



**GOVERNMENT COLLEGE OF EDUCATION
SECTOR 20-D, CHANDIGARH
NAAC ACCREDITED GRADE 'A'**



**3rd Cycle
Assessment and Accreditation by NAAC
CRITERION-III
Research and Outreach Activities**



CRITERION 3

KEY INDICATOR- 3.2.2

Average number of books and / chapters in edited books published and papers in National/ International conference-proceedings per teacher during the last five years

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INCLUSION AND EQUITY IN EDUCATION : FEW CONSIDERATIONS

*Dr. Anjali Puri**

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

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

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NEW EDUCATION POLICY INITIATIVES & IMPLICATIONS

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Government College of Education, Sector 20-D, Chandigarh

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VALUE BASED EDUCATION: PRE-REQUISITE FOR QUALITY ASSURANCE

Anjali Puri*

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

Keywords: Values, Education, Human Development

Introduction

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

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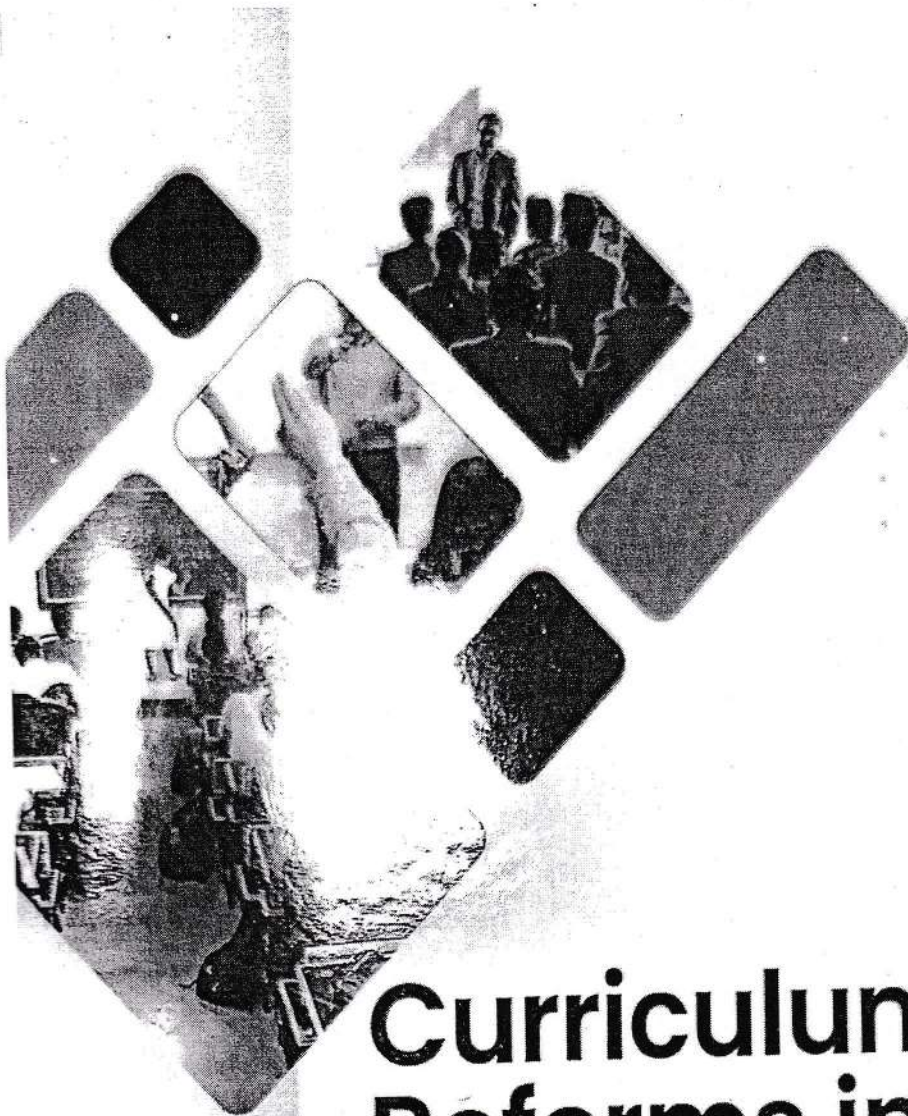
What are values? The term value may mean different things to different people. According to Milton (1980), "A value is an enduring belief that a specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence."

Without going into a debate about the definition of value, it is generally accepted that five universal human values i.e. Truth, Righteous conduct, Peace, Love and Non-violence are directly linked to physical, intellectual, emotional psyche and spiritual facets of human personality. These values are essentially acquired during childhood, first in the home and then at school. This is not a new issue. It has been discussed in different forums from time to time. The National Education Policy (1986), spoke about creating awareness of India's common cultural heritage, social justice and compassion, democracy and egalitarianism, secularism, gender equality, concern for environment, social cohesion and national unity, population and Quality of life, and scientific outlook and spirit of enquiry. It suggested that learning material should be designed to equip students with the wherewithal to combat social evils like caste and class barriers, religious fundamentalism etc on the one hand and develop a scientific temper and habit of logical, rational thinking on the other.

Even if a "list" of cultural values existed, each teacher would possess his or her own "take" on those values. In every action, every decision, every interaction with students, teachers are teaching values. Values are part of the learned and the implicit curriculum. Shouldn't educators at least identify the more fundamental values they hold, and therefore, teach? Research detailing the direct effect of good teaching on pupils is difficult to assess, as relating 'good teaching' directly to higher attainment in pupils is almost impossible to verify. However there are many attempts to analyse what constitutes a 'good teacher'. The following values are generally agreed to have an impact on pupils:

Personal Qualities

- Demonstrate an empathy with pupil thinking, anticipate misconceptions and allow pupils to develop understanding in a variety of ways
- Show flexibility in responding to pupil needs
- Genuinely want pupils to learn, understand and develop critical thinking abilities, as well as master content or learn skills
- Encourage pupils to take an active role in working through



Curriculum Reforms in Integrated Teacher Education

Issues and Challenges

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4 INTELLECTUAL PROPERTY AND CONSUMER PROTECTION: ISSUES AND CONCERNS

Dr. Anjali Pari*

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

Keywords: Intellectual Property, Rights, Consumer

Introduction

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

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their intangibility and non-exhaustion by consumption. There are four different flavors of legal frameworks commonly lumped together under the term "Intellectual Property Rights".

- Copyright
- Patents
- Trademarks
- Trade secret.

Copyright is the means for prohibiting unauthorized production of literal copies of published works of the consumer. Patents, on the other hand, are much more powerful and can prevent anybody from using an idea, manufacturing procedure or invention, unless prior authorization by the patent holder or the consumer is obtained. Trade secret, which in principle is unobtrusive and based on contract law involves multiple parties voluntarily agreeing to keep crucial information in secret and it is very important in an industrial context. The remaining flavor, trademarks, is somewhere in between. It is a bit of a grey zone and seems currently in flux. On one hand, it is desirable for companies and products to bear unique labels to avoid confusion in the name space. On the other hand, there has been quite some abuse with over-broad claims and it is one of the so-called "rights" which can aggressively interfere with consumer's freedom.

International Organizations & Treaties

- A UN agency, namely, World Intellectual Property Organization (WIPO) based in Geneva administers treaties in the field of intellectual property. India is a member of WIPO.
- Department of Industrial Policy & Promotion is the nodal Department in the Government of India for all matters concerning WIPO.
- India is also member of 2 major treaties, namely, Paris Convention for the Protection of Industrial Property (relating to patents, trademarks, designs, etc.) of 1883 and the Berne Convention for the Protection of Literary and Artistic Works (relating to copyright) of 1886.
- Apart from these, India is also a member of the Patent Cooperation Treaty (PCT) which facilitates obtaining of patents in several countries by filing a single application.

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Education Policy: Initiatives and Implications

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BRIDGING SKILL GAP IN INDIA: INITIATIVES AND CHALLENGES

Dr. Anurag Sankhian*

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

Introduction

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

— APJ Abdul Kalam (Tripathi, 2002)

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

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Research Insights

Psycho-Socio-Physical Dimensions of Adolescent Health Management

Emerging Research and Opportunities



Sapna Nanda

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Gender, School and Society

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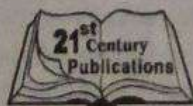
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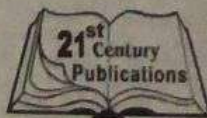
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Contemporary India

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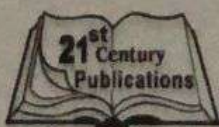
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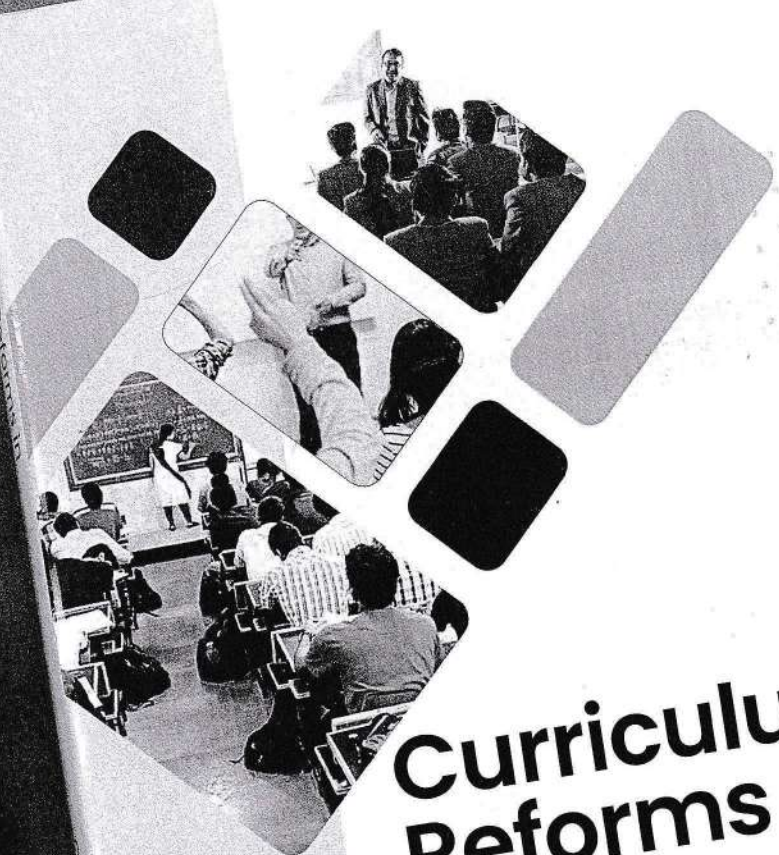
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CHALLENGES IN IMPLEMENTATION OF ITEP IN EXISTING EDUCATION SYSTEM AS A TEACHER EDUCATION REFORM

Dr. Kusum*

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

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

Introduction

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

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of teacher education is possible.

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

Dr. Kusum*

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

Key Words : Teacher Education, National Education Policy.

