

# *Souvenir*



**Two Days National Seminar on**

**"The Changing Scenario of Teacher Education  
in the Light of NEP-2020"**

**“राष्ट्रीय शिक्षा नीति-2020 के परिप्रेक्ष्य में  
अध्यापक शिक्षा के बदलते परिदृश्य”**

**25<sup>th</sup> – 26<sup>th</sup> February, 2023**



**Organised by :**

**SHAMSHUL HAQUE MEMORIAL  
TEACHER TRAINING COLLEGE**

**Jhunai Pahari, Ambona, Dhanbad-828201**



## Our Memories







## University Profile

The Binod Bihari Mahto Koyalanchal University is a State University, established by THE JHARKHAND STATE UNIVERSITIES (AMENDMENT) Act, 2017 notified on 23rd March, 2017 and published vide Gazette notification no. 216 (Extra Ordinary) dated 11th April, 2017.

Named after the illustrious son the soil, Binod Bihari Mahto, the University is mandated to make higher education accessible to a vast population of 'Koyalanchal'. Binod Bihari Mahto was by training an advocate, but his life's work was devoted to uplift the social condition of the people of area in general and the marginalized section of the society in particular. He emphasised the importance of education in bringing quality changes to people's life. He tirelessly worked for making education accessible to everybody. He was elected as an MLA (1980, 1985, 1990) to the state legislature of the then Bihar and also as an MP (1991) to the Parliament of India. His slogan, 'Padho aur Lado' (Study and Struggle) became household mantra inspiring people to acquire knowledge as much as possible for a liberated existence.

There are twenty six Post-graduate Departments, 10 constituent colleges, and 3 other new Constituent Colleges are being established at Tundi, Gomia & Jamadoba (R.S.P-02), 22 affiliated Colleges, 01 Deficit Grant Minority College, 25 B.Ed. colleges, 02 Law colleges, 01 Medical College and 02 Nursing Colleges. This university is the only university in the state of Jharkhand, which imparts post-graduate teaching in market oriented courses through independent and well established University Departments (with sanctioned strength of One Professor, Two Associate Professors, and Three Assistant Professors each) viz. Management Studies, Education, Mass Communication, Art & Culture, Law, Foreign Languages, Life Science, Computer Science, and Environmental Science & Disaster Management at a nominal cost.

The university has been able to set up infrastructure of research through its Ph.D. programme and encourages inter-disciplinary approach to research. Students are enrolled after stringent checks of plagiarism and academic standards.

The university secured 3rd place in the overall category in Kriti Utsav (36th Inter University East Zone Youth Festival) organised by KIIT, Bhubaneswar from 23rd Dec. to 27Dec. 2022.

A National Seminar on 'Indian Teaching Tradition and Sanskrit' held from 12th August to 14th August 2022 was successfully organised by the university. More than 300 delegates, including more than 23 Vice-Chancellors, from different parts of the country participated in the National seminar.

After a gap of two years, due to the COVID-19 pandemic, Sports and Athletic Meet of the University has taken place with full zeal and enthusiasm. The Inter-College Youth Festival has also been organised.

The university has started publishing its Newsletter to keep all the stakeholders informed about the achievements, plans and activities of the university.

The bold, modern and technologically equipped new campus of the university is ready. The University has been handed over the new campus including the Administrative Building, Academic Building, Library-cum-Examination Building and Vice-Chancellor's Residence and other amenities and facilities by JSBCCL and KMV Projects. Post-graduate Departments are likely to shift to the new campus in near future to keep the flames of higher education ablaze and bright.

All this has been possible due to the whole hearted cooperation and passionate commitment of all the stakeholders including students, non-teaching staff, teaching fraternity, office bearers and society at large.





## 'कुलगीत'

गुरुकुल तेरी जय हो ।  
रवि शशि सहश दीप्ति हो तेरी  
विचरे हम निर्भय हो ॥ गुरुकुल तेरी जय हो ॥

जग में फैले ज्ञान तुम्हारा  
शोध-बोध विज्ञान तुम्हारा  
गुरुकुल के शिष्यों के सर पर  
ज्ञानालोक-वलय हो ॥ गुरुकुल तेरी जय हो ॥

चित्त हमारे पावन कर दो  
हर पतझड़ को सावन कर दो  
नवल धवल चारित्रिक बल से  
नव-पल्लव किसलय हो ॥ गुरुकुल तेरी जय हो ॥

भले-बुरे का ज्ञान करा दो  
आत्म-तत्त्व का भान करा दो  
चक्षु-विवेक प्रदान करो तुम  
ना कोई संशय हो ॥ गुरुकुल तेरी जय हो ॥

तुम बगिया हो फूल बने हम  
ज्ञान-प्रेम संकुल बने हम  
तब सुवास से पूरित जग हो  
अब हर सांस मलय हो ॥ गुरुकुल तेरी जय हो ॥

युग-युग गाय तेरी गाथा  
गौरव-गान से उत्थित माथा  
कोयलांचल की संततियों में  
नव-ऊर्जा संचय हो ॥ गुरुकुल तेरी जय हो ॥





## College Profile

Established under the aegis of Khurshida Foundation, Shamshul Haque Memorial Teacher Training College, Jhunai Pahari, Ambona, Dhanbad has proved a milestone in the field of Teacher Education. The college is recognised by NCTE-ERC Bhubaneswar and is affiliated to Binod Bihari Mahto Koyalanchal University, Dhanbad. The institution was established in the year 2015 with an objective to fulfill the skill requirement for untrained teachers with uncompromising emphasis on quality education. The idea of establishment of the college was dream and materialized by its Secretary Smt. Khurshida Khatoon Mallick with an aim to cater the long-cherished need of the marginalized sections of the society. This institution is a women-led institution which is among the few of its kind where the Secretary and the Principal are the top precedence of leadership. It is situated in the peaceful location surrounded by lush green ambience of Mother Nature. It is well connected by rail and road networks.





## Two Days National Seminar on

**"The Changing Scenario of Teacher Education  
in the Light of NEP-2020"**

**“राष्ट्रीय शिक्षा नीति-2020 के परिप्रेक्ष्य में  
अध्यापक शिक्षा के बदलते परिदृश्य”**

**25<sup>th</sup> – 26<sup>th</sup> February, 2023**





## Organising Committee

### Two Days National Seminar on

"The Changing Scenario of Teacher Education in the Light of NEP-2020"

"राष्ट्रीय शिक्षा नीति-2020 के परिप्रेक्ष्य में अध्यापक शिक्षा के बदलते परिदृश्य"

25<sup>th</sup> – 26<sup>th</sup> February, 2023



**Prof. (Dr.) Sukadev Bhoi**

Vice-Chancellor

Binod Bihari Mahto Koyalanchal University, Dhanbad

**Chief Patron**



**Prof. (Dr.) P.K Poddar**

Pro Vice-Chancellor

Binod Bihari Mahto Koyalanchal University, Dhanbad

**Patron**



## Organising Committee

### Two Days National Seminar on

"The Changing Scenario of Teacher Education in the Light of NEP-2020"

"राष्ट्रीय शिक्षा नीति-2020 के परिप्रेक्ष्य में अध्यापक शिक्षा के बदलते परिदृश्य"

25<sup>th</sup> – 26<sup>th</sup> February, 2023



**Chairman**

**Er. Md. Gulam Mustafa**

Shamshul Haque Memorial Teacher Training College,  
Ambona, Dhanbad, Jharkhand.



**Director**

**Khurshida Khatoon Mallick**

Shamshul Haque Memorial Teacher Training College,  
Ambona, Dhanbad, Jharkhand.



**Convener**

**Dr. Puja Singh**

Principal,  
Shamshul Haque Memorial Teacher Training College,  
Ambona, Dhanbad, Jharkhand.



**Organizing Secretary**

**Dr. Bikram Kumar Das**

Assistant Professor,  
Shamshul Haque Memorial Teacher Training College,  
Ambona, Dhanbad, Jharkhand.





## Resource Person

### Two Days National Seminar on

"The Changing Scenario of Teacher Education in the Light of NEP-2020"

"राष्ट्रीय शिक्षा नीति-2020 के परिप्रेक्ष्य में अध्यापक शिक्षा के बदलते परिदृश्य"

25<sup>th</sup> – 26<sup>th</sup> February, 2023



**Prof. (Dr.) Subhas Chandra Roy**

**Guest of Honour cum Chief Speaker**

Professor of Education,  
Former Head & Dean, North East Institute  
of Education (NERIE) NCERT, Shillong,  
Umiam, Ri-Bhoi Meghalaya.



**Prof. (Dr.) Arvind Kumar Jha**

**Key Note Speaker**

School of Education,  
Indira Gandhi National Open University,  
New Delhi.



**Prof. (Dr.) Gopal Krishna Thakur**

**Guest Speaker**

Dean, School of Education & School of Management,  
Professor & Head, Dept. of Education, Mahatma  
Gandhi Antarrashtriya, Hindi Vishvidyalaya,  
(Central University) Wardha, Maharashtra.



**Prof. (Dr.) Lalit Kumar**

**Guest Speaker**

Professor of Education,  
Former Dean of Education,  
P.G Dept. of Education, Patna University,  
Patna, Bihar.



## Resource Person

### Two Days National Seminar on

"The Changing Scenario of Teacher Education in the Light of NEP-2020"

"राष्ट्रीय शिक्षा नीति-2020 के परिप्रेक्ष्य में अध्यापक शिक्षा के बदलते परिदृश्य"

25<sup>th</sup> – 26<sup>th</sup> February, 2023



**Prof. (Dr.) Asheesh Srivastava**

**Guest Speaker**

Dean, School of Education,  
Mahatma Gandhi Central University, Motihari,  
East Champaran, Bihar.



**Dr. Pravin Singh**

**Guest Speaker**

Principal, RS More College,  
Govindpur, Dhanbad.



**Dr. Indrajit Kumar**

**Guest Speaker**

Assistant Professor, P.G Dept. of English,  
Binod Bihari Mahto Koylanchal University,  
Dhanbad, Jharkhand.



**Dr. Upendra Kumar**

**Guest Speaker**

Head, Dept. of Education, R.S.P College, Jharia,  
Binod Bihari Mahto Koylanchal University,  
Dhanbad, Jharkhand





**HEMANT SOREN**  
CHIEF MINISTER



### **MESSAGE**

I am pleased to know that Shamshul Haque Memorial Teacher Training College is organizing National Seminar on "The Changing Scenario of Teacher Education in the Light of NEP-2020" and on this occasion a souvenir is also being published.

The college since its establishment has been playing pivotal role in imparting quality training. The theme of the National Seminar is quite relevant and I hope would clear many doubts and would spread awareness about the NEP-2020.

I wish the seminar and the souvenir all success.

  
(Hemant Soren)









**Prof. (Dr.) Sukadev Bhoi**  
Vice-Chancellor  
Binod Bihari Mahato Koyalanchal University  
Dhanbad (Jharkhand) - 828130 INDIA

Qtr. No. D/17, Koylanagar, Sec.-3  
BCCL Township, Dhanbad  
Jharkhand 826005  
Email: vc@bbmku.ac.in  
profsukadevbhoi@gmail.com  
Mob.: +91 8447605347

Ref. No. ....



Date .....

### **Message from the Vice-Chancellor**

It is indeed great pleasure to issue a message as Vice-Chancellor of the University. The aim of this topic "The Changing Scenario of Teacher Education in the Light of NEP-2020" is to make our country and its citizens independent. Our current education system is the practice of the British and Industrial age. The change in mindset will involve two or more generation of parents, teachers, grandparents and educators. The corporate world also will need to align this and change its recruitment and grooming policies. There will be several challenges in changing this mindset.

The existing education system excludes formal training and orientation towards pedagogy for college and university educators. This urgently calls for an overhaul of the curriculum design to make it flexible and organic for enabling foundational and higher-order thinking and skill inculcation at different levels of education. The policy seeks to establish multi-disciplinary institutions for higher education replacing the single-disciplinary ones. The road to attain this goal has been paved with good intentions. For this purpose, there is need for proper training teacher educator. Teacher educators are less competent to deal with the problems of classroom and behavior problems of student teachers and are not efficient enough to develop desired level of skills among the student teachers. They have lack of subject matter mastery. NEP2020 implementing such bold objectives will require training teachers, educators and official staff appropriately. Learning has to be an enjoyable and engaging task rather than an arduous exercise which ultimately churns out unemployable youth. The policy will have to design a learning ecosystem which takes into account the geographical and cultural diversity of our country as well as the varied learning pace of each student.

Finally I would like to thank distinguished keynote speakers, reviewers, sponsors and participants. I also wish organizing committee of the Seminar and all staff members of the college for organizing this Seminar.

Prof. Dr. Sukadev Bhoi





**Prof. (Dr.) Tapan Kumar Shandilya**  
Vice-Chancellor



**Dr. Shyama Prasad Mukherjee University**  
Ranchi (Jharkhand)

Email : [vcdspmu@gmail.com](mailto:vcdspmu@gmail.com)

[vc@dspmuranchi.ac.in](mailto:vc@dspmuranchi.ac.in)

Website : [www.dspmuranchi.ac.in](http://www.dspmuranchi.ac.in)

☎ : 0651-2911573

Ref. .... **DSPMU/VC/16/23**

Date..... **15/02/2023**.....



### MESSAGE

It gives me immense pleasure to know that Shamsul Haque Memorial Teacher Training College, Dhanbad, is organizing a National Seminar on a very important and time appropriate topic "**The Changing Scenario of Teacher Education in the Light of NEP-2020**" ("राष्ट्रीय शिक्षा नीति-2020 के परिप्रेक्ष्य में अध्यापक शिक्षा के बदलते परिदृश्य") from 25<sup>th</sup> – 26<sup>th</sup> February, 2023.

NEP-2020 has been adopted by Government of India and now it is to be implemented by all the Universities. Subsequently, the curricular design also needs to be restructured to align it with the intent, content and philosophy of NEP 2020. The students of different programmes and courses will require appropriate standard textbooks where they can get the desired study material easily.

I wish that the deliberations at the Seminar will be helpful to the Researchers and Academicians to enhance their knowledge.

I congratulate the Organizers and wish the Seminar a grand success.

**Professor Tapan Kumar Shandilya**  
Vice-Chancellor





प्रो० गङ्गाधर पण्डा

कुलपति

कोल्हान विश्वविद्यालय

चाईबासा, पश्चिमी सिंहभूम,

झारखण्ड - 833202

मो० : 9508970126



**Prof. Gangadhar Panda**

*Vice-Chancellor*

KOLHAN UNIVERSITY

CHAIBASA, WEST SINGHBHUM

JHARKHAND- 833202

M- 9508970126

Website - www.kolhanuniversity.ac.in

E-mail - vc.kolhanuniv@gmail.com

Ref.: KU/VC/106/23

Date : 21/02/23



I am delighted to learn that the Shamsul Haque Teacher Training College, Dhanbad, is going to organise a two-day National Seminar on "The Changing Scenario of Teacher Education in the Light of the NEP 2020" from 25 Feb to 26 Feb 2023. Teachers are the torchbearers of a robust and knowledgeable society. The issue of teacher education assumes paramount importance as the world is fast moving towards a knowledge economy. The mission of nation building cannot be accomplished without the due participation of and contribution by the teachers of our country.

The New Education Policy NEP 2020 places the teacher at the centre of the fundamental reforms in the education system. While the NEP 2020 endeavours to re-establish teachers, at all levels, as the most respected and essential members of our society, it also lays great emphasis on recruiting the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy. Thus there is greater need for the centres of teacher education to recalibrate their approach in view of the new vision document of the National Education Policy 2020.

I believe this national seminar on the Teacher Education scenario contextualising the NEP 2020 will examine and explore the multiple dimensions of the issue at stake. The brain storming technical sessions and the profundity of the key note addresses shall certainly cover the wide ranging sub themes of the seminar and come up with some seminal findings and suggestions to bring about substantive improvement in the quality of teacher education and pave the way for India to restore its ancient glory by reclaiming the title of **Vishva Guru**.

I convey my best wishes for the grand success of the National seminar being organised by the Shamsul Haque Teacher Training College, Dhanbad.

Prof.(Dr.) Gangadhar Panda

Vice Chancellor

Kolhan University, Chaibasa



**Prof. (Dr.) P. K. Poddar**  
Pro Vice Chancellor



Binod Bihari Mahto Koyalanchal University,  
Dhanbad - 828130, Jharkhand (INDIA).  
Mob: 9431214154, 7667254439  
E-mail: drpkpoddar@rediffmail.com



## संदेश

अपार हर्ष का विषय है कि आप के महाविद्यालय में दो दिवसीय राष्ट्रीय सेमिनार का आयोजन दिनांक 25 एवं 26 फरवरी को होने जा रहा है। सेमिनार का विषय "राष्ट्रीय शिक्षा नीति - 2020 के परिप्रेक्ष्य में अध्यापक शिक्षा का बदलता परिदृश्य" अत्यंत महत्वपूर्ण है, क्योंकि भारत वर्ष में 1835 ई. में लार्ड मैकाले की अनुसंशा पर पाश्चात्य ज्ञान-विज्ञान और अंग्रेजी साहित्य का वर्चस्व कायम हुआ फलस्वरूप भारत की सदियों पुरानी सांस्कृतिक एवं आध्यात्मिक परम्परा ध्वस्त कर दी गयी। आज पुनः आवश्यकता है ऐसी शिक्षा पद्धति की जो बौद्धिक विकास के साथ-साथ सांस्कृतिक, आध्यात्मिक, चारित्रिक, नैतिक, शारीरिक, मानसिक अर्थात् सवर्गीण विकास कर सके। यही राष्ट्रीय शिक्षा नीति 2020 का मूल तत्व है। इस संदर्भ में सेमिनार के विषय की प्रासंगिता महत्वपूर्ण है।

अठारहवीं शताब्दी तक भारत में गुरुकुल परम्परा शीर्ष पर थी और विभिन्न क्षेत्रों में आचार्य चरक, पतंजलि, चाणक्य, सुश्रुत, भाष्कराचार्य, आर्यभट्ट जैसे विद्वान गुरुओं के कारण भारत विश्वगुरु कहलाता था। आज पुनः समाज को शिक्षित करने वाले गुरुओं/अध्यापकों की विद्वता एवं उसके सदुपयोग एवं इसकी दशा-दिशा नई शिक्षा नीति के परिप्रेक्ष्य में निर्धारण करने की आवश्यकता है।

इस सेमिनार का आयोजन इस क्रम में मील का पत्थर साबित होगा ऐसा हमें पूर्ण विश्वास है।

मैं सेमिनार एवं इस अवसर पर प्रकाशित होने वाली स्मारिका की सफलता की कामना करता हूँ।

भवदीय  
  
(पवन कुमार पोद्दार)



**B.I.T SINDRI**  
Department of Higher & Technical Education  
(Govt. of Jharkhand)

B.I.T Sindri,  
P.O. Sindri Institute  
Dhanbad – 828123  
(Jharkhand)



## *Message*

It gives me immense pleasure to know that ShamshulHaque Memorial Teachers Training College, Ambona, Dhanbad, Jharkhand is going to organize a National Seminar on the the "Changing Scenario of Teacher Education in the light of NEP-2020" on 25th& 26th February 2023.

The topic of Seminar is very much importance and quite relevant today as NEP-2020 and its desired attributes of Teachers Education is the Process of Learning or acquisition of knowledge. Exploring New ideas and up grading skill in Teaching, Learning is the need of the hour. So, this type of Seminar must be organised time to time.

I extend my best wishes for the grand Success of this Academic venture and also congratulate the organising team.

(Dr. D.K Singh)  
Director B.I.T Sindri





**Prof. Dheeraj Kumar**

Dy. Director &

Professor (Mining Engineering)

भारतीय प्रौद्योगिकी संस्थान (भारतीय खनि विद्यापीठ), धनबाद  
धनबाद - 826004, झारखंड, भारत

Indian Institute of Technology (Indian School of Mines), Dhanbad  
Dhanbad - 826004, Jharkhand, India



### Message

It is a great honour and privilege for me to know that Shamshul Haque Memorial Teacher Training College, Dhanbad is organising a two-day National Seminar on the topic, "The changing Scenario of Teacher Education in the light of NEP -2020."

"A good teacher is like the rising Sun that comes to fill the empty and dark minds with the light of education."

Through the changing Scenario of Teacher Education in the light of NEP 2020, teachers will be given more autonomy in choosing aspects of pedagogy, so that teaching -learning process is most effective for the students. Student's holistic, academic, practical and overall development would take place.

I am sure this seminar will go a long way in motivating the participants to enrich the practice of knowledge and education.

Best wishes for the successful organisation of the event as well as for the souvenir planned on the occasion.

(Dheeraj Kumar)



**Dr. Shailendra Kumar Sinha**

M.Sc., Ph.D., FZSI, FNEA, FMSET, FICCB, FSL.Sc.  
Ex Head, University Department of Zoology  
& Environmental Science and Disaster Management  
BBMKU, Dhanbad (Jharkhand)



D.S.W.  
B.B.M.K.U, Dhanbad  
Mob: 09431511498  
E-mail: sinhashailendra66@gmail.com



**Message**

Teaching is an important and only profession to combat the evils of the society. Teachers can built the nation. In present context the National Seminar on "The changing scenario of Teacher Education in the light of NEP 2020" organized by Shamsul Haque Memorial Teachers Training College is very relevant and most demanding. It gives me immense pleasure to be the part of such seminar which is need of hour. I wish that this two days seminar will be very successful and outcome of the seminar will contribute a lot in development of country. I congratulate all invited eminent speakers comings from different Universities of country, members of organizing committee teaching, faculty members and non- teaching staffs of the college for their hard work and dedication for success of the seminar.

(Dr. Shailendra Kumar Sinha)  
Dean, Students' Welfare  
BBMKU, Dhanbad



**Dr. Subhas Chandra Roy**

Professor of Education,  
Former Head & Dean,  
North East Regional Institute of Education  
(NERIE), NCERT,  
Shillong, Umiam, Ri-Bhoi, Meghalaya-793103  
National Member, ERC-NCTE.



**Message**

India is surprising every country in the world in the present century by her thoughts, determination and progress. A sound teacher education system in the country can put wings in it as teaching is the mother of all professions. The National Education Policy-2020 envisions some of the invaluable ideas in this regard. It is nice to note that ShamsulHaque Memorial Teacher Training College, Ambona, Dhanbad, Jharkhand is organizing a two-day National Seminar entitled 'The Changing Scenario of Teacher Education in the Light of NEP-2020' during 25-26 February, 2023 and is also going to bring out a Souvenir on this occasion. I wish a deep academic reflection during these two days that would go a long way in transforming the teacher education institutions in future. Wish all the luck to the organizing institution and team.

*Subhaschandra Roy*

**Dr. Subhas Chandra Roy**





**Prof. Arbind Kumar Jha**

School of Education  
Indira Gandhi National Open University  
Mob:8055801199/9805701199

E-mail:akjha@ignou.ac.in  
profjha69@gmail.com  
Ph: +91 11 29572937



No:...../SOE/IGNOU/21  
Date: .../.../21

### MESSAGE

I am really pleased to take into cognizance that the ShamshulHaque memorial Teacher Training College, Dhanbad is going to organise a two day National seminar on "The changing Scenario of Teacher Education in the light of NEP 2020" and to mark the occasion a souvenir is being published.

Since its establishment the college has grown exponentially and provided holistic and quality education to would be teachers. I am quite confident that with its commitment to excellence, the college will achieve newer heights in future.

NEP 2020 lays out an encouragingly constructive and innovative visions in perspective. However, for it to be truly national vision, it would be appropriate for it to be discussed and contextualized before its adoption by the respective schools and colleges. I congratulate the college authorities along with energised faculty and staff for conceiving the idea of holding national seminar on such a relevant topic and wish them all success for the event as well as souvenir.

(Prof. Arvind Kumar Jha)



## महात्मा गांधी अंतरराष्ट्रीय हिंदी विश्वविद्यालय

Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya

(संसद द्वारा पारित अधिनियम 1997, क्रमांक 3 के अंतर्गत स्थापित केंद्रीय विश्वविद्यालय)

(A Central University established by Parliament by Act No. 3 of 1997)

NAAC द्वारा "A" ग्रेड प्रदत्त / NAAC Accredited "A" Grade



आज़ादी का  
अमृत महोत्सव

प्रो. गोपाल कृष्ण ठाकुर / Prof. Gopal Krishna Thakur

अधिष्ठाता, शिक्षा विद्यापीठ / Dean, School of Education

अधिष्ठाता, प्रबंधन विद्यापीठ / Dean, School of Management



### शुभकामना संदेश

यह अत्यंत प्रसन्नता का विषय है कि शमशुल हक्र मेमोरियल टीचर ट्रेनिंग कॉलेज, झुनाई पहाड़ी, धनबाद द्वारा "राष्ट्रीय शिक्षा नीति-2020 के परिप्रेक्ष्य में अध्यापक शिक्षा के बदलते परिदृश्य" विषय पर दिनांक 25 एवं 26 फरवरी, 2023 को दो दिवसीय राष्ट्रीय संगोष्ठी का आयोजन किया जा रहा है। राष्ट्रीय शिक्षा नीति : 2020 की अनुशंसाओं में विद्यालयी शिक्षा सहित शिक्षा के सभी स्तरों पर आमूलचूल परिवर्तन की संकल्पना की गई है। इन लक्ष्यों की प्राप्ति में प्रत्येक स्तर पर अध्यापकों की भूमिका अत्यंत महत्वपूर्ण तथा अपरिहार्य है। तीव्र गति से बदलते शैक्षिक परिदृश्य एवं तदनुरूप निर्मित शैक्षिक पारिस्थितिकी में अध्यापकों के दायित्व, उनके समक्ष उत्पन्न होने वाली चुनौतियाँ, नवाचारी शिक्षण युक्तियों की सम्भावना, आकलन एवं मूल्यांकन के बदलते प्रतिमान, शैक्षिक प्रक्रिया में न्यायसम्य सहभागिता, समानता तथा समावेशन से जुड़े मुद्दों पर विमर्श एवं शैक्षिक लक्ष्यों की प्राप्ति के लिए प्रत्येक स्तर पर कार्ययोजना की स्पष्ट समझ विकसित करना इस नीति के सफल क्रियान्वयन के लिए अत्यंत आवश्यक है।

आशा है कि अत्यंत समीचीन विषय पर आयोजित इस संगोष्ठी में अध्यापक शिक्षा के विभिन्न आयामों पर सार्थक एवं सारगर्भित विचार-विमर्श होगा एवं संगोष्ठी की संस्तुतियाँ अध्यापक शिक्षा के अध्येताओं, शोधार्थियों, शिक्षकों, नीति-नियंताओं सहित शिक्षा जगत के समस्त हितधारकों के लिये पाथेय सिद्ध होंगी।

संगोष्ठी के सफल आयोजन हेतु अशेष शुभकामनाएँ।

(गोपाल कृष्ण ठाकुर)





**Prof. Asheesh Srivastava**

Dean

School of Education

Mahatma Gandhi Central University,

Motihari, East Champaran,

Bihar-845401

profasheesh@mgcub.ac.in

## Message

The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030 and therefore "Education for All" is rapidly growing through its targets emphasizing on the importance of a knowledge-based economy and skills of its citizens in 21st century. On this note the National Education Policy 2020 becomes very relevant for the 21st century India as the Policy addresses to the necessary and much needed requisites of the education system that should have been made earlier. As for the growth of any society, quality education becomes a very crucial aspect, the policy therefore very much aligns with the Sustainable Development Goals (SDGs) especially with the Goal 4 that prioritizes quality education to be the pivotal need of the era. NEP-2020 not only aims to strengthen all its citizens by enhancing their knowledge and skills as per the recent advancements but also focuses on the complete overhauling of Indian Education System with a special emphasis on Teachers & Teacher Education so that along with the contemporary digital emergence the essence of past glory, legacy and heritage of India can also be inculcated among students. Moreover the policy based on the foundational pillars of access, equity, quality, affordability and accountability aims to revamp the education system by addressing the key focus areas required in school as well as higher education through science, technology, curriculum, pedagogy, examination system and various incentives for innovation assuring India to be a self-reliant entity in all respect.

It is indeed a matter of immense pleasure that Shamsul Haque Memorial Teacher Training College, Jhunai Pahari, Dhanbad is organizing the two-day national seminar on "The Changing Scenario of Teacher Education in the light of NEP- 2020" to discuss the applicability and implementation of NEP 2020 effectively in the educational institutions across India which would provide a platform to the participants including researchers, faculty members, stakeholders and students to come together and discuss on the pertinent issues related to the National Education Policy 2020 that can help in the transformation as well as re-imagination of education in India. I look forward to see this academic endeavor as a concrete step towards shaping and implementing the National Education Policy in its true sense that will definitely contribute towards making India a global education hub as earlier like Nalanda, Thakshashila etc.

**Prof Asheesh Srivastava**

Dean

School of Education

Mahatma Gandhi Central University,

Motihari, East Champaran, Bihar





## Dr. Sharmila Rani

Ph.D. FZSI  
Dean, Faculty of Education  
Binod Bihari Mahto Koyalanchal University  
Dhanbad, Jharkhand



SSLNT MAHILA MAHAVIDYALAYA, Dhanbad  
(A Constituent Unit of BBM KU) University, Dhanbad)

NAAC Accredited 'B'  
9431182791, 9508243908



### Message

I am happy to note that Shamshul Haque Memorial Teacher Training College is organizing a two days National Seminar on "The changing Scenario of Teacher Education in the light of NEP 2020" on 25th and 26th February 2023 at Jhunai Pahari, Ambona.

As we know that in NEP 2020 Pedagogy must be developed in such a way that it should be learner -centric ,discussion -based, inquiry -driven, flexible and holistic. Also students should have Vocational exposure and skilled. So such type Seminar and conferences are need of time.

I congratulate the Principal and entire team of Shamshul Haque Memorial Teacher Training College for organising Seminar on such an important topic. I am sure that these efforts will augment the concept of holistic approach in implementation of NEP 2020. I do hope that deliberations of seminar would be able to present a definite action plan in this regards.

My sincere and best wishes for grand success of the seminar.

**Dr. Sharmila Rani**  
Principal  
S.S.L.N.T.Mahila Mahavidyalaya ,  
Dhanbad



## Sudhinta Sinha

M.Phil. (D.M. &S.P.) CIP, Kanke  
Ph.D. (Psychology) VBU, Hazaribag  
Associate Professor  
Proctor-cum-Registrar I/C  
Binod Bihari Mahto Koyalanchal University  
Dhanbad



Mob No.-9006125883

Email id.-sudhintasinha@gmail.com



### Message

I am glad to know that the Shamshul Haque Memorial Teacher Training College affiliated to Binod Bihari Mahto Koyalanchal University, Dhanbad and recognized by NCTE, ERC- Bhubneshwar & HRD, Govt. of Jharkhand is organizing Two Days National Seminar on "*The Changing Scenario of Teacher Education in the Light of NEP-2020*" from 25th to 26th February 2023.

The recently introduced New Education Policy-2020 in India is a universal approach which mainly focuses on 21st century skills in teaching, learning and assessment. So the role of Teacher Educators in this changing scenario becomes very challenging to prepare and ensure at all levels of future teacher so that to help recruit the brightest to enter in the teaching profession,

I sincerely hope and trust that this Seminar will spread an invaluable message among the future teacher and the youth of nation as well.

