Most of the time, preschoolers are only interested in playing and other activities and have little interest in learning. As a result, in order to promote learning, instructors must design the curriculum and their teaching strategies to inspire pupils to learn.

The approach has to be well-defined and well constructed. The demands and requirements of the pupils should also be taken into account. It's important to reinforce concepts given to kids so they internalise them and don't forget them (*Simeonsson, R. J., Huntington, G. S. and Parse, S. A. 1980*).

The primary goal of curriculum development and evaluation is to ensure that students get valuable and comprehensible instruction. Teachers should provide each preschooler individual attention when they need to enhance their performance since they may not give a good performance on their first try. Inconsistencies may be found with the aid of individualised attention, and corrective action can be planned.

❖ **CONCLUSION:**

By offering recommendations for child care and early educational practises, early childhood care curricula aim to improve quality

and excellence in these domains. The framework is meant to serve as a manual for ECCE service providers in every area. It seeks to assist state governments, communities, early childhood education centres, early childhood professionals, and ECCE teachers and carers in offering children from birth to pre-primary school excellent early stimulation and learning opportunities. Families with little children may find this booklet useful as well.

❖ REFERENCES:

1. Bailey, D. B. (1987) 'Collaborative Goal-setting with Families: Resolving Differences in Values and Priorities for Services,' *Topics in Early Childhood Education*, 7 (2), 59–71.
2. Ballard, K.D. (1991). *Assessment for Early Intervention; Evaluating Child Development and Learning in Context*. In: Mitchell, D.M., Brown, R.I. (eds) *Early Intervention Studies for Young Children with Special Needs*. Rehabilitation Education. Springer, Boston, MA. https://doi.org/10.1007/978-1-4899-3292-1_6
3. DuBose, R. F. (1982) 'Assessment of Severely Impaired Young Children: Problems and Recommendations,' in J. T. Nelsworth (ed.), *Assessment in Special Education*, Aspen, Rocville, Maryland, pp. 199–211.
4. Fewell, R. R. (1984) 'Assessment of Preschool Handicapped Children,' *Educational Psychologist*, 19,3,172–179.
5. Fuchs, D., Fuchs, L. S., Power, M. H., and Dailey, A. M. (1985) 'Bias in the Assessment of Handicapped Children,' *American Educational Research Journal*, 22, 185–198.
6. Genishi, C. (1982) 'Observational Research Methods for Early Childhood Education,' in B. Spodek (ed.), *Handbook of Research in Early Childhood Education*, Free Press, New York, pp. 564–581.
7. Simeonsson, R. J., Huntington, G. S. and Parse, S. A. (1980) 'Assessment of Children with Severe Handicaps: Multiple

-
- Problems — Multivariate Goals,' *Journal of the Association for the Severely Handicapped*, 5, 1, 55–72.
8. Vincent, L. J., Salisbury. C., Walter, G., Brown, P., Gruenwald, L. J., and Powers, M. (1980) 'Program Evaluation and Curriculum Development in Early Childhood/Special Education: Criteria of the Next Environment,' in W. Sailor, B. Wilcox, and L. Brown (eds.), *Methods of Instruction for Severely Handicapped Students*, Paul H. Brooks, Baltimore.

CHAPTER: 12

**TEACHING COMPETENCE AMONG SECONDARY
SCHOOL TEACHERS IN THE CONTEXT OF
CHANGING EDUCATION PARADIGM A SURVEY
STUDY**

Gopal Senapati



❖ **ABSTRACT:**

The calibre of the instructor influences the quality of instruction. Furthermore, a teacher's primary responsibility is to foster an atmosphere of learning where students are inspired to study. A good instructor can establish this kind of atmosphere. Conversely, a poor instructor merely does not provide a Conducive learning environment for the students. As a consequence of scientific advancements and technological advancements, the function of the teacher is expanding to include new facets. The duties and obligations of a teacher are endless, and the effectiveness of any educational system greatly relies on the qualifications that a teacher must possess. The goal of the current research is to determine the level of teaching proficiency among West Bengal's Paschim Medinipur district's secondary school teachers. For the current study descriptive survey method is used. The population for the current study consists of the Secondary school teachers of Paschim Medinipur, West Bengal. The researcher has selected 58 participants randomly from the population. A self structured questionnaire named "General Teaching Competence Scale for Teachers" has been used for collecting the primary data. The questionnaire consisted of 35 statements with the response of Most of the time, Often, Rarely, Sometimes, Not at all. Collected data were analyzed with descriptive statistics and t test in the SPSS 20. Version. The findings of the study indicate that there exists high level of teaching competency among the secondary school teachers of Paschim Medinipur district of West Bengal.

❖ **KEYWORDS:**

Teaching, Educational System, Learning Environment, Technological Advancements.

❖ **INTRODUCTION:**

Teaching has been considered as a noble profession from ancient times. Still, it is a noble profession. The wonderful task of imparting education, which aids in raising our future guardians, is given to the instructors. The calibre of the instructor influences the quality of instruction. Furthermore, a teacher's primary responsibility is to foster an atmosphere of learning where students are inspired to study. Teaching is an art form, and a teacher's ability to impart information is a direct result of their passion, commitment, and love for the topic. The quality of instruction cannot surpass the calibre of its instructors. A good instructor can establish this kind of atmosphere. Conversely, a poor instructor merely does not provide a conducive learning environment for the students. As a consequence of scientific advancements and technological advancements, the function of the teacher is expanding to include new facets. (*Ally, M. 2005*). The duties and obligations of a teacher are endless, and the effectiveness of any educational system greatly relies on the qualifications that a teacher must possess. As a result, the calibre of a teacher plays a crucial role and has been shown to be strongly correlated with both the overall and specific learning outcomes of pupils in school. The Education Commission 1964-66 observed, "Of all the different factors which influence its quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant." NEP 2020 also urges, that teachers will really shape the future of our children - and, therefore, the future of our country', which means that teachers will have to play significant role in nation building by creating high quality human resources in their classrooms (*Alomari, A. M. 2023*).

❖ **CONCEPTUAL FRAMEWORK:**

Teaching competence is one or more abilities of a teacher to produce agreed upon educational effects. The term teaching competence can be interpreted as mindfulness as a process of acquiring skills and abilities that enable you to perform professional tasks efficiently and effectively. In the teaching profession, the teacher must acquire three competencies, namely, teaching competency, organizational competency and assessment competency. Since teachers are seen to be the centre of the teaching and learning process, their competency has a significant impact on the quality of education. As a result, teaching proficiency directly affects how successful schools are. Even the greatest curriculum and syllabus may not provide the intended results if the teachers lacked the necessary skills. Thus, teacher effectiveness is a direct result of instructional competency (*Bigatel, P. M., Ragan, L. C., & Dmond, B. F. 2012*).

The success of any progressive reform in education should begin from the qualitative improvement of the teacher and his or her professional development. The development of teaching competence primarily depends upon a proper assessment of the teacher's competence. If the teacher possesses competence and commitment, when empowered to do most of their work in the classroom and in the community in the ordinary professional manner the chain reaction begins automatically with the work of the teacher educator arriving at high quality learning. Thus, the success of an education system mainly depends upon the competence of the teachers, who embrace their profession (*Kearns, D. M., Lyon, C. P., & Pollack, M. S. 2021*).

Aptitudes and capabilities are part of the structure of teaching competency, but teaching experience plays a major role in facilitating the transfer and interaction of information, talents, and aptitudes. Although forcing the concepts of teaching aptitude and teaching competency first, in closer examination there is a difference between the two concepts. Competence is very broad, it

also focuses on the results of work, including knowledge in a particular domain, ability to do something well, efficiently, correctly and intellectually a complex set of skills that comprises the achievements of artificial intelligence, art, science, planning, technology, crafts. (Gherghinescu, Marcus, 1999). Competence reflects the ability of an individual to interpret an object, to solve a problem, to make a decision or to perform a task, because of the knowledge, skills, and aptitudes is the superiority of the human being and the character it takes into consideration. Thus, teaching competence is seen as a structure and exits the whole meaning more than the sum of its components (knowledge, power, skills, etc.).

❖ SIGNIFICANCE OF THE STUDY:

The teacher is now seen as an agent of change rather than just someone who shares information and culture, replacing the outdated idea of what it means to be a teacher. He is regarded as the universe's transformer. If he felt like way, it is conceivable. While teacher status is dropping globally, community expectations for the quality of teachers are rising (Moon, 2007). For someone who is preoccupied with business, disappointment might result in a standstill of their career. A teacher is a significant loss to society at large as well as to himself if he lacks teaching skills, aptitude, attitude towards teaching, and a feeling of duty. The foundation of the country's educational system is secondary education, which requires knowledge of the development, content, teaching, and curricular contributions of the existing educational system. The importance of the study arises from the explicitly designed subject knowledge base and the continuing development of knowledge and teachers to learn practical and personal knowledge. Therefore the present study will be helpful for policy makers, administrators and master trainers in planning more suitable and effective teacher training frameworks (Preservice and In-service), Induction programmes for teachers, Reflective teaching and innovative teaching etc. It could help educators, researchers, and instructors

enhance the calibre of student learning, which is mostly dependent on the calibre of professional development received by teachers. (Stiggins, R. 2005).

❖ OBJECTIVES:

The goal of the current research is to determine the level of teaching proficiency among West Bengal's Paschim Medinipur district's secondary school teachers.

Hypothesis: Considering the objectives of the study the researcher has formulated the following hypothesis-

Hp1: There exists high level of teaching competency among the secondary school teachers.

Hp2: There is significant difference of teaching competence between the male and female secondary school teachers.

Hp3: There is significant difference of teaching competence between the govt. and Pvt. Secondary school teachers.

Methodology: For the current study descriptive survey method is used.

Population: The population for the current study consists of the Secondary school teachers of Paschim Medinipur, West Bengal.

Sample: The researcher has selected 58 participants randomly from the population.

Tools & Techniques: A self structured questionnaire named "General Teaching Competence Scale for Teachers" has been used for collecting the primary data. The questionnaire consisted of 35 statements with the response of Most of the time, Often, Rarely, Sometimes, Not at all. Collected data were analyzed with descriptive statistics and t test in the SPSS 20. Version.

❖ DATA ANALYSIS:

Table 1- Descriptive Statistics of Teaching Competence among the secondary school teachers

Parameters	Values
N	58

Minimum	56
Maximum	170
Mean	107.7931
Median	105
SD	33.3365
SEM	4.37730
Skewness	0.16157
Kurtosis	1.9044

From the above table it is clearly shown that the mean value of the teaching competency is 107.7931 with the minimum score 56 and maximum score 170. The obtained SD value is 33.3365 with the median of 105. The Standard Error means score is 4.37730 with the kurtosis value of 1.9044. It is clear that the mean score is higher than the mid value. Hence it can be concluded that the teaching competence level among the secondary school teachers in Paschim Medinipur district is high.

Table2-Difference of Teaching Competence between male and female Teachers

Group	N	Mean	SD	SEM	df	t
Male Teachers	32	105.8436	31.2635	5.526658	56	0.0624
Female Teachers	26	106.3542	30.6948	6.019746		

The above table shows that the mean score of the Teaching Competence among the male teachers is 105.8436 and the SD is 31.2635. On the other hand the mean score of teaching competence among the female teachers is 106.3542 and SD is 30.6948. The calculated t value is 0.0624 which is much less than the table value 1.99 at 0.05 level of significant. By conventional

criteria, this difference is considered to be not statistically significant. Therefore the formulated hypothesis “There is significant difference of teaching competence between the male and female secondary school teachers” is rejected which means the difference is not significant.

Table3-Difference of Teaching Competence between Govt. and Pvt. School Teachers

Group	N	Mean	SD	SEM	df	t
Govt. Teachers	30	108.3542	31.6824	5.784388	56	0.1724
Pvt. Teachers	28	106.9684	29.3645	5.549369		

The above table shows that the mean score of the teaching competence among the Govt. Teachers is 108.3542 and the SD is 31.6824. On the other hand the mean score of teaching competence among the Pvt. teachers is 106.9684 and SD is 29.3645. The calculated t value is 0.1724 which is much less than the table value 1.99 at 0.05 level of significant. By conventional criteria, this difference is considered to be not statistically significant. Therefore the formulated hypothesis “There is significant difference of teaching competence between the govt. and pvt. Secondary school teachers” is rejected which means the difference is not significant.

❖ FINDINGS:

The following have been found out from the present study-

- In the current situation, secondary school teachers possess a high degree of teaching competency.
- There is no difference in the quality of instruction between instructors who are male and female.
- There is no difference in the quality of instruction between government and private secondary school instructors.

❖ **RECOMMENDATION:**

- ❖ It is suggested that government should consider the needs of the continuous professional development (CPD) of in-service teachers at various stages of a teacher's career, especially when they are referring to the aging profession, and their skills and competences must be constantly updated to meet social needs and expectations.
- ❖ To improve the teaching competence there should be pre-service and in-service programs.

❖ **CONCLUSION:**

Any profession requires its members to have certain abilities. Professionals may apply their theoretical knowledge to practical situations via the use of skills. In addition to differentiating them from non-professionals, or non-teachers, successful instructors should also have abilities and competence that distinguish them from ineffective teachers. Not only can proficient educators do tasks in the classroom that others cannot, but they also comprehend the connection between their activities and how those actions affect the pupils. These days, we want to educate as many people as possible. With the right education and training, we can find the instructors we need. They can be taught, practised, assessed, forecasted, and managed in the skills they need. In other words, education and training may be used to develop these talents.

❖ **REFERENCES:**

1. Alomari, A. M. (2023). Assessing teachers' competencies in teaching and learning using distance education. *Mediterranean Journal of Social & Behavioral Research*, 7(3), 113-120. <https://doi.org/10.30935/mjosbr/13196>.
 2. Alazmi, W., Ismail, A., & Nouby, A. (2016). Peer feedback in an e- learning environment and its effectiveness in developing motivation and deep learning among intermediate female
-

- students in Kuwait. In Proceedings of the EDULEARN16 (pp. 8260-8264). <https://doi.org/10.21125/edulearn.2016.0804>.
3. Ally, M. (2005). Using learning theories to design instruction for mobile learning devices. In J. Attewell, & C. Savill-Smith (Eds.), *Mobile learning anytime everywhere* (pp. 5-8).
 4. Bigatel, P. M., Ragan, L. C., & Dmond, B. F. (2012). The identification of competencies for online teaching success. *Journal of Asynchronous Learning Networks*, 16(1), 59-77. <https://doi.org/10.24059/olj.v16i1.215>
 5. Cartelli, A., Cruciani, M., Greco, M., & Ruggiero, S. (2010). Digital competences in online classes. In Proceedings of the European Conference on E-Learning.
 6. Dobbin, E., Corrigan, P. M., Graham, C., Thomas, K. G., Freeburn, R. W., & Wheadon, H. T. (2009). PDGFR β induces stem cell differentiation via the Ras/ERK and STAT5 signaling pathways. *Experimental Hematology*, 37(1), 111-121. <https://doi.org/10.1016/j.exphem.2008.09.012>.
 7. Kearns, D. M., Lyon, C. P., & Pollack, M. S. (2021). Teaching world and word knowledge to access content-area texts in co-taught classrooms. *Intervention in School and Clinic*, 56(4), 208-216.
 8. Palacios Picos, A.; López-Pastor, V.; Fraile Aranda, A. (2019) Perception Questionnaire of Teaching Competences in Physical Education. *Revista Internacional de Medicina y Ciencias de la Actividad Física y el Deporte* vol. 19 (75) pp. 445-461
 9. [Http://cdeporte.rediris.es/revista/revista75/artdeterminante1038.htm](http://cdeporte.rediris.es/revista/revista75/artdeterminante1038.htm)
 10. Stiggins, R. (2005). From formative assessment to assessment for learning: a path to success in standards-based schools. *Journal of Phi Delta Kappan*, 87, 324-332.
 11. Wayne, A. M., & Youngs, P. (2004). Teacher characteristics and student achievement gains: A review. *Review of Educational Research*, 73(1), 89-122.
-

CHAPTER: 13

**A CRITICAL STUDY OF DIGITAL STORY
TELLING AND TRADITIONAL METHOD OF
TECHNOLOGY IN KINDERGARTEN**

Mantu Sahoo



❖ **ABSTRACT:**

While not all readers may be familiar with the term “digital storytelling,” over the past 20 years, a growing number of educators, students, and others worldwide have produced short films to convey information on a variety of topics by fusing computer-based graphics, text, recorded audio narration, video clips, and music. Digital storytelling, on the other hand, has been more popular and is presently being used in many different settings, such as companies, community centres, schools, libraries, museums, medical and nursing schools, and more. The current study has been carried out to study the digital story telling method at the kindergarten level. It also analyzes the traditional method of technology at the kindergarten level. Advantages and disadvantages of both the method have also been discussed in this study.

❖ **KEYWORDS:**

Educators, Digital Storytelling, Technology, Developmental, Classroom Teaching.

❖ **INTRODUCTION:**

Joe Lambert and Dana Atchley initially presented the idea of digital storytelling at the Centre for Digital Storytelling in California. Digital storytelling is the art of presenting tales to people digitally rather than verbally by fusing storytelling with multimedia (such as photos, music, video, and online publishing)

to improve spoken and written material. Digital storytelling is often referred to by terms such as digital documentaries, digital essays, computer-based narratives, interactive storytelling, and electronic memoirs. One of the cutting-edge teaching strategies that may include students in in-depth, meaningful learning is digital storytelling. Various writers have characterized digital storytelling in various ways. Digital storytelling, in Joe Lambert's words, is the act of narrating one's tale using a variety of media, including text, voice, sound, music, video, and animation. Digital storytelling, in Robin's words, is the craft of creating a brief tale by fusing narrative with digital media, including pictures, sound, and video. According to Porter, digital storytelling (DST) is the revival of the age-old oral storytelling technique, using a variety of technology instruments to combine the author's voice with visuals, graphics, music, and sound to create intimate narratives. Considering these criteria, we can state that the core of digital storytelling is the notion of fusing various digital multimedia, including audio, video, and photos, with the craft of storytelling. Digital tales are structured around a chosen topic and often include a point of view, much like conventional storytelling. The stories, which are usually just a few minutes long, may be used for a number of purposes, such as sharing personal experiences, narrating historical events, or providing information or instruction on a certain subject. Since digital storytelling combines technology with storytelling and story writing skills—skills that teachers teach as part of the regular curriculum—and makes use of increasingly accessible and manageable technology, it is an accessible and effective tool for educational technology from the perspective of a classroom teacher. Dogan, B. & Robin (2011) state that since digital storytelling “utilizes almost all of the skills students are expected to have in the 21st century,” it plays a significant part in today's students' education. Students are encouraged to use digital storytelling to enhance their academic skills (comprehension, reflection, etc.), literacies (technological, visual, digital, global, and informational), and learning skills (critical thinking, learning motivation, retention). According to

Alcantud-Diaz, Ricart-Vaya, and Gregori-Signes (2014), these abilities promote the development of a variety of competencies, such as research-based competence, presenting, writing, technology, interview, evaluation, and interpersonal skills, as well as organization and problem-solving ability.

❖ STATEMENT OF THE PROBLEM:

The quantity of screen time, the calibre of the material, the age and developmental stage of the kid, and other variables all affect how technology affects a child's development. Overindulgence in screens may impede the verbal, social, and motor skill development of young children. Face-to-face contacts are essential for babies and toddlers to learn how to communicate, control their emotions, and investigate their surroundings. Technology may be a useful tool for learning and exploration for kids in preschool. But it's crucial to set screen time limits and make sure the material is developmentally appropriate. To develop well-rounded talents, children also need chances for socialization, creative expression, and physical play. Therefore the problem stated here is **“A Critical Study of Digital Story Telling and Traditional Method of Technology in Kindergarten”**

❖ SIGNIFICANCE OF THE STUDY:

The old method did not analyze learning or teaching and did not take any action to enhance teaching in general. The use of punishment in children's education was significant. The instructor would often make an effort to force the students to read materials, listen to dull lectures, and memorise as much of what they were told or read. This could be a worthwhile accomplishment, but it has also brought up some unfavourable psychological and educational side effects. When working mostly in an uncomfortable environment, students find alternative methods to escape. One such behaviour is truancy. There are more subdued ways to go away. Even if the student is physically there and is staring at the instructor, he is not paying attention because he is daydreaming. Occasionally, the student may even come back at

the teacher. One further overt manifestation of aversive control is counterattack, or vandalism. The pupil might be uncooperative and obstinate. All of these responses cause emotional disruptions as well, which lead to students leaving the educational system—or, perhaps more accurately, being “pushed out” of it. Conversely, digital storytelling blends traditional storytelling techniques with a variety of digital media, such as text, images, music, video, and recorded voice narration. Using computer software, these multimedia components are combined to create a narrative that often centres on a single theme or subject and frequently includes a point of view. Therefore in this regard the present study is significant enough since it analyzes critically the advantages and disadvantages of both the technological approach.

❖ OBJECTIVES:

The current study has been undertaken for the following purposes-

- To study the digital story telling method in the kindergarten level
- To discuss the traditional method of technology in the kindergarten level.

❖ TYPES OF DIGITAL STORYTELLING AND ITS USE IN CLASSROOM:

There are a lot of different kinds of digital tales, too many to list here. Still, the following are the main categories into which they may be divided:

- Personal Narratives
- Historical Documentaries
- Stories that Inform or Instruct

❖ PERSONAL NARRATIVES:

The most widely read kind of digital tale is probably one in which the writer shares a personal experience. These narratives, which often centre on momentous life events, may be very emotional and

have personal significance for both the writer and the reader. Various subcategories of personal digital tales have been delineated by Lambert (2003) and other scholars. These subcategories include narratives that pay homage to particular individuals and locations, as well as those that address life's experiences, triumphs, obstacles, and recuperation (Robin, 2018). There are several advantages to using stories of this kind in an instructional context. First, by reading the tale, other kids get to know individuals from other backgrounds than their own and develop an understanding of the struggles that peers who have immigrant families confront encounter. A narrative like this one may be used to start conversations on contemporary topics like racism, diversity, and the globalization of the modern world. A student who writes such a tale may also gain by telling it to others, which is another way that knowledge can be used to help bridge the gap that some foreign-born students feel between themselves and their classmates. This kind of personal narrative may also be a helpful tool for resolving some of the emotional family problems that the tale describes (Robin, 2011).

❖ HISTORICAL DOCUMENTARIES:

Even while historical details may be found in many human tales, historical, archival materials can also be used to build a digital story. For instance, images from that era may be accompanied with an audio clip of a speech by Theodore Roosevelt, and both are available online. To demonstrate a well-known American address, an audio recording of US President Abraham Lincoln's Gettysburg Address is used. Recounting historical events using digital media might result in a new kind of account. In a classroom setting, students may create a narrative that gives historical events more nuance and significance by using speeches, historical images, newspaper headlines, and other resources (Robin, 2011).

❖ STORIES THAT INFORM OR INSTRUCT:

This kind of digital narrative includes stories that are related to certain fields of study, such arithmetic, health education, and

educational technology. The narrative should explain the idea to the reader and provide instructions on how to carry out certain actions. This kind of digital tale may be used by teachers to teach their pupils about a variety of topics, including science, math, art, technology, and medical education. For instance, digital narratives have been developed to show students how to build and operate a pinhole camera, how to improve one's health as one ages, and how to utilize common items to teach geometry concepts. Digital tales may be formed by combining various techniques, as in the case of autobiographical stories that employ historical material as the background of a personal narrative, even if many personal narratives may use historical information as a backdrop to a digital story (Robin, 2008).

❖ ELEMENTS OF DIGITAL STORYTELLING:

Seven elements of digital storytelling are to be found.

- Point of View
- A Dramatic Question
- Emotional Content
- The Gift of Your Voice
- The Power of Soundtrack
- Economy
- Pacing

❖ POINT OF VIEW:

This speaks to the author's interpretation of the narrative. It ought to be intimate and relevant. It is easy to see what the author is attempting to say, what draws the reader in, and why the narrative was chosen. The reader should always be the author's first priority.

❖ A DRAMATIC QUESTION:

In order to keep the reader engaged, it alludes to the issue being resolved at the conclusion of the narrative.

❖ EMOTIONAL CONTENT:

It implies that more important topics may be discussed in an impactful and intimate manner. It may be a poignant, very emotional narrative about a loss in the family or a significant shift in the storyteller's own circumstances. According to digital storytelling, children may get enough emotional content from a tale about friendship, social pressure, or a significant location or object.

- ***The Gift of your Voice:*** It alludes to assisting the viewer in comprehending the story's background. It primarily relates to children's tales.
- ***The Power of the Soundtrack:*** To assist the plot, audio narration and music are included. Economy: This refers to providing just enough material to communicate the tale without giving the viewer too much to take in. The photos should be able to convey the tale, and the narrative should not be too long.
- ***Pacing:*** It is about economy, but it focuses on how swiftly or slowly the tale unfolds. A key component of digital storytelling is the medium pace, which is the ideal speed—neither too fast nor too sluggish.

❖ ADVANTAGES OF DIGITAL STORY TELLING METHOD:

Developing Creativity: Storytelling nurtures students' creative thinking skills, allowing their imagination to flourish.

Developing Imagination: By immersing themselves in stories, students enhance their imaginative abilities, exploring new ideas and perspectives.

Stimulating Ideas: Storytelling prompts students to generate their own ideas and engage in critical thinking.

❖ CULTIVATING SITUATIONAL IMAGINATION:

Students learn to visualize and empathize with different scenarios and characters presented in stories.

❖ **EXPRESSING EMOTIONS:**

Storytelling encourages students to feel and connect with the emotions conveyed through narratives.

❖ **VOICE MODULATION:**

Teachers utilize voice modulation techniques to bring characters and events to life, creating a captivating storytelling experience.

❖ **PERFORMING ARTS AND BODY LANGUAGE EXPRESSION:**

Storytelling incorporates elements of performing arts, using body language and expressive gestures to enhance the narrative.

❖ **DISADVANTAGES OF DIGITAL STORY TELLING METHOD:**

Passive Listening:

Over-reliance on storytelling can lead to passive listening, reducing students' active participation in the learning process.

Limited Questioning:

Students may have fewer opportunities to ask questions and engage in critical thinking when heavily relying on storytelling.

Monotony:

Excessive use of storytelling without variation can make lessons monotonous and tedious.

Lack of Hands-on Learning:

Storytelling may not fully incorporate the “learning by doing” approach, limiting practical application and experiential learning.

No Strict Rules:

Storytelling does not have strict rules or principles, allowing for modifications and potential inaccuracies in the story.

Accused of Bias:

Oral storytelling is subject to bias as the storyteller has the power to enhance, change, or highlight certain aspects of the story.

❖ **THE BENEFITS OF TECHNOLOGY IN EARLY CHILDHOOD EDUCATION:**

Early childhood education may greatly benefit from the use of technology. One way that technology may support youngsters in staying interested in and engaged in learning is by offering more interactive and engaging experiences. Children may improve their critical thinking, problem-solving, and decision-making abilities by using educational applications and games. Additionally, kids may study at their own speed with the aid of technology, giving them the freedom to experiment and absorb new ideas on their own.

The ability to access a variety of instructional materials that may not be accessible in conventional classrooms is another advantage of technology in early childhood education. For instance, via internet games, books, and movies, kids may learn about many cultures, languages, and customs from all around the globe. Children with special needs may benefit from technology as well since it gives them new avenues for learning, social interaction, and communication.

Lastly, kids may benefit from technology by learning digital literacy skills, which are becoming more and more crucial in today's workforce. Through acquiring proficiency in utilizing various gadgets and applications, kids might cultivate vital abilities that are crucial for their future achievements.

❖ **TECHNOLOGY'S DRAWBACKS FOR EARLY CHILDHOOD EDUCATION:**

Technology brings a lot of advantages, but there are certain disadvantages as well that should be taken into account. The potential harm that excessive screen time may do to kids' physical, social, and emotional development is one of the key worries. Research indicates that kids who spend more time in front of screens are more likely to become obese, have trouble sleeping, and have trouble paying attention. Moreover, socialization and communication skills—which are critical to a child's general

development—can be hampered by an excessive amount of screen time.

Another worry is that play and human connection—both of which are essential to a child’s development—may be supplanted by technology. For children to acquire social skills, empathy, and emotional control, they must engage in interactions with both adults and other children. Children who grow too reliant on technology for excitement and enjoyment run the risk of developing an addiction to it.

Lastly, technology has the potential to divert attention from other worthwhile pursuits like reading, playing outside, and exploring the outdoors. For children to grow in their capacity for creativity, imagination, and problem-solving, they need a diversity of experiences.

❖ CONCLUSION:

A useful technological tool for educational purposes, museums, community organizations, healthcare facilities, and other settings is digital storytelling. Previously limited to desktop or laptop computers, the process of generating a digital tale is now achievable using less costly and more user-friendly mobile devices and web-based tools that practitioners of all ages may utilize. The digital tales that are being produced are readily viewable on computers, tablets, smart phones, and an expanding array of other digital devices, in addition to being easily shared online with people all over the globe. We anticipate that as digital storytelling develops, more people and organizations will look for fresh and creative approaches to incorporate it into educational activities, opening up a world of new possibilities.

❖ REFERENCES:

1. Ballast, K. (2007). Heart and voice: A digital storytelling journey. Retrieved from <http://www.nwp.org/cs/public/print/resource/2392>.

-
2. Dogan, B. & Robin, B. (2009). "Educational Uses of Digital Storytelling: Creating Digital Storytelling Contests for K-12 Students and Teachers." In I. Gibson et al. (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2009* (pp. 633-638). Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/30673>.
 3. Fletcher, C., & Cambre, C. (2009). Digital storytelling and implicated scholarship in the classroom. *Journal of Canadian Studies*, 43(1), 109-130.
 4. Kajder, S. and Swenson, J.A. (May 2004). Digital Images in the Language Arts Classroom [Electronic version]. *Learning and Leading with Technology*, 31(8), 18-19, 21, 46.
 5. Maier, Robert Brick and Mercedes Fisher. (2006-2007). Strategies for Digital Storytelling via Tabletop Video: Building Decision Making Skills in Middle School Students in Marginalized Communities. *Journal of Educational Technology Systems*, 35(2), 175- 192.
 6. Ohler, Jason. (December 2005/January 2006). The World of Digital Storytelling [Electronic version]. *Educational Leadership*, 63(4), 44-47.
 7. Robin, B. (2009). "The Educational Uses of Digital Storytelling: Retrieved on August 1, 2011 from <http://faculty.coe.uh.edu/brobin/homepage/Educational-Uses-DS.pdf>.
 8. Yuksel, P., Robin, B. & Yildirim, S. (2014). Digital storytelling activities in a kindergarten. In C.Gregori-Signes & A. M. Brígido-Corachán (Eds.), *Appraising Digital Storytelling across Educational Contexts* (pp.189-204). Valencia, Spain: Publicacions de la Universitat de València.
 9. Ya-Ting C. Yang, Wan-Chi I. Wu (2012): Digital Storytelling for Enhancing Student Academic Achievement, Critical Thinking, and Learning Motivation: A Year-long Experimental Study.
-

CHAPTER: 14

**E-LEARNING SYSTEMS IN HIGHER
EDUCATION CHALLENGES AND
OPPORTUNITIES**

Tapas Kumar Manna



❖ **ABSTRACT:**

The notion of e-learning and conventional classrooms is the main emphasis of this particular research. There has also been discussion of the benefits and drawbacks of both conventional frameworks and e-learning. The way that students learn influences their academic pursuits. The elements that influence students' conduct in favour of e-learning create the basis for the integration of e-learning into the Indian educational system. It is thus essential to research the several aspects that affect students' real use of e-learning in order to improve its efficacy as a teaching and learning instrument in Indian education. In order to increase students' participation in higher education, a growing percentage of educational institutions have improved student accessibility via online platforms. It has aided teachers in piqueing pupils' interest in studying. But it has also had an impact on pupils' enthusiasm to study.

❖ **KEYWORDS:**

E-Learning, Traditional Classroom, Higher Education, Quality Growth.

❖ **INTRODUCTION:**

E-learning platforms are crucial components of educational institutions. Ideology Al Rewashed et al. (2021) claim that it is entirely based on the policy for the digital education system, which may enhance development and, in turn, enhance education

system policy. Higher education's use of e-learning platforms is crucial to raising the quality of instruction. This resulted from how simple it is to evaluate the learners' performance and how well they can enhance their quality growth.

These days, e-learning is the most significant factor since it allows all students to carry out their own growth improvement and, as a result, retain their quality. One of the most crucial components of maintaining higher education standards is e-learning. According to Gunasing heet al. (2020), the fundamental components of the eLearning system are designed to enhance development quality, which in turn may lead to a rise in development quality. The students would rather continue their studies while working part-time employment in businesses. The idea of online education has provided students with an advantageous opportunity to register for courses leading to advanced degrees. Students may make significant academic progress with the use of websites of institutions that provide information and online learning resources. According to Alyoussef (2023), the quick development of online learning has made it possible for instructors to encourage students to develop self-discipline, pay more attention, have a collaborative mindset, and find a Conducive setting in which to work through academic problems. Conversely, Chikileva et al. (2023) claimed that efficient contact with remote learners and managing and monitoring their attendance during courses might enhance their learning capacities. As a result, giving students prompt feedback on their assignments and recognizing their behavioural patterns may be quite helpful in preserving their mental stability and enhancing their academic performance.

❖ **STATEMENT OF THE PROBLEM:**

It is evident from the current method and pattern of online learning in India that there are challenges and barriers related to the widespread adoption of e-learning practises in higher education institutions. The structural application of e-learning in India has various shortcomings. The significant viewpoint of Saxena et al.

(2021) emphasizes that e-learning and online educations have a number of disadvantages in addition to their many advantages. The self-paced nature of online learning may sometimes lower learners' motivating rates by making in-person reading less feasible. This is followed by issues with infrastructure. Daultaniet al. (2021) have explored the crucial perspective that there are still some regions in India where power has not yet reached. Students in these locations are unable to afford the e-learning features that are affecting the transfer to higher education. Therefore the problem stated is **“E-learning Systems in higher education: Challenges and Opportunities”**

❖ OBJECTIVES:

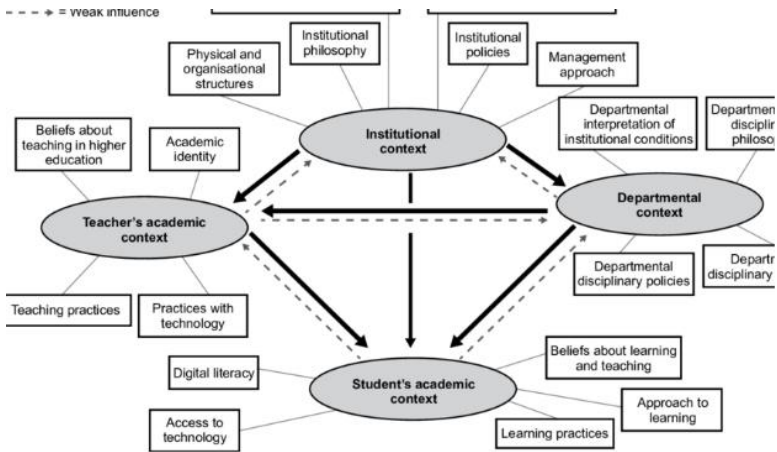
The study has been conducted for the following purposes-

- ✓ To study the factors that affects the E-Learning system in higher education.
- ✓ To find out the advantages of E-learning in the higher education.
- ✓ To find out the disadvantages of E-learning in the higher education.

❖ FACTORS INFLUENCE E-LEARNING SYSTEMS IN HIGHER EDUCATION:

E-learning systems are influenced by a number of variables, including the stability of the infrastructure, the appropriate efficacy of the curriculum, and the quality of the material. Tawafak Romli & Alsinani's (2019) worldview states that adequate infrastructure and student cooperation are critical components in evaluating the educational system. Digital sources such as computers, smartphones, and other electronic devices are essential for delivering an E-learning system that will improve the quality of education. Additionally, it enhances the higher quality of the education system's growth, which in turn encourages a higher level of improvement and has the potential to improve education system policy. The primary element of e-learning that

influences a learner’s decision to pursue higher education is motivation. Additional factors that contribute to the development of higher-quality education include the learner’s perseverance and determination. According to Syakur & Sabat (2020), receiving a decent education also assisted students in enhancing the quality of their lives. Additional factors that are crucial for the e-learning system in higher education include motivation and attentiveness.



Students should focus more on achieving higher standards of performance since doing so may enhance both their education and their quality of growth. The most crucial component of enhancing better education system policies is having enough infrastructure. Since e-learning is the cornerstone of the digital education system policy, it has the potential to enhance the advancement of higher education. In this day and age, e-learning is crucial for everyone who leads a hectic life. When there is a pandemic and all educational, institutional, and transportation services are shut down, it is very popular. According to Syakur’s (2019) philosophy, pupils fervently support this method. The e-learning education system policy lists many platforms, including Zoom and Google Meet, where all sessions may be conducted. The learner’s power of education system policy is essentially what affected the

e-learning system. Developing the educational system among students is essential to enhancing the overall quality of the system's growth.

Using the resources provided by the internet and educational apps, instructors have been able to create courses and study materials for advanced education. High-speed internet access has made it possible to access resources for online journals, degree programmes, and articles that are helpful for expanding one's knowledge base in their subjects of study. Sayaf (2023) said that behavioural engagement and devotion have been identified as the primary factors influencing students' conceptions of e-learning. As a result, instructors' instructional learning environments for students in higher education have served as the foundation for online learning. Teachers and students may now actively participate in the learning process thanks to advanced technology and information sharing. Conversely, Rasjid et al. (2023) noted that digitalization has prevented educational institutions and students from depending only on one-dimensional learning and the usage of chalk and board. Because of this, the higher education system has relied on rapid skill development, the use of online resources for class delivery, and improved outcomes.

❖ **ADVANTAGES OF E-LEARNING IN HIGHER EDUCATION:**

The benefits of e-learning coupled with appropriate infrastructure and platform selection are critical to the expansion of e-learning in higher education. One of the fundamental benefits of the e-learning system is its student-centered, self-placed system policy. According to Puma (2022), it is also reasonably priced, has the potential to increase development quality, and, as a result, may enhance the character of the strategy for maintaining the basic education system. Additionally, it collects unique learning styles, which is highly useful for sustaining higher-quality development. As a result, it may increase the development's purchasing power and have a beneficial influence on greater progress. Decrease the cost-effectiveness of the system and also the cost of items that are

vital to the e-learning process. According to Aquino & BuShell (2020), e-learning systems in higher education may have a beneficial effect on maintaining higher standards of development, which in turn can enhance the quality of the environment and have a favourable effect on upholding adequate standards of development.

Additionally, it helps students generate higher quality projects and may increase their buying power. Stecuła & Wolniak's (2022) philosophy states that this is relatively simple, may have beneficial effects, and can thus be improved for greater quality and development at the lowest possible cost. The E-learning system has several benefits, one of which is its excellent time management capabilities. Pupils who have previously worked are grouped according to their availability and may take advantage of this. As students learn through the E-learning system policies, it may lower costs. According to Aquino & BuShell (2020), the two most crucial aspects of the e-learning system are cost reduction and time management. Offering these services to students benefits them in a meaningful way, which may raise the quality of instruction and help the students who are already enrolled in the programme. For students who are working while pursuing further education, this is a crucial issue.

❖ **DISADVANTAGES OF THE E-LEARNING SYSTEM IN HIGHER EDUCATION:**

The biggest difficulties that students actively deal with are technological ones (Aquino & BuShell, 2020). A user might disregard the login system information in order to improve the quality of education on the E-learning platform. Other significant drawbacks that students experience include environmental obstacles and network issues. An appropriate platform and infrastructure may have a detrimental effect on the E-learning system policy. The pupils may suffer as a result of this. The biggest drawback for not maintaining appropriate quality and perhaps having a detrimental effect on children is the technology barrier. It is brought on by inadequate infrastructure upkeep

(Adzima, 2020). The biggest drawbacks that students encounter are network problems. Another drawback is that it is impossible for students to organise their time well. In that instance, many students are unable to arrive on time and complete their job well as a result of poor time management.