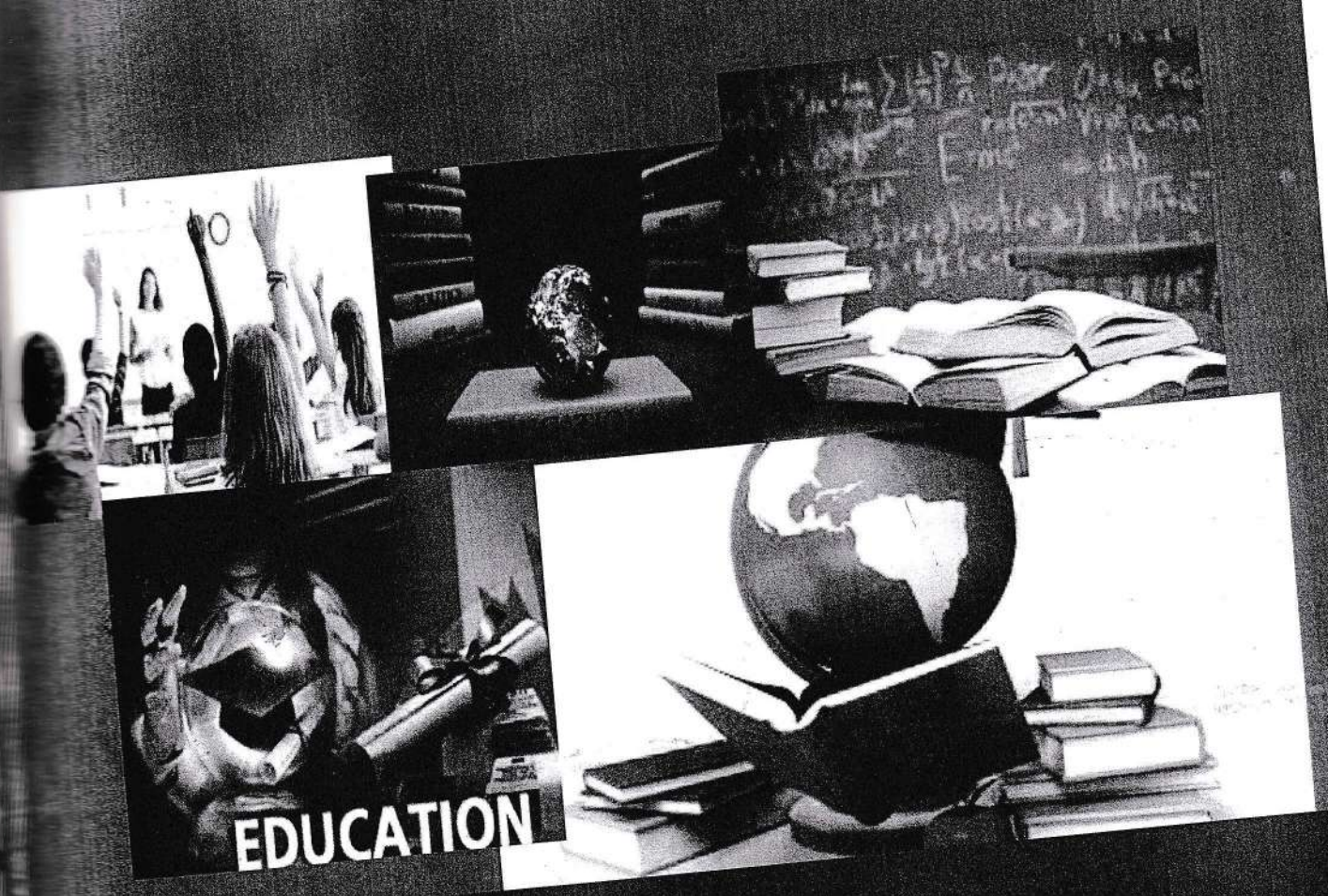
Introduction

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

Quality Enhancement and Sustenance in Teacher Education

Trends, Challenges and a Way Ahead

April 30, 2021



Editor: Dr. Harjeet Kaur Sra
Co-Editor: Dr. Kusum Lata

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

Sultan Singh* & Dr. Kusum**

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**Assistant Professor, Govt. College of Education, Sector-20D, Chandigarh.

INTRODUCTION

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

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

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

Ms. Anupam* & Dr. Kusum*

*Research Scholar, Department of Education, Panjab University Chandigarh.

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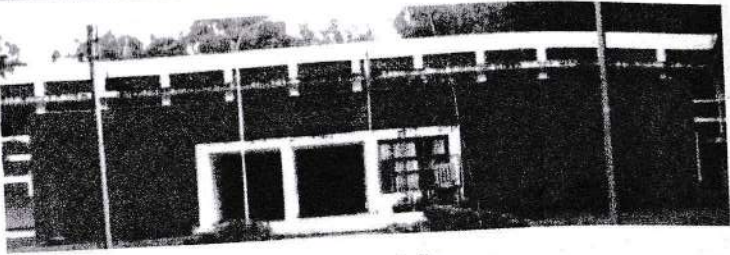
Abstract

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

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

Introduction

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



About the College

Government College of Education, Sector 20-D, Chandigarh

A Premier Institute of Teacher Education, Government Post-Graduate Basic Training College, as this was previously called, was founded in August, 1954, under a special scheme of Government of India for establishment of training colleges for the teacher at the post-graduate level. The college ranks high among the leading colleges of Education in Northern India and is affiliated to the Panjab University, Chandigarh.

The National Assessment and Accreditation Council (NAAC) have accredited Grade "A" to this college. The National Council for Teacher Education has sanctioned 50 seats for M.Ed. (General) and 100 seats for B.Ed. to the college.

The college has sprawling campus, well maintained lawns, play-grounds and separate hostels for boys and girls. It has an excellent library, which provides services for general as well as research purposes. The two schools, Government Model High School, Sector-20D and Government Model Senior Secondary School, Sector-20D are attached with college as experimental schools for skill-in-teaching.

A number of dimensions have been added to the teacher training programme so as to make excellent and confident teacher who will further teach the builders of the nation. The syllabi, as prescribed by the Panjab University, are enriched by seminars, workshop, symposia, community activities, education camp and numerous other modes of practical work.

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INITIATIVES & IMPLICATIONS

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PROMOTING RESEARCH THROUGH CLASSROOM PRACTICES

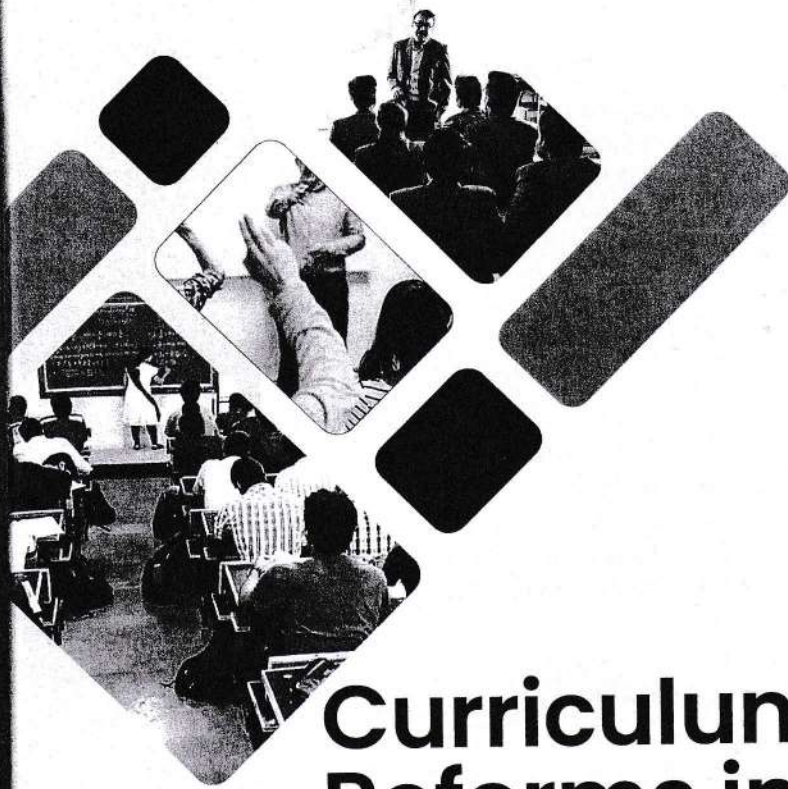
Lilu Ram Jakhar*

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

Introduction

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

* Assistant Professor, Govt. College of Education, Sector-20 D, Chandigarh.



Curriculum Reforms in Integrated Teacher Education

Issues and Challenges

Chief Editor : Dr. (Mrs.) Harsh Batra

Editor : Dr. (Mrs.) Sapna Nanda

Government College of Education, Sector 20-D, Chandigarh

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LEARNER CENTERED PEDAGOGIES: NEED OF THE HOUR

Dr. Lili Ram Jakhar*

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

Introduction

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

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as a facilitator, provide feedback and answer the questions of the students whenever needed. It is the learner who decides the way he wants to learn, why he want to learn. Students answer each other's questions and give feedback and the instructor act as a resource for the students whenever needed. The traditional approaches in learning emphasizes on memorization of facts or the use of simple procedures which are not going to enhance the learners' critical thinking or autonomy and innovation. To develop the required higher-order thinking skills, students must engage in meaningful enquiry-based learning having genuine value and relevance for them personally and their communities. Providing real-life experiences added with continuous engagement and mutual cooperation and collaboration to learners so that they can construct and organize concrete knowledge, engage in collective enquiry, research and analysis. Students nowadays are active learners rather than mere spectators and contribute in knowledge creation. They involve themselves as participants in creating information and generating new and innovative ideas. Therefore, twenty-first century learning and instruction is based on three pedagogical principles – participation, personalization and productivity (McLaughlin and Lee, 2008). This approach in pedagogy allows learning through valid real-world situations, completing projects, solving problems constitute themselves as powerful learning strategies.

Pedagogies of The Twenty-First Century

There are numerous approaches for teacher preparation in the core and specialised teacher education programme. The pre-service teacher education programmes conducted by the institutions must shift their focus to 21st century principles of teaching learning. The experts in the field had suggested various pedagogical approaches for the teacher preparation programmes. Redecker et al. (2011) are of the view that teacher education programme in twenty-first century must place more emphasis on innovative instructional design, use of team-building to collaborate, facilitating learning and exploring new ways to foster creativity. Experts maintain that ICTs must be integrated into the teacher education programmes and it should become a common tool used throughout the teaching careers. Whereas, Ala-Mutka et al. (2010) expressed that teacher education programme must be remodelled to support skill development in the use of new technologies.

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

Dr. Lilu Ram Jakhar*

Associate Professor, Government College of Education, Sector-20-D, Chandigarh

Abstract

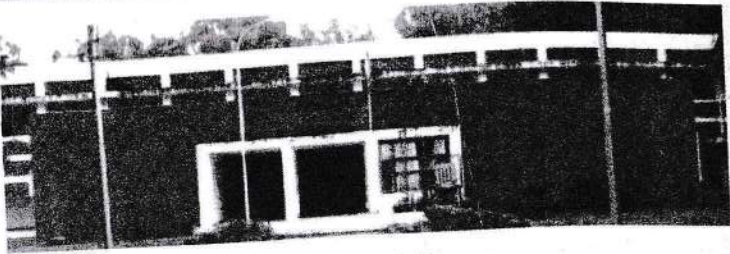
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Keywords: Distance and Open Learning, Challenges, Education, Evaluation, Feedback and Support

Introduction

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

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About the College

Government College of Education, Sector 20-D, Chandigarh

A Premier Institute of Teacher Education, Government Post-Graduate Basic Training College, as this was previously called, was founded in August, 1954, under a special scheme of Government of India for establishment of training colleges for the teacher at the post-graduate level. The college ranks high among the leading colleges of Education in Northern India and is affiliated to the Panjab University, Chandigarh.

The National Assessment and Accreditation Council (NAAC) have accredited Grade "A" to this college. The National Council for Teacher Education has sanctioned 50 seats for M.Ed. (General) and 100 seats for B.Ed. to the college.