I extend my heartiest good wishes to the Principal, staff and the students of the college for this endeavor to organize this event. I also convey my best wishes to the participants of different colleges.

I wish a grand success of this occasion.

**Dr. Sudhinta Sinha**

Proctor- cum-Registrar I/C  
Binod Bihari Mahto Koyalanchal, University  
Dhanbad



**Dr. Pravin Singh**

Principal

R. S. More College

Govindpur, Dhanbad, Jharkhand



## MESSAGE



*The National Seminar on 'The Changing Scenario in Teacher Education in the light of NEP-2020' is being held at an appropriate time when the Education System of India is witnessing the onset of a new era propelled by the need for Vocational Education, Multidisciplinary Approach, Freedom to switch Disciplines and Flexibility of entry and exit at various stages with a great idea of Academic Bank of Credit.*

*Infact, Seminars and Conferences are 'Academic Festivals' where exchange and sharing of ideas and thoughts act like harbingers of a prosperous civilization. I wish the organizers of Shamshul Haque Memorial Teacher Training College, Dhanbad a grand success in conducting the Seminar in the best way possible.*

Dr. Pravin Singh





**Dr. Indrajit Kumar**

Assistant Professor  
P.G. Department of English  
Binod Bihari Mahto Koyalanchal University  
Dhanbad, Jharkhand



## MESSAGE



*It gives me an immense pleasure to be a part of the 2-Days National Seminar on "The Changing Scenario of Teacher Education in the Light of NEP-2020" (राष्ट्रीय शिक्षा नीति – 2020 के परिप्रेक्ष्य में अध्यापक शिक्षा के बदलते परिदृश्य) organised by Shamsul Haque Memorial Teacher Training College, Ambona, Dhanbad, Jharkhand. On this grand occasion, I take the opportunity to congratulate the entire team of the college for this robust initiative. Knowledge ought to be exchanged and shared. Conducting National Seminar on such an extremely relevant and futuristic theme is a matter of delight and pride for the college management. During two days of academic dialogue & discourse, we will relish the nectar of knowledge.*

*I wish the National Seminar a great success.*

Dr. Indrajit Kumar



**Dr. Upendra Kumar**

Head

Department of Education , R.S.P. College, Jharia

Binod Bihari Mahto Koyalanchal University

Dhanbad, Jharkhand

M- 9334483654

Email :upendrakumar2004@gmail.com



## MESSAGE

It is a matter of great pleasure that Shamsul Haque memorial Teacher Training College, Dhanbad is organising a two days National Seminar on 25th -26th February, 2023 on "The changing Scenario of Teacher Education in the light of NEP 2020. This upcoming seminar is important in many respects.

Education is fundamental for achieving full human potential developing an equitable and just society and promoting national development. The teacher's role is of immense importance in this context. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration and cultural presentation.

Exploring new ideas and upgrading skill in Teaching Learning is the need of the hour and I am confident that the seminar will be a great success in this regard.

I convey my best wishes for its grand success and congratulate the whole organizing team.

(DR. UPENDRA KUMAR)



*Er. Md Gulam Mustafa*  
*Chairman*

Shamshul Haque Memorial Teacher Training College,  
Ambona, Dhanbad, Jharkhand.



## *Chairman's Desk.....*



*Teacher is a part and parcel component of education system on which all other entities depend upon. Teacher does not only make planning of education system but also execute, monitor and evaluate the achievement. Teacher education institution plays a very indispensable role in developing personality of teachers. Teachers are considered as nation builders. Construction of nation largely depends upon its constructors, so it is a great responsibility of teacher educator institution to impart quality education.*

*According to NEP 2020 teacher must be at the centre of the fundamental reforms in the education system. NEP 2020 with strong political will, positive administrative intent and effective implementation on strategy will establish teachers, at all levels as the most respected and essential members of our society because they truly shape our next generation of citizens.*

*This two days National Seminar on "The Changing Scenario of Teacher Education in the Light of NEP-2020" (राष्ट्रीय शिक्षा नीति-2020 के परिप्रेक्ष्य में अध्यापक शिक्षा के बदलते परिदृश्य) aims to provide a platform for scholars, educators, researchers and administrators to share and discuss their ideas and experiences on NEP-2020 in context of teacher education.*

*I am thankful to the Hon'ble Vice Chancellor, Sido Kanhu Murmu University, Dumka, Prof. (Dr.) Sonajharia Minz for her consent to be the Chief Guest in the inaugural session and the Hon'ble Vice Chancellor, Dr. Shyama Prasad Mukherjee University, Ranchi, Prof. (Dr.) Tapan Kumar Shandilya for his consent to be the Chief Guest in the Valedictory session.*

*I extend my thanks to all the distinguished guests, resource persons, speakers and scholars from across the country for being part of this seminar.*

*I wish that this seminar will give a comprehensive analysis on changing scenario of teacher education comparing with previous education system and policy which will help in effective implementation of NEP-2020.*

*Er. Md Gulam Mustafa*





**Khurshida Khatoon Mallick**

Director

Shamshul Haque Memorial Teacher Training College,  
Ambona, Dhanbad, Jharkhand.



### निदेशक की कलम से

शिक्षा का असल मकसद बेहतर इंसान बनाना है, एक बच्चे को शिक्षित करना आसान है लेकिन उसे मानवीय मूल्यों और नैतिकता के बारे में जागरूक करना कहीं ज़्यादा मुश्किल है। इन मूल्यों को ना तो किताबों में पढ़ा जा सकता है और ना ही कक्षा में पढ़ाया जा सकता है। ऐसे में शिक्षक की मानवीय मूल्यों और भूमिका अधिक चुनौतीपूर्ण हो जाती है क्योंकि शिक्षक का व्यवहार बच्चे के व्यक्तित्व को निर्धारित कर सकता है। शिक्षा इस प्रकार की होनी चाहिए कि एक व्यक्ति अपने परिवेश से परिचित हो सके।

इन मूल्यों को प्राथमिकता पर रखते हुए, हमने आज से 25 साल पहले एक छोटे से Montessori School (Kids Galaxy School) की शुरुआत की थी। यह स्कूल हमेशा से ही समाज के कमज़ोर वर्ग के छात्रों की जरूरतों को पूरा करने के लिए प्रयासरत रहा है।

इसी मकसद को आगे बढ़ाते हुए शमशुल हक मेमोरियल टीचर ट्रेनिंग कॉलेज की स्थापना की गई। यह कॉलेज धनबाद के ग्रामीण क्षेत्र में अवस्थित है और इस क्षेत्र की शैक्षिक आवश्यकताओं को पूरा करने के लिए समर्पित है।

मुझे इस बात की बेहद खुशी है कि कॉलेज **राष्ट्रीय शिक्षा नीति – 2020 के परिप्रेक्ष्य में अध्यापक शिक्षा के बदलते परिदृश्य** पर दो दिवसीय राष्ट्रीय संगोष्ठी का आयोजन कर रहा है। मैं इस राष्ट्रीय संगोष्ठी में सम्मिलित होने वाले सभी विद्वानों का हृदय से अभिनंदन करती हूँ तथा इस संगोष्ठी का सफलता के लिए कामना करती हूँ।

खुरशीदा खातून मलिक



## CONVENER'S DESK



*It gives me immense pleasure to inform that Shamshul Haque memorial Teacher Training College, Dhanbad run and managed by Khurshida Foundation, affiliated to Binod Bihari Mahito Koyalanchal University, Dhanbad, Jharkhand is organising a two days National Seminar on "The changing Scenario of Teacher Education in the light of NEP-2020."*

*The National Education Policy recognises and identifies teachers and faculty as the heart of the learning process. As envisioned by our Honourable Prime Minister Shri Narendra Modi ji, the policy will empower teachers of India and lists out various reforms for their recruitment, continuous professional development, Implementation of skills and new learning methods for every child. This emphasize on overall development of the education system and more focus on practical learning rather than theoretical aspect.*

*The Driving force of our Director, Mrs. K. Mallick has helped each and every member of the institution motivated to put their effort in the success of this seminar.*

*I also thank all the learned dignitaries from the core of my heart to be part of the seminar and make it a great success.*

**Dr. Puja Singh**  
Principal  
SHMTTC, Dhanbad



## आयोजन सचिव के कलम से



मुझे हार्दिक प्रसन्नता हो रही है कि बिनोद बिहारी महतो कोयलांचल विश्वविद्यालय से संबद्ध शमशुल हक मेमोरियल शिक्षक प्रशिक्षण महाविद्यालय, छोटा अम्बोना धनबाद, झारखंड में "राष्ट्रीय शिक्षा नीति-2020 के परिप्रेक्ष्य में अध्यापक शिक्षा के बदलते परिदृश्य" विषय पर दिनांक 25 से 26 फरवरी 2023 तक राष्ट्रीय संगोष्ठी आयोजित करने की जिम्मेदारी मिली है।

व्यक्ति के सर्वांगीण विकास के लिए शिक्षा सबसे प्रबल माध्यम है। अतः समय अंतराल में शिक्षा व्यवस्था एवं इसकी कार्य प्रणाली का मूल्यांकन तथा इसमें अमूलचूल परिवर्तन आवश्यक है। इस उद्देश्य से राष्ट्रीय शिक्षा के परिप्रेक्ष्य में स्वतंत्रता पूर्व व पश्चात् विभिन्न शिक्षा समितियां, आयोग का गठन किया गया। इसी क्रम में वर्तमान सरकार ने चिर प्रतिक्षित नई राष्ट्रीय शिक्षा नीति-वर्ष 2020 को संपूर्ण राष्ट्र में एक समान शिक्षा व्यवस्था व प्रणाली लागू करने हेतु मसौदा तैयार किया।

वर्तमान में राष्ट्रीय शिक्षा नीति 2020 भी गुणवत्तापूर्ण शिक्षा के लिए शिक्षक के महत्व पर सर्वाधिक जोर देती है। जिसमें उल्लेख है कि प्रत्येक छात्र का विशिष्ट क्षमताओं की पहचान और उसके विकास के लिए शिक्षकों और अभिभावकों को इनकी क्षमताओं के प्रति संवेदनशील होना पड़ेगा। जिससे की छात्रों की अकादमिक और अन्य क्षमताओं का पूर्ण विकास हो सके। उच्चतर शिक्षा के अनुभवजन्य क्षेत्रों में प्रवेश की ऐसी अपार संभावनाओं के द्वार खुल सकते हैं, जो व्यक्तियों और समुदायों को भी प्रतिकूल परिस्थितियों के कुचक्र से निकाल सकते हैं। इसी कारण सभी के लिए उच्चतर गुणवत्ता युक्त शिक्षा के अवसर उपलब्ध कराने को सर्वोच्च प्राथमिकताएं होनी चाहिए।

अंततः शमशुल हक मेमोरियल टीचर्स ट्रेनिंग कॉलेज के प्रबंधन समिति के सकारात्मक दृष्टिकोण का ही परिणाम है कि जहां संपूर्ण राष्ट्र में नई राष्ट्रीय शिक्षा नीति-2020 का गहन विश्लेषण किया जा रहा है, शिक्षक प्रशिक्षण संस्थान की जम्मेदारी का वहन करते हुए "NEP-2020 के परिप्रेक्ष्य में अध्यापक शिक्षा के बदलते स्वरूप" विषय पर गहन संवाद हेतु देश के कोने-कोने से विद्वत गुरुजनों को आमंत्रित किया है।

निश्चित रूप से यह विषय अध्यापक शिक्षा, अध्यापक शिक्षण संस्थान, NEP-2020 व अन्य संबंधित प्रकरणों के गहन विश्लेषण, संश्लेषण का मंच बनेगा तथा इस राष्ट्रीय संगोष्ठी में भागी बन रहे, छात्र-अध्यापक, प्राचार्यगण, शिक्षकगण व प्रबंधन समिति के महानुभावों में शिक्षा के नये आयाम स्थापित करेगा।

डॉ० बिक्रम कुमार दास

आयोजन सचिव

एस0एच0एम0टी0टी0 कॉलेज, धनबाद, झारखंड।





## Our Memories





## Teachers' Perceptions and Experiences of Using Metacognitive Strategies for Holistic Education

First Author:

**Nivedita Raj**

Research Scholar

School of Educational Research and Training  
Aryabhatta Knowledge University, Patna, Bihar  
niveditaraj323@gmail.com  
Mobile No. 8709999532

Second Author:

**Dr. Madhu Singh**

Professor,

St. Xavier's College of Education  
(Autonomous), Digha Ghat, Patna, Bihar  
madhu408singh@gmail.com  
Mobile No. 9931324970

### **Abstract**

The teacher is considered a destiny maker and a committed person. The success of any educational ventures and innovations depends on the artistic craft of these pioneers. Holistic education provides for experiential learning where an amalgamation of head, heart and hand can be seen.

This study aims to explore teachers' perceptions and experiences of using metacognitive strategies to promote holistic education in their classrooms. A crucial component of holistic education is metacognition, which is the capacity to analyse one's own thought processes and control one's own learning. Unfortunately, it is not well known how much teachers employ metacognitive techniques in their lessons or what difficulties they encounter.

The study employed a qualitative research design using semi-structured interviews with ten teachers from schools in Patna. The interviews were transcribed and analyzed using thematic analysis to identify common themes related to teachers' perceptions and experiences of using metacognitive strategies.

The findings of the study suggest that teachers had a positive view of metacognitive strategies and recognized their potential to promote holistic education. Most teachers reported using a variety of metacognitive strategies, such as questioning, self-reflection, and self-regulation, in their instruction. The study also revealed several issues teachers experience when implementing metacognitive strategies, including lack of time, resources, and training as well as challenges with evaluating students' metacognitive abilities.

The study highlights the need for more support and resources to enable teachers to effectively integrate metacognitive strategies into their instruction. It also suggests the importance of providing teachers with professional development opportunities to enhance their knowledge and skills in using metacognitive strategies. The findings of this study can be used to guide the creation of materials and training programmes for educators who wish to promote holistic education through the application of metacognitive strategies.

Keywords: metacognitive strategies, holistic education, teachers' perceptions





## **"EQUITY, EQUALLY AND INCLUSION IN TEACHER EDUCATION"**

**DR. ANURADHA KUMARI**

Principal

M.S Institute of Education

Khagaul Road, Danapur, Patna, Bihar

Education is a pre-determined factor for achieving social, economic, political equality for all people. It is a fundamental right which can bring societal balance and contribute to a rapid economic growth of a nation. It indicates that a nation's development can be visualized from it focuses on education sector. From the ancient period, education is considered as an instrument for inculcating morals, values, ethics, standards, principles within an individual. Efforts were made to provide education to the Indian population in the colonial period also. After independence, Indian govt. has taken many more successive and innovative steps for providing equitable quality education to the mass population of the nation. A noticeable change was closely observed in the Indian education system after the universal Declaration of Human Rights, 1948 as it included education as a human right in its article 26. India has framed its first National policy in the year 1968 and gradually a massive change has occurred with formulating NEP 1986, POA 1992, and especially with enactment of RTE Act 2009. Now, education is a prime right for all people in India.

Education is the greatest tool which can bring equality and justice in every sector of society. By providing equitable quality inclusive education to all, inequalities can be removed from the society and a balance can definitely be maintained amongst all. Equitable and inclusive education is a new approach towards education in India. Inclusive is a new concept in education which refers acceptance of all children irrespective to their differences. National Educational Policy (NEP) 2020 is an attempt of 21st century which addresses growing developmental imperatives of the nation. The National Educational Policy 2020 has proposed the revision and revamping of all aspects of educational structure including its regulation and governance by keeping view of Sustainable Developmental Goal 4. The policy of 2020 gives stress on providing equitable quality education for all children for recognizing, identifying and fostering the unique capabilities. This paper is an attempt to discuss the recommendations suggested by NEP 2020 for both school and higher education level and analyze the challenges in order to ensure equity, equality and teacher quality education for all.

Keywords: Equity Equality, Equitable, Inclusive, Quality education, Teacher education, NEP-2020





## धनबाद के उच्च शिक्षण संस्थानों का ऐतिहासिक व वर्तमान परिचय

योगेश चन्द्र दास

सहायक प्राध्यापक

शमशुल हक मेमोरियल टीचर्स ट्रेनिंग कॉलेज, धनबाद, झारखंड।



अंतर्राष्ट्रीय पटल में विख्यात "देश की कोयला राजधानी" धनबाद सन् 1833 से 31 अक्टूबर 1956 तक मानभूम जिले ( पं. बंगाल) का अंश था। तत्कालीन राज्य पुनर्गठन आयोग के रिपोर्ट के आधार पर 1 नवम्बर 1956 को धनबाद पश्चिम बंगाल से पृथक होकर बिहार का जिला बना तथा पुनः 14 नवम्बर 2020 को झारखंड राज्य बनने के उपरांत इस राज्य का एक महत्वपूर्ण जिला बन गया।

मुख्य रूप से कोयला और इसके खदानों के लिए विख्यात धनबाद, शिक्षा के क्षेत्र एवं शिक्षण संस्थानों के लिए निरंतर प्रगतिशील है। पुराने गजेटियर के अनुसार 1866 में धनबाद अनुमंडल में केवल दो उच्च विद्यालय थे, एक झरिया राजा दुर्गा प्रसाद सिंह द्वारा झरिया में तथा दूसरा रानी हिंगन कुमारी द्वारा पांडा में स्थापित किया गया था तथा आज वर्तमान समय में शिक्षा और उच्च कोटि के शिक्षण संस्थानों के दृष्टिकोण से सम्पूर्ण राष्ट्र में धनबाद अपनी एक अलग पहचान रखता है।

### धनबाद में स्थित महत्वपूर्ण उच्च शिक्षण संस्थान :

**राजा शिव प्रसाद कॉलेज, (आर एस पी कॉलेज, झरिया)**— धनबाद—झरिया मुख्य मार्ग में स्थापित यह कॉलेज(वर्तमान में धनबाद सिन्दरी मार्ग में बेलगरिया में संचालित) धनबाद के शिक्षा परिदृश्य में पुरोधा स्वरूप है। झरिया राजघराना के राजा काली प्रसाद सिंह ने अपने पिता स्व० राजा शिव प्रसाद की स्मृति में सन् 1952 में इस कॉलेज की स्थापना की थी। शुरुआत में इसे झरिया राज स्कूल के छात्रावास में प्रारंभ किया गया तथा इस कॉलेज की मान्यता पटना विश्वविद्यालय से 1951 में ही मिल गयी थी। इस दौरान इस कॉलेज में केवल कला का अध्यापन होता था। रांची विश्वविद्यालय बनने पर धनबाद के सभी कॉलेज इस विश्वविद्यालय के अंतर्गत आ गये। तीन वर्षीय डिग्री कोर्स का प्रारम्भ सन् 1959-60 से की गयी तथा अंग्रेजी में प्रतिष्ठा की पढ़ाई 1961-62 के सत्र से प्रारंभ हुई। सन् 2017 से यह कॉलेज विनोद बिहारी महतो कोयलांचल विश्वविद्यालय धनबाद से संबद्ध है और कला, विज्ञान और वाणिज्य के अतिरिक्त बैचलर ऑफ एजुकेशन की डिग्री प्रदान कर रहा है।

**पी०के०राय महाविद्यालय**— धनबाद शहर के मेन रोड सरायढेला में स्थित पी०के०राय मेमोरियल महाविद्यालय को सन् 1950 में कतरास में शुरू किया गया। कोलियरी मालिक बी०के०राय ने अपने पिता स्व० पी०के०राय की स्मृति में उक्त महाविद्यालय की स्थापना की। परन्तु वर्ष 1952 में यह महाविद्यालय बंद हो गया तथा बाद में सन् 1960 में इसे पुनः आरंभ कर धनबाद में स्थानांतरित किया गया। प्रारंभ में इस कॉलेज में इंटर तक की पढ़ाई होती थी तथा वर्ष 1961 से इस महाविद्यालय में डिग्री की पढ़ाई शुरू की गई। वर्ष 1984 में यह महाविद्यालय को कुछ लोकप्रिय विषयों में स्नातकोत्तर कक्षाएं शुरू करने की अनुमति दी गई। वर्तमान में यह महाविद्यालय 13 विषयों में पी०जी० का शिक्षण करा रहा है। इस महाविद्यालय को झारखंड का प्रीमियर कॉलेज होने का गौरव प्राप्त है और नैक के द्वारा 'बी' ग्रेड से सम्मानित किया गया है।

**एस०एस०एल०एन०टी० महिला महाविद्यालय**— धनबाद के प्रथम महिला महाविद्यालय श्री श्री लक्ष्मीनारायण ट्रस्ट 19 अगस्त 1955 को अभय सुंदरी बालिका विद्यालय धनबाद के परिसर में शुरू किया गया। इस महाविद्यालय को 1960 में बिहार विश्वविद्यालय द्वारा मान्यता दी गई। ट्रस्ट द्वारा महाविद्यालय की मान्यता के



लिए 50 हजार रुपये नगद दिये गये थे। यह महाविद्यालय एन0एन0एस0 की दो इकाईयों और एन0सी0सी0 (NCC) की एक इकाई के साथ तीनों संकाय— कला, विज्ञान एवं वाणिज्य तथा छात्राओं का शिक्षक प्रशिक्षण कोर्स (B.Ed.) में कुल लगभग 7000 से अधिक लड़कियों को उच्च शिक्षा प्रदान करने में महत्वपूर्ण भूमिका निभा रहा है। वर्तमान में यह कॉलेज विनोद बिहारी महतो कोयलांचल विश्वविद्यालय धनबाद से संबद्ध है तथा इसे राष्ट्रीय मूल्यांकन और प्रत्यायन परिषद् (NAAC) द्वारा 'बी' ग्रेड से सम्मानित किया गया है। यह महाविद्यालय लुबी सर्कुलर रोड में वरीय पुलिस अधीक्षक, धनबाद के आवास के ठीक सामने स्थित है।

**आर0एस0मोर0 कॉलेज—** धनबाद में गोबिंदपुर प्रखंड के रतनपुर गांव में सन् 1959 में एक गांधीवादी समाजसेवी व्यक्ति महावीर महतो द्वारा गोबिंदपुर में ग्रामीण क्षेत्र के छात्रों की सुविधा के लिए इस कॉलेज की स्थापना की। कोलकाता के एक धनी व्यवसायी राम सहाय मूल मोर के आर्थिक सहायता के कारण ही कॉलेज की स्थापना संभव हो सकी। प्रारंभ में यह कॉलेज गोबिंदपुर के एच0ई0 स्कूल भवन में संचालित था तथा बाद में इसे जी0टी0 रोड के किनारे एक बड़े मैदान में स्थानांतरित कर दिया गया। यह कॉलेज कला, वाणिज्य और विज्ञान संकाय में स्नातक की डिग्री प्रदान करता है।

**बिनोद बिहारी महतो कोयलांचल विश्वविद्यालय—**यह विश्वविद्यालय धनबाद में स्थित झारखंड सरकार का एकमात्र विश्वविद्यालय है। झारखंड निर्माण आंदोलन के अग्रणी नेता, बिहार विधानसभा के तीन बार सदस्य और 'पढ़ो और लड़ो' का नारा देने वाले झारखंड के माटी पुत्र श्री विनोद बिहारी महतो के स्मृति में यह विश्वविद्यालय झारखंड सरकार के 23 मार्च 2017 की अधिसूचना द्वारा अस्तित्व में आया तथा विश्वविद्यालय परिसर का उद्घाटन 13 नवंबर 2017 को झारखंड के तत्कालीन मुख्यमंत्री रघुबर दास द्वारा हुई। विश्वविद्यालय में 28 स्नातकोत्तर विभाग, 10 संबद्ध महाविद्यालय, 21 मान्यता प्राप्त महाविद्यालय, 26 बी0एड0 महाविद्यालय, 2 लॉ महाविद्यालय, 1 चिकित्सीय महाविद्यालय और 2 नर्सिंग महाविद्यालय संचालित हैं। यह महाविद्यालय में प्रबंधन, शिक्षा, जनसंचार, कला और संस्कृति, कानून, विदेशी भाषा, जीवन विज्ञान, कंप्यूटर विज्ञान और पर्यावरण विज्ञान और आपदा प्रबंधन विभाग संचालित हैं।

**आई0आई0टी0, आई0एस0एम0, धनबाद—**यह अंतर्राष्ट्रीय तकनीकी संस्थान की स्थापना ब्रिटिश भारतीय सरकार द्वारा रॉयल स्कूल ऑफ माइन्स, लंदन की तर्ज पर इंडियन स्कूल ऑफ माइंस, धनबाद के रूप में गयी तथा औपचारिक रूप से 9 दिसम्बर 1926 को भारत के तत्कालीन वायसराय लार्ड इरविन द्वारा इसका उद्घाटन किया गया था।

देश के कोयले का करीब 75 प्रतिशत भंडारण होने के कारण इस संस्थान के लिए धनबाद का चयन किया गया। सन् 1926 में छात्रों के प्रथम बैच का नामांकन हुआ। आरंभ में मात्र 25 छात्रों का नामांकन होता था जिसमें अधिकांश माइनिंग इंजीनियरिंग के छात्र होते थे। अपने प्रारंभिक सत्रों में विद्यापीठ में माइनिंग इंजीनियरिंग के साथ अप्लाइड जियोफिजिक्स, अप्लाइड जियोलॉजी एवं पेट्रोलियम टेक्नोलॉजी के संकाय थे तथा वर्ष 1961-62 में छात्रों की कुल संख्या 565 थी। 6 सितम्बर 2016 को इस विद्यापीठ को आईआईटी का दर्जा मिला। यह तीसरा सबसे पुराना संस्थान है (IIT रुड़की और IIT (BHU) वाराणसी के बाद) जो IIT में परिवर्तित हो गया। वर्तमान में इस संस्थान के कुल 18 पूर्णकालीन विभागों में 332 एकेडेमिक स्टाफ के देख-रेख में लगभग 8101 छात्र अध्ययनरत हैं।



**बी0आई0टी0 सिंदरी**— वर्ष 1949 में बी0आई0टी0 सिंदरी की स्थापना मैकेनिकल और इलेक्ट्रिकल इंजीनियरिंग कॉलेज, सिंदरी के नाम से पटना में अस्थायी रूप से शुरू हुई थी तथा इसकी संबद्धता पटना विश्वविद्यालय से थी। इसके प्रथम बैच में 12 मैकेनिकल और इलेक्ट्रिकल इंजीनियरिंग के कुल 24 छात्र थे। एक साल के उपरान्त इसे अपने स्थायी परिसर सिंदरी में स्थानांतरित कर दिया गया, जहाँ इसका नाम बिहार इंस्टीट्यूट ऑफ टेक्नोलॉजी (BIT) सिंदरी रखा गया। (वर्ष 1960 में राँची विश्वविद्यालय की स्थापना के बाद यह राँची विश्वविद्यालय तथा वर्ष 1992 में नव स्थापित विनोबा भावे विश्वविद्यालय, हजारीबाग से संबद्ध कर दिया गया।) वर्तमान में यह झारखण्ड प्रौद्योगिकी विश्वविद्यालय, राँची से संबद्ध है तथा 10 विभिन्न शाखाओं में लगभग 800 छात्रों को अभियंत्रण की डिग्री प्रदान की जा रही है। वर्ष 2000 में झारखण्ड निर्माण के उपरान्त बी0आई0टी0 सिंदरी का नाम बदलकर बिरसा इंस्टीट्यूट ऑफ टेक्नोलॉजी किया गया, परन्तु बाद में इसका नाम के ऐतिहासिक महत्व के कारण इसे केवल बी0आई0टी0 सिंदरी के रूप में संदर्भित करने का फैसला किया गया।

**राजकीय पोलिटेक्निक संस्थानें**—धनबाद जिला में डिप्लोमा अभियंत्रण के लिए राज्य सरकार के उच्च एवं तकनीकी शिक्षा विभाग के अंतर्गत तीन संस्थान— **राजकीय पोलिटेक्निक धनबाद, राजकीय पोलिटेक्निक निरसा तथा राजकीय पोलिटेक्निक भागा** स्थापित हैं। राजकीय पोलिटेक्निक धनबाद की स्थापना 1958 में हुई थी तथा वर्तमान में हर वर्ष लगभग 350 छात्र—छात्राओं को पांच शाखाओं में डिप्लोमा अभियंत्रण की डिग्री दी जाती है। राजकीय पोलिटेक्निक निरसा (पूर्व में खनन संस्थान धनबाद) जिसकी स्थापना सन् 1958 एवं राजकीय पोलिटेक्निक भागा (पूर्व में खनन संस्थान भागा) जिसकी स्थापना सन् 1905 में की गई थी जिसमें क्रमशः 225 तथा 160 छात्र—छात्राओं को तीन शाखाओं में डिप्लोमा अभियंत्रण की डिग्री प्रदान की जाती है। राजकीय पोलिटेक्निक भागा को खनन अभियंत्रण की पढ़ाई के लिए एशिया की सबसे पुरानी संस्थान मानी जाती है।

**शहीद निर्मल महतो चिकित्सा महाविद्यालय**— यह धनबाद जिले तथा उत्तरी नागपुर का एकमात्र मेडिकल कॉलेज है जिसकी स्थापना सन् 1971 में की गयी थी। पूर्व में इस महाविद्यालय का नाम पाटलीपुत्र मेडिकल कॉलेज एवं अस्पताल (पी0एम0सी0एच0) थी। 60 एकड़ में फैला यह चिकित्सा महाविद्यालय में हर वर्ष 50 छात्रों का नामांकन एम0बी0बी0एस0 कोर्स के लिए होता है तथा अस्पताल में 500 बेड की व्यवस्था है।

उपरोक्त शिक्षण संस्थानों के अतिरिक्त दर्जनों मान्यता प्राप्त महाविद्यालय, निजी शिक्षण संस्थानें वृहद पैमाने पर धनबाद के शिक्षा जगत में सेवारत हैं।





## झारखंड की कला एवं संस्कृति

डॉ० बिक्रम कुमार दास

आयोजन सचिव

एस0एच0एम0टी0टी0 कॉलेज, धनबाद, झारखंड।



झारखण्ड राज्य प्राकृतिक दृष्टि से दो मुख्य भागों में विभक्त है – छोटानागपुर और संथाल परगना। इसकी भौगोलिक स्थिति पठारी और वनस्थलीय है। यह मध्य भारत के विशाल पठार का पूर्वी भाग है। प्रकृति ने इसे भारत के अन्य प्रदेशों की अपेक्षा अलग विशेषता प्रदान की है। झारखण्ड का जनजातीय लोक जीवन नृत्य, गीत और संगीत से परिपूर्ण है। ये इनके प्राण तत्व हैं। यह भाग पहाड़ों और जंगलों से भरा है। पहाड़ों में अनेक सुंदर झरने और जलप्रपात हैं। इसका उत्तरी और पूर्वी हिस्सा कम ऊँचा है। बाकी हिस्से की ऊँचाई अधिक है। पारसनाथ पहाड़ी झारखण्ड में सबसे ऊँची पहाड़ी मानी जाती है। जैन धर्म से संबद्धित होने के कारण यह संपूर्ण भारत में प्रसिद्ध है।

**झारखंड की भाषाओं को तीन वर्गों में बाँटा गया है, जो निम्नवत हैं—**

1. द्रविड भाषा परिवार
2. मुंडारी (ऑस्ट्रो एशियाटिक) या आग्नेय भाषा परिवार
3. इंडो आर्यन भाषा परिवार