The pupils were negatively impacted by loss, loneliness, anxiety, and uncertainty. Teachers now struggle with time management as a result of adopting virtual classrooms and the widespread usage of technology. According to Kepar & Nasuredin (2023), tardiness, lack of student discussion, and disciplinary attitudes have all become common problems in online learning environments. Thus, under pandemic circumstances, student disinterest and mental health issues brought on by isolation affect academic performance. Pupils are isolated as a result of low levels of physical connection between teachers and pupils and low participation in educational camps. The abrupt lockdown procedure caused financial instability in the Indian economy, which resulted in a reduction in university admissions for the 2020–2021 academic years. The biggest drawbacks for students are those related to infrastructure. This is brought on by inadequate maintenance and pupils who have been taught nothing about digital technology (Puma, 2022). In spite of this, it lowers costs—but it may also increase costs. By recharging the net and building the necessary infrastructure for sustaining the basic education system, the E-learning system may raise the cost to the student and enhance the policy governing the basic education system. This will have a detrimental effect on students who are eager to study more but are unable to do so because of unfavourable circumstances (Syakur, 2019). E-learning’s negative effects and cost-effectiveness might mitigate the unfavourable circumstances faced by pupils. This causes a lot of suffering for the students and might negatively impact the state of the educational system.

❖ CONCLUSION:

The use of technology in the form of “Artificial intelligence, or AI, Quantum Computing, and Machine learning” for learning and

knowledge acquisition may be elevated to the definition of e-learning in the current world. The last ten years have seen a significant increase in e-learning, which has had a profound impact on training and educational practises across society. Since the emergence of this epidemic, the Indian educational sector is now experiencing an e-learning revolution.

❖ REFERENCES:

1. Aydın, S. (2007). The use of the internet in ESL learning: Problems, advantages and disadvantages. *Humanizing Language Teaching*, 9(1), Retrieved from <http://www.hltmag.co.uk/jan07/sart02.htm>.
2. Bowen, W.G. (2013, March 25). Walk deliberately, don't run, toward online education. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/WalkDeleberately-Dont-Run/138109>
3. Caroro, R. A., Jomuad, M. T., Lumasag, J. M (2013) Effectiveness of Online Learning System as a Supplemental Pedagogical Tool. *J Multidisciplinary Studies* Vol. 2, No. 1, Dec 2013 ISSN:2350-7020 doi: <http://dx.doi.org/10.7828/jmnds.v2i1.400>.
4. Cole, M. T., Shelley, D. J., and Swartz, L. B (2014) Online Instruction, E-Learning, and Student Satisfaction: A Three Year Study. *Creative Commons Attribution 4.0 International License*. Vol 15 | No 6. Dec 2014.
5. Erarslan, A and Topkaya, E. Z (2017) EFL Students' Attitudes towards e-Learning and Effect of an Online Course on Students' Success in English. *The Literacy Trek*. 2017, 3(2)
6. Goyal S, (2012). E-Learning: Future of Education, *Journal of Education and Learning*. Vol.6 (2) pp. 239-242.
7. Puma, (2022) Annual Report. <https://about.PUMA.com/en/investorrelations/corporate-governance>.

8. Wagner, S.C., Garippo, S.J., & Lovaas, P. (2011). A longitudinal comparison of online versus traditional instruction. *MERLOT Journal of Online Learning and Teaching*, 7(1), 68-73.
9. Yi, Z. (2012) The Instructor's Roles in Distance Education for Library and Information Science. *Chinese Librarianship: an International Electronic Journal*, 34. URL: www.iclc.us/cliej/cl34yi.pdf
10. Zhao, Y. (2003). Recent developments in technology and language learning: A literature review and meta-analysis. *CALICO Journal*, 21(1), 7-27.

CHAPTER: 15**NEP 2020 IN THE CONTEXT OF SCHOOL
EDUCATION***Sk. Soriotulla*❖ **ABSTRACT:**

The National Education Policy (NEP) 2020 in the context of elementary school education introduces several key reforms and changes aimed at improving the quality and relevance of education at the foundational level. Here are some of the major highlights of NEP 2020 about elementary school education. The 5+3+3+4 Structure School education policy is proposed as there is no more intermediate education. Numerous variations in the arena of education are puzzling. Eleven years of schooling, several years ago, after that, the Intermediary was two years, and the degree was two years. Then supplementary a one-year degree converts to three years at Pre-University. Twelve years of school education, and three years of the degree course. The 10+2+3 has been in procedure for numerous years. Eleven years old, school is presently signifying a four-year degree. Laterally with technical improvement, it is good that the curriculum is altering due to the fluctuations coming in the period. But there is nobody vast to be increased in fluctuating the study years.

❖ **KEYWORDS:**

NEP 2020, School Education, Right to Education, Committees on Education.

❖ **INTRODUCTION:**

It was time for schools to open after the pandemic COVID-19. Textbooks reading, admission fees, and these related

issues come up for students. Students in educational institutions become a topic of discussion as a whole. Despite the complexity of the lessons and the complexity of the textbooks, the volume of children's books attracts much attention. We can notice, everywhere, small children carrying book bags weighing more than themselves. All agree that books are too much of a physical burden for young children (**MHRD, 2018**). The Ministry of Human Resource Development has issued some guidelines in this regard. But there is doubt as to how far it will be implemented. Telangana State has not issued any order in this regard. The HRD ministry guidelines say not to give any homework to children in classes I and II (**TOI, 2018**). They have to teach two subjects, one is Mathematics and the other is Environmental Science. Students of 3rd to 5th standard should be taught three subjects. One is language, another is environmental science and the third is mathematics. The higher the school, the weight of the bag imposes its limits. Children's bags for the first two classes should not exceed 1.5 kg. 3rd to 4th grade children's bags should weigh 2 to 3 kg. For 6th to 7th standard students, the weight of the book bag should be up to 4 kg. Bags should not exceed 4.5 kg for class IX students and 5 kg for class X students. However, there is no indication that the state governments are implementing it this academic year itself (**MHRD, 2018**).

The School Education Department of Andhra Pradesh is making due efforts for the happiness of school students. They spend 30 minutes a day studying their happiness for pleasure. It includes topics related to social issues, exercises, stories, values, and concentration (**Barua, 2019**). One such school has received a good response in Delhi, so the school education department hopes to adopt the same approach from class I to class 10, thereby developing the personality

of students. There is also a perception that the teacher-student relationship improves with joy classes. Grades 1 and 2 as teams, Grades 3 to 5 as A teams, Grades 6 to 8 as A teams, and Grades 9 and 10 as A teams (**Sisodia, 2020**).

This decision is not only new but also very promising. It's a great thing to conduct a school class with a crowd of respectable subjects, basically enjoying the moment the games are over. We should expect teachers to be enthusiastic about appropriate curriculum. Math Amritanandamayi Devi says that true knowledge makes us happy (**Amma, 2019**). The concept of happiness is not the goal. Experiencing happiness is more important than declaring happiness. Without addressing all of the above-discussed issues, a draft of a new educational approach has recently been published.

That is why a nine-expert committee headed by former ISRO chief Kasturi Rangan was formed in 2017. The committee submitted the draft to the Union HRD Ministry. Their recommendations were popularized by the National Education Commission or the State Education Commission. The committee proposed to change the Ministry of Human Resource Development to the Ministry of Education. A few years ago, the Ministry of Education was renamed the Ministry of Human Resource Development. The responsibility of the ministry is not only to educate but also to develop people as basic resources in all aspects. The Ministry was renamed the Ministry of Human Resource Development, as it was their mission to develop in all ways. Now Kasturi Rangan Committee is planning to turn it into the Ministry of Education. 5+3+3+4 construction school education policy is recommended as there is no more intermediate education. Frequent changes in education are

confusing. Eleven years of school, many years ago, followed by two years of intermediate, and two years of degree. Then a year's degree is added, then it becomes three years at pre-university.

Twelve years of schooling, and three years of degree, i.e., 10+2+3 have been in operation for many years. Eleven years old, the school currently suggests a four-year degree. Along with technological advancement, it is good that the curriculum is changing due to the change of times. But there is nothing much to gain by changing the year of study. The principle of trilingualism has been a suggestion about us for many decades. Some states comply with this. Protests started when the Kasturi Rangan Committee raised the issue of Hindi. No one wants to neglect their mother tongue, but that language is being neglected so much. Not surprisingly, some have suggested that this committee's recommendations are mostly old wine in a new bottle.

❖ OBJECTIVES OF THE STUDY:

1. To be highlighted in the New Education Policy 2020 (MHRD, 2020).
2. This study also finds some comments on the NEP 2020 New School Education Structure.
3. To find out the NEP 2020 is a comprehensive policy document that aims to transform the education system in India across all levels, including school education.
4. To find out the access, affordability, equity, quality, accountability, and universalization of Early Childhood Care Education (ECCE).

❖ METHODOLOGY:

Literature Search

The integrative literature review methods followed which were conducted in PubMed, Google Scholar, and Research Gate etc. Included only empirical studies published in the last few years.. The search was conducted using keywords including mindfulness, mindfulness-based intervention, meditation, cancer, pain, and cancer-related pain.

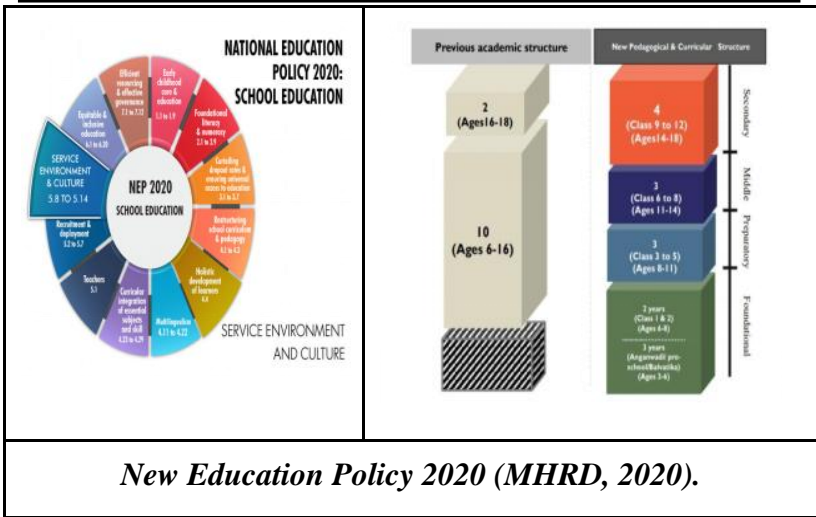
Selection of the Studies

Inclusion criteria for the selected studies were as follows:

- a. Quantitative study.
- b. Qualitative study.
- c. Focusing on a New Education Policy 2020 (MHRD, 2020).

❖ FINDINGS AND DISCUSSION:

On the 29th of July 2020, the Union Cabinet approved NEP 2020 (New Education Policy 2020), which will replace the existing 10+2 school system with a new 5+3+3+4 school system. Aside from that, the age range for the Right to Education (RTE) has been expanded to include children aged 3 to 18. (Earlier it was up to 14 years). There are also so many issues related to school education, such as the burden of bags, the highest school fees in private schools, low enrollments, and results in government schools. Without addressing these issues, simply changing the structure would not benefit the nation. Here are some key aspects of NEP 2020 in the context of school education.



- Foundational Learning:** NEP 2020 places a strong emphasis on foundational learning in the early years (ages 3-8). It recognizes that a strong foundation is crucial for a child’s future academic success. The policy advocates for play-based and activity-based learning to ensure a joyful and stimulating learning environment.
- Early Childhood Care and Education (ECCE):** NEP 2020 recognizes the importance of early childhood education and aims to provide free and universal access to high-quality ECCE for all children in the age group of 3-6 years. This is seen as a crucial foundation for lifelong learning. The National Education Policy (NEP) 2020 is a significant policy document that outlines the vision and framework for education in India. In the context of school education, the NEP 2020 introduces several key reforms and changes aimed at improving the quality and relevance of education. Here are some of the major highlights of NEP 2020 in the context of school education:

- **School Education Structure:** The policy proposes a restructuring of school education into a 5+3+3+4 format, where the first five years are for foundational education, followed by three years of preparatory education, three years of middle school, and four years of secondary school.

- **School Curriculum and Pedagogy:** The policy emphasizes a holistic and multidisciplinary approach to the school curriculum, aiming to reduce the emphasis on rote learning and encourage critical thinking and creativity.

The curriculum is designed to be more flexible and student-centric, allowing students to choose subjects of their interest. Emphasis is placed on the development of 21st-century skills, including problem-solving, communication, and digital literacy. NEP 2020 suggests a flexible curriculum framework that focuses on developing essential skills such as numeracy and literacy. It encourages teachers to adopt innovative and interactive teaching methods.

- **Curriculum Flexibility:** NEP encourages flexibility in the curriculum, allowing students to choose subjects and pursue their interests. It promotes a multidisciplinary approach to education.

It envisions a seamless transition between school and higher education, with flexibility in course choices and credit transfers.

- **Medium of Instruction:** The policy promotes the NEP 2020 supports the use of the mother tongue or local language as the medium of instruction up to at least Grade 5, while also promoting the learning of multiple languages, including regional and classical languages. This is intended to make learning more accessible and meaningful for young children.

- **Assessment and Examination Reforms:** A shift towards a more continuous and comprehensive evaluation

system is encouraged, with a focus on formative assessment. Board examinations will be restructured to test core competencies rather than memorization. The policy recommends a shift from rote learning and high-stakes exams to a competency-based assessment system. Continuous and formative assessment methods are promoted to track students' progress more effectively.

● **Teacher Training and Professional Development:** NEP 2020 emphasizes the need for continuous professional development for teachers to keep them updated with the latest pedagogical approaches. The policy promotes a four-year integrated teacher education program, replacing the existing two-year B.Ed. program. NEP recognizes the critical role of teachers in elementary education. It aims to improve the quality of teacher training programs, focusing on pedagogical skills and the use of modern teaching techniques. Continuous professional development for teachers is also emphasized. The policy recognizes the importance of well-trained teachers and aims to improve the quality of teacher education. It promotes continuous professional development for teachers.

● **School Governance and Autonomy:** The policy encourages greater autonomy to schools while holding them accountable for learning outcomes. School complexes and clusters are proposed to facilitate collaboration among schools. The policy recommends the establishment of School Complexes to promote collaboration among schools and reduce administrative burdens on teachers.

● **Holistic Development:** NEP emphasizes the holistic development of children, including their physical, social, and emotional well-being, of a child's development. It encourages co-curricular and extracurricular activities. Co-

curricular and extracurricular activities are encouraged to nurture all-round development.

- **School Infrastructure:** NEP acknowledges the importance of safe and conducive learning environments. It aims to improve school infrastructure and facilities, including the availability of libraries, playgrounds, and sanitation.

- **Digital Education:** The policy recognizes the importance of technology in education and aims to ensure the availability of digital infrastructure and content in schools, particularly in rural areas. NEP acknowledges the importance of technology in education and aims to promote digital literacy and online resources for learning. It also seeks to bridge the digital divide. NEP focuses on reducing disparities in education and ensuring inclusive education for all, including students with disabilities and those from marginalized backgrounds.

- **Inclusion and Equity:** NEP 2020 emphasizes inclusive education and aims to provide equal opportunities for all children, including those from marginalized and disadvantaged backgrounds. Special provisions are made for children with disabilities.

- **Vocational Education:** The policy promotes vocational education from the secondary level onwards to provide students with practical skills and make them more employable. The policy emphasizes the integration of vocational education into the school curriculum, starting from the early stages. It aims to equip students with practical skills and knowledge.

- **Multilingualism and Mother Tongue:** NEP emphasizes the promotion of mother tongue or local language as the

medium of instruction in primary education, while also encouraging the learning of multiple languages.

● **Flexibility and Multiple Pathways:** NEP 2020 advocates for a flexible approach to education, allowing students to choose from a variety of subjects and pursue multiple pathways, including vocational and academic streams.

❖ CONCLUSION:

Overall, NEP 2020 envisions a more learner-centric, flexible, and inclusive school education system in India, with an emphasis on holistic development and preparing students for the challenges of the 21st century. Implementation of the policy requires collaboration between central and state governments, educational institutions, teachers, and other stakeholders to ensure its success.

❖ REFERENCES:

1. Achumi, M., & Joseph, S. (2022). An Interface between NEP 2020 and Early Childhood Care And Education. *Global Journal of Applied Engineering in Computer Science and Mathematics (GJAECSMA)*–Special Edition.
2. Aithal, P. S., & Aithal, S. (2020). Analysis of the Indian National Education Policy 2020 towards achieving its objectives. *International Journal of Management, Technology, and Social Sciences (IJMTS)*, 5(2), 19-41.
3. Ansoorge, R. (2020). Piaget stages of development. Retrieved July, 22(2021), 2-4.
4. ASER. various years. Annual Status of Education Report. New Delhi: ASER Centre, Pratham.

-
5. Ayyar, R.V. Vaidyanatha. 2017. 'Inclusive Elementary Education in India: The Journey', in Tiwary, M.K., Sanjay Kumar and A.K. Misra (eds.), *Dynamics of Inclusive Classroom: Social Diversity, Inequality and School Education in India*. New Delhi: Orient BlackSwan.
 6. Babu, S. 2020. 'New Education Policy 2020: What is Concealed and What is Unveiled', *The New Learn*, available at <https://www.thenewlearn.com/2020/08/new-education-policy2020-what-is-concealed-and-what-is-unveiled/> (accessed on 12 August 2020).
 7. Ball, S.J. 2012. *Politics and Policy Making in Education*. Routledge, London and New York.
 8. Bharagava, R., Reifeld, H. and Stiftung, K.A. 2005. *Civil Society, Public Sphere, and Citizenship: Dialogues and Perceptions*. New Delhi: Sage.
 9. Bhatt, Kiran. 2014. 'Review of Elementary Education Policy in India: Has it Upheld the Constitutional Objective of Equality?', *Economic and Political Weekly*, 49 (43-44), 1 November.
 10. Cremin, Lawrence A. 1957. *The Republic and the School* Horace Mann on the Education of Free Men. Columbia University: Teacher's College.
 11. Dhankar, R. 2020 'Draft NEP 2016: Education for 'Citizenship' or 'Resource Development for a Pliable Workforce'? in Raina, J. (ed.), *Elementary Education in India: Policy Shifts, Issues and Challenges*. London and New York: Routledge.
 12. Ghonge, M. M., Bag, R., & Singh, A. (2020). Indian education: Ancient, medieval and modern. In *Education at the Intersection of Globalization and Technology*.
-

13. Intech Open. GoI. 1966. Education and National Development: Report of the Education Commission 1964—66. New Delhi: Ministry of Education, Government of India. -----, 1968. National Policy on Education (NPE). New Delhi: Ministry of Education Government of India
14. Govt. of India (1968). National Education Policy, 1968. <https://web.archive.org/web/20090731002808/http://www.education.nic.in/policy/npe-1968.pdf>
15. Govt. of India (1986). National Education Policy, 1986. <https://web.archive.org/web/20090619075631/http://education.nic.in/cd50years/gT/49/0T490401.htm>
16. Govt. of India (2020). National Education Policy 2020. https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf Holloway, I., & Galvin, K. (2016). *Qualitative Research in Nursing and Healthcare*. John Wiley & Sons.
17. Grindle, M. 2004. *Despite the Odds: The Contentious Politics of Education Reform*. Princeton and Oxford: Princeton University Press.
18. Gupta, Vikas. 2016. 'Politics of the Guarded Agenda of National Education Policy 2015-16', *Economic and Political Weekly*, 51 (42), 15 October 2016.
19. Hartono, R., & Ozturk, O. T. (2022). *Studies on Social and Education Sciences 2021*. International Society for Technology, Education, and Science.
20. IGNOU (1985). The Indira Gandhi National Open University Act 1985 (No. 50 of 1985). [http://www.ignou.ac.in/userfiles/IGNOU_ACT\(Amended%20till%2024_09_19\).pdf](http://www.ignou.ac.in/userfiles/IGNOU_ACT(Amended%20till%2024_09_19).pdf)

-
21. Jatav, V. K., Bansal, S. K., Bairwa, K., & Saini, M. K. National Education Policy 2020: Challenges and Opportunities for Students and Institutions in Higher Education. *IJFMR-International Journal For Multidisciplinary Research*, 5(1).
 22. Kalyani, P. (2020). An empirical study on NEP 2020 [National Education Policy] with special reference to the future of Indian education system and its effects on the Stakeholders. *Journal of Management Engineering and Information Technology*, 7(5), 1-17.
 23. Kasturirangan, K. 2020. 'NEP will Change India by Transforming Education', *The Times of India*, 30 July 2020.
 24. Kaurav, R. P. S., Rajput, S., & Baber, R. (2019). Factors affecting the acceptance of elearning by students: A study of e-learning programs in Gwalior, India. *South Asian Journal of Management*, 26(1), 76-95.
 25. Kaurav, R. P. S., Suresh, K. G., Narula, S., & Baber, R. (2020). New education policy: 26 qualitative (contents) analysis and Twitter mining (sentiment analysis). *Journal of Content, Community and Communication*, 12(1), 4-13.
 26. Khatak, S., Wadhwa, N., & Kumar, R. (2022). NEP, 2020-A Review cum Survey Based Analysis of Myths and Reality of Education in India. *Int. J. Adv. Manage., Technol. Eng. Sci*, 12(1), 12-22.
 27. Kluger, R. 2011. *Simple Justice: The History of Brown v Board of Education and Black America's Struggle for Equality*. United States: Vintage.
 28. Kumar, D. (2020). A critical analysis and a glimpse of new education policy-2020. *International Journal of Scientific & Engineering Research*, 11(10), 248-253.
-

29. Kumar, Ravi. 2006. 'Introduction: Equality, Quality and Quantity-Mapping the Challenges before Elementary Education in India', R. Kumar (ed.), *The Crisis of Elementary Education in India*. New Delhi: Sage.
 30. Kumar, V., Tyagi, B., & Sharma, S. *NEW EDUCATION POLICY 2020 AND CHALLENGES OF ITS IMPLEMENTATION*.
 31. Lillard, A. S., Heise, M. J., Richey, E. M., Tong, X., Hart, A., & Bray, P. M. (2017). Montessori preschool elevates and equalizes child outcomes: A longitudinal study. *Frontiers in psychology*, 8, 1783.
 32. Malakar, S. (2022). National Education Policy 2020: Reform's In Schools And Higher Education: An Analytical Study. *Global Journal of Applied Engineering in Computer Science and Mathematics (GJAECSMA)–Special Edition*.
 33. Maniar, V. 2019. 'Overlooking the Idea of Common School in the Education Policy', *Economic and Political Weekly*, LIV(17), 14 September.
 34. Mukhopadhyay, R. and P. Sarangapani. 2018. 'Education in India between the State and Market-concepts Framing the New Discourse: Quality, Efficiency, Accountability', in Manish Jain, Archana Mehendale, Rahul Mukhopadhyay, Padma M. Sarangapani and Christopher Winch (eds.) 2018. *School Education in India; Market, State and Quality*. London New York: Routledge.
 35. NCERT. 1970. *Education and National Development: Report of the Education Commission 1964—1966 (Kothari Commission)*. New Delhi: NCERT.
 36. NIEPA. 2016. *Elementary Education in India: Where do we Stand? District Information System for Education*
-

-
- District Report Card, 2016–2017, Vol I and II. New Delhi: DISE, National Institute of Educational Planning and Administration.
37. NSSO. 2016. National Sample Survey, 71st Round, 2014-15. Social Consumption: Education New Delhi: Ministry of Statistics and Programme Implementation.
 38. PALLATHADKA, H., MANOHARMAYUM, D. D., PALLATHADKA, L. K., & MAKKI, V. R. R. (2021). School Education According to Indian National Education Policy 2020–A Case Study. *Journal of Contemporary Issues in Business and Government*| Vol, 27(3), 266.
 39. Priyambada, G., Mahardhika, N. A., Santoso, J. A., & Jusuf, J. B. K. (2022). SECTION II-STUDIES ON EDUCATION SCIENCES. *Studies on Social and Education Sciences 2021*, 93.
 40. Raju, B. (2022). Comment on New School Education Structure envisaged in NEP 2020. *Journal of Research in Humanities and Social Science*, 10(11), 294-298.
 41. Rizvi, F. and B. Lingard. 2009. *Globalising Education Policy*, New York and London: Routledge.
 42. Sadgopal, A. 2006. ‘Dilution, Distortion and Diversion: A Post-Jomtien Reflection on the Education Policy’, in R. Kumar, R (ed.), *The Crisis of Elementary Education in India* New Delhi: Sage
 43. Silova, I., Rappleye, J., & Auld, E. (2020). Beyond the western horizon: rethinking education, values, and policy transfer. In *Handbook of Education Policy Studies* (pp. 3-29). Springer, Singapore.
 44. Sinclair, J., Cardew-Hall, M. (2008). The folksonomy tag cloud: when is it useful? *Journal of Information Science* 34(1), 15–29.
-

45. Singh, H., & Dey, A. K. (2020). Listen to my story: contribution of patients to their healthcare through effective communication with doctors. *Health Services Management Research*. <https://doi.org/10.1177/0951484820952308>.
 46. Soni, R. (2022). CHALLENGES AND ISSUES IN NATIONAL EDUCATION POLICY 2020. *International Research Journal of Modernization in Engineering Technology and Science* (2022): 2026-2031. English.
 47. Subramaniam, T.S.R. 2016. 'Education in Disarray: Need for Quality Upgradation and Inclusivity', *Economic and Political Weekly*, 51(35), 27 August.
 48. Sundaram, M. K. (2020). National Education Policy 1986 vs National Education Policy 2020—a Comparative Study. *International Research Journal on Advanced Science Hub*, 2(10S), 127-131.
 49. Venkatrao, G. V., & Govind, S. G. (2022). National Education Policy: Reforms in Higher Education. *Sumedha Journal of Management*, 11(3), 49-53.
 50. Wen, J., Wang, W., Kozak, M., Liu, X., & Hou, H. (2020). Many brains are better than one: the importance of interdisciplinary studies on COVID-19 in and beyond tourism. *Tourism Recreation Research*, 1–4. <https://doi.org/10.1080/02508281.2020.1761120>.
 51. World Bank. 1997. *Primary Education in India, Development in Practice*. Washington, DC: International Bank for Reconstruction and Development.
 52. Yang, D.-H., & Yu, G. (2013). A method of feature selection and sentiment similarity for Chinese. *Journal of Information*, 39(4), 429-441. doi:10.1177/0165551513480308.
-

CHAPTER: 16**SELF MOTIVATION AMONG HIGHER
EDUCATION STUDENTS: A SURVEY STUDY***Anjali Jana*❖ **ABSTRACT:**

Motivation is a key component that makes learning easier. Motivation is the force that propels a person towards a certain goal. It is this strength that makes success possible. A crucial topic that has to be stressed in training and education is success motivation and its attributes. Success motivation is a multidimensional and intricate process, much like motivation itself. Success motivation enables a person to make the most of their time and effort in order to accomplish their objectives. The present study has been carried out to find out the self motivation among the higher education students. For the current study descriptive survey method is used. The population for the current study consists of the students enrolled in the higher education in the district of Paschim Medinipur, West Bengal. The researcher has selected 54 participants randomly from the population. A self structured questionnaire has been used for collecting the primary data. The questionnaire consisted of 21 statements with the response of Strongly Agree, Agree, Disagree and Strongly Disagree. Collected data were analyzed with descriptive statistics and t test in the SPSS 20. Version. Findings of the study indicate that The Self-Motivation level among the higher education students of Paschim Medinipur district of West Bengal is high.

❖ **KEYWORDS:**

Motivation, Self-Efficacy, Relationship-Building.

❖ **INTRODUCTION:**

Goals, vigour, drive, direction, and a purpose for doing what they do and doing it to the best of their abilities are what motivate students. A student who is more motivated is able to develop self-efficacy—the belief that one can succeed and manage the learning process—and feel confident in their abilities.

Motivation is often understood to be an individual’s goal-oriented behaviour, but it goes beyond that. Many writers have defined motivation; some have characterized it as an individual’s desire to act in a way that advances his aim, while other pioneers have explained that motivation is an internal, mental dream that a person has in order to accomplish a goal. It is an interpersonal relationship-building process between the person and his target. Since motivation is a key factor in goal-setting and achievement, it should not be confused with volition, willpower, or optimism. Several studies have shown that we possess the ability to manage our own levels of motivation and self-control.

Goal-directed actions are sparked and maintained through motivation. A substantial amount of data indicates that students’ academic success is significantly impacted by their motivation. The internalization of extrinsic incentive is a critical component of behavioural quality and wellbeing, especially in students, according to the self-determination hypothesis. Intrinsic motivation, in which one’s whole drive to do anything comes from inside. People who act based on external pressure or incentives are said to be motivated by extrinsic factors. Heider refers to the degree to which individuals see the causes of their actions as internal or extrinsic as the purported source of causation. Self-determined motivation may be categorized along a continuum with varying degrees of internalization of extrinsic regulation and a change in the seeming inward emphasis of causation.

Theoretical Perspective:

❖ HOW MOTIVATION THEORIES WORKS FOR SCHOLARS IN HIGHER EDUCATION:

Theories	Role in the Higher Education
Maslow's Social Needs	<p>There is no requirement for relatedness or physiological demands since they already exist.</p> <p>Motivational needs begin with Needs for Social and Relatedness embodies the necessity for relationships between students and society.</p> <p>Acknowledgment in the community, advancement in rank, and acquisition of social and financial standing.</p>
Mc Clelland's Need of Achievement (nAch)	<p>Higher education students are significantly impacted by it.</p> <p>Become the most important requirement as it provides the sense of accomplishment. Completing post-secondary education and establishing a profession in a chosen sector.</p>
Victor Vroom's Expectancy Theory	<p>The most influential ideas explain what is expected of students and what they want to achieve professionally.</p> <p>Expectations affect how people behave and think.</p> <p>Student motivation comes from self-imposed expectations as well as those of their family, friends, and guides.</p> <p>Pleasant expectations lead to pleasant and upbeat outcomes, yet sometimes the opposite is true.</p>
Mc Gregor's "Theory X and Theory Y"	<p>These pupils fit into Theory Y (capability, but) because they are willing to learn new things and take on difficulties in life.</p> <p>For students who rely on their instructors and lecturers, grades and percentages mean nothing; they just care about receiving their degree and don't want to take notes..</p>

❖ STATEMENT OF THE PROBLEM:

Due to its link to everyday life, motivation is a powerful psychological notion in education that encourages and motivates pupils to study and perform better in the classroom. Since motivation influences everything students do, including their desire to finish assignments that advance their knowledge, motivation is crucial to learning. Thus, it was determined that one of the most urgent issues facing education is pupils' lack of enthusiasm to study. The ability of students to motivate themselves to study is arguably more important now than it has ever been.

❖ SIGNIFICANCE OF THE STUDY:

Given that self-motivation is strongly correlated with academic accomplishment, the results of this research may be used to enhance students' academic performance. Teachers and other education stakeholders should thus take note of the present study's conclusions. In addition, Ryan RM, Deci EL. 2000 contends that parents, teachers, religious leaders, managers, and healthcare professionals place a high importance on motivation due to its outcomes. Therefore, in addition to instructors, parents and education management may find value in the study's conclusions.

Objective: The present study has been carried out to find out the self motivation among the higher education students

Hypothesis: Considering the objectives of the study the researcher has formulated the following hypothesis-

Hp1: There is significant difference of self motivation between the male and female higher education students.

Hp2: There is significant difference of self motivation between the Rural and Urban higher education students

Method:

For the current study descriptive survey method is used.

Population: The population for the current study consists of the students enrolled in the higher education in the district of Paschim Medinipur, West Bengal.

Sample: The researcher has selected 54 participants randomly from the population.

Tools & Techniques: A self structured questionnaire has been used for collecting the primary data. The questionnaire consisted of 21 statements with the response of Strongly Agree, Agree, Disagree and Strongly Disagree. Collected data were analyzed with descriptive statistics and t test in the SPSS 20. Version.

❖ DATA ANALYSIS:

Table1-Descriptive Statistics of Self Motivation among the Higher Education Students

Parameters	Values
N	54
Minimum	25
Maximum	78
Mean	46.6851
Median	44.5
SD	14.6864
SEM	1.9985
Skewness	0.6120
Kurtosis	2.6652

From the above table it is clearly shown that the mean values of the Self-Motivation 46.6851 with the minimum score 25 and maximum score 78. The obtained SD value is 14.6864 with the median of 44.5. The Standard Error means score is 1.9985 with the kurtosis value of 2.6652. It is clear that the mean score is higher than the mid value. Hence it can be concluded that the Self-

Motivation level among the students of higher education in Paschim Medinipur district is high.

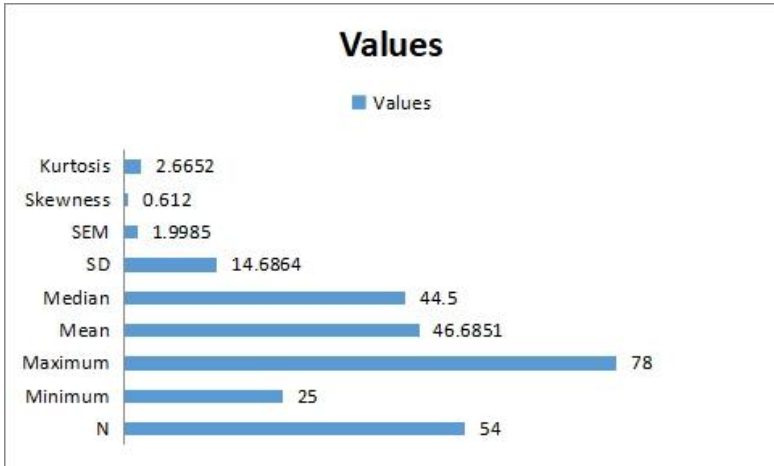


Table2-Difference of Self Motivation between male and female Students

Group	N	Mean	SD	SEM	df	t
Male	32	46.9687	14.2658	2.521861	52	0.1695
Female	22	46.2727	15.6088	3.327807		

The above table shows that the mean score of the self motivation among the male students is 46.9687 and the SD is 14.2658. On the other hand the mean score of the self motivation among the female students is 46.2727 and SD is 15.6088. The calculated t value is 0.1695 which is much less than the table value 1.99 at 0.05 level of significant. By conventional criteria, this difference is considered to be not statistically significant. Therefore the formulated hypothesis “There is significant difference of self motivation between the male and female higher education students.” is rejected which means the difference is not significant.

Table 3- Difference of Self Motivation between Rural and Urban Students

Group	N	Mean	SD	SEM	df	t
Rural	23	44.3742	14.8326	3.092811	52	0.5631
Urban	31	46.7984	16.2134	2.912013		

The above table shows that the mean score of the self motivation among the rural students is 44.3742 and the SD is 14.8326. On the other hand the mean score of the self motivation among the urban students is 46.7984 and SD is 16.2134. The calculated t value is 0.5631 which is much less than the table value 1.99 at 0.05 level of significant. By conventional criteria, this difference is considered to be not statistically significant. Therefore the formulated hypothesis “There is significant difference of self motivation between the Rural and Urban higher education students.” is rejected which means the difference is not significant.

❖ FINDINGS:

The following have been found out from the current study-

- ✓ The Self-Motivation level among the higher education students of Paschim Medinipur district of West Bengal is high.
- ✓ There is no significant difference of self motivation between the male and female higher education students.
- ✓ There is no significant difference of self motivation between the rural and urban higher education students.

❖ CONCLUSION:

The integrity of learning and the subsequent quality of learning are intimately linked to motivation for success. Success motivation may also be seen as a phenomenon that steers a person towards success or failure. High levels of drive for achievement are seen in the learning of the learner. Students that have a strong drive to succeed are often those who succeed. Mc Clelland states that people that value growth, are ready to take chances, seem

dedicated to their work, persevere through challenges, and succeed are examples of motivated persons. It is underlined that people with this characteristic varies from one another as well as from society to society. Success, which is determined by an individual's actions, the behaviour of their surroundings, and societal norms, cannot be attained by motivation alone.

❖ **REFERENCES:**

1. Adkins-Coleman, Theresa A. (2010), "I'm Not Afraid to Come into Your World": Case Studies of Teachers Facilitating Engagement in Urban High School English Classrooms: *The Journal of Negro Education*, Vol. 79, No. 1.
 2. Afzal, H., Ali, I., Khan, M. A., and Hamid, K. (2010). A Study of University Students' Motivation and Its Relationship with Their Academic Performance. *International Journal of Business and Management*, 5(4), 80-89.
 3. Dembo, M. H. (1994). *Applying educational psychology* (5th ed.). White Plains, NY: Longman Publishing Group.
 4. Ericksen, S. C. "The Lecture." Memo to the Faculty, no. 60. Ann Arbor: Center for Research on Teaching and Learning, University of Michigan, 1978.
 5. J. H. Corpus, S. V. Wormington, Profiles of Intrinsic and Extrinsic Motivations in Elementary School: A Longitudinal Analysis, *The Journal of Experimental Education*, 82:4 (2014) 480-501, DOI: 10.1080/00220973.2013.876225
 6. Kaylene C. Williams and C. Williams. 'Five key ingredients for improving student motivation'. www.aabri.com/manuscripts/11834.pdf.
 7. T. J. Wilkinson, J. E. Wells, J. A. Bushnell, Medical student characteristics associated with time in study: Is spending more time always a good thing? *Medical Teacher*, 29(2-3) (2007) 106-110,
8. DOI: <https://doi.org/10.1080/01421590601175317>.
 9. Y. G. Lin, W. J. McKeachie, Y.C. Kim, College student intrinsic and/or extrinsic motivation and learning. *Learning and individual differences*, 13(3) (2003) 251-258.
-

CHAPTER: 17

THE ATTENTION LEVEL OF COLLEGE
STUDENTS CAN BE ENHANCED THROUGH
MEDITATION

*Dr. Sandip Bera
& Sk. Soriotulla*



❖ **ABSTRACT:**

The present study involved twenty male students from the Department of Physical Education at the University of Kalyani in West Bengal. The participants were purposively assigned to either a control group (n=10) or an experimental group (n=10), with ages ranging from 21 to 29 years. The study employed a pre-test, meditation practice, and post-test design to collect data on Simple Attention, using standard methods. Data were collected over a period of fourteen weeks. The experimental group underwent mindful meditation, while the control group did not receive any intervention and continued with their normal activities. Statistical analysis was conducted using mean, standard deviation (SD), and independent paired sample t-tests. Prior to analysis, linearity, homoscedasticity, and normality were checked using Linearity test, Breusch-Pagan-Godfrey, and Kolmogorov-Smirnov test, respectively, in SPSS 23 and Eviews software. The significance level was set at $p < 0.05$.

❖ **KEYWORDS:**

Attention, Simple Attention and Mediation.

❖ **INTRODUCTION:**

The ability to maintain focus on a single task or stimulus, known as simple attention, is an essential cognitive process that plays a crucial role in academic performance and daily life activities. However, college students are particularly vulnerable to

distractions and stressors that can negatively impact their simple attention. Therefore, there is a growing interest in exploring the potential of mindfulness meditation as an intervention for improving cognitive function in adults **Langner, R., & Eickhoff, S. B. (2013).**

Mindfulness meditation is a practice that involves intentionally focusing one's attention on the present moment, without judgment or distraction. It has been shown to have a range of benefits, including reducing stress and anxiety, improving mood, and enhancing cognitive function. However, the effects of mindfulness meditation on simple attention among college students have not been extensively studied **Keng, S. L., et al., (2011).**

The present study aimed to investigate the effect of an eight-week mindfulness meditation intervention on simple attention among adult college students. A randomized controlled trial design was used to assess the efficacy of the intervention. Participants were randomly assigned to either a mindfulness meditation group or a control group. The mindfulness meditation group received eight weeks of training in mindfulness meditation techniques, while the control group did not receive any intervention. The primary outcome measure was simple attention, which was assessed using a standardized test before and after the intervention. Secondary outcome measures included self-reported measures of stress, anxiety, and mood. The findings from this study have important implications for enhancing cognitive function and academic performance in college students. If mindfulness meditation is found to be effective in improving simple attention, it could be a valuable tool for helping students manage the distractions and stressors that can interfere with their academic success. Furthermore, if the intervention is found to be effective, it could have broader implications for improving cognitive function in other populations as well **An, A., et al., (2022)**

Overall, this study represents an important step in understanding the potential of mindfulness meditation as an intervention for improving cognitive function in adults. The results of this study

could have significant implications for the development of interventions aimed at enhancing cognitive function and academic performance in college students and other populations.