The college has sprawling campus, well maintained lawns, play-grounds and separate hostels for boys and girls. It has an excellent library, which provides services for general as well as research purposes. The two schools, Government Model High School, Sector-20D and Government Model Senior Secondary School, Sector -20D are attached with college as experimental schools for skill-in-teaching.

A number of dimensions have been added to the teacher training programme so as to make excellent and confident teacher who will further teach the builders of the nation. The syllabi, as prescribed by the Panjab University, are enriched by seminars, workshop, symposia, community activities, education camp and numerous other modes of practical work.

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NEW EDUCATION POLICY: INITIATIVES & IMPLICATIONS

NEW EDUCATION POLICY

INITIATIVES & IMPLICATIONS

Chief Editor: Dr. (Mrs.) Harsh Batra
Editor: Dr. (Mrs.) Sapna Nanda

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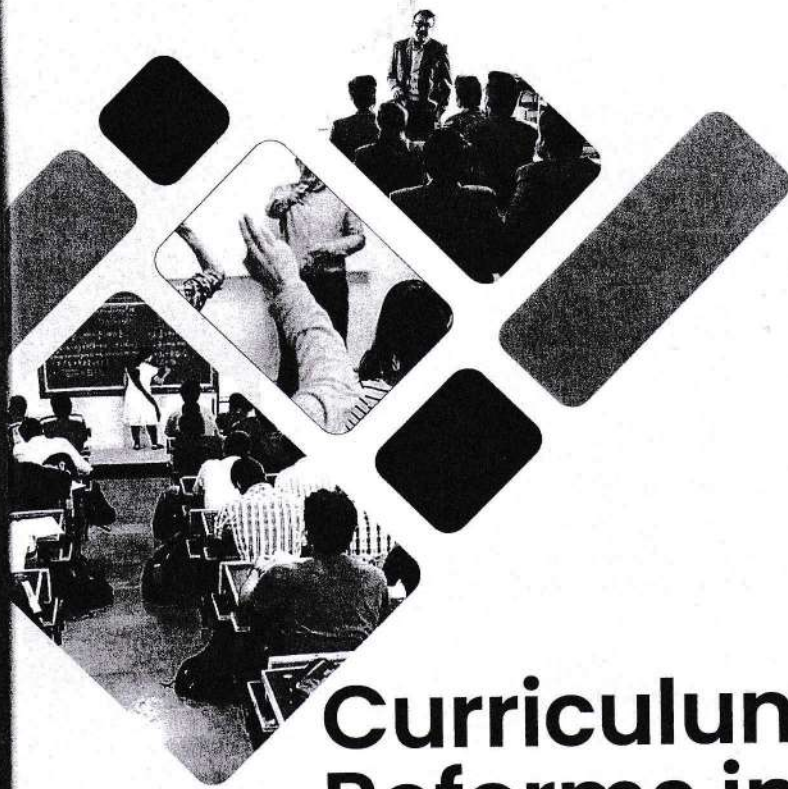
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Distance and Open Learning: An Overview of the Challenges in Science Teacher Education Programme

Dr. Lilu Ram Jakhar*

Associate Professor, Government College of Education, Sector-20-D, Chandigarh

Abstract

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

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

Neelam Paul*

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

Keywords: Social Gaps, Gender Inequality, Education

Introduction

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

* Assistant Professor, Government College of Education, Sec-20, Chandigarh, paulmolu@yahoo.co.in

NEW POLICIES IN TEACHER EDUCATION ISSUES AND CHALLENGES

Dr. Neelam Paul*

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

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

Introduction

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

New policies are introduced to improve the quality of the education

* Assistant Professor, Government College of Education, Sector 29-III, Chandigarh

Value Education in The BHAGAVAD GITA

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



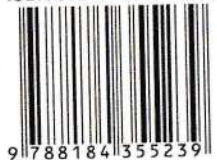
The author, Dr. Sheojee Singh, a passionate teacher-educator presently at Govt. College of Education, Chandigarh since Jan.2003, is a man of seasoned experiences in the field of education. Having handled multifarious responsibilities at various levels of education for the last more than 17 years, he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



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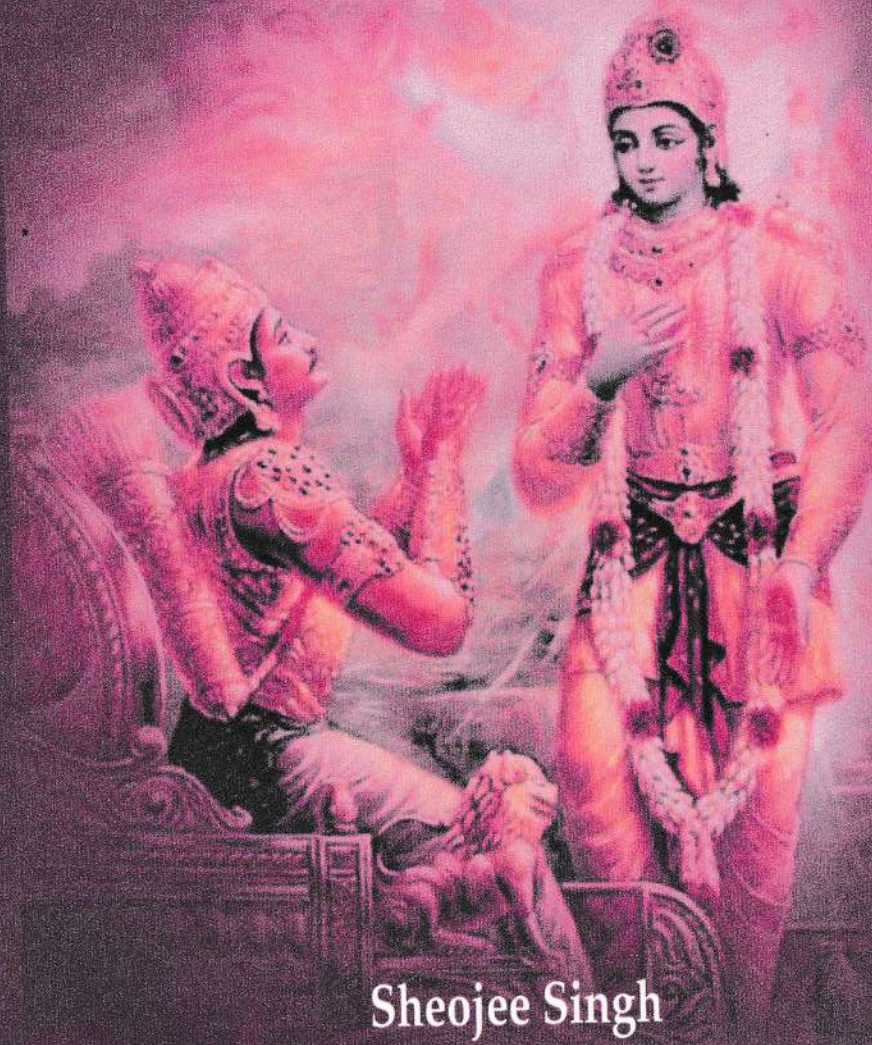
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Value Education in The
BHAGAVAD GITA

Sheojee Singh



Value Education in the BHAGAVAD GITA



Sheojee Singh

Lack of research or critical analysis, lack of latest technology, absence of personality development programmes, outdated syllabus, emphasis on theory based information rather than practical life skills, existence of different educational boards across India which results in maintenance of uniform quality of education impossible, the disparity between the academic education provided in the educational institutions and the market or the industry required education, public-private entrepreneurship development programmes etc. are some of the challenges to the implementation of the integrated education in the teacher education programmes.

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

Dr. Sheojee Singh*

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

Introduction

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* Associate Professor, Govt College of Education, Chandigarh.

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

*Sheojee Singh**

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

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**CURRICULUM REFORMS IN INTEGRATED TEACHER
EDUCATION: ISSUES AND CHALLENGES**

by

Dr. (Mrs.) Harsh Batra and Dr. (Mrs.) Sapna Nanda

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MESSAGE

Education has always been instrumental in developing nations and its citizens. Education is the process of development of not only human minds but a humane and civilized society.

This objective can be achieved only when the students in schools, academies, collages and various other educational institutions perform to the best of their potential. Teachers play a crucial role in first identifying the flair/talent of students and then fostering, nurturing and developing it.

India has made concentrated efforts to modify and modernize teacher education curricula to suit the requirements of contemporary educational needs of the society and instill greater professionalism and commitment in practicing teachers through pre-service and continuous in-service teacher education programmes.

An analysis of the recommendations of various commissions, committees and the education policy of India

Lack of research or critical analysis, lack of latest technology, absence of personality development programmes, outdated syllabus, emphasis on theory based information rather than practical life skills, existence of different educational boards across India which results in maintenance of uniform quality of education impossible, the disparity between the academic education provided in the educational institutions and the market or the industry required education, public-private entrepreneurship development programmes etc. are some of the challenges to the implementation of the integrated education in the teacher education programmes.

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

Dr. Sheojee Singh*

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

Introduction

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NEW EDUCATION POLICY: INITIATIVES AND IMPLICATIONS

by
Dr. (Mrs.) Harsh Batra and Dr. (Mrs.) Sapna Nanda

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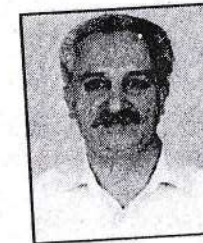
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Education Secretary,
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Dated: 29-01-2018

Education is considered as the most important instrument of social transformation if it is so structured as to secure accessibility, equality, democracy, quality, transparency and cooperation within the society. The choice of indicators to measure quality of education is crucial. These indicators would determine as to what is the nature, objective and quality of education being imparted by us.

Indian education policy perspective is characterized by rapid paradigm changes. Over the years, we have seen better coordination of education with other sectors of country economy. In this context, the recent educational policy initiatives are a step forward towards a new paradigm, change with a focus at a cohesive vision, to transform the quality of education and acceleration of national development.