द्रविड भाषा परिवार में कुडुख एवं मालतो शामिल है। उराँव जनजाति द्वारा कुडुख भाषा बोली जाती है। मालतो को सौरिया पहाड़िया तथा माल पहाड़िया जनजातियाँ बोलती हैं। मुंडारी भाषा परिवार में हो, खड़िया, संथाली, भूमिज, बिरजिया, असुरी, कोरबा आदि भाषाएँ शामिल है। इसका प्रयोग राँची, हजारीबाग और सिंहभूम क्षेत्रों में होता है। संथाल जनजाति के लोग संथाली भाषा में बात करते हैं। इस भाषा को 42वें संविधान संशोधन 2003 के द्वारा आठवीं अनुसूची में शामिल किया गया है। संथाली भाषा में बांग्ला और उड़िया का प्रभाव भी देखने को मिलता है। मुंडा जनजाति के लोग मुंडारी भाषा बोलते हैं। खूंटी, मुरहू तमाड़, तोरपा और कोलेबिरा क्षेत्रों में मिश्रित मुंडारी भाषा का प्रचलन है। हो भाषा का विकास दूसरी भाषाओं की तुलना में कम हुआ है।

### झारखण्ड का साहित्य :

झारखण्ड के क्षेत्रीय साहित्य के अंतर्गत जनजातीय भाषा के साहित्य पर्याप्त व समृद्ध रूप में मिलता है। संथाली, मुंडारी, हो, खड़िया व सादानी भाषा के साहित्य वृहत पैमाने पर लिखे गये हैं। आदिवासी साहित्य लोककथाओं, पहेलियों एवं लोकोक्तियों भरा हुआ है।

संथालों का साहित्य काफी समृद्ध है। जिसमें सृष्टि से लेकर बाघ, गीदड़ आदि तक सभी तरह की कहानियाँ हैं। इन कहानियों में विभिन्न ऐतिहासिक संघर्षों और मनुष्य के विस्थापन की सूचना मिलती है। पंडित रघुनाथ मुरमू ने 1941 में संथाली भाषा के लिए 'ओलचिकी लिपि' का आविष्कार किया। उन्होंने इसी लिपि में अपने नाटकों की रचना की। वे एक बड़े सांस्कृतिक नेता और संथाली के सामाजिक, सांस्कृतिक एकता के प्रतीक रहे हैं।

### पंडित रघुनाथ मुरमू

मुंडारी – मुंडारी भाषा का कथा-साहित्य भी समृद्ध है। प्रमुख कथा सोंसोबोंगा इसका एक प्रमुख बालेड है। यह धर्मगाथा, उनके जातीय इतिहास, सृष्टि की रचना और विकास के संबंध में उनके विश्वासों पर प्रकाश



डालती है। फादर हॉफमैन ने एन्साइक्लोपीडिया मुण्डारिका तैयार किया, जो मुण्डारी भाषा एवं संस्कृति का विश्वकोष है। मुण्डारी भाषा के प्रचार-प्रसार में डॉ रामदयाल मुण्डा का विशेष योगदान रहा है।

### डॉ. रामदयाल मुंडा

डॉ. रामदयाल मुंडा मुण्डारी भाषा के लब्ध प्रतिष्ठित रचनाकार रहे हैं। इन्होंने मुण्डारी के अतिरिक्त पंचपरगनिया और नागपुरी में / भी रचनाएँ लिखी हैं मुण्डारी भाषा में आदि धरम, फिर भेंट और दूसर नगीत और मुण्डारी व्याकरण इनकी प्रमुख रचनाएँ हैं। इन्होंने कई पुस्तकों का अंग्रेजी में अनुवाद भी किया। उन्हें भारत सरकार ने पद्मश्री से सम्मानित किया था।

इन भाषाओं के अतिरिक्त झारखंड में मैथली, मगही, अंगिका, बांग्ला, उड़िया आदि भाषाएँ भी बोली जाती हैं।

झारखंड के लोगों द्वारा गायन और नृत्य में संगीत और बजाने के लिए विभिन्न प्रकार के उपकरणों का उपयोग किया जाता है। नगाड़ा, पशु और लकड़ी के हाथझ से बने सहजन की कली से खेला जाता है। दिलचस्प बात यह है कि नगाड़ा की ध्वनि ग्रीष्मकाल में सर्वश्रेष्ठ, ठंड के मौसम में वो अपने जीवंत को खो देता है। बेलनाकार मांदर हाथ से बजाई जाती है। ढक, धमसा, दमना, मदन भेवरी, आनंद लहरी, तूड़ला, व्यंग, बंसी, शंख, करहा, तसा, थाल, घंटा, कदरी और गुपी जंतर कुछ अनोखे उपकरण बजाये जाते हैं।

झारखंड के लोगों ने पीढ़ियों से बेहतरीन कारीगरों को बनाया है और कला में उत्कृष्ट कार्य सिद्ध किया है, यह प्राकृतिक संसाधनों का अनूठा प्रदेश है। 'साल' पत्तियों से बनाये गये कटोरे और 'पत्तल' प्लेटों का उपयोग शादी और अन्य उत्सव के दौरान व्यापक रूप से किया जाता है। 'सबई घास' या जंगली घास से कटोरा बुना जाता है, कलम स्टैंड, मैट और रंगारंग बक्सा बुना जाता है।

भारत की परंपराओं में सबसे नाजुक मुलायम और सुंदर उदाहरण के लिए कोहवर और सोहराई चित्र, जो पवित्र, धर्मनिरपेक्ष और एक महिला के लिए प्रासंगिक है।

झारखंड की मुख्य त्योहारों में कर्मा, सोहराई, सरहुल प्रसिद्ध है। जो सांस्कृतिक दृष्टिकोण से झारखंड को एक सूत्र में बांधकर रखता है।



## *The Burning Dhanbad*

**Dr. Md Rizwan Ahmad**

Assistant Registrar

B.B.M.K.U, Dhanbad

Ex- Officer Ministry of Defence (Submarine)

Dhanbad has been known for the underground fire in the coal reserves for over 100 years. But during the last couple of weeks a series of fire accidents in the apartment, hospital and malls have created a situation of constant fear and concern among the residents of Dhanbad. These fire accidents in mere gap of a week took away around 20 lives. As said by Don Brown "An incident is just the tip of the iceberg, a sign of a much larger problem below the surface", we need to understand the cause of these accidents.

Dhanbad, like any other growing cities in India has witnessed a mushrooming of high-rises and malls in the last decade which demands heavy expansion of disaster management capacity.

There exist building norms but implementation and compliance are hardly fulfilled. Additionally, most of the organisations like schools, colleges, Universities, government offices, banks and many other low and medium scale industries consider the expenses on safety as unproductive. But we need to understand that safety is not expensive but priceless and thus the onus of the fire safety and hazard management not necessarily lies only with the government but we as civilian need to step up to create awareness on these hazards.

There are general fire safety precautions we should follow as this will help create a safer and more secure living environment.

1. Candles and incense are often used to celebrate any special event, but they are open flames that pose a threat of fire. The safest way is not to use them. Never ever leave candles or incense unattended, and always extinguish them before leaving the place.
2. Kitchen Safety: Maintain a clean cooking area. Roll up your sleeves, or avoid loose clothing while cooking, so your clothes don't accidentally catch fire.
3. Never use a wet potholder or oven mitt, in order to avoid scalding when the moisture in the cloth heats up.
4. Microwave/Oven Fire: In case of fire never open the microwave/oven door and switch off the electrical connection to avoid the spread of fire.
5. Electrical Safety: Flickering of lights and TV pictures, frequent blown of fuses, or circuit breakers that trip frequently are some of the indications of potential wiring problems.
6. Take note of any discoloured switch board, because discoloration may be due to overheating beneath the switch board.
7. Shut off the circuit if any switches feel warm and have it checked by an electrician.
8. Avoid over plugging into single outlet.
9. Avoid running wire of the extension cords under carpets. Extension cord need not be used as replacement of permanent wire.
10. If you use halogen lamps, make sure the lamp is placed in a location where it cannot come into contact with drapes, clothing, or other combustible materials

According to Murphy's Law "Anything that can go wrong will go wrong sooner or later". Thereby all Hazards need to be seen as a probable cause of accidents and we as civilian should remain alert and aware of the basic guidelines of fire safety.

These few fire safety tips refer to fact sheets on the National Fire Protection Association Web site, the authoritative resource for fire prevention information online.





# Abstract





## Promoting Multilingualism and Languages Teacher in TEIs

**DR. UPENDRA KUMAR**

Head  
Dept. of Education  
R.S.P College, Jharia  
Binod Bihari Mahto Koyalanchal  
University, Dhanbad, Jharkhand

**DR. ANAMIKA SINGH**

Head  
Dept. of Sociology  
M.L.K.P.G College, Balrampur  
Sidharth, University, Kapilvastu  
Sidharthnagar, U.P

Multilingualism is good for us. Not only does speaking more than one language keep our brains healthy as we age, but it has multiple benefits for children too, such as giving them an academic advantage and improving their employment prospects once they leave school. Moreover, multilingualism gives us access to more than one culture and improves our understanding of our own cultures.

As stated by Hon'ble Prime Minister Shri Narendra Modi ji, NEP 2020 will promote multilingualism in teaching and learning. It is well understood that young children learn and grasp nontrivial concepts more quickly in their home language/mother tongue. Therefore, wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue.

The three-language formula will continue to be implemented while keeping in mind the Constitutional provisions, aspirations of the people, regions, and the Union, and the need to promote multilingualism as well as promote national unity. However, there will be a greater flexibility in the three-language formula, and no language will be imposed on any State. The three languages learned by children will be the choices of States, regions, and of course the students themselves, so long as at least two of the three languages are native to India.

As so many developed countries around the world have amply demonstrated, being well educated in one's language, culture, and traditions is not a detriment but indeed a huge benefit to educational, social, and technological advancement. India's languages are among the richest, most scientific, most beautiful, and most expressive in the world, with a huge body of ancient as well as modern literature, film, and music written in these languages that help form India's national identity and wealth. For purposes of cultural enrichment as well as national integration, all young Indians should be aware of the rich and vast array of languages of their country, and this is what NEP 2020 will achieve.

Keywords: Teacher, Multilingualism, NEP-2020, Language, Constitutional, Promoting





# Quality Assurance in Teacher Education

**Dr. C. S. Nair**

D. Litt(H.C), M. Phil, PGDBA, Law  
Director – Strategy, Skills & Capacity Building  
Silverline Prestige School – Ghaziabad (Delhi-NCR)

Teachers are considered as the souls at the nerve centre of the education systems. They are the entrusted custodians and torch bearers of the fundamental reforms and transformation. They are treated to be the most trustworthy members of our society. We might not remember all the teachers who contributed in our life once we grow up. But the importance of teachers in an individual's academic pursuit is said to be one of the most memorable experiences as they indeed leave a mark in our life with their academic mastery, compassion, dedication and commitment towards their learners by mind, word and deed. Especially, it is the teachers of our schools we remember the most, rather than the teachers we meet at our higher education or professional education phases as some of them leave a lasting impressions of their care and love in our early childhood in igniting the wisdom and intellect to enrich our knowledge, skills and competencies. In the early years of the childhood, it is the teacher who can identify the hidden elements and help the children nourish their human potential. Teachers are remembered for identifying, and developing the unique capabilities of each learner in their holistic development in both scholastic and co-scholastic spheres.

India will have the highest population of the youth in the next decade. For the development of any nation, universalised high quality of education is a mandate in the changing times. It's a genuine challenge in most of the cases to ensure this. To meet these challenges, it is imperative to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Extensive use of technology, enhancement of life skills, promoting the power of language, critical thinking abilities, creativity and innovative and forward thinking approaches are some of the other vital skilling, competencies and capacity building needs for this as envisaged by our teaching fraternity.

India's future is clearly in the hands of our youth. Inclusiveness is the key. Uncertainty is the buzzword. As a Nation, there is a need for us to set the ultimate benchmarking standards of qualities in terms of the content, curriculum, assessments, unique teacher- learning processes and research based pedagogical practices. Also multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge is what we are heading for in the years to come.



## **A Paradigm Shift: State Government's Role Amidst NEP 2020 in Jharkhand**

**Dr.Indrajit Kumar,**

Research Advisor,  
Assistant Professor,  
University Department of English,  
BBMKU, Dhanbad, Jharkhand

**Amar Shankar Mahato,**

Research Scholar,  
University Department of English,  
BBMKU, Dhanbad, Jharkhand

### **Abstract: -**

The foundation base of a nation is education. The destiny of a nation depends upon the quality of education given to its learners. The Kothari Commission endorsed it in its report stating that the future of a country is shaped inside the classroom. With more than 1.5 million schools and around 260 million pupils, India is home to the second-largest school system in the world, next to China. There has not been remarkable growth in the Indian education system for a long. Underneath the leadership of K. Kasturirangan, the National Education Policy 2020 was framed, designed, and prepared to bring about a substantial shift after a long interval of 35-plus years. The National Education Policy 2020 ambitions an education system rooted deep in Indian ideology that contributes directly to transforming into an equitable and vital knowledge society, thereby making India a global knowledge superpower. The inventiveness of the National Education Policy is to inculcate among the learners a profound gratification in being Indian not only in conception but also in psyche, intellect, and deeds, as well as to enlarge knowledge skills. Ethics and dispositions that support accountable allegiance to human rights, sustainable development, and living and worldwide well-being, thereby reflecting a precisely intercontinental citizen. The National Education Policy 2020 is a national commitment to the people of India. The policy was framed while recognising the need for a skilled workforce and new skilled labour in the rapidly changing employment landscape and global ecosystem. The National Education Policy 2020 covers the entire educational structure from primary education to higher education, vocational education, teacher education, and adult education. It proposes some fundamental changes in the Indian education system. It highlights the educational system that prioritizes experiential learning and emphasizes 21st-century abilities such as critical thinking and problem-solving. However, there are specific challenges to challenge the very intention of the said policy. This paper examines the state government's role in the paradigm shift amidst the National Education Policy 2020 in Jharkhand.

**Keywords: -** NEP 2020, Jharkhand, development, education, paradigm shift.



# **NATIONAL EDUCATION POLICY 2020 : A STEP TOWARDS MAKING INDIA KNOWLEDGE HUB – ISSUES AND PROSPECTS**

**Dr. Nimish Gupta**

Associate Professor  
Amity Business School, Lucknow.  
nimish\_gupt@rediffmail.com

## **ABSTRACT**

Well defined and futuristic education policy is essential for a country at school and college levels due to the reason that education leads to economic and social progress. Different countries adopt different education systems by considering the tradition and culture and adopt different stages during their life cycle at school and college education levels to make it effective. To quote the former Hon'ble President of India and a great scientist, Dr. A.P.J. Abdul Kalam, "Educationists should build the capacities of the spirit of inquiry, creativity, entrepreneurial and moral leadership among students and become their role model." The National Education Policy 2020 is a holistic step toward making education more experiential, integrated, inquiry-driven, learner-oriented, flexible, and enjoyable. The new National Education Policy 2020 (NEP), which was recently launched by the Ministry of Education (MoE), replaces the thirty-four-year-old National Policy on Education (NPE), framed in 1986. It is the first education policy of the 21st century that aspires to make India a "Global Knowledge Superpower" by reforming the Indian education system. It is based on five traditional foundational pillars namely Quality, Equity, Access, Accountability and Affordability. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. With this background, the present paper is an attempt to highlight the main focus of NEP 2020 and will also try to analyze the major problems academic institutions are facing for its implementation.

Keywords : Education, NEP 2020, Vocational training, Policy framework.





# **NATIONAL EDUCATION POLICY 2020: ROLE OF TEACHERS IN NEW SCENARIO – AN ANALYSIS**

**Dr Himanshu Rastogi**

Associate Professor, Amity University Uttar Pradesh,  
Lucknow Campus.  
drhrastogi@gmail.com

Teachers are recognized as one of the important and fundamental pillars upon which the development of society rests and it decides the direction of ethical, moral, social values the people of country govern apart from honing the employability skills. Even the Vedic era recognised the role of teachers (Gurus) in transforming the society. India after independence has been making fundamental changes in education system as per the needs of the industrial sector and to keep pace with world education scenario. We have moved from traditional classroom base education system to incorporate IT tools and applications to promote flow of knowledge and develop better connect among teacher and taught. Since it is an era of globalization and India with huge youth population with 65 percent being below the age of 35 years poses a great opportunity to channelise this young blood toward productive purpose and help in making India economic superpower for which employability of our youth will play a crucial role. For making people employable teachers owe a special responsibility. It is in this background that the National Education Policy 2020 has been introduced in the year 2020 and will be effective from session 2023-24. The basic purpose of the policy is to promote interdisciplinary approach towards knowledge acquisition and honing of skill sets among students. The present paper focuses on changing the role of teacher educators in view of NEP2020. It also highlights the various roles which teachers should play in classrooms given by NEP2020. The paper put forth suggestions to overcome various challenges faced by Teacher in new education environment. The present paper is analytical in nature. Relevant books, articles and various research papers have been used. In nutshell it can be said that Teacher Education = Teaching Skills + Pedagogical theory + Professional skills. Clinton once stated in his Call for Action for American Education in the 21st Century (1996) that "Every class should have a talented and dedicated teacher". This very statement recognises the role of teacher in transformation of society.

Keywords: Education, Teachers, IT tools and Applications, Skill Set



## **Implementing Value-Based Education in Secondary Schools: Opportunities and Challenges in the NEP 2020**

**Jyoti Kumari**

Research Scholar,  
Aryabhatta Knowledge University, Patna, Bihar  
jyotijandaha@gmail.com

**Dr. Madhu Singh**

Professor,  
St. Xavier's College of Education (Autonomous),  
DighaGhat, Patna, Bihar  
madhu408singh@gmail.com

A significant shift in the implementation of value-based education in schools is needed as a result of India's NEP 2020. This policy acknowledges the significance of providing students with a holistic education that fosters their social, emotional, ethical, and cultural development. The policy's execution presents several difficulties, even if its goal is to help students become compassionate and accountable members of society.

The purpose of the study is to explore the opportunities and challenges in implementing value-based education in secondary schools under NEP 2020. A qualitative approach was used to collect data from teachers and school administrators. Semi-structured interviews were conducted to collect data on their perspectives on the implementation of value-based education.

The findings of the result identified various opportunities that exist for implementing value-based education in Indian schools. The research also identifies the role of extracurricular activities, community service, and teacher training programs in promoting value-based education. Challenges and barriers that hinder the effective implementation of value-based education were also identified. The use of innovative methods, the development of appropriate assessment tools, and the engagement of students, teachers, and parents in the value-based education process are needed for the implementation of value-based education.

The study will provide insights into the opportunities and challenges of implementing value-based education in secondary schools. Policymakers, educators, and other stakeholders in the education system will be made aware of the study findings, which also offer ideas for how value-based learning might be better implemented.

**Keywords:** value-based education, NEP 2020, opportunities, challenges, secondary school



## **Changing Nature of Teachers' Education in the Context of NEP 2020**

**Dr. Indrajit Kumar,**

Research Advisor  
Assistant Professor,  
University Department of English,  
BBMKU, Dhanbad, Jharkhand

**Sachin Kumar Das,**

Research Advisor  
University Department of English,  
BBMKU, Dhanbad, Jharkhand

'Vishwa- Guru,' which roughly translates to 'Global Teacher,' is an epithet that India had held in the past at a time when knowledge centres like Nalanda and Taxshila existed. Over time, we lost that strong hold over the knowledge economy at the global level, which worsened in the colonial era. Post-independence, respective governments have been endeavouring to bring the lost glory of our education system to the forefront. The National Education Policy 2020 is the latest list of efforts. What the Government of India has attempted to do through the National Education Policy 2020 is to initiate a series of long-overdue educational reforms. It shows a roadmap for the revival of the nation's education system through the induction of required changes to uplift the quality and standards of all the factors involved in spreading knowledge from pre-primary to post-doctoral research. The proposed policy talks about the development of each individual. The phrase 'each individual' does not stand in isolation. It denotes the learners (students), but along with that, the teachers and other resource persons are also taken into consideration. Faculty members are indispensable stakeholders in this vocation of teaching and learning.

Along with the reforms in the syllabi, curricula, frameworks, duration of courses, patterns, and nature of exams and evaluation, combination of subjects and degrees, the document has suggested several directives to upgrade teacher training programs in order to cater to the present day needs and demands of the learners in one hand and on the other hand to make them align to the global standards. Teachers have hitherto been only the creators; the National Education Policy shoulders the onus on the teachers to make their students co-creators. This paper deals with the changing nature of teacher education in India in the context of the National Education Policy 2020, drawing out the inadequacies in the teacher education space and some of the supposed ways to have a positive output.

**Keywords:** - NEP 2020, Teacher Education, Reforms, Learning, Knowledge economy.





# **Role of Teacher Education in Sustainable Education**

**Dr. Krishan Kant**

Principal, Nehru College of Education, Alikan, Mandi Dabwali, Sirsa, Haryana

**Dr. Lalit Kumar**

Principal, Aakash College of Education, Kalirawan, Agroha, Hisar, Haryana

## **Abstract: -**

Education is the major aspect in order to assess the qualities of the students and teachers by which growth and development of any nation is assessed. To India high quality teacher education is an urgent requirement. Quality of a teacher is directly associated with student's achievement and well-trained teachers should encourage students for effective learning and their achievement in education field. It is expected that Teacher should be a role model for students. Teacher should enhance the students for cultivation of values and sustainable education. For sustainable development these value cultivation, social awareness, economical attention and tendency to protect environment should be included in teacher training programme and all these are the basic aspects of sustainable development. Teacher education is the effective tool in order to achieve the goals of sustainable development and quality teacher is determined by their training.

**Key Words:** Teacher Education, Quality Education, Sustainable Development



# QUALITY ASSURANCE IN TEACHER EDUCATION

**Dr. Chaman Singh Thakur**

Principal

Surya College of Education, Kathua, Jammu & Kashmir

Education aims at promoting optimum development of human being in all spheres. The Journey of Education is continuing since man is on earth. Quality become very common word nowadays. It is very familiar term but its meaning and uses are very widely. In general term quality is the position of a product or process attribute on good-bad scale. It is often associated or linked with defects and deficiencies in product or process. Once quality is assured at reasonable level its needs to be controlled from deviation to ensure quality management. Quality assurance is used to carry out quality management and is a method to help make sure certain quality standards are fulfilled. Quality of teacher Education depends basically on a number of factors such as infrastructure, Learning environment, Curriculum, Teaching learning materials (TLM) and teacher is participation with demand of changing society. Teacher can play important role to impart quality Education. Teacher should provide a friendly classroom environment, embrace the different learning styles of their students, Motivate them to work as a team, Communicate with their parents etc. to improve their teaching quality and provide a better learning experience for their students. Quality assurance procedures can serve two major purpose : important and accountability.

NEP 2020 holds dismal conditions of teacher Education, recruitment, deployment and service conditions responsible for the lack of teaching quality and motivation among Indian teacher. The policy emphasis the importance of high quality teacher education. The six key areas identified are namely : curriculum design and planning; curriculum transaction and education; Research development and Extension, Infrastructure and Learning resources, students support and progression and organization and management.

The paper describes some important aspects of suggestion for the improvement of quality education in the field of teacher Education.

Key words : Key indicator, Curriculum design, Curriculum transaction, Research Development and Extension, Learning Resources.



# **New Education Policy 2020: A Real Hope for Quantum Leap towards Education in India**

**Dr. Anu Srivastava**

Head, Department of Education  
Govt. Women's College, Gardanibagh, Patna  
anusrivastavaanu@gmail.com

The new education policy undoubtedly fulfils India's aim of becoming a global knowledge superpower since it focuses on a holistic, application based education system with a special emphasis on skill development which will make the students future ready.

The national education policy 2020 aims for reforms at all levels of education from school to higher education. It aims to increase the focus on strengthening teacher training, reforming the existing exam system, early childhood care and restructuring the regulatory framework of education.

NEP 2020 has recommendations and reforms with respect to early childhood care and education, curriculum framework, national research foundation, three language formula, financing education, education governance and vocational courses, higher educational institutions, national mission on education, the right to education and school exams.

The advantages of NEP 2020 are that the increased spending on education, from earlier 3% to 6% now, will bring the much-needed funds, focus and prioritisation in the education sector. The changed school structure will reduce the stress of board exams and will channelize students' focus towards practical skills and vocational learning. Students have broader options to learn now. They have the option of choosing any subject combination from Arts, Commerce and Science and exploring a multidisciplinary arena of education. NEP 2020 is making education a basic right. It will bring back many children back to the educational institutes and truly universalize education for children aged 3-18. Introduction of computers and coding in class 6 upgrading the learning process.

This policy will surely revolutionize the education system of India by 2030 making it more efficient, productive and successful.

**Keywords:** NEP 2020, Reforms, National mission on Education, School Education, Skill development.





# Challenges and Issues in Science Teaching

**Dr. Chandana Kumari**

Asst. Professor

Dept. of Education (B.Ed.), Lakshmi Narayan College,  
Bhagwanpur, Vaishali, Bihar

Science is knowledge about the material and natural world. It is knowledge produced from systematic observation, measurement, experimentation, exploration, and speculation and theorisation about natural objects, their properties and their interactions. Three major challenges facing Indian school in science teaching. A serious lack of adequate equipment, the second challenge we face is a shortage of science teachers and elementary school teachers who have studied science at least up to the 12th class level. The third practical challenge facing Indian school education is with regard to what should be included in the science curriculum. A serious lack of adequate equipment, of trained teachers and most importantly, a consensus on what should be taught in school science impede any positive movement on expanding quality education in science. We have still not had any national discussion or debate on critical issues in science education, much less a review of the possibilities to build a national consensus of what science should be taught in schools, particularly in a curriculum of compulsory schooling. We are much more aware of the diversity of children entering our classrooms, to which the curriculum must address itself "constructively". One interpretation is that this means we should move away from a 'subject approach' towards the 'discipline approach'. A second interpretation could be that this requires science to be made 'relevant' to the students from the point of view of their lives and their futures. A third approach could be to review the disciplinary. There is a fourth possibility that is relevant in the Indian context, which is that of local knowledge and indigenous sciences.

**Key Word:** Science, systematic observation, measurement, experimentation, exploration, speculation.



# Challenges of Teacher Education

**Dr. Anju Rani**

Assistant Prof. Shah Satnam Ji College of Education, Sirsa, Haryana

**Dr. Satpal**

Assistant Prof. Department of Education, CDLU, Sirsa, Haryana

## ABSTRACT

Education plays an extremely critical part in fostering a person to the degree of flawlessness by drawing out the best resident from him, best Indian from him. Education is a deep-rooted measure and without the assistance of a teacher it will be inadequate. Teacher readiness has been a topic of conversation at all levels, from the public authority, services, administrative bodies, schools, to teachers themselves. No country creates past the nature of its education framework, which is profoundly reliant upon the nature of its teachers. A few problems are tormenting the arrangement of teacher education so the teachers ought to be given the most proper instruments during and after their preparation, including content information and abilities just as helping philosophy to have the option to tackle their job expertly. This full-length paper featured the serious problems and a few ideas to settle these problems of teacher education, these ideas will be useful to educationist, Policy Makers, colleges and universities to work on the quality and standard of teacher education.

## KEYWORDS

Teacher, Education, Training



## **Towards a More Holistic and Multidisciplinary Education**

**Dr. Puja Singh**

Principal

Shamshul Haque Memorial Teacher Training College

India has a long tradition of holistic and multidisciplinary learning, from universities such as Takshashila and Nalanda, to the extensive literature of India combining subjects across fields. A holistic and multidisciplinary education would aim to develop all capacities of human beings intellectual, aesthetic, social, physical, emotional and moral in an integrated manner. Such an education will help develop well -rounded individuals that possess critical 21st century capacities in fields across the arts, languages, Science, Social science, technical, etc. Such a holistic education shall be ,in the long term ,the approach of all undergraduate programmes, including those in professional, technical and vocational disciplines. Model Public Universities for holistic and multidisciplinary education at par with IITs, IIMs, etc. called MERUs will be set up and will aim to attain the highest global standards in quality education. HEIs will focus on research and innovation by setting up start -up incubation centres, technology development centres, centres in frontier areas of research; greater industry -academic linkages ;and interdisciplinary research including humanities and social sciences research. HEIs will develop specific hand holding Mechanisms and competitions for promoting innovation among student communities.

Keywords -HEI (Higher education institutions), MERUs (multidisciplinary education and research universities), holistic





# Historical Perspective of Teacher Education in India

**Prof. (Dr.) B. C. Swain**

Principal  
Grizzly College of Education  
Jhumri Telaiya, Koderma, Jharkhand

## Abstract

India has one of the largest systems of teacher education in the world. Teachers and teacher educators are always curious to know about the history of teacher education in India. In India, teacher education has a strong historical perspective as a result of various outside invaders, social reformers, and dominant educators. It begins with the ancient education system and continues until the current education system takes shape in response to the global and local needs of Indian society, as reflected in NEP-2020. The history of teacher education in India can be classified into two parts: one part was teacher education during pre-independent India, which starts from the ancient education system until India got independent, and the other part was teacher education during post-independent India, which is after independence until the present year. This paper also highlights the major milestones in the history of teacher education and provides a better and broader perspective on teacher education in India.

Keywords: Historical perspective, Teacher Education, Ancient India, History



# Restructuring of Teacher Education

**Dr. Anuj kumar**

Principal

Subhash Teachers Training College, Giridih, Jharkhand.

To prepare teachers to meet the needs of increasingly diverse student populations, assume new leadership roles, form new partnerships with communities, and transform the profession of teaching through a career-long commitment to professional development and inquiry, teacher education programs around the country are being "restructured" A common element of most restructuring proposals is a focus on the teacher's role as a reflective, inquiry-oriented decision maker, and problem solver. Against this backdrop of widespread reform, this paper presents a case study of a multiyear effort to restructure the teacher education program at State University.

Restructuring is defined in terms of excellence, exactness, principles and value for money, competencies for work, reliability and relevance. Quality has become the slogan of existing educational development not only in India but also at the international level. Teacher education is the backbone of the culture. It is the quality of teacher education that decides the quality of human resource in a nation. The managing and nourishment of quality in teacher education is a great challenge for the policy planners and managers in the changing scenario. If we are to live on in this competitive, market oriented and technology focused earth where limits of country are disappearing, then there is no subsistence without quality. Quality education is necessary today, to enable individuals, societies and nations to acquire the skills and competencies required for living in a competitive, global world. The World Conference on Higher Education (UNESCO 1998) had rightly stated that each higher education institution should define its mission to provide access to quality education the basis of human rights and democracy.

Key Words: Restructuring, Teacher Education



## **Paradigm Shift in Curriculum in Creating Holistic Development**

**Dr. Arvinder Kaur**

(Associate Professor)

Rajeev Ghandhi Memorial Teachers Training College

12-Digwadih, Dhanbad (Jharkhand) 828119

Email – [arvinder.kaur.malhotra@gmail.com](mailto:arvinder.kaur.malhotra@gmail.com)

In today's time, there is a need for such an Education by which humanity can be created. In the last several decades, the level of education has declined, due to which our morality has become a matter of concern, today man has become so much a victim of depression and immorality that if these are not properly included in the curriculum of education, then further It will be difficult for human to survive. In today's curriculum, it is very important to have crime free, depression free education and holistic development, so that we can move forward towards life and establish an adjustment with nature.