❖ **SCIENTIFIC APPROACH OF MEDITATION:**

Meditation is a practice that has been studied extensively in recent years from a scientific perspective. Researchers have conducted numerous studies to understand its effects on the mind and body. Here are some key aspects of the scientific approach to meditation. Meditation is not a single practice but a diverse set of techniques (e.g., mindfulness meditation, transcendental meditation, loving-kindness meditation). Scientific research often distinguishes between these different practices to study their unique effects. It's important to note that while scientific research has provided valuable insights into the benefits of meditation, it's a complex and multifaceted practice, and individual experiences may vary. Meditation is not a one-size-fits-all solution, and its effectiveness can depend on the specific technique, the individual's goals, and their commitment to regular practice. Scientists continue to explore new avenues of research to deepen our understanding of meditation and its potential applications.

❖ **METHODOLOGY:**

❖ **SELECTION OF THE SUBJECTS:**

Twenty (n=20) male students were taken from the Department of Physical Education, the University of Kalyani in West Bengal. The agreed subjects were nominated for the study. The age ranged between 21 to 29 years. The subjects were randomly allocated into two groups namely Control Group(n=10) and the Experimental Group

❖ **CRITERION MEASURED:**

Measuring procedure of Simple Attention is discussed below:

Simple Attention: CNS Vital Signs is a global leader in the development of cutting-edge neurocognitive and behavioral

assessment tools. Based in Canada, the company specializes in creating advanced computerized neuropsychological tests and supporting assessment platform technologies. This innovative software was introduced to India through a Canadian company and is now distributed by Gunjan Human Karigar Pvt. Ltd, located in New Delhi.

Utilized by more than 10,000 clinicians and researchers across 52 countries, CNS Vital Signs is renowned for its rapid and non-invasive neurocognitive assessments. The software offers single or multiple integrated assessment solutions, including local software and web-based platforms, catering to a wide range of cultural backgrounds with support for over 50 languages. One of its key advantages is the ability to export results data into spreadsheets and statistical analysis packages, facilitating in-depth research.

CNS Vital Signs software is suitable for repeat testing, ensuring consistent and reliable results. Its test-retest reliability has been well-validated and acknowledged in peer-reviewed publications. The software boasts a comprehensive normative database spanning ages 8 to 90, encompassing 1600 norms, making it a valuable tool for academic researchers. Additionally, CNS Vital Signs actively engages in research activities, collaborating with clinicians and scientists to expand the knowledge and applications of computerized neurocognitive testing, leading to numerous accolades for research excellence in scientific meetings.

❖ PROCEDURE OF THE STUDY:

In accordance with ethical protocols, this study spanned the duration of 14 weeks and received approval from the Departmental Research Committee at the Department of Physical Education, University of Kalyani. Each participant was provided with comprehensive information regarding the study, including details about the treatment, experimental period, anticipated outcomes, as well as the potential benefits and risks associated with the experimentation. Written consent forms were distributed to all subjects, and all participants voluntarily provided duly filled and signed consent forms.

A total of twenty (20) university students, aged between 21 to 29 years, were purposefully selected from the Department of Physical Education, University of Kalyani, to participate in this investigation. The participants were divided into two groups: a control group (n=10) and an experimental group (n=10). Preceding the study, qualified and experienced experts administered pre-tests on all criteria measures and recorded the data for respective groups. Following the 14-week period, the final data collection took place. The experimental group engaged in Mindful Meditation, while the control group did not receive any such treatment and continued with their routine activities. The study methodology involved pre-tests and meditation practice, adhering to rigorous research standards.

❖ DESIGN OF THE STUDY:

At first 35 subjects were taken and finally 20 subjects confirmed their involvement. In this experimental study total twenty (N=20) volunteered students age ranged between 21-29 years were taken. Subjects were randomly divided into the control group (C.G: n=10) and Experimental Group (E.G: n = 10).

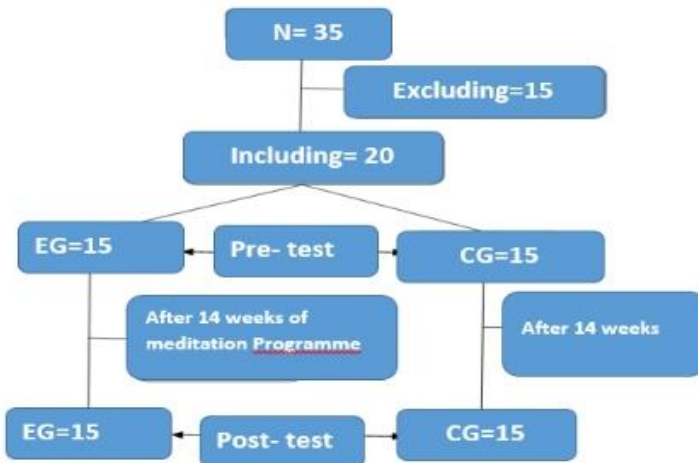


Figure: -01

The Meditation Training protocol for fast seven weeks

Sl. No.	Time	Events	Sub-Events	Illustration of the Events	Special Remarks
PRE MEDITATION STAGE	15-20 mins	Awareness	Initial Awareness	<ol style="list-style-type: none"> Motivating story Different sounds (Mantras, Music). Introducing different meditative postures (Asanas). 	1. Based on motivation and interest of the subjects.
			Stable Awareness	<ol style="list-style-type: none"> Guided whole-body scanning. Concentrating on normal and modified breathing patterns. 	1. Instructions are always based on the scientific observation of the expert.
	5-8 mins	Presence		<ol style="list-style-type: none"> Forgetting past and future. Concentrating on the normal state of body and mind (Heart Beat, Breathing pattern, Temperature of Different body parts) 	
	5-8 mins	Relax and Ease	1. Feelings of optimal calmness (Externally and Internally)	1. Guided instructions for the sensation of physical and psychological lightness.	1. Focused on uninterrupted happiness of the subjects.
MEDITATION	10mins	Spaciousness	1. Centralization of the concentration.	1. Concentrating on a particular event (Energy points of the body, breathing different objects, etc.)	1. Focused to be one-pointed.

POST MEDITATION STAGE	5 mins (3+2)	Closure	Conscious nurture of dreams	1. Individual dreams of the subject are given more priority.	
			Prayer	1. Own the prayer of the subjects. 2. Common guided prayer by experts.	
			Prayer	1. Own the prayer of the subjects. 2. Common guided prayer by experts.	

Table 2: Meditation Protocol for last seven weeks:

Sl.no	Time	Events	Sub-Events	Illustration of the Events	Special Remarks
PRE MEDITATION STAGE	15-20 mins	Awareness	Initial Awareness	1. Motivating story 2. Different sounds (Mantras, Music). 3. Introducing different meditative postures (Asanas).	1. Based on motivation and interest of the subjects.
			Stable Awareness	1. Guided whole-body scanning. 2. Concentrating on normal and modified breathing patterns.	1. Instructions are always based on the scientific observation of the expert.
	5-8 mins	Presence		1. Forgetting past and future. 2. Concentrating on the normal state of body and mind (Heart Beat, Breathing pattern, Temperature of Different body parts)	

	5-8 mins	Relax and Ease	1. Feelings of optimal calmness (Externally and Internally)	1. Guided instructions for the sensation of physical and psychological lightness.	1. Focused on uninterrupted happiness of the subjects.
MEDITATION	15mins	Spaciousness	1. Centralization of the concentration.	1. Concentrating on a particular event (Energy points of the body, breathing different objects, etc.)	1. Focused to be one-pointed.
POST MEDITATION STAGE	5 mins (3+2)	Closure	Conscious nurture of dreams	1. Individual dreams of the subject are given more priority.	
			Prayer	1. Own the prayer of the subjects. 2. Common guided prayer by experts.	
			Prayer	1. Own the prayer of the subjects. 2. Common guided prayer by experts.	

Statistical Procedure

In this experiment, the mean, standard deviation (SD), and independent paired sample t-test were employed for statistical analysis of the data. Initially, Homoscedasticity, Linearity, and Normality were assessed using the Linearity test, Breusch-Pagan-Godfrey test, and Kolmogorov-Smirnov test, respectively, in SPSS 23 and Eviews software. The independent paired sample t-test was subsequently applied to determine significant differences between different groups.

❖ RESULTS AND DISCUSSION:

Personal Data:

The age height and weight of the subjects had been considered as personal data and their pre-test mean score and SD of both groups were presented in following table 1.

Table 2:- Mean and SD of CG and EG age, height, and weight.

Variables	CG		EG	
	Mean	±SD	Mean	±SD
Age (yrs.)	25.30	2.00	22.70	.82
Height (cm.)	172	4.74	169	7.77
Weight (kg.)	65.00	6.51	63.00	12.20

Table 2: - Mean, SD of Simple Attention & comparison (t-test) between Pre and Post- test means of Control and Experimental Groups.

Group	Sample	Mean	Mean Diff	±SD	t-value	p-value
CG	Pre-test	102.1	0.10	10.8	0.10	0.8926
	Post-test	102.2		9.8		
EG	Pre-test	102.2	2.70	6.2	2.70*	0.47
	Post-test	104.9		4.5		

*** Level of Significance 0.05**

From Table 1, it was found that the means of Simple Attention of CG during Pre and Post-test were 102.10 ± 10.80 and 102.20 ± 9.80 respectively. On the other hand, the pre and post-test means of EG were 102.20 ± 6.20 and 104.90 ± 4.50 respectively. The mean difference of CG was 0.10 and EG was 2.70.

The computed t-values obtained from the table of CG and EG were 0.10 and 2.70 respectively. The computed t-value indicates that CG and EG were not significant at 0.05 level. That means the fourteen weeks of meditation program had no such impact on Simple Attention.

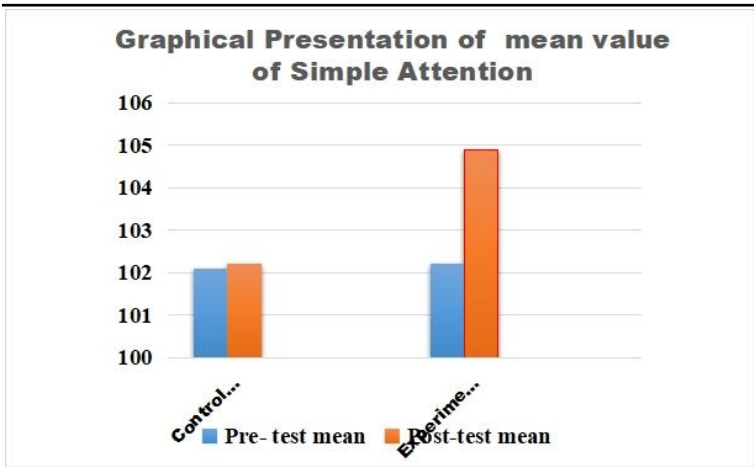


Figure: - 02

Figure 2:- Mean values of pre-test and post-test of CG and EG of Simple Attention.

Paired sample T-test, using T(df:9) distribution (two-tailed).

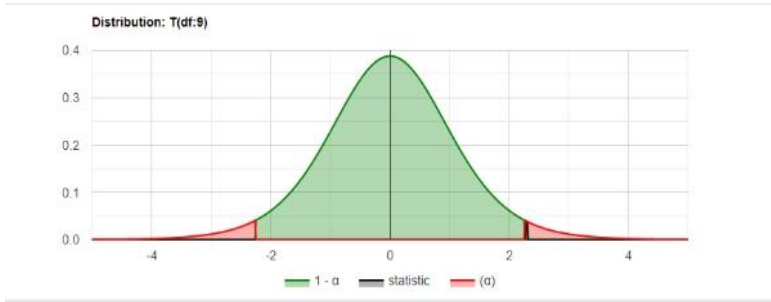


Figure: -03

Discussion on Simple Attention:

In a study by Jha, Amishi P. et al., (2007) the effects of meditation on the elements of attention, including alerting, positioning, and conflict monitoring, were examined. Participants were divided into two groups - a control group, which did not receive 14 weeks of meditation training, and the experimental

group which received 14 weeks of meditation training. The trainee participants were taught to focus attention, detect distraction, disengage their attention from the source of distraction, and flexibly redirect and engage attention to an intended object.

In another study by **Davidson, R. et al., (1977)** the effects of meditation involve modifications in the stimulus set while the state effects of hypnosis may reflect primarily a set of attention. The training effects stimulated by meditation depend critically on the psychobiological systems regarding attention. Evidence is discussed which suggests that meditation shares with relaxation an autonomic quiescence, but in accumulation enriches some attentional skills.

After 14 weeks of the meditation program, the researcher found significant differences in simple attention in the present study.

❖ CONCLUSION:

The present study found that the 14-week meditation program had a statistically significant effect on enhancing Simple Attention levels in adult college students. These results partially support current considerations of mindfulness meditation to enhance attention **Simple, R. J. (2010)**. Together, our results support the hypothesis that even brief meditation improves allocation of attentional resources in some novices **Norris, C. et al., (2018)**. This finding is consistent with previous research on the effects of meditation on Simple Attention, and it suggests that meditation may be a promising intervention for enhancing Simple Attention in this population

❖ REFERENCES:

1. An, A., Hoang, H., Trang, L., Vo, Q., Tran, L., Le, T., Le, A., McCormick, A., Du Old, K., Williams, N. S., Mackellar, G., Nguyen, E., Luong, T., Nguyen, V., Nguyen, K., & Ha, H. (2022). Investigating the effect of Mindfulness-Based Stress Reduction on stress level and brain activity of college students. *IBRO neuroscience reports*, 12, 399–410. <https://doi.org/10.1016/j.ibneur.2022.05.004>.

2. Davidson, R. J., & Goleman, D. J. (1977). The role of attention in meditation and hypnosis: A psychobiological perspective on transformations of consciousness. *International Journal of Clinical and Experimental Hypnosis*, 25(4), 291-308.
3. Deb, Avijit & Soriotulla, Sk & Banerjee, Amit. (2022). YOGA FOR BUILD HAPPINESS AMONG THE HIGHER SECONDARY SCHOOL GOING STUDENTS. PARIPEX INDIAN JOURNAL OF RESEARCH. 53-56. 10.36106/paripex/7904863.
4. Einöther, S. J., & Giesbrecht, T. (2013). Caffeine as an attention enhancer: reviewing existing assumptions. *Psychopharmacology*, 225, 251-274.
5. Hoonakker, M., Doignon-Camus, N., & Bonnefond, A. (2017). Sustaining attention to simple visual tasks: a central deficit in schizophrenia? A systematic review. *Annals of the New York Academy of Sciences*, 1408(1), 32-45.
6. Jha, Amishi P., Jason Krompinger, and Michael J. Baime. "Mindfulness training modifies subsystems of attention." *Cognitive, Affective, & Behavioral Neuroscience* 7.2 (2007): 109-119.
7. Keng, S. L., Smoski, M. J., & Robins, C. J. (2011). Effects of mindfulness on psychological health: A review of empirical studies. *Clinical psychology review*, 31(6), 1041-1056.
8. Langner, R., & Eickhoff, S. B. (2013). Sustaining attention to simple tasks: a meta-analytic review of the neural mechanisms of vigilant attention. *Psychological bulletin*, 139(4), 870–900. <https://doi.org/10.1037/a0030694>.
9. Luck, S. J., & Vecera, S. P. (2002). Attention. *Stevens' handbook of experimental psychology*, 1, 235-286.
10. Norris, C. J., Creem, D., Hendler, R., & Kober, H. (2018). Brief mindfulness meditation improves attention in novices:

Evidence from ERPs and moderation by neuroticism. *Frontiers in human neuroscience*, 315.

11. Palmer, J., Ames, C. T., & Lindsey, D. T. (1993). Measuring the effect of attention on simple visual search. *Journal of Experimental Psychology: Human Perception and Performance*, 19(1), 108.
12. Semple, R. J. (2010). Does mindfulness meditation enhance attention? A randomized controlled trial. *Mindfulness*, 1, 121-130.
13. Soriotulla, S., & Deb, A. (2023). Yogic Practice Boosting Gratification on College Going Trainee Teachers'. *J Adv Sport Phys Edu*, 6(2), 14-19.
14. Wiegrefe, S., & Pinter, Y. (2019). Attention is not not explanation. *arXiv preprint arXiv:1908.04626*.

CHAPTER: 18

**INNOVATIVE TEACHING PRACTICES IN
EDUCATION**

*Kazi Masud Hossain &
Dr. Vindeshwari Pawar*



❖ **ABSTRACT:**

The National Policy of Education 2020, introduced by the Government of India, envisions a comprehensive overhaul of the education system to make it more inclusive, equitable, and innovative. This seminar paper explores the key components of the policy that promote innovative teaching practices and their potential impact on the Indian education landscape. It also discusses the challenges and opportunities associated with implementing these practices and offers recommendations for educators and policymakers.

❖ **KEYWORDS:**

Innovative Teaching Practices, National Policy of Education 2020, Resisting Factors.

❖ **INTRODUCTION:**

In the ever-evolving landscape of education, the quest for effective teaching methods that engage, inspire, and empower learners is an on-going endeavour. Innovative teaching practices are the process of proactively introducing new teaching strategies and methods into the classroom to improve academic outcomes and address real problems to promote equitable learning. It represents the vanguard of this pursuit, offering educators transformative tools and approaches to meet the diverse needs of today's students. These practices transcend the boundaries of traditional education,

harnessing the power of technology, creative pedagogies, and learner-centered strategies to unlock the full potential of both teachers and learners. Innovative teaching practices are the key to nurturing a generation of critical thinkers, problem solvers, and lifelong learners who are not just knowledgeable but also adaptable in an increasingly complex world. This exploration of innovative teaching practices delves into the myriad strategies and methodologies that are reshaping classrooms, redefining the roles of educators and learners, and ultimately reshaping the future of education. In this comprehensive study, we will journey through the exciting realm of innovative teaching, uncovering how these practices transcend the constraints of traditional educational paradigms. Our exploration will extend to the potential impact of NPE 2020 on innovative teaching practices, illuminating the transformative power of this visionary policy. We will delve into the various facets of innovative teaching, including technology integration, active and experiential learning, personalized instruction, and the cultivation of 21st-century skills. As we embark on this journey, it becomes evident that innovative teaching practices are not merely about adopting the latest gadgets or trends in education. Instead, they encapsulate a holistic approach that places students at the center, embraces diversity, and fosters a culture of curiosity and exploration. Through the pages that follow, we will explore the transformative potential of innovative teaching practices and discover how they are shaping the future of education, one classroom at a time.

❖ **KEY COMPONENTS OF NPE 2020 FOR PROMOTING INNOVATIVE TEACHING:**

● **Holistic and Multidisciplinary Education:**

The NPE 2020 emphasizes a holistic and multidisciplinary approach to education. It encourages students to explore a wide range of subjects, promoting creativity and critical thinking by breaking down traditional subject silos. This shift fosters

interdisciplinary learning, which is essential in addressing complex real-world problems.

- **Technology Integration:**

The policy recognizes the transformative potential of technology in education. It promotes the integration of digital tools, online resources, and e-learning platforms, enabling interactive and personalized learning experiences. This not only enhances access to quality education but also equips students with digital literacy skills essential in the 21st century.

- **Teacher Training and Professional Development:**

NPE 2020 acknowledges the pivotal role of educators in driving educational innovation. It highlights the need for continuous teacher training and professional development to equip teachers with innovative pedagogical skills. Investing in teacher development ensures that they can effectively implement modern teaching methods and adapt to evolving educational trends.

- **Learning Outcomes and Competency-Based Education:**

The policy shifts the focus from rote memorization to assessing learning outcomes and competencies. This change encourages teachers to adopt innovative assessment methods that evaluate not just knowledge but also skills, attitudes, and values. It aligns education with real-life applications, making learning more meaningful and relevant.

❖ **POTENTIAL IMPACT OF NPE 2020 ON INNOVATIVE TEACHING:**

Here we are going to discuss some of the potential impact of NPE 2020 on innovative Teaching

- **Fostering Critical Thinking and Problem Solving:**

The emphasis on holistic education and competency-based learning fosters critical thinking and problem-solving skills among students. They are encouraged to analyze, evaluate, and apply knowledge, making them better prepared for the complexities of the modern world.

- **Inclusivity and Equity:**

By promoting multidisciplinary education and technology integration, NPE 2020 has the potential to bridge the gap in educational access between urban and rural areas, as well as among different socioeconomic groups. It aims to create an inclusive and equitable educational environment where all students have equal opportunities to thrive.

- **Global Competence:**

NPE 2020's focus on multidisciplinary learning, technology, and competency-based education aligns with the development of global competence among students. It prepares them to compete and collaborate on a global scale, equipping them for international careers and challenges.

❖ **IMPORTANT INNOVATIVE TEACHING PRACTICES:**

- **Blended learning:**

Blended learning is an educational approach that combines traditional face-to-face instruction with online or digital learning methods. It seeks to leverage the strengths of both in-person and digital learning to create a more effective and flexible learning experience. In a blended learning environment, students typically engage in a mix of in-person classroom sessions and online activities. This approach allows for personalized learning, self-paced progress, and the integration of multimedia resources. Blended learning can take various forms, such as the “flipped classroom” model, where students access content online before attending in-person classes for discussion and application. The benefits of blended learning include increased engagement, accessibility, and flexibility for learners. It also empowers educators to use technology and data to better tailor instruction to individual student needs. Blended learning has become particularly relevant in modern education, offering a versatile solution that adapts to diverse learning styles and the demands of an evolving educational landscape.

- **Flipped classrooms:**

A flipped classroom is an instructional model that reverses the traditional approach to teaching and learning. In a flipped classroom, the typical in-class lecture and homework elements are reversed. Here's how it works: Preparation at Home: Instead of delivering lectures in class, teachers create and share instructional content such as video lectures, readings, or multimedia presentations online, which students are expected to review at home before the class session. Active Learning in Class: Classroom time is then dedicated to interactive and collaborative activities. Students engage in discussions, problem-solving, group projects, and exercises related to the pre-learned material. Teachers act as facilitators, providing guidance and clarification as needed.

- **Embodied learning :**

Embodied learning is an educational approach that emphasizes the integration of physical activities and bodily experiences into the learning process. This approach recognizes the interconnectedness of the mind and body and leverages bodily movements, sensations, and experiences as valuable tools for enhancing learning and understanding. Embodied learning is particularly valuable in subjects where physical experiences and sensory perception play a significant role in comprehension, such as science, mathematics, and even subjects like history and literature. It can also be used to promote active engagement, problem-solving, and creativity in the learning process. This approach aligns with the idea that learning is not limited to the mind alone but involves the whole body. By incorporating bodily experiences into education, embodied learning offers a more holistic and immersive way for students to connect with and internalize new knowledge. Examples of embodied learning techniques include Role-Playing, Interactive Simulations.

- **Gamification:**

Gamification pedagogy refers to the application of gamification principles and strategies in the field of education and pedagogy. It

involves using game-like elements and mechanics to create engaging and motivating learning experiences for students. Gamification pedagogy can be applied in various educational settings, from traditional classrooms to online learning environments. Gamification pedagogy can be a valuable tool for educators to create dynamic and interactive learning experiences that cater to the diverse needs and preferences of students. When implemented thoughtfully and aligned with educational goals, it has the potential to enhance learning outcomes and student engagement.

- **Metacognitive teaching practices:**

Metacognitive teaching practices are instructional strategies that aim to promote metacognition, which is the awareness and understanding of one's own thought processes and cognitive abilities. These practices empower students to take control of their learning by helping them become more reflective, self-regulated, and strategic learners. Metacognition is a vital component of effective learning as it enables students to plan, monitor, and evaluate their learning experiences. Metacognitive teaching practices empower students to become active, independent, and strategic learners. By fostering metacognition, educators help students not only acquire knowledge but also develop the skills and habits necessary for lifelong learning and problem-solving. Here are some metacognitive teaching practices: Think-Alouds, Self-Monitoring.

❖ **RESISTING FACTORS IN INNOVATION:**

Although there are so many innovative practices existing in Education Programme in India, but still there are some resisting factors in our education system which prevents the institution from being innovative and they are

- **Limited Resources and Financial Constraints:**

The majority of colleges face resource constraints, both in terms of physical infrastructure and financial resources. As a result, they often find themselves unable to embrace innovative practices. The

absence of adequate facilities and funding hinders the implementation of creative ideas, leaving many promising initiatives unrealized.

- **Rigid framework**

The inflexible syllabus design and heavy focus on theory in educational programs have kept traditional teaching methods in place. The current exam system, which operates within these constraints, makes it challenging to introduce innovation.

- **Limited Expertise Staff**

Many educational institutions are staffed by educators who have limited exposure to the workings of educational institutions, both domestically and internationally. This lack of expertise among faculty members has hindered the adoption and integration of innovative practices within these training institutions.

- **Limited Emphasis on Research:**

The majority of educators have not yet cultivated a strong research-oriented mindset. The programs and practices implemented in training institutions have primarily been based on conventional wisdom rather than research-backed evidence.

❖ **CONCLUSION:**

In this era of rapid change and innovation, NEP 2020 represents a visionary step forward, embracing innovative teaching practices as the cornerstone of educational transformation. By diligently implementing and adapting to the principles and directives of NEP 2020, India can pave the way for a brighter educational future—one that empowers its youth with the skills, knowledge, and creativity to thrive in an ever-evolving world. In doing so, India can achieve the lofty aspirations set forth in its national education policy, ensuring that no learner is left behind and that the nation as a whole continues to progress.

❖ REFERENCES:

1. Abu Seman, S. A., Hashim, M. J., Mohd Roslin, R., & Mohd Ishar, N. I. (2018). Millennial learners' acceptance and satisfaction of a blended learning environment, *Asian Journal of University Education*, 15 (3), 1-13.
2. Ganyaupfu, E.M. (2013). Teaching Methods and Students' Academic Performance. *International Journal of Humanities and Social Science Invention*,2(9),29-35.
3. Garba, S. A., Byabazaire Y., & Busthami A. H. (2015). Toward the use of 21st century teaching- learning approaches: The trend of development in Malaysian schools within the context of Asia Pacific. *International Journal of Emerging Technologies in Learning (iJET)*, 10 (4), 2015, 72-79.
4. Jayashree, R. (2017). A Study on Innovative Teaching Learning Methods for Undergraduate Students. *International Journal of Humanities and Social Science Invention*,6(11),32-34.
5. Khairnar, C.M. (2015). Advance Pedagogy: Innovative Methods of Teaching and Learning. *International Journal of Information and Education Technology*,5(11),869-872.
6. Naz, F.,& Murad, H.S.(2017). Innovative Teaching Has a Positive Impact on the Performance of Diverse Students. *SAGE Open*. <https://doi.org/10.1177/2158244017734022>
7. Senthilkumar, V., & Kannappa, R.(2017). Impact of Innovative Teaching and Learning Methodologies for Higher Educational Institutions with reference to Trichirappalli District. *IOSR Journal of Business and Management (IOSR-JBM)*,19(7), 88-92
8. Shafie, H., Majid, F. A., & Ismail, I. S. (2019). Technological pedagogical content knowledge (TPACK) in teaching 21st Century skills in the 21st Century classroom. *Asian Journal of University Education*, 15(3), 24-33.

CHAPTER: 19

**PARENTAL EXPECTATIONS AND
ASPIRATIONS FOR CHILDRENS EDUCATION
AT HIGHER SECONDARY LEVEL: A SURVEY
STUDY**

Sk. Sanuar



❖ **ABSTRACT:**

The purpose of this study was to explore parental aspirations and expectations for their children's education at higher secondary level. Parents' aspiration plays a significant role in navigating the academic performance of the children. The major role played by this parental aspiration has various root based that are to be well understood and this paved way for this research which helped in developing a conceptual picture of the enabling factors of parental aspiration. Therefore this study consists of 120 participants namely parents of the children who are studying in the higher secondary level. Scale of Educational Aspirations and Expectations for Adolescents (SEAEA) has been used for primary data collection. For secondary sources of information different journals and books have been followed. Collected data have been analyzed with Descriptive Statistics and t test in the SPSS 20 version. It has been indicated that there exists high level of parental expectation and aspiration for children's Education at the higher secondary level.

❖ **KEYWORDS:**

Educational Aspirations and Expectations, Education and Principles of Education, SEAEA, Children's Education.

❖ **INTRODUCTION:**

Educational aspirations and expectations are individuals' beliefs regarding educational future plans. Educational aspirations are

idealistic values that reflect the educational attainment that one hopes and desires to achieve. Educational expectations are concrete values determined by perceived realities that are faced by an individual, which usually consider personal abilities and other constraints. Thus, there is the potential for discrepancies between the aspired and expected educational attainment. During adolescence, youth begin to think about future opportunities and goals. Previous studies have demonstrated that educational aspiration–expectation discrepancies are widespread among adolescents.

Educational aspiration is explained as a psychological construct, which reflects a cognitive type of motivation of the individual. Educational aspiration reflects educational goals an individual set for himself/herself. It is important as it encourages and energizes the individual to achieve them. In another way it is taken as level of future performance in a future task which is individual, knowing his level of past performance in that task explicitly undertakes to reach. The term level of aspiration shows the estimation of an individual’s ability for his future performance on the strength of his past experience his ability and capacity, the efforts that he can make towards attaining the goal are consequences of his past experience, whether failure oriented or success-oriented level of efforts made by him in that direction, and his capacity to pursue the goal (Singh and Sharma, 2017). Parents desire only the best for their children. They help their children and guide their path to survive in this complex world. Parents encourage children to pick them up, move in a new direction, learn from the experience and also to try again whenever there seems its need. In fact, the primary role of a parent is to offer encouragement, support and proper guidance to their ward especially during the secondary school years as it is the time when students begin to find their way in life (Arya and Kumar, 2017).

❖ **REVIEW OF LITERATURE:**

Pindar. R and Singh. CK, 2021 Adolescence is the time of transition from childhood dependence to early adulthood freedom

and responsibility. Educational aspiration is explained as a psychological construct, which reflects a cognitive type of motivation of the individual. Educational aspiration reflects educational goals an individual set for himself/herself. Parental encouragement is the inspiration or extra-boosting given by the parents to the children for their active involvement in academic life. The present study was conducted in Hisar and Fatehabad district of Haryana state. The sample of study included 120 respondents from Hisar and 120 from Fatehabad district, thus total sample comprised of 240 respondents. Educational Aspiration Scale by Sharma and Gupta (2015) was used to assess educational aspiration and Parental Encouragement Scale by Sharma (1997) was used to assess parental encouragement of students. The results of study revealed that majority of respondents belonged to moderate category of educational aspirations and majority of respondents perceived moderate level of parental encouragement. There was significant relationship found between educational aspirations and parental encouragement of high school children.

(Kaur & Aman, 2018) a study among 300 students of +1 class selected randomly from the secondary schools of Jalandhar district. Educational aspiration and parenting behavior style scale was administrated on the selected sample. Then the collected data was scored and 2X4 ANOVA was employed. Significant difference was observed in Educational Aspiration of Secondary School students in relation to their different parenting styles viz a viz authoritarian, authoritative, permissive, mixed). Significant difference was observed in Educational Aspiration of Secondary School students in relation to their different parenting behavior styles viz a viz (authoritarian, authoritative, permissive, mixed) and gender.

(Dr. ArockiaMary.R & Prakash, 2019) Parents' aspiration plays a significant role in navigating the academic performance of the children. The major role played by this parental aspiration has various root based that are to be well understood and this paved way for a empirical research which helped in developing a

conceptual picture of the enabling factors of parental aspiration. The various factors are categorized as-socio economic profile, demographic profile, healthy family environment, environmental influence and aspiration based on children.

❖ STATEMENT OF THE PROBLEM:

Literature study revealed that different studies have been conducted on the parental aspiration and expectation. Those studies have explored the different factors that can influence the academic performance of the children. It has been indicated that parents aspiration have a major influence both positive and negative influence on the academic performance of the children. But it can be differ on different levels and based on the socio-demographic variables. Therefore the problem stated here is “**Parental Expectations and Aspirations for Children’s Education at Higher Secondary Level: A Survey Study**”

❖ OBJECTIVES:

The present study has been carried out to find out the parental Expectations and Aspirations for children’s education at higher secondary level. It also finds out the difference in the expectations and aspirations based on the socio demographic variables such residential area, location of the school, type of school.

❖ HYPOTHESIS:

There is no significant difference of parental expectations and aspirations between the parents residing in Rural and Urban area.

There is no significant difference of parental expectations and aspirations between the parents of Rural and Urban schools.

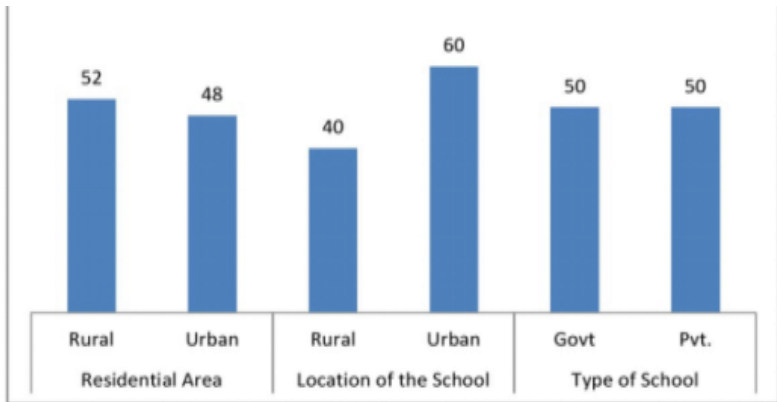
There is no significant difference of parental expectations and aspirations between the parents of government and private schools

Methodology: To fulfill the objectives of the study the researcher has followed the normative survey method.

Population and Sample: Population of the present study comprises of the parents of the students studying in the higher secondary level. The researcher has distributed the questionnaire tools among 120 parents. Out of those distributed questionnaire only 100 questionnaire have been received in the correctly filled up. Therefore the sample for the present study consists of 100.

Distribution of Sample:

Residential Area	Rural	52
	Urban	48
Location of the School	Rural	40
	Urban	60
Type of School	Govt	50
	Pvt.	50



Tools: Scale of Educational Aspirations and Expectations for Adolescents (SEAEA) consisting of 34 statements with the response of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1) has been used for primary data collection. Therefore the maximum score can be 136 and minimum score can be 34 for a respondent.

Statistical Technique: Collected data were analyzed with the descriptive statistics and t test in the SPSS 20 version.

❖ **DATA ANALYSIS AND INTERPRETATION:**

Table 1-Descriptive Statistics of the parental expectations and aspiration

Parameters	Values
N	100
Minimum	46
Maximum	125
Mean	81.81
Median	84
SD	20.38
SEM	2.03
Skewness	0.0533
Kurtosis	2.14

The above table shows that the mean value for the parental expectation and aspiration for children's education is 81.81 with the minimum value of 46 and the maximum value of 125. The mead value is 84 and the calculated SD is 20.38 with the SEM of 2.03. The skewness value is 0.0533 and the kurtosis value is 2.14. For the above obtained data it is evident that the mean value is lower than the mid value which indicates that the parents have moderate expectation and aspiration regarding their children's education.

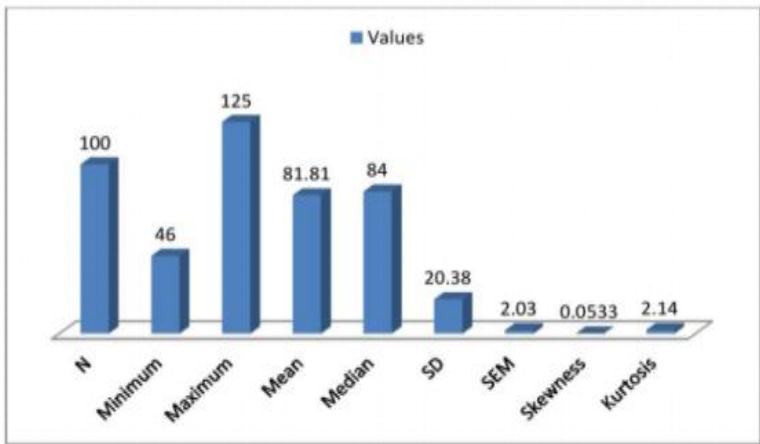


Table 2- Difference of the parental expectations and aspiration between rural and urban parents

Residential Area	N	Mean	S.D.	Df	t-value
Rural	52	85.46	19.32	98	0.5444
Urban	48	83.24	21.46		

From the above table it is clear that the mean value for the parents residing in the rural area is 85.46 and for the parents residing in the urban area is 83.24. The SD value for the rural and urban parents are 19.32 and 21.46 respectively. The calculated t value is 0.54 which is not significant at 0.05 levels. Therefore the formulated hypothesis “There is no significant difference of parental expectations and aspirations between the parents residing in Rural and Urban area” is retained. Hence it can be concluded that rural parents don not differ from the urban parents in respect of their expectation and aspiration regarding their children’s education.

Table 3- Difference of the parental expectations and aspiration between parents of rural and urban school

Location of the School	N	Mean	S.D.	Df	t-value
Rural	40	80.25	22.36	98	0.6263
Urban	60	82.94	20.12		

From the above table it is clear that the mean value for the parents of the rural school is 80.25 and for the parents of the urban school is 82.94. The SD value for the parents of rural and urban schools are 22.36 and 20.12 respectively. The calculated t value is 0.62 which is not significant at 0.05 levels. Therefore the formulated hypothesis “There is no significant difference of parental expectations and aspirations between the parents of Rural and Urban schools” is retained. Hence it can be concluded that parents of rural schools don not differ from the parents of urban schools in respect of their expectation and aspiration regarding their children’s education.

Table 4- Difference of the parental expectations and aspiration between parents of Govt. and Pvt. school

Type of School	N	Mean	S.D.	Df	t-value
Govt.	50	81.45	22.34	98	0.7479
Private	50	84.64	20.26		

From the above table it is clear that the mean value for the parents of the govt. school is 81.45 and for the parents of the pvt. school is 84.64. The SD value for the parents of govt. and pvt. schools are 22.34 and 20.26 respectively. The calculated t value is 0.74 which

is not significant at 0.05 levels. Therefore the formulated hypothesis “There is no significant difference of parental expectations and aspirations between the parents of Govt. and Pvt. schools” is retained. Hence it can be concluded that parents of Govt schools don not differ from the parents of Pvt. schools in respect of their expectation and aspiration regarding their children’s education.

❖ FINDINGS:

- Parents have moderate expectation and aspiration regarding their children’s education.
- Parents of Govt. schools don not differ from the parents of Pvt. schools in respect of their expectation and aspiration regarding their children’s education.
- Parents of rural schools don not differ from the parents of urban schools in respect of their expectation and aspiration regarding their children’s education.

❖ REFERENCES:

1. Buchmann, M., Grütter, J., & Zuffianò, A. (2021). Parental educational aspirations and children’s academic self-concept: Disentangling state and trait components on their dynamic interplay. Society For Resesarch And Child Development, <https://doi.org/10.1111/cdev.13645>.
2. Dr.Arockia Mary. R, & Prakash, P. N. (2019). AN EMPERICAL STUDY ON THE ANTECEDENTS OF PARENTAL ASPIRATIONS WHICH CATALYZES STUDENTS’ ACADEMIC PERFORMANCE. Journal of Emerging Technologies and Innovative Research (JETIR), 315-319.
3. Kaur, D., & Aman. (2018). Educational Aspiration of Adolescent students in relation to their Parenting Behaviour Styles. Journal of Emerging Technologies and Innovative Research (JETIR), 392-399.

4. Lawrence, D. A., & Barathi, D. C. (2016). PARENTAL ENCOURAGEMENT IN RELATION TO ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS. IJARIE, 1234-1239.
5. NWAOBOLI, E. P. (2022). A SURVEY ON PARENTAL INFLUENCE ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN OREDO LGA, EDO STATE. Researchgate, <https://www.researchgate.net/publication/359756632>.
6. Wahi, S. (2023). The Impact of Parental Expectations on a Child's Career Success. Mindler Blog, <https://www.mindler.com/blog/impact-parental-expectations/>.