The emergence of worldwide economic order has immense consequences for higher education and more so under the changes that have taken place in the recent past with regard to globalization, industrialization, information technology advancement and its impact on education to accommodate these developments and yet maintain quality in higher education. Expansion, inclusion and excellence must be the three objectives

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

*Sheojee Singh**

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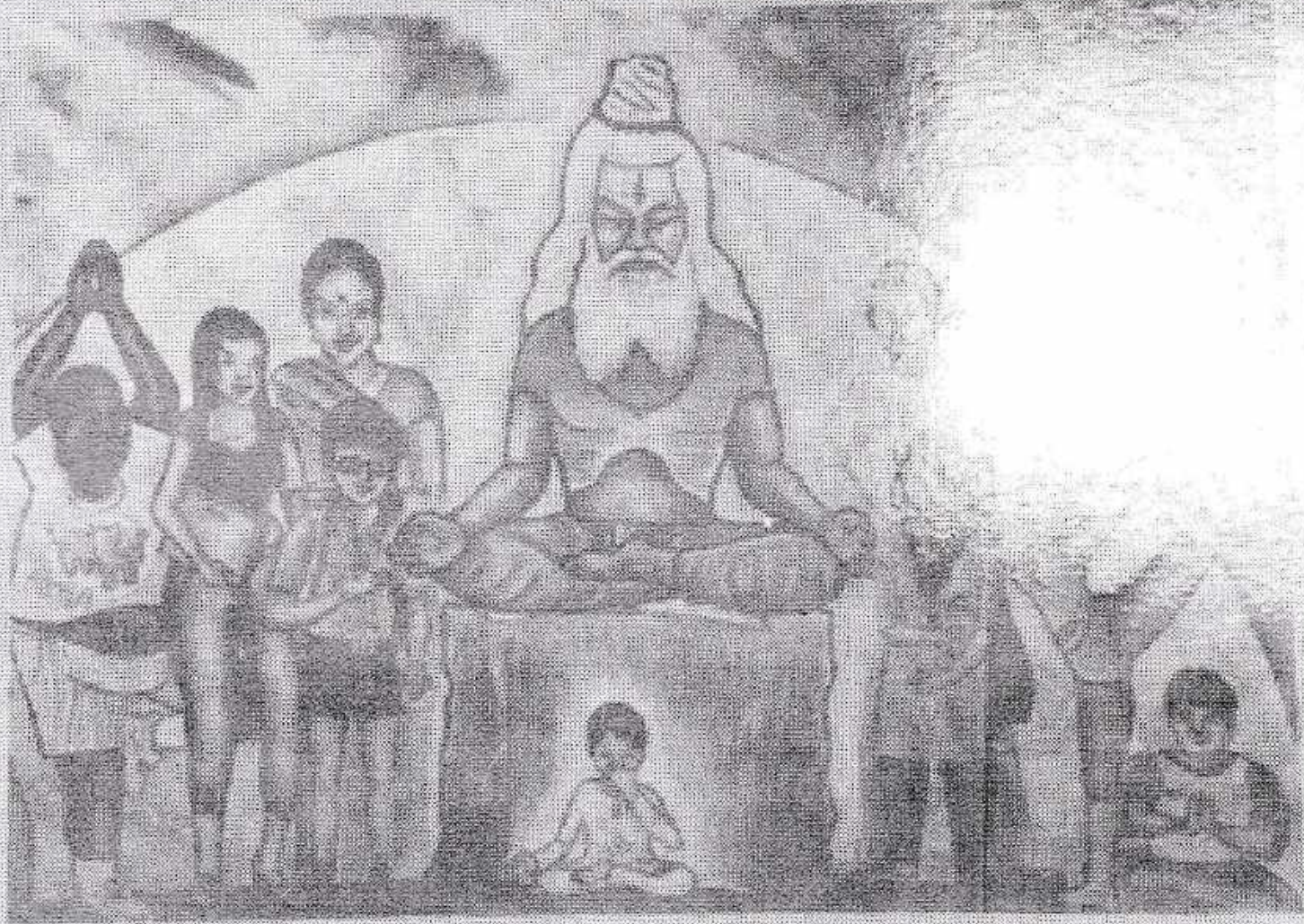
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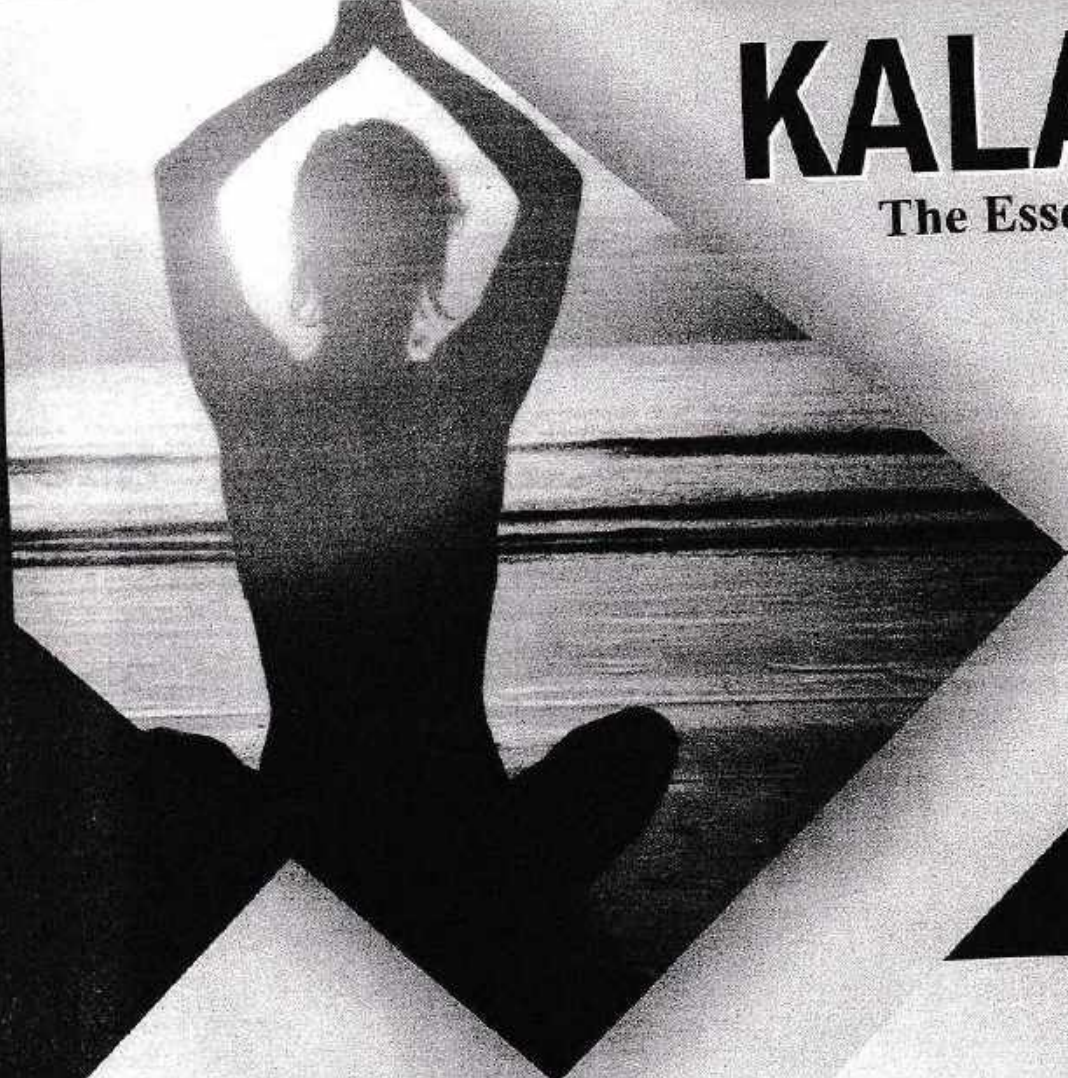
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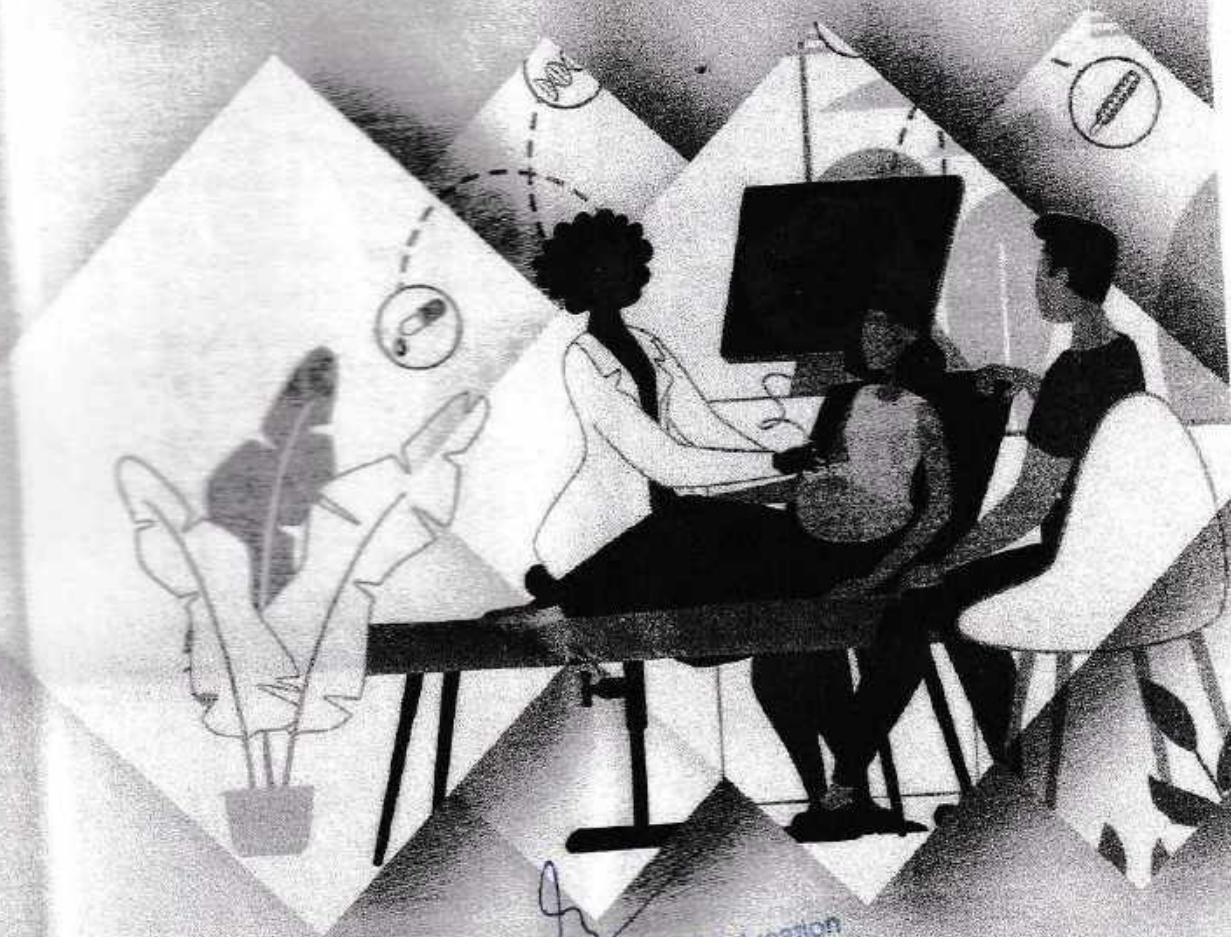
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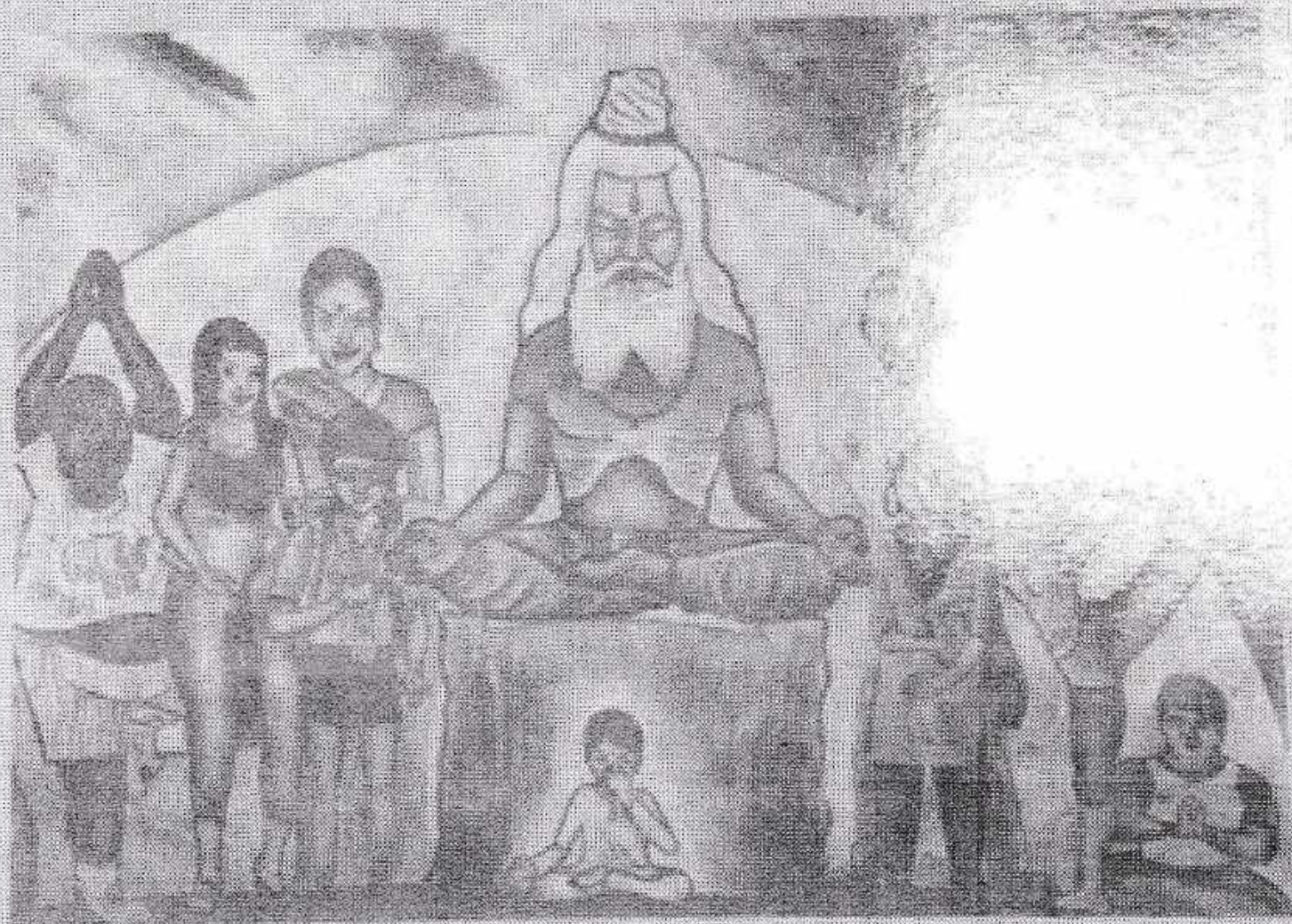
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RESEARCH ATTITUDE AND STYLE OF LEARNING AND THINKING