There is a need for change in the philosophical framework or 'paradigm' in which we educate the generation which follows us, hence the title 'Paradigm shift in curriculum in creating Holistic development.' The word 'education' is derived from its Latin root 'e' out 'ducare' to lead, so 'educare' to lead out or bring forth that which is within.

The traditional behavioural paradigm with its emphasis on methods of teaching is being replaced by the new holistic paradigm which emphasizes the processes of learning. The holistic paradigm is concerned with teaching as the 'facilitation of natural learning' and learner empowerment ...'self-empowerment' ... Holistic learning is 'active learning' for the responsibility of freedom or 'responsible freedom' in which inner freedom translated into outer freedom.

**KEYWORDS-** Paradigm, Holistic Development, Curriculum





# **THE CHANGING SCENARIO OF TEACHER EDUCATION IN THE LIGHT OF NEW EDUCATION POLICY-2020**

**Dr. Mukesh Tiwari**

Vice-Principal  
Rajeev Gandhi Mem.  
T.T.College Digwadih, Dhanbad, Jharkhand  
[Email-mukeshtwri78@gmail.com](mailto:Email-mukeshtwri78@gmail.com)

Quality assurance in the teacher education is one of the major initiatives of the Government of India in its plans. To achieve the outcome of assured quality at all levels of education, Govt. of India has been focusing its attention on quality and excellence in higher education and teacher education. Teacher quality has produced voluminous studies in science that line many a research library. Science has become an internal part of human life. The World without science can't be imagined. Science has changed the world from modern civilization to scientific civilization by its wonderful achievements. The primary goal of education should be the intellectual development of the individual. With its accelerating importance in our society science has become an increasingly important part of general knowledge. Scientific education is best fostered as a part of a general emphasis on intellectual activity. 'The progress, welfare and prosperity of nation depend on rapid, planned and sustained growth in both the quality and extent of education and research in science and technology' (Education Commission 1964-66). Science has brought about revolutionary changes in every walk of life. Its impact is visible everywhere and every aspect of our existence. Right now science becomes a priority area in the education both at the compulsory as well as at the level of aspiration. Discussion on what it is, how it is developed, and its connection to science student achievement have become the feature of educational ideas in 21st century. These seek to look at teacher quality in a way in which it brings: as a means to review how the terms assurance and quality are shaped by policy, identify how educators perceive teaching quality of science and to review how quality is cultivated in teachers. Within this scope, this article provides an overview of teacher education in Jharkhand. Several studies related to classroom environment and teacher behavior in science subjects are referenced.

**KEYWORDS:** Assurance, Education, Quality, Science, Teacher.



## Challenges and Opportunities in Teacher Education

**Dr. Nilesh Kumar Singh**

Associate Professor (M.Ed. Deptt.)

Rajeev Gandhi Memorial Teacher's Training College,

Digwadih-12, Dhanbad, Jharkhand-828119

Mob. No. 9955505394

E.Mail:nileshkumarsinghsindri9@gmail.com

New Education Policy 2020 is such a policy which will bring fundamental changes in teacher education. This policy provides a new concept to teacher education programme in our country. Its creative approach will bring fundamental changes in the basic structure of teacher education. New Education Policy advocates the integrated format of teacher education which is very beneficial for restructuring the basics of teacher education. This will help to produce those teachers who will have natural instinct to become teacher.

New Education Policy will facilitate the trainees to get entry into the teacher programme with positive mind set and predecided goal. This will facilitate the trainees in learning the required teaching skills, methods and strategies etc. with great perfection. New Education Policy 2020 is definitely producing various kind of challenges in context to restructuring the teacher education programme in our country but some of challenges are being explained here:

### **Challenge of Developing Infrastructure as Per the Requirement:**

Presently, several Diploma and Degree teacher training programmes are being run all over the country but in New Education Policy it has been decided to run a common integrated programme for teacher training. New Education Policy will facilitate the students to join teacher training programme just after their intermediate or 10+2. They can go for B.A. B.Ed., B.Sc. B.Ed. and B.Com. B.Ed. Their graduation and teacher training programme will run together but presently in most of training colleges only Diploma and Degree Programme of teacher training are being run so to conduct the programme in integrated format it would be important to develop infrastructural facilities very ideally for all the institutions. So, it will produce a great challenge for the institution.

### **Challenge of Fulfilling the Need of Efficient Faculty:**

To run the integrated teacher training programmes efficient faculty members are required who can fulfill the specific challenges of teaching both the contents of general subjects as well as the subjects of teacher training courses.

### **Challenges Related to Financial Need:**

There are many private colleges in our country which are running such courses of teacher training programmes but they are in self-finance mode. Government does not provide any financial support to such colleges hence, in developing all the required facilities they may face several challenges.

Keywords: Education, Fundamental, Skills, Methods, Micro-teaching, Lesson Plan, Challenges, Opportunity, Programme, Competency



# Quality Assurance in Teacher Education

**C.K. SINGH PARIHAR**

PRINCIPAL  
KKTTC DHANBAD, JHARKHAND

The subject of quality assurance has become an important word in the sphere of higher education. Among higher education, teacher education occupies the central stage as a teacher plays the pivotal role in educational system. The teacher education has assigned the task of producing the teachers for primary and secondary education and also building solid foundation of the system. The education of teachers is not only responsible for improvement of school education but also for preparing competent, committed and professionally well qualified teachers who can meet the demands of a system. A teacher's content knowledge, verbal skills or enthusiasm for learning necessarily constitutes a high mark for being a high-quality teacher. Viewed in this perspective, a high-quality teacher must imbibe the four pillars of education as mentioned in the Jacques Delor's report, "Learning the Treasure Within" (1996). These four pillars of education are,

Learning to know

Learning to be

Learning to do

Learning to live

According to the national curriculum framework 2005, Teacher education must become more sensitive to the emerging demands from the school system. For this it must prepare the teacher to care for children and understand children within social, cultural and political contexts, view learning as a search for meaning out of personal experience, and knowledge generation as a continuously evolving process of reflective learning, and work to build a better world. Similarly, The New Education Policy also demands the same and calls for the up gradation of teacher education program by revising the National Curriculum Framework for Teacher Education.

Education aims at bringing out desirable changes in all three domains viz. cognitive, affective and psychomotor domains of learner's personality. Hence, providing appropriate learning experiences, it is necessary to monitor the programme and performance of students in all the areas of learning. Also, in order to ensure quality assurance, the institutions must build in the required infrastructure facility in a more productive manner.





## Value based Education in the Light of NEP-2020

**Mrs. Sujata Kumari**

Assistant Professor

Shamshul Haque Memorial Teacher Training College, Dhanbad, Jharkhand

**"Education is the most powerful weapon through which you can change the world."**

These words by 'Nelson Mandela' make true sense with reference to good reforms by new National Education Policy (NEP) 2020. Moral value reforms in NEP after threedecades in education sector are revolutionary to the world for building strong characters and values especially when there is a huge crisis of moral values in society. Ancient Indian education was value-based consisting of Gurukul system and world-famous "Nalanda and Takshashila Universities." The value-based education policy reforms were the basis for utilizing the knowledge for benefits of mankind. In ancient Bharat, there were knowledgeable personalities like Sushrut, Aryabhatta, Panini, and Chanakya who set examples in front of the world. The national long-term impact is its shift from 10+2 pattern to 5+3+3+4. This decision will bring a major change in Indian education system after three decades.

As guided by our Hon'ble PM Shri Narendra Modi ji, NEP 2020 focuses on imparting value-based education to our youth. Today, we have eulogized machines and are moving away from a culture where the focus is on humane values. This New Education Policy is based on essential and important life skills. It recognizes, identifies, and fosters the unique capabilities of each student, from a young age and teaches them ethics and human & Constitutional values like empathy, respect for others, cleanliness, the spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice.

The founder of our country, Swami Vivekananda always used to say that energetic youth will change the picture of India. Today we have the vision to make India a global superpower and the mission is to prepare world citizens. The vision is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds. The New Education Policy will develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

**Keywords:** - New Education Policy-2020, Value-based education, Holistic education, Energetic youth.



## QUALITY ASSURANCE AND TEACHER EDUCATION

**Mrs. Gayatri Kumari**

Assistant Professor in Education  
B.B.M. B.Ed. College, Chas, Bokaro, Jharkhand  
E-mail: gayatri.ranjan@gmail.com

Quality assurance is a way of preventing mistake or defects in manufactured products and avoiding problems when delivering services to customers. If we split quality assurance and scrutinize it individually, quality is "something of superior grade" or "a degree or grade of excellence or worth" and assurance is "a binding commitment to do" or "give or refrain from something". Quality is a much-debated term.

The word quality comes from the Latin word "quails" meaning "what kind of" As a new framework for quality assurance in teacher education emerges, internal and external constituencies with an interest in teacher education quality are making burdensome demands on the sector. The constituencies include OFSTED, Government agencies concerned with accreditation and funding, the HE institutions, the teaching profession and student teachers. The result is a series of potentially conflicting pressures and a heavy cycle of inspection and report writing. There is a danger that tutors involved in the process will become sceptical about it, falling back on compliant responses in order to satisfy demands at a surface level. Examines quality assurance in teacher education, reports the way in which one group of teacher education tutors conceptualizes the idea of quality in practice and identifies those characteristics of a quality assurance system, which should retain the confidence of staff.

### KEYWORDS:

HE (Higher Education), OFSTED (Office for standards in Education), Quality Assurance, Teacher Education, Degree, Grade Government Agencies.



# **Role of Teacher in Sustainable Development of Society**

**Dr. TRILOKI CHANDRA ROY**

Assistant Professor

Rajeev Gandhi Memorial Teachers Training College Digwadih, Dhanbad, Jharkhand

Role of teachers on education for sustainable development is defined by addressing how preservice and in-service teachers become change agents by gaining competence in education for sustainable development. Teachers need to become sustainability literate which can be accomplished through formal and informal professional development offered by tertiary institutions and nonprofit organizations.

The concept of sustainable development is not a mere concept leading to awareness or knowledge, but it is an act that requires more participation in the modern world. Sustainable development is the development that meets the needs of present generation without compromising the ability of future generations to meet their own needs. Education for sustainable development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. Basic education is a key to a nation's ability to develop and achieve sustainability targets. Education can improve agricultural productivity, enhance the status of women, reduce population growth rates, enhance environment protection, and generally raise the standard of living. But simply increasing basic literacy will not support a sustainable society. Institutional reform, curriculum reform and development of locale specific resource material incorporating Education for sustainable development are priorities. Education for sustainable development requires including key sustainable development issues into teaching and learning like climate change, disaster risk reduction, poverty reduction, bio diversity and sustainable consumption. It also requires participatory teaching and learning methods that motivate and empower learners to change their behavior and take action for sustainable development like conservation of energy, water, tree plantation, use of natural energy etc. If the goals of sustainable development are to be realized, the attitudes of all the stakeholders of education at all levels with regard to our current life styles and impact they have on the environment will need to change.

Key words: Teacher, Sustainable Development, Education, society





# QUALITY ASSURANCE IN TEACHER EDUCATION

**Hardeep Kaur**

Assistant Professor,  
Scholar B.Ed. College, Giridih, Jharkhand

Quality assurance has always been eminent in the sphere of teacher education and increasingly so, in the current scenario. Among all different subjects taught for higher education 'teacher education' being the caretaker of macro educational system occupies the central stage and therefore the element of quality education is deeply rooted in its ecosystem. The 'teacher education' is responsible for creating a pool of teachers who further go on and build our education system. Being an architect of not only the careers of millions of students' basic foundation but also the building blocks of an education system of the nation, it's their responsibility to build a very solid foundation promising an unmatched quality which is deeply rooted in the values of providing a high caliber education across the nation.

Due to its role and significance in quality enhancement of the overall education ecosystem, the 'teacher education' is seen to have been making a massive impact, which involves the systematic review of educational programs and processes to maintain and improve their quality, equity and efficacy all throughout.

With growing awareness, a special emphasis has been drawn on the quality education of teachers and it holds a primary value in NCTE. NCTE states that the 'Quality Education Program' for teachers is related to the development of teacher proficiency & competencies as teachers are the crucial elements in preparing young people to not only face the future with a lot of confidence but also build it with purpose and accountability.

To sum it all, teacher education has been widely considered as the single most important ingredient in the economic, social, political and cultural development of a developing society, as they are not only responsible for an improvement of school education but also for preparing competent, committed and professionally well qualified teachers like themselves, who can then meet the demands of our ever evolving education system and can bring in the much required quantifiable and tangible change in the education landscape of the nation, therefore, it would be only appropriate to conclude that a teacher without quality can be judged as a man without mind.



## **Role of Teachers on Education for Sustainable Development**

**Rashmi Prabha Saxena**

Assistant Professor  
Kumaon University Nanital, Uttarakhand  
[gauravrjit08144@gmail.com](mailto:gauravrjit08144@gmail.com)

Man is a social being who needs a complete social system to survive. There is a balance between nature and man by which each system of nature is maintained. If man disturbs this cyclic process, it will affect the whole nature including man. Therefore, development should be sustainable so that future generation can survive without any problem. Sustainable means long lasting or a long term process. Sustainable development is the ultimate goal of a future-oriented society. Education plays a crucial role in achieving this goal. Education and sustainable development are closely linked as both are about livelihood security, equality and equity in society, constant economic growth and many other issues related to social advancement. It is common knowledge that the teacher is a torchbearer of society. He guides people to follow the rules and regulations of society and helps prepare responsible citizens, so if a teacher educator sows the seeds of sustainable development among his students, its roots will penetrate deep into society.<sup>1</sup> This paper discusses the importance of teacher education in achieving the goal of sustainable development Sustainable Development. It also emphasises that sustainable development education is essential for students to achieve the sustainable development goals.

**Keywords:** Teacher Educator, sustainable development, quality, values, goals.



## अध्यापक शिक्षा में लैंगिक समानता का महत्व

जितेंद्र झा

सहायक प्राध्यापक,

माँ विन्ध्यवासिनी कॉलेज ऑफ एजुकेशन, पदमा, हजारीबाग (झारखंड)।

किसी समाज में जब लिंग के आधार पर स्त्री और पुरुषों में भेदभाव किया जाने लगता है, तब सामान्य शब्दों में इसी दशा को हम लैंगिक असमानता कहते हैं। लैंगिक असमानता शब्द का उपयोग जैविकीय तथा सामाजिक दोनों अर्थों में किया जाता है।

हम 21वीं शताब्दी के भारत के घर और समाज दोनों जगहों पर शोषण, अपमान और भेद-भाव से पीड़ित होती हैं। महिलाओं के खिलाफ भेदभाव दुनिया में हर जगह प्रचलित है। वैश्विक लैंगिक अंतराल सूचकांक— 2020 में भारत 153 देशों में 112वें स्थान पर रहा। इससे साफ तौर पर अंदाजा लगाया जा सकता है कि हमारे देश में लैंगिक भेदभाव की जड़ें कितनी मजबूत और गहरी हैं।

लैंगिक असमानता का जन्म समाज और परिवार के मध्य होता है।

यह सामाजिक क्षेत्र में, आर्थिक क्षेत्र में, आर्थिक क्षेत्र में, राजनीतिक क्षेत्र में, विज्ञान के क्षेत्र में, मनोरंजन क्षेत्र में, खेल क्षेत्र में व्याप्त है।

इसे दूर करने के लिये भारतीय संविधान ने अनेक सकारात्मक कदम उठाये हैं। इसके अलावा, राज्य के नीति निर्देशक तत्व भी ऐसे बहुत से प्रावधानों को प्रदान करता हैं जो महिलाओं की सुरक्षा और भेदभाव से रक्षा करने में मदद करता हैं। इन सभी प्रावधानों के बावजूद देश में महिलाएं के साथ आज भी द्वितीय श्रेणी के नागरिक के रूप में व्यवहार किया जाता हैं। दहेज प्रथा आज भी प्रचलन में हैं, कन्या भ्रूण हत्याएं आज भी हो रही हैं।

संवैधानिक सूची के साथ-साथ सभी प्रकार के भेदभाव या असमानताएं चलती रहेंगी लेकिन वास्तविक बदलाव तो तभी संभव हैं जब पुरुषों की सोच को बदला जाये। महिलाओं को भी आज की संस्कृति के अनुसार अपनी पुरानी रुढ़िवादी सोच बदलनी होगी और जानना होगा कि वो भी इस शोषणकारी पितृसत्तात्मक व्यवस्था का एक अंग बन गयी हैं और पुरुषों को खुद पर हावी होने में सहायता कर रही हैं।

समाज की मानसिकता में धीरे-धीरे परिवर्तन आ रहा है। यह मूल रूप से किसी भी समाज के दो सबसे मजबूत संस्थानों – परिवार और धर्म की मान्यताओं को बदलने से संबंधित है।

अध्यापक शिक्षा में लैंगिक शिक्षा का महत्व :

कक्षा-कक्ष में लिंग आधारित विषय सामग्री को विद्यार्थियों के समक्ष प्रस्तुत करना तथा लिंग समानता पर आधारित शिक्षण विधियों का प्रयोग कर बालक व बालिका दोनों की शिक्षा में समान सहभागिता निश्चित करना।

अध्यापक शिक्षा का उद्देश्य :

बालक-बालिकाओं की सोच में समानता लाना, ग्रामीण क्षेत्र के अभिभावकों का सोच बदलना, चौक-चौराहों पर बालिकाओं की सुरक्षा का पहल करना, बालक-बालिकाओं को कर्तव्य का बोध कराना, बालक-बालिकाओं एवं उनके अभिभावकों में विवाह के प्रति जागरूकता लाना, बालक-बालिकाओं को व्यवहारिक ज्ञान देना, बालिकाओं में हीन भावना दूर करना आदि।





## नई शिक्षा नीति 2020- अध्यापक शिक्षा की चुनौतियां एवं अवसर

**Dr. Ranjani kumari Singh**

Assistant Professor,  
Islamia Teacher training  
B.Ed. College, Phulwari sharif, Patna, Bihar

नई शिक्षा नीति 2020 भारत के शैक्षिक इतिहास में एक क्रांतिकारी सोच है। यह प्राथमिक शिक्षा से उच्चतर शिक्षण तक एक व्यापक संरचना है, जिसका उद्देश्य गुणवत्तापूर्ण तकनीकी कौशल से युक्त शिक्षा की व्यवस्था कर भारत के शहरी क्षेत्र एवं ग्रामीण क्षेत्र तक प्रत्येक नागरिक को शिक्षित करना है। शिक्षा एक बदलाव के लिए आवश्यक है, साथ ही नई चाहत और उन्हें संतुष्ट करने की क्षमता प्रदान करती है और यह बदलाव शिक्षक के द्वारा संभव है इसलिए NPE में NCTE, NCERT एवं NUEPA के द्वारा शिक्षक अध्यायन के क्षेत्र में नवीन पाठ्यक्रम की बात कही गई है। शिक्षक एवं अभिगमकर्ता दोनों को निरंतर अध्ययन, शौक, कौशल्य विकास, विषय निपुणता, तकनीकी ज्ञान से जुड़े रहे इसके लिए विविध विश्वविद्यालय वोकेशनल ट्रेनिंग संस्थान प्री सर्विस ट्रेनिंग, रिसर्च सेंटर, अधिकाधिक तकनीकी उपकरण पर NPE 2020 में ध्यान दिया गया है।

छद्म 2020 की सैद्धांतिक पहल निश्चय ही महत्वपूर्ण है, पर वर्तमान समय में शिक्षक अध्यापन के क्षेत्र में कुछ चुनौतियाँ हैं, दोषपूर्ण पाठ्यक्रम, अनुचित नियुक्ति प्रक्रिया परंपरागत शिक्षण, रेगुलेटरी बॉडी NCTE के नियंत्रण का अभाव सृजनात्मक, आलोचनात्मक सोच का अभाव, तकनीकी गुणवत्ताएँ उपकरण का अभाव, सकारात्मक सोच का अभाव, जीवन कौशल की कमी, वित्त का अभाव, पेपर वर्क की अधिकता, मानसिक संतुष्टि का अभाव, जॉब सेटीस्फ़ेक्शन का अभाव, आदि।

NPE 2020 में पारदर्शी शिक्षक भर्ती, सर्विस कंडिशन, योग्यता के आधारित पदोन्नति, आदर्श मूल्यों का समावेश एवं निरंतर कार्य प्रदर्शन पर ध्यान देने की बात है। फिर भी कुछ सुझाव इस क्षेत्र में हैं।

- ✎ TTM (Teacher Training Modules) का विकास।
- ✎ चार वर्षीय एकीकृत B.Ed. प्रोग्राम को सही से संरचित करना।
- ✎ मेसिव टीचर्स ट्रेनिंग प्रोग्राम हो ताकि माइंडसेट और स्किलसेट को टयून किया जाए।
- ✎ Stress Management करवाने की प्रक्रिया हो।
- ✎ Practice makes man perfect की अवधारणा लागू हो।
- ✎ Micro teaching के लिए आधारभूत संरचना एवं लैब की व्यवस्था
- ✎ प्रीस्कूल से सेकेंडरी स्कूल तक के शिक्षकों को arts, sports, Vocational Teaching, ITI, विदेशी भाषा, स्पोर्ट्स इंग्लिश एमल्टी लेग्जेंड सीखने पर बल।
- ✎ स्थानीय स्तर पर नियुक्ति प्रक्रिया में बढ़ोतरी।

Keyword :- TTM (Teacher Training Module) Stress Management, NCERT Regulatory Body गुणवत्तापूर्ण



## NEP-2020 and Teacher Education-Some Issues

**Dr. Rashmibala**

Asst. Professor  
Chandrasheel College of Education, Kanti  
Muzaffarpur Bihar  
Email: [rashmibala091@gmail.com](mailto:rashmibala091@gmail.com)

### **Abstract :**

Education is the key for development of any society which depends on the quality of teachers. Teacher's knowledge, teacher's dedication, teacher's quality professional commitment and his inner motivation are the factors responsible teaching learning process. Production of competent teachers is a big challenge of the contemporary world. With increasing knowledge, today, teacher's job has been more challenging in pedagogical and psychological theories, philosophical and sociological perspective, a proper Teacher education programmes need to be formulated. Necessary improvement in teacher education is a challenge for every nation to provide effective and competent teachers. In India, during the chase of this reformation various policy documents in the form of Kothari commission report, (1964-66), Acharya Rammurti Samiti Report (1990), NCF, (2005), National knowledge commission report, NCTE regulations 2009, NCTEF (2010) etc, the curriculum and regulations for Teacher education have experienced a paradigm shift. However, yet there are some issues and problems which need to be addressed. This purpose of the present paper is an attempt to highlight some of the policy issues for teacher education in light of NEP 2020.

**Keywords:** Teacher Education, Policy Issues



# **Role of Polytechnic Education in Development of Nation**

**JIWAN DAS**

LECTURER

MECHANICAL ENGINEERING,

GOVT. POLYTECHNIC, KHARSAWA, JHARKHAND

DEPT. OF HIGHER & TECHNICAL EDUCATION, GOVT. OF JHARKHAND

Education, science, research and innovation, information and digitization to be essential pillars of the knowledge-based society and economy. Technical education is instrumental in making remarkable contribution to nation development through creating skilled manpower, enhancing productivity, and improving quality of life. Technical education is generally viewed as crucial for rapid economic growth, and essential if we wish to increase the productivity of the poors and providing people with the skills they need to participate fully in the economy and in society. The rapid industrialisation of any country is due to acquisition of technical education. The role of technology in industrial and economic development is enormous as it not only prescribes the machines, fabrications, and production processes but is also concerned with the management of the resources and the balancing of the multi-various constraints of the industrial environment.

Technical Education covers degree and diploma courses and programmes in engineering & technology, management, architecture, town planning, pharmacy and applied arts & crafts, hotel management and catering technology. The aim of the polytechnic education is to create a pool of skill based manpower to support shop floor and field operations as a middle level link between technicians and engineers. . It is further an established fact that small & medium Industry prefer to employ Diploma Holders because of their special skills in reading and interpreting drawings, estimating, costing & billing, supervision, measurement, testing, repair, maintenance etc. polytechnic institutions are primarily imparting technical education to economically and socially weaker sections of the society providing them multiple self-employment opportunities. Polytechnic education must therefore not be seen in terms of screw drivers and spanners but must be seen as encompassing all fields of applied learning relevant to the needs and development of nation in the areas of knowledge needed in ensuring that resources of all types are efficiently translated into desired products and services.

**Keywords:** Economic Growth, Skill Manpower, productivity, quality of life, industrialisation, shop floor and field operations



# NEP 2020 AND TEACHER EDUCATION

**DR. SUJATA SINGH**

ASSISTANT PROFESSOR  
DEPARTMENT OF PSYCHOLOGY  
SSLNT WOMEN'S COLLEGE DHANBAD

Education is the key for development of any society which depends on the quality of teachers. Teacher's Knowledge, Teacher's Dedication, Teacher's Quality, Teacher's Professional Commitment and his inner motivation are the factors responsible for teaching learning process. Production of competent teachers is a big challenge of the contemporary world

The education policy 2020, which was approved by the union cabinet of India on 29th July 2020. Outline the vision of India's new education system. The policy is a comprehensive frame work for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transfer India's education system by 2030. The teachers will enquire training in high quality content as well as pedagogy, teachers education will gradually be moved by 2030 into multidisciplinary college and university all move towards becoming multidisciplinary. They will also aim to house outstanding education departments that offer Bed, Med, PhD degree in education.

Necessary improvement in teacher education is a challenge for every nation to provide effective competent teacher. In India during the chase of this reformation various policy document in the form of Kothari commission report NCTE regulation 2009 NCTEF etc. the curriculum and regulations for teacher education have experienced a paradigm shift.

keyword: - Comprehensive, Multidisciplinary, Knowledge, Teacher Education, Policy Issues.





# **ROLE OF TEACHER IN SUSTAINABLE DEVELOPMENT OF SOCIETY**

**SANGITA SINGH**

Department of Psychology  
SSLNT MM Dhanbad, Jharkhand  
Email ID : sangitasingh238@gmail.com

Human being is a social creature who needs complete social system to survive. There is a balance between nature and man by which every nature and man by which every system of nature is maintained. If human being makes disturbance in this cyclic process then it effects on whole nature including man therefore the development should be sustainable. So that future generation can survive easily sustainable means long lasting or long term process.

Sustainable development is ultimate goal of future oriented society. Education plays a crucial role in the accomplishment of this goal. Education and sustainable development are interrelated with each others as they both deals with well managed livelihood equity and equality in society, constant economical growth and many more issue related with social up gradation. As it is well known fact that teacher is a torch- bearer of society. He guides people of follow rules and regulations of the society and helps in the preparation of responsible citizens so if a teacher educator sows the seeds of sustainable development among his/ her students then its roots will be deeply penetrate in the society. The present paper discusses the importance of teacher education in achieving the goal of sustainable development. It also highlights that education for sustainable development in essential for students to achieve the goals of sustainable development.

**Keywords:** Education, Teacher Education, Sustainable development, Education for sustainable development.



# **The Quality Assurance in Teacher Education**

**Jogesh Chandra Das**

Assistant Professor  
SHMTTC, Dhanbad, Jharkhand

Kothari Commission begins its report with this remark 'The destiny of India is being shaped in its classroom', no doubt a sound programme of education plays a significant role in natural development and the quality of education programme is greatly determined by the quality of teacher.

Quality Development in Higher Education is needed due to growing thirst for knowledge, giving importance to knowledge and sharing knowledge on global aspects. As Teacher Education is a part of Higher Education and related to prepare quality teachers for the welfare of the students, importance must be given in this regard. A quality teacher can produce a quality student and a quality student can change the epitome of the nation qualitatively. The purpose is to provide prosperity, welfare, security of people and prepare human beings capable, competent and wise to meet the challenges of life. Due to creation of work force, good quality of Teacher Education is must because Teacher Education becomes a tradable commodity like Higher Education so quality cannot be avoided as per GATS (General Agreement of Trade Service). Therefore, it is imperative to focus on the quality of Teacher Education.

Hence, in order to improve the quality of education, it is necessary to have a sound programme of Professional Education of Teachers. Because quality assurance is before and during the process of education. It is proactive and anticipatory. Standards and procedures are clearly defined in advance and the workers are trained to be able to meet them. Its concern is to prevent faults occurring in the first place. Quality is designed in to the process to attempt to ensure that the product is produced to a predetermined specification. In a simple way, it is the systematic review of educational programme to ensure that acceptable standard of education, scholarships and infrastructure are being maintained. Quality standards are maintained by following the procedures laid down in the quality assurance system (QAS).

In higher education including teacher education, it means - Curriculum of high quality Faculty for quality teaching Laboratories, Libraries and other facilities for quality research Administrative set up for quality support Managerial system for providing quality culture Physical infrastructure of high standards for effective functioning of academic process. For this purpose, Universities and colleges are expected to set-up Internal Quality Assurance Cell (IQAC) for continuous quality assessment and academic audit.

Keywords : Quality assurance (QAS), Internal Quality Assurance Cell (IQAC), GATS (General Agreement of Trade Service)



# **The Importance of Teacher Education and its Role to Create a Civilized Society**

**Dr Manoj Kumar**

Assistant Professor in Education  
B.B.M B.Ed College Sardaha Chas Bokaro (Jharkhand)

Education renders a significant contribution in leading to effective growth and development of the individuals and teachers have an important role to play in imparting education to the students. The major significant of teacher education is focused upon the impartment of training to the teachers, with the main purpose of achieving the desired academic outcomes. Teachers have an important role to play in leading to effective growth and development of the students. Therefore, to perform their job duties up to the required standard, it is vital for them to enhance their skills and abilities. The teachers have an important role to play in not only achieving the desired goals and objectives of the educational institutions, but also promoting welfare of the community. Within the course of implementation of their job duties, they are required to cope with many challenges. The main areas that have been taken into account in this research paper are, scope of the teacher education, changing context of teacher education in the Indian scenario, and challenges of the teacher education.



## **Role of Teacher in Sustainable Development of Society**

**SHALINEE BURMAN**

ASSISTANT PROFESSOR

K.K. TEACHER'S TRAINING COLLEGE, DHANBAD, JHARKHAND

Sustainable development has become talk of the town nowadays. It's hard to quote how many of them actually knew the true meaning of sustainable development. Sustainable development is defined as the development that meets the present needs without compromising the ability of future generations to meet their own needs. The concept of sustainable development was first introduced in United Nations Conference on Environment and Development; known as Earth summit held in Rio De Janeiro in 1992. Sustainable Development emphasizes a positive transformation trajectory anchored essentially on social, economic and environmental factors. According to Taylor, the three main issues of sustainable development are economic growth, environmental protection and social equality. Based on this, it can be argued that the concept of Sustainable Development rests, fundamentally, on three conceptual pillars. These pillars are "economic sustainability", "social sustainability", and 'environmental sustainability.

Since then, every country is making its effort countable at a significant level. Various measures have been taken; then to; it's not enough as it is required to start from the grassroots level. What better way than to accommodating these sustainable development goals in the education system. This calls for the more engrossed approach of a teacher to inculcate these values in young minds at a very early stage.

Education is a medium for exchange of views and knowledge which is very essential for any progressive nation. Knowledgeable people make a good interactive, advanced and futuristic approached society. A teacher guides people to follow rules and regulations of the society and helps in the preparation of responsible citizens so if a teacher educator sows the seeds of sustainable development among his/ her students then its roots will be deeply penetrate in the society. There are various social issues which can't be included directly in the curriculum but children may be awakened by throwing light on the issues like

Green Economy, Waste, reuse, resource, food safety and lifestyles, Environmental laws and human rights, Environment and cultural heritage; and many more.