CHAPTER: 20

**TEACHING ENGLISH AT DIFFERENT LEVELS
AN OVERVIEW**

Manas Kumar Bhuniya



❖ **ABSTRACT:**

English is now one of the most significant and expanding courses in our elementary schools, and it is included in the curriculum. Additionally, a lot of schools are implementing multilingual curricula. Instructors are supposed to create and design the classes, even if there is a wealth of regulations dictating how they must proceed and integrate various techniques and methodologies. The goal of the current research is to determine the goals of teaching English at two distinct levels: elementary and secondary. It also covers the many approaches used to teach English. According to the research, just combining all of the strategies would not be sufficient since the age, level, and resource conditions we are dealing with are so different.

❖ **KEYWORDS:**

Elementary Schools, Curriculum, English Language.

❖ **INTRODUCTION:**

Clearly, educators all throughout the globe are aware of “the global spread of the English Language” (Raine, 2012). It is understandable that education ministries see teaching English as a core subject in this age of pedagogical reform and educational transformation. This essay describes the methods that Gambian English language instructors are now using to teach English. It argues that materials, activities, and content should be specially designed for students whose mother tongue is not English while

teaching English. Therefore, claim that the foundation of teacher preparation should be fundamental grammar structures and associated ideas, since this is essential to giving educators the professional tools they need to achieve and sustain high levels of English literacy inside and outside of the country. In order to do this, the article advocates for a cross-concept poetic/musical methodology. It makes the point that teaching English should be enjoyable for both instructors and students, and it contends that this method is useful and helpful in circumstances when English is a second language or is regarded as a foreign language. (*Arnó-Macià, E., & Mancho-Barés, G. 2015*).

Even if English is still regarded as a second or third language theoretically, in practise it is becoming more and more important in all spheres of life. There are an increasing number of English-medium schools opening in all of India's developed states, and parents are choosing to send their kids there increasingly often. Indian middle class citizens, as well as the wealthy, despise mother language secondary education. Parents in India are increasingly choosing to send their children to international schools.

We are well aware that teaching is a social and cultural endeavour in any discipline. Teaching is not as simple as it seems; a teacher must be aware of the goals and objectives of the topic he is teaching. Put another way, we may argue that when a teacher is well aware of the goals and objectives of the topic they are teaching, teaching becomes much more successful. An excellent teacher believes that their instruction should be successful. We are all well aware that the fundamental tenet of education is to "know what you do and only do what you know." Instruction calls for specific guidelines. After all, the goals and objectives of teaching determine whether or not it is successful. P. Gurrey states that knowing one's clear goals is particularly beneficial while teaching English. Usually, the easiest method to travel to work becomes obvious if this is readily visible. Therefore, while we are teaching English, we should carefully analyse what it is that we are

attempting to accomplish. English is regarded as a second language among Indians. For most pupils, it is not the primary medium of education. It serves as a tool and a method of learning. The goal of English instruction in India is to enable pupils to become practically proficient in the language. Stated differently, it implies that pupils must be able to read, write, and comprehend English (*Bandura, A. 2001*).

❖ STATEMENT OF THE PROBLEM:

The best approach would be to study a foreign language as if it were your native tongue, since this would eliminate the need to acquire grammar and other linguistic structures. One of the trickiest things is that this is challenging if the professors are not native speakers. Therefore, we think it's essential to look into the best ways to teach English in any circumstance. There are situations when teaching in English is more important than teaching English itself. The major goal is to combine all of the existing ways into a new approach while using each one's advantageous aspects. Therefore the problem stated here is "Teaching English at Different Levels : An Overview".

❖ SIGNIFICANCE OF THE STUDY:

A teacher studying a second language has to be knowledgeable about the various approaches to teaching and learning this language. This will assist him in determining which approach to use in each situation. A foreign language may be taught using a variety of techniques. While there isn't a single suggested approach to learning a second language, some appear more suitable than others. The current research is noteworthy enough in this respect since it addresses various approaches to teaching English and emphasizes the goals of teaching the language at various levels.

❖ OBJECTIVES:

The study has been undertaken for the for the following-

-
- To study the objectives of teaching English at Elementary level.
 - To find out the objectives of teaching English at Secondary level.
 - To discuss the different methods of teaching English.

❖ **OBJECTIVES OF TEACHING ENGLISH AT ELEMENTARY LEVEL:**

The objectives of teaching English at Elementary level are to enable the students.

- To listen English with proper understanding –
- To speak English correctly ie Producing sounds with proper stress and intonation.
- To transform the silent written / printed language in to living speech.
- To enrich vocabulary through telling, re- telling, reading aloud.
- To read with ease - To follow the instructions given in the target language.
- To recite the small poems.
- To classify the words, nouns, action words (verb), describing words adjectives, linkers (conjunctions) etc.
- To write words simple meaningful sentences correctly.

❖ **OBJECTIVES OF TEACHING ENGLISH AT SECONDARY/ HIGHER SECONDARY LEVEL:**

- (i) Understand and follow talks in English on general topics within the prescribed vocabulary and sentence structures.
- (ii) Talk freely within the range of language items and express suitably.

-
- (iii) Read books and similar other material written in simplified English as per the structures and vocabulary, and to follow easy books with detailed notes. This material should be within their group.
 - (iv) Write correctly in English on familiar topics fit to be expressed within the range of the prescribed vocabulary and sentence structures.
 - (v) Write creatively and independently on general topics.
 - (vi) Create wider reading interest.
 - (vii) Speak in a given situation (production skill) (fluency & accuracy in speaking & writing)
 - (viii) Develop study skill / reference skill.
 - (ix) Achieve greater proficiency.

❖ DIFFERENT METHODS FOR TEACHING ENGLISH:

- **The Grammar-Translation Method:** It is predicated on mastering the language's lexicon and grammatical principles. The ability of pupils to translate across languages is one of its primary goals. Putting aside the more vocal expression and understanding, reading and writing are essentially functional. The instructor, who assigns vocabulary and grammatical rules to be memorised, is the main emphasis of the class. Grammar is first taught with explanations in the student's mother tongue and then used to create sentences when translating across languages. The phrase is the fundamental building block of language acquisition and practise. Translation of phrases across languages is the basis of most sessions. The medium of education is the student's mother tongue; new concepts are introduced and analogies between the target and mother tongues are made. As was previously noted, while acquiring a second language, one's mother tongue is retained as a reference (*Coleman, J. A. 2006*).

Among the drawbacks of this approach, we point out that it misleads students into believing that a language is made up of

separate, autonomous words. Because the approach causes dissatisfaction and dullness, it also lowers student motivation. The four main language acquisition skills— speaking, writing, listening, and reading— are not given equal weight. With this approach, the instructor has to prepare fewer didactic lessons, and their proficiency in English is not taken into consideration.

- **Direct Method:** Its inventors contend that if learning is centred on display and movement, a language may be taught without translation or the usage of the original tongue. It is preferable to teach the language dynamically in the classroom as opposed to analytically, with an emphasis on grammatical rule explanations. The language that students learn in class should be used directly and spontaneously, according to teachers. Students will be able to pick up the language and understand grammatical principles as a result. One may utilize mime, performances, and clips to teach the new language utilizing the previously learnt ones. Similar to how they learnt their mother languages, it entails immersing them in the target language. The main goal is to have pupils ready to communicate by using the language. All language instruction is conducted verbally, and you learn the language you choose to study. The new vocabulary is taught by example, with a strong emphasis on speaking and listening. Proper pronunciation is given great significance. Students must practise speaking aloud throughout class (CUREE 2012).

The primary drawback of the Direct Method is in its foundational tenet that the target language may be acquired in an identical manner to that of the mother tongue. The circumstances for learning a second language vary greatly from those for learning a native language, which makes this challenging. Furthermore, the need to refrain from speaking in one's home tongue sometimes results in convoluted explanations in the language of instruction.

- **Audio-Lingual Audio-Visual Method:** It has a strong connection to behaviourism and the concepts of habit development and repetition. Instead of emphasizing writing and reading, this approach suggests an oral production and listening-based learning

process. The content is primarily focused on activities and discussions as key teaching strategies. Although it is not as restricted as it is in the direct technique, using the mother language in the classroom or with the materials is not advised when using this method. The lessons are delivered via condensed conversations and are arranged according to grammatical structure. Typically, students listen to various conversations several times and concentrate on imitating the grammar and pronunciation of these exchanges. Emphasis is placed on basic and vigorous practise. Through imitation and repetition, the goal is to make language acquisition seem less like a mental strain and more like a chore. Imitative repetition and memorization of dialogues have been offered as distinct learning strategies by the Audio-lingual Method. It is a way of looking at learning from the perspective of stimulus and response. The primary goals of this approach are to enable pupils to speak using language they have spontaneously learnt and to increase oral skill in the language via a broad vocabulary (Coleman, H. 2011b).

● **Task-based language learning:** In order to close the gaps in the communicative method, Prabhu (1987) developed this strategy (Richards & Rodgers, 2001). It attempts to identify what ought to be taught by examining language as a communication tool rather than as a rigid structure. It is predicated on a method that uses a variety of tasks as the primary planning unit for language acquisition. It is predicated on the following ideas: 1. Real-world communication activities are crucial for language acquisition. 2. Tasks that require the use of language to accomplish significant goals encourage learning. 3. Meaningful language for the student aids in the process of learning. 4. Process is prioritised above product. 5. Communication and meaning-related tasks are crucial. 6. Through deliberate and communicative contact, students pick up the language. 7. Tasks and activities are arranged in order of increasing complexity. (*Lin, A. M. 2016*).

❖ CONCLUSION:

Because the age, level, and resource conditions we are working with are so variable, a simple combination of all the strategies would not be sufficient. Thus, the key concept is to use each technique in a different ratio based on the situation. Teachers may utilise a Natural method, which involves teaching in an environment as similar to the one in which individuals acquire their mother tongue, to help students who are learning a foreign language reduce the stress and anxiety that comes with the process.

❖ REFERENCES:

1. Arnó-Macià, E., & Mancho-Barés, G. (2015). The role of content and language in content and language integrated learning (CLIL) at university: Challenges and implications for ESP. *English for Specific Purposes*, 37(1), 63–73.
2. Bandura, A. (2001). Social cognitive theory of mass communication. *Media Psychology*, 3(3), 265-299. Available at: https://doi.org/10.1207/s1532785xmep0303_03.
3. CUREE (2012): Summary of Jerome Bruner’s Work in Relation to the Curriculum for the 21st Century Curriculum; Building the Evidence base Project. Retrieved from <http://www.curee.co.uk/files/publication>.
4. Coleman, J. A. (2006). English-medium teaching in European higher education. *Language Teaching*, 39, 1-14.
5. Coleman, H. (2011b). Developing countries and the English language: Rhetoric, risks, roles, and recommendations. In H. Coleman (Ed.), *Dreams and realities: Developing countries and the English language* (pp. 8–22). British Council.
6. English Club (2012): The 4 Language Skills. Retrieved from <http://www.englishclub.com/learn-english/language-skills.htm>
7. Jiang, L., Zhang, L. J., & May, S. (2019). Implementing English-medium instruction (EMI) in China: Teachers’

- practices and perceptions, and students' learning motivation and needs. *International Journal of Bilingual Education and Bilingualism*, 22(2), 107- 119.
8. Lin, A. M. (2016). *Language across the curriculum & CLIL in English as an additional language (EAL) contexts: Theory and practice*. Singapore: Springer.
 9. Raine, P. (2012): *Why is English the Dominant World Language?* Retrieved from <http://www.jobs.ac.uk/blogs/tefl-journey/2012/01/11>.
 10. Phyak, P. (2017). Translanguaging as a pedagogical resource in English language teaching: A response to unplanned language education policies in Nepal. In H. Kuchah, & F. Shamim (Eds.), *International perspectives in teaching English in difficult circumstances: Contexts, challenges, and possibilities* (pp. 1-30). McMillan.
 11. Vázquez, V. P., & Ellison, M. (2018). Examining teacher roles and competences in content and language integrated learning (CLIL). *Linguarum Arena: Journal of Studies in Language Teaching at the University of Porto*, 4(1), 65-78.

CHAPTER: 21

**TRIBAL EDUCATION IN EASTERN INDIA
SPECIFICALLY FOCUSING ON THE EKLAVYA
MODEL RESIDENTIAL SCHOOLS**

*Prasenjit Nemo & Prof. (Dr.)
Swami Tattwasarananda*



❖ **ABSTRACT:**

Education is crucial for building human resources and addressing the needs of the backward classes, particularly children from the Scheduled Tribe community. India has the largest tribal population in the world, accounting for 8.6% of the total population. According to the 2011 Census of India, this accounts for 8.6 percent of the total population of the country. The Eklavya Model Residential School (EMRS) scheme aims to establish and run qualitatively good schools for children from scheduled tribe societies. These schools enrolled children in the sixth grade, with admission based on selection or competition approved by local authorities, parents, and teachers. Education in EMRSs is entirely free, similar to Navodaya Vidyalayas. This study aims to assess the functionality of Eklavya model residential schools in Eastern India, focusing on various aspects of the school system. It aims to identify prevalent problems and potential solutions, as well as the educational provisions provided to help students achieve higher education and future placement in various states. The study was qualitative in nature, using a case study method. The data was collected through open-ended questionnaires, interviews, observation by the researcher, and official documents from the Government of India's Ministry of Tribal Affairs. Despite existing problems, the EMRS of Eastern India can be considered to have a very good prospect in tribal education. However, there is room for improvement in the facilities provided in all EMRS. For example, in Jharkhand, West Bengal, and Tripura, the school environment is

very good, and the hostel facilities of eight out of sixteen institutes are very good.

❖ **KEYWORDS:**

Tribal Education, Eastern India, EMRS, Scheduled Tribe.

❖ **INTRODUCTION:**

Education is crucial for the development of a nation and aims to build human resources. It should be available to all members of society, especially those who are socially and financially disadvantaged. In India, it is important to give more importance to the education of the backward classes, particularly children belonging to the scheduled tribe community, as they belong among the most marginalized sections of society. India's central and state governments have implemented various initiatives and schemes to address the issue of education for scheduled tribes, but their functionality and running status are not up to the mark. The Scheduled Tribes in India are the economically poorest and most socially marginalized groups, with populations nearing 10.45 crores. The government of India has taken the initiative of establishing Eklavya Model Residential Schools (EMRS) at localities where the scheduled tribe population is higher. The EMRS scheme aims to establish and effectively run qualitatively good schools for children of scheduled tribe societies. Children from scheduled castes are enrolled in these schools for the sixth grade, with admission based on selection or competition approved by local authorities, parents, teachers, and others. Education in EMRS is entirely free, similar to Navodaya Vidyalayas. The State Governments or Union Territory Governments get support from the Ministry of Tribal Affairs for setting up these residential schools provided that they can ensure smooth management and efficient running of the schools including timely fund flows, recruitment of teachers in required numbers, medical facilities for students and staff, nutritious and hygienic food, and generally a happy, healthy environment. Sufficient land for constructing such

a school is made available by the concerned State or Union Territories free of cost. The scheme provides for a holistic and generous building lay-out, which includes all the features expected in a good quality school. Eklavya Model Residential School funding is governed by liberal norms, both in terms of capital as well as recurring costs (Geddam, 2015). In the midst of the conflict between a very noble initiative by the government which is reportedly running successfully and the reports and research outcomes on the same which reflects a different story it is essential to point out the actual case and explore into that case.

❖ OBJECTIVES OF THE STUDY:

- To find out if the objectives stated by Ministry of Tribal Affairs for Eklavya model residential school are being attained by the schools under this program situated in different states of Eastern India.
- To assess the functionality of the Eklavya model residential schools situated in eastern region of India taking in consideration different aspects of a school-system, namely;- Teaching-Learning-Evaluation, Infrastructural Facilities, Human Resources, Student Progression, Co-curricular Activities and any other important aspect presented.
- To find-out the prevalent problems these schools are facing at present and the probable solutions for the problems at hand.
- To know how far the educational provisions provided by these schools help their students in attaining achievement in higher education or placement in future life in the concerning states.
- To study how much these schools help their students to be acquainted with their tribal culture in all the states under review.
- To know the status & performances of EMRSs in different states of Eastern Indian with respect to different aspects of EMRSs system mentioned earlier.

- To identify the problems and prospects of tribal education in Eastern India with reference to EMRSs.

❖ **METHODOLOGY:**

The case study method was adopted by the researcher for this particular study. The study was qualitative in nature.

Target Institutions

Sl. No.	State	EMRSs	Sl. No.	State	EMRSs
1.	Arunachal Pradesh	0	6.	Nagaland	1
2.	Assam	1	7.	Odisha	4
3.	Jharkhand	2	8.	Sikkim	2
4.	Manipur	0	9.	Tripura	2
5.	Mizoram	0	10.	West Bengal	4
No EMRSs Bihar & Meghalaya					

❖ **PARTICIPANTS:**

- Students of secondary and higher secondary level of the above mentioned institutions (Male & Female- 328)
- Teachers of the above mentioned institutions (Male & Female- 328)
- Heads of the above mentioned institutions (Total- 16)
- Resource persons belonging to EMRSs in Experience of different states (Total- 16)

❖ SOURCES OF DATA:

- Data obtained through observation by the researcher.
- Data obtained from feed-back of above mentioned participants.
- Data obtained from official documents of the Ministry of Tribal Affairs, Govt. Of India.
- Data obtained from official documents of the institutions.
- Leaflets, pamphlets, programme schedules, other documents and news associated with the institutions mentioned above.

❖ TOOL:

- Observation as a Tool:
- Information Blank for HOI
- Open-ended Questionnaire for the Teachers
- Open-ended Questionnaire for the Students
- Interview Schedule for the Resource Person

Sampling Procedure: In choosing the students to obtain feed-back, purposeful maximal sampling procedure was used.

❖ TECHNIQUES OF DATA ANALYSIS:

Collected data in the form of data information blank with the help of observation was analyzed by data obtained from institutions and presented in Table & Chart forms.

All other data collected in written form using an open-ended questionnaire or interview-schedule was analyzed by qualitative content analysis.

❖ DISCUSSION:

Eklavya Model Residential School is a central government scheme run by state governments in India that has the potential to provide students from the Scheduled Tribe community with proper all-

round development. In this particular research work, the researcher tried to find out the present running status of these schools in Eastern India. He has given importance to the objectives of the EMRS scheme, as described by the Ministry of Tribal Affairs as the model with respect to which the condition of these schools was evaluated.

The present researcher physically visited the schools and collected data from teachers and students as well as an experienced person involved in the working of EMRS in Eastern India. The analysis of these data presented the condition of EMRS very well. The outcomes of these results show that:

1. The EMRS of Eastern India are aiming to follow every objective of the scheme as much as possible but are failing in many aspects due to problems related to the mentality of the stakeholder groups, the condition of the human resources involved, problems regarding resources, etc.
2. The problem with funding and the salaries of the people involved is eminent.
3. Infrastructural facilities have polarised conditions. Either it is too good and well maintained or it is in a sorry state due to indifference regarding maintenance.
4. In most cases, the teaching and learning at these schools face hindrances due to a lack of proper infrastructure, good quality teachers, or a proper approach.
5. The evaluation system, especially the CCE and remedial measures that follow it, needs some rethinking.
6. As the EMRS scheme aims at the progression of the ST community through the proper education of the children belonging to that community, it is important to take measures to look after the progression of students beyond school level. These measures are not being observed in the numbers required.

7. The condition of co-curricular activities in these schools is very good. Although the state of the facilities in every school is deplorable in this regard,

There were many texts studied concerning the education of the tribal society or various institutions that are solely involved in the education of the tribal children. But the research work of Geddham (2015) is the only work concerning Eklavya Model Residential Schools that is available in the public domain. The findings of these studies revealed that the EMRS are not being run in accordance with the scheme's guidelines. The findings of the present study contradict this work. Despite the fact that, in the previously mentioned study, Geddham revealed several issues with the available infrastructure's maintenance. It is similar to the findings of this study.

As research studies related to the EMRS scheme in India are very few, the importance of this present study is huge. The findings are in-depth and exclusive. But still, there was a need to match the findings with some kind of reference frame. The present researcher, after collecting data through observation and administering tools to teachers and students, interviewed a government officer directly related to the functioning of EMRS. Data obtained from him matched with the data from previous sources, which established the credibility of this research.

❖ CONCLUSION:

The magnitude of tribal education is not at all limited by providing the tribal children with a formal education. It expands beyond the field of formal education. The true aim of tribal education is to make children belonging to Scheduled Tribe communities capable of earning their livelihoods, ensuring their overall development, and nurturing their skills.

The EMRS programme conceived by the Ministry of Tribal Affairs of the Government of India is such a path along which the aim of tribal education described in the previous paragraph can be achieved, if the programme is run properly. Yet, at the time of

study, many problems were found to exist concerning the running of these schools.

In spite of the existing problems, the EMRS of Eastern India can be considered as having a very good prospect in the field of tribal education. In these institutions, ST children not only from this state but also from neighbouring states get the opportunity for a good-quality education up to the higher secondary level totally free of charge. There is always room for improvement for any institution, but at present, the facilities provided in all the EMRS are not average or bad. For instance, in Jharkhand (Torsindri), West Bengal (Paschim Medinipur and Jalpaiguri), and Tripura (Khumulwng), the school environment is very good. The hostel facilities of eight out of seventeen institutes are very good, six institutions have average hostel facilities, and the remaining three institutions need lots of improvement in the aspect of hostel facilities. Institutions must improve in terms of teaching and evaluation. But it can never be said that the teaching and evaluation system at present is awful. Students require much more exposure and guidance in order to succeed in the future. Although instances of success for ex-EMRS students in competitive examinations and work-sectors are not very rare,

Hence it can be concluded that although the present condition of EMRSs in Eastern India exhibits many problems in different aspects of school education and administration, these institutions, upon which the institutional case study is performed, also show the potential to excel in the field of tribal education.

❖ REFERENCE:

1. Ahuja, R. (2013). *Research Methods*. First Edition, Reprint 2013. Rawat Publications. New Delhi. ISBN: 81-7033-653-8.
2. Akula, S. (2013). *Education for Children of Tribal Community- A Study of Adilabad District*. American International Journal of Research in Humanities, Arts and Social Sciences, Vol-13-377. ISSN (Print): 2328-3734, ISSN

-
- (Online): 2328-3696. Retrieved from, <http://iasir.net/AIJRHASSpapers/AIJRHASS13-377.pdf>
3. Arivanandan, M. (2015). *Prosperous and Blockades of Tribal Education in India*. International Journal in Management and Social Science, Vol 3, issue 10, October-2015. ISSN: 2321-1784. Retrieved from, file:///C:/Users/USER/Downloads/IJMSS43Oct3508%20(1).pdf
 4. Baba, S. (2010). *The Impact of NGOs' Movement in the Educational Support for Minority in Northern Thailand*. Paper accepted for presentation at *International Conference on Future Imperatives of Communication and Information for Development and Social Change*, Bangkok, December 20-22, 2010. Retrieved from, <http://203.131.210.100/conference/wp-content/uploads/2011/06/Movement-in-the-Educational-Support.pdf>
 5. Bagai, S. and Nundy, N. (2009). *Tribal Education: A Fine Balance*. Dasra Report. Mumbai. Retrieved from, https://www.academia.edu/4552203/LOK_SABHA_SECRETARIAT_PARLIAMENT_LIBRARY_AND_REFERERENCE_RESEARCH_DOCUMENTATION_AND_INFORMATION_SERVICE_LARRDIS_For_the_use_of_Members_of_Parliament_Not_for_Publication_Financial_Sector_in_India_Regulations_and_Reforms
 6. Basu, A. and Chatterjee, S. (2014). *Status of Educational Performance of Tribal Students: a Study in Paschim Medinipur District, West Bengal*. Educational Research and Reviews, Vol 9 (20), pp 925-937, 23 October, 2014, ISSN: 1990-3839. Retrieved from, http://academicjournals.org/article/article1412261491_Basu%20and%20Chatterjee.pdf
 7. Baskey, S. K. (2016). *A study on the level of education of the tribal people in the district of Burdwan, West Bengal*. RIJSS, Volume 5, Issue 9 (September, 2016). ISSN: 2250 – 3994. Retrieved from, <http://www.rierc.org/social/paper641.pdf>
-

8. Bhowmick, P. K. (Ed.) (2008) *Tribal people of India: Society culture and development*. R. N. Bhattacharya Publishers, Kolkata.
 9. Buadaeng, K. (2006). *The Rise and Fall of the Tribal Research Institute (TRI): "Hill Tribe" Policy and Studies in Thailand*. Southeast Asian Studies, Vol. 44, No. 3. Retrieved from, <https://kyoto-seas.org/pdf/44/3/440305.pdf>
 10. Burman, B. K. R. (1995). *Tribal Situation and Approach to Tribal Problems in India*. Rajiv Gandhi Institute for Contemporary Studies, New Delhi.
 11. Centre for Budget and Policy Studies. (2015). Residential Schooling Strategies: Impact on Girls' Education and Empowerment. Retrieved from, <http://www.ipeglobal.com/downloads/publications/Residential-School-Report-13-01-16.pdf>
 12. Considine, G. and Zappala, G. (2002). *Factors Influencing the Educational Performance of Students from Disadvantaged Background*. Refereed proceedings of the National Social Policy Conference 2001, SPRC Report 1/02, Social Policy Research Centre, University of New South Wales, Sydney. Retrieved from, https://www.sprc.unsw.edu.au/media/SPRCFile/NSPC01_7_Considine_Zappala.pdf
 13. Cresswell, J. W. (2012). *Qualitative Inquiry and Research Design*. Third Edition. SAGE Publication Ltd., New York. ISBN: 978-1-4129-9530-6.
 14. Garnaik, I. and Barik, N. (2012). *Role of Ashram School in Tribal Education: A Study of a Block in Jharsuguda District*. Odisha Review. Retrieved from, <http://odisha.gov.in/e-magazine/Orissareview/2012/oct/engpdf/85-89.pdf>
 15. Garrett, E. H. (2011). *Statistics in Psychology and Education*. Delhi, Paragon International Publisher.
-

16. Gautam, V. (2003). *Education of tribal children in India and the issue of Medium of Instruction: A Janshala Experience*. Retrieved from, http://pnglanguages.org/asia/ldc/parallel_papers/vinoba_gautam.pdf
17. Geddam, M. S. (2015). *A Study on Eklavya Model Residential Schools (EMRS) in Tribal Education*. Voice of Research, Volume 3, Issue 4, March-2015. ISSN 2277-7733. Retrieved from, http://www.voiceofresearch.org/doc/Mar-2015/Mar-2015_7.pdf
18. Ghurye, G. S. (1980). *Scheduled Tribes of India*. Transaction Publishers.
19. Haseena, V. A. & Mohammed, A. P. (2014). *Scope of education and dropout among tribal students in Kerala -A study of Scheduled tribes in Attappady*. International Journal of Scientific and Research Publications, Volume 4, Issue 1, January 2014. ISSN 2250-3153. Retrieved from, <http://www.ijsrp.org/research-paper-0114.php?rp=P252220>
20. Kumar, A. (2008). *Education of tribal Children in Jharkhand: A Situational Analysis*. Jharkhand Journal of Development and management Studies, Vol 6, No 4, December-2008, pp 3111-3123. Retrieved from, https://www.academia.edu/289654/Education_of_Tribal_Children_in_Jharkhand_A_Situational_Analysis
21. Mackety, D. M., Bachler, S., Barley, Z. & Cicchinelli, L. (2009). *American Indian Education: The Role of Tribal Education Department*. Institute of Education Sciences. Project Report, Institute of Education Sciences. McREL International Publication. Retrieved from, <http://files.eric.ed.gov/fulltext/ED544623.pdf>
22. Mangal S. K., (2009). *Statistics in Psychology and Education*. Second Edition, New Delhi, PHI Learning Private Ltd.
23. Mangal S. K., (2011). *Essentials of Educational Psychology*. Fifth printing, New Delhi, PHI Learning Private Ltd.

24. McLeod, J. (2011). *Qualitative Research in Counselling and Psychotherapy*. Second edition. Sage Publication Ltd., New York. ISBN: 978-1-8492-0062-2.
 25. Ministry of Tribal Affairs, (2010). *Revised Guidelines for Setting Up Eklavya Model Residential School*. Retrieved from, <http://tribal.nic.in/Content/Eklavya Model.aspx>
 26. Ministry of Tribal Affairs, (2017). Annual Report 2016-2017
 27. Ministry of Home Affairs, Government of India (2012). Census Report 2011. Retrieved from, www.censusindia.gov.in
 28. Mohanty, P. K. (2006). *Encyclopediad of scheduled tribes in India*. Isha Book, New Delhi
 29. Pardhi, K. and Kardande, A. (2015). *A Study on Educational Status of Tribal Children in Wada Taluka*. Abhinav National Monthly Refereed Journal in Arts and Education, Vol 4, Issue 12, December-2015. ISSN-2277-1182. Retrieved from, http://abhinavjournal.com/journal/index.php/ISSN-2277-1182/article/viewFile/896/pdf_72
 30. Puhan, R. R., Gamango, G. & Malla, L. (2013). *Educational Participation of Scheduled Tribal Women in Rayagada District: Analysis of the Barriers and Ongoing Measures by Government*. International Journal of Educational Research and Technology. IJERT: Volume 4, June 2013, P-ISSN 0976-4089; E-ISSN 2277-1557. Retrieved from, <http://www.soegra.com/ijert/ijertjune2013/4.pdf>
 31. Rajam, V. and Malarvizhi, M. S. V. (2011). *A Study On Educational Status Of Tribal Children In The Nilgris District*. ZENITH International Journal of Business Economics & Management Research Vol.1 Issue 2, Nov 2011, ISSN 2249 8826. Retrieved from, http://www.zenithresearch.org/in/images/stories/pdf/2011/Nov/ZIJMR/14_ZIBERMR_VOL1_ISSUE%202.pdf
 32. Rout, N. (2015). *A Contemporary Study: the Problems and Issues of Education of Tribal Children in Kandhamal district of Orissa*. International Journal of Educational Research and
-

-
- Technology, Volume 6 [2] June 2015:70-74, P-ISSN 0976-4089; E-ISSN 2277-1557. Retrieved from, <http://soeagra.com/ijert/ijertjune2015/9a.pdf>
33. Right to Education Act, No. 35 of 2009. Registered no DL-(N)04/0007/2003-09 (2009)
 34. Sahoo, K. K. (2014). *Challenging Issues of Tribal Education in India*. IOSR Journal of Economics and Finance, Volume 3, Issue 2. Ver. II (Mar-Apr. 2014), PP 48-52. ISSN:2321-5933. Retrieved from, <http://www.iosrjournals.org/iosr-jef/papers/vol3-issue2/Version-2/I03224852.pdf>
 35. Shrivastava, L. R. N. (1971). *Developmental Needs of the Tribal People*. National Council Educational Research and Training, New Delhi.
 36. Sivaraman, K. & Jayaraman, K. (2016). *A Study On The Problems Of Tribal School Children In Udumalpet Taluk*. International Contemporary Research Journal in Management and Social Science, Volume 2, Issue 2, ISSN: 2394-7691. Retrieved from, http://icrjmss.in/uploads/Volume%202%20Issue%202/11_A_STUDY_ON_THE_PROBLEMS_OF_TR.pdf
 37. Statistical Profile of scheduled Tribe in India, (2013). *Status of Education among Scheduled tribes*. Retrieved from, <http://tribal.nic.in/WriteReadData/userfiles/file/Scheduled TribesData/Section2.pdf>
 38. Sujatha, K. (1999). *Education of Indian Scheduled Tribes: A Study of Community Schools in the District of Vishakhapatnam, Andhra Pradesh*. International Institute for Educational Planning. UNESCO. Retrieved from, <http://unesdoc.unesco.org/images/0012/001202/120281e.pdf>
 39. Vijayalakshmi, G. M. (2016). *A Study of Relationship Between Study Involvement, Home Climate, Achievement Motivation and Academic Achievement of Tribal Students*. International Multidisciplinary Research Journal. Vol 6, Issue 11, Dec 2016. ISSN No: 2230-7850. Retrieved from, <http://isrj.org/UploadedData/9479.pdf>
-

CHAPTER: 22

**PERSONALITY AND DECISION MAKING
ABILITY OF UNDER-GRADUATE STUDENTS**

Jyoti Nath & Abhijit Roy



❖ **ABSTRACT:**

Personality describes the unique patterns of thoughts, feelings, and behaviours that distinguish a person from others and it is both biological and environmental. According to Allport Personality is the dynamic organization within the individual of those psychophysical systems that determines his characteristics behavior and thoughts. It remains fairly consistent throughout life. On the other hand decision making is an important life skill for adult students. Learning is a part of decision making process where different personality attributes influence on the trainee teachers' health, family decision making ability, educational decision making, career choice and the decision of daily life. In National Education Policy 2020, emphasizes on recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres. Built on the foundational pillars of quality, access, equity, accountability, and affordability, the National Education Policy 2020 aims to transform India sustainably into a vibrant and equitable knowledge society of creative, thoughtful, and well-rounded global citizens. The main objectives of this paper are to determine the influence of personality on decision making ability among the under-graduate trainee students and to identify the challenges of decision making in relation to personality. In this study quantitative approach along with descriptive survey method, documentary analysis, case study methods are used to analysis and interprets of data.

❖ **KEYWORDS:**

Personality, Decision Making Ability, Under-Graduate Trainee Students, NEP 2020.

❖ **INTRODUCTION:**

Personality could be defined as the set of psychological traits and mechanisms within the individuals that are organized and relatively enduring and that influence his or her interactions with, and adaptations to, the intra-psychic, physical, and social environments (Larsen, 2012). These characteristics in turn affect the thought pattern, feelings, and actions of an individual thus differentiating him from any other individual. The origin of the word “personality” is root in Latin term “persona”, interpreted as mask.

Human performance with regard to decisions is subjected to active research from several perspectives i.e. psychological, cognitive and normative (Global business, 2011). Psychological view evaluates individual decisions with reference to the set of requirements, preferences and principles the individual seeks. According to Cognitive view the decision making procedure is regarded as a consistent process integrated in the interaction with the environment. Normative perspective is by the analysis of individual decisions concerned with the logic of decision making and rationality and the invariant choice it leads to (Kahneman and Tversky, 1979). Keeping in view the existing literature this study was designed. The main objective of the study was to determine the influence of personality on decision making ability among the under-graduate trainee students and to identify the challenges of decision making in relation to personality.

Decision-making and personality’s difficulties may be affected by problem solving and decision-making skills of individuals. College students lacking problem solving and decision-making skills tend to experience more difficulty in decision– making. Various studies show that career decision making difficulties are

related to environmental and individual characteristics such as negative beliefs related to choice of education factor personality traits.

❖ **THEORETICAL PERSPECTIVES OF THE STUDY:**

Personality is organized and dynamic set of characteristics possessed by an individual that uniquely influences their motivation, cognition, environment, emotion and behavioral science in various situations. The word which is used in this article is personality which comes from the Latin word persona. Meaning of persona is mask. It also refers to the pattern of the feeling, social adjustment, thought, and behavior which consistently exhibited over the period that completely affects one's attitude, self-perception, expectation and value. Still there is no any universal consensus for the definition of personality.

❖ **PSYCHODYNAMIC PERSPECTIVE:**

Psychodynamic theories consist of a group of theories that view personality and behavior in terms of the dynamics of driving forces of personality and development such as desires, anxieties and defenses. Well known psychodynamic theorists includes Freud, Jung, Adler and Erikson

❖ **PSYCHOANALYTIC THEORY:**

Sigmund Freud is the profounder of the psychoanalytic theory of personality. According to him personality is ruled by unconscious energy that we cannot control. Childhood experiences play a remarkable role in determining adult personality. Personality is shaped by the way children cope with sexual urges. Freud said that personality is divided into three different structures: Id, Ego, and Superego. Id is the instinctive, primitive component of personality that operates according to the pleasure principle. The ego is defined as the decision-making component of personality that operates according to the reality principle. The superego is defined

as the moral component of personality that incorporate social standard about what represents right and wrong.

❖ **ADLER'S THEORY OF PERSONALITY:**

Alfred Adler's personality theory concentrates on two questions one is what drives us and what great force underlies an individual's motivations that helps individuals to go forward in all circumstances. He ultimately came to refer to this driving force as the striving for perfection, a phrase that captures the desire we all have to reach our potential and our ideals—a process that is very similar to the more widely accepted concept of self-actualization (Adler 2014). Adler recognized four personality types, such as the learning type, the avoiding type, the ruling type, and the socially helpful type. It is crucial to grasp these four types of personality to comprehend an individual's psychology. The fundamental tenet of Adler's theory is that human conduct is intentional and goal-oriented. We can all decide and create. Our own goals serve as our source of inspiration. The pursuit of objectives that provide us security and aid in overcoming feelings of inadequacy is crucial to the development of our personalities.

❖ **CARL JUNG'S THEORY OF PERSONALITY:**

An important part of Jung's conception of personality is the idea of unity or wholeness. This wholeness is represented by the psyche, including all thoughts, feelings, and behaviors, both conscious and unconscious. Individuals strive to achieve this wholeness throughout their entire lives. Here, the self is considered both the center and the entire personality. While explaining personality, Jung identified three levels of consciousness. The concepts of soul, mind, and spirit exist in these levels of consciousness, along with cognitions, emotions, and behaviors i.e. conscious level, personal unconscious, collective unconscious.

❖ ERIK ERIKSON'S STAGES OF PSYCHOSOCIAL DEVELOPMENT:

Erikson maintained that personality develops in a predetermined order through eight stages of psychosocial development, from infancy to adulthood. Erikson's theory suggests that your ego identity develops throughout your entire life during eight specific stages: Infancy – Basic trust versus mistrust, Toddler – Autonomy versus shame and doubt, Preschool-age – Initiative versus guilt, School-age – Industry versus inferiority, Adolescence – Identity versus identity confusion, Young adulthood – Intimacy versus isolation, Middle age – Generativity versus stagnation, Older adulthood – Integrity versus despair. During each stage, the person experiences a psychosocial crisis that could positively or negatively affect personality development. According to this theory, successful completion of each stage results in a healthy personality and the acquisition of basic virtues. Basic virtues are characteristic strengths that the ego can use to resolve subsequent crises.

❖ REVIEW OF RELATED LITERATURE:

Riaz & Batool (2012) studied about personality traits and decision-making styles for university students. They used General Decision-Making Style Questionnaire (GDMSQ) developed by Scott and Bruce (1995) and Mini-Marker Personality Inventory (MMPI) developed by McCrae and Costa (1990) scales. They found that Personality types contributed 15.4% to 28.1% variance in decision-making styles.

Rahaman (2014) studied the relationship personality traits and decision-making styles for university students. He used Big Five Inventory (BFI) developed by John and Srivastava (1999) and Melbourne Decision Making Questionnaire (MDMQ) developed by Mann et al.(1997).

Naroori & Karazee (2015) had studied about personality traits, decision-making styles, and attitude to life for university students. They used Big-Five Personality Traits Questionnaire developed by

McCray and Kotsa (1985) and Decision-Making Styles Questionnaire consists of 23 items. They found significant relationships between personality traits and decision-making styles.

Batool, Asma & Ali (2016) in their study on Personality Traits and Decision Making Styles among University Students (Pakistan). The main objective of the study was to explore personality traits and decision making styles among university students and if there is any gender difference on these two phenomena. Furthermore it was aimed to investigate the impact of personality traits on decision making styles of young adults. The data was collected from students of Bahauddin Zakariya University, Multan, Pakistan with student's consent and confidentiality was assured. A booklet containing 2 scales of Big Five Inventory and Decision Making Style Inventory was given to students.

Astuti, Lestari & Bhakti (2019) made a study on Student Decision-Making Ability as a Preparation for Facing The Industrial Revolution 4.0. This study aimed to determine students decision-making ability as one of the capabilities that need to be developed to face the industrial revolution 4.0. This study used descriptive quantitative methods to obtain an overview of the decisions making skills of students. The sample in this study was 107 students of the Guidance and Counseling study program at Ahmad Dahlan University, Yogyakarta. The results showed that students had decision-making skills that were in the high category with an average cost of 116.3.