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

Nishtha Puri, B.Tech Semester II (Biotechnology), Thapar University, Patiala, Punjab, India

ABSTRACT

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

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



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EFFECT OF E-TEACHING ON DIVERGENT PRODUCTION ABILITIES

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

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

ABSTRACT

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

Keywords: E-teaching, Divergent Production Abilities, Adolescents

INTRODUCTION

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

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

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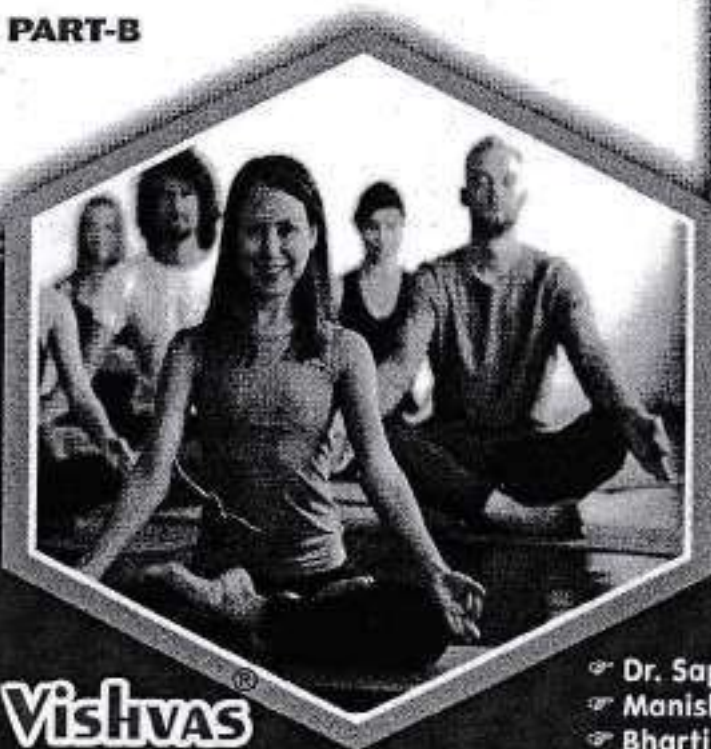
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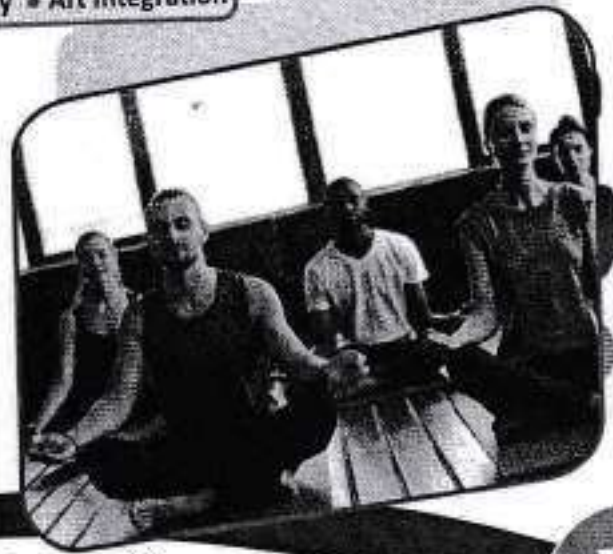
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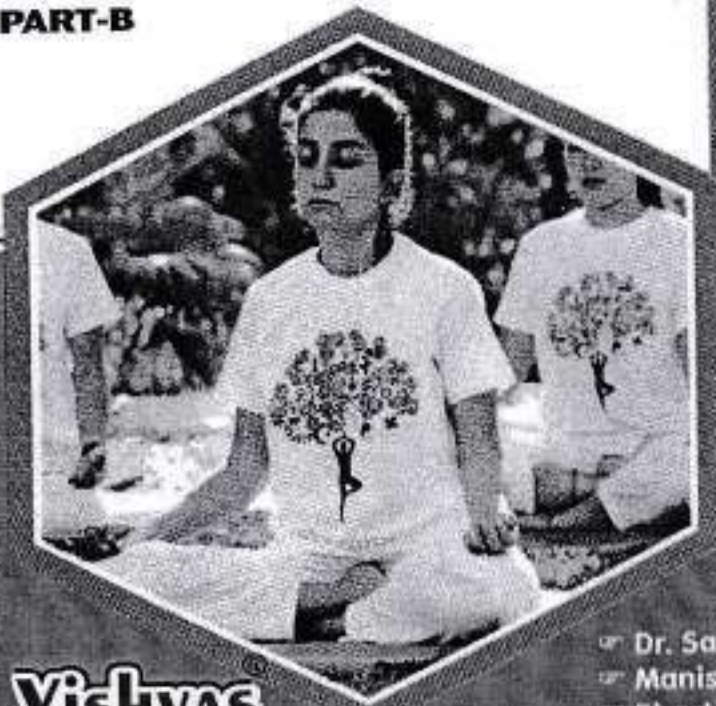
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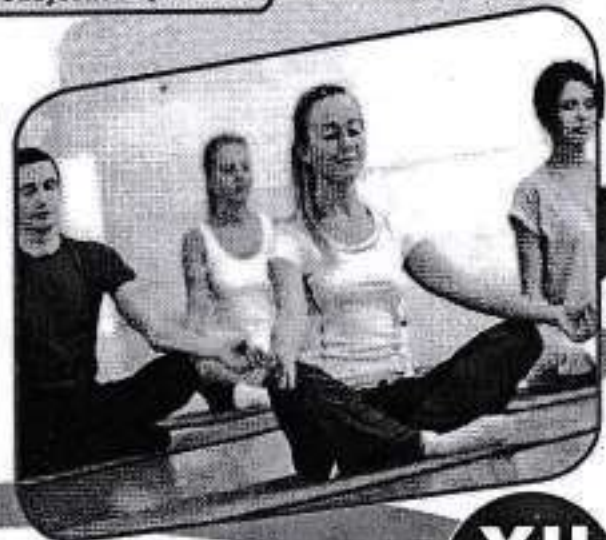
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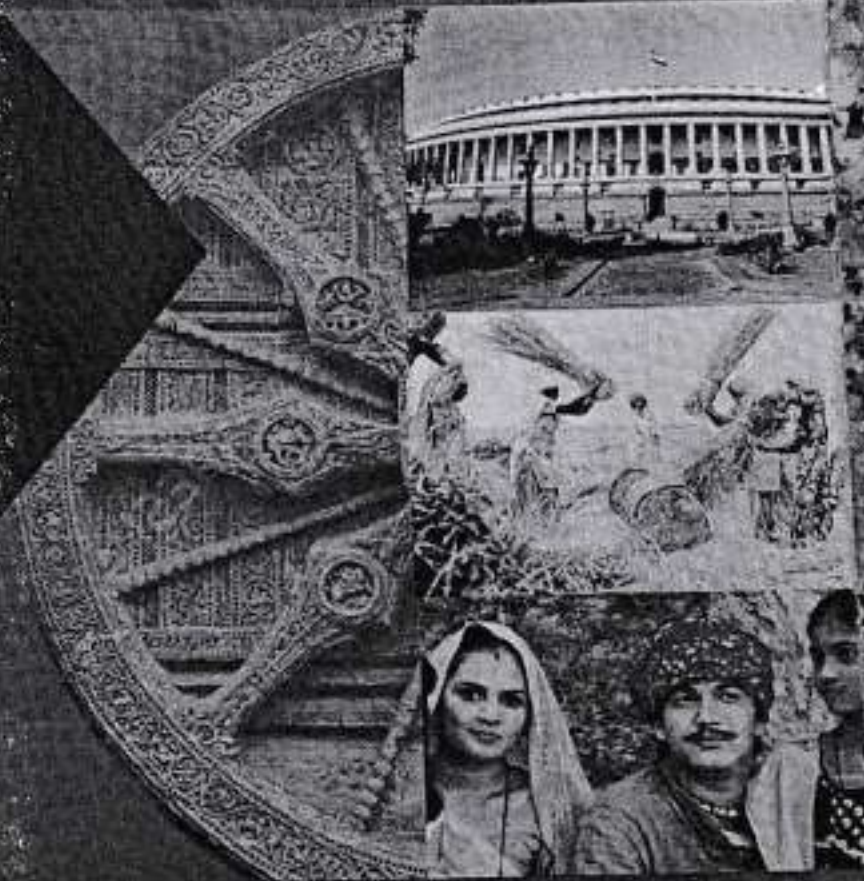
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KALASH

The Essence of Yoga



Chief Editor:

Dr. Sapna Nanda

Editors:

Ms. Anupma Kaushal

Ms. Sarghi Kohli



GOVERNMENT COLLEGE OF YOGA EDUCATION & HEALTH

Sector 23, Chandigarh - 160023

www.gcyeh.edu.in



GOVERNMENT COLLEGE OF YOGA EDUCATION
& HEALTH CHANDIGARH ADMINISTRATION
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About the College

Govt. College of Yoga Education & Health is a unique institute catering to the physical, psychological and spiritual health needs of the General Public as well as excelling in the field of academics. The Government Yoga Health Organization was established by the Chandigarh Administration in 1962 to promote health and yoga awareness among the residents of the city beautiful. In July 1976, one year Diploma course in Yoga Education was initiated here. In the year 1982, the institute has started one year degree course i.e. B.Ed. (Yoga) affiliated to Panjab University, Chandigarh. The landmark decision of the Chandigarh Administration in the session 2008-09 upgraded this institute as an independent college. The Post Graduate Diploma in Yoga Therapy was also introduced in the college in 2007 under the innovative programme of University Grants Commission and duly affiliated to Panjab University, Chandigarh. Further Basic Certificate Course in Yoga Education was also introduced. At present, the college is conducting 10 Yoga Sessions for the General Public in the college premises, inculcating holistic health through Yoga. In addition, the college has a separate Yoga therapy Department focusing on aiding various lifestyle diseases. A feather in the camp was added in the achievements of GCYEH with the opening of 46 centers under AYUSH Department under which yoga classes are being conducted free of cost for the General Public at various Health and Wellness Centres/Government Schools of the city beautiful.