Education to sustainability, a crossroads of education, political, economic, social and ethical commitments can help us to identify which should be our personal commitment in order to safeguard and dignify every single life form.





# Challenges and Opportunities in Teacher Education

**EKTA VERMA**

Assistant Professor

K.K. Teachers Training College, Govindpur, Dhanbad, Jharkhand

In the light of NEP 2020 the role of teacher is lengthened as the art of awakening the natural curiosity of young minds. A beautiful saying, "A teacher presents the past, reveals the present and creates the future. In the process to create learning experience a teacher faces many challenges and issues like improving methods of teaching and evaluation, developments of special programmes and courses, revision and improvement of curriculum etc.

"A part of all these challenges a career in teaching can be highly rewarding for those professionals interested in positively influencing the future of students. Advancement opportunities for teachers typically include promotions and role transforms to other educational positions with more responsibility in terms of leadership, administration or specialization.

As progressing towards the path of quality assurance. It is evident that a teacher must be professional in a way so as to face all the challenges gracefully.



## नयी शिक्षा नीति 2020 समता, समानता और शिक्षा की गुणवत्ता के मुद्दे

डॉ. अनीता कुमारी

सहायक प्राध्यापक

दामोदर वैली टीचर्स ट्रेनिंग कॉलेज, झारखंड

आजाद भारत की प्रथम राष्ट्रीय शिक्षा नीति 1968 में आयी. उसके बाद द्वितीय शिक्षा नीति 1986 में आयी और तृतीया शिक्षानीति 2020 में आयी. 1986 और 2020 के बीच लगभग 34 वर्षों का अंतराल है. इस समय अंतराल में जो समाज में परिवर्तन आये, इस दुनिया में जो परिवर्तन आये उसके अनुसार शिक्षा में भी परिवर्तन लाने के लिए और 21वीं शताब्दी के हिसाब से बच्चों तैयार किया जा सके. लेकिन नयी शिक्षानीति में कुछ मुद्दों का जिक्र किया गया है और ये मुद्दे हैं शिक्षा में समता, समानता, और गुणवत्ता .

राष्ट्रीय शिक्षा नीति 2020 में कहा गया है की विश्व में 2030 तक सभी के लिए समावेशी और समान गुणवत्ता युक्त शिक्षा सुनिश्चित करने और जीवन पर्यन्त शिक्षा के अवसरों को बढ़ावा दिए जाने के लक्ष्य को ध्यान में रखा गया है. वैश्विक पारिस्थिति की में तीव्र गति से होने वाले परिवर्तनों से शिक्षा को अनिवार्य समझा जा रहा है. शिक्षा में विषय वास्तु को बढ़ाने की जगह जोर इस बात पर देने की आवश्यकता है की बच्चे समस्या समाधान और तार्किक एवं रचनात्मक रूप से विचार करना सीखे, विविध विषयों के बीच अन्तर्सम्बन्धों को जाने और कुछ नया विचार करे. इसलिए आज आवश्यकता है की शिक्षण प्रक्रिया शिक्षार्थी केंद्रित हो, जिज्ञासा, खोज, अनुभव और संवाद के आधार पर संचालित हो, लचीली हो और समग्रता और समन्वित रूप से देखने समझने में सक्षम बनाने वाली और रुचिपूर्ण हो ताकि शिक्षार्थियों के जीवन के सभी पक्षों और क्षमताओं का संतुलित विकास हो सके. राष्ट्रीय शिक्षा नीति 2020 का उद्देश्य शिक्षा की पहुंच, समानता, वहनीय शिक्षा और उत्तरदायित्व जैसे मुद्दों पर विशेष ध्यान देना है. शिक्षा के वैश्विक मनको को अपनाने, शिक्षा की गुणवत्ता, नवाचार और अनुसन्धान को बढ़ावा देने के उद्देश्य से ही नयी शिक्षा नीति 2020 लागू की गयी. नयी शिक्षा नीति 2020 में वर्ष 2030 एक सकल नामांकन अनुपात को लाने का लक्ष्य रखा गया है।



# **ROLE OF TEACHER IN SUSTAINABLE DEVELOPMENT OF SOCIETY**

**SAJAL BANERJEE**

(Asst. Proff.)

R.M.S.T.T COLLEGE, MAHUDA, DHANBAD, JHARKHAND

Education is a significant factor in progress and Status of any nation. Human life Cannot be completed without education. Education is considered as a subject of union and state both therefore the quality of education is common responsibility of State as well as union Government. Teacher act as a pivot in education System. Human being is a social creature who needs Complete Social System to Survive, There is a balance between nature and man by which every system of nature is maintained. If human being makes disturbance in this cyclic process then it effects on whole nature including man therefore the development should be Sustainable, so that future generation can survive easily. A well-educated and well trained teacher can afford this responsibility easily. Teacher education is based on the theory that "Teachers are made, not born" in Contrary to assumption. "Teachers are born not made" Since teaching is considered as art and a science knowledge but also skills that are Called "trick of the society". It is the only way to make advancements in areas of technology, business, economics, peace, social justice and human rights. All of these requires humans to be educated. In present, sustainable development is not a new concept. The Concept Sustainable development State's that use of resources should be balanced so that we can fulfil our present needs and preserve them for future also, As it is well known fact that teacher is a torch-bearer of the Society. He guides people to follow rules and regulations of the Society and helps in the preparation of responsible citizens so if a teacher penetrate in the Society. Teacher achieve the goal of Sustainable development and education for Sustainable development is essential for each and every students as well as teacher also.



## वर्तमान शिक्षा में बहुभाषिकता का महत्व

रीना झा

सहायक प्राध्यापक,

Shamshul Haque Memorial Teachers Training College, Dhanbad, Jharkhand

हर बच्चा जन्मजात भाषाई क्षमता के साथ कक्षा में आता है। कक्षा में बच्चे की भाषा का उपयोग करने की अवधारणा को बहुभाषी शिक्षा कहा जाता है। इस प्रकार की शिक्षा बच्चों के सन्दर्भों और संस्कृति पर आधारित होती है। यह ज्ञान के सृजन, सामुदायिक भागीदारी और शाला-समुदाय के सम्बन्धों को प्रोत्साहित करती है। ब्लूम फील्ड के अनुसार "बहुभाषिकता की स्थिति तब पैदा होती है जब व्यक्ति किसी ऐसे समाज में रहता है जो उसकी मातृभाषा से अलग भाषा बोलता है और उस समाज में रहते हुए वह उस अन्य भाषा में इतना पारंगत हो जाता है कि उस भाषा का प्रयोग मातृभाषा की तरह कर सकता है।"

बहुभाषिकता की स्थिति भारतीय समाज का सहज लक्षण है। यहाँ मातृभाषा के साथ-साथ अन्य भाषाओं को सहज रूप में अपनाए जाने की प्रवृत्ति रही है क्योंकि व्यापक समुदाय से जुड़ाव, शिक्षा और व्यवसाय की जरूरतों के चलते भारतीयों को अपनी बोली, क्षेत्रीय भाषा, राजभाषा हिंदी और अंग्रेजी से जुड़ने की जरूरत होती है।

बहुभाषी शिक्षा कक्षा में विभिन्न भाषाओं को लाने के साथ-साथ बच्चों के सामाजिक-सांस्कृतिक संदर्भ को भी महत्व देती हैं जिसके कारण विभिन्न ज्ञान प्रणालियों को कक्षा में लाया जा सकता है। अतः बहुभाषी शिक्षा को कक्षा में एक संसाधन के रूप में देखा जाना चाहिए।

बहुभाषावाद को समाज के भीतर कई भाषाओं का सह-अस्तित्व माना जाता है, ये भाषाएँ आधिकारिक या अनौपचारिक, देशी या विदेशी और राष्ट्रीय या अंतर्राष्ट्रीय हो सकती हैं। इसी विविधता के कारण छात्रों में विविध भाषायी कौशलों के अधिगम (सुनने, बोलने, पढ़ने और लिखने) का विकास होता है।

बहुभाषिकता के लाभ :

अधिक संवाद कौशल, उच्च भाषाई बोध, उत्कृष्ट प्रबंधकारी कार्य पद्धति, अपने परिवेश के अनुरूप ढलना, अधिक करियर अवसर, स्मृतिलोप के आरंभ में देर होना, कुशल बहुकार्यात्मकता स्मृति में सुधार

भाषा के कालांश में बहुभाषिकता को एक समस्या के रूप में देखा जाता है। ऐसा माना जाता है कि कक्षा में अलग-अलग भाषाओं के इस्तेमाल से बच्चों को उलझन होती है। जबकि स्थिति इसके ठीक विपरीत होती है। कक्षा में बहुभाषी माहौल के कारण हर बच्चा अपनी बात रखने में सहज महसूस करता है।

एक समाधान है बहुभाषिकता

इससे हम किसी मुद्दे पर अलग-अलग दृष्टिकोण से विचार कर पाते हैं। एक ऐसे समाधान तक पहुंचने का प्रयास कर पाते हैं जो अन्य लोगों के प्रति भी समान रूप से संवेदनशील होता है। किसी एक भाषा को सभी लोगों के ऊपर थोपने की कोशिशों का इसी कारण से विरोध होता है क्योंकि जो भाषा किसी के लिए आसान होती है।





# VALUE BASED EDUCATION IN TEACHER EDUCATION

**Dr. Shambhavi**

Assistant Professor

MaaVindyareshini College of Education, Padma, Hazaribag, Jharkhand

Value based education means we have to be honest charitable compassionate non-violent, respectful, forgiving tolerable... In one word, all these great values have imbibed by us, only then we can move towards being human or educated. At present time when there is a huge crisis of moral values in society, value based education proves out to be the solution. Through value based education teachers can develop the children into people with strong character and values they know how to utilize their knowledge for the advantage of Mankind. Education is a lifelong process of development of individual's personality which start from the school. School plays a significant role in providing value based education. Value based education aims at training the student to face the world with the right attitude and values it is a way of overall personality development of pupils such as character development, personality development, citizenship development and spiritual development. Value based education is likely to help the nation fight against all kinds of prevailing fanaticism, ill-will, violence, dishonesty, corruption, exploitation and drug abuse. The Five human values are integral part of all religion that's why the five universal values specifically mentioned in NEP 2020 are truth, Peace, Nonviolence, Love, Righteous conduct", based on previously identified values in government reports. Because in early childhood parents, teachers teach only ABC and 123 for the admission in best school and ignore the values but the major focus should be on developed the good habits values discipline manners care and concerned for Each Other being helpful learning to share being friendly doing their duties, clean simple hygiene. Zero to five years is the age of imbibe, good stories fun playful activities and etc this is also the age of getting into the good habit of starting the day with prayers, being worshipful, respecting parents, elders, teachers. Childhood care and education is not for learning, but it is the right time and age for imbibing habits values and etc. Curriculum in school have to develop these qualities in pupils. So we can say that implement implementing value based education to show their ability to work together academic to create enlightened citizens for the welfare of the nation. So the politics could not divide pupils into opposing sides.

Key words... value, peaceful, pupils, character, respectful, learning, huzines, duties, prevailing,



## शिक्षक शिक्षा में चुनौतियाँ और अवसर : नई शिक्षा नीति-2020 के परिप्रेक्ष्य में

डॉ. अजीत शुक्ला

सहा. आचार्य, शिक्षक शिक्षा विभाग  
शमशुल हक मेमोरियल टीचर ट्रेनिंग कॉलेज  
झुनई पहाड़ी, धनबाद (झारखंड)

सारांशिका—

भावी पीढ़ी को उसके अनुरूप परिवर्तित करने हेतु शिक्षकों की एक टीम के निर्माण में शिक्षक शिक्षा की भूमिका महत्वपूर्ण है। शिक्षकों को तैयार करना एक ऐसी प्रक्रिया है जिसके लिए बहु-विषयक दृष्टिकोण और ज्ञान की आवश्यकता के साथ-साथ, बेहतर निदेशक के रूप में मान्यताओं और मूल्यों के निर्माण एवं उनके अभ्यास की भी आवश्यकता होती है। शिक्षक शिक्षा और शिक्षा प्रक्रियाओं में भारतीय मूल्यों, भाषाओं, ज्ञान, लोकाचार और परंपराओं के प्रति जागरूक रहने की आवश्यकता होगी। शिक्षक शिक्षा के प्रति संस्थान आज भी गंभीरता से प्रयास नहीं कर रहे हैं, बल्कि इसके स्थान पर ऊंचे दामों पर डिग्रियों को बेच रहे हैं। इस प्रक्रिया में अब तक किए गए विनियामक प्रयास न तो प्रणाली में बड़े पैमाने पर व्याप्त भ्रष्टाचार को रोक पाए हैं और न ही गुणवत्ता के लिए बुनियादी मानकों के अनुरूप प्रयासों में उत्कृष्टता और नवाचार पर ध्यान दे रहे जिसके कारण आज अध्यापक शिक्षा और शिक्षा प्रक्रियाओं पर नकारात्मक प्रभाव पड़ रहा है। जिसे नई शिक्षा नीति-2020 में सुधार एवं उसके क्रियान्वयन की महती आवश्यकता है।

अतः इसे ध्यान में रखते हुए सभी शिक्षक शिक्षा कार्यक्रमों को समग्र बहु-विषयी संस्थानों में ही आयोजित किया जाए। तथा सभी बड़े बहु-विषयक विद्यार्थियों के साथ-साथ सभी सार्वजनिक विद्यालयों ने अपने स्तर पर उत्कृष्ट शिक्षा विभागों की स्थापना और उनके विकास में अत्याधुनिक शिक्षण विधियों एवं अनुसंधानों को अंजाम देने के साथ ही साथ मनोविज्ञान, नीतिशास्त्र, समाजशास्त्र, भारतीय भाषाओं, और साहित्य के साथ-साथ विज्ञान जैसे अन्य विशिष्ट विषयों से संबंधित विभागों के सहयोग से भविष्य के शिक्षकों को शिक्षित करने के लिए बी.एड. कार्यक्रम भी संचालित करने की आवश्यकता होगी तथा इसके साथ ही साथ वर्ष 2030 तक सभी शिक्षक शिक्षा संस्थानों को बहु-विषयक संस्थानों के रूप में बदलने की आवश्यकता होगी।  
मुख्य शब्द— शिक्षक शिक्षा, चुनौतियाँ और अवसर, नई शिक्षा नीति-2020 ।



# TEACHER EDUCATION IN THE CONTEXT OF NEP- 2020

**MD AFTAB ALAM**

Assistant Professor  
Department of Education  
R. K. College, Madhubani, Bihar  
[aftabalam5131@gmail.com](mailto:aftabalam5131@gmail.com)

## **Abstract:**

A teacher is considered as the most creative and unique person as because a teacher has the Capability to influence and motivate students through his intellect, ideals, experience, wisdom And dynamic Personality and for this reasons teacher are considered a true architect of a nation. Many great teachers have not Only enlightened India but also illuminated whole world. It has been rightly pointed out by the Education Commission (1964-65) that "The destiny of India is Being Shaped in her classroom". After independence Government of India had given special Attention towards Education sector and set up various committees and commissions, however Still India lags behind other Countries in respect to teacher education. To overcome this National Council for Teacher Education (NCTE), under the Ministry of Education has recently introduced the National Education Policy 2020; where a lot of new rules, concept and different Aspects of teacher education are announced for successful implementation of all the aspects and Concepts of teacher education including Integrated Teacher Education Programme (ITEP). ITEP is a uniquely designed four years integrated programme which involves a holistic Bachelor's degree offering B.A. B.Ed. / B. Sc. B. Ed. And B.Com. ITEP will be helpful for those students who want to join teaching profession in future. ITEP will be offered by the Multidisciplinary institutions and it will be the minimum requisite qualification to become a School teacher. However successful Implementation of ITEP and other types of teacher Education program are real challenge for the institution. This paper tries to focus about the Concept, different new aspects of teacher education, challenges and future prospects of Teacher Education Programme in respect to NEP.

Key words: Teacher Education, Institution, Profession, Education, Policy, Teaching, Program.



## राष्ट्रीय शिक्षा नीति 2020 के परिप्रेक्ष्य में अध्यापक शिक्षा के बदलते परिदृश्य

अनीमा कुमारी

सहायक प्राध्यापक

NEP 2020 भारत में 21वीं सदी की पहली शिक्षा नीति है। स्वतंत्रता के बाद यह भारत की केवल पहली नीति 1968 में प्रख्यापित की गई थी और दूसरी 1986 लागू की गई थी और 1992 में कुछ संशोधन किया गया था। NEP 2020 का लक्ष्य 2030 तक स्कूली शिक्षा में 100% GER के साथ-साथ पूर्व विद्यालय से माध्यमिक स्तर तक शिक्षा के सार्वभौमिकरण का लक्ष्य रखा गया है।

गौरतलब है कि नई शिक्षा नीति 2020 की घोषणा के साथ ही मानव संसाधन मंत्रालय का नाम बदलकर शिक्षा मंत्रालय कर दिया गया है। इस नीति के द्वारा देश में स्कूल एवं उच्च शिक्षा में परिवर्तनकारी सुधारों की अपेक्षा की गई है।

महत्वपूर्ण तथ्य

- वर्तमान शिक्षा नीति अंतरिक्ष वैज्ञानिक के कस्तुरी रंगन की अध्यक्षता वाली समिति की रिपोर्ट पर आधारित है।
- नई राष्ट्रीय शिक्षा नीति 2020 के तहत वर्ष 2030 तक सकल नामांकन अनुपात (GER) को 100% लाने का लक्ष्य रखा गया है।
- नई शिक्षा नीति के अंतर्गत केन्द्र व राज्य सरकार के सहयोग से शिक्षा छात्र पर जी.डी.पी. के 6% हिस्से का सार्वजनिक व्यय का लक्ष्य रखा गया है।

नई पाठ्यक्रम और शैक्षणिक संरचना

- 5334 डिजाइन (उम्र 3-18)
- प्रारंभिक चरण (ग्रेड 3-5)
- मध्य चरण (ग्रेड 6-8)
- माध्यमिक चरण (ग्रेड 9-12)

पाठ्यक्रम और शिक्षा शास्त्र का परिवर्तन

- भाषा दक्षता, वैज्ञानिक स्वभाव, सौंदर्य बोध, नैतिक तर्क, डिजिटल साक्षरता, भारत का ज्ञान, सामयिकी का विकास करना।
- राष्ट्रीय पाठ्य चर्चा की रूपरेखा को सभी भाषाओं में संशोधित किया जायेगा।
- भारतीय भाषाओं में उच्च गुणवत्ता वाली पाठ्यपुस्तकें।
- लचिला / एकीकृत पाठ्यक्रम और मूल्यांकन
- ▶ अगली पीढ़ी को आकार देने वाले शिक्षकों की एक टीम के निर्माण में अध्यापक शिक्षा की भूमिका महत्वपूर्ण है। शिक्षकों को तैयार करना एक ऐसी प्रक्रिया है, जिसके लिए बहु विषयक दृष्टिकोण और ज्ञान की आवश्यकता के साथ ही साथ बेहतरीन मेन्टर्स के निर्देशन में मान्यताओं और मूल्यों के निर्माण के साथ ही साथ उनके अभ्यास की भी आवश्यकता होती है।
- ▶ अकादमी बैंक ऑफ क्रेडिट (ए.बी.सी.) बनाया जाएगा जिसमें छात्रों द्वारा अर्जित डिजिटल अकादमिक क्रेडिट को विभिन्न एच.ई.आई. के माध्यम से संगठित किया जाएगा और इसे स्थानांतरित किया जाएगा और अंतिम डिग्री के लिए गिना जाएगा।
- ▶ सभी विषयों के पाठ्यक्रम को उसकी मूल्य अनिवार्यताओं तक सीमित कर दिया गया है।
- ▶ इसके माध्यम से, वे शिक्षा के लिए विश्लेषण और समग्र शिक्षण विधियों के आधार पर महत्वपूर्ण सौच, खोज, पूछताछ, चर्चा और शिक्षण पर ध्यान केन्द्रित करते हैं।
- ▶ उच्च शिक्षा के लिए नियामक हल्का लेकिन कड़ा होगा।
- ▶ ई-लर्निंग पर फोकस करें ताकि वे टेक्स्टबुक पर अपनी निर्भरता कम कर सकें।
- ▶ नई नीति के तहत शिक्षा को सकल घरेलू उत्पाद का 6% पहले या 1.7% या जो निश्चित रूप से शिक्षा प्रणाली को बढ़ावा देगा।
- ▶ अगले 15 वर्षों में कॉलेज संबद्ध चरणबद्ध तरीके से समाप्त कर दी जाएगी।
- ▶ 2030 तक प्रत्येक जिले में या उसके पास कम से कम एक बड़ा बहु-विषयक उच्च शिक्षा संस्थान बनाया जाना चाहिए।
- ▶ 100% युवा और वयस्क साक्षरता हासिल करने का लक्ष्य।
- ▶ एच.ई.आई. में दाखिले के लिए एन.टी.ए. एक साझा प्रवेश परीक्षा कराएगा।
- ▶ NEP 2020 एक भारत केन्द्रित शिक्षा प्रणाली की परिकल्पना करता है, जो सीधे हमारे राष्ट्र के विकास में योगदान देता है और उन्हें शिक्षा की उच्च श्रेणी की गुणवत्ता प्रदान करके एक समन और जीवंत ज्ञान समाज में स्थायी बनाता है।





# **The Changing Scenario of Teacher Education in the Light of NEP 2020**

**Seema Giri**

Assistant Professor, SHMTTC college , Dhanbad , Jharkhand)  
Email: seemagiri99@gmail.com

NEP promotes moving away from the conventional content-heavy and rote learning practice towards holistic learning. It instills a creative and multidisciplinary curriculum that focuses equally on other subjects such as humanities, sports, fitness, languages, culture, arts, etc apart from Science, Mathematics, etc.

The National Education Policy 2020 also recognizes the importance of soft skills such as communication, team work, problem solving, decision making, analytical thinking, resiliency, etc. as imperative life skills.

The initiative works with an approach where academic knowledge is imparted. However, along with it, leadership skills are also inculcated amongst the students so that they can benefit ahead in their career trajectory.

The New Education Policy announced by Government of India (NEP 2020) was a welcoming change and fresh news amidst all the negativities surrounding the world due to the challenges posed by Covid-19 pandemic. The announcement of NEP 2020 was purely unexpected by many.

The changes that NEP 2020 has recommended were something that many educationists never saw coming. Though the education policy has impacted school and college education equally, this article mainly focuses on NEP 2020 and its impact on Higher Education. This paper also outlines the salient features of NEP and analyses how they affect the existing education system



## समाज के सतत् विकास में शिक्षक के भूमिका

सुधा मिश्रा

सहायक प्राध्यापक,  
राजीव गाँधी मेमोरियल टीचर्स ट्रेनिंग कॉलेज,  
डिगवाडीह, धनबाद, झारखण्ड

शिक्षा का प्रमुख आधार शिक्षक ही होता है। शिक्षक न केवल विद्यार्थी के व्यक्तित्व का निर्माता बल्कि राष्ट्र का निर्माता भी होता है। किसी राष्ट्र का मूर्तरूप उसके नागरिकों में ही निहित होता है। किसी राष्ट्र के विकास में उसके भावी नागरिकों को गढ़नेवाले शिक्षकों की भूमिका अत्यन्त महत्वपूर्ण होती है। अनादिकाल से शिक्षक की महत्ता का गुणगान उसके द्वारा प्रदत्त ज्ञान के कारण ही होता आया है। ऐसे ज्ञानी गुरुओं के बल पर ही हमारे राष्ट्र को जगत गुरु बनने का सौभाग्य प्राप्त हुआ। शिक्षक की भूमिका केवल छात्रों को पढ़ाने तक ही सीमित नहीं है। छात्रों को उनके दायित्वों का बोध कराना तथा उन्हें समाज के निर्माण के योग्य बनाना भी है।

भविष्य में ऐसे ही छात्र समाज के विकास का आधार बनते हैं। शिक्षा व्यवस्था में सबसे ज्यादा महत्वपूर्ण घटक शिक्षक है। मनुष्य एक सामाजिक प्राणी है, जिसे जीवित रहने के लिए पूर्ण सामाजिक व्यवस्था की आवश्यकता होती है। प्रकृति और मनुष्य के बीच एक संतुलन है जिससे प्रकृति की हर व्यवस्था बनी रहती है। यदि मानव इस चक्रीय प्रक्रिया में गड़बड़ी करता है तो इसका प्रभाव मनुष्य सहित पूरी प्रकृति पर पड़ता है इसलिए विकास सतत होना चाहिए ताकि आने वाली पीढ़ी आसानी से जीवित रह सके। सरस्टेनेबल का अर्थ है लंबे समय तक चलने वाली या दीर्घकालिक प्रक्रिया। इस लक्ष्य की प्राप्ति में शिक्षक की महत्वपूर्ण भूमिका होती है। शिक्षा और सतत विकास एक दूसरे से जुड़े हुए हैं। अतः सर्वविदित तथ्य है कि शिक्षक समाज का पथप्रदर्शक होता है।

समाज के सतत् विकास और निर्माण में शिक्षक की भूमिका को इन प्रमुख बिन्दुओं के रूप में समझा जा सकता है, बालक की अन्तःशक्तियों का विकास करना, व्यक्तित्व का विकास करना, सामाजिकता की भावना जाग्रत करना, मूलप्रवृत्तियों का नियन्त्रण, भावी जीवन के लिए तैयार करना, चरित्र निर्माण तथा नैतिक विकास करना, आदर्श नागरिक के गुणों को विकसित करना, राष्ट्रीय भावना का संचार करना, भारतीय संस्कृति और राष्ट्र गौरव से परिचित कराना, उचित दिशा निर्देश देना, इस प्रकार शिक्षक एक सुसम्भ्य एवं शान्तिपूर्ण राष्ट्र और विश्व का निर्माता है। एक कुशल शिक्षक ही प्रत्येक छात्र को सभी विषयों की सर्वोत्तम शिक्षा देकर उन्हें एक अच्छा डॉक्टर इंजीनियर न्यायिक एवं प्रशासनिक अधिकारी बनाने के साथ साथ उसे एक अच्छा इन्सान भी बनाता है। शिक्षक समाज में उच्च आदर्श स्थापित करने वाला व्यक्तित्व होता है। किसी भी देश या समाज के निर्माण में शिक्षक की अहम् भूमिका होती है। शिक्षक ही समाज का आईना होता है, एक शिक्षक ही अपने विद्यार्थी का जीवन गढ़ता है और शिक्षक ही समाज की आधारशिला है। तभी शिक्षक को समाज में उच्च दर्जा दिया जाता है, क्योंकि शिक्षक ही हमें समाज में रहने योग्य बनाता है इसलिए ही शिक्षक को समाज का शिल्पकार कहा जाता है। सफल जीवन के लिए शिक्षा बहुत उपयोगी है, किसी भी राष्ट्र का आर्थिक सामाजिक सांस्कृतिक विकास उस देश की शिक्षा पर निर्भर करता है। एक शिक्षक द्वारा दी गई शिक्षा ही शिक्षार्थी के सर्वांगीण विकास का मूल आधार है। शिक्षक वह पथ-प्रदर्शक होता है जो हमें किताबी ज्ञान ही नहीं बल्कि जीवन जीने की कला सिखाता है। किसी भी देश या राष्ट्र के विकास में शैक्षिक विकास की भूमिका का अत्यन्त महत्वपूर्ण स्थान रखती है। सतत् विकास भविष्य उन्मुख समाज का अंतिम लक्ष्य है। इस लक्ष्य की प्राप्ति में शिक्षक की महत्वपूर्ण भूमिका होती है। शिक्षक ही लोगों को समाज के नियमों और विनियमों का पालन करने के लिए मार्गदर्शन करता है और जिम्मेदार नागरिकों की तैयारी में मदद करता है इसलिए यदि एक शिक्षक अपने छात्रों के बीच सतत विकास के बीज बोता है तो इसकी जड़ें समाज में गहरी पैठ बना सकती हैं।



## **Transformation of Business Skill & NEP**

**Dr. Brahmddeo Modi,**

HOD of Commerce of Business Administrative  
RNYM College Barhi, Hazaribagh, Jharkhand

Business Skill is essential for development of any nation. It means giving them human from various circles of social, economic, political, educational field and gender based discrimination. Make them aware of their bright future, guide them, allow them to identify their Skill, Knowledge, ability to make their own decision and nurture them. Entire Country business, Communities and group can benefit for implementation of program and policies that adopt NEP. Government of India has Passed national education policy for the human being, which aims to ensure overall development of human being within the Country. Transformation of Business Skill not only to get job but also enhance the quality and quantity of human resource available in the overall development of human being. This paper clearly focuses on the skill development in transformation of Business skill through NEP. Business skill can take place only when people in rural areas have access to education.

Keywords- Business Skill, Transformation, NEP, Knowledge



## राष्ट्रीय शिक्षा नीति-2020 के परिप्रेक्ष्य में अध्यापक शिक्षा के बदलते परिदृश्य

**RABINDRA NATH RAWANI**

ASSISTANT PROFESSOR. D.El.Ed/B.Ed.  
TAIYAB MEMORIAL TEACHERS TRAINING COLLEGE.  
GOVINDPUR. DHANBAD, JHARKHAND

नई शिक्षा नीति-2020, भारत की शिक्षा नीति है, जिसे भारत सरकार द्वारा 29 जुलाई 2020, को घोषित किया गया। 1986 में जारी हुई नई शिक्षा नीति के बाद भारत की शिक्षा नीति में यह पहला नया परिवर्तन है, यह नीति अंतरिक्ष वैज्ञानिक के कसतूरंगन की अध्यक्षता वाली समिति की रिपोर्ट पर आधारित है। राष्ट्रीय शिक्षा नीति-2020, के तहत कई बदलाव हुए हैं, जिससे पांचवी तक पढ़ाई का माध्यम मातृभाषा, स्थानीय या फिर क्षेत्रीय भाषा रखने की बात कही गई है, जिन्हें कक्षा 8 अथवा उससे आगे भी बढ़ाया जा सकता है। नई शिक्षा नीति के अनुसार स्कूल छोड़ चुके बच्चों को फिर से मुख्य धारा में शामिल करने के लिए स्कूल के बुनियादी ढांचे का विकास और नवीन शिक्षा केंद्रों की स्थापना की जाएगी। बचपन की देखभाल और शिक्षा पर जोर देते स्कूल पाठ्यक्रम के 10+2 ढांचे की जगह 5+3+3+4. का नया पाठ्यक्रम संरचना लागू किया जायेगा। तथा बच्चों का उम्र क्रमशः, 3-8, 8-11, 11-14, और 14-18 उम्र के बच्चों के लिए हैं।

केंद्रीय मंत्रिमंडल ने 21वीं सदी के भारत की जरूरतों को पूरा करने के लिये भारतीय शिक्षा प्रणाली में बदलाव हेतु जिस नई राष्ट्रीय शिक्षा नीति, 2020 को मंजूरी दी है अगर उसका क्रियान्वयन सफल तरीके से होता है तो यह नई प्रणाली भारत को विश्व के अग्रणी देशों के समकक्ष ले आएगी। नई शिक्षा नीति, 2020 के तहत 3 साल से 18 साल तक के बच्चों को शिक्षा का अधिकार कानून, 2009 के अंतर्गत रखा गया है। 34 वर्षों पश्चात् आई इस नई शिक्षा नीति का उद्देश्य सभी छात्रों को उच्च शिक्षा प्रदान करना है जिसका लक्ष्य 2025 तक पूर्व-प्राथमिक शिक्षा (3-6 वर्ष की आयु सीमा) को सार्वभौमिक बनाना है। स्नातक शिक्षा में आर्टिफिशियल इंटेलिजेंस, थ्री-डी मशीन, डेटा-विश्लेषण, जैवप्रौद्योगिकी आदि क्षेत्रों के समावेशन से अत्याधुनिक क्षेत्रों में भी कुशल पेशेवर तैयार होंगे और युवाओं की रोजगार क्षमता में वृद्धि होगी।

संकेत शब्द :- शिक्षक शिक्षा, समग्र शिक्षा, भारतीय राष्ट्रीय शिक्षा नीति, स्टैंड, अलोन।





# **Transforming Teacher Education Through NEP-2020: Integration of 21st Century Skills in B.ed. Curriculum**

**KIRAN KUMARI**

Ph.D. Research Scholar  
Regional Institute of Education (RIE), [NCERT], Bhubaneswar, Orissa

In this 21st century education the most important element is to focus on improving the quality of teaching learning process rather than improving knowledge. The role of a teacher is not only to transmit knowledge in classroom but also integrating 21st century skills in teaching. Hence this study was conducted to determine the integration of 21st century learning skills in Secondary Pre-Service Teacher Education Programme of Bihar. 40 teachers from four B.Ed. colleges of Magadh University participated in this survey. After analyzing the data result shows that among the five 21st century skills i.e. Creativity, Critical thinking, Collaboration, Cooperation and Information Media and Technology (IMTS) skills, only two skills - Collaboration and Communication skills were partially integrated. But the Creativity, Critical Thinking and IMT Skills were poorly integrated. These results can help the policy makers and educators to analyse the teacher education curriculum so that the New Education Policy(NEP)- 2020 can be fully implemented in our Indian Education. The study provides valuable reference for pre-service teacher's training and experiences on 21st century skills. The teacher education curriculum planning and implementation should be reform with a view of providing a holistic educational experience among Pre-service teachers in Bihar.