Ranjan (2019) in his study on study of personality traits among rural and urban school students aims to compare the personality traits among rural and urban school students. Some hypothesis is also created for this article. A representative sample of 100 students is taken in which 50 students are taken from rural school and 50 students are taken from urban school. To measure the personality traits Singh's Differential Personality Inventory (SDPI) by Aashish Kumar Singh and Arun Kumar Singh (2002) is

used. Mean, standard deviation and t-test are used for calculation, analysis and interpretation of data.

Bajwa et al. (2016) used Big Five Inventory (BFI) developed by John and Srivastava (1999) and Decision-making style inventory developed by Scott and Bruce (1995) in their study. They found that conscientiousness personality trait leads to rational decision-making style among students.

❖ OBJECTIVES OF THE STUDY:

- 1) To determine the influence of personality on decision making ability among the under-graduate trainee students.
- 2) To identify the challenges of decision making in relation to personality.

❖ RESEARCH QUESTIONS:

- 1) What is the influence of personality on decision making ability among the under-graduate trainee students?
- 2) What are the challenges of decision making in relation to personality?

❖ METHODOLOGY:

This is a analytical study based on literature survey. The secondary data like research articles, journals, magazines and different database from websites are considered in this study. Content analysis of the literature which extracts the outcomes of the present study with thematic analysis and corroboration of the data.

❖ DISCUSSIONS OF THE STUDY:

O₁: The influence of personality on decision making ability among the under-graduate trainee students:

Our discussion centered on different types, known as the Enneagram. This framework groups personalities into three centers of intelligence: head, heart and gut. “We have many sides

to our personality, but we tend to rely more on one center than the others,” Delynn explained. “And stressful situations like team decision making can bring out the problematic tendencies of our personality”. Gut types tend to be instinctive. They want to be in control - they want authority and respect. “The gut types really don’t like to be told what to do,” said Copley, “which has a clear implication for team decision making.” They like to be in charge because they like to make decisions, and they’re good at it. But to put it bluntly, they’re often also control freaks.

The Reformer: The Reformer seeks the highest potential for perfection. Driven by perfection, you expect yourself and others to be their best at all times, and you are willing to put a lot of energy into making that possible. But under stress, you start nitpicking. You don’t like to decide with incomplete information, and your uncompromising quest for perfection causes damaging delays.

The Challenger: The Challenger focuses on being strong and making things happen. The good news is that you have a lot of forward momentum and are energized by vibrant debate. You are confident and decisive. But in stressful times you move so fast that you don’t get proper input from others, misinterpreting silence as agreement and running right over less forceful dissenters, only to be tripped up later.

The Peacemaker: If you are a Peacemaker, you crave control because you want to ensure that everyone is happy. You bring people together, and synthesize perspectives across the team. But when stressed, you can be so hyper-focused on harmony that you avoid conflict, glossing over important disagreements and making the wrong decision just to keep everyone happy.

The Helper: The Helper is extremely tuned into the morale of an organization. You are that bright-eyed co-worker who is always making direct, warm eye contact and involving everyone. You know how to read people. This is great, except when you are a leader who needs to make a decision that will affect people negatively. Preferring to be liked, you avoid hard but necessary decisions entirely.

The Achiever: The Achiever is also focused on other team members, but you are looking for admiration. You want your team's success to reflect your success. You are extremely goal-oriented and methodical in your decision-making, and you like to keep score because you want to win. But you run into trouble when stressful decisions reflect badly on you - you hide the bad news or distance yourself from the problems.

The Individualist: The Individualist tends to be highly creative, with a deep appreciation for beauty and aesthetics. You like to work alone to design elegant solutions. You love to say, "I think there is a totally different way to look at this." This is highly valuable for a team, but under stress you disrupt discussion with an excessive disdain for the mundane, demanding elegance over all else.

The Investigator: Investigators play out mental scenarios and like to have a ton of data. You are the person on the team who will read not just the full report but the footnotes and references, too. You are highly analytical, objective and rational, but when stressed you get too hung up on research and data to make a decision, and have a blind spot for important emotional factors.

The Loyalist: The Loyalist thinks a lot about security and wants to know that the future will be OK. You have a lot of skepticism and you squelch this by working through scenarios extremely carefully, especially worst-case scenarios. You are a clairvoyant planner and extremely loyal, but your focus on obstacles causes your team to dismiss your worries and miss your insights.

The Enthusiast: The Enthusiast is all about finding joy in life and work. You are optimistic with a lot of forward energy. Your energy is contagious, you are bold and innovative, a change agent. You are a quick study, and see opportunity everywhere. But under stress you blow off objections and shrug off problems, believing things will work out and you'll be proven right, even when that's probably not true.

O₂: Challenges of decision making in relation to personality:

It is natural to involve other people in the decision-making process, but you need to avoid falling for something similar to the halo effect (preconceived ideas and prejudices based solely upon appearances)

Impulsiveness - Stress, time constraints or any other circumstance such as the pressure to decide upon a course of action can compromise the desired results if decisions are taken too quickly. You might inadvertently skip important data or forget about the impact of some action or other on the team.

Consequences - It is often easier to make decisions when the potential consequences of each option are clear and can be estimated. For example, when choosing between two laptops, an individual may be able to weigh the benefits and drawbacks of each option and make an informed decision. However, when the potential outcomes of a decision are unclear or difficult to estimate, such as when choosing between pursuing a career in law or fashion, it can create uncertainty and make it challenging to make a decision.

Self-Doubt - Our past experiences with making decisions can impact our current decision-making process. If we have made choices in the past that we regret or have been criticised for, it can lead to self-doubt and make it difficult to trust our own judgment when making new choices.

Process Conflict – Conflict about the best way to find a solution, while others look for other options for a superior solution

❖ **CONCLUSION:**

Personality remains fairly consistent throughout life. On the other hand decision making is an important life skill for adult students. Learning is a part of decision making process where different personality attributes influence on the trainee teachers' health, family decision making ability, educational decision making, career choice and the decision of daily life. Decision-making and

personality may be affected by problem solving and decision-making skills of individuals. Trainee students lacking problem solving and decision-making skills tend to experience more difficulty in decision-making. Various studies show that career decision making difficulties are related to environmental and individual characteristics such as negative beliefs related to choice of education factor personality traits.

❖ REFERENCES:

1. Adams & Ferreira (2009) Women in the boardroom and their impact on governance and performance. *Journal of Financial Economics* 94: 291-309.
2. Boyle GJ, G Matthews & DH Saklofske, 2008. *The SAGE handbook of personality theory and assessment*. SAGE Publications, London, UK. Costa and McCrae, 1992.
3. Iran-Nejad A & M Gregg, 2001. The Brain-Mind Cycle of Reflection. *Teachers College Record*, 103: 868-895. John OP and S Srivastava, 1999.
4. Kahneman D & A Tversky, 1979. Prospect Theory: An Analysis of Decision under Risk. *Econometrica*, 47: 263-292.
5. Kahneman D & A Tversky, 2000. *Choice, Values, Frames*. Cambridge University Press, UK. Krauskopf CJ and DR Saunders, 1994.
6. Mangal, S. & Mangal, S. (2015). *Research Methodology in Behavioural Sciences*. New Delhi: PHI Learning Pvt. Ltd.
7. Larsen RJ & DM Buss, *Personality and ability: The Personality Assessment System*. Oxford University Press, London, UK. 2012.
8. *Personality traits* (2nd edition). Cambridge, England: Cambridge University Press, UK. Pacini R and S Epstein 1999.
9. Scott SG & RA Bruce (1995) *Human Error. Decision -Making Style: The Development and Assessment of a New Measure*.

-
- Educational and Psychological Measurement. Cambridge University Press, UK., 55: 818-831.
10. Simon H, (1979). Rational Decision Making in Business Organizations. *The American Economic Review*, 69: 493-513.
 11. Winnie JF and JW Gittinger, 1973. An introduction to the personality assessment system. *Journal of Clinical Psychology, Monograph Supplement*, 38: 1-68.

CHAPTER: 23

**ENGLISH LANGUAGE TEACHING IN INDIAN
PERSPECTIVE ISSUES AND CHALLENGES**

Somnath Das



❖ **ABSTRACT:**

One of the most widely used foreign languages worldwide is English. In India, people utilize English for both intra- and inter-state communication in addition to contact with the outside world. To Indians, it represents increased intelligence, culture, and quality of education. The National Curriculum Framework (2005) effectively articulates the significance of English language learning in the following ways: “English in India is a global language in a multilingual country. A variety and range of English teaching situation prevail here owing to the twin factors of teacher proficiency in English and pupils’ exposure to English outside schools”. The present study has been undertaken to study the prospects and challenges of teaching English in the Indian perspective.

❖ **KEYWORDS:**

Communication, English Language, Classroom Practices, Learning.

❖ **INTRODUCTION:**

Due to each language’s unique characteristics and quirks, learning a foreign language cannot be an easy task. Despite their apparent similarities, two languages are not exactly the same. The abrupt switch from a familiar to an unfamiliar language may be challenging for learners of English as a second language, which

makes it more likely that mistakes ranging from phonetic to syntactic to morphological to semantic are made. Mother tongue interference phenomenon, which addresses issues a student has while transferring learned abilities from his native or indigenous language (L1) to his second language (L2), is experienced by English language learners. Syntactic (grammatical), phonological (mispronunciation), semantic, or morphological issues might arise, and the majority of pupils are unable to engage in complex thinking exercises. Because the sounds in certain English words are lacking from their original tongues, phonetically speaking, learners of English as a second language find it challenging to pronounce some English words. Examples include the palato-alveolar fricative sound /ʒ/ in measure, pleasure, and the dental sounds in thin, this and/or in them, that, etc. The kids revere elders by using plurality in syntax. Students' frightened attitude towards the use and use of English, particularly in the face of a proficient user, is a significant issue for English language learners. Speaking a foreign language to one's fellow citizens may sometimes be embarrassing, particularly when those people are the proud speakers of that language. It would come as no surprise to them that nobody spoke their own language. Confidence and preparedness are necessary while speaking English, however if a speaker lacks these qualities, it might result in errors and incoherence. According to Kapoor, "The fundamental conceptual inappropriateness in accepting English as a second language, L2, pedagogically and linguistically, is the root cause of the failure in teaching English as a second language, not the theory, training, or mechanics of language teaching." After giving the matter further thought, he concludes that English is undoubtedly useless in daily life.

❖ **STATEMENT OF THE PROBLEM:**

Throughout all of India's phases of independence struggle, construction, and development into a distinct national identity, the English language has been essential. The languages of diplomacy, government, court, education, and information technology have all

been in English. Its function is further expanded by the need to provide possibilities in the modern world. The status of English instruction in India is appalling given the rising importance of the language. Think tanks and Education Commissions have stressed how critical it is to provide students with the necessary abilities to meet the demands of the modern world. The Kothari Commission's (1964–1966) recommendations led to the development of the three language formula, which was intended to give more variety in language options for Indian school curricula and to foster national unity by distributing the educational burden more fairly. The West Bengal administration reinstated English in Class I in all schools in 2004 under the guise of globalization. Thus, in less than 20 years, the circle was complete. The most encouraging development is that the current government has proposed to establish English-medium primary schools in an effort to transform the current state of English education in West Bengal and to acknowledge the value of the language. Thus, up to class XII, English is still taught as a second language. In grades VII and VIII, there is a need for learning a third language, which might be a foreign language, a contemporary Indian language, or a classical language. The researcher considered the state of English education now from an Indian viewpoint because of the way that the teaching of the language has changed through time.

❖ OBJECTIVES:

The present study has been undertaken for the following-

- ✓ To study the importance of English Language Teaching in Indian perspective.
- ✓ To discuss the problems of teaching English in the Indian Perspective.

❖ IMPORTANCE OF TEACHING ENGLISH:

The teaching and learning of English today, according to NCF (2005), is characterized by two things: on the one hand, a diversity of educational institutions and linguistic contexts that foster

English acquisition; and on the other hand, systematically prevalent classroom practises that emphasize textbook knowledge in order to succeed on exams, which are influenced to varying degrees by inputs from the English-language teaching profession.

Associate Official Language:

Almost 70 nations worldwide have English as their official language. It is an official language associate in India. It is used in government and semi-government official tasks in both Hindi-speaking and non-Hindi-speaking states of India. In all Indian workplaces, governmental and private, basic literacy and English communication skills are desired.

Link Language and Library Language:

According to the Secondary Education Commission (1964–1966), English is a “window to the world,” a “link language,” and a “library language.” In India, English acts as a bridge, uniting people from different states and areas. One of the world’s largest literary canons is in English. India has profited much from its relationship with English in terms of language, science, politics, administration, and many other areas of modern life. English is a language found in libraries, with a vast amount of literature, rich resources, and data.

Assessable and Conversational Language:

English was the primary language used to learn about the cultures and practises of the controlled countries throughout the colonial period. To make English more comprehensible and conversational, new words and phrases have been introduced on a regular basis since then. The Oxford English Dictionary adds over a thousand new words and phrases each year.

Language of Press and Publishers:

The preferred language of journalists and publishers worldwide is English. It is the primary choice of press and publishers worldwide because it provides access to a wealth of textual media, both online and in print, with written materials in national and regional languages.

Language for Scientific and Technological Education:

Since the world's best scientific and technological studies, discoveries, and experiments are published in or translated into English, they are readily available to everyone. According to Mauranen (2003), "...nearly 85% of all the scientific and technological information is written in English."

❖ CHARACTERISTICS OF ENGLISH LANGUAGE:

- i. If a language has a history, present, and future, it is considered progressive. Because it has undergone changes in the past and is now undergoing changes for increased clarity, English is also a progressive language.
- ii. The perfect language is English. The same thing is expressed by the same in an ideal language, and English is one example of this to a large degree.
- iii. The vocabulary, phrases, and sentences used in English are unique.
- iv. A language's phonemes, morphemes, and grammar are its own constituent elements.
 - v. English has its own grammar.
 - vi. English has its own script.
- vii. English has a vast treasure of literature which touches every part of life.

❖ PROBLEMS OF TEACHING ENGLISH IN INDIA:

In India, there are several issues with teaching. Even though the English Language Teaching Institutes in Allahabad and Hyderabad have made significant contributions to the improvement of English instruction in India through the creation of new textbooks, audio books, flash cards, pictures, teacher training, and the popularization of the structural approach to teaching English, the following issues still exist and make it unhealthy for English to be taught in our nation:

Neglecting the Aims of Teaching English;

The objectives of teaching English are not being met by the way it is taught in India. Both the instructor and the student often don't speak English well. All that the instructor wants is for his pupils to pass the test. In this approach, the primary goals are overlooked.

Place of English in School-curriculum:

The problem of giving a proper place to English in school-curriculum is still untackled. The following questions need answers:

- a. From which class should the study English start?
- b. Up to which class should its study last?
- c. Should English be a compulsory subject?
- d. If yes, up to which class should it be a compulsory subject?

Condition of Classes:

The following classroom setups make it difficult to teach English effectively. A. packed classrooms, B. a dearth of structures. c. Not enough furnishings. The instructor is unable to address individual issues because of packed classrooms. Because there aren't enough facilities or furnishings, students sometimes feel uncomfortable and aren't focused on their studies.

Old Method of Teaching English :

Teachers in Indian schools continue to use the antiquated and flawed "Translation-cum-Grammar" style of instruction. Our professors are not big fans of the new, situational and structural techniques. As a result, our pupils are without the benefits of innovative, efficient techniques and approaches and are subject to all the drawbacks of the Translationcum-Grammar method.

Lack of Uniform Policy:

There is no standard procedure governing when English instruction in our schools starts. There are now three phases during which English instruction is implemented. a) Early stage (ages 6 to 9): in public schools, it begins in classes I or III and in certain

areas of West Karnataka, West Bengal, and Rajasthan. b) Middle Stage (ages 11 or 12): English is taught at the start of secondary school in certain areas of West Bengal, Kashmir, Orissa, Delhi, Madhya Pradesh, and Uttar Pradesh. b) Later Stage (Age of 14): English is taught in the last four years of secondary school in several states, such as Gujarat.

Low Standard of Text – Books:

English text books must meet strict requirements. “Either because of the distribution of patronage or because of fears of charges of favouritism a reader which is an organic part of one series is another series,” Prof. V.K. Gokak noted, pointing to this issue. Books that don’t relate to the requirements of students at this level are required reading.

Less Use of Audio-visual Aids:

A/V aids are used much less often in our classrooms. Expensive aids cannot be obtained due to a lack of cash, yet instructors do not utilise the inexpensive aids that are accessible, such as pictures, charts, models, and flannel boards. The student-teachers exhibit some excitement in this respect only during the training session. Once they become educators, they avoid using audio-visual tools. The most effective way to teach English is via audiovisual aids, although these days, schools seldom use them.

Lack of Effective Teachers:

According to Prof. V.K. Gokak, “teachers who neither know enough English nor are familiar with the latest and far reaching development in the pedagogy of English are in charge of teaching the fundamental years for the teaching of English in schools.” This is quite accurate. The dearth of qualified and successful instructors may be attributed to four key factors: 1. Insufficient instruction at the B.Ed. level. 2. A teacher who had declined to teach English at the B.Ed. level. 3. Teachers’ lack of effort and inventiveness 4. A lack of appropriate motivation, since educators are driven just to ensure their pupils pass exams.

❖ **CONCLUSION:**

Teaching English without challenges will be dull and formulaic. Challenges, as driving Forces for advancement, put educators & efficiency and inventiveness to the test, motivating them to change their methods as per the requirement. Taking on difficulties helps instructors improve professionally and philosophically. Teachers must have the courage to approach issues as challenges. It may instill in them a desire for renovation and innovation in teaching and assessment techniques, materials creation, analytical and experimental research, and classroom management abilities. The emphasis should be placed on the practical application of the English language, and appropriate approaches need to be used at different levels.

❖ **REFERENCES:**

1. Awla, H. A. (2014). Learning styles and their relation to teaching styles. *International Journal of Language and Linguistics*, 2(3), 241-245.
2. Barkhuizen, G. (2016). Narrative approaches to exploring language, identity and power in language teacher education. *RELC Journal*, 47(1), 25-42.
3. Campbell, E. (2016). Teacher education as a missed opportunity in the professional preparation of ethical practitioners. In *Towards Professional Wisdom* (pp. 97-110). New York: Routledge.
4. Cresswell, J.W. (2003). *Research design: Qualitative, quantitative and mixed methods approaches*. Thousand Oaks: Sage Publications.
5. Deocampo.MF.(2020) Issues and Challenges of English Language Teacher-Trainees' Teaching Practicum Performance: Looking Back and Going Forward, *LEARN Journal : Language Education and Acquisition Research Network Journal*, Volume 13, Issue 2, July 2020

6. Flower, A., McKenna, J. W., & Haring, C. D. (2017). Behavior and classroom management: Are teacher preparation programs really preparing our teachers? *Preventing School Failure: Alternative Education for Children and Youth*, 61(2), 163-169.
7. Kaldi, S., & Pyrgiotakis, G. (2009). Student teachers' reflections of teaching during school teaching practice. *International Journal of Learning*, 16(9), 185-196.
8. Myo, M., & Poe, P. (2003). English language teaching in Myanmar: Current status. *English language teaching in East Asia today: Changing policies and practices*. Singapore: Eastern Universities Press.
9. Renandya, W. A., & Widodo, H. P. (Eds.). (2016). *English language teaching today: Linking theory and practice (Vol. 5)*. London: Springer.
10. Oxford, R. (1990). *Language learning strategies: What every teacher should know*. New York: Newbury House Publishers.
11. Umme Salma. (2017) "Analyzing the Status of English Language Teaching in Madrasas for Local and Global Employment: Some Evidences from Murshidabad District of West Bengal." *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, vol. 22, no. 09., pp. 58–62.
12. Wong, L. L., & Nunan, D. (2011). The learning styles and strategies of effective language learners. *System*, 39(2), 144-163.

CHAPTER: 24**INNOVATIVE TEACHING-LEARNING
TECHNIQUES IN TEACHER EDUCATION***Avijit Goswami &
Chiranjit Mukherjee*❖ **ABSTRACT:**

Teaching of 21st century students needs innovative teaching and learning techniques to work effectively with them as they are very tech-smart students. For that reason, the educators are in the starting point to understand what are the top innovative teaching techniques being used in India and across the world. And the Teacher education is the only path which provides the right direction for trainee teachers' in their professional competencies. The purpose of this paper is to explore the different teaching learning techniques in the field of teacher education and to identify the challenges while using of these new techniques in the area of teacher education. National Education Policy 2020 also gives emphasis on innovative practices in teacher education. It has been experiencing with teaching-learning outcomes i.e. teaching through smart boards, teaching through flipped classroom, asking open-ended questions, team/collaborative teaching, teaching with demonstration and personalized learning includes blended learning and adaptive learning; Project based learning, Flipped learning, Inquiry based learning, Culturally inclusive learning and flexible learning environments. At present era, many innovative practices existing in teacher education in India, but still there are some resisting factors in our education system which prevents the teacher education institution from being innovative.

❖ **KEYWORDS:**

Teacher Education, Teaching-Learning, Innovative Techniques, Challenges.

❖ **INTRODUCTION:**

The National Council for Teacher Education (NCTE) has defined teacher education as programme of education, research and training of persons to teach from pre-primary to higher education level. According to Goods Dictionary of Education Teacher education means all the formal and non-formal activities and experiences that help to qualify person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively. In the Vedic period the teacher enjoyed a special status and position. According to the Rig-Veda, a teacher was selected and then educated or trained effectively and also the senior students among the Brahmins were given the chance to teach junior students and thus were trained in teaching. The modern teacher training in India was first started by European missionaries. Due to globalization, we have shown paradigm shift in teacher-education program. Present day teacher education encompasses teaching skills, sound pedagogical theory and professional skills. Therefore, teacher education is concerned with the aspects such as, who (Teacher Educator), whom (Student teacher), what (Content) and how (Teaching Strategy). After post-independence period in India teacher education has three aspects like; Pre-service teacher education programme where initial teacher training course happened before entering the classroom as a fully responsible teacher. Next is called Induction, it is a process of providing training and support during the first few years of teaching or the first year in a particular school. Another aspect is in-service teacher education where the teacher development or continuing professional development (CPD) process for practicing teachers. In teacher education two major concepts are teaching and learning. Teaching and learning is a process that includes many variables. These variables interact as learners work toward their

goals and incorporate new knowledge, behaviours, attitudes and skills that add to their range of learning experiences. Over the past century, various perspectives on teaching and learning have emerged and education system was facing so many challenges due to rapid technological advancement, globalization, economic transformation, privatization, international competition, reforms of national education policy and others factors are exists. Therefore inculcation of innovative teaching learning techniques in teacher education is most vital aspect in this field. Etymologically the word ‘Innovation’ is derived from Latin word ‘Innovate’, which means ‘to change something in to something new’. Innovative teaching learning is where good teachers are inventive and creative-where they continue to discover and devise new methods and content to ensure that students always get the best learning experiences. The purpose of innovative techniques to improve academic outcomes and address real problems to promote equitable learning of the learners. In many ways a trained teacher can apply different teaching strategy, method, pedagogical aspects in the classroom for bring out the utmost achievement of learning outcomes from the learners and a professionally oriented teacher may be try for his or her student to achieve mastery learning in their respective subject or course. Innovative teaching and learning techniques such as Personalized Learning, Blended learning, Adaptive learning, Project-Based Learning, Jigsaws, Flipping the Classroom, Inquiry-based learning, simulation, role-playing, problem-based learning (PBL) and many more are very useful in teachers’ training and teacher education program. The purpose of this study is to know the different innovative teaching learning techniques involves in the field of teacher Education and to identify the challenges while using of these new techniques in the area of teacher education.

❖ **REVIEW OF RELATED LITERATURE:**

Subramani et. al (2018) studied on “innovative methods of teaching and learning”. In this study proposed that advance pedagogy is the way to enhance teaching and learning

performance and use of technology and multimedia is described in details. Use of smart gadgets for different tasks like teaching, designing question papers, assessment of student, feedback and research methodology is discussed. Innovative teaching and learning methodologies such as short lecture, simulation, role-playing, portfolio development and problem-based learning (PBL) are very useful in addressing the rapid technological advances and developing workplaces that will be required in the foreseeable future.

Puranik (2020) investigated on Innovative teaching methods in higher education. The present paper describes innovative teaching methods being adopted by higher educational institutes in the country. Study found that there exists a strong need to change pedagogy from fact-based traditional lecturing to interactive teaching with the aim of fostering durable and employability skills.

Sardar (2020) conducted a research on “Innovative Practices in Teacher Education”. The main purpose of this study is to indicate main changes that has incurred in teacher education in India and also provide as overview of trends, reforms and innovations in teacher education. The study also discusses the need of teacher education programme to be innovative and various practices that can be included and has been recognized that teacher education programme should be structured and modified in a way that enables them to respond dynamically to the new problems and challenges in the field of education, then only teacher can help in national development.

Bala (2021) in his study on innovative Teaching-Learning Practices in context of Teacher Education describes the importance of innovative practices in the field of teacher education and to identify the challenges or obstacles while using of these new ideas or approaches in the area of teacher education.

Bisht (2022) studied on “Emerging trends and innovations in teacher education: classroom of the future”. The article tries to

explain the importance of best practices and innovations in teacher education programs and also explains the importance of some of the emerging trends of current teacher education. The study concludes that the ultimate goal of the teacher education program should be to create efficient and dynamic teachers, who can use a variety of strategies to satisfy the diverse need.

❖ OBJECTIVES OF THE STUDY:

1. To know the different innovative teaching and learning techniques in the field of Teacher Education.
2. To identify the challenges while using these techniques in the area of teacher education.

❖ RESEARCH QUESTIONS:

- 1) What are the different innovative teaching and learning techniques in the field of Teacher Education?
- 2) What are the challenges while using these techniques in the area of teacher education?

❖ METHODOLOGY:

This is a descriptive study based on literature survey. The secondary data like research articles, journals, magazines and different database from websites are considered in this study. Content analysis of the literature which extracts the outcomes of the present study with thematic analysis and corroboration of the data.

❖ DISCUSSIONS OF THE STUDY:

After reviewing different study the present researchers found major innovative techniques in teaching and learning these are inevitably accepted in India and also it has global acceptance in the field of teacher education. The innovative techniques are as follows:

❖ **INNOVATIVE TECHNIQUES IN TEACHING:**

Teaching through Smart Boards - Smart boards or digital boards are interactive boards that are used as a replacement for whiteboards. In addition to allowing users to write on the surface, smart boards can present videos, charts, diagrams, presentations or other media. They also allow recording of lectures for later review. Teacher can use Smart boards according to the subject matter to make teaching more innovative. It is smart technology which have touch control screen with a projector and scanner.

Teaching with Flipped Classroom - In traditional classroom instruction, the teacher is typically the leader of a lesson, the focus of attention, and the primary disseminator of information during the class period. But the flipped classroom intentionally shifts instruction to a learner-centered model, in which students are often initially introduced to new topics outside of school, freeing up classroom time for the exploration of topics in greater depth, creating meaningful learning opportunities. In flipping classroom the role of teacher is to make teaching more interesting with the help of video, online lecture, podcast, e-book, and website.

Asking Open-Ended Questions - Students often place too much reliance on finding the one right answer in their textbooks versus thinking outside the box. They may develop the belief that there are only right and wrong responses. However, most questions do not have single specific solutions. To broaden student horizons; teachers should promote lively in-class discussions by asking open-ended questions – those which have multiple possible solutions. Students can put together cohesive elements based on their own knowledge as well as present information to piece together a solution, which they can then support, using evidence.

Team/Collaborative Teaching - This technique brings teachers together as learner, with a shared goal of improving learner outcomes. The focus is on problem solving together collectively. Collaborative teaching allows students and teachers to benefit from the healthy exchange of ideas in a setting defined by mutual

respect and a shared interest in a topic. At its worst, collaborative teaching can create a fragmented or even hostile environment in which instructors undermine each other and compromise the academic ideal of a learning community and civil discourse.

Teaching with Demonstration - This method of teaching is one of the important teaching methods where teacher shows step by step process of something to make the abstract ideas concrete related to the topic. It creates interest in learning, and students can learn easily. Teachers not only demonstrate specific learning concepts within the classroom, they can also participate in demonstration classrooms to help improve their own teaching strategies, which may or may not be demonstrative in nature.

There are many teaching techniques which are applicable in present context also.

❖ INNOVATIVE TECHNIQUES IN LEARNING:

Experiential learning- David A. Kolb's is one of the prominent thinkers in the field of Experiential Learning. According to Kolb's there are two goals in the experiential learning process. One is to learn the specifics of a particular subject, and the other is to learn about one's own learning process. Therefore we can say that it is the process of learning through experience. Internship, practicum, in-service learning, simulations, field survey is few examples of experiential learning in teacher education.

Blended learning- It is also called hybrid learning which combines the experiences of online learning and face to face learning where teachers work as facilitators of learning. It enriches students' learning experiences. It puts more responsibility on the students. Less direct instructions from the teacher and more discovery based methods from the side of teachers.

Inquiry- Based Learning- It is a form of active learning that starts by posing questions, problems or scenarios. The philosophy of inquiry based learning finds its antecedents in constructivist learning theories, such as the work of Piaget, Dewey, Vygotsky,

Freire and others. IBL contrasts with traditional education, which generally relies on the teacher presenting facts and their knowledge about the subject. IBL is often assisted by a facilitator rather than a lecturer.

Project-Based Learning- John Dewey is the profounder of Project-based learning. It is a student centered teaching method that encourages learning through engaging, real-world, curriculum-related questions or challenges. Some scholars (e.g. James G. Greeno) also associated project-based learning with Jean Piaget’s “situated learning” perspective and constructivist theories. Piaget advocated an idea of learning that does not focus on the memorization. Within his theory, project-based learning is considered a method that engages students to invent and to view learning as a process with a future instead of acquiring knowledge base as a matter of fact. So, PBL helps student to learn the lesson in a joyful way using interactive methodology, group work and games.

Flipped Learning- It is a pedagogical approach in which the conventional notion of classroom-based learning is inverted so that students are introduced to the learning material before class with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated by teachers.

Virtual learning- Virtual learning is a learning experience that is enhanced through utilizing computers or use of internet both outside and inside the educational organization. The instruction most commonly takes place in an online environment. Virtual learning also brings new pedagogical techniques into the traditional forms of education and makes learning more personalized and convenient.

❖ **CHALLENGES WHILE USING OF THESE TEACHING AND LEARNING TECHNIQUES:**

Although there are so many innovative practices existing in Teacher Education in India, but still there are some resisting

factors in our education system which prevents the teacher education institution from being innovative and they are:

- Many institutions are suffering from paucity of funds and physical facilities, like infrastructure, laboratories, equipment, and resourceful man power.
- Teacher education is not able to imply innovations regarding teaching and learning in their institutions as there are no sufficient support from the management and administration.
- Many teacher educators are not aware of modern trends in their field as they are not allowed to attend any refresher/orientation courses, workshops, seminar, induction programs and conferences to avoid and disturbances in their rigid routine work.
- Sometimes teacher educators are not willing to practice new ideas as there is no motivation for this due to many reasons.
- There is no flexibility in practicing and transaction of curriculum and examination system of teacher education institutions. They work in a rigid framework which is the biggest stumbling block in practicing innovative ideas.
- Professional enmity, lack of cooperation among teacher educators, management and stakeholders and lack of expertise are some important factors in preventing innovations in institutions.
- Pupil teachers are not having required aptitude as well as attitude to give desirable output.

❖ CONCLUSION:

From the above discussions it is conclude that without the help of innovative teaching and learning techniques teacher education cannot fly its wings considering the global perspectives in modern era. For the innovation of new pedagogical and andragogical approaches the paradigm is shifted from the earlier practices. Nowadays there is democratization of knowledge and the role of

the teacher is changing to that of facilitator or mentor. Therefore, we need to have with interactive teaching-learning techniques in the field of teacher education.

❖ REFERENCES:

1. Ahuja, R. (2001). *Research Methodology*. Rajasthan: Rawat Pubns.
2. Bala, I.(2021) innovative teaching-learning practices in context of teacher education. *International journal of creative research thoughts (IJCRT)*.ISSN:2320-2882, Vol.9. Issue-8. Reterived fromhttps://www.researchgate.net/publication/359894061_innovative_teaching-learning_practices_in_context_of_teacher_education on 05.10.2023
3. Bisht, B. (2022) Emerging trends and innovations in teacher education: classroom of the future. *International journal of creative research thoughts (IJCRT)*.ISSN: 2320-2882, Vol.10. Issue-5. Reterived from <https://ijcrt.org/papers/IJCRT2205049.pdf> on 05.10.2023
4. Khairnar. C. M. (2015) *Advance Pedagogy: Innovative Methods of Teaching and Learning*. *International Journal of Information and Education Technology*, Vol. 5, No. 11, pp 869-872.
5. Lazaro, A.L. (1996). *Teaching and Assessing Writing Skills*. University of Alcalá. Retrieved from <https://core.ac.uk/download/pdf/58907299.pdf> on 01.10.2023
6. Mangal, S. & Mangal, S. (2015). *Research Methodology in Behavioural Sciences*. New Delhi: PHI Learning Pvt. Ltd.
7. Puranik, S. (2020) Innovative teaching methods in higher education. *BSSS Journal of Education*. ISSN 2320-1258, E-ISSN: 2582-4872 Vol.IX, Issue-I. Retrieved from https://bssspublications.com/PublishedPaper/Publish_245.pdf on 06.10.2023

-
8. Shome, S. & Natarajan, C. (2013). Ideas of and Attitudes towards Projects and Changing Practices: Voices of Four Teachers. Australian Journal of Teacher Education, 38(10). Retrieved from https://www.researchgate.net/publication/256373735_Ideas_of_and_Attitudes_towards_Projects_and_Changing_Practices_Voices_of_Four_Teachers on 22.09.2023
 9. Subramani, Naga. P.C. and V. Iyappan (2018) Innovative methods of teaching and learning. Journal of Applied and Advanced Research, Vol. 3 s1.161, ISSN 2519-9412 Available at <https://dx.doi.org/10.21839/jaar.2018.v3S1.161> on 07.10.2023. on 25.09.2023
 10. Sardar, L. (2020) Innovative Practices in Teacher Education. Journal of emerging technologies and innovative research. ISSN: 2349-5162, Vol.7. Issue-12. Available at <https://www.jetir.org/papers/JETIR2012272.pdf> on. 02.10.2023
 11. Tattwasarananda, S. & Biswas, N.(2016). *A Critique of the Researches in Philosophy of Education*. Belur Math, Howrah: Ramakrishna Mission Sikshanamandira.

CHAPTER: 25

**A COMPARATIVE STUDY OF THE POLITICAL
IDEAS PRESENTED IN THE MAHABHARATA
AND THE RAMAYANA**

Subrata Kumar Jana



❖ **ABSTRACT:**

Indian scholars have been expressing their opinions on political concepts through different epics and texts from ancient times. This dissertation aims to examine the political concepts found in the two epics, the Mahabharata and the Ramayana. These two epics provide the readers more than just historical narratives. They have served as a means of information transmission across generations. These are philosophical works that illustrate many points of view about politics, society, and human relations. It views people as complex, multifaceted entities. It's often noted that the epics' statecraft laws are well constructed to promote sound government. Therefore, it is imperative that the political and ethical ideas found in the two epics be brought to light in order to develop a society that is happy and peaceful.

❖ **KEYWORDS:**

Political Concepts, Historical Narratives, Society, Human Relations.

❖ **INTRODUCTION:**

The vast foundation of Indian religion, philosophy, culture, and literature is made up of the Vedas, Upanishads, Ramayana, Mahabharata, and the eighteen Puranas. The Ramayana and Mahabharata, the two great epics, are the most powerful element that has kept Indian life intact over the ups and downs of

millennia, in all of its manifestations and consequences. The epics and Puranas became the true Vedas for the people, shaping their lives and characters over the previous two millennia. The Vedas were mostly restricted to the priestly and aristocratic castes, and the Upanishads to intellectuals and philosophers. The epics and the Puranic literature have had a significant, enduring, and continuing effect on almost every element of Indian society. Since language is the primary medium for cognition and emotion expression, a discussion of the impact that epic poetry has had on Indian literature across linguistic and chronological contexts is pertinent to comprehending the epics' effect. From its early mediaeval times, the Ramayana and the Mahabharata have an impact on contemporary Indian literature. Before then, the tales of the epics were undoubtedly known to people across India for ages, but only a select group of scholars had direct access to the original works. It was thus fundamentally thought that their translation, or adaption, into the spoken languages of the day, was necessary. The required backing for adapting the epics into regional expressions was quickly given by the resurgence of religious cult in various regions of India and, in some instances, the attention shown by local rulers. Modern Indian literature has had the chance to grow, thrive, and be enhanced ever since the golden gate to the enormous treasure trove of romances and stories was widely opened. Since then, the Mahabharata and the Ramayana have served as an endless source of inspiration.

Works that have influenced so many people over such a long period of time and shaped the culture and character of such a huge region—often beyond physical boundaries—cannot be referred to as just “epics.” It is true that the Ramayana and the Mahabharata are the best accounts of India’s history—not of facts, but rather of the desires, ambitions, and goals of a vast country. The collective consciousness of India is comprised of encyclopedic information that embodies both the collective spirit of the country and the unique spirits of its people. It is difficult to appreciate the actual spirit and purpose of Indian life without a deep and thoughtful

study of the two epics, which embody the two moods of Aryan civilization: moral and intellectual. Thus, these epics served as our ancestors' deep well of strength from which they drew, and they continue to inspire us to draw from for the ongoing vigour of our social and political life as well as our cultural and spiritual foundation.

❖ OBJECTIVES:

The present study has been carried out for the following purposes-

- To understand the political ideas as presented in the great epic the Mahabharata.
- To find out the political ideas as presented in the great epic the Ramayana.

❖ SIGNIFICANCE OF THE STUDY:

Indian political philosophy acknowledges the Shantiparva, which addressed every facet of human existence. It covers all facets of human existence, including political structures, as well as the ideas of the state and Dharma. These two phrases serve as the foundation of Indian political theory, and Indian philosophy also supports these principles. As a result, raj dharma is universally acknowledged by modern Indian political scholars as the foundation of Indian politics. It offers a variety of perspectives on government. The reader is free to embrace any of the viewpoints presented in the findings. This paragraph is dialogical. Even in the present, Shantiparva is competent to handle governance-related challenges. The Ramayana's political philosophy was more of a synthesis of popular opinion. This chapter attempted to emphasize the value of upholding traditional morality. Valmiki's whole existence was portrayed as an attempt to prove that right always prevailed, with the goal of upholding the superiority of the principles that Rama held dear. The current research is sufficiently noteworthy in this respect.

❖ POLITICAL IDEAS PRESENTED IN THE MAHABHARATA:

❖ KINSHIP:

According to R.S. Sharma, “the proper explanation of the birth of state is Shantiparva’s fundamental postulate as stated in Chapter 67. Because it concerns people and the King, it is scientific. The existence of Kosha and Danda aspects is implied by the people’s duty to pay taxes and provide military services to the King. Therefore, the contract theory of the state’s origins clearly distinguishes four of the seven essential characteristics of the state.” Altekar points out that “the state was regarded as a divine institution; the King’s right to govern was partly due to his divine creation and partly due to the agreement of the subjects to be governed by him, in order to eliminate anarchy.” In the Mahabharata, the state sought to protect property and uphold social order. Man’s life has four primary goals: Dharma, Artha, Kama, and Moksha. Thus, the primary goal of the state is to assist citizens in achieving all of these objectives. Shantiparva’s 59th chapter discusses danda and dandniti. It says that by giving mankind a king, God assisted humanity in escaping the rules of the jungle. The planet was renamed Prithvi when the King turned into a despot, and the furious sages used their superhuman abilities to slay him. They also demanded that Prathu pledge to govern in accordance with Dandniti’s teachings. Prathu in particular was urged by the sages to protect the world from caste intermarriage and to see Brahmins as exempt from punishment. The King’s responsibility was to protect Varna Vyavastha and Dharma.

The birth of the term “Raja” alludes to the genesis of “Rajya,” according to the Mahabharata. First of all, Bhishma based the King’s power in Shantiparva’s first chapter on an inflexible conception of the King’s ancestry. Five areas of work are listed in the Shantiparva: (1) defence; (2) war; (3) administration in accordance with the Dharma; (4) policy formation; and (5) the promotion of the pleasure of the people. These are the directions

for a very excellent King. A king ought to be kind, humble, and pure, and he must never to decline carrying out his obligations to his people. The primary responsibility of the powerful in a political system is to safeguard the populace from external environmental risks as well as internal adversaries.