After the announcement of 21st June as the International Day of Yoga in 2015, the day has become another festival for the Yoga aspirants all over the world. Since its inception, this remarkable day is being celebrated every year worldwide with great zeal and enthusiasm. This college, an integral part of Chandigarh Administration is all set to contribute towards the success of this important Day by organizing several activities to create awareness among the residents of the city beautiful about the importance of Yoga- the ancient tradition of India for the achievements of holistic health and general well-being.

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[Signature]
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ਸਮਾਜਿਕ ਵਿਗਿਆਨ ਦਾ ਅਧਿਆਪਨ

PEDAGOGY OF SOCIAL SCIENCES

VOLUME-I

ਅਨੁਰਾਗ ਸਾੱਖਿਆਨ

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ਭਾਰਤ ਦੇ ਸੰਵਿਧਾਨ ਦੀ ਪ੍ਰਸਤਾਵਨਾ ਸਾਰੇ ਸੰਵਿਧਾਨ ਦੇ ਮੂਲਭੂਤ ਸਿਧਾਂਤਾਂ, ਉਦੇਸ਼ਾਂ ਅਤੇ ਆਦਰਸ਼ਾਂ ਨੂੰ ਸਪੱਸ਼ਟ ਕਰਦੀ ਹੈ ਅਤੇ ਦਰਸਾਉਂਦੀ ਹੈ, "ਅਸੀਂ ਭਾਰਤ ਦੇ ਲੋਕ, ਸਮਾਜਿਕ ਦਰਸ਼ਨ ਅਤੇ ਸਮਾਜਿਕ ਵਿਗਿਆਨ ਦੇ ਆਧਾਰ ਤੇ ਕੰਮ ਕਰਦੇ ਸੁਤੰਤਰ, ਜਮਹੂਰੀ ਗਣਰਾਜ ਵਿੱਚ ਭਾਰਤ ਦਾ ਗਠਨ ਕਰਨ ਅਤੇ ਆਪਣੇ ਸਾਰੇ ਨਾਗਰਿਕਾਂ ਦੇ ਨਿਆਂਇਕ, ਸਮਾਜਿਕ, ਆਰਥਿਕ ਅਤੇ ਰਾਜਨੀਤਿਕ ਹਿੱਤਾਂ ਨੂੰ ਸੁਰੱਖਿਅਤ ਕਰਨ ਦਾ ਫੈਸਲਾ ਕੀਤਾ ਹੈ। ਵਿਚਾਰਾਂ, ਪ੍ਰਗਟਾਵੇ, ਵਿਸ਼ਵਾਸ ਅਤੇ ਪੂਜਾ ਦੀ ਆਜ਼ਾਦੀ, ਰੁਤਬੇ ਦੀ ਸਮਾਨਤਾ ਅਤੇ ਸਾਰਿਆਂ ਨੂੰ ਉਤਸ਼ਾਹਿਤ ਕਰਨ ਲਈ ਭਾਈਚਾਰਾ, ਵਿਅਕਤੀ ਦੀ ਮਾਨੁਕਤਾ ਅਤੇ ਦੇਸ਼ ਦੀ ਏਕਤਾ 'ਤੇ ਭਰੋਸਾ ਸੁਨਿਸ਼ਚਿਤ ਕਰਦਾ ਹੈ।" ਪ੍ਰਸਤਾਵਨਾ ਦੇਸ਼ ਦੇ ਸਮਾਜਿਕ ਦਰਸ਼ਨ ਅਤੇ ਸਮਾਜਿਕ ਅਧਿਐਨ ਦੇ ਮੂਲਭੂਤ ਆਧਾਰ ਵਾਂਗ ਸਾਰੇ ਸਕੂਲਾਂ ਵਿੱਚ ਕਾਰਜ ਕਰਦੀ ਹੈ। ਆਪਣੇ ਸਕੂਲਾਂ ਵਿੱਚ ਗੁਣਵੱਤਾ ਸਮਾਜਿਕ ਵਿਗਿਆਨ ਅਧਿਆਪਨ ਰਾਹੀਂ ਸੁਪਨਾ ਪੂਰਾ ਕਰਨ ਦੀ ਅਸੀਂ ਕੋਸ਼ਿਸ਼ ਕਰ ਰਹੇ ਹਾਂ। ਸਮਾਜਿਕ ਵਿਗਿਆਨ ਵਿਸ਼ੇ ਦੀ ਮਹੱਤਤਾ ਨੂੰ ਦਿਮਾਗ ਵਿੱਚ ਰੱਖਦੇ ਹੋਏ ਆਪਣੇ ਸਾਰੇ ਸੈਕੰਡਰੀ ਪੱਧਰ ਤੱਕ ਇੱਕ ਨਾਚਮੀ ਵਿਸ਼ਾ ਰੂਪ ਵਿੱਚ ਸਮਾਜਿਕ ਵਿਗਿਆਨ ਅਧਿਆਪਨ ਲਈ ਆਪਣੀਆਂ ਸਾਰੀਆਂ ਰਿਪੋਰਟਾਂ ਵਿੱਚ ਰਾਸ਼ਟਰੀ ਪਾਠਕ੍ਰਮ ਰੂਪ-ਰੇਖਾ ਵਿੱਚ ਸਿਫਾਰਿਸ਼ ਕਰਦਾ ਹੈ। ਸਮਾਜਿਕ ਵਿਗਿਆਨ ਅਧਿਆਪਕ ਗੁਣਵੱਤਾ ਸਮਾਜਿਕ ਅਧਿਐਨ ਅਧਿਆਪਨ ਦੇਣ ਦੁਆਰਾ ਜ਼ਿੰਮੇਵਾਰੀ ਸਾਂਝਾ ਕਰਦੇ ਹਨ ਅਤੇ ਸਿਖਿਆਰਥੀਆਂ ਨੂੰ ਸਮਾਜ ਵਿੱਚ ਜਟਿਲ ਸਮੱਸਿਆਵਾਂ ਹੱਲ ਕਰਨ ਵਿੱਚ ਆਪਣੀ ਭੂਮਿਕਾ ਸਮਝਣ ਦੇ ਉਨਮੁਖ ਕਰਦੇ ਹਨ। ਸਮਾਜਿਕ ਅਧਿਐਨ ਅਧਿਆਪਨ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਫਲਪੂਰਨ ਯੋਗਦਾਨ ਦੇ ਕਾਬਿਲ ਕਰਦਾ ਹੈ ਅਤੇ ਸਮਾਜ ਅਤੇ ਆਪਣੀ ਜ਼ਿੰਦਗੀ ਵਿੱਚ ਸਮਾਜਿਕ ਵਿਗਿਆਨ ਗਿਆਨ ਦੇ ਲਾਗੂਕਰਨ ਰਾਹੀਂ ਵਾਛਿਤ ਸਮਾਜਿਕ ਪਰਿਵਰਤਨ ਲਿਆਉਂਦਾ ਹੈ।

ਵਿੱਦਿਅਕ ਸਿਸਟਮ ਵਿੱਚ ਅਧਿਆਪਕ ਬਹੁਤ ਮਹੱਤਵਪੂਰਨ ਭੂਮਿਕਾ ਨਿਭਾਉਂਦੇ ਹਨ ਕਿਉਂਕਿ ਉਹ ਉਹ ਹਨ ਜੋ ਵਿਦਿਆਰਥੀਆਂ ਨਾਲ ਜ਼ਮੀਨੀ ਪੱਧਰ ਤੇ ਅਸਲ ਵਿੱਚ ਕੰਮ ਕਰਦੇ ਹਨ। ਅਧਿਆਪਨ ਅੰਤਰਗਤਾ ਨਾਲ ਸਿੱਖਣ ਦੇ ਨਾਨ ਬੱਝਿਆ ਹੋਇਆ ਹੈ ਅਤੇ ਇਹ ਸਾਰੇ ਸਕੂਲਾਂ ਵਿੱਚ ਗੁਣਵੱਤਾ ਸਮਾਜਿਕ ਵਿਗਿਆਨ ਅਧਿਆਪਨ ਲਈ ਦਬਾਅ ਪਾਉਂਦਾ ਹੈ। ਸਮਾਜਿਕ ਅਧਿਐਨ ਅਧਿਆਪਨ ਅਤੇ ਸਿੱਖਣ ਦੀ ਗੁਣਵੱਤਾ ਸੁਧਾਰਣ ਲਈ ਸਾਨੂੰ ਭਿੰਨ ਹਿੱਸੇਦਾਰਾਂ ਦੇ ਸਹਿਯੋਗ ਅਤੇ ਈਮਾਨਦਾਰ ਯਤਨਾਂ ਦੀ ਲੋੜ ਹੈ ਜਿਸ ਵਿੱਚ ਮਾਂ-ਬਾਪ, ਅਧਿਆਪਕ, ਸਕੂਲ, ਅਧਿਆਪਕ, ਵਿੱਦਿਅਕ ਅਧਿਕਾਰੀ, ਸਮਾਜ ਅਤੇ ਸਰਕਾਰ ਦੇ। ਵਰਤਮਾਨ 'ਸਮਾਜਿਕ ਅਧਿਐਨ ਦਾ ਅਧਿਆਪਨ' (Volume-I) ਚੰਡੀਗੜ੍ਹ ਦੀ

ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਦੇ ਬੀ.ਐਡ. ਕੋਰਸ ਦੇ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਗੁਣਵੱਤਾ ਸਿੱਖਣ ਸਾਮਗੀ ਪ੍ਰਦਾਨ ਕਰਨ ਵੱਲ ਇੱਕ ਛੋਟਾ ਕਦਮ ਹੈ। ਕੋਰਸਾਂ ਕੀਤੀਆਂ ਗਈਆਂ ਹਨ ਕਿ ਨਵੇਂ ਬੀ.ਐਡ. ਵਿਸ਼ੇ ਦੇ ਸਿਲੇਬਸ ਅਨੁਸਾਰ ਲੋੜਾਂ ਪੂਰੀਆਂ ਹੋਣ 'ਸਮਾਜਿਕ ਅਧਿਐਨ ਦਾ ਅਧਿਆਪਨ' ਰਾਹੀਂ ਅਤੇ ਸੰਸਾਰ ਭਰ ਵਿੱਚ ਸਮਾਜਿਕ ਅਧਿਐਨ ਅਧਿਆਪਨ ਦੇ ਖੇਤਰ ਵਿੱਚ ਆਧੁਨਿਕ ਅਧਿਆਪਨ ਨੂੰ ਵੀ ਸੰਸਥਾਗਤ ਕਰਦਾ ਹੈ। ਸਾਰੇ ਸਿੱਖਿਆ ਸ਼ਾਸਤਰੀਆਂ ਵੱਲ ਵਾਜਿਬ ਆਭਾਰ ਅਤੇ ਪ੍ਰਸ਼ੰਸਾ ਹੈ ਜਿਨ੍ਹਾਂ ਲੇਖਕਾਂ ਦੇ ਕੰਮ ਦੀ ਇਸ ਕਿਤਾਬ ਵਿੱਚ ਸਹਾਇਤਾ ਅਤੇ ਉਦਰਣ ਲਿਆ ਗਿਆ ਹੈ। ਇਸ ਕਿਤਾਬ ਦਾ ਕਵਰ ਪੰਨਾ ਡਿਜ਼ਾਈਨ ਕਰਨ ਲਈ ਸ੍ਰੀ ਅਤੁਲ ਸ਼ਰਮਾ ਦਾ ਵਿਸ਼ੇਸ਼ ਧੰਨਵਾਦ। ਮੈਂ ਸ੍ਰੀ ਤਰੁਣ ਭਟੇਜਾ ਅਤੇ 'ਕਲਿਆਣੀ' ਪਬਲਿਸ਼ਰ ਦੀ ਸਾਰੀ ਮਿਹਨਤੀ, ਸਮਰਪਿਤ ਟੀਮ ਦਾ ਵੀ ਧੰਨਵਾਦੀ ਹਾਂ ਜਿਨ੍ਹਾਂ ਨੇ ਇਸ ਕਿਤਾਬ ਦਾ ਔਰੰਮ ਅਕਾਰ ਲਿਆਉਂਦਾ। ਲੇਖਕ ਉਮੀਦ ਕਰਦਾ ਹੈ ਕਿ ਇਹ ਪੁਸਤਕ ਸਮਾਜਿਕ ਵਿਗਿਆਨ ਸਿੱਖਿਆਰਥੀਆਂ, ਅਧਿਆਪਕਾਂ, ਸਕੂਲ ਅਧਿਆਪਕਾਂ ਅਤੇ ਅਧਿਆਪਨ ਸ਼ਾਸਤਰੀਆਂ ਲਈ ਸਹਾਇਕ ਸਿੱਧ ਹੋਵੇਗੀ। ਸਾਰੇ ਸੰਬੰਧਤਾਂ ਤੋਂ ਕੀਮਤੀ ਸੁਝਾਵਾਂ ਦਾ ਹਮੇਸ਼ਾ ਸੁਆਗਤ ਹੈ।

2022

ਅਨੁਰਾਗ ਸੰਖਿਆਨ

anuragsakhian@gmail.com

Course Content

UNIT - I: Concept of Social Science

- Concept, scope and importance of Social Science.
- Correlation of Social Science with other subjects.
- Aims and Objectives of Social Science with reference to Block Education.

UNIT - II: Methodology of Social Science

- Lecture Method
- Project Method
- Techniques of Social Science: Interview, Observation, Questionnaire, Dramatization, etc.

UNIT - III: Curriculum Development

- Social Studies - NCF 2005.
- Resource for Curriculum Development: Its limitations, Date and Importance.
- Maps, Charts, Diagrams, etc. and Multimedia as tools for Curriculum Development.

UNIT - IV: Current Trends in Social Science

- ICT Based Approach
- Co-operative Learning
- Constructivist Approach

Sessional Work (Internal)

- Qualitative Analysis of Social Science Textbooks: CBSE/ICSE.
- PowerPoint presentation on Social Science reformists: Guru Vivekananda, V.K. Rajwade, Malala, Kailash Satyarthi, etc.

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National Education Policy:

The New Era of Teacher Education

Chief Editor : Dr. Pawan Kumar

Editors : Dr. Shilpy Arora • Mrs. Alka Sharma



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

*Dr. Anurag Sankhian**

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

Introduction

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

* Associate Professor, Government College of Education, Sector 20D, Chandigarh

of the large population is a challenging task before our democratic governments. Democratic governments are also having the moral obligation to provide quality education to the citizens of the country. Education has been formally recognized as a human right since the adoption of the Universal Declaration of Human Rights in 1948. Education should be made available to all the children, education should also be accessible and inclusive. The whole development scenario of the country is directly dependent upon the quality education which helps in developing the required knowledge and skills among the masses and improves the overall quality of the manpower. Planned efforts in diagnosing and timely dealing with the problem areas further help in strengthening the education sector and also contribute in bridging the skill gap in the country. The major challenges presently faced by the education sector in our country are: poor provisions of quality learning environments, large scale privatization of the education, poor infrastructure, costly higher education, less central / state government investment in the education sector, lack of technology incorporation, lack of skill development, large number of vacant teachers positions, less number of seats in government institutions specially in the case of higher education and professional courses, contractual teachers recruitment system, low salary packages to teachers working in the private educational institutions, poor job security in educational sector etc. The challenges before the central and state governments of the country also increases due to scarce resources resulting in reduction of per capita funding which further results in higher teacher-labour ratio in our educational institutions, managing the large number of students by appointing less number of teachers then required, poor infrastructure etc resulting in decline in quality of the education in country.

Formulation of advance plans and policies contributes positively in the development of the education sector and in mitigating the different root causes of the problems faced by the country in providing the quality education. Planning also contributes positively in maintaining educational standards, developing higher competencies among the learners, development of required employable skills, attitude, values, promote lifelong learning opportunities to citizens, assessing the present status of the course wise intake, output, market demand and meeting the shortage of the skilled manpower in the country.

National Education Policy 2020

National Education Policy 2020 is built on the foundational pillars of Access, Equity, Quality and Accountability. NEP-2020 focus upon meeting the expectations of the citizens of the country with regard to the quality education, innovation and research, making the country knowledge superpower by equipping the students with the required skills, knowledge and to rectify the challenges faced by the educational system of the country. NEP expects to change the educational landscape of the country by preparing the youth of the country to meet the various present and future challenges. After independence our country was facing challenges in all the sectors of the economy. Our previous educational policies were quite successful in meeting the challenge of access and equity but lacked behind in managing the quality of the education in country. The curriculums of the school education failed to manage a balance between the theoretical knowledge and skill development among the learners. The NEP 1986/92 was presently failing in meeting the requirements of the learners grown in the technology rich environments and different stake holders were feeling the need of new education policy which may meet the present challenges and show a path for the development of the education sector in our country. Implementation of The Right of Children to Free and Compulsory Education Act, 2009 which came into force in our country in April 2010 is one of the major achievements of the country. The RTE Act provides every child of the age 6 to 14 years right to free and compulsory education. In the present globalization age there is need for development of the knowledge economy and knowledge society which the NEP 2020 is expected to built.

Significance of Social Science Education

Social sciences emerged as a subject of prime importance in terms of the present school curriculum. Social science is such an important subject that Hoge (1996) claimed, "It is impossible to be a good citizen without learning content gained from the social studies. This content does more than open students' eyes to the world, it gives them the thoughtful perspectives they need to become productive, caring citizens". Social sciences help the young children to learn and understand about the society in which they live and survive. No individual can live alone. Each one has to live life according to the norms fixed by the family and society. These norms may be different

From one family, society or region to another but every individual feel emotionally attached to the society in which he lives and want to be like his elders and other people living in his locality. In our day to day life we face lot many problems and challenges. We always try to understand the causes of the problem and try to resolve them for better living. Social science as a school subject recognizes and endeavours to help in the solution of social problems. Social sciences teaching at the school level contribute in developing a better understanding about the complex nature and about different social issues of the society. It's a social education in direct terms as mentioned by Dray and Jordan (1953) that, "*Social studies, rightly conceived must be a social education in direct terms, it is something which happens to a person, not something studied by him*". Social sciences focus upon providing better understanding to its learners about the different social problems which are quite complex and need active efforts of all the members of the society. Jarolimiek (1959) rightly mentioned that, "*We live in a period of multiple cause- and - effect relationships, and an approach to the study of today's social problems requires an understanding of many facets and ramifications of such problems*". Social science subject also deal with multi dimensional aspects which are related to man's life and existence. This includes his past life, present activities, relationships, challenges, believes, attitudes, skills, development status, future challenges, allocation of resources, production, consumption pattern, political system, geographical location, people's way of living, and the way in which man is able to deal with all the problems in the past, present, and through future planning.

Social sciences as a school subject also contribute in strengthening sovereign, socialist, secular and democratic republic. Children understand the social, geographical, historical, religious, political, sociological, economic system of the world through Social sciences teaching. Students understand about the different regions of the world, climatic conditions, living styles, development status, social and economic progress in different parts of the world etc. through Social sciences teaching. Social sciences teaching also act as an instrument of social change. Change is the law of nature. Everything changes with time including our thoughts, customs, law, nature, beliefs, culture etc. Subject also plays an significant role in developing values like respect for all, kindness, love, sympathy, justice, honesty, hard work,

adaptability, tolerance, unbiased attitude, self discipline, truthfulness, cleanliness, self sacrifice, concern, kindness, sharing, generosity, sincerity, responsibility, true commitment, integrity, dedication, selflessness, patience, gratitude, spirituality, believing in God etc. Subject also contribute positively in promoting social justice which is comprehensive form to remove social imbalances in the society/ country by law of the nation. Social sciences are termed as corrective science as it deals with all the problem areas. Subject orients the learners to contribute positively for resolving the problems of the society. Jenness (1990) rightly states that, "*Social studies has infinite adaptability; its capacity to adjust to the changing ideas of educators*".

Present Status and Challenges of Social Science Education

Social science subject is being taught as a one of the core subject in our school curriculum to the students up to secondary level in our country. Social sciences' teaching at school level is bound to fulfil the expectations of the people of India. Social sciences teaching cater the individuals and community needs, provide the basic values and help in achieving the national goals. Social science teaching also helps in awakening of the social consciousness, contributes towards developing democratic values, social justice, and national integration. Social science subject is quite comprehensive and interdisciplinary in nature as it draws content from a wide range of Social science disciplines. Bruce (1972) very rightly states as, "*Social problems are not limited to a particular discipline, various disciplines need to be brought under focus so that materials from them will be of immense help*". Improving the quality of social sciences curriculum content and teaching learning quality is one of the important issues before the educationists. Quality of the social science is totally dependent upon the subject and pedagogical knowledge of the social science teachers. It has been observed that those social science teachers who are not having the background of the social sciences like History, Geography, Political science face more challenges in teaching this subject as throughout the world presently more stress is being laid on giving more importance to those branches and including more content in the social studies subject from social sciences; History and Geography. Another major problem faced by the social science students is regarding the social sciences school textbooks which fail to provide the in-depth subject

knowledge to the students. The main reason behind this is as the social sciences are very comprehensive and authors writing the social sciences textbooks always face the challenge to cover lot much subject content and also to keep the size of the textbook in the recommended limits. This results in incorporating only brief information about the lot many relevant topics of the subject covered in the social science textbooks. Whereas NEP 2020 recommended reducing the subject covered content further is another challenge regarding how to make a balance and select the most important content only for social science teaching. Another challenge faced by the social science teachers and students is regarding not having any single book of the subject for any particular grade. Normally at the secondary level minimum three to four social science text books are prescribed for any particular grade due to which students of the social science education feel more burdened. Another challenge which required attention of the educational administrator is regarding establishing social sciences laboratories in the schools for providing better exposure of the subject to the students and developing their interest in the subject. Social science Laboratory helps in enhancing the learners' interest in the social sciences, contribute in students' conceptual clarity, and encourage self instruction. Social studies laboratory can positively contribute in improving the overall quality of the social studies teaching and learning in our schools.