**KEYWORDS:** 21st Century Skills, Teacher Education Programme, NEP-2020



## **Role of TEI to promote Indian Knowledge, Tradition & Culture**

**NITU KUMARI**

Research Scholar

Faculty of Social Science

Binod Bihari Mahto Koyalanchal University, Dhanbad, Jharkhand

Indian knowledge tradition and culture is a symbol of unique knowledge and wisdom in which there is a wonderful coordination of knowledge and science, cosmic and transcendental, karma and religion and enjoyment and sacrifice. Right from the time of the Rigveda, the education system emphasized values such as humility, truthfulness, discipline, self-reliance and respect for all while focusing on the moral, material, spiritual and intellectual values of life.

It is not an exaggeration to say here that the language, culture and tradition of India is not just a concept, but it is a matter of pride and pride, which should be in all of us as an Indian. The heritage of Indian culture and traditions that has come to us has not been received by any other country. It is our duty to take care of this heritage, save it and be proud of it.

Indian culture and tradition is known all over the world for its distinct identity and uniqueness. India gave 'Zero' to the world. Gave things like mathematics, astronomy, Vedas, Ayurveda. Gave concepts like marriage, family. Languages, religion, music, dance, architecture, food, clothing, culture, traditions, etc. diversity is found in India according to the region and region, but in spite of this, the example of unity like India is not found in any other country of the world. 'Unity in diversity' is the amazing identity of this huge and diverse country called India and it is our duty to maintain this identity.

Just as pride lies in this journey of 'Indian culture and tradition', in the same way our duties towards that culture and tradition also lie. Keeping a balance between these two, we have to move forward, which will be meaningful only when the curriculum and method of education of our educational institutions create awareness among the students about their fundamental responsibility and constitutional values, association with the country and the role and responsibility of the citizen in the changing world. The National Education Policy (NEP-2020) will play an important role in making India the ultimate glorious nation and world leader by being India-centered and socially nurtured, providing support by sustainably developing Indian knowledge traditions and culture.

**Keywords:** Indian Knowledge, Tradition, Culture, TEI, 'Unity in Diversity'



# QUALITY ASSURANCE IN TEACHER EDUCATION

**VARSHA VERMA**

RESEARCH SCHOLAR

SHRI JAGDISH PRASAD JHABARMAL TIBREWALA UNIVERSITY,  
JHUNJHUNU, RAJASTHAN

Teacher education is that educational program in which efforts are made to educate different level and class teachers in such a way that along with the transfer of advance knowledge and values, they can be able to accept and bear all their educational and developmental responsibilities. And with technical skills, scientific consciousness, resourcefulness and innovation, it should be possible to develop cultural stimulation and humanism in a coordinated manner.

As soon as the name of teacher education comes to mind, first of all our brain A name appears in the "National Council for Teacher Education." As far as possible, we are all familiar with the activities of the Council of Teacher Education. To enable the National Council of Teacher Education to guide the teacher education system, in the action plan prepared in 1986 for the implementation of the National Education Policy, to give it constitutional status. An act was enacted in the year 1993. This act was called as "The National Council of Teacher Education Act, 1993".

Teachers are the crucial elements in preparing young people not only to face the future with confidence not build it with purpose and accountability. Education is a dynamic process of human development and empowerment. Teacher education has been widely advocated as the single important ingredient in the economic, social and political and cultural development of developing/developed society. Teacher without quality can be judged as a man without mind. Quality of teacher education depends basically on a number of factors such as infrastructure, learning environment curriculum, teaching learning materials (TLM) and teacher's participation with demand of changing society Quality enhancement in teacher education is a deliberate process of change that leads to improvement. Some qualities of a good teacher include skills in communication, listening, collaboration, adaptability, empathy and patience. Other characteristics of effective teaching include an engaging classroom presence, value in real-world learning, exchange of best practices and a lifelong love of learning. The current NEP 2020 is a positive effort in this direction.

Keywords: Teacher Education, Quality Assurance, NCTE, NEP-2020



## NEP 2020 के अनुरूप माध्यमिक विद्यालय के शिक्षको में तकनीकी उपयोग के प्रति बढ़ता रुझान

सुरेंद्र कुमार पटेल

कलाधर मिश्र

शोध छात्र

बी०एड/एम०एड विभाग

महात्मा ज्योतिबा फूले रुहेलखण्ड विश्वविद्यालय बरेली, उ०प्र०

शिक्षा एक ऐसा कारक है जो मानव को सभ्य बनाते हुए जीवन में समायोजन लाने का काम करती है। क्योंकि पुरातन समय से ही शिक्षा ने समाज में जागरूकता लाने, समाज को व्यवस्थित करने तथा समाज में सामाजिकता बढ़ाने का काम किया है शिक्षा के द्वारा विद्यार्थियों के सर्वांगीण विकास का भी प्रयास किया जाता है आज वर्तमान शिक्षा व्यवस्था प्राचीन शिक्षा व्यवस्था से भिन्न हो गयी है आज कि शिक्षा व्यवस्था आधुनिक शिक्षा व्यवस्था में गिनी जाने लगी है क्योंकि आज शिक्षा व्यवस्था में तकनीकी का रोल बहुत ज्यादा बढ़ गया है य कहे कि आज कि शिक्षा व्यवस्था तकनीकी आधारित हो गयी है। तकनीकी आधारित हो भी क्यों ना क्योंकि कोरोना काल में स्थित यह हो गयी थी कि लोग घर से निकलना नहीं चाहते थे पूरी दुनिया में त्राहिमाम मचा हुआ था मौत का तान्डव चल रहा था उस स्थित में शिक्षा व्यवस्था को जिन्दा रखने का काम किसी ने किया तो वह तकनीकी ने ही किया क्योंकि यदि तकनीकी का उपयोग न होता तो यह मान लो शिक्षा व्यवस्था पूर्ण रूप से धड़ाम हो जाती इसीलिए विशेषज्ञों ने तकनीकी आधारित शिक्षा व्यवस्था पर जोर देते हुए यह प्रयास किया कि अब शिक्षा व्यवस्था में आधुनिकीकरण लाकर उसे अब तकनीकी आधारित बनाया जाए जिससे एक ओर शिक्षा सबकी पहुच में होगी दूसरी ओर कम खर्च में सबको शिक्षा मिल सकेगी तथा प्राकृतिक आपदाओं में भी शिक्षा व्यवस्था सुचारु रूप से संचालित होती रहेगी।

बात यदि माध्यमिक के शिक्षको की हो तो तकनीकी का महत्व और भी बढ़ जाता है क्योंकि माध्यमिक शिक्षा में तकनीकी के उपयोग से जहा हर वर्ग को लाभ होगा वही शिक्षा का ग्लोबलाइजेशन भी आसानी से हो सकेगा जो शिक्षण अधिगम प्रक्रिया का आवश्यक एवं महत्वपूर्ण कारक है इसी क्रम में अब माध्यमिक विद्यालयों में कम्प्यूटर लैब तथा कम्प्यूटर आधारित शिक्षण की व्यवस्था की जाने लगी है जिससे कि बच्चे अधुनिकता के आधार पर सीख सकें साथ ही अब शिक्षक भी कम्प्यूटर आधारित शिक्षण करने में रुचि दिखा रहे हैं जिससे विद्यार्थियों को तकनीकी के माध्यम से पढ़ने का अवसर मिल रहा है तथा शिक्षको को अपने ज्ञान को वैश्विक स्तर पर प्रसारित करने तथा वैश्विक ज्ञान को हासिल करने में भी सुविधा हो रही है।





# THE CHANGING SCENARIO OF TEACHER EDUCATION IN THE LIGHT OF NEP-2020

**Deepak Singh**

(Research Scholar )

M.J.P. Rohilkhand University Bareilly, (U.P)

Teaching is a Nobel profession and a Teachers truly shape the future of our children and Nation. After the Independence, first National policy on Education was form in 1968 by the recommendation of Kothari commission. It is clearly stated by Kothari commission that "Of all the factors that influence the quality of education and its contribution to national development, the quality, competence, and character of our teachers are undoubtedly the most significant". Second Education policy was come into existence in 1986. After 34 years of long gap third Education policy on Education 2020(NEP-2020) introduced by the Ministry of Human Resource & Development (MHRD) [now known as Ministry of Education] in the country to decide the future of Indian education system. It changed the Education structure from 10+2+3 to 5+3+3+4. For quality assurance NEP-2020 focused on Integrated Teacher Education Program (ITEP) specially designed for School Teachers in dual mode bachelor's program. Teacher Eligibility Tests (TETs) will be strengthened to inculcate better test material. Vision of Continuous Professional Development (CPD) in NEP-2020 will provide opportunities for self-improvement and to learn the latest innovations and advances in their professions. Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development. Career Management and Progression (CMP) will provide reinforcement to the Teachers for doing outstanding work. Through (CMP) their work must be recognized and promoted, and given salary raises, to incentivize all teachers to do their best work. National Professional Standards for Teachers (NPST) will be developed by 2022, by the NCTE in its restructured new form as a Professional Standard Setting Body (PSSB) under the General Education Council (GEC), in consultation with NCERT, SCERTs, will help to set a standard of teachers. For Special Education NCTE and RCI will collaborate to ensure adequate availability of qualified special educators who can handle subject teaching as well. Recommendation of Higher Education Commission (HEC) and strengthen of NAAC will also assure quality of Teacher Education.

Key words- NEP2020, Teacher Education, Quality assurance



## भारतीय ज्ञान परंपरा और राष्ट्रीय शिक्षा नीति 2020

दीपाली गुप्ता

शोध छात्रा

महात्मा ज्योतिबा फुले रोहिलखंड विश्वविद्यालय, बरेली, उ०प्र०

उच्च मानवीय मूल्य और विशिष्ट वैज्ञानिक परंपराओं से युक्त भारतीय ज्ञान परंपरा प्रागैतिहासिक काल से ही बहुत समृद्धि परंपरा रही है। विविधताओं वाले भारत देश ने सर्वदा ही अनेकता में एकता का परिचय दिया है, इसका कारण यह था कि इसने दुनिया को कभी भी अलग-अलग देश के रूप में नहीं माना और ना ही किसी प्रकार की हठधर्मिता प्रदर्शित की बल्कि नमनीयता को स्वीकार करते हुए सदा से ही नए विचारों एवं प्रभावों को आत्मसात किया है।

अयं निजः परोवेति गणना लघु चेतसाम्। उदार चरितानाम् तु वसुधैव कुटुंबकम्। अर्थात् संपूर्ण विश्व को अपना परिवार मानने वाला भारत देश इस महाउपनिषद् के सिद्धांत का पालन करता आया है यह अलग बात है कि 21वीं सदी में, पश्चिमी सभ्यता की चकाचौंध में हम इतने खो गए हैं कि अपनी सभ्यता का आधार आध्यात्म, मूल्य, ज्ञान, परंपरा आदि को न मानकर भौतिकता को मान बैठे हैं। इतिहास उठाकर देखें तो ज्ञात होता है कि विभिन्न मानव कल्याणकारी क्षेत्रों में बेशुमार भाषाओं, बोलियों के साथ-साथ शास्त्रीय नृत्य एवं संगीत, लोक कलाएं मूर्तियां और कांस्य टेक्सटाइल असाधारण व्यंजन, विज्ञान, अनुष्ठान, व्याकरण, खगोल विज्ञान, अर्थशास्त्र, सांख्यसिद्धान्त, तर्क, जीवन, विज्ञान, ज्योतिष, आयुर्वेद और बहुत से क्षेत्रों में भारत देश ने नए-नए कीर्तिमान स्थापित करके संपूर्ण मानव जाति को उन्नति के मार्ग पर ले जाने का मार्ग प्रशस्त किया है। इतना ही नहीं चरक संहिता और सुश्रुत संहिता में वर्णित चिकित्सा प्रणालियों में लगभग 700 औषधि जड़ी बूटियों के साहित्य का भी उल्लेख मिलता है। आचार विचार नीति बोध करणीय- अकरनी कर्मों का उल्लेख उपनिषदों से ज्ञात होता है।

प्राचीन विभिन्न विश्वविद्यालयों की स्थापना और शिक्षा प्रणाली के स्वरूप से परिलक्षित होता है कि इतनी समृद्ध गौरवशाली परंपरा वैदिक एवं उपनिषद् काल से लेकर बौद्ध और जैन काल में जीवंत, गुंजायमान और प्रवाहित रही, किंतु इसका हारास धीरे-धीरे विगत 200-300 वर्षों में होता चला गया। लगभग 34 वर्षों बाद राष्ट्रीय शिक्षा नीति 2020 आई है जो ऐसे युवाओं के निर्माण का विजन रखती है, जो बालको को अपनी कला, सभ्यता, संस्कृति, धरोहर से जोड़ सके। उनके अंदर राष्ट्र हैं, तो हम हैं का भाव भर सकें। प्रस्तुत शोध पत्र में राष्ट्रीय शिक्षा नीति 2020 के माध्यम से प्राचीन ज्ञान परंपरा, भारती ज्ञान विरासत, शिक्षण विधियों, पद्धतियों, आदर्शों, संवैधानिक मूल्यों, संस्कृति, भाषा, विविधता इत्यादि सनातन मूल्यों को आधुनिक शैक्षिक व्यवस्था में अभिसंचित करना है।

ऋग्वेद की रचनाओं में कहा गया है

"आ नो भद्राः क्रतवो यंतु विश्वतः"

स्वयं को इतना विस्तारित करो कि प्रत्येक पल, प्रत्येक क्षण नए सात्विक विचारों का आगमन हो, अच्छी बातों को ग्रहण करो स्वयं को किसी चीज से वंचित मत करो, स्वयं को परिपूर्ण होने दो।

आज भारतीय ज्ञान परंपरा को पूरा विश्व अपनाने और समझने के लिए, इसकी जड़ों तक जाने के लिए शोध कार्य कर रहा है साथ ही इसके महत्व, उपयोगिता को महसूस करके अपनी जीवन शैली में आत्मसात करने का प्रयास भी कर रहा है।



## पारंपरिक बनाम आधुनिक शिक्षा प्रणाली

मनु गंगवार

शोध छात्रा

महात्मा ज्योतिबा फुले रोहिलखंड विष्वविद्यालय, बरेली, ;उ0प्र0

शिक्षा मानव सभ्यता के विकास और प्रगति का प्रतीक है। शिक्षा राष्ट्र के ऐतिहासिक, सांस्कृतिक और साथ ही नैतिक मूल्यों को प्रसारित करने का कार्य करती है। भारत में पारंपरिक और आधुनिक शिक्षा प्रणाली का प्रयोग किया जाता है। पारंपरिक शिक्षा प्रणाली का संबंध नैतिक मूल्यों से था जिसमें पहले गुरुकुलों में शिक्षा दी जाती थी जो छात्रों को भाषा, संस्कृति, परंपरा तथा परिवेश से जोड़े रखती थी, राष्ट्र के प्रति प्रेम, लोगों के प्रति श्रद्धावान होना, दया, करुणा, सहानुभूति आदि तत्वों का समावेश करती थी किन्तु आधुनिक शिक्षा प्रणाली में नैतिकता का अभाव है, छात्रों को जो कुछ भी पढ़ाया जा रहा है वो उन्हें उपभोक्तावाद और पाश्चात्य संस्कृति के निकट ला रहा है। यह पत्र पारंपरिक और आधुनिक शिक्षा प्रणाली के बीच तुलनात्मक अध्ययन प्रस्तुत करता है, इस शोध पत्र का उद्देश्य पारंपरिक और आधुनिक शिक्षा प्रणाली दोनों का विश्लेषण करना है। इस अध्ययन में तुलनात्मक विश्लेषण का प्रयोग किया गया है। वर्तमान अध्ययन इस बात पर ध्यान केन्द्रित करने का एक प्रयास है कि आधुनिक शिक्षा प्रणाली में शिक्षा के विभिन्न मूल सिद्धान्तों या बुनियादी पहलुओं पर बल दिया जाए जिससे आधुनिकता के साथ-साथ पारम्परिकता का समावेश हो। 21वीं सदी विज्ञान और तकनीकी का युग है जहाँ हर चीज तर्क के मानदंडों पर आधारित है वहाँ हमें अपने उज्ज्वल भविष्य के लिए शिक्षा और प्रौद्योगिकी उन्मुख प्रवृत्ति के विचारों और मांगों को भी अनदेखा नहीं करना है और साथ ही इसमें पारंपरिक विचारों, मूल्यों, संस्कृति आदि पारंपरिक शैक्षिक प्रथाओं पर भी ध्यान देने की आवश्यकता है।



## शिक्षक शिक्षा में मानवतावादी दृष्टिकोण

मल्लिका

शोध छात्रा

ज्योतिबा फूले रुहेलखंड विष्वविद्यालय, बरेली, ;उ0प्र0

इतिहास में मानवतावादी मनोविज्ञान एक दृष्टिकोण या विचार प्रणाली हैं जो अलौकिक या दैवीय अंतर दृष्टि के बजाय मनुष्यों पर केन्द्रित है। यह प्रणाली इस बात पर जोर देता है कि मनुष्य स्वाभाविक रूप से अच्छा है, और यह कि बुनियादी जरूरतें मानव व्यवहार के लिए महत्वपूर्ण हैं। मानवतावादी मनोविज्ञान भी इन मानवीय समस्याओं को हल करते हैं। सीखने के विकल्पों के लिए छात्र जिम्मेदार है इसलिए सीखने के सर्वोत्तम तरीको को समझने में उनकी मदद करने लिए तर्कसंगत तरीके खोजने पर ध्यान केंद्रित करता है। मानवतावादी शिक्षण सिद्धांत में शिक्षको और छात्रों की सफलता के लिए विशिष्ट भूमिकाए होती है एक शिक्षक की समग्र भूमिका एक सूत्रधार और रोलमाडल होना है।

मानवतावादी शिक्षण सिद्धांत में अच्छे शिक्षक छात्रों को सीखने के कौशल विकसित करने में मदद करने पर ध्यान केंद्रित करते हैं सीखने के विकल्पों के लिए छात्र जिम्मेदार है इसलिए सीखने के सर्वोत्तम तरीको को समझने में उनकी मदद करना उनकी सफलता की कुंजी है। मानवतावादी शिक्षा जुड़ाव पर केन्द्रित हैं इसलिये शिक्षको को छात्रों को सीखने में व्यस्त महसूस करने में मदद करने के लिए प्रेरणा और रोमांचक गतिविधियाँ शामिल है मानवतावादी शिक्षकों का मानना है कि सीखने की प्रक्रिया में ज्ञान भावनाएँ साथ साथ चलती है मानवतावादी अधिगम के लिए ज्ञानात्मक और भावात्मक अधिगम दोनों ही महत्वपूर्ण है पाठ और गतिविधियों को पूरे छात्र और उनकी बुद्धि भावनाओं पर ध्यान देना चाहिए ।





## अध्यापक शिक्षा में चुनौतियाँ और अवसर

**Alock Kumar Bauri**

Research Scholar  
Dept. of Education  
Sai Nath University, Ranchi, Jharkhand

जब से मानव सभ्यता का सूर्य उदय हुआ तभी से ही एक सभ्य समाजिक व्यवस्था का निर्माण शिक्षा के द्वारा हुआ। प्राचीन काल में भारत शिक्षा का सर्वोत्तम केन्द्र रहा है। तक्षशिला नालंदा आदि स्थान थे जहाँ भारत के विभिन्न राज्यों से ही नहीं वरन् विदेशों से भी विद्यार्थी शिक्षा ग्रहण करने आते थे। यह सब भारतीय अध्यापक शिक्षा के उद्देश्यों का ही चमत्कार है। भारतीय शिक्षा संस्कृति एवं उसकी शिक्षण पद्धति विश्व का सदैव पथ प्रदर्शक रहा जो आज भी जीवित है। शिक्षा जीवन भर चलने वाली तथा उत्तरोत्तर विकास में सहयोग करने वाली प्रक्रिया है। शिक्षा प्रणाली में अध्यापक शिक्षा का महत्वपूर्ण स्थान होता है साथ ही ही साथ अध्यापक के शिक्षण कार्य में ढेरो सारी चुनौतियाँ तो हैं लेकिन अवसर बहुत ही कम मिलता है। इस संकट से यह जाना जा सकता है कि हमें अपनी अध्यापक शिक्षा व्यवस्था को कितना तकनीकी कुशल बनाने की जरूरत है ताकि विद्यार्थी का सर्वांगीण विकास कराया जा सके।

अध्यापक शिक्षा परतंत्र भारत में इसाई मिशनरीयों के प्रयास से प्रारम्भ हुई। जो अध्यापक प्रशिक्षण के क्षेत्र में पथ प्रदर्शक का कार्य किया। अध्यापक शिक्षा ऐसी शिक्षा व्यवस्था है जिसमें अध्यापकों को इस प्रकार से शिक्षित करने का प्रयास किये जाते हैं कि ज्ञान तथा मूल्यों का एक पीढ़ी से अगली पीढ़ी तक इस तरह हस्तान्तरण किया जाये की उसमें शैक्षणिक व विकासात्मक उत्तरदायित्वों का आरोपण किया जा सके और उनमें वैज्ञानिक दृष्टिकोण, संस्कृतिक दक्षता प्रयोगधर्मी सोच तथा मानवीय प्रवृत्ति विकसित किया जा सके। अध्यापक निर्माण के लिए उचित अध्यापक शिक्षा तथा पाठ्यक्रम को भारतीय सदर्भ में उसे आवश्यकता के अनुरूप अमूल चूक किये जा सके। आवश्यकता आज इस बात कि है कि भारतीय परिवेश को ध्यान में रखकर अध्यापक शिक्षा के क्षेत्र में मौलिक अनुसंधान की गुणवत्ता बढ़ाई जा सके। अध्यापक शिक्षा व्यवस्था भी इस प्रकार की हो की उसकी व्यवसायिक दक्षता व संवेगात्मक पहलू की ओर ध्यान दिया जा सके।

अतएव बदलते हुए परिप्रेक्ष्य में कई ऐसे प्रश्न हैं जो हमारे अध्यापक शिक्षा व्यवस्था के समक्ष गंभीर चुनौती हैं। वैश्वीकरण और बाजारीकरण के दौर में हमारी शिक्षा व्यवस्था को भारतीय समाज के अनुकूल बनाने की जरूरत है।

“आ नो भद्रः क्रतवो यंतु विश्वतः”

— इस श्लोक से अध्यापक शिक्षा की भवना स्पष्ट होती है।

संकेत शब्द — पथ प्रदर्शक, तकनीकी कुशल, प्रयोगधर्मी सोच, मौलिक अनुसंधान



## **A Comparative Study of Examination Stress on the Students of Secondary School of Dhanbad District Studying in Hindi And English Medium Schools.**

**Lopamudra Mishra**

Research Scholar, Department of Education  
RKDF University, Ranchi, Jharkhand

Synonym of 'India' is 'Linguistic Diversity'. There is a popular saying that after every two kilometre dialects are different in India. India is a multi-lingual land with diverse culture. In India Hindi is our National language. Hindi is very comfortable in certain states of India but with contrast to this few States and Union Territories like Kashmir, Ladak, The State of North East, West Bengal and the Southern States, people are not equally comfortable in Hindi. Due to incompatibility of language, students are stressed during examination. In the present study the researcher found that the students from Hindi lingual schools are comfortable in writing exam paper of all subjects in Hindi except English because books are in Hindi and it's easy to understand, but in contrast to that, English Medium School students with Hindi or other lingual background are not comfortable in Science, Social Science and even English because students have to write in English. The present study compares the examination stress of Secondary School Students of Dhanbad District studying in Hindi and English Medium Schools.

Key Words:- linguistic diversity, examination stress, English Medium Schools, Hindi Medium School



# Challenges & Opportunity in Teachers Education

**SATYENDRA YADAV**

Research Scholar  
RadhaGovind University, Ramgarh, Jharkhand

In today's life, the educational systems are moving away from traditional content to emphasize more on learners' ability to reflect upon their real life. Now a day's Learning is not considered as a static experience, but is considered more as a dynamic experience. Highlighting reality as the ultimate learning situation is students carry out tasks and solve problems in an environment that reflects the multiple uses to which their knowledge will be put in the future, in that scenario improvement and changes of teacher education programmes, especially in the teaching practices, has always been a strong challenge for teacher educators. When a society is thinking about the changes and adopts new skill of teaching, challenges faced by educator for shifting from conventional educational practices to a innovative professional skillful teaching learning process. This is especially so in the case of persuading teachers to integrate technology into their teaching. That is a great opportunity for those conventional teachers to upgrade them into this new face of teaching learning practices. ICT helps a lot to implement those technology within this teaching process. Now a days we focuses on integrating technology skills based on authentic learning situations from actual school life. This process emphasizes that learning designs when prototyped according to real-life events or situations, help learners to impute learning by engaging in critical reflection, collaborating and cooperating. We shift our teachers as a facilitator from a dictatorial master, for this new student centered classroom. If we want to a number of good teachers in our society we will have to work upon strengthening our teacher education system, especially the Qualitative improvement of teacher's education and the NEP-2020 talks a lot about this.

Keywords: Educational systems, dynamic, educator, conventional educational practices, Qualitative.



# **ROLE OF TEACHER IN SUSTAINABLE DEVELOPMENT OF SOCIETY**

**ARNAB CHAKRABORTY**

Research Scholar  
Radha Govind University, Ramgarh, Jharkhand

Education is the major aspect by which growth and development of any nation is assessed. Human life cannot be completed without education. To India high quality teacher education is an urgent requirement. To improve the quality of basic education, in order to address sustainability, improving the public awareness, and providing training too many sectors of society is required. The role of institutions of teacher education is very crucial in order to address sustainability through the education process. There is a balance between nature and man by which every system of nature is maintained. If human being makes disturbance in this cyclic process then it effects on whole nature including man therefore the development should be sustainable so that future generation can survive easily. Sustainable means long lasting or long term process. Sustainable development is ultimate goal of future oriented society. The Sustainable development is not a new concept but it is the use of resources which should be balanced. So that we can fulfill our present needs and can preserve them for future generations. Education plays a crucial role in the accomplishment of this goal. Education and sustainable development are interrelated with each other as they both deals with well managed livelihood, equity and equality in society, constant economical growth and many more issues related with social up gradation. Education is the Propagation of knowledge, it Enrich the social harmony, it's a Source of gender equality, self empowerment, and it promote the democracy concept of our country. An educated person is able to secure success because he knows to use resources for his individual and social benefit. So the importance of teacher in achieving the goal of Sustainable development is very high and valuable. It also highlights that education for sustainable development is essential for students to achieve the goals of Sustainable development.

Keywords: Sustainability, survive, Sustainable development, goal, social harmony.