❖ GOVERNMENT:

The true executive was the monarch. He must carry out the dharma's prescribed executive tasks. The king had the power to both appoint and remove people. The Shantiparva recommends that the monarch select the ministers. He has to remember the code of conduct and his extensive administrative background. The king had the responsibility of selecting spies and ambassadors in matters pertaining to interstate relations. It was his responsibility to learn about state defence. The king had some financial responsibilities. Instead of providing security, he has to collect one-sixth of the subjects' taxes. The monarch has been seen as the people's servant on this basis. The king's responsibility for personal safety is paramount. He needs to be protected from outside dangers. One of the king's most significant responsibilities was to safeguard each and every Varna. The king has some welfare responsibilities. The state's economic well-being is also influenced by trade and commerce, hence the monarch must treat merchants with respect. The monarch must construct roads across his realm in order to provide simple communication for the sake of both trade and commerce development and national defence. Since the people suffer more during times of drought, flood, and hunger, it is the king's responsibility to provide them with financial support. Since the Vedas are the ultimate source of dharma, it is imperative that they be preserved. One possible strategy to preserve the Vedas is to penalize individuals who obstruct Vedic learning.

Rajdharmā is defined in Shantiparva as the responsibilities related to political and administrative actions. Through governance, the state can preserve the peace, law, and order that are vital. The

pleasure of the people is the government's first responsibility; delivering justice is its secondary goal. The King is the state's head of state government. People in administrative positions sleep well and without dread under good regimes. The King, ministers, and other officials comprised the executive. Legislature and the judiciary were the two other branches of government in addition to the executive. On the other hand, the executive is prioritised. The ministers mentioned above received a lot of attention at Shantiparva. King is unable to conduct government effectively in the absence of the capable and obedient ministers.

King Shantiparva suggested keeping the learned and obedient ministers. Bhishma's broad perspective on the King government's standards. Purohita are described in the Sabha Parva. It was the Purohita's responsibility to usher in King 'Sanmarg' with their persuasive speeches and words. These Purohita were well-educated, courteous, and sprung from noble households. The Rajpurohita were courageous Dharma adherents who sometimes advised the King. Therefore, the primary role of the government was to safeguard the people in a broad sense—both materially and morally.

❖ JUSTICE AND DANDNITI:

The word "dandniti" in the Mahabharata refers to the science of compulsion. It is best described as the science of governance when taken into consideration as a whole. Dandniti holds the universe in bounds, much as reins check a horse or an iron hook manages an elephant. Just as the light drives out darkness, so it does the same to all evil. Regarding the significance of dandniti, Bhishma states that in the event of its destruction, the four varnas' responsibilities would get jumbled and the three Vedas will vanish. Due to the devastation of Dandniti and the instability of Rajadharma, there are several ills that affect everyone. Being well-versed in dandniti is the king's primary responsibility. Danda is known as Dharma because it awakens the sleeping and protects the living. Fearing danda (retribution), transgressors refrain from

committing crimes and refrain from killing others. Darkness will cover everything if danda is not observed. Life has four distinct ends: Dharma, Artha, Kama, and Moksha. Human justice and a set of obligations are considered to be part of dharma. The idea of Dharma is morality in its purest form; it is the truth. Every religious practise is lawful and based on Dharma. Artha encompasses all the resources required to achieve material wealth. One of the purusharthas that fulfils human needs is called Artha, and on the other side, one of the purposes of existence. Kama alludes to a man's wants, notably his sexual impulse. The greatest and fourth state of existence is called moksha. It prepares the way for the soul's advancement. The basic significance of the king's duty for justice and dandaniti is explained by Bhishma. Bhishma asserts that the only way for people to live happy is if they follow the law. Additionally, he discusses the Devasammat, Arsha Srota, Lok Sammat, and Sanstha-Sammat, the four sources of law. The normal norms need to be suspended during an emergency. The monarch must use his riches to help the people if they are in need. It is acceptable for the government to implement financial measures in times of crisis, such as when a war breaks out. The monarch ought to trust in his people in an emergency. He must to inform them of the whole situation before enacting further taxes. It is legitimate to forge a deal with an enemy in order to save lives. The army and the riches are the only sources of the government. One lengthy defence of the community's assigned interest in the king's and the government's well-being is found in Shantiparva.

❖ INTER-STATE RELATIONS:

The split of the politics of inter-state interactions that Bhishma described is significant. The monarch should use direct, as well as crafty and diplomatic, methods to split up the enemy's forces. Even a weak opponent may start a fire, and even a tiny amount of poison can kill, therefore a mighty king must not ignore him. Meanwhile, an enemy who takes shelter in a fort with just one horse can still create problems for even an affluent kingdom. He should not put his faith in the adversary, not even after they have

made a deal. It is stated in the 95th chapter of Shanti Parva that Svayambhu Manu has incorporated Dharma Vijaya practise. A ruler merely lays the foundation for his own ultimate downfall if he uses Adharma to gain success. Virtuous individuals can definitely beat evildoers by surrendering their will to Dharma.

Ambassadors and a spy system are essential in interstate interactions. The Indian spirit and culture may be seen in the Mahabharata's Santi Parva. Many political concepts are well covered throughout the epic. In Santi Parva, the rights and duties of ministers, people, and monarchs are all considered equally. In Shanti Parva, the origins of state, foreign policy, and interstate relations are all thoroughly covered. Finally, we state that Shanti Parva in the Mahabharata is regarded as an indestructible storehouse of knowledge for all of humanity—not only for ourselves but also for religion, history, politics, diplomacy, philosophy, and thinking.

❖ **POLITICAL IDEAS IN THE RAMAYANA:**

Conception of an Ideal State

The Ramayana age was characterised by a highly organised and sophisticated civilisation. The princess Sita, the daughter of Janaka, was married to Rama, the oldest son of Maharaja Dasaratha. The monarch of Mithila, a bordering country, was named Janaka. An issue of great significance arose at the court of Ayodhya shortly after Rama was married. In essence, Yuvaraja was the title given to the heir apparent to the monarch. When the Maharaja was still alive, Yuvaraja was selected to help ease the burden of the more important administrative responsibilities from the Maharaja and to provide the groundwork for Yuvaraja's eventual succession (Wheeler, 1973, p. 43). Since Rama was Dasaratha's oldest son, the latter expressed his desire for him to succeed him and said as much in the Sabha, or parliament. He called a large assembly of chieftains and commoners and declared in the open that he would promote Rama to the position of Yuvraj.

It is said in the Ramayana's Balkand that Suryavansh's monarchs had to be patriarchal. The king's oldest son was to succeed him in the throne. There are many references to this in the Ramayana. For instance, Bharat proclaimed that Rama, the oldest son of Dasaratha, was the legitimate successor to the kingdom in Ayodhayakand. According to Bharat, if the oldest son was competent and capable of leading the people, it would be against Dharma to deny him his rightful place as ruler. The people of Ayodhaya desired Rama to be their monarch, and similarly, in Balkand, it has been said that monarch Dasaratha had proclaimed Rama to be a good Prince and commanded him to take on his responsibilities (Bhatta, 1984, pp. 154-155).

The Ramayana has a strong patriarchal vibe. The epic aims to elevate monarchical authority by depicting the ills, many difficulties, and deprivations that people go through when there is no reigning king. Undoubtedly, Rama's readiness to go into exile demonstrates his immense patience and unwavering loyalty. His selflessness and great filial devotion demonstrate that he is a really elevated person. In the Ramayana, it is said that Bharat went into the bush to present the Raj to his older brother Rama and ask him to return after carrying out Dasaratha's burial rituals. However, Rama declined to go back to Ayodhaya. This demonstrates Rama's unwavering nature. Lakshaman, Dasaratha, and even Bharat attempted to talk him out of going into exile. It is possible to argue that Rama and Bharat both served as the ultimate examples of giving up political sovereignty.

Dharma and Ethics:

The primary aim and basis of truth in the Valmiki Ramayana is dharma, which serves as the cornerstone of the state. According to Valmiki, all living things are subject to both general and particular dharma. He thought that man, with the use of his knowledge, might detect it. Dharma and wealth and pleasure are inextricably linked. According to Valmiki, dharma is the highest law since it governs our pursuit of happiness and wealth. Dharma, or purity of mind, is essential to establishing social order. According to

Valmiki, dharma is essential because without it, chaos would reign and the weak would die (Mehta, 2016, p. 46). Ayodhyakand in the Ramayana describes Rama's encounter with Jabali, who attempts to convince him to go back to Ayodhya and rule as king. Jabali comes out as a hedonist and a vulgar materialist. However, Rama rejects his hedonistic doctrines and stands up for the conventional morality of loyalty, honesty, and compassion. He also honours the Vedic rituals.

The Ramayana by Valmiki established the Rama as the monarch of ideas. He also supported the idea that popular opinion is supreme. Sita's banishment from the realm was undoubtedly a misguided attempt at caving in to popular sentiment. However, given that Rama did not remarry, it is certain that this event helped to solidify the notion in the populace's mind that the ruler's public opinion comes first. In this context, the notion that the state described in the Ramayana was perfect is not without merit. Rama represented an enlightened ruler who would put the good of the people above his personal interests and the interests of those closest to him (Mehta, 2016, p. 43). Therefore, monarchs were perfect because they prioritised the good of the public above the interests of the individual.

❖ **CONCLUSION:**

Consequently, the significance of Valmiki's Ramayana lies in its depiction of the perfect king—one with impeccable moral standards and self-control. In Valmiki's writings, Rama is the first monarch around whom a whole new conception of politics, society, and existence arises. The Ramayana age was characterized by a highly organized and sophisticated civilization. The epic defends monarchy on the grounds that family and property could only be secured by it. The Ramayana demonstrates Rama's unwavering nature. The ultimate representations of the surrender of political sovereignty were Rama and Bharat. However, the Mahabharata epic has a wealth of political wisdom that one needs throughout one's life. It backs the practical approach. This epic is

often used to support the claim that pure idealism is ineffective in practical situations. Even when it comes to practical political counsel, realist philosophers such as Sun Tzu and Niccol Machiavelli are not too far from The Mahabharata. It employs practical tactics. It emphasises military conquest and political power. In essence, Lord Krishna defends the employment of planning for the sake of the country and the certainty of war during emergencies. The Mahabharata gives rise to many political views, programmes, and initiatives. It is possible for our politicians, leaders, ministers, commanders, policy makers, and Indians in general to maintain their Indian identity while excelling in diplomacy and other spheres of power.

❖ REFERENCES:

1. Basu, Durga Das, Introduction to the Constitution of India, Wadhwa's Legal Classic, Nagpur, 2007, pp.188-189
2. Bhattacharyya, Deborah P. "Theories of Kingship in Ancient Sanskrit Literature." *Civilisations* 17 (1967): 109- 18. JSTOR. Web.
3. Dutt, Ramesh C. (1997). *The Ramayana: Epic of Rama, Prince of India*. New Delhi: Crest
4. Publishing House.
5. Jhola, G.C. (1966). *The Sundarakanda*. Baroda: Oriental Institute.
6. Keay, John. (2012). *India: A History*. Revised and Updated. N.p.: HarperCollins, 2010. Google Books. Web. 13 Dec.
7. Mehta, V.R. (2016). *Foundations of Indian Political Thought*. New Delhi: Manohar Publishers and Distributors.
8. Sharma, Ram Sharan (1995). *Perspectives in Social and Economic History of Early India*. New Delhi: Munishram Manoharlal Publishers Pvt. Ltd.
9. Thapar, Romila. (2012). "Cultural Pasts Essays in Early Indian History." Oxford India Paperbacks, n.d. Web. 15 Dec.

-
10. Varma, Vishwanath Prasad Varma (1974). *Studies in Hindu Political Thought and its Metaphysical Foundations*. Delhi: Motilal Banarsidass.
 11. Wheeler, J. Tolboys (1973). *India from the Earliest Ages*. Delhi: Cosmo Publications.

CHAPTER: 26

EXPLORING THE WELL RESOURCED SELF-FINANCE COLLEGES FOR PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATION

Aparna Mandal Seth



❖ **ABSTRACT:**

Resource allocation in B.Ed colleges plays a crucial role in ensuring the quality of teacher education. It establishes minimum standards and guidelines for teacher education programs, including B.Ed course. These standards encompass various aspects, including infrastructure, faculty qualifications, curriculum, and resource allocation. By defining these minimum requirements, NCTE ensures that institutions meet a certain quality threshold. Researcher utilized a qualitative research methodology can provide a deeper understanding of the resources allocation in self-financed B.Ed colleges of West Bengal for professional development of Teacher Education. Thus, it involves gathering and analyzing academic papers, journal articles, books, reports, and other scholarly sources to identify key findings, trends, and gaps in the research. The resource allocation in self-financed B.Ed colleges for the professional development of teacher education is a critical factor in determining the quality and effectiveness of teacher preparation programs. Effective resource allocation is not financial considerations; it involves a strategic approach to optimize material and human resources to achieve the educational goals of the institution.

❖ **KEYWORDS:**

Self-Financed B.Ed Colleges, Teacher Education, Professional Development, Resource Allocation, Faculty Recruitment, Infrastructure.

❖ INTRODUCTION:

In the realm of educational institutions, the dynamic interplay between resources and outcomes has been a subject of perennial interest and investigation. At the heart of every educational entity, especially the self-financed institutions, lies a web of resources that collectively shapes its character and influences its ability to fulfill its educational mission. Among these resources, two principal categories stand out with resounding importance: material resources and human resources. The concept of an institution being powered by two distinct but inherently interconnected types of resources is not merely an abstract notion; it represents a fundamental and tangible reality within the educational landscape. Material resources encompass the physical infrastructure, equipment, technology, and financial assets that underpin the institution's functionality, while human resources refer to the individuals who breathe life into its mission - the educators, administrators, staff, and students who constitute its vibrant community. This duality in resource allocation and utilization holds profound implications for the institution's identity, performance, and capacity to fulfill its educational mandate. Material resources provide the necessary infrastructure and tools, creating the physical and technological environment that supports teaching, learning, and administrative functions. On the other hand, human resources, embodying the knowledge, skills, passion, and commitment of the institution's members, drive the intellectual and social development of its community. The National Council for Teacher Education (NCTE) in India is responsible for setting and maintaining standards and guidelines for teacher education programs, including those offered by B.Ed (Bachelor of Education) colleges.. Resource allocation in B.Ed colleges plays a crucial role in ensuring the quality of teacher education. It establishes minimum standards and guidelines for teacher education programs, including B.Ed course. These standards encompass various aspects, including infrastructure, faculty qualifications, curriculum, and resource allocation. By defining

these minimum requirements, NCTE ensures that institutions meet a certain quality threshold. The body conducts regular inspections and evaluations of teacher education institutions to assess their compliance with established standards and resource allocation criteria. Institutions are required to submit detailed reports on their infrastructure, faculty, and resources for these inspections. NCTE's role in resource allocation is not just about setting minimum standards but also promoting quality enhancement. By ensuring that institutions have the necessary resources and infrastructure, NCTE contributes to the overall improvement of teacher education programs. Colleges that offer teacher education programs often face several challenges when it comes to resource allocation while striving to maintain standards and guidelines set by regulatory bodies like the National Council for Teacher Education (NCTE) in India. Thus, the present investigation will explore the dilemma of resource allocation for self-finance colleges in maintaining the standards of both quality and quantity in West Bengal.

❖ THE CRITERIA OF NCTE IN RESOURCE ALLOCATION FOR B.ED COLLEGES:

The National Council for Teacher Education (NCTE) in India is responsible for setting and maintaining standards and guidelines for teacher education programs, including those offered by B.Ed (Bachelor of Education) colleges. Resource allocation in B.Ed colleges plays a crucial role in ensuring the quality of teacher education. While specific resource allocation criteria were subjected to periodic updates, here are some general criteria that NCTE often emphasizes:

Infrastructure and Physical Facilities: B.Ed colleges are expected to have adequate infrastructure, including classrooms, lecture halls, laboratories, library facilities, and administrative offices. These facilities should be in compliance with NCTE's guidelines in terms of size, equipment, and accessibility.

Qualified Faculty: B.Ed colleges must have a well-qualified and experienced faculty, including professors, associate professors,

assistant professors, and teacher educators. NCTE often specifies the required qualifications, such as academic degrees and teaching experience, for faculty members.

Library and Learning Resources: B.Ed colleges should maintain a well-stocked library with a wide range of educational resources, including textbooks, reference materials, journals, and digital resources. Access to relevant learning resources is crucial for teacher education programs.

Curriculum and Pedagogical Resources: B.Ed colleges are expected to have a curriculum that aligns with NCTE guidelines and focuses on the development of essential teaching competencies. They should also have access to pedagogical resources, teaching aids, and technology to support effective instruction.

Laboratory and ICT Infrastructure: For science and computer-related subjects, B.Ed colleges must have well-equipped laboratories. Additionally, they should provide access to information and communication technology (ICT) facilities to enhance teaching and learning.

Student Support Services: B.Ed colleges should offer student support services such as counseling, career guidance, and academic advising to help students succeed in their teacher education programs.

Admission and Infrastructure Capacity: NCTE may specify the maximum intake capacity of students based on the available infrastructure and faculty resources to ensure that colleges can provide quality education without overcrowding.

Financial Resources: B.Ed colleges must have a sustainable financial plan to meet their operational expenses, including faculty salaries, infrastructure maintenance, and ongoing professional development.

Affiliation and Recognition: B.Ed colleges must be affiliated with a recognized university and obtain recognition from NCTE to

offer B.Ed programs. Compliance with NCTE's affiliation and recognition criteria is essential.

Regulatory Compliance: B.Ed colleges should adhere to all relevant NCTE regulations and guidelines related to admission processes, curriculum design, assessment and evaluation procedures, and student teaching internships.

Continual Quality Improvement: B.Ed colleges are encouraged to engage in a process of continuous quality improvement. They should have mechanisms in place for program evaluation, feedback collection, and the implementation of changes based on assessment results.

It is essential for B.Ed colleges to regularly check NCTE's official website or contact the regional NCTE office for the most up-to-date and specific resource allocation criteria and guidelines, as these may change over time and can vary from state to state. Compliance with NCTE standards ensures that teacher education programs maintain high quality and produce well-prepared educators. However, the most of the B.Ed colleges of self-finance type commonly come up with the standard of physical resource allocation but they confronted with the challenges of human resource allocation. The study will focus on the different aspects of resource allocation of self- financed B.Ed colleges.

❖ STATEMENT OF THE PROBLEM:

Effective resource allocation is a critical aspect of ensuring the quality and sustainability of teacher education programs. In recent years, self-financed colleges dedicated to teacher education have emerged as significant players in the education landscape. These institutions often possess substantial financial resources, which, if allocated wisely, have the potential to greatly enhance the professional development of teacher educators. However, many self-financed B.Ed colleges in West Bengal struggle with limited resources. Insufficient funding result in a lack of modern classrooms, laboratories, libraries, and other essential facilities.

This can hinder effective teaching and learning experiences for students. Budget constraints often limits the ability to hire and retain qualified and experienced faculty members. In some cases, colleges may rely on part-time or temporary instructors, which can affect the quality of education. Thus the study entitled as “Exploring the Well Resourced Self-Finance Colleges for Professional Development of Teacher Education.”

❖ **THE NEED AND SIGNIFICANCE OF THE STUDY:**

The quality of teacher education has a direct impact on the quality of school education. Well- resourced self-financed colleges can potentially offer higher-quality teacher education programs, but it is important to assess whether they fulfill this potential. Well-resourced colleges can produce highly qualified and motivated teachers. Studying their practices can provide insights into how teacher quality can be improved at scale. The findings can inform education policymakers about the strengths and weaknesses of self-financed teacher education institutions. This knowledge can guide the development of policies to enhance the teacher education landscape. Understanding how well resourced colleges allocate their resources can inform other institutions about effective resource management, helping them optimize their own resource allocation strategies. These colleges often have the flexibility to innovate in pedagogical approaches and curriculum design. Lessons from their practices can inspire innovation in other teacher education institutions. As education becomes more diverse, the study can highlight successful strategies for preparing teachers to address various learning styles, needs, and contexts. Self-financed colleges can offer insights into sustainable financial models for teacher education, which can be valuable for institutions struggling with financial constraints. The study can provide a global perspective on teacher education, allowing educators and policymakers from different regions to learn from successful practices and adapt them to their contexts.

❖ **THE OBJECTIVES OF THE STUDY:**

1. To determine the current scenario of resource allocation of self-financed B.Ed colleges in West Bengal.
2. To analyze how physical resource limitations affect the quality of education and services provided by self-financed colleges.
3. To analyze how human resource limitations affect the quality of education and services provided by self-financed colleges.
4. To identify strategies that self-financed colleges must employ to optimize the use of available physical resources and mitigate resource-related challenges.
5. To identify strategies and practices that self-financed colleges employ to optimize the use of available human resources and mitigate resource-related challenges.

❖ **THE REVIEW OF RELATED LITERATURE:**

Dhevakrishnan, R., & Devi, S. (2018). A study on occupational stress of women teachers in namakkal district. *Journal of Emerging Technologies and Innovative Research (JETIR)*, 5(11), 231-236. Findings of the study clearly point out that significant increase in the mean gain scores has been found in the Compare with Government, Aided and Self Finance teachers mean score is better than Government and Self Finance teachers with respect to their occupational stress.

Barman, P., & Bhattacharyya, D. D. (2017). Job satisfaction of teacher educators in different types of B. Ed. colleges in West Bengal. *IOSR Journal of Humanities and Social Science*, 22(02), 80-99. The results of the study explore that Teacher Educators working in different Govt. Aided and Private B.Ed. colleges in West Bengal are satisfied with their job overall. They are satisfied with all the dimensions or aspects of Job Satisfaction except only one dimension i.e. salary & compensation.

Ghosh, M., Guha, A., Ghosh, M., & Guha, A. (2016). Organizational climate of teacher education institutions in West Bengal in relation to teacher educators' motivation to work. *IRA International Journal of Education and Multidisciplinary Studies* (ISSN 2455–2526), 4(1). There was no positive significant relationship between organizational climate as perceived by teacher educators and motivation to work of teacher educators.

Kachhap, R. S., & Namta, R. L. (2015). A Study on Problem Faced By the Teachers at Secondary Level Teacher Training Programme in Jharkhand. *International Journal of Humanities & Social Science Studies (IJHSSS) Volume-I, Issue-V*. In the self-finance colleges, the teachers of future teachers are facing a lot of problems and accordingly mentally so unbalanced that they are searching a stable job even with low salary. Here the author is trying to focus on problem faced by the teachers, job security of the teachers and job satisfaction of the teachers.

❖ RESEARCH GAP:

There is a dearth of research related to “Exploring the Well Resourced Self-Finance Colleges for Professional Development of Teacher Education.” Therefore researcher conducted investigation related to such statement of problem.

❖ METHODOLOGY OF STUDY:

Researcher utilized a qualitative research methodology can provide a deeper understanding of the resources allocation in self-financed B.Ed colleges of West Bengal for professional development of Teacher Education. Thus, it involves gathering and analyzing academic papers, journal articles, books, reports, and other scholarly sources to identify key findings, trends, and gaps in the research. This approach will allow to capture the essence of resource allocation and their impact on professional development of teacher education.

❖ **ANALYSIS AND INTERPRETATION:**

The analysis and interpretation of the study were conducted based on the objectives of the study.

❖ **PERTAINING TO OBJECTIVE 1:**

O1: To determine the current scenario of resource allocation of self-financed B.Ed colleges in West Bengal.

At present in West Bengal, there are more than 600 B.Ed colleges. About 436 colleges are owned privately, 93 colleges are owned by public-private organisations, and 23 colleges are owned by the public/government. Most of the government colleges does not face challenges of resource allocation as they receive government funds and aids but the condition of self-financed colleges are somehow different. These colleges are mainly divided into four parameters based on the resource allocation, which are given below:

- Self-Financed Colleges funded with both material and human resources.
- Self-Financed Colleges funded with material resources but lack human resources.
- Self-Financed Colleges funded with human resources but lack material resources.
- Self-Financed Colleges not funded with both material and human resources.

Self-Financed B.Ed Colleges Funded with Both Material and Human Resources: In this scenario, self-financed B.Ed colleges receive financial support, as well as the necessary staff and faculty to operate effectively. Material resources may include funding for infrastructure, classrooms, libraries, laboratories, equipment, and other physical facilities. Human resources would entail having qualified teachers, administrative staff, and support staff. These colleges are better equipped to provide quality education and offer a conducive learning environment for students. They can invest in maintaining and upgrading their infrastructure, hire experienced

educators, and provide students with access to a wide range of educational resources.

Self-Financed B.Ed Colleges Funded with Material Resources but Lack Human Resources: In this scenario, self-financed B.Ed colleges have access to financial resources for infrastructure development, but they may face challenges in hiring qualified faculty and staff. They might have well-equipped facilities, including classrooms and libraries, but struggle to attract and retain experienced educators. These colleges may face difficulties in maintaining academic standards and offering a comprehensive learning experience to students due to a shortage of qualified teaching and administrative staff.

Self-Financed B.Ed Colleges Funded with Human Resources but Lack Material Resources: In this case, self-financed B.Ed colleges have a dedicated and qualified teaching staff and support personnel, but they face limitations in terms of physical infrastructure and other material resources. They might have knowledgeable faculty members but struggle with outdated classrooms, insufficient laboratories, or a lack of essential equipment and learning materials. While the quality of education may be relatively high due to the presence of experienced educators, students in such colleges might not have access to the best physical resources to support their learning.

Self-Financed B.Ed Colleges Not Funded with Both Material and Human Resources: In this scenario, self-financed B.Ed colleges are struggling on multiple fronts. They lack both material resources, such as funding for infrastructure and facilities, and human resources, such as qualified faculty and staff. These colleges may find it extremely challenging to provide quality education and a conducive learning environment. Students attending these colleges may face significant disadvantages in terms of their educational experience, and the institutions themselves may struggle to attract students and maintain their operations.

It is important to note that the availability of resources can vary widely among self-financed B.Ed colleges, and their ability to

provide quality education depends on the balance between material and human resources. The funding and resource allocation for these colleges can be influenced by government policies, local economic conditions, and the management's ability to secure funding and hire qualified staff.

❖ **PERTAINING TO OBJECTIVE 2:**

O2: To analyze how physical resource limitations affect the quality of education and services provided by self-financed colleges.

Physical resource limitations can have a profound impact on the quality of professional teacher education programs and services provided by self-financed B.Ed (Bachelor of Education) colleges. Here is how these limitations affect the quality of education and services:

● **Inadequate Classroom Space:**

Overcrowding: Limited classroom space can lead to overcrowded classes, making it challenging for students to participate effectively in discussions and activities. This can hinder the development of essential teaching skills.

Quality of Instruction: Smaller, poorly equipped classrooms can limit the scope for interactive and student-centered teaching methods, which are crucial for effective teacher training.

● **Insufficient Library and Learning Resources:**

Limited Access to Reference Materials: A lack of resources in the college library can hinder students' access to relevant books, journals, and research materials. This can affect their ability to conduct research and stay updated on educational trends.

Reduced Research Opportunities: Without adequate resources, B.Ed students may struggle to engage in meaningful research projects, which are essential for developing their analytical and critical thinking abilities.

- **Outdated Laboratories and Technology:**

Limited Practical Experience: Many B.Ed programs require practical experiences in subjects like science and technology. Outdated laboratories and inadequate technology can hinder students' hands-on learning and their ability to teach these subjects effectively.

Technological Skills Development: In today's digital age, teachers need to be proficient in using technology for instruction. A lack of access to up-to-date equipment and software can hinder students' technological skill development.

- **Learning Materials and Teaching Aids:**

Limited Teaching Resources: Insufficient teaching aids and materials can affect the quality of lessons and demonstrations, making it difficult for aspiring teachers to acquire effective teaching techniques. Infrastructure Maintenance and Safety:

Safety Concerns: Poorly maintained infrastructure can pose safety hazards, which can be particularly problematic when working with students. An unsafe learning environment can negatively impact both students and instructors.

- **Student Comfort and Morale:**

Aesthetic Factors: An unattractive or uncomfortable learning environment can affect student morale and engagement. This can result in reduced enthusiasm for learning and teaching.

- **Competitive Disadvantage:**

Attracting Quality Faculty: Colleges with limited physical resources may struggle to attract and retain qualified faculty members. This can compromise the expertise and mentorship available to teacher education students.

Student Enrollment: A college's physical environment and resources can influence students' decisions when choosing an institution. Self-financed B.Ed colleges that lack adequate resources may have difficulty attracting students.

- **Innovation and Professional Development:**

Lack of Research Opportunities: Limited access to research facilities and resources can hinder faculty members' ability to engage in research and professional development activities. This can, in turn, affect the quality of instruction they provide.

In conclusion, physical resource limitations in self-financed B.Ed colleges can hinder the quality of teacher education programs and services in multiple ways. These limitations can affect instructional quality, research opportunities, and the overall learning experience. To enhance the quality of education and services, such colleges must address these resource constraints through strategic planning, investment in infrastructure, and efforts to attract and retain qualified faculty and staff.

❖ **PERTAINING TO OBJECTIVE 3:**

O3: To analyze how human resource limitations affect the quality of education and services provided by self-financed colleges.

Human resource limitations can have a significant impact on the quality of professional teacher education programs and services provided by self-financed B.Ed (Bachelor of Education) colleges. Here is how these limitations affect the quality of education and services:

- **Faculty Expertise and Qualifications:**

Inexperienced Faculty: A lack of qualified and experienced teaching faculty can hinder the delivery of high-quality education. Faculty members with limited teaching experience struggle to effectively convey subject matter and pedagogical concepts to teacher education students.

Diversity of Expertise: Ideally, B.Ed programs should have faculty members with diverse subject expertise and teaching methodologies. Limited human resources restrict the range of subjects and teaching methods that can be offered.

- **Student-Faculty Ratio:**

Lack of Individual Attention: High student-to-faculty ratios lead to reduced opportunities for individualized attention and mentoring. Teacher education programs require close guidance and feedback, which can be challenging to provide in large classes.

Quality of Assessment: Effective assessment and evaluation of student performance compromised when faculty members are overburdened with large class sizes.

- **Mentoring and Professional Development:**

Mentorship Opportunities: A shortage of experienced faculty members can limit the availability of mentors for teacher candidates. Mentorship is crucial for aspiring teachers to develop their teaching skills through observation and feedback.

Professional Growth: Faculty members often engage in research and professional development activities to stay updated with the latest trends and innovations in education. Human resource limitations hinder faculty members' ability to invest time in their professional growth, potentially leading to outdated teaching practices.

- **Administrative and Support Staff:**

Student Services: A shortage of administrative and support staff impact the quality of student services, including academic advising, counseling, and career guidance.

Efficiency and Administration: Limited administrative resources may lead to inefficiencies in program management, such as delays in communication, paperwork processing, and enrollment services.

- **Curriculum Development and Innovation:**

Curriculum Design: The development of a dynamic and up-to-date curriculum requires input from experienced educators. Human resource limitations can hinder the college's ability to design and update its curriculum to meet changing educational needs and standards.

Innovative Teaching Practices: Engaging and effective teaching practices often require faculty members to have the time and resources to experiment with new methodologies. Limited human resources impede the adoption of innovative teaching practices.

- **Motivation and Retention:**

Low Salaries: Inadequate or delayed salary increments can demotivate faculty members. Faculty who feel undervalued may become disengaged and less committed to their teaching responsibilities.

High Turnover: If salary-related issues persist, faculty may seek employment elsewhere, leading to high turnover rates. Frequent turnover disrupts the continuity of education and can result in the loss of experienced educators.

- **Workload and Burnout:**

Unpaid Overtime: Faculty members may be required to work extra hours beyond their regular schedules, including weekends and holidays, without receiving overtime pay. This can lead to burnout and reduced enthusiasm for teaching.

Impact on Teaching Quality: Fatigued and stressed educators may struggle to maintain the high teaching standards and dedication required for effective teacher education programs.

- **Faculty Morale and Engagement:**

Unaddressed Grievances: If issues related to increments, salary, and holidays are not addressed promptly and fairly, faculty morale can suffer. Discontented educators may not actively engage with students, impacting the overall learning experience.

Limited Focus on Professional Development: Faculty members who are preoccupied with salary-related concerns may have less time and energy to invest in professional development activities, which are crucial for keeping teaching methods up-to-date.

- **Student-Faculty Relations:**

Reduced Availability: If faculty members need to take on multiple jobs or work additional hours to supplement their income,

they may have less time to interact with students outside of the classroom.

Impact on Mentorship: Teacher candidates often rely on close relationships with faculty for mentorship and guidance. Salary-related issues can reduce the availability of mentors, affecting teacher candidate development.

- **Research and Publications:**

Research Output: Colleges with a shortage of faculty may produce fewer research publications. This impact the institution's reputation and its contribution to the field of education.

Limited Research Opportunities for Students: Students may have fewer opportunities to engage in research projects under the guidance of faculty members due to human resource constraints.

- **Student Services and Support:**

Counseling and Guidance: Adequate counseling and guidance services are essential for the overall well-being and career development of teacher education students. A lack of trained counselors and advisors negatively influences students' experiences.

In summary, human resource, limitations in self-financed B.Ed colleges can lead to challenges in faculty expertise, mentorship, program administration, and student support. These limitations directly affect the quality of teacher education programs and services, hindering the college's ability to provide a comprehensive and effective learning experience for teacher candidates. Addressing these, limitations require efforts to recruit and retain qualified faculty and staff, invest in professional development, and implement effective mentoring and support structures. The human resource-related problems, particularly those related to increments, salary, and holidays, can have a cascading effect on the quality of professional teacher education programs in self- financed B.Ed colleges. These issues can influence faculty motivation, retention, and workload, which in turn affect the quality of teaching, mentorship, and overall student

experience. To enhance the quality of education, it is essential for these colleges to address and resolve these human resource-related challenges promptly and fairly.

❖ **PERTAINING TO OBJECTIVE 4:**

O4: To identify strategies that self-financed colleges must employ to optimize the use of available physical resources and mitigate resource-related challenges.

Self-financed B.Ed colleges often face resource-related challenges, but there are strategies they can employ to optimize the use of available physical resources and mitigate these challenges. Here are some effective strategies:

- **Resource Assessment and Planning:**
 - There is a need to conduct a thorough assessment of existing physical resources, including classrooms, libraries, laboratories, and equipment.
 - Develop a resource management plan that outlines current assets, their condition, and their utilization rates.
 - Identify areas where improvements or upgrades are needed and prioritize based on importance.
 - **Effective Space Utilization:**
 - Optimize classroom schedules to maximize space utilization throughout the day.
 - Consider flexible classroom arrangements that allow for different teaching methods and group sizes.
 - Implement a room reservation system to prevent conflicts and ensure efficient use of spaces.
 - **Maintenance and Upkeep:**
 - Allocate a portion of the budget for regular maintenance and repair of physical facilities and equipment.
 - Create a maintenance schedule to address issues promptly and prevent costly repairs in the long run.
-

-
- Involve students in campus beautification and maintenance projects to instill a sense of ownership.
 - **Technology Integration:**
 - Invest in technology infrastructure, including Wi-Fi, projectors, and interactive whiteboards, to enhance the quality of instruction.
 - Encourage faculty to incorporate technology into their teaching methods to improve engagement and interactivity.
 - **Resource Sharing:**
 - Collaborate with nearby educational institutions or community organizations to share resources like libraries, laboratories, or sports facilities.
 - Explore partnerships with local businesses or government agencies for resource sharing or sponsorship opportunities.
 - **Budgeting and Financial Management:**
 - Develop a transparent budgeting process that allocates funds efficiently to address resource needs.
 - Seek grants, donations, and sponsorships from businesses, alumni, and philanthropic organizations to supplement the budget.
 - **Energy Efficiency:**
 - Implement energy-saving measures, such as LED lighting and energy-efficient HVAC systems, to reduce operational costs.
 - Raise awareness among staff and students about energy conservation practices.
 - **Resource Conservation:**
 - Encourage responsible use of resources among students and faculty by promoting recycling, reducing waste, and conserving water and electricity.
 - Implement policies and practices that promote sustainability in campus operations.
-

- **Library and Learning Resource Management:**

- Digitize library resources and offer online access to journals, e-books, and research materials to expand the library's reach.
- Develop a systematic cataloging and tracking system for library materials to ensure efficient use and prevent loss.

- **Strategic Partnerships:**

- Forge partnerships with educational publishers and content providers to access digital resources and educational materials at reduced costs.
- Collaborate with local schools, educational authorities, or government agencies for support and resource-sharing opportunities.

- **Continuous Monitoring and Feedback:**

- Establish a feedback mechanism to gather input from students, faculty, and staff on resource utilization and needs.
- Regularly review and update resource allocation strategies based on feedback and changing requirements.

- **Professional Development:**

- Invest in faculty and staff development to enhance their ability to optimize resource use and adapt to changing educational needs.

By implementing these strategies, self-financed B.Ed colleges can make the most of their available physical resources, improve the quality of education and services, and better address resource-related challenges.

O5: To identify strategies and practices that self-financed colleges employ to optimize the use of available human resources and mitigate resource-related challenges.

Self-financed B.Ed colleges can employ several strategies and practices to optimize the use of available human resources and

mitigate resource-related challenges. Here are some effective strategies:

- **Faculty Recruitment and Retention:**

- Recruit qualified and experienced faculty members who are passionate about teaching and teacher education.
- Offer competitive salaries and benefits packages to attract and retain talented educators.
- Create a supportive and inclusive work environment that values faculty contributions and promotes professional growth.

- **Faculty Development:**

- Invest in ongoing professional development for faculty, including workshops, seminars, and conferences related to teaching methods, research, and educational trends.
- Encourage faculty to pursue advanced degrees, certifications, or specialized training in their fields.

- **Effective Workload Management:**

- Implement workload policies that balance teaching, research, and administrative responsibilities to prevent burnout.
- Provide teaching assistants or support staff to help faculty manage administrative tasks, allowing them to focus on teaching and research.

- **Mentorship Programs:**

- Establish mentorship programs that pair experienced faculty with newer colleagues to provide guidance and support.
- Encourage mentor-mentee relationships between faculty and students to enhance teacher candidate development.

- **Adjunct and Guest Faculty:**

- Utilize adjunct or guest faculty with industry expertise or specialized knowledge to complement the core faculty team.
 - Ensure that adjunct and guest faculty members receive adequate orientation and support to maintain teaching quality.
-

- **Student-Faculty Engagement:**

- Promote open communication and interaction between faculty and teacher candidates outside of the classroom.
- Encourage faculty to be approachable, accessible, and responsive to student needs and concerns.

- **Research and Publications:**

- Create a culture that values and supports faculty research, providing resources for research projects, conferences, and publications.
- Recognize and reward faculty achievements in research and scholarly activities.

- **Effective Leadership and Administration:**

- Appoint capable administrators who can efficiently manage human resources, budgets, and day-to-day operations.
- Streamline administrative processes to reduce unnecessary paperwork and bureaucratic hurdles.

- **Collaboration and Teamwork:**

- Foster a collaborative environment among faculty, encouraging interdisciplinary and cross-departmental teamwork.
- Create opportunities for faculty to work together on curriculum development, research projects, and program improvements.

- **Performance Evaluation and Feedback:**

- Implement a fair and transparent faculty evaluation system based on teaching effectiveness, research output, and contributions to the institution.
- Provide constructive feedback to faculty to help them continually improve their teaching and research.

- **Student Support Services:**

- Hire academic advisors, counselors, and support staff to assist students with academic and personal challenges.
-

-
- Offer professional development opportunities for staff in student support roles.
 - **Technology Integration:**
 - Provide faculty with training and support in utilizing technology for teaching and communication with students.
 - Invest in e-learning platforms and resources to facilitate blended or online learning when needed.
 - **Community Engagement:**
 - Collaborate with local schools and educational organizations to create opportunities for faculty and students to engage in practical teaching experiences and community outreach.
 - **Feedback Mechanisms:**
 - Establish feedback mechanisms that allow faculty and students to provide input on curriculum, policies, and institutional improvements.