## शिक्षक शिक्षा की गुणवत्ता का आश्वासन एन.ई.पी. 2020 संदर्भ में

प्रीति कुमारी

शोधार्थी

बी. आर. ए. बिहार यूनिवर्सिटी मुजफ्फरपुर

शिक्षा किसी भी देश की प्रगति का आधार है, जो सतत चलने वाली प्रक्रिया है। बच्चों में ज्ञान के विभिन्न पहलुओं को समावेश करने में शिक्षा की भूमिका महत्वपूर्ण है। एक कुशल शिक्षक ही कुशल छात्र को गढ़ने का काम करते हैं। ऐसे में शिक्षक शिक्षा अत्यंत महत्वपूर्ण हो जाता है।

शिक्षक बच्चों के जीवन में गहरा प्रभाव डालते हैं। शिक्षकों की भूमिका उन्हें बच्चों के साथ निरंतर एक संवेदनशील तथा निष्ठावान संबंध बनाए रखने का भी है। इस संबंध को बनाए रखने के लिए, उन्हें बच्चों के विभिन्न रूपों की समझ होनी आवश्यक है। इतना ही नहीं बालकों की समस्याओं का समाधान ढूंढने में भी उनकी भूमिका बाछनीय है।

शिक्षकों को बच्चों के लिए सुरक्षित तथा सही माहौल बनाए रखने की भी जिम्मेदारी होती है शिक्षा के साथ-साथ लोकतांत्रिक आदर्शों नैतिक मूल्यों का भी आचरण वांछनीय है।

शिक्षकों को अपनी शिक्षा के स्तर को उच्च रखने के लिए नवीनतम शिक्षा तकनीकों तथा मुख्य समाचार से अवगत रहना चाहिए। अच्छे शिक्षक बच्चों के लिए स्पष्ट लक्ष्यों के साथ उन्हें मार्गदर्शन देते हैं। वे उन्हें समय प्रबंधन तथा अनुशासन की जरूरत का भी ज्ञान प्रदान करते हैं। इसके लिए शिक्षकों को समय-समय पर स्व मूल्यांकन कर इससे संबंधित कार्यशाला, वाद विवाद तथा तकनीकों का उपयोग करना चाहिए। शिक्षा के संबंध में अच्छे शिक्षक शिक्षा की गुणवत्ता का आश्वासन देते हैं। ज्ञान के विभिन्न आयामों के अतिरिक्त बच्चों में समाज के विभिन्न पहलुओं की समझ भी देना एक शिक्षक का उद्देश्य होता है। साथ-साथ उन्हे जीवन में सफल होने के लिए आवश्यक योग्यता और कौशल भी सिखाना उद्देश्य होता है। शिक्षकों द्वारा बच्चों में स्वतंत्र सोच, समस्याओं का समाधान, सृजनात्मक क्षमता, कल्पनाशीलता, सकारात्मक विचार और जीवन में आगे बढ़ने के लिए आवश्यक ज्ञान प्रदान करना आवश्यक है।

इसके लिए शिक्षकों में आवश्यक शिक्षण कौशल, तकनीक प्रदान करने की चुनौती शिक्षक प्रशिक्षकों पर होती है।

निष्कर्ष— एक अच्छे शिक्षक का उद्देश्य छात्रों के जीवन में आवश्यक गुणों का निर्माण करना आवश्यक है। चारित्रिक और नैतिक मूल्यों का विकास कर देश का एक अच्छा नागरिक तैयार करने की जिम्मेदारी शिक्षकों पर होती है। अंत में कह सकते हैं कि शिक्षक शिक्षा की गुणवत्ता का आश्वासन तभी सुनिश्चित होगा जब शिक्षक प्रशिक्षण कार्यक्रम को अद्यतन, प्रगतिशील और गुणवत्तापूर्ण पाठ्यक्रम का समावेश किया जाए। साथ ही शिक्षकों की गुणवत्ता का आश्वासन शिक्षक प्रशिक्षकों की गुणवत्ता उनकी योग्यता उनके ज्ञान पर आधारित होती है। इस दिशा में शिक्षक शिक्षा की गुणवत्ता को कायम करना आवश्यक होगा।



## शिक्षक शिक्षा में चुनौतियाँ एवं अवसर

आरती कुमारी

शोध-छात्रा, शिक्षा संकाय  
साई नाथ विश्वविद्यालय, रांची, झारखंड

एक सच्चा शिक्षक प्रत्येक छात्र के मन, क्षमता, बुद्धि, व्यवहार, पृष्ठभूमि, वर्तमान स्थिति और ऐसे कई कारकों पर विचार करते हुए उनका मार्गदर्शन करके ज्ञान प्राप्त करने के लिए प्रेरित करता है। वर्तमान परिदृश्य में शिक्षण अधिगम प्रक्रिया में परिवर्तन हो रहा है। अब कक्षाएँ छात्र केन्द्रित कक्षाएँ हैं और एक शिक्षक की भूमिका एक तानाशाही गुरु के बजाय सूत्रधार के रूप में अधिक है। इस बदलाव ने शिक्षक के काम को और भी कठिन बना दिया है। कहा जाता है कि शिक्षक जो शिक्षण से प्यार करता है वह सीखने से प्यार करना सिखाता है। इसलिए यदि शिक्षक अच्छे होंगे तो वे अच्छे छात्र बनना सिखाएँगे। अच्छे शिक्षक बनाने की जिम्मेदारी शिक्षक शिक्षा पर है। अगर हम अच्छे शिक्षक चाहते हैं तो शिक्षक शिक्षा प्रणाली को मजबूत करने पर काम करना होगा। इस प्रकार शिक्षक शिक्षा का गुणात्मक सुधार पहला कदम है जो शिक्षक और पूरी शिक्षा प्रणाली को अद्यतन करना तात्कालिक आवश्यकता है। विशेष रूप से वर्तमान परिदृश्य में शिक्षण अधिगम प्रक्रिया में बदलाव हो रहा है। अब शिक्षक की भूमिका सुविधाप्रदाता के रूप में अधिक है। आजकल शिक्षक प्रत्येक कक्षा में नए प्रयोग करते हैं जिसमें करके सीखना गतिविधि आधारित शिक्षा, परियोजना आधारित शिक्षा, सोच और संज्ञानात्मकता जैसे मुख्य कौशल सहित विभिन्न कौशलों का विकास सन्निहित है। वर्तमान में भारतीय शिक्षा प्रणाली इष्टतम संतोषप्रद स्थिति में नहीं है। ज्ञान और ज्ञान प्राप्त करने के साधन हर पल बदल रहे हैं। लेकिन हमारी शिक्षक शिक्षा प्रणाली ऐसे गुणवत्ता वाले शिक्षकों का उत्पादन करने में असमर्थ है जो इसका सामना कर सके। अगर हम वास्तव में अपनी आने वाली पीढ़ियों को अच्छी शिक्षा देना चाहते हैं तो हमें ध्यान देना होगा। नई शिक्षा नीति-2020 के तहत निम्न स्तर के शिक्षण संस्थानों के खिलाफ सख्त कार्रवाई की जाएगी। शिक्षकों हेतु व्यावसायिक विकास का प्रशिक्षण जारी रहेगा। शिक्षक शिक्षा प्रणाली में अखंडता विश्वसनीयता प्रभावित और उच्चतर गुणवत्ता का निर्धारण किया जायेगा। उपरोक्त मुद्दों पर हमारी शिक्षा प्रणाली में सुधार की आवश्यकता है, जो सभी समस्याओं को दूर करने के लिए इन चुनौतियों का सामना करें। शिक्षक शिक्षा इतनी मजबूत होनी चाहिए जो शिक्षकों को ऐसी अंतर्दृष्टि प्रदान कर सके कि वह स्वयं अध्यापन-अधिगम प्रक्रिया की व्यावहारिक समस्याओं पर विचार कर सकता है तथा इन समस्याओं के सम्भावित समाधान प्रस्तुत कर सकता है।

कूटशब्द : शिक्षक शिक्षा, नई शिक्षा नीति-2020, व्यावसायिक विकास ।



## राष्ट्रीय शिक्षा नीति- 2020 व गाँधीजी के शैक्षिक विचार का तुलनात्मक अध्ययन

अमित कुमार देव

शिक्षा-शास्त्र विभाग

मंगलायतन विश्वविद्यालय, अलीगढ़ (उ० प्र०)

राष्ट्रीय शिक्षा नीति 2020 कहीं न कहीं गाँधीजी के शैक्षिक विचार का अनुकरण करती है। सन् 1937 ई० में वर्धा में जिस शैक्षिक विचार का प्रस्ताव गाँधीजी के द्वारा देश के समक्ष रखा गया था, उसमें निःशुल्क व अनिवार्य शिक्षा के अतिरिक्त मातृभाषा को शिक्षा का माध्यम बनाया गया व बालकों को कौशल प्रशिक्षण देना सम्मिलित था। छात्रों की अभिव्यक्ति तो मातृभाषा में ही हो सकता है। राष्ट्रीय शिक्षा नीति में भी उद्योग आधारित शिक्षा पर विशेष बल दिया गया। वर्तमान राष्ट्रीय शिक्षा नीति प्रोत्साहन, समान समावेशी, सस्ती, लचीली व गुणवत्तापूर्ण शिक्षा पर केन्द्रित है, जो कहीं न कहीं जानना सीखे 'करना सीखे' व 'करके सीखें' पर बल देता है। बालक को तकनीकी तथा रचनात्मकता के साथ – साथ शैक्षिक गुणवत्ता में सुधार हो सकें। राष्ट्रीय शिक्षा नीति का उद्देश्य शिक्षा में गुणवत्ता व शैक्षिक क्षमता को बढ़ाना है। गाँधीजी के जीवन दृष्टि का सार आत्मनिर्भरता था स्वावलंबन है कहीं न कहीं राष्ट्रीय शिक्षा नीति 2020 आत्मनिर्भर भारत के निर्माण में एक सार्थक पहल है। उसमें समग्रता की दृष्टिगत परिचय देते हुए व्यवसायिक शिक्षा, कौशल आधारित शिक्षा हस्तकला आदि को पाठ्यक्रम में समुचित स्थान प्रदान किया गया। यदि राष्ट्र का आत्मनिर्भर बनाना है तो गाँवों व बालक को आत्मनिर्भर बनाना होगा, जिसके लिए एक महत्वपूर्ण माध्यम शिक्षा ही हो सकती है। गाँधीजी के अनुसार "मैं किसी उद्योग और शिक्षा को अलग नहीं मानुंगा, बल्कि उद्योग शिक्षा का जरिया है।" राष्ट्रीय शिक्षा नीति 2020 में स्थानीय भाषा, तकनीक, कौशल, कला व कारीगरी की प्राथमिकता देने की बात कही गई है। अतः राष्ट्रीय शिक्षा नीति 2020 में गाँधी जी के विचारों का प्रतिबिम्ब प्रत्यक्ष दिखाई देता है।

विषय संकेत :- राष्ट्रीय शिक्षा नीति 2020 व गाँधी जी के शैक्षिक विचार।



## **Impact of Emotional Intelligence Among Higher Secondary School Students in the Light of NEP-2020**

**Supriya Kumari**

Research scholar  
PG Department of Psychology  
TMBU Bhagalpur

We live in a world that is changing faster than ever before and facing unparalleled challenges. In the current competitive situation where students are expected to perform multi rolls with performance and effectiveness, it is highly needed to realize their right position and passionate intelligence towards the unseen complexities of life and quality education. The proposed new policy on education mainly focused on improving the quality of education that can be produced by making the students emotionally intelligent. Emotional knowledge helps in bringing better achievement of students and offer them skills for their personal and professional lives. The present study was an attempt to study the emotional intelligence of higher secondary school students. A random sampling method was used. The sample consisted of 300 higher secondary school students. The emotional intelligence scale developed and standardized by Dr. S.K.Mangal and Shubhra Mangal was used for data collection. Statistical techniques like mean, percentiles, standard deviation, and t-value were used to analyse the data. The result shows that emotional intelligence was independent of gender, subject, and locality of the school, type of family, father's occupation and family income. The level of higher secondary school students' emotional intelligence was average in nature. The female students are better than the male students on their emotional intelligence.

**Keywords:** Emotional intelligence, Higher secondary school students, Development and Adolescents.





# Role of Teacher in Sustainable Development of Society

**Babli Kumari**

Research scholar

Magadh University Bodh Gaya (Bihar)

सही मायनो मे कहा जाए तो एक शिक्षक ही अपने विद्यार्थी का जीवन गढ़ता है और शिक्षक ही समाज की आधारशिला है। किसी भी देश या समाज के निर्माण में शिक्षक की अहम भूमिका होती है। हिन्दु धर्म में शिक्षक के लिए कहा गया है कि आचार्य देवो भवः यानि कि शिक्षक ईश्वर के समान है।

इस प्रकार समाज के सतत विकास में भी शिक्षक की महत्वपूर्ण भूमिका है शिक्षकों के माध्यम से ही सतत विकास और सतत विकास के लक्ष्यों के बारे में जानकारी प्राप्त होती है। छात्र अपने दैनिक जीवन से संबंधित, वैश्विक मुद्दों के बारे में सिखते हैं और सुझाव देने के लिए आमंत्रित किया जाता है कि वे समुदाय के मुद्दों में कैसे शामिल हो सकते हैं।

सतत विकास वह विकास है जो भविष्य की पीढ़ियों की अपनी जरूरतों को पूरा करने की क्षमता से समझोता किये बिना वर्तमान की जरूरतों को पूरा करता है। इसमें इसके भितर दो प्रमुख अवधारणाएँ सामिल है:

जरूरतों कि अवधारणा विशेष रूप से दुनिया के गरीबों की आवश्यक जरूरतें जिन्हे सर्वोपरि प्राथमिकता दी जानी चाहिए। और

वर्तमान और भविष्य कि जरूरतों को पूरा करने के लिए पर्यावरण की क्षमता पर प्रोद्योगिकी और समाजिक संगठन कि स्थिति द्वारा लगाई गई सिमाओं का विचार।

Sustainable development का Concept तीन मुख्य स्तम्भों में निहित है। ये तीन स्तम्भ

- 1) आर्थिक
- 2) समाजिक और
- 3) पर्यावरण विकास है

जो आपस में जुड़े हुए हैं और सामुदायिक विकास और समाजिक और पर्यावरणीय स्थिरता के लक्ष्यों को दर्शाता है।

Sustainable development भविष्य के अंतराष्ट्रीय लक्ष्यों का सेट है। वर्ष 2000 ई0 में न्यूयॉर्क में संयुक्त राष्ट्र मुख्यालय पर हुई सहस्राब्दी शिखर बैठक में विकास संबंधि 8 उद्देश्यों को स्वीकार किया गया जिन्हे सहस्राब्दी विकास लक्ष्य Millennium Development goals) के नाम से जाना जाता है इसमें 2000 ई0 से 2015 ई0 तक देशों के लिए उनकी राष्ट्रीय विकास राणनितियों का अणुशरण करने का आलेख तैयार किया गया। इसके बाद संयुक्त राष्ट्र महासभा ने अपने 70वें अधिवेशन में अगले 15वर्षों के लिए सहस्राब्दी विकास लक्ष्यों पर विचार किया तत्पश्चात जनवरी 2016 से 17 सहस्राब्दी विकास लक्ष्य अस्तित्व में आए। यह लक्ष्य 2015 से 2030 तक चलेगा।

17 लक्ष्यों और 169 उद्देश्यों के साथ SDG निरन्तर समग्र और समान आर्थिक विकास को बढ़ावा देने, सभी के लिए अधिक अवसर सृजित करने असमानता कम करने रहन सहन के मुलभूत स्तर में सुधार, समान, समाजिक विकास बढ़ावा और समावेशन प्रकृतिक संसाधनों और पारिस्थितिकी प्रणालि के समेकित और निरन्तर प्रबंधन को बढ़ावा देना चाहता है। जिसके उद्देश्य "सबका साथ सबका विकास" कि मुल भावना के साथ बदलते विश्व मे गरीबी का उन्मूलन और समृद्धि को बढ़ावा देना है।

इस प्रकार इसके उद्देश्य को पूरा करने तथा समाजिक बदलाव के लिए शिक्षकों कि भुमिका महत्वपूर्ण है। हर व्यक्ति चाहता है कि अपनी जीन्दगी में कई बड़े आयाम छुए और बुलंदी पर चढ़े और लोग उसका खुब सम्मान करे ऐसे में ये सपना पूरा करने के व्यक्ति को एक अच्छे शिक्षक की जरूरत होती है

Key words: Role of Teachers and Sustainable development of society



# **Restructuring a Teacher Education Program**

**RANJU KUMARI**

Ph. D Research Scholar, Department of Education,  
RKDF University (RANCHI)  
E- mail : [ranjutarunrk@gmail.com](mailto:ranjutarunrk@gmail.com)

To prepare teachers to meet the needs of increasingly diverse student populations, assume new leadership roles, form new partnerships with communities, and transform the profession of teaching through a career-long commitment to professional development and inquiry, teacher education programs around the country are being "restructured" A common element of most restructuring proposals is a focus on the teacher's role as a reflective, inquiry-oriented decision maker, and problem solver. Against this backdrop of widespread reform, this paper presents a case study of a multiyear effort to restructure the teacher education program at State University. This article describes the constraints, barriers, and limitations such as "turf" protection, fear of risk taking, conflicting ideologies, and struggles for power and influence that emerged during the restructuring process. A prototypical model of how the psychological, social, and political dimensions of the change process impact restructuring is also discussed.

Key words : learning , technology , reflected , economic etc.



## राष्ट्रीय शिक्षा नीति-2020 के परिप्रेक्ष्य में अध्यापक शिक्षा के बदलते परिदृश्य

**Mr. Gyan Gandhi**

Ph. D Research Scholar

Dr. A.P.J. Abdul Kalam University Indore (M.P.)

E-Mail: [gyan.gandhid@gmail.com](mailto:gyan.gandhid@gmail.com)

नई शिक्षा नीति के जरिए देश में शिक्षा व्यावस्था में कई सुधार करने की कवायद की गई है। स्कूल स्तर से लेकर ग्रेजुएशन तक में कई अहम बदलाव किए गए हैं। मौजूदा 10+2+3 सिस्टम को बदला गया है। इसे 5+3+3+4 में बदला गया है। 5 साल का फाउंडेशनल एजुकेशन] 3 साल प्रिपरेटरी] 3 साल मिडल और 4 साल सेकंडरी लेवल पर स्कूलिंग कराई जाएगी।

बच्चे 6 साल की उम्र से पहली कक्षा की पढ़ाई शुरू करेंगे। 6 से 16 साल की उम्र में कक्षा 1 से 10वीं की पढ़ाई होगी। 16 से 18 साल उम्र में 11वीं-12वीं की पढ़ाई होगी।

स्टूडेंट्स को सभी विषयों में दो स्तर के विकल्प दिए जाएंगे। जैसे सीबीएसई ने इस बार 10वीं में मैथ्स में दो लेवल का विकल्प दिया था - बेसिक और स्टैंडर्ड। अब मैथ्स से शुरू कर इस तरह का विकल्प सभी विषयों में मिलेगा। स्टूडेंट्स अपनी इच्छानुसार कोई एक विकल्प चुनकर उसकी पढ़ाई कर सकेंगे। स्कूलों में बच्चों को कम से कम 5वीं कक्षा तक उनकी गृह भाषा] मातृ भाषा और क्षेत्रीय भाषा में निर्देश दिए जाएंगे। हालांकि 8वीं और उससे आगे की कक्षाओं के लिए भी इसे अपनाया जा सकता है। बोर्ड परीक्षाओं को थोड़ा सरल बनाया जाएगा। परीक्षा ऐसी होगी जिससे कोर कंपीटेंसी की परख की जा सके। ऑब्जेक्टिव और सब्जेक्टिव पैटर्न पर ये परीक्षाएं साल में दो बार ऑफर की जाएंगी। इनमें से किसी एक का चुनाव स्टूडेंट्स कर सकेंगे। परफॉर्मेंस असेसमेंट, रिव्यू एंड एनालिसिस ऑफ नॉलेज फॉर होलिस्टिक डेवलपमेंट (PARAKH) की स्थापना की जाएगी] जो बोर्ड परीक्षाओं के लिए स्टैंडर्ड सेटिंग बॉडी का काम करेगी।

स्कूल स्टूडेंट्स के लिए साल में 10 दिन बैगलेस (bag less days) होंगे। यानी इन 10 दिनों में उन्हें बैग में किताबों का बोझ लेकर स्कूल जाने की जरूरत नहीं। इस दौरान उन्हें इनफॉर्मल इंटर्नशिप कराई जाएगी।

इस शोध पत्र का उद्देश्य यह जानना है कि नई राष्ट्रीय शिक्षा नीति का शैक्षणिक गतिविधियों पर क्या असर हो पाएगा।

कीवर्ड: शिक्षक शिक्षा] नीतिगत मुद्दे।



## राष्ट्रीय शिक्षा नीति 2020 के परिप्रेक्ष्य में मूल्य आधारित शिक्षा

रवि कुमार

शमशुल हक मेमोरियल टीचर ट्रेनिंग कॉलेज  
झुनई पहाड़ी, धनबाद (झारखंड)

मूल्य आधारित शिक्षा में शिक्षक, विद्यालय एवं पाठ्यक्रम की भूमिका और व्यापक रूप से परिभाषित किया गया है आज विश्व वैश्वीकरण की प्रक्रिया से प्रभावित हो रहा है जिससे मानव समाज को अनेक नये चुनौतियों का सामना करना पड़ रहा है इस चुनौतियों का सामना आज का युवा पीढ़ी कैसे करें तथा शिक्षा इस संदर्भ में कैसी अपनी भूमिका निभा सकती है इस को ध्यान में रखकर शिक्षा नीति 2020 को अंगीभूत किया गया है।

राष्ट्रीय शिक्षा नीति 2020 में परिवर्तनशील वैश्विक परिदृश्य के अनुसार मूल्य आधारित शिक्षा देने हेतु अपेक्षित क्रियाओं एवं साधनों की व्यवस्था करनी पड़ती है और उसकी उपयोगिता एवं महत्व को ध्यान में रख शिक्षा के उद्देश्यों का निर्धारण शारीरिक मूल्य संज्ञानात्मक मूल्य भावनात्मक मूल्य नैतिक मूल्य एवं समाज के व्यापक पक्षों को ध्यान में रखकर किया गया है ताकि कौशल और क्षमता को विकाशकर शिक्षा का वांछित उद्देश्य को प्राप्त किया जा सके विद्यार्थियों में पाठ्यक्रम के माध्यम से संवेदनशीलता, मौलिक कर्तव्य और पर्यावरण संबंधी जागरूकता, संसाधनों का संरक्षण, स्थानीय समुदाय एवं वैश्विक स्तर पर चल रहे मुद्दों के ज्ञान में कौशल को अलग न करके पाठ्यक्रम का आधार केंद्र बनाए जाने को संस्तुत किया गया है कौशल एवं क्षमताओं के साथ मूल्यों को एकीकृत करने की बात कही गई है।

नई शिक्षा नीति की बात करें तो इसमें डेलोर आयोग द्वारा प्रस्तुत रिपोर्ट के चार स्तंभों को बड़े विस्तृत रूप से भारतीय संदर्भ में अपनाया गया है ताकि युवाओं को बदलते परिवेश में ढालना आसान एवं संभव हो सके एवं नए सोच का विकास कर देश को आधुनिकता की ओर ले जाने में अपनी योग्यता का इस्तेमाल कर नए अवसर नई आवश्यकता को पहचान कर अपनी क्षमता का विकास कर सके साथ आधुनिकरण के दौर में अपनी भूमिका एवं पहचान को भी बनाए रखने में तत्पर हो सके, नई शिक्षा नीति 2020 में आज और भविष्य की आवश्यकताओं को ध्यान में रखकर पाठ्यक्रम का निर्माण किया गया है, जिससे भारत के युवकों को अनेक अवसर प्राप्त हो, नई तकनीकी के साथ-साथ शिक्षा को जोड़ना भविष्य की तैयारी जो आज के परिप्रेक्ष्य में आवश्यक एवं महत्वपूर्ण है। शिक्षा के मूल्यों के बिना विकास की ओर उन्मुख होना संभव नहीं है यही कारण रहा जब सोवियत संघ अमेरिका जैसे विकसित देश को पीछे छोड़ते हुए 14 अक्टूबर 1957 को स्पूतनिक -1 नामक उपग्रह को अंतरिक्ष में भेजने में सफलता हासिल की इसके तुरंत बाद अपने शिक्षा नीति में बदलाव कर नई शिक्षा नीति लागू कर दिया, आवश्यकता एवं आने वाली समस्या को ध्यान में रखकर शिक्षा को व्यवस्थित करना आवश्यक है ताकि समय के साथ-साथ समस्या का समाधान संभव हो पाए भारत इस दिशा में कार्य कर रहा है जो नई शिक्षा नीति 2020 से स्पष्ट होता है।

शंकितक शब्द :- वैश्वीकरण, चुनौतियों, शिक्षा नीति 2020, अंगीभूत, परिदृश्य, संज्ञानात्मक, भावनात्मक, नैतिक मूल्य, कौशल, पाठ्यक्रम, संस्तुत, एकीकृत, आधुनिकरण, सोवियत संघ, स्पूतनिक-1।





# VALUE BASED EDUCATION IN THE LIGHT OF NEP 2020

**Kumari Shiva**

MSc Mathematics, B.Ed. Assistant Teacher  
Van Vollenhovenlaan, 3527JS, Utrecht, Netherlands  
[kumarishiva@gmail.com](mailto:kumarishiva@gmail.com)

## ABSTRACT

The National Education Policy (NEP) 2020 emphasizes the importance of value-based education in India. Value-based education focuses on the holistic development of students, including their intellectual, moral, and emotional development. The NEP 2020 proposes a value-based education system that instills in students the importance of values such as honesty, integrity, and compassion. The policy proposes several measures to promote value-based education, including the development of a value education framework, the integration of value education across all subjects, and the use of innovative teaching methods to promote values. The successful implementation of value-based education requires the involvement of all stakeholders, including educators, parents, and society at large. The adoption of value-based education can have several benefits, including the development of socially responsible and emotionally intelligent individuals, and the promotion of a positive and harmonious society.

**Keywords:** National Education Policy, value-based education, holistic development, intellectual development, moral development, emotional development, honesty, integrity, compassion, value education framework, innovative teaching methods, stakeholders, socially responsible, emotionally intelligent, positive society, harmonious society



# **NATIONAL EDUCATION POLICY 2020**

**KUMARI ANISHA RAI**

(STUDENT)

MASTER OF COMMERCE

&

MASTER OF MANAGEMENT STUDY

B.B.M.K.U, DHANBAD, JHARKHAND

As we know the purpose of the education system is to develop good human beings capable of balanced, rational thought and action, possessing compassion and empathy, courage and a shock, scientific temper and creative, innovative imagination, with sound ethical morals and values. This aims at producing engaged, productive, and contributing country citizens for building an equitable, inclusive, and healthy plural society as dreamt in our Constitution of India.

All good education institutions are the ones in which every learner feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution. However, at the same time, there must also be seamless integration and coordination across institution and across all stages of education.

The National Education Policy (NEP) was approved by the Union Cabinet of India on July 28th, 2020. After a gap of 34 years, the Indian government consolidated feedback from 2.5 lakh village-level stakeholders to two national parliamentary level committees, over more than 50 months of consultations and workshops. However, the extent to which the policy has incorporated recommendations remains unknown. All in all, while the policy is not legally bound to any action, it definitely makes clear the government's vision to usher in some landmark changes to the education sector. As with any other policy, a lot will depend on transparent and swift implementation.



# NATIONAL EDUCATION POLICY 2020

**JAYANTA DEVNATH**

(STUDENT)

MASTER OF COMMERCE

&

MASTER OF MANAGEMENT STUDY

B.B.M.K.U, DHANBAD, JHARKHAND

Recently, the National Education Policy (NEP) 2020 was announced by the Ministry of human Resource Development (soon to be called the Ministry of Education). The policy is aimed at transforming the Indian education system to meet the needs of the 21st Century. The new policy seeks rectification of poor literacy and numeracy outcomes associated with primary schools, reduction in dropout levels in middle and secondary schools and adoption of the multi-disciplinary approach in the higher education system. Apart from this, the policy also focuses on early childhood care, restructuring curriculum and pedagogy; reforming assessments and Exams, and investing in teacher training and board-basing their appraisal. Though the NEP 2020 seeks to bring a holistic change in the education system of India, its success depends on the will and way in which it will be implemented.

## **Significance of National Education Policy 2020 :-**

- § Recognizing Importance of Formative years: In adopting a 5+3+3+4 model for school education starting at age 3, the policy recognizes the primacy of the formative years from ages 3 to 8 in shaping the child's future.
- § Departure from Silos Mentality: Another key aspect of school education in the new policy is the breaking of the strict division of arts, Commerce and Science streams in high school.
  - o This can lay the foundation for a multidisciplinary approach in high education.
- § The Confluence of Education and Skills :  
Another laudable aspect of the scheme is the introduction of vocational Courses with an internship. This may nudge the vulnerable sections of Society to send their children to school.
  - o Also, it would help in realisation of the goal of Skill India Mission.
- § Making Education more inclusive : The NEP proposes the extension of the Right to Education (RTE) to all children up to the age of 18.
  - o Further, the policy seeks to leverage the huge potential of online pedagogy and learning methodologies for increasing gross enrolment in higher education etc.
- Conclusion :-

The Medium of new education policy is not only to change the curriculum of the students but also to improve the methods of teaching of children. This education policy is completely student centric which prepares a bright Future for him.



# **Role of Teacher in Sustainable Development of Society**

**Maithili Jha**

M.Ed.

Session 2019-21

Rajiv Gandhi Memorial Teacher Training College,  
Digwadih, Dhanbad, Jharkhand

Education is the key to the global integrated framework of sustainable development goals. Education is at the heart of our efforts both to adapt to change and to transform the world within which we live. A quality basic education is the necessary foundation for learning throughout life in a complex and rapidly changing world.

So we can clearly say education plays the role of catalyst for change and sustainable development. The internal commission on education for the twenty first century highlighted the importance of education in supporting human education.

Education is an important means of implementation for sustainable development and it provides an important construct where the perceived tension between economic, social and environmental development can be harmonized and integrated into a single concept and pursuit of sustainable well being for all there is a need to rethink and broaden the notion of lifelong education. Not only must it adapt to changes in the nature of work, but it must also constitute a continuous process of forming whole human beings – their knowledge and aptitudes, as well as the critical faculty and the ability to act. It should enable people to develop awareness of themselves and their environment and encourage them to play their social role at work and in the community.





## अध्यापक - शिक्षा द्वारा मूल्य आधारित नई शिक्षा नीति के 2020 संदर्भ में

जया कुमारी

एम.ए. इन एडुकेशन बी.बी.एम्.के.यु धनबाद

29.07.2020 को नई शिक्षा नीति को केन्द्र सरकार ने मंजूरी दी है, जिसका मुख्य उद्देश्य छात्रों में सैद्धांतिक पक्षों को मजबूत करने के साथ-साथ मूल्यों को व्यवहार से जोड़ना भी सम्मिलित है। वर्तमान में नए बदलावों के साथ शिक्षा को छात्रों में मूल्य निर्माण की भी अत्यन्त आवश्यकता है, जिससे तकनिकी और संस्कृतियों में सामंजस्य स्थापित किया जा सके। व्यवहार नियंत्रण करने में मूल्यों की महत्वपूर्ण भूमिका होती है

### अध्यापक जीवन में मूल्य शिक्षा

यहाँ पर शिक्षक की भूमिका अत्यन्त महत्वपूर्ण हो जाती है, शिक्षक विद्यार्थी के वर्तमान के लिए नहीं अपितु भविष्य निर्माण में भी अत्यन्त महत्वपूर्ण भूमिका होती है, शिक्षक सैद्धांतिक शिक्षा को व्यवहारिक बनाते हैं, एक शिक्षक के द्वारा हिं, समाज के प्रति सहानुभूति, समानता – सभी का सम्मान तथा गहन सोच को विकसित किया जाता है। एक शिक्षक ही अलग-अलग परिवार वातावरण, समाज और सभी स्तरों से आये छात्रों में एक कक्षा के द्वारा सामान रूप से गुणों का निर्माण करते हैं। भारत में गुरुओं का स्थान सर्वश्रेष्ठ रहा है, वर्तमान शिक्षा नीति में शिक्षक शिक्षा को और मजबूत किया गया है, जिसके द्वारा शिक्षक नए-नए प्रशिक्षण तकनिकी की बात की गई है, जिससे छात्रों के निर्माण में वे पूरी तरह सहयोग प्रदान करें।

परिवार से ही बालक में मूल्यों का निर्माण होने लगता है, जहाँ विद्यालय तथा उच्च संस्थान महत्वपूर्ण अवधारणा विकसित करने का कार्य करती है। वर्तमान समय में बढ़ रहे प्रतिस्पर्धा, तथा आगे जाने की होड़ ने मानविय मूल्यों में गिरावट लाई है, इसके अभाव में छात्रों के भविष्य में होने वाले समस्याओं से भयभित होकर ऊर्जावान छात्र अवसाद से ग्रसित हो रहे हैं,

N.E.P 2020 के अनुसार शिक्षा को छात्रों के वास्तविक जीवन से जोड़कर उनमें आंतरिक गुणों, क्षमताओं, विचारों को सकारात्मक रूप से विकसित करने में सहायता प्रदान करना है।

सफल जीवन हेतु छात्रों को शारीरिक, मानसिक, अध्यात्मिक तथा आर्थिक रूप से स्वस्थ बनाना है, क्योंकि एक गुणवान, मूल्यवान तथा सभ्य नागरिक के द्वारा ही एक सभ्य राष्ट्र का निर्माण सम्भव है।

मुख्य बिंदु : भारतीय संस्कृति, शिक्षा, समाज, व्यक्ति व्यवहार तथा मानव मूल्य आदि।



# THE CHANGING SCENARIO OF TEACHER EDUCATION IN THE LIGHT OF NEP-2020

**Jagriti Priyadarshini**

B.Ed. Session 2020-2022

R.S.P. College Jharia, Dhanbad, Jharkhand

Teachers truly shape the future of our children - and, therefore, the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society. The quality of teacher education, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards. The high respect for teachers and the high status of the teaching profession must be restored so as to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation.