By implementing these strategies and practices, self-financed B.Ed colleges can optimize the use of their human resources, enhance the quality of education and services, and address resource-related challenges effectively.

❖ CONCLUSION:

In conclusion, well-resourced self-financed colleges dedicated to the professional development of teacher education play a vital role in shaping the future of education and producing highly competent teachers. The resource allocation in self-financed B.Ed colleges for the professional development of teacher education is a critical factor in determining the quality and effectiveness of teacher preparation programs. Effective resource allocation is not just about financial considerations; it involves a strategic approach to optimize material and human resources to achieve the educational goals of the institution. Proper resource allocation ensures that self-financed B.Ed colleges can offer high-quality education, support, and training to teacher candidates, equipping them with

the knowledge and skills needed to excel in their future teaching careers. Effective resource allocation is not only about allocating funds but also about making strategic decisions to optimize available resources for the professional development of teacher education. Well-allocated resources contribute to the college's ability to prepare highly competent and motivated teachers who can positively influence the quality of education in schools and contribute to the advancement of the teaching profession. It is a vital aspect of ensuring that teacher education programs remain responsive to the ever-changing educational landscape.

❖ **INTRODUCTION:**

1. Bhave, B. (2020). A study of problems of teacher educator in self-finance college of education during covid-19 pandemic situation. *Educational Quest*, 11(2), 59-62.
 2. Barman, P., & Bhattacharyya, D. D. (2017). Job satisfaction of teacher educators in different types of B. Ed. colleges in West Bengal. *IOSR Journal of Humanities and Social Science*, 22(02), 80-99.
 3. Das, K., & Biswas, P. (2019). Job Satisfaction of Teacher Educators in Different Types of
 4. B. Ed. Colleges in West Bengal. *Humanities*, 7(2), 11-16.
 5. Dudeja, G. (2011). A Comparative study of adjustment, motivation and academic qualification of regular and self finance B. Ed. teachers. *Educational Quest-An International Journal of Education and Applied Social Sciences*, 2(2), 269-273.
 6. Ghosh, M., Guha, A., Ghosh, M., & Guha, A. (2016). Organizational climate of teacher education institutions in West Bengal in relation to teacher educators' motivation to work. *IRA International Journal of Education and Multidisciplinary Studies (ISSN 2455–2526)*,4(1).
 7. Hasan, A. (2013). Attitude of B. Ed students at VBS Poorvanchal University, Jaunpur Towards Internal Evaluation:
-

- A comparative study. *Educational Research International*, 1(1), 155-162.
8. Kartik, P., & Ahuja, M. (2016). Comparative Study of Teaching Competency of Male and Female Trainees of Govt and Self Financed Colleges. *IRA International Journal of Education and Multidisciplinary Studies*, 4(2), 278-288.
 9. Kumari, S., & Panda, S. C. (2013). Pre-Requisites of Pre-Service Secondary Teacher Education Programme in Jharkhand: An Analysis. *Journal of Education and Learning (EduLearn)*, 7(3), 159-172.
 10. Mishra, S., Koner, S., & Mondal, P. (2021). A Comparative Study on Occupational Stress among Self-Finance B. Ed Teachers & GOVT. B. Ed teachers of Hooghly District. *Education*, 44(1).
 11. Sandhya, G., & Bhardwaj, S. (2017). Teacher Education: Implications to Address Quality Crisis. *Educational Quest*, 8(3), 731-736.

CHAPTER: 27

**INTEGRATING TECHNOLOGY AND DIGITAL
LITERACY IN TEACHERS TRAINING**

Md Mohit



❖ **ABSTRACT:**

Various strategies and approaches for the seamless integration of technology and digital literacy into teacher training curricula are explored. This includes the incorporation of best practices in educational technology, methods for promoting digital citizenship, and the development of digital resources tailored to specific subjects and grade levels. The research highlights the importance of these strategies in nurturing educators who are not only proficient in using technology but are also capable of teaching their students to be responsible and discerning digital citizens. The impact of technology integration on teacher preparedness is scrutinized, with a focus on how it shapes their instructional practices. The study assesses how technology-enhanced teaching methods affect student engagement, collaboration, and critical thinking. Additionally, it considers the ways in which technology can adapt to diverse learning styles, accommodating individual student needs while fostering a sense of digital inclusivity.

Furthermore, the research underscores the transformative potential of technology in enriching the learning experience, promoting lifelong learning skills, and cultivating the adaptability needed in an ever-evolving digital world. It contends that, by equipping teachers with digital literacy skills and an innovative mindset, we not only prepare them for today's classroom but also enable them to guide students in becoming adept, resourceful, and ethical users of technology. In a rapidly changing educational environment, this research article emphasizes the crucial role of teacher training in

integrating technology and digital literacy, fostering a generation of learners who are equipped to navigate the digital landscape and contribute meaningfully to the knowledge society of the future.

❖ **KEYWORDS:**

Integrating, Technology, Digital Literacy, Teacher's Training.

❖ **INTRODUCTION:**

The landscape of education is continually evolving, and this transformation is profoundly influenced by the advancements in technology. In the 21st century, educators must be equipped with digital literacy skills and the ability to harness technology effectively in their classrooms.

This research article explores the critical need to integrate technology and digital literacy into teacher training programs in the 21st century. As educational landscapes continue to evolve in response to technological advancements, it is imperative that educators are equipped with the necessary skills to leverage digital tools and resources effectively. The integration of technology and digital literacy into teacher training programs is not merely an option but a necessity. In our fast-paced, digitally driven world, technology has become an integral aspect of education. The ability to harness digital tools, online resources, and innovative teaching methods is no longer a luxury but a fundamental requirement for educators. As such, teacher training programs must evolve to incorporate these essential skills to ensure that prospective teachers are well-prepared to excel in the 21st-century classroom **Tyger, R. L. (2011).**

This research article explores the integration of technology and digital literacy in teacher training programs, emphasizing the importance of equipping educators with the skills needed to effectively incorporate digital resources into their teaching practices. By fostering digital literacy and technological competence among teachers in training, we aim to enhance the

overall quality of education and prepare teachers to meet the challenges of modern education and practical strategies for seamlessly integrating technology into teacher training curricula. In the digital age, education is undergoing a profound transformation, driven by technological advancements that demand a reevaluation of traditional teaching practices. This research article presents a comprehensive examination of the integration of technology and digital literacy in teacher training programs, aiming to equip educators with the skills needed to thrive in the modern classroom. The article begins by acknowledging the seismic shift in education, where technology is no longer an optional accessory but a central component of effective teaching and learning. It underscores the pressing need for educators to develop competencies in utilizing technology to engage and empower students. The study delves into the evolving educational landscape, emphasizing the role technology plays in shaping how students access, process, and create knowledge.

❖ **METHODOLOGY:**

This research methodology outlines the approach for a secondary data analysis study on the integration of technology and digital literacy in teacher training. The study will involve a comprehensive review of existing data sources, thematic coding, comparative analysis, and the synthesis of findings to gain insights into the current state of teacher training in the context of technology integration and digital literacy.

❖ **LITERATURE REVIEW:**

Comprehensive review of academic articles, conference papers, and books related to technology integration in teacher training. Examination of government reports, policy documents, and educational guidelines on digital literacy in education. Access to electronic databases and online repositories such as ERIC, JSTOR, and educational journals for relevant studies.

❖ FINDING AND DISCUSSION:

● The Current State of Teacher Training:

Teacher training programs have traditionally focused on pedagogy, curriculum development, and classroom management. While these aspects remain fundamental, the rapid advancement of technology has added new dimensions to the art of teaching. Unfortunately, many teacher training programs have not kept pace with these changes, leaving educators ill-prepared to utilize technology's full potential in their classrooms. The digital age has brought forth a variety of educational tools, platforms, and resources that have the potential to revolutionize teaching and learning. Teachers must be equipped with the necessary skills to navigate this digital landscape, adapt to changing student needs, and create engaging and innovative learning experiences.



❖ THE SIGNIFICANCE OF DIGITAL LITERACY FOR EDUCATORS:

Digital literacy is a multifaceted skill that encompasses not only the ability to use technology but also the capacity to critically evaluate and effectively utilize digital resources. In the context of teacher training, digital literacy empowers educators to:

❖ **CREATE ENGAGING AND INTERACTIVE LEARNING EXPERIENCES:**

- Differentiate instruction to meet the diverse needs of learners.
- Instill principles of digital citizenship and online safety.
- Keep pace with evolving educational technology.
- Adapt to changing teaching methodologies.
- Digital literacy is not only about using technology but also about understanding how to use it in a way that enhances the teaching and learning process. It involves the ability to navigate digital resources, assess their credibility, and utilize them to foster student engagement and achievement.

❖ **STRATEGIES FOR INTEGRATING TECHNOLOGY AND DIGITAL LITERACY:**

To successfully integrate technology and digital literacy into teacher training programs, institutions and educators must adopt a multifaceted approach. The following strategies can be considered:

Curriculum Development: Revise teacher training curricula to include specific components related to digital literacy. Courses on educational technology, online pedagogy, and digital citizenship should be integrated into the program.

Professional Development: Provide opportunities for current educators and teacher trainers to enhance their digital literacy skills. Ongoing professional development is crucial to ensure that teachers stay current with the latest advancements in educational technology.

Hands-on Experience: Ensure teacher trainees gain practical experience using digital tools for teaching. This may involve the development of online lesson plans, creating digital assessments, and incorporating online collaboration tools into their teaching strategies.

Collaboration: Promote collaboration between teacher training programs and technology experts. By working closely with experts

in the field, teacher training programs can stay up-to-date with the latest advancements and best practices in educational technology.

Digital Literacy Assessments: Implement assessments to gauge the digital literacy skills of teacher trainees. These assessments can help identify areas where trainees may need additional support and resources.

❖ **BENEFITS OF INTEGRATING TECHNOLOGY AND DIGITAL LITERACY:**

The integration of technology and digital literacy into teacher training programs offers numerous advantages, including:

- Improved student engagement and learning outcomes.
- Greater adaptability to remote and hybrid learning environments.
- Enhanced preparation for real-world teaching challenges.
- Expanded career prospects for teacher trainees.
- The development of a more technologically competent and agile educational workforce.
- Challenges and Concerns
- While the integration of technology and digital literacy in teacher training is highly beneficial, it is not without its challenges. Some of the potential concerns include:

Resistance to change: Educators and institutions may resist changes in their established teaching practices.

Resource constraints: Providing access to technology and ongoing training can be resource-intensive.

Ensuring equity: It's crucial to ensure that all educators have equal access to technology and digital literacy training to avoid creating a divide.

❖ **CONCLUSION:**

In conclusion, the integration of technology and digital literacy into teacher training programs is a necessity in the 21st century.

The educational landscape is evolving, and teachers must be equipped with the skills and knowledge to harness technology effectively. Digital literacy is not just about using technology; it's about using it to enhance teaching and learning. By implementing strategies such as curriculum development, professional development, hands-on experience, collaboration, and digital literacy assessments, teacher training programs can prepare educators to meet the diverse and evolving needs of contemporary learners. The benefits of this integration include improved student engagement, adaptability to changing learning environments, enhanced career prospects for teachers, and the creation of a more technologically competent educational workforce. While there are challenges and concerns, the rewards of integrating technology and digital literacy into teacher training far outweigh the risks. The future of education depends on educators who are well-versed in the art of teaching with technology, and it is imperative that teacher training programs embrace this evolution to prepare educators for the educational landscape of tomorrow.

❖ REFERENCES:

1. A. Wigfield *et al* (2000). Expectancy–value theory of achievement motivation Contemporary Educational Psychology.
 2. C.E. Coburn *et al* (2012). Reading coaches and the relationship between policy and practice Reading Research Quarterly
 3. E.J. Instefjord *et al* (2017). Educating digitally competent teachers: A study of integration of professional digital competence in teacher education Teaching and Teacher Education
 4. J.A. Greene *et al* (2014). Measuring critical components of digital literacy and their relationships with learning Computers & Education
 5. K. Alaniz *et al* (2015). Naturalizing digital immigrants: The power of collegial coaching for technology integration.
-

-
6. K.M. Moser *et al* (2021). Remote teaching during COVID-19: Implications from a national survey of language educators System
 7. L.W. Anderson *et al* (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy.
 8. M.E. Bulger *et al* (2014). Knowledge and processes that predict proficiency in digital literacy Reading and Writing.
 9. P.A. Ertmer *et al* (2012). Teacher beliefs and technology integration practices: A critical relationship Computers & Education.
 10. R.A. Bjork *et al*(2013). Self-regulated learning: Beliefs, techniques, and illusions Annual Review of Psychology
 11. R.M. Bean (2015). The reading specialist: Leadership and coaching for the classroom, school, and community
 12. Tyger, R. L. (2011). Teacher candidates' digital literacy and their technology integration efficacy.
 13. W. Ng (2012). Can we teach digital natives digital literacy? Computers & Education
 14. W.K. Zimmer *et al* (2021). Development and validation of the teachers' digital learning identity survey International Journal of Educational Research.
 15. Z.J. Zhong (2011). From access to usage: The divide of self-reported digital skills among adolescents Computers & Education.

CHAPTER: 28

**TRAINEE TEACHERS TO BE ROLE MODELS
FOR STUDENTS**

Nasmin Begam



❖ **ABSTRACT:**

This research object explores the vital role of teachers as role models in the lives of their schoolchildren and the effective approaches for training educators to assume this fundamental responsibility. Teachers are not only imparters of knowledge but also mentors, influencers, and sources of inspiration. Distinguishing the thoughtful impact educators have on students' personal and theoretical development, this study delves into the importance of schooling teachers with the skills and knowledge needed to be exemplary role models. The research begins by emphasizing the power of the teacher-student association and its influence on students' character, values, and motivation. It underlines that the qualities, behaviors, and attitudes displayed by teachers can significantly shape students' observations, aspirations, and ethical development. Therefore, trainee teacher's role modeling exceeds subject matter expertise, spreading into ethical conduct and socio-emotional guidance.

The study explores a range of approaches and interventions designed to train teachers to be positive role models. These include professional development programs that emphasize self-awareness, emotional intelligence, and ethical decision-making. Furthermore, it investigates curricular and extracurricular activities that substitute character development and cultivate values alignment between teachers and students. The article also highlights the importance of fostering a culture of respect, inclusivity, and diversity within the educational atmosphere, as

these values contribute to effective role demonstrating. It discusses the role of school leadership in setting the tone and expectations for trainee teacher's behavior, which can have a ripple effect on the entire school community.

❖ **KEYWORDS:**

Teachers, Trainees, Role Models, Students.

❖ **INTRODUCTION:**

The influence of a trainee teachers encompasses far beyond the classroom, with the potential to shape the character, values, and aspirations of students. Teachers often serve as role models, exemplifying the qualities and behaviors that students admire and seek to emulate. As such, it is essential that educators not only focus on their educational responsibilities but also on attractive effective role models for their students. This research object delves into the concept of teachers as role models, elucidates the potentials that make an effective role model, and provides insights into training teachers to excel in this vital role. By equipping teachers with the knowledge and skills to be positive role models, we can foster a more promotion and supportive learning environment that empowers students to develop into well-rounded individuals **McDonough and Hickey (2017)**.

In assumption, this research underscores that teachers play a multi-layered role in the lives of their students, transcending mere instruction. By training teachers to be authentic, ethical, and vicarious role models, we can positively impact not only students' academic accomplishments but also their personal growth and development as responsible citizens. In this context, trainee teachers training and professional development agendas hold the key to enhancing the quality

of education and creating a nurturing and inspiring learning environment.

❖ **METHODOLOGY:**

❖ **SEARCHING PROCEDURE:**

In the study online procedure is available with us. It was further stated that for the present study the researcher used the following search engine:

- Google Scholars.
- PubMed.
- Research Gate.
- Shodhganga.

❖ **ACQUISITION OF EVIDENCE:**

In this investigation information were collected scientific evidence through the review study based on secondary database evidence and electronic databases; and critically analyzed the perfect appropriate article according to the nature of this study.

❖ **FINDING & DISCUSSION:**

The Significance of trainee teachers Role Modeling:

The role of teachers as models for their students is of supreme importance. In their determinative years, students often look up to their educators as sources of inspiration, guidance, and moral compasses. Teachers' attitudes, behaviors, and values intensely impact the way students perceive the world and develop their own character.



Effective trainee teacher's role modeling contributes to:

- Building strong character and values in students.
- Fostering positive attitudes towards learning.
- Encouraging the expansion of soft skills such as empathy, resilience, and teamwork.
- Creating a harmonious and inclusive classroom environment.
- Preparing students to be responsible citizens in a diverse society.
- Qualities of an Effective trainee teachers Role Model
- To be an effective role model, teachers should possess and demonstrate certain qualities:

Integrity: Teachers must act in accordance with the values they wish to impart to their students. Honesty, accountability, and ethical behavior are vital components of integrity.

Empathy: Demonstrating empathy towards students' challenges, emotions, and perspectives helps build a trusting and supportive teacher-student relationship.

Enthusiasm: A genuine enthusiasm for teaching and learning can inspire students to approach their studies with a similar passion.

Respect: Treating students with respect, regardless of their background or abilities, reinforces the value of respecting others.

Adaptability: Being open to change, learning, and growth sets a positive example for students in the face of challenges and uncertainty.

Effective Communication: Teachers who communicate clearly, listen actively, and encourage student input provide a model for effective interpersonal skills.

❖ STRATEGIES FOR TRAINING TEACHERS TO BE ROLE MODELS:

Training teachers to be effective role models is a multifaceted endeavor that encompasses the following strategies:

Self-Reflection: Encouraging teachers to engage in self-reflection and assess their own values, behaviors, and communication style. This helps educators align their actions with the qualities of an effective role model.

Professional Development: Providing opportunities for teachers to enhance their pedagogical and interpersonal skills. Training in areas such as active listening, conflict resolution, and fostering emotional intelligence can be beneficial.

Mentorship: Pairing novice teachers with experienced mentors who can model effective teaching practices and act as mentors and guides in their journey to becoming role models.

Inclusivity Training: Equipping teachers with the knowledge and skills to create an inclusive and culturally responsive classroom environment. This training helps teacher’s model respect for diversity and equity.

Ongoing Feedback: Creating a culture of feedback and self-improvement, where teachers can receive constructive feedback from peers, administrators, and students.

Curriculum Integration: Integrating character education and values-based lessons into the curriculum, reinforcing the importance of character development alongside academic learning.

❖ **BENEFITS OF TRAINEE TEACHERS ROLE MODELING:**

The benefits of training teachers to be effective role models are far-reaching:

- Enhanced student character development and ethical decision-making.
- Improved classroom climate and student-trainee teacher’s relationships.
- Increased student motivation and engagement in learning.
- Development of valuable life skills and attitudes necessary for success in a diverse society.
- Fostering responsible and empathetic citizens who contribute positively to their communities.
- Challenges and Considerations

- While the concept of teachers as role models is integral to education, several challenges and considerations must be addressed:

Role Confusion: Teachers may struggle to balance their roles as educators and role models, leading to potential role confusion.

Individual Variation: The effectiveness of role modeling may vary depending on the individual teacher's personality, experiences, and values.

Ethical Dilemmas: Teachers may encounter ethical dilemmas in their role modeling efforts, such as addressing controversial topics or maintaining personal boundaries.

❖ CONCLUSION:

In conclusion, the role of teachers as role models holds a significant place in education. Educators have the supremacy to shape not only their students' academic growth but also their character, values, and ambitions. Training teachers to be effective role models involves self-reflection, professional development, mentorship, and the incorporation of attractiveness education. By equipping teachers with the knowledge and skills to embody the qualities of an effective role model, we can foster a more nurturing and supportive learning environment that empowers students to develop into well-rounded individuals who contribute positively to society. Effective role modeling is an essential component of holistic education and deserves the attention and investment of educational institutions and policymakers.

❖ REFERENCES:

1. Al-Balhan, E. (2008). The Student Style Questionnaire in relation to improved academic scores in Kuwaiti middle-

-
- school science classes. *Social Behavior and Personality: An international journal*, 36(2), 217-228.
2. Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.
 3. Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
 4. Bromnick, R. D., & Swallow, B. L. (1999). I like being who I am: A study of young people's ideals. *Educational Studies*, 25(2), 117-128.
 5. Carrington, B., Francis, B., Hutchings, M., Skelton, C., Read, B., & Hall, I. (2007). Does the gender of the teacher really matter? Seven- to eight-year-olds' accounts of their interactions with their teachers. *Educational Studies*, 33(4), 397-413.
 6. Cassidy, S., & Eachus, P. (2000). Learning style, academic belief system, self-report student proficiency and academic achievement in higher education. *Educational Psychology*, 20(3), 307-322.
 7. Chiou, W.-B., & Yang, C.-C. (2006). Teachers' modeling advantage and their modeling effects on college students' learning styles and occupational stereotypes: A case of collaborative teaching in technical courses. *Adolescence*, 41(164), 723-737.
 8. Egel, I. P. (2009). English language learning and teaching styles in two Turkish primary schools. *Social Behavior and Personality: An international journal*, 37(8), 1117-1128.
 9. Hauer, P., Straub, C., & Wolf, S. (2005). Learning styles of allied health students using Kolb's LSI-IIa. *Journal of Allied Health*, 34(3), 177-182.
-

10. Knight, K. H., Elfenbein, M. H., & Martin, M. B. (1997). Relationship of connected and separate knowing to the learning styles of Kolb, formal reasoning, and intelligence. *Sex Roles*, 37(5/6), 401-414.
11. Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.
12. Kolb, D. A. (1985). *The Learning Style Inventory: Technical manual*. Boston, MA: McBer.
13. Lashley, C. (1999). On making silk purses: Developing reflective practitioners in hospitality management education. *International Journal of Contemporary Hospitality Management*, 11(4), 180-185.
14. Lashley, C., & Barron, P. (2006). The learning style preferences of hospitality and tourism students: Observations from an international and cross-cultural study. *International Journal of Hospitality Management*, 25(4), 552-569.
15. Marshall, C. (1991). Teachers' learning styles: How they affect student learning. *The Clearing House*, 64, 225-227.
16. Martino, W. (2009). Teachers as role models. In *International handbook of research on teachers and teaching* (pp. 755-768). Boston, MA: Springer US.
17. Riddick, B. (2003). Experiences of teachers and trainee teachers who are dyslexic. *Int. J. Inclusive Education*, 7(4), 389-402.
18. Veres, J. G., Sim, R. R., Locklear, T. S. (1991). Improving the reliability of Kolb's revised Learning Style Inventory. *Educational and Psychological Measurement*, 51(1), 143-150.

CHAPTER: 29**INVESTIGATING THE IMPACT OF INTEGRATING
TECHNOLOGY AND DIGITAL LITERACY IN A
DIGITAL LEARNING ENVIRONMENT***Anup Kumar Malik***❖ ABSTRACT:**

This research paper aims to investigate the impact of integrating technology and digital literacy within a digital learning atmosphere. With the rapid advancements in technology, it has become essential to explore how such integration affects the overall learning experience and educational outcomes. This study will examine the benefits, challenges, and potential drawbacks of incorporating technology into the learning process while promoting digital literacy skills among students. The research will involve qualitative and quantitative research methods, including surveys, interviews, and classroom observations. The findings of this research can guide educators, policymakers, and stakeholders to make informed decisions regarding the integration of technology and digital literacy in contemporary digital learning environments. Findings revealed that integrating technology and digital literacy in the learning atmosphere positively influences student engagement, learning outcomes, and overall satisfaction. Commendations for educators and policymakers are discussed to guide effective integration of technology and digital literacy in educational settings.

❖ KEYWORDS:

Technology Integration, Digital Literacy, Digital Learning Environment, Student Engagement, Learning Outcomes.

❖ INTRODUCTION:

Technology has become an integral part of our lives, and education is no exception. Digital learning environments (DLEs) are flattering increasingly common, as they offer a number of advantages over traditional learning environments, such as flexibility, accessibility, and the ability to provide students with personalized learning experiences (**Lawrence & Tar, 2018**). In recent years, technology has become increasingly prevalent in educational settings, transforming the way teaching and learning occur (**Bates, 2015**). The widespread integration of technology has generated the need for digital literacy skills, which entail the ability to locate, evaluate, and effectively use digital resources for learning purposes. This study aims to explore the impact of integrating technology and digital literacy in a digital learning environment on student outcomes and experiences.

However, integrating technology into education effectively requires more than simply providing students with access to devices and tools. It is also important to ensure that students have the necessary digital literacy skills to use these tools successfully and to learn safely and responsibly in a digital world. Digital knowledge is the ability to access, understand, create, and share information using digital technologies (**Pettersson, 2021**). It is an essential skill for all students in the 21st century, as it prepares them for success in school, work, and life.

This research paper will investigate the impact of integrating technology and digital literacy in a DLE on student learning consequences. It will also discuss the challenges and opportunities of technology integration and digital literacy instruction.

❖ OBJECTIVES OF THE STUDY:

- Identify and describe the different ways that technology and digital literacy can be integrated into a digital learning environment (DLE).
- Explore the impact of integrating technology and digital literacy on student learning outcomes in a DLE.

-
- Examine the challenges and opportunities associated with integrating technology and digital literacy into a DLE.
 - Develop and evaluate strategies for supporting teachers in integrating technology and digital literacy into a DLE.

❖ LITERATURE REVIEW:

A growing body of research recommends that technology integration can have a positive impact on student learning outcomes. For example, a meta-analysis of 114 studies found that technology use was associated with a small but significant increase in student achievement (Means et al., 2013).

Other studies have found that technology integration can lead to improvements in student engagement, collaboration, and critical thinking skills (e.g., Hew & Brush, 2007; Mishra & Koehler, 2006).

Digital literacy instruction has also been shown to have a positive impact on student learning outcomes. For example, a study by the National Center for Education Evaluation and Regional Assistance (NCEE) found that digital literacy instruction was associated with improved student performance in reading, math, and science (U.S. Department of Education, 2012).

❖ METHODOLOGY:

A mixed-methods approach was working to gather data and provide a comprehensive understanding of the research topic. Quantitative data were collected through pre- and post-assessments of student achievement, focusing on a specific subject area. Qualitative data were gathered through student interviews and open-ended survey questions, aiming to explore student perceptions, experiences, and engagement levels when technology and digital literacy were integrated into their learning environment.

❖ **RESULTS:**

The results of this study propose that integrating technology and digital literacy into a digital learning environment has a positive impact on student learning outcomes. Students who participated in the study demonstrated significant gains in their knowledge and skills in the following areas:

Digital literacy: Students showed significant improvement in their ability to use a variety of digital tools and technologies, including computers, tablets, smartphones, and software applications. They also developed a better understanding of the ethical and responsible use of technology.

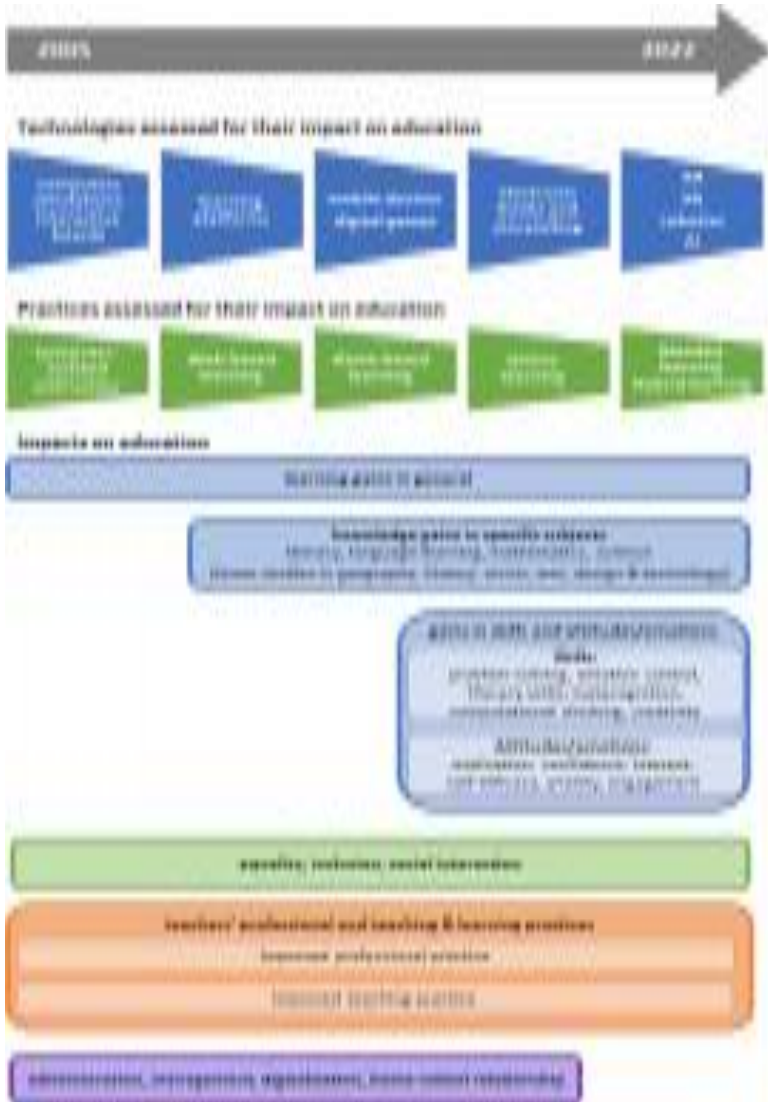
Subject matter knowledge: Students showed significant gains in their knowledge of the subject matter being taught in the digital learning environment. This was evident in their improved performance on assessments and their increased ability to apply their knowledge to real-world problems.

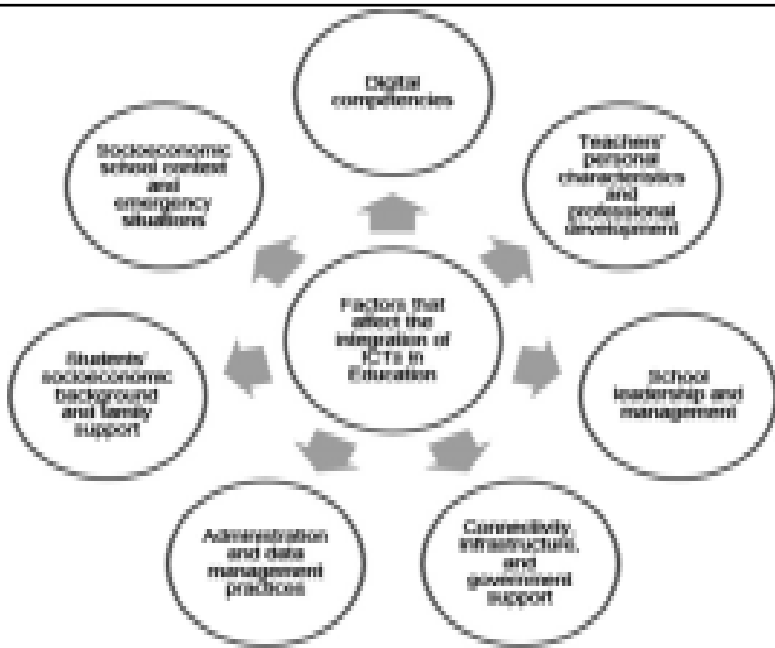
Critical thinking and problem-solving skills: Students developed stronger critical thinking and problem-solving skills as a result of their engagement with technology in the digital learning environment. They were able to think more critically about the information they were presented with, and they were better able to solve problems using a variety of strategies.

Collaboration and communication skills: Students developed stronger collaboration and communication skills as a result of working together on projects and activities in the digital learning environment. They were able to communicate effectively with each other and with their teacher using a variety of digital tools and technologies.

In addition to these quantitative results, the study also collected qualitative data from students and teachers about their experiences with integrating technology and digital literacy into the digital learning environment. Students reported that they were more engaged in their learning and that they felt more confident in their ability to use technology. Teachers reported that they were able to

provide more engaging and effective instruction using technology, and that they were able to better differentiate instruction to meet the needs of all learners.





❖ **DISCUSSION:**

The findings of this study suggest that integrating technology and digital literacy into a digital learning environment can have a positive impact on student learning outcomes. Students who participated in the study showed significant gains in their knowledge and skills in digital literacy, subject matter knowledge, critical thinking and problem-solving skills, and collaboration and communication skills.

These findings are consistent with other research on the impact of technology integration on student learning. For example, a meta-analysis of 48 studies found that technology integration had a positive impact on student achievement in all subjects (Hattie, 2009). Additionally, a study by the International Society for Technology in Education (ISTE) found that students who attended schools with high levels of technology integration outperformed

students who attended schools with low levels of technology integration on standardized tests (ISTE, 2016).

One possible explanation for the positive impact of technology integration on student learning is that technology can provide students with access to a wider range of resources and learning experiences than traditional teaching methods. For example, students can use technology to access online libraries, databases, and other resources to learn about different topics. They can also use technology to collaborate with peers and teachers on projects and activities.

Another possible explanation for the positive impact of technology integration on student learning is that technology can help to motivate and engage students. Students are often more interested in learning when they are using technology. Additionally, technology can be used to create personalized learning experiences that meet the individual needs of each learner.

The findings of this study have a number of implications for educators and policymakers. First, the findings suggest that schools should invest in providing students with access to technology and in training teachers on how to integrate technology into their instruction. Second, the findings suggest that policymakers should develop policies that support the integration of technology into schools.

❖ CHALLENGES AND OPPORTUNITIES:

While there is a growing body of evidence to support the benefits of technology integration and digital literacy instruction, there are also a number of challenges that need to be addressed.

One challenge is that not all students have equal access to technology and digital resources. This is known as the digital divide. Students who do not have access to technology at home or at school are at a disadvantage when it comes to learning in a DLE.

Another challenge is that many teachers are not adequately prepared to teach in a DLE. They may need additional training on

how to use technology effectively in the classroom and how to integrate technology into their curriculum.

Despite these challenges, there are a number of opportunities for technology integration and digital literacy instruction to improve student learning. For example, technology can be used to provide students with access to personalized learning experiences, to connect them with experts from around the world, and to create collaborative learning environments.

❖ CONCLUSION:

The integration of technology and digital literacy into a digital learning environment has the potential to have a positive impact on student learning outcomes. Educators and policymakers should work together to ensure that all students have access to the technology and resources they need to succeed in a digital world. However, it is important to address the challenges that exist, such as the digital divide and the need for teacher training. By following the recommendations in this paper, schools can create DLEs where all students can thrive. By examining the various factors influencing technology integration, exploring the role of digital literacy, and studying the outcomes of these efforts, this study seeks to contribute to the advancement of educational practices and ensure students are equipped with essential skills for the digital age. Educators and policymakers are recommended to embrace and facilitate the effective integration of technology and digital literacy into educational settings. By doing so, they can maximise student learning experiences and empower learners to succeed in a rapidly evolving digital world.

❖ RECOMMENDATIONS:

Based on the findings of this study, the following recommendations are made:

- Schools should invest in providing students with access to technology and in training teachers on how to integrate technology into their instruction.

-
- Policymakers should develop policies that support the integration of technology into schools.
 - Educators should develop and implement digital literacy curricula that teach students how to use technology effectively and responsibly.
 - Educators should create personalized learning experiences that meet the individual needs of each learner and that leverage the use of technology.
 - Researchers should continue to investigate the impact of technology integration on student learning outcomes and to develop evidence-based best practices for integrating technology into the classroom

❖ REFERENCES:

1. Aromatario O, Van Hoya A, Vuillemin A, Foucaut AM, Pommier J, Cambon L. Using theory of change to develop an intervention theory for designing and evaluating behavior change SDApps for healthy eating and physical exercise: The OCAPREV theory. *BMC Public Health*. 2019;19 (1):1–12. doi: 10.1186/s12889-019-7828-4. [PMC free article] [PubMed] [CrossRef] [Google Scholar]
2. Bado N. Game-based learning pedagogy: A review of the literature. *Interactive Learning Environments*. 2022;30 (5): 936–948. doi: 10.1080/10494820.2019.1683587. [CrossRef] [Google Scholar]
3. Brooks, D. C., & McCormack, M. (2020). *Driving Digital Transformation in Higher Education*. Retrieved 30 June 2022 from: <https://library.educause.edu/-/media/files/library/2020/6/dx2020.pdf?la=en&hash=28FB8C377B59AFB1855C225BBA8E3CFBB0A271DA>
4. Cachia, R., Chaudron, S., Di Gioia, R., Velicu, A., & Vuorikari, R. (2021). Emergency remote schooling during COVID-19, a closer look at European families. Retrieved 30

- June 2022 from <https://publications.jrc.ec.europa.eu/repository/handle/JRC125787>
5. Daniel SJ. Education and the COVID-19 pandemic. *Prospects*. 2020; 49 (1): 91–96. doi: 10.1007/s11125-020-09464-3. [PMC free article] [PubMed] [CrossRef] [Google Scholar]
 6. De Silva MJ, Breuer E, Lee L, Asher L, Chowdhary N, Lund C, Patel V. Theory of change: A theory-driven approach to enhance the Medical Research Council’s framework for complex interventions. *Trials*. 2014; 15 (1): 1–13. doi: 10.1186/1745-6215-15-267. [PMC free article] [PubMed] [CrossRef] [Google Scholar]
 7. Di Pietro G, Biagi F, Costa P, Karpiński Z, Mazza J. *The likely impact of COVID-19 on education: Reflections based on the existing literature and recent international datasets*. Publications Office of the European Union; 2020. [Google Scholar]
 8. Elkordy A, Lovinelli J. Competencies, Culture, and Change: A Model for Digital Transformation in K12 Educational Contexts. In: Ifenthaler D, Hofhues S, Egloffstein M, Helbig C, editors. *Digital Transformation of Learning Organizations*. Springer; 2020. pp. 203–219. [Google Scholar]
 9. Eng TS. The impact of ICT on learning: A review of research. *International Education Journal*. 2005;6(5):635–650. [Google Scholar]
 10. Escueta, M., Quan, V., Nickow, A. J., & Oreopoulos, P. (2017). Education technology: An evidence-based review. Retrieved 30 June 2022 from <https://ssrn.com/abstract=3031695>
 11. European Commission. (2019). 2nd survey of schools: ICT in education. *Objective 1: Benchmark progress in ICT in schools*. Retrieved 30 June 2022 from: <https://data.europa.eu/euodp/data/storage/f/2019-03-19T084831/FinalreportObjective1-BenchmarkprogressinICTinschools.pdf>
-

-
12. European Commission. (2020). *Digital Education Action Plan 2021 – 2027. Resetting education and training for the digital age*. Retrieved 30 June 2022 from https://ec.europa.eu/education/sites/default/files/document-library-docs/deap-communication-sept2020_en.pdf
 13. Eurydice. (2019). *Digital Education at School in Europe*, Luxembourg: Publications Office of the European Union. Retrieved 30 June 2022 from: https://eacea.ec.europa.eu/national-policies/eurydice/content/digital-education-school-europe_en
 14. Fadda D, Pellegrini M, Vivonet G, Zandonella Callegher C. Effects of digital games on student motivation in mathematics: A meta-analysis in K-12. *Journal of Computer Assisted Learning*. 2022; 38 (1): 304–325. doi: 10.1111/jcal.12618. [Cross Ref] [Google Scholar]
 15. Hew, K. T., & Brush, T. (2007). Integration of technology into K-12 teaching and learning: Current knowledge gaps and implications for teacher professional development. *Educational Technology & Society*, 10(2), 155-167.
 16. Jewitt C, Clark W, Hadjithoma-Garstka C. The use of learning platforms to organise learning in English primary and secondary schools. *Learning, Media and Technology*. 2011;36 (4):335–348. doi: 10.1080/17439884.2011.621955. [Cross Ref] [Google Scholar]
 17. König J, Jäger-Biela DJ, Glutsch N. Adapting to online teaching during COVID-19 school closure: Teacher education and teacher competence effects among early career teachers in Germany. *European Journal of Teacher Education*. 2020; 43(4):608–622. doi: 10.1080/02619768.2020.1809650. [Cross Ref] [Google Scholar]
 18. Lawrence JE, Tar UA. Factors that influence teachers' adoption and integration of ICT in teaching/learning process. *Educational Media International*. 2018; 55(1): 79–105. doi:
-

- 10.1080/09523987.2018.1439712. [Cross Ref] [Google Scholar]
19. Lu Z, Chiu MM, Cui Y, Mao W, Lei H. Effects of game-based learning on students' computational thinking: A meta-analysis. *Journal of Educational Computing Research*. 2022 doi: 10.1177/07356331221100740. [Cross Ref] [Google Scholar]
20. Martinez L, Gimenes M, Lambert E. Entertainment video games for academic learning: A systematic review. *Journal of Educational Computing Research*. 2022 doi: 10.1177/07356331211053848. [Cross Ref] [Google Scholar]
21. Mayne J. Useful theory of change models. *Canadian Journal of Program Evaluation*. 2015; 30 (2): 119–142. doi: 10.3138/cjpe.230. [Cross Ref] [Google Scholar]
22. Means, B., Bakia, M., & Murphy, R. (2013). The impact of technology on student achievement: A meta-analysis. U.S. Department of Education, Office of Planning, Evaluation and Policy Development.
23. Moran J, Ferdig RE, Pearson PD, Wardrop J, Blomeyer RL., Jr Technology and reading performance in the middle-school grades: A meta-analysis with recommendations for policy and practice. *Journal of Literacy Research*. 2008; 40 (1): 6–58. doi: 10.1080/10862960802070483. [Cross Ref] [Google Scholar]
24. OECD. (2015). *Students, Computers and Learning: Making the Connection*. PISA, OECD Publishing, Paris. Retrieved from: 10.1787/9789264239555-en
25. Punie, Y., Zinnbauer, D., & Cabrera, M. (2006). A review of the impact of ICT on learning. Working Paper prepared for DG EAC. Retrieved 30 June 2022 from: http://www.eurosfair.prd.fr/7pc/doc/1224678677_jrc47246n.pdf
26. Quah CY, Ng KH. A systematic literature review on digital storytelling authoring tool in education: January 2010 to
-

-
- January 2020. *International Journal of Human-Computer Interaction*. 2022; 38 (9): 851–867. doi: 10.1080/10447318.2021.1972608. [Cross Ref] [Google Scholar]
27. Ran H, Kim NJ, Secada WG. A meta-analysis on the effects of technology's functions and roles on students' mathematics achievement in K-12 classrooms. *Journal of computer assisted learning*. 2022; 38 (1): 258–284. doi: 10.1111/jcal.12611. [Cross Ref] [Google Scholar]
28. Redep, N. B. (2021). Comparative overview of the digital preparedness of education systems in selected CEE countries. *Center for Policy Studies. CEU Democracy Institute*.
29. Rott, B., & Marouane, C. (2018). Digitalization in schools—organization, collaboration and communication. In *Digital Marketplaces Unleashed* (pp. 113–124). Springer, Berlin, Heidelberg.
30. Savva M, Higgins S, Beckmann N. Meta-analysis examining the effects of electronic storybooks on language and literacy outcomes for children in grades Pre-K to grade 2. *Journal of Computer Assisted Learning*. 2022; 38 (2): 526–564. doi: 10.1111/jcal.12623. [Cross Ref] [Google Scholar]
31. Schmid RF, Bernard RM, Borokhovski E, Tamim RM, Abrami PC, Surkes MA, Wade CA, Woods J. The effects of technology use in postsecondary education: A meta-analysis of classroom applications. *Computers & Education*. 2014; 72: 271–291. doi: 10.1016/j.compedu.2013.11.002. [Cross Ref] [Google Scholar]
32. Schuele CM, Justice LM. The importance of effect sizes in the interpretation of research: Primer on research: Part 3. *The ASHA Leader*. 2006; 11 (10): 14–27. doi: 10.1044/leader.FTR4.11102006.14. [CrossRef] [Google Scholar]
33. Schwabe, A., Lind, F., Kosch, L., & Boomgaarden, H. G. (2022). No negative effects of reading on screen on comprehension of narrative texts compared to print: A meta-
-

- analysis. *Media Psychology*, 1-18. 10.1080/15213269.2022.2070216
34. Sellar S. Data infrastructure: a review of expanding accountability systems and large-scale assessments in education. *Discourse: Studies in the Cultural Politics of Education*. 2015; 36 (5): 765–777. doi: 10.1080/01596306.2014.931117. [Cross Ref] [Google Scholar]
35. Stock WA. Systematic coding for research synthesis. In: Cooper H, Hedges LV, editors. *The handbook of research synthesis*, 236. Russel Sage; 1994. pp. 125–138. [Google Scholar]
36. Su J, Yang W. Artificial intelligence in early childhood education: A scoping review. *Computers and Education: Artificial Intelligence*. 2022;3: 100049. doi: 10.1016/j.caeai.2022.100049. [Cross Ref] [Google Scholar]
37. Su, J., Zhong, Y., & Ng, D. T. K. (2022). A meta-review of literature on educational approaches for teaching AI at the K-12 levels in the Asia-Pacific region. *Computers and Education: Artificial Intelligence*, 100065. 10.1016/j.caeai.2022.100065
38. Sung YT, Chang KE, Liu TC. The effects of integrating mobile devices with teaching and learning on students' learning performance: A meta-analysis and research synthesis. *Computers & Education*. 2016; 94: 252–275. doi: 10.1016/j.compedu.2015.11.008. [CrossRef] [Google Scholar]
39. Talan T, Doğan Y, Batdı V. Efficiency of digital and non-digital educational games: A comparative meta-analysis and a meta-thematic analysis. *Journal of Research on Technology in Education*. 2020; 52 (4): 474–514. doi: 10.1080/15391523.2020.1743798. [CrossRef] [Google Scholar]
40. Trucano, M. (2005). Knowledge Maps: ICTs in Education. Washington, DC: info Dev / World Bank. Retrieved 30 June 2022 from <https://files.eric.ed.gov/fulltext/ED496513.pdf>
-

41. Ulum H. The effects of online education on academic success: A meta-analysis study. *Education and Information Technologies*. 2022; 27 (1): 429–450. doi: 10.1007/s10639-021-10740-8. [PMC free article] [PubMed] [Cross Ref] [Google Scholar]
42. Vuorikari, R., Punie, Y., & Cabrera, M. (2020). *Emerging technologies and the teaching profession: Ethical and pedagogical considerations based on near-future scenarios* (No. JRC120183). Joint Research Centre. Retrieved 30 June 2022 from: <https://publications.jrc.ec.europa.eu/repository/handle/JRC1201>

CHAPTER: 30

**UTILITY OF ASSISTIVE TECHNOLOGY IN
INCLUSIVE EDUCATION WITH SPECIAL
REFERENCE TO CHILDREN WITH DIVERSE
NEEDS**

Chandra Nath Biswas



❖ **ABSTRACT:**

One of the most important aspects of education today is educational technology. It has indeed brought a new dimension to the field of education. On the other hand, one of the biggest contributions of educational technology is assistive technology. It basically plays a major role in the education for children with disabilities. In India many educational policies come like special schools, mainstreaming and inclusive education. Now inclusive education is the modern latest concept in the field of education. The role of assistive technology in providing an inclusive education is very important as it helps children with special needs to continue their studies independently. Currently, the contribution of educational assistive technology is being highlighted in various education related committees and commissions of our country. Many students with disabilities participate in a required assistive technology and benefit from additional programs. In this paper aims to provide concept of assistive technology and inclusive education, addressing diversity in inclusive education, use and application of assistive technology in education, barriers and overcoming to access and success.

❖ **KEYWORDS:**

Assistive Technology, Inclusive Education, Children with Special Needs, Challenges And Remedial Strategies.

❖ INTRODUCTION:

“The problem is not to wipe out the differences but how to unite with the differences intact” — Rabindranath Tagore.

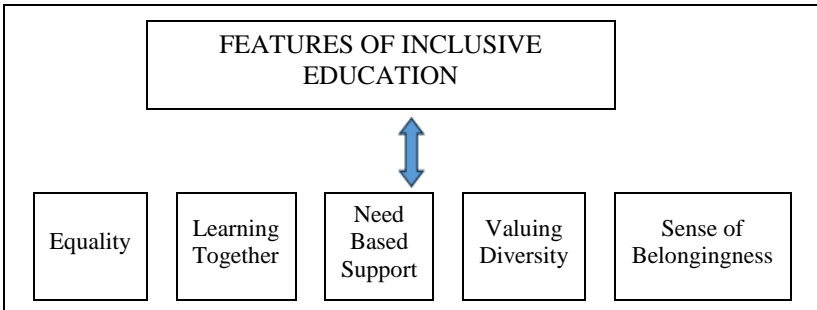
Inclusive in education means flexibility in the education system so that the child gets the maximum opportunity to develop according to all his or her unique characteristics. Inclusion refers to schooling that uses all children to their fullest potential. And this leads to increased acceptance of the child and empathy towards each other. Assistive technology “can be broadly conceptualized as any technology with the potential to enhance the performance of persons with disabilities” (Lewis, 1998, p. 16) and “a means of empowerment” which if denied “exacerbates their disability’s effects” (p. 25). Assistive technology not only addresses the learning deficits of students but also helps students to take advantage of their inherent strengths and avoid various areas of difficulty. Raskind (2008) proposed “AT for kids with LD is defined as any device, piece of equipment or system that helps bypass, work around or compensate for an individual’s specific learning deficits” (p. 1).

AT is not a cure for learning difficulties but it does allow the student to “reach her potential by capitalizing on her strengths and bypass areas of difficulty” (Raskind, 2008, p. 1). The Global Research, Innovation, and Education in Assistive Technology (GREAT) Summit 2017, WHO identifies different research priorities on Assistive technology like practice areas and service delivery models for the assistive technologies.

❖ INCLUSIVE, INTEGRATED AND INCLUSION EDUCATION:

Inclusive education is the creation of an education system where children with all kinds of special needs are included in the general education system and have access to the same quality of education as children of the same age in schools close to the family. And so, teachers in schools should develop all kinds of learning abilities in

such a way that they can teach all kinds of children with special needs in the general school classroom to pass the same quality standards. According to Sebba & Ainscow (1996) “ An inclusive school works from the principle that all student in the community should learn together.” (Creating an Inclusive School, p. 17)



Oxford Dictionary state that ‘Integration’ means ‘combine parts into a whole, complete by addition of the parts. Actually, Integration is the process of considerations children and young people with disabilities into mainstream schools. According Warnoch (1978) – “Integration was used to indicate the placement of a special class, in a typical school, where the student could participate in some activities with non-disabled peers (e.g., art, music, library, assembly programmes) special education services were equally provided in a special class.” (Creating an Inclusive School, p. 16)

Inclusion includes placing special education students in general education classrooms and bringing in support services rather than locking the child into support services.

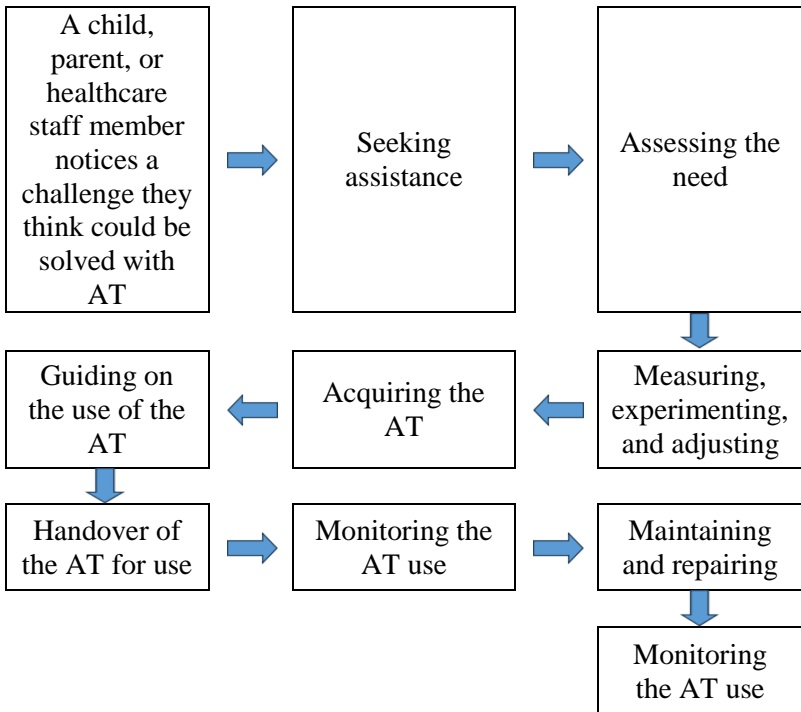
❖ **ASSISTIVE TECHNOLOGY AND ASSISTIVE PRODUCTS:**

According to the Individuals with Disability Education Act (IDEA), any equipment that is used to improve functional capabilities of individuals with disabilities is considered as AT. It may include any software program, or product system that is used to increase, maintain, or improve the functional capabilities of

people with disabilities (Kumar & Raja, 2010). Assistive technology allows students with disabilities to increase their accessibility to the curriculum and the quality of the learning experience (Alkahtani, 2013). Therefore, it can be said that assistive technology is an important component of special education that helps in various planning and developmental issues in the education of children with disabilities.

❖ PROCESS OF PROVIDING ASSISTIVE TECHNOLOGY:

Given below -The process of providing Assistive Technology through used by the table:



Source: The Finnish AT service process (author's own translation from Finnish) (Sosiaali- ja terveysministeriö, 2018, p. 26).

❖ **ASSISTIVE PRODEUCTS:**

Any external product (including devices, equipment, instruments or software), specially produced or generally available, the primary purpose of which is to maintain or improve and individuals functioning and independence, and thereby promote their well- being. Assistive products are also use to prevent impairments and secondary health conditions (WHO, 2016, p. 1).

Given below list of categories demonstrates, APs support children with disabilities to participate and overcome disabilities in a variety of contexts and scenarios, including in their private and social life (ISO, 2022).

List of AP categories by their purpose (ISO, 2022):

1. Personal mobility
 2. Hoisting and lifting
 3. Personal care and protection
 4. Communication and information management
 5. Seeing
 6. Hearing
 7. Voice production and recording
 8. Activities and participation relating to personal mobility and transportation
 9. Activities and participation relating to domestic life
 10. Activities and participation relating to education and learning
 11. Activities and participation relating to employment
 12. Activities and participation relating to recreation and leisure
 13. Environmental improvement and home modification
 14. Controlling, adjusting, or measuring devices
 15. Personal support
 16. Safety
-

-
17. Furniture and furnishings
 18. Handling objects and devices

❖ **USE OF ASSISTIVE TECHNOLOGY IN INCLUSIVE CLASSROOMS-LEARNING NEEDS:**

A significant aspect in education today is educational technology. Technology allows students of all levels to access the general curriculum and general schools according to their skills and abilities. Assistive technology is the application of organised knowledge and skills related to assistive products, including systems and services. Assistive technology is a subset of health technology (WHO, 2016, p. 1). The term technology in AT should not (as often is the case nowadays) be confused or limited to only meaning electronic devices or digital solutions (Dron, 38 2021, p. 1). Technology in the context of AT should rather be understood in the manner Arthur has described technology, namely that technology is “the orchestration of phenomena for some purpose” (Arthur, 2009, quoted in Dron, 2021, p. 1).

We can use assistive technology for students with disabilities on their problems especially inside and outside learning environment. Some of the examples of assistive technology devices are - touch control devices, alternative keyboards and mouse, speech-to-text word recognition tools, word prediction programs, word processors, grammar checkers, scanners, compact disc recording (CD-R and CD-RW) drives and spell checkers (Petty, 2012). AT is an umbrella term that encompasses all such products, services, and processes that assist persons with disabilities and functional difficulties, including children, use to enhance their functional abilities (WHO and UNICEF, 2022, p. 5).

❖ **USE AND APPLICATION OF ASSISTIVE TECHNOLOGY IN EDUCATION:**

It is shown in the table below:

CATEGORY/ AREA OF FUNCTION	ASSISTIVE TECHNOLOGY APPLICATIONS	NEED AND RELEVANCE IN CLASSROOM LEARNING
Reading	Electronic books, books adapted for page-turning, Single-word scanners, Predictable texts, Tabs, Talking electronic devices/software, Speech Software.	For students having difficulty in reading and understanding written text and in paying attention to the reading assigned.
Writing	Pen/Pencil grips, Templates, Word processors, Word card/book/wall, software, Spelling/Grammar checker, Adapted papers.	For students having problems in writing or composition
Math	Calculators, Talking Clocks, Enlarged Worksheets, Voice Output Measuring Devices, Scientific Calculators.	For students having computational problems and confusions and finding it difficult to perform well in Math lessons.
Hearing	Hearing Aids, Pen, and paper, Signalling Devices, Closed Captioning	For students who have difficulty in hearing or are absolute hearing impaired.
Vision	Eyeglasses, Magnifier, Screen Magnification, Screen Reader, Braille Large Print Books, CCTV, Audio Lesson Tapes	For students who have difficulty in seeing or lack complete vision

<p>Specific Learning Disability and Attention Deficit Hyperactivity Disorder (ADHD)</p>	<p>Use of applications/devices depending upon the degree of disability/difficulty, in the area of reading and writing (Dyslexia), hand-eye coordination, written expression and composition (Dysgraphia), difficulty in fine motor skills, Coordination (Dyspraxia), Math (Dyscalculia) and Attention (ADHD) like - Talking electronic devices, Calculators, Electric Organizers, Highlighters, Pencil Grips, Post-its, Computers, Spelling / Grammar Checker, Electronic Organizers, Recorded materials, Handheld Scanners, Print or picture schedule, Electronic Diaries, etc.</p>	<p>For Students having problems in language development, reading and writing (Dyslexia), hand-eye coordination, written expression and composition (Dysgraphia), difficulty in fine motor skills, Coordination (Dyspraxia), Math (Dyscalculia), and ADHD.</p>
<p>Augmentative/ Alternative Communication</p>	<p>Communication Board, Device with speech synthesis for typing, Eye gaze board/ frame, Voice output device</p>	<p>For students having problems in comprehension of language, and lacking the ability to express it, or are unclear in speech and demonstrate delayed expressive language</p>

Computer Access	Word prediction, Alternative Keyboards, Pointing Option, Switches, Voice recognition software	For students finding it difficult to access the computer in its standard form and have difficulty in performing academic tasks
-----------------	---	--

Table: Use and Application of Assistive Technology in Education (Source -Transience (2015) Vol. 6, Issue 2).

❖ **ASSISTIVE TECHNOLOGIES FOR STUDENTS WITH DIFFERENT IMPAIRMENTS:**

There are discussed below briefly:

❖ **ASSISTIVE TECHNOLOGY FOR STUDENTS WITH VISUAL IMPAIRMENTS/BLINDNESS:**

The eye is one of the most important senses of the human body. According to WHO statistics, there are about 30 million visually impaired people in the total population of the world. India's 2001 census report shows that 1.036 percent of the total population of the country is visually impaired. Which is almost half of the total disabled population in India (48.54). According to K.C. Panda – “Visual handicap is defined in terms of visual acuity, field of vision and visual efficiency.” Assistive Technology for the students with visual impairment are discuss below:

- Braille: It is the most important tool for teaching literacy skill and will serve as a lifelong.
- Braille Labeller:
- Adaptive paper
- Braille Embosser
- Arithmetic and Braille Writing Slate
- Enlarged Text
- Abacus

❖ ASSISTIVE TECHNOLOGY FOR STUDENTS WITH LOCOMOTOR DISABILITY:

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act of 1995 has defined Locomotor Disability as the disability of bones, joints or muscles leading to substantial restriction of the movement of the limbs or any form of cerebral palsy (Ratra, 2007). World Health Organisation (1980) has defined Locomotor Disability as “a disability to an individual’s ability to execute distinctive activities associated with moving, both himself and objects from place to place.” (Ratra, 2007)

The Assistive Devices used for Locomotor Impairment are:

- Prosthetics:
- Saathi Walker:
- Wheelchairs:

❖ ASSISTIVE TECHNOLOGY FOR STUDENTS WITH LEARNING DISABILITY:

The Assistive Devices used for Learning Impairment are:

- Audio books and publications
- Talking calculators
- Word Processors
- Electronic Worksheets

❖ ASSISTIVE TECHNOLOGY FOR STUDENTS WITH HEARING/SPEECH IMPAIRMENTS:

Senses are very important in our life. Our experience is gained through the sense’s eyes, nose, tongue, and skin. Our sense of hearing is the ear. According to The Individual with Disabilities Education Act, USA (1986) state that, Hearing impairments means an impairment in hearing whether permanent or fluctuating, that adversely affect a child’s educational performance but that is not included under the definition of deafness. (Creating an Inclusive School, p. 109)

The Assistive Devices used for Hearing Impairment are:

- Hearing Aids
- Frequency-Modulated (FM) Amplification Systems
- Cochlear Implants

❖ **ASSISTIVE TECHNOLOGY FOR STUDENTS WITH MOBILITY IMPAIRMENTS:**

A mobility impairment is a disability that ranges from gross motor skills to walking, fine motor movements, and manipulation of objects by hand. If a student has mobility impairment, he/she has difficulty in using different limbs properly including balance or coordination between different task. Students with mobility impairments can adjust their computer desks to a comfortable height by using wheeled chairs so that they have no difficulty in using the computer.

The Assistive Devices used for Mobility Impairment are:

- Mouth stick
- Wheelchairs
- Scooters
- Crutches
- Tricycles
- Prosthetic and
- Orthotic devices

❖ **BARRIERS TO USE ASSISTIVE TECHNOLOGY IN INCLUSIVE CLASSROOMS:**

The major barriers to assistive technology are discussed below:

1. Lack of funding for AT devices:

Indeed, assistive technology is very costly to both teachers and students. Purchasing and properly maintaining assistive technology also costs a lot of money.

2. Lack of teacher training:

In developing countries like ours, there is no provision for training teachers to use assistive technology in inclusive classrooms. There is very little opportunity for teachers to develop appropriate strategies for selecting, evaluating and customizing assistive technology devices in education. Moreover, teachers who have received formal teacher training also believe that they do not have sufficient knowledge about assistive technology.

3. Attitudinal Barriers:

One of the biggest barriers to using assistive technology in inclusive classrooms is attitudinal barriers. Many times, it has been found that teachers themselves do not want to use assistive technology in the classroom. Hence students cannot excel in this matter.

4. Lack of awareness:

Another major barrier to assistive technology is the lack of awareness among many disabled people and their families about its various components and their services.

5. Inaccessible Environment:

Another major barrier is assistive technology are distant or remote environment. There are basically two barriers like physical barriers (stairs or poor lighting) and cognitive barriers (text are not clear and symbol are difficult to understand).

❖ OVERCOMING BARRIERS TO ACCESS AND SUCCESS:

Ahmad (2015) pointed with the emergence of the social model of disability, it is increasingly being argued that the greatest barriers to the inclusion of children with disabilities results from inaccessible environments (Gal et al., 2010). Besides, the attitude of teachers, and students, and their level of access and success with the technology use, the level of expertise and training of the teachers regarding the technology use and application; student perception, training and acceptance; and the curriculum adaptation

and technology integration in the inclusive classrooms are some of the major challenges and decisive factors in the efficient use of assistive technology in inclusive education (Lang, 2001, Petty, 2012; Reed and Bowser, 2005).

❖ **CONCLUSION:**

Assistive technology should not be viewed by educators within a ‘rehabilitative’ or ‘remedia-tive’ context, but as a tool for accessing curriculum, and exploring out means to help students achieve positive outcomes (Warger, 1998)

Assistive technology is something that enables children with all levels of disabilities to live a better life and empowers them without depriving them of their rights. Besides, another contribution of assistive technology is that it helps children with special disabilities to participate fully in all the daily activities of life. Assistive technology helps children with disabilities throughout their lives to excel in self-confidence, self-development, interpersonal development and social skills.

❖ **REFERENCES:**

- Ahmad, Fouzia Khursheed (2014): “Assistive Provisions for the Education of Students with Learning Disabilities in Delhi Schools.” International Journal of Fundamental and Applied Research, vol.2, no 9. pp.9-16.
- Tebo L. A Resource Guide to Assistive Technology for Students with Visual Impairment. Diss Grad Bowl Green State Univ. Available from: http://indicators.knowbility.org/docs/resourcebank/TEBO_VI_Resource_Guide.pdf.
- Effect of Music on Social Skills among children with Intellectual disabilities having autism. International Journal of Arts Science Research. ISSN: 2393-9532. (2021)
- Assessment of Accessibility of Rehabilitation Services in Jhasi District of Uttar Pradesh. Airo International Research Journal. Volume: 16 - ISSN: 2320-3714 (2021)

-
- Barriers to the Utilization of rehabilitation services by the disabled in rural Uttar Pradesh. *Airo International Research Journal* Volume: 13 – ISSN: 2320-3714 (2021)
 - Effect of Computer Assisted Instruction (CAI) ON Addition skills among Adolescents with Mild Intellectual Disabilities ISBN 978-93-82884-84-2. (2019)
 - Ahmad, Fouzia Khursheed (2015b): “Exploring the Invisible: Issues in Identification and Assessment of Students with Learning Disabilities in India.” *Transience: A Journal of Global Studies* vol.6, no 1. pp. 91-107.
 - International Standard Organization 9999: Assistive products for persons with disability - Classification and terminology 2016. Available from: www.iso.org/standard/60547.
 - World Health Organization. *Global Cooperation on Assistive Technology (GATE)*. Geneva: World Health Organization; 2016.
 - United Nations. *Universal Declaration of Human Rights*. Available from: <http://www.un.org/en/universal-declaration-human-rights/>.
 - Ahmad, Fouzia Khursheed (2015a): “Challenging Exclusion: Issues and Concerns in Inclusive Education in India.” *Researchpaedia*, vol.2, no.1, pp.15-32.
 - Chow, P., and Winzer, M.M. (1992): “Reliability and validity of a scale measuring attitudes towards mainstreaming”. *Educational and Psychological Measurement*, 52, 223-227

CHAPTER: 31

**LEARNER-CENTRIC PEDAGOGIES AND
CURRICULUM IN TEACHER EDUCATION
CHALLENGES AND OPPORTUNITIES**

Arup Kole



❖ **ABSTRACT:**

Teacher education programs are at the forefront of shaping the educators of tomorrow. In this era of educational reform, the integration of learner-centric pedagogies and curriculum has become a focal point in the pursuit of more effective and student-centered teaching approaches. This research paper explores the challenges and opportunities associated with the adoption of learner-centric pedagogies and curriculum in teacher education. Through a comprehensive review of literature and empirical investigations, this study delves into the complexities and nuances of implementing learner-centric approaches in the context of teacher training. It examines challenges such as traditional teaching paradigms, resistance to change, and resource constraints. Furthermore, it identifies opportunities, including fostering student engagement, personalized learning, and the development of critical thinking skills.

The research paper also analyzes the impact of learner-centric pedagogies and curriculum on the quality of teacher education programs and the subsequent effects on the preparedness of educators. It evaluates the strategies employed by teacher education institutions to overcome challenges and leverage opportunities, offering insights into best practices for program design, professional development, and assessment. By elucidating these challenges and opportunities, this research aims to guide educators, administrators, and policymakers in the continual evolution of teacher education. The findings of this study

underscore the vital role of learner-centric pedagogies and curriculum in equipping future educators with the skills and knowledge necessary to meet the diverse needs of learners in today's dynamic educational landscape.

❖ **KEYWORDS:**

Learner-Centric Pedagogies, Curriculum Design, Student-Centered Learning, Educational Reform, Professional Development.

CHAPTER: 32

**THE ROLE OF PRINCIPALS IN FOSTERING
LEARNER-CENTRIC PEDAGOGIES IN TEACHER
EDUCATION INSTITUTIONS**

Koushik Nayak



❖ **ABSTRACT:**

The field of teacher education is undergoing a profound transformation, with an increasing emphasis on learner-centric pedagogies that prioritize student engagement, personalized learning, and active participation. This shift in educational paradigms necessitates a comprehensive exploration of the role of principals in fostering learner-centric pedagogies within teacher education institutions. The effectiveness of teacher education is inextricably linked to the vision, leadership, and managerial skills of institutional principals. This research paper investigates the pivotal role that principals play in driving the adoption and implementation of learner-centric pedagogies. It delves into the various dimensions of this role, including leadership styles, strategic planning, professional development, and faculty support. By drawing from a range of educational theories and best practices, this study aims to elucidate the strategies employed by effective principals in championing learner-centric education.

Through a combination of qualitative and quantitative research methods, this study examines the experiences and perceptions of educators, students, and administrators within teacher education institutions. The research provides valuable insights into the challenges, opportunities, and best practices associated with principal-led initiatives to promote learner-centric pedagogies. Additionally, it explores the impact of these initiatives on student outcomes, teaching practices, and overall institutional culture. Findings from this research are expected to inform both the

academic and administrative communities within teacher education institutions. As the educational landscape continues to evolve, the results of this study will help guide the professional development of principals and educators, ultimately contributing to the enhancement of teacher training programs. The research underscores the critical role of principals in shaping the future of teacher education and fostering learner-centric pedagogies that empower the next generation of educators.

❖ **KEYWORDS:**

Principal leadership, learner-centric pedagogies, student-centered learning, educational leadership, professional development.

LIST OF CONTRIBUTORS

CHAPTER NO.	TITLE OF THE PAPERS	AUTHOR(S)
CHAPTER : 1	A STUDY ON SANSKRIT LINGUISTICS IN NEW EDUCATION POLICY (NEP) 2020: A REVIEW STUDY	Abhishek Bhattacharyya Assistant Professor, Beta College of Education, Hooghly, W.B., India
CHAPTER : 2	TRANSFORMING TEACHER EDUCATION IN ACCORDANCE WITH NEP 2020: EMBRACING TECHNOLOGY AND INNOVATION	Rinku Sk Ph.D. Research Scholar, Department of Education, University of Calcutta
CHAPTER : 3	VIRTUALIZATION IN SCIENCE EDUCATION	Mousumi Mallick Ph.D Scholar, Department of Education, University of Calcutta & Dr. Sridipa Sinha Professor, Department of Education, University of Calcutta
CHAPTER : 4	INCLUSIVE TEACHING: PREPARING PRE-SERVICE TRAINEE TEACHERS FOR ALL STUDENTS AS ENVISIONED IN NEP 2020	Samiya Roshni Assistant Professor, School of Education, Adamas University, W. B.

CHAPTER : 5	THE IMPACT OF ACTIVE LEARNING STRATEGIES ON CRITICAL THINKING OF PRE- SERVICE TRAINEE TEACHERS	Samiya Roshni Assistant Professor, School of Education, Adamas University, W. B. & Srijata Biswas Assistant Professor, School of Education, Adamas University, W. B.
CHAPTER : 6	ADDRESSING ISSUES RELATED TO GENDER AND SOCIAL INCLUSIVITY IN TEACHER EDUCATION AS ENVISIONED BY NEP 2020	Subrata Sarkar Research Scholar, West Bengal State University
CHAPTER : 7	TEACHER EDUCATION IN INDIA WITH SPECIAL REFERENCE TO NEP- 2020	Chandan Pal Assistant Professor, Beta College of Education, Beta More, Hooghly, West Bengal, 712305, India
CHAPTER : 8	PROMOTING INDUSTRY- ACADEMIA PARTNERSHIPS IN TEACHER EDUCATION	Ayantika Santra Trainee teacher, i.e., M.Ed. Student of Institute of Education For Women, Hastings House (CTE) [Affiliated To BSAEU], 20 B Judges Court Road, Alipore. Kolkata -70002, India & Sk. Soriotulla Assistant Professor in Physical Education, Beta College of Education [Affiliated To BSAEU], Hooghly, West Bengal- 712305, India.

CHAPTER : 9	THE DEVELOPMENTAL SCENARIO OF TEACHER EDUCATION IN INDIA	Priya Patra Trainee teacher of Beta College of Education, Hooghly, West Bengal, 712305, India & Sk. Soriotulla Assistant Professor in Physical Education, Beta College of Education [Affiliated To BSAEU], Hooghly, West Bengal- 712305, India.
CHAPTER : 10	DISPARITY IN POLITICAL PARTICIPATION IN THE LOCAL BODIES: A CASE STUDY OF RANCHI	Dr. Arun Maity Principal, Kharagpur Vision Academy, Kharagpur, W.B. India & Dr. Asis Kumar Dandapat Principal, Kharagpur Hijli College, Kharagpur, W.B. India.
CHAPTER : 11	EARLY CHILDHOOD EDUCATION CURRICULUM INTERVENTION: AN ASSESSMENT STUDY	Biswajit Nayek Research Scholar, Department of Education, Mansarovar Global University, M.P.
CHAPTER : 12	TEACHING COMPETENCE AMONG SECONDARY SCHOOL TEACHERS IN THE CONTEXT OF CHANGING EDUCATION PARADIGM: A SURVEY STUDY	Gopal Senapati Research scholar, Department of Education, UBN University, Rajaulatu, Ranchi, Jharkhand.

CHAPTER : 13	A CRITICAL STUDY OF DIGITAL STORY TELLING AND TRADITIONAL METHOD OF TECHNOLOGY IN KINDERGARTEN	Mantu Sahoo Research scholar, Department of Education, Mansarovar Global University, M.P.
CHAPTER : 14	E-LEARNING SYSTEMS IN HIGHER EDUCATION: CHALLENGES AND OPPORTUNITIES	Tapas Kumar Manna Research scholar, Department of Education, Mansarovar Global University, M.P.
CHAPTER : 15	NEP 2020 IN THE CONTEXT OF SCHOOL EDUCATION	Sk. Soriotulla Assistant Professor in Physical Education, Beta College of Education, Hooghly, West Bengal- 712305, India. And Assistant Teacher Kaswara Yeasin Mondal Sikshaniketan. Alinagar, Kashwara, West Bengal, 712305, India.
CHAPTER : 16	SELF MOTIVATION AMONG HIGHER EDUCATION STUDENTS: A SURVEY STUDY	Anjali Jana Research Scholar, Department of Education, UBN University, Rajaulatu, Ranchi, Jharkhand.
CHAPTER : 17	THE ATTENTION LEVEL OF COLLEGE STUDENTS CAN BE ENHANCED THROUGH MEDITATION	Dr. Sandip Bera Assistant Teacher Kaswara Yeasin Mondal Sikshaniketan. Alinagar, Kashwara, West Bengal, 712305, India. & Sk. Soriotulla Assistant Professor in Physical Education, Beta College of Education [Affiliated To BSAEU], Hooghly, West Bengal, 712305, India.

CHAPTER : 18	INNOVATIVE TEACHING PRACTICES IN EDUCATION	Kazi Masud Hossain Research Scholar, Department of Education, Guru Ghasidas Vishwavidyalaya, (A central University) Bilaspur, C.G & Dr. Vindeshwari Pawar Assistant Professor, Department of Education, Guru Ghasidas Vishwavidyalaya, (A central University) Bilaspur, C.G
CHAPTER : 19	PARENTAL EXPECTATIONS AND ASPIRATIONS FOR CHILDREN'S EDUCATION AT HIGHER SECONDARY LEVEL: A SURVEY STUDY	Sk. Sanuar Research Scholar, Department of Education, Usha Martin University, Ranchi, Jharkhand, India & Assistant Professor, Kharagpur Vision Academy, Kharagpur, Paschim Medinipur, W.B, India.
CHAPTER : 20	TEACHING ENGLISH AT DIFFERENT LEVELS: AN OVERVIEW	Manas Kumar Bhuniya Research Scholar, Department of English, RKDF University, Ranchai, Jharkhand
CHAPTER : 21	TRIBAL EDUCATION IN EASTERN INDIA SPECIFICALLY FOCUSING ON THE EKLAHYA MODEL RESIDENTIAL SCHOOLS	Prasenjit Nemo Ph.D. Research Scholar, Swami Vivekananda Centre for Multidisciplinary Research in Educational Studies, University of Calcutta recognized Research Centre under Ramakrishna Mission Sikshanamandira, Belur Math, Howrah, 711202

		<p style="text-align: center;">&</p> <p style="text-align: center;">Prof. (Dr.) Swami Tattwasarananda</p> <p style="text-align: center;">Professor, Ramakrishna Mission Sikshanamandira, Belur Math, Howrah, 711202</p>
<p style="text-align: center;">CHAPTER : 22</p>	<p style="text-align: center;">PERSONALITY AND DECISION MAKING ABILITY OF UNDER- GRADUATE STUDENTS</p>	<p style="text-align: center;">Jyoti Nath</p> <p style="text-align: center;">Ph.D. Scholar, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.</p> <p style="text-align: center;">&</p> <p style="text-align: center;">Abhijit Roy</p> <p style="text-align: center;">Asst. Professor of George College, Department of Education, Kolkata.</p>
<p style="text-align: center;">CHAPTER : 23</p>	<p style="text-align: center;">ENGLISH LANGUAGE TEACHING IN INDIAN PERSPECTIVE: ISSUES AND CHALLENGES</p>	<p style="text-align: center;">Somnath Das</p> <p style="text-align: center;">Research scholar, Department of English, RKDF University, Ranchai, Jharkhand</p>
<p style="text-align: center;">CHAPTER : 24</p>	<p style="text-align: center;">INNOVATIVE TEACHING- LEARNING TECHNIQUES IN TEACHER EDUCATION</p>	<p style="text-align: center;">Avijit Goswami</p> <p style="text-align: center;">Asst. Professor of Beta College of Education, Hooghly, W.B, India.</p> <p style="text-align: center;">&</p> <p style="text-align: center;">Chiranjit Mukherjee</p> <p style="text-align: center;">Asst. Professor of George College (Dept. of Education), Kolkata Tanmay Naskar3, Asst. Professor of George College (Dept. of Education), Kolkata.</p>

CHAPTER : 25	A COMPARATIVE STUDY OF THE POLITICAL IDEAS PRESENTED IN THE MAHABHARATA AND THE RAMAYANA	Subrata Kumar Jana Research scholar, Department of Sanskrit, RKDF University, Ranchi, Jharkhand
CHAPTER : 26	EXPLORING THE WELL RESOURCED SELF-FINANCE COLLEGES FOR PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATION	Aparna Mandal Seth Research Scholar, Department of Education RKDF University, Ranchi, Jharkhand, India.
CHAPTER : 27	INTEGRATING TECHNOLOGY AND DIGITAL LITERACY IN TEACHER'S TRAINING	Md Mohit Department of Head, Beta College of Education
CHAPTER : 28	TRAINEE TEACHERS TO BE ROLE MODELS FOR STUDENTS	Nasmin Begam Principal, Vidyasagar Educational Institute
CHAPTER : 29	INVESTIGATING THE IMPACT OF INTEGRATING TECHNOLOGY AND DIGITAL LITERACY IN A DIGITAL LEARNING ENVIRONMENT	Anup Kumar Malik Ph.D. Research Scholar, School of Education, Adamas University
CHAPTER : 30	UTILITY OF ASSISTIVE TECHNOLOGY IN INCLUSIVE EDUCATION WITH SPECIAL REFERENCE TO CHILDREN WITH DIVERSE NEEDS	Chandra Nath Biswas Research Scholar, Department of Education, West Bengal State University

CHAPTER : 31	LEARNER-CENTRIC PEDAGOGIES AND CURRICULUM IN TEACHER EDUCATION: CHALLENGES AND OPPORTUNITIES	Arup Kole Research Scholar, Dept. Of Education, RKDF University, Ranchi, Jharkhand.
CHAPTER : 32	THE ROLE OF PRINCIPALS IN FOSTERING LEARNER-CENTRIC PEDAGOGIES IN TEACHER EDUCATION INSTITUTIONS	Koushik Nayak Research Scholar, Dept of Education, RKDF University, Ranchi, Jharkhand.

ABOUT THE EDITOR



Dr. Pabitra Kumar Hazra, principal of Beta College of Education started his career as a lecturer in a Teacher's Training Institute since 2010. He is a well-known teachers of Bengali, Educational Management, special needs with children. He obtained the master's degree in Bengali from Patna University and M.Ed. from University of Calcutta and Ph.D from Kalinga University. The editor has also written few books and a good number of research papers in his area. Our book "Reforms in Teacher Education as Envisioned by NEP 2020" has been published you are requested to provide us a feedback after you go through it.



GUNGUN PUBLISHING HOUSE

Medinipur, Paschim Medinipur, 721101, West Bengal, India.

Email: gungunmaity08@gmail.com

Website.- www.gungun.org.in

INR 400.00

ISBN-978-81-969268-6-1



9 788196 926861