To ensure that outstanding students enter the teaching profession - especially from rural areas - a large number of merit-based scholarships shall be instituted across the country for studying quality 4- year integrated B.Ed. programmes. In rural areas, special merit-based scholarships will be established that also include preferential employment in their local areas upon successful completion of their B.Ed. programmes. Such scholarships will provide local job opportunities to local students, especially female students, so that these students serve as local-area role models and as highly qualified teachers who speak the local language. Incentives will be provided for teachers to take up teaching jobs in rural areas, especially in areas that are currently facing acute shortage of quality teachers

The harmful practice of excessive teacher transfers will be halted, so that students have continuity in their role models and educational environments. Transfers will occur in very special circumstances, as suitably laid down in a structured manner by State/UT governments. Furthermore, transfers will be conducted through an online computerized system that ensures transparency.

Teacher Eligibility Tests (TETs) will be strengthened to inculcate better test material, both in terms of content and pedagogy. The TETs will also be extended to cover teachers across all stages (Foundational, Preparatory, Middle and Secondary) of school education. For subject teachers, suitable TET or NTA test scores in the corresponding subjects will also be taken into account for recruitment. To gauge passion and motivation for teaching, a classroom demonstration or interview will become an integral part of teacher hiring at schools and school complexes. These interviews would also be used to assess comfort and proficiency in teaching in the local language, so that every school/school complex has at least some teachers who can converse with students in the local language and other prevalent home languages of students. Teachers in private schools also must have qualified similarly through TET, a demonstration/interview, and knowledge of local language(s). To ensure an adequate number of teachers across subjects - particularly in subjects such as art, physical education, vocational education, and languages - teachers could be recruited to a school or school complex and the sharing of teachers across schools could be considered in accordance with the grouping-of-schools adopted by State/UT governments. Schools/school complexes will be encouraged to hire local eminent persons or experts as 'master instructors' in various subjects, such as in traditional local arts, vocational crafts, entrepreneurship, agriculture, or any other subject where local expertise exists, to benefit students and help preserve and promote local knowledge and professions.

A technology-based comprehensive teacher-requirement planning forecasting exercise will be conducted by each State to assess expected subject-wise teacher vacancies over the next two decades. Finally, in order to fully restore the integrity of the teacher education system, stringent action will be taken against substandard standalone Teacher Education Institutions (TEIs) running in the country, including shutting them down, if required.



# **Restructuring of the Teacher Education in the light of NEP 2020**

**BARSHA PAUL**

(B.Ed (2020-22) Student)

R.S.P. College, Jharia, Belgaria, Dhanbad, Jharkhand

It has been rightly pointed out by the Kothari Commission (1964-66) that "The destiny of India is being shaped in her classroom". So, 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 as they shape the "future of our nation".

Owing to this vision, the National Council for Teacher Education (NCTE) under the Ministry of Human Resource Development (MHRD), now renamed as Ministry of Education (MOE), has announced the New Educational Policy in 2020 which aims to bring changes to the education system, involving various policies and committees to improve the quality and standards of Teacher Education.

One of the main objectives of NEP 2020 is to "ensure that teachers are given the highest quality training in content, pedagogy, and practice, by moving the teacher education system into multidisciplinary colleges and universities, and establishing the 4-year integrated B.Ed. offered by such multidisciplinary Higher Educational Institutions (HEIs) by 2030", which tend to become the minimal degree qualification for school teachers". The new NEP 2020 has brought a tremendous change in the field of teacher education to make it more transparent and qualitative. It outlines the newly added courses along with the restructuring of the existing courses and their integration with the bachelor's degrees which will benefit the in-service as well as pre-service teachers in near future. It also highlights the opportunities which will enable the people belonging to rural areas and geographically isolated areas to fulfil their dreams to become a teacher by profession. The accountability of the Institutions providing Teacher Education has also been put under strong supervision as per the new NEP 2020. Thus, Teacher Education will be more strengthened and transparent with the successful implementation of the new policy which briefly highlights the significance of Teacher Education and how people of different specializations can opt for the courses with proper and effective training.

**Key Words:** MOE's policy implementation, NCTE guidelines, multidisciplinary Higher Educational Institutions (HEIs), Qualitative Training for Teacher Education.



# **Role of Teacher in Sustainable Development of Society**

**KUMARI DEEPSHIKHA**

Student (B.Ed)

SESSION 2021-23

R.S.P. College, Jharia, Belgaria, Dhanbad, Jharkhand

Men are social being, who needs society to survive. There is a carelation between men and society. Their must be harmonious balance between men and nature because little Imbalance can affect whole nature including men also Sustainable means long lasting. The concept of sustainable development came from Brundtl and Report 1987 Sustainable - development is a future oriented term. As education plays very important role in sustainable development so as teachers. Role of Teachers on education for sustainable development is defined by addressing how teacher become changing agent by gaining Competence in education for sustainable development. Teachers should enhance the students for Cultivation of values of Sustainable development. Teachers are simply the soul of a society and gives direction to the Society. He gives basic tools for development of consciousness.and the reconstitution of society." Teachers gives the concept. Of equity and equality to the society. Which is the right hand of the Sustainable development. Role of teacher for Sustainable development is the key to success of all levels and provide knowledge, skills, values and attitudes for learners of all ages to solve the problem for a better sustainable future Teacher makes society aware and by active participation. We can make the earth a better place for now and for future. Through education we can collaborate on "bigger scale for Sustainable development of the society. Education gives strong foundation to the building of sustainable development. As education is the effective tool in order to achieve the goals of sustainable development so at teachers. Teachers need to become sustainability literate which can be accomplished through formal and informal professional development offered by tertiary institutions and non-profit organizations.

Keywords: Sustainable development, Education, Role of teachers Skills, values, attitude





# VALUE BASED EDUCATION IN THE LIGHT OF NEP 2020

**ZEENAT ASHFAQUE**

PUPIL TEACHER (2021-23)  
SHMTTC, Dhanbad, Jharkhand

## **Abstract:-**

According to Nelson Mandela, "Education is the most powerful weapon through which you can change the world"

In the above lines, he talked about both academic education as well as moral value education. And, value education has the power to change the world.

Value-based education aims at training the student to face the outer world with the right attitude and values. It is a process of overall personality development of a student. It includes character development, personality development, citizenship development, and spiritual development. The purpose of the education system is to develop good human beings who are capable of rational thoughts and action. Education should instil in children the virtues of compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. New Education Policy is based on essential and important life skills. It recognises, identifies, and fosters the unique capabilities of each student, from a young age and teaches them ethics and human & Constitutional values like empathy, respect for others, cleanliness, the spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice. The Policy also teaches them the art of communication, cooperation, teamwork, and resilience - all things that are essential for their holistic development.

Swami Vivekananda always used to say that energetic youth will change the picture of India. Today we have the vision to make India a global superpower and the mission is to prepare world citizens. The vision is to instil among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds. The New Education Policy will develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

The Five Human values are integral part of all Religions: The 5 universal values specifically mentioned in NEP 2020, are "Truth, Peace, Non-violence, Love, and Righteous conduct". Value based education is likely to help the nation fight against all kinds of prevailing fanaticism, ill-will, violence, dishonesty, corruption, exploitation and drug abuse. Curriculum in schools have to develop key qualities like regularity, punctuality, cleanliness, self-control, industriousness, sense of duty, desire to serve, responsibility, enterprise, creativity, etc.

Implementing Value Based Education is our modern challenge and is an opportunity for Religions to show their ability to work together with academia to create enlightened citizens for the good of the nation.

**Keywords** – Personality development, spiritual development, resilience, sustainable development, fanaticism, industriousness.



# **The Changing Scenario of Teacher Education in the Light of NEP-2020**

**RANA ACHARJEE**

SHAMSHUL HAQUE MEMORIAL TEACHER TRAINING COLLEGE

## **Abstract**

Education is the key for development of any nation and it depends on the quality of teachers. Knowledge, dedication, quality, professional commitment and motivation of teachers are the factors responsible for quality education and learner achievement. Producing such teachers is a major challenge for governments across the globe today. With the ever increasing amount of knowledge today, teacher's job has been more challenging in the light of new pedagogical and psychological theories, philosophy, sociology and globalization. Well planned and imaginative Teacher education programmes are required today. Teacher education programme has to be critiqued, studied, reformed, rethought and reoriented today. Improvement in teacher education is a 3 dimensional task. It's a challenge for every nation to provide well prepared and effective teachers; it is an area of concern for degrading values and questions about purpose and goals of education for society; and it is a research problem involving educational issues, concerns, questions and conditions. The New Education Policy 2020 challenges and opportunities for teacher education in India are analysed in this paper. It is a policy document that outlines the vision for the Indian education system, goals, and strategies to achieve them. Teacher opportunity in New Education Policy 2020 is a crucial milestone for the growth of teacher education in India. It has been formulated after years of consultation with stakeholders and research evidence. As per the policy, teacher education needs to be restructured and reoriented towards meeting the new challenges in order to produce qualified teachers who can effectively deliver quality education in schools.

Keyword-Education, Education Policy, Challenges, Opportunities, Teacher Education



# **"The changing scenario of Teacher Education in The Light of NEP-2020"**

**Dayashankar Vishwakarma**

Shamshul Haque Memorial Teacher Training College

Roll No:- 43, Session:- 2021- 23

## **Challenges & Opportunities in Teacher Education.**

### **ABSTRACT**

Though education is one of the biggest compromises that brings change in the society, nation and the world, yet it receives the respect it deserves. The business that produces leaders, sociology, social accounting and professionals, is often underestimated by many.

We can see that people appreciate government-aided teaching jobs for the stability and pay that their executives have. However, to look at teaching in a personal background is also not glorified. Teachers in India are faced with many classes that need to be sent and solutions offered. But we don't talk about them until it is National Teacher's Day.

#### **Occupational status**

The fact that everything from doctors and engineers to pilots and models aspire to be involved in studies but a teacher says a lot about the status of this role.

In contrast, in countries such as South Korea and Finland, only the top 10 per cent of qualification holders are considered for the role. However, the bar of scores should not be that high to become a teacher. But there should be some sort of monitoring after B.Ed and M.Ed so that persons with best contribution to teaching can be selected.

The general belief that anyone can become a teacher as it does not require any specific skill set and is not a primary career choice should be changed. This sweet chief teacher is one of understanding which clearly recognizes the status of teachers in our country. Because it is not a highly respected profession and people believe that anyone and everyone can become a teacher, they do not consider it non-standard.

Although there are many other challenges those teachers in India deal with on a daily basis, the above are the ones that should be addressed and resolved on priority basis. Our education system needs a plan. Teachers are the root of an advanced or backward nation. When we take care of the roots, we will surely get the best fruits.

And no, you can't wait for policy-makers to make a change. Everyone can bring some change at their own level. And change can start with you



# "The Changing Scenario of Teacher Education in The Light of NEP-2020"

**Pintu Kumar Mandal**

Shamshul Haque Memorial  
Teacher Training College

Roll Number:- 52

Session:-2021-23

## **ABSTRACT**

Education is the major aspect in order to assess the qualities of the students and teachers by which growth and development of any nation is assessed. To India high quality teacher education is an urgent requirement.

Human being is a social creature who needs complete social system to survive. There is a balance between nature and man by which every system of nature is maintained. If human being makes disturbance in this cyclic process then it effects on whole nature including man therefore the development should be sustainable so that future generation can survive easily. Sustainable means long lasting or long term process. Sustainable development is ultimate goal of future oriented society. Education plays a crucial role in the accomplishment of this goal. Education and sustainable development are interrelated with each other as they both deals with well managed livelihood, equity and equality in society, constant economical growth and many more issues related with social up gradation. As it is well known fact that teacher is a torch-bearer of the society. He guides people to follow rules and regulations of the society and helps in the preparation of responsible citizens so if a teacher educator sows the seeds of sustainable development among his/her students then its roots will be deeply penetrate in the society. The present paper discusses the importance of teacher education in achieving the goal of Sustainable development. It also highlights that education for sustainable development is essential for students to achieve the goals of Sustainable development.

Quality of a teacher is directly associated with student's achievement and well-trained teachers should encourage students for effective learning and their achievement in education field. It is expected that Teacher should be a role model for students. Teacher should enhance the students for cultivation of values and sustainable education. For sustainable development these value cultivation, social awareness, economical attention and tendency to protect environment should be included in teacher training programme and all these are the basic aspects of sustainable development. Teacher education is the effective tool in order to achieve the goals of sustainable development and quality teacher is determined by their training.





# **"The changing scenario of Teacher Education in The Light of NEP-2020"**

**Pawan Kumar shaw**

Roll-53

SHAMSHUL HAQUE MEMORIAL TEACHER TRAINING COLLEGE

Session-2021-2023

## **Restructuring of Teacher Education**

### **Abstract:-**

For inculcating quality education the role of teacher is vital. In other words, quality of teaching largely depends on the quality of training received by the teachers. For this, designing curriculum and supportive resources occupies significant role. National Council of Teacher Education (NCTE 1998) identified ten competencies for making teachers professionally competent. These are contextual, conceptual, content, transitional competencies, competencies related to educational activities, developing teaching learning materials, evaluation, management, competencies related to working with parents and with community and other agencies. For fulfilling these competencies, curriculum of the teacher education program need to be reconstructed according to the changing aspects and needs of the society. But the task may face many challenges at the grass root level of the teacher education program in India. Present paper focus on how to redesign teacher education curriculum in India and identifying major difficulties in the light of teacher education programs. The managing and nourishment of quality in teacher education is a great challenge for the policy planners and managers in the changing scenario. If we are to live on in this competitive, market oriented and technology focused earth where limits of country are disappearing, then there is no subsistence without quality. Quality education is necessary today, to enable individuals, societies and nations to acquire the skills and competencies required for living in a competitive, global world. The World Conference on Higher Education (UNESCO 1998) had rightly stated that each higher education institution should define its mission to provide access to quality education the basis of human rights and democracy. Education and especially School education is the most important part or in fact prerequisite to development of a state and in turn union of states India. The mere percentage of population under its ambit directly or indirectly especially in South Asia with demographic dividend and densely populated make it the most important state activity. The neglect of this core activity by the state is the root cause of extreme disparity and increasing. A National Education Policy 2020 has been recently made to reconfigure(restructure) with the aim to overcome these pitfalls in the existing system with noble intentions. However there is no clear implementation vision and the same is proposed in this paper.

Key words-Restructuring, Teacher Education.



# **The Changing Scenario of Teacher Education in The Light of NEP – 2020 Humanistic Approach in Teacher Education**

**Intekhab Alam Ansari**

Pupil Teacher, Roll No- 44

Session:-2021-23

SHM Teacher Training College, Dhanbad, Jharkhand

Teacher education is an approach in education that is based on the work of psychologists. In humanism, man has been described as the most beautiful, under this, the existence of man has been accepted, man is everything, he is not just a magazine of anyone, his Veda personality can be identified, the standard of humanism is seen moving in it, thought, aspiration and Feelings are the way of eating and drinking, hair cutting, the way of wearing clothes is becoming the same, living in the same thing or way, humans are getting upset, like the way of eating has become standard, he eats on the table, chair, this The style is becoming the standard!

Humanist thought stream seems to be emerging very fast, thus we can say that humanism is such an approach in which priority is given to humanity, under which every process of society is explained and evaluated from this point of view. Teacher emphasizes achievement through honorable experience Humanism has been prevalent since ancient times to Indian philosophers Humanism has been prevalent since ancient times to Indian philosophers but since ancient times human experience is our only inspiration what we call humanism.

Humanism is supposed to represent the world, it is a way of life and a way of living. With humanism, man begins to be viewed as an individual, unique among all others. There may be many people but each of them will have their own way of feeling and perceiving the world, based on your lived experiences.



## राष्ट्रीय शिक्षा नीति 2020 के परिप्रेक्ष्य में अध्यापक शिक्षा के बदलते परिदृश्य

रानी कुमारी

छात्र अध्यापिका रोल न0-67

बी0एड0 सत्र 2021-2023

एस0एच0एम0 टीचर ट्रेनिंग कॉलेज, धनबाद, झारखंड

भारतीय शिक्षा प्रणाली में शिक्षक शिक्षा का पुनर्गठन वर्तमान समय की आवश्यकता है। वर्तमान शिक्षा प्रणाली में व्याप्त संकटों को दूर करने के लिए शिक्षक शिक्षा का पुनर्गठन होना अनिवार्य है जिसके माध्यम से शैक्षिक संस्थानों में एक शिक्षक माता-पिता के साथ बालको के अनुप्रयोग उन्मुख शिक्षण दृष्टिकोण प्लान साक्षा करें ताकि उन्हें सकारात्मक दृष्टिकोण के साथ बच्चे के शैक्षिक और व्यवहारिक विकास के बारे में जानकारी मिल सकें।

एक शिक्षक की स्थिति समाज के सामाजिक सांस्कृतिक लोकाचार को दर्शाती है, कहा जाता है कि कोई भी व्यक्ति अपने शिक्षको के स्तर से ऊपर नहीं उठ सकता है। सरकार और समुदाय को ऐसी स्थितियाँ बनाने का प्रयास करना चाहिए जो रचनात्मकता पर शिक्षकों को प्रेरित करने में मदद करें। शिक्षकों को नवाचार करने, संचार के उपयुक्त तरीके और समुदाय की जरूरतों और क्षमताओं और चिंताओं के लिए प्रासंगिक गतिविधियों को विकसित करने की स्वतंत्रता होनी चाहिए शिक्षक शिक्षा एक सतत् प्रक्रिया है और इसके सेवा पूर्व व सेवा कालीन गठक अभाज्य है गुणवत्ता पूर्वक शिक्षा प्रदान करने के लिए शिक्षक की भूमिका महत्वपूर्ण है दूसरे शब्दों में शिक्षक की गुणवत्ता काफी हद तक शिक्षकों द्वारा प्राप्त प्रशिक्षण की गुणवत्ता पर निर्भर करती है इसके लिए पाठ्यचर्या तैयार करने और सहायक संसाधनों की महत्वपूर्ण भूमिका होती है राष्ट्रीय अध्यापक शिक्षा परिषद ने शिक्षको को पेशेवर रूप से सक्षम बनाने के लिए दस दक्षताओं की पहचान की। ये प्रासंगिक, वैचारिक, सामग्री, संक्रमणकालीन दक्षताएँ, शिक्षण अधिगम सामग्री विकसित करना, मुल्यांकन, प्रबन्धन, माता-पिता और समुदाय और अन्य एजेसियों के साथ काम करने से सम्बन्धित दक्षताएँ हैं। इन दक्षताओं को पूरा करने के लिए शिक्षक शिक्षा पुनर्गठन कार्यक्रम के पाठ्यचर्या को समाज के बदलते पहलुओं और आवश्यकताओं के अनुसार पुनर्निर्मित करने की आवश्यकता है। लेकिन इस कार्य को भारत में शिक्षक शिक्षा पुनर्गठन कार्यक्रम के जमीनी स्तर पर कई चुनौतियों का सामना करना पड़ सकता है। वर्तमान पेपर इस बात पर केन्द्रित है कि भारत में शिक्षक शिक्षा पुनर्गठन पाठ्यक्रम को कैसे नया स्वरूप दिया जाये और शिक्षक शिक्षा पुनर्गठन कार्यक्रमों के आलोक में प्रमुख कठिनाईयों की पहचान की जाये।

जब समावेशिता के नये प्रतिमान के आधार पर शिक्षा के पुनर्गठन की प्रक्रिया पर गंभीरता से विचार किया जाता है, तो सवाल उठता है कि कैसे ? यह महत्वपूर्ण है कि प्रक्रिया समावेशिता और इक्विटी के अंतिम लक्ष्यों को प्राप्त करने के अनुरूप हो। हम सभी प्रक्रियाओं के अनुभव से परिचित हैं जो मानविकरण के लक्ष्यों को पूरा करने के प्रयास में अमानवीय हैं। परिवर्तन को प्रभावित करने के लिए केवल व्यक्ति पर ध्यान केन्द्रित नहीं होना चाहिए, यह एक व्यापक संस्थागत परिवर्तन होना चाहिए जो सफलता की ओर ले जाये।

संकेत शब्द : पुनर्गठन, सकारात्मक दृष्टिकोण, व्यवहारिक विकास, रचनात्मकता-सकारात्मकता, पोषित, जिम्मेदार।



# **The Changing Scenario of Teacher Education in The Light of NEP- 2020 : Challenge and Opportunity of Teacher Education**

**SHALINI KUMARI SAW**

PUPIL TEACHER, ROLL NO:-09

SESSION:-21-23

SHM TEACHER TRAINING COLLEGE, DHANBAD, JHARKHAND

To boost the growth of the Indian education sector, the present government decided to revamp it by introducing a comprehensive National Education Policy 2020. This is in line with the Prime Minister's recent call on leveraging the Fourth Industrial Revolution to take India to new heights. The currently introduced National Education Policy 2020 envisions an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. The National Education Policy (NEP) 2020 recommends major changes in the Teacher Education scenario. The recommendation on teacher education is given in chapter- 15 of the NEP - 2020 under Part II which details the policy changes in Higher Education. It is divided into eleven sub points. The main objectives of NEP is to ensure that teachers are given the highest quality training in content, pedagogy, and practice, by moving the teacher education system into multidisciplinary colleges and universities, and establishing the 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimum degree qualification for school teachers" (NEP 2020 -Page 42: 15.5) While analyzing the NEP 2020 more deeply, it is a curious combination of opportunities and at the same time challenges for Teacher education scenario.

The present Paper tries to analyze National Education Policy 2020 with regard to the paradigm shifts in terms of Opportunities and Challenges in Teacher Education Sector.

Key words: National education policy 2020, NEP - 2020, Opportunities and Challenges, Teacher Education.





# **The Changing Scenario of Teacher Education in The Light of NEP-2020"**

## **Restructuring of Teacher Education**

**Kriti Tiwary**

Session: 2021-2023, Roll :74

Shamshul Haque Memorial Teacher Training College,  
Dhanbad, Jharkhand

NEP 2020 recognizes that teachers will require training in high-quality content as well as pedagogy. By 2030, teacher education will gradually be moved into multi disciplinary colleges and universities. The Kothari Commission framed the National Education Policy in 1966. It said, "Of all the factors that influence the quality of education and its contribution to national development, the quality, competence, and character of our teachers are undoubtedly the most significant." Fifty-six years later, their viewpoint still holds true, and the future of our nation still lies in the hands of our teachers.

In 2020, the Ministry of Human Resource Development introduced the NEP or the New Education Policy. The new education policy 2020 promises to bring about several sweeping reforms to update and modernize the Indian education system. Some of the most welcome changes among these are concerning teachers.

NEP 2020 encourages schools to deal with a shortage of teachers by sharing teachers across campuses, especially for disciplines such as art, craft, music, and dance. The policy also recommends reaching out to local eminent persons or experts as 'master instructors' in traditional arts.

The NEP aims to set the National Professional Standards for Teachers (NPST) to determine all aspects of teacher career management, efforts for professional development, salary hikes, etc. Teacher audits and professional appraisals are also an essential part of NEP for teachers. NCERT will undertake an in-depth study of international pedagogical approaches and integrate their findings into the CPD programs for NEP teacher training. Teacher education in NEP 2020 entails a prescribed number of hours for continuous professional development or CPD each year.



## Members of Advisory Committee

1. **Dr. S. K. Sinha,**  
D.S.W, BBMKU, Dhanbad, Jharkhand.
2. **Dr. J.N. Singh,**  
Dean, Faculty of Science, BBMKU, Dhanbad, Jharkhand.
3. **Dr. Sharmila Rani,**  
Dean, Faculty of Education, BBMKU, Dhanbad, Jharkhand.
4. **Prof. (Dr.) Rakesh Rai,**  
Centre of Studies & Research in Education, School of Education,  
Central University of Gujarat, Gandhi Nagar.
5. **Prof. (Dr.) Jayanta Mete,**  
Dept. of Education, Kalyani University, Nadia, West-Bengal.
6. **Prof. (Dr.) S.Leo Stanly,**  
Dept. of Education, Alagappa University, Karaikudi, Tamilnadu.
7. **Prof. (Dr.) Shri Prakash Mishra,**  
Dept. of Teacher Education, M.L.K P.G College, Balrampur,  
Sidharth University, Kapilvastu, Sidharth Nagar, U.P.
8. **Prof. (Dr.) Shamim Ahmad,**  
Principal, Al-Iqra T.T College, Dhanbad, Jharkhand.
9. **Dr. Vimal Kishore,**  
Former Head, Dept. of Education & Dean, Mass  
Communication, Central University of Jharkhand, Ranchi.
10. **Dr. Upendra Kumar,**  
Head, Dept. of Education, R.S.P College, Jharia, Dhanbad.
11. **Dr. D. K. Singh,**  
Assistant Professor, Department of Political Science, Sindri  
College, Sindri, Dhanbad, Jharkhand.
12. **Dr. Megha D. Gokhe,**  
Principal, Thakur Shyamnarayan College of Education of  
Research Mumbai University, Mumbai, Maharashtra.
13. **Dr. Krishna Kant,**  
Principal, Nehru College of Education, Alikam, Sirsa, Haryana.
14. **Dr. Chaman Singh Thakur,**  
Principal, Surya College of Education, Katua, Jammu & Kashmir.
15. **Dr. Usha Rathore,**  
Assistant Professor, Dept. of Education, M.D.S University, Ajmer
16. **Dr. Sasmita Gahan,**  
Asst. Prof., College of Teacher Education, Balasore, Odisha.
17. **Dr. Sunita Yadav,**  
Assistant Professor, Shri Jain Diwakar Mahavidyalaya, Indore, M.P.
18. **Dr. Nidhi Singhal,**  
Asst. Prof., Shambhavi College of Education, Raipur, Chhatisgarh.
19. **Dr. Manjula K. Swamy,**  
Asst. Prof., R.V. Teachers Training College, Bangalore-II, Karnataka.



## Members of Different Committee

### **Souvenir Committee**

Convenor – Dr. Puja Singh

Co-convenor – Dr. Bikram Kumar Das

#### **Members :**

1. Sujata Kumari
2. Anima Kumari
3. Reena Jha
4. Anita Singh
5. Jogesh Chandra Das

### **Reception Committee :**

Convenor – Seema Giri

Co-convenor – Naz Tabassum

#### **Members :**

1. Ashwini Kumar Dwivedi
2. Alok Kumar Bauri
3. R.K. Jeydia
4. Nargis Sheikh

### **Registration Committee :**

Convenor – Ashwini Kumar Dwivedi

Co-convenor – Kali Mahto

#### **Members :**

1. Naz Tabassum
2. Ram Praveen
3. Md. Mehruj Arif
4. Rana Acharjee
5. Puja Kumari

### **Stage & Sitting Arrangement Committee :**

Convenor – Shahla Praveen

Co-convenor – Alok Kumar Bauri

#### **Members :**

1. Ravi Kumar
2. Puja Paul
3. Shalini Kumari
4. Intkhab Alam
5. Zeenat Ashfaq

### **Cultural Committee :**

Convenor – Anima Kumari

Co-convenor – Ravi Kumar

#### **Members :**

1. Rani Kumari
2. Daya Shankar Vishwakarma
3. Ishpreet Kaur
4. Pintu
5. Merry Soren

### **Refreshment Committee :**

Convenor – Amita Singh

Co-convenor – Sudesh Saurav

#### **Members :**

1. Alok Kumar Bauri
2. Naz Tabassum
3. Nargis Sheikh
4. Soni Kumari
5. Megha Kumari
6. Kajal Kumari

### **Academic/Technical Session Committee :**

Convenor – Sujata Kumari

Co-convenor – Jogesh Chandra Das

#### **Members :**

1. Kumkum Kumari Jha
2. Sudesh Saurav



3. Kali Mahto
4. Ram Pravesh
5. Asit Hazra

**Accommodation Committee :**

Convenor – Ajeet Shukla  
Co-convenor – Shyamli Bakshi

**Members :**

1. Md. Mahfooz Arif
2. Hare Krishna Mahto
3. Md. Tabrej Ansari
4. Inzemamul Hossen
5. Md. Riaz

**Discipline Committee :**

Convenor – Reena Jha  
Co-convenor – Ravi Kumar

**Members :**

1. Sunil Sen
2. Sanjay Kumar
3. Asit Hazra

**Parking & Transport Committee :**

Convenor – Sanjay Kumar  
Co-convenor – Sikander Perwez

**Members :**

1. Jayanto Paul
2. Mahfooj Arif
3. Sikandar Parwej
4. Jayanto Banerjee (Joy)
5. Md. Riaz
6. Sagar Gope

**Media Public Relation Committee :**

Convenor – Jogesh Chandra Das  
Co-convenor – Seema Giri

**Members :**

1. Anima Kumari
2. Alock Kumar Bauri
3. Kali Mahato
4. Ravi Kumar
5. R.K Jeydia

**Invitation / Card Distribution Committee :**

Convenor – Harun Rashid  
Co-convenor – Rampravesh

**Members :**

1. Sunil Sen
2. Kali Mahto
3. Ravi Kumar
4. Inzemamul Hossen
5. Sikandar Parwej







## Our Memories







## Our Memories







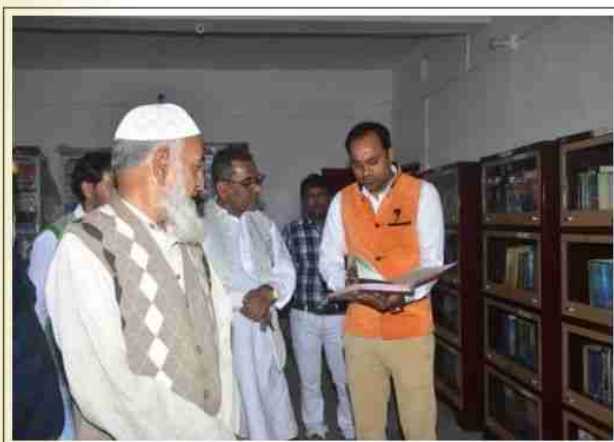
## Our Memories







## Our Memories



"The Changing Scenario of Teacher Education  
in the Light of NEP-2020"



"राष्ट्रीय शिक्षा नीति-2020 के परिप्रेक्ष्य में  
अध्यापक शिक्षा के बदलते परिदृश्य"

## Our Memories







# DHANBAD PARAMEDICAL COLLEGE

Recognised By: Jharkhand State Paramedical Council, RIMS, Ranchi

झारखण्ड सरकार द्वारा मान्यता प्राप्त



## OUR COURSES:

COURSE	DURATION	ELIGIBILITY
1. Certificate in Dresser	1 YEAR	Matric/10th
2. D.M.L.T (Diploma in Medical Lab Technician)	2 YEARS	I.Sc/12th Science
3. D.O.T (Diploma in Operation Theatre Assistant)	2 YEARS	I.Sc/12th Science

✉ dhanbadpara@gmail.com 🌐 www.dhanbadpara.com | ☎ 7903327971, 7411319932

📍 Dwarika City, Phase-II, Opp. Volvo Showroom Govindpur, Dhanbad (Jharkhand)