NEP 2020 and a Road Map for Quality Social Science Education

The National Education Policy 2019 envisions an India centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all (Draft NEP, 2019). NEP 2020 stress upon transforming the Indian education system in order to meet to the requirements of the fast changing knowledge based societies by keeping in mind the diversity of the Indian population, their traditions, customs, cultures, dialects and languages. NEP 2020 also stress upon securing and strengthening the human capital of the country, ensuring the progress and leadership in economic development, social justice, equity, cultural preservation, scientific advancement and nurturing the rich talent of the country.

NEP 2020 proposes new curricular and pedagogical structure for the school education. For quality social science education NEP

stress upon periodic changes in the case of the curricular and pedagogical delivery of the Social science education in the country. Play-based, Activity-based, Discovery-based methods of teaching were recommended for the children below the age of eight, adopting formal style of teaching through basic Social science textbooks and maintaining a strong play and discovery based teaching approach after the age of eight. Keeping in mind the children capacity of abstraction at the age of eleven teachings and discussion of higher level concepts of Social sciences should be introduced. NEP 2020 stress that by the age of fourteen adolescents begin to think about their life plans and at this stage the children should be given option to choose their subjects of interest. This will provide students an opportunity to select subject of their interest in the class ninth itself instead after class tenth in the previous system. Students having keen interest in the Social sciences will get an opportunity to get the higher education in the subject in more conducive classroom teaching environment. NPE 2020 also recommended that pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable for which social science teachers will be required to adopt learners centred teaching methodologies. NEP 2020 also recommended for following the fundamental principles and developing ethics along with human and constitutional values (such as seva, ahimsa, swachchhata, satya, niishkam karma, shanti, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders, respect for all people and their inherent capabilities regardless of background, respect for environment, helpfulness, courtesy, patience, forgiveness, empathy, compassion, patriotism, democratic outlook, integrity, responsibility, justice, liberty, equality, and fraternity) which should be developed through social science teaching at the school level.

Adopting new 5+3+3+4 design and restructuring the Social sciences curricular and pedagogy was another major recommendation of the NEP 2020. Under this 5 years of foundational stage will include 1 years of Pre primary schools and grades One and Two. 3 years of preparatory stage will include Grades Three, Four and five. 3 years of the Middle stage will include grade Six, Seven and Eight. 4 years of High stage will include Grades Ninth, Tenth, Eleventh and Twelfth. Adopting experiential learning approach for social sciences teaching learning at the middle stage will help in developing the students'

better subject understanding and interest. NEP 2020 also recommended for providing students an opportunity to explore the relations between different subjects and stress that in each stage curriculum should be incorporating Indian and local traditions, as well as ethical reasoning, socio-emotional learning, quantitative and logical reasoning, computational thinking and digital literacy, scientific temper, languages, and communication skills, in a manner that is developmentally appropriate. NEP also stressed for incorporating basic ethical and moral reasoning throughout the school curriculum and Indian knowledge systems into the curriculum. Keeping in view this social sciences curriculum should be having enough content promoting the ethical and moral reasoning, and exhibiting the rich Indian knowledge system. Another major recommendation of the NPE 2020 is to move the education system to real understanding and making the students able in learning how to learn. Social sciences curriculum should also be incorporating the Indian and local context and ethos in terms of culture, traditions, societal, traditional and indigenous ways of learning.

Social sciences are quite comprehensive in nature and often students face problem in understanding the concepts and under that situation they try to take the short cuts in the form of rote learning. Rote learning is not a permanent type of learning and often student forget the crammed content after some time and due to which they fail to reflect the knowledge. Social science teachers can encourage students to avoid such learning methods and help students in developing better conceptual understanding of the subject through learner centred teaching methodologies. NEP 2020 also stressed upon reorientation of the Social science school curriculum with an objective of developing higher order skills like critical thinking, creativity, logical thinking, team work, social responsibility, multilingualism, quantitative reasoning and digital literacy etc. among the learners. Social science is a realistic school subject where experiential learning approach can be practised for achieving the Social science teaching objectives and with the creative efforts of the Social science teachers all such higher order skills can be developed among the learners.

One of the major issues faced by the Social science teachers and learners is regarding the overloaded curriculum content in each grade. Social sciences school curriculum content is drawn from the different Social sciences including History, Geography, Political Science, Sociology, Public Administration, Economics, Psychology, Religion

studies, Anthropology, Archaeology, Philosophy etc. and it is the prime responsibility of the Social science curriculum framers to make a balance between these social sciences and only recommend the content which may be helpful in promoting critical thinking, discovery based learning, discussion based teaching learning, and analysis based learning among the social science students. One of the another important recommendation of the NEP 2020 is regarding teaching all the subjects including social sciences at least up to the grade 8 in the local languages as students learn best through their local language. NEP 2020 also recommended for incorporation of the relevant excerpts from great works of Indian literature in Social science curriculum content at the school level. Social science teachers should also focus upon the development of the communication skills of the learners by giving them ample opportunities to speak in front of their peers on relevant topics from the social sciences and also stressing upon development of the problem solving and logical skills of the learners. Incorporation of the games, puzzles and other problem solving activities in the Social science curriculum content will also help in developing the desirable skills and also make the subject more interesting for the learners. Social science textbooks should be written with an objective of developing critical thinking among the learners. Critical thinking in Social science textbooks should be based on reasoning, questioning, assessment of examples and statements, group work, interpretation, true judgment about issues, analysis and evaluation, explicitness, and logicality skills. Social science teaching at school level should also focus upon developing multicultural perspectives among the learners. The culture of India is an amalgamation of lot many diverse sub cultures spread all over the country. Stress should be laid upon developing this multicultural perspective in the learners from very initial stage through Social science teaching.

Conclusion

Social science education plays an important role in grooming the personality of the individuals for better social adjustment and their positive contribution in the development of the country. National Education Policy 2020 is built on the foundational pillars of Access, Equity, Quality and Accountability. NEP-2020 stress upon meeting the expectations of the citizens of the country with regard to quality education, innovation and research, making the country knowledge

superpower by equipping the students with the required skills, knowledge and to rectify the challenges faced by the educational system of the country. Social science school curriculum should be focusing upon developing higher order skills like critical thinking, creativity, logical thinking, team work, social responsibility, multilingualism, quantitative reasoning and digital literacy etc. among the learners. Providing quality social science education by incorporating the suggestions forwarded in the NEP 2020 will help in successfully achieving the aims and objectives of the Social science education in country.

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INTEGRATING TPACK FRAMEWORK IN TEACHER EDUCATION CURRICULUM: NECESSITATED ROADMAP FOR NEP 2020

Dr. J.N. Balya* & Ms. Seema Rani Thappa**

Education is the primary need and criteria for the development of the nation as well as development of the society. The world's knowledge is changing at a breakneck pace along with technical advancement- big data, machine learning, and artificial intelligence are just a few examples. Keeping these transformations in consideration, it becomes increasingly necessary to ponder upon how a child should learn how to learn rather than what to learn. As a result, the education emphasises students how to think critically and solve problems, to be creative and multidisciplinary, to originate, adjust, and give new content in novel and rapidly changing sectors through teaching learning process. Teachers have a crucial role in bringing educational innovations to fruition (NEP, 2020). In addition, the NEP 2020 emphasises that teachers must be at the center of every substantial reform in the educational system. So, if we want any type of reforms, shift and development in the system of education then we should start with the teacher education programme, as it that armed force of the mission which actually implement those changes and reforms in the real classroom settings. The brief explanation of the TPACK framework has also been done by the author(s). The present paper made an attempt to give suggestive recommendations on how to integrate technological pedagogical and content knowledge in the teacher education programme so that we will achieve all goals and objectives of NEP 2020.

Keywords: TPACK, Integration, Teacher education

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PEDAGOGY OF
**SOCIAL
SCIENCE**

Volume-I

Anurag Sankhian

KALYANI

PEDAGOGY OF SOCIAL SCIENCE

VOLUME - I

*(For B.Ed. 1st Semester students of the Guru Nanak Dev University, Amritsar
and also useful for B.Ed. course students of other universities)*

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PREFACE

Social sciences contribute multi dimensionally in the development of the individual, society and nation. The subject matter of the social sciences is directly related to the individuals and society. It involves the learners to see and interpret the world—its peoples, places, cultures, systems, their activities, aspirations, achievements, problems and occupies a unique position in the school programme. Subject helps in developing among the learners loyalty to the democratic ideals, civic responsibility, value education and improves their social skills. No society can survive without teaching its young children about the basics of the society. Social Science teaching at school level teaches the basics of the society and makes the learners able in understanding their cultural, geographical, social, and historical milieus. National Education Policy, 2020 recommended for moving towards less content, more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. NPE 2020 also recommended that pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable. Social science teachers are required to play an active role in fulfilling the objectives of the National Education Policy-2020 and in developing the required capabilities among the learners. For meeting the expectations of the society, Social science pupil teachers are required to have good mastery over the Social science pedagogy and Social science subject matter. Keeping in mind this aspect the present book 'Pedagogy of Social science-Volume I' is specifically written for meeting the learning needs of the students of the Pedagogy of Social science course paper of the B.Ed. First Semester programme of the Guru Nanak Dev University, Amritsar. An attempt has been made to present different concepts in a clear, concise and in an interesting manner. This volume includes the important topics like Historical background of Social science, Difference between Social studies and Social science, Values associated with the teaching of Social science, Aims and objectives of Social science, Pedagogical approaches: Interdisciplinary, Experiential, Co-operative learning and Constructivist approach, Current affairs in Social science and Social science laboratory etc. The suggested further readings at the end of the book will encourage the students to dig deeper and further investigate the Social science subject. Acknowledgements and appreciations are due to all the educationists and authors whose work was consulted and quoted in this book. It is a pleasure to express my gratitude to Sh. Tarun Bhateja and the whole dedicated team of the *Kalyani publishers* for their support in bringing this book to its final shape. The author hope and believe that this book will cater to the requirements of the Social science pupil teachers, school teachers, teacher educators and wish the readers an enriching reading experience. The valuable suggestions of all concerned in making the book more useful are always welcome.

2022

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For B.Ed. 1st Semester Students of the GNDU,
Amritsar and also useful for B.Ed. course students of
other Universities

About the Book

This textbook 'Pedagogy of Social Science - Volume I' is written specifically for the B.Ed. First Semester Students of the Guru Nanak Dev University, Amritsar and is also useful for the students of other Indian universities opting Social science as their teaching subject. This book will also prove beneficial to the Social sciences school teachers and teacher educators. The book covers the prescribed B.Ed. first semester syllabus of the teaching subject 'Pedagogy of Social science' of the Guru Nanak Dev University, Amritsar. The book includes the topics like Historical background of social science, Difference between Social studies and Social science, Values of teaching Social science, National Education Policy 2020 recommendations, Pedagogical practices and Approaches including Interdisciplinary approach, Experiential approach, Co-operative Learning and Constructivist approach etc. The author expects that this book will aid the social sciences pupil teachers, school teachers and teacher educators.

About the Author

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About the College

Government College of Education, previously known as Government Post-Graduate Basic Training College, was founded in August 1954 under a special scheme of Government of India for establishment of training colleges for teachers at the post-graduate level. The College has the remarkable tradition of high achievements in the field of teacher education and ranks among the leading colleges of education in the country. It has highly qualified (100% doctorate) and competent faculty and draws the best students from across the country, especially the northern region for its teacher education programs.

The National Assessment & Accreditation Council (NAAC) had accredited Grade 'A' to this college. The National Council for Teacher Education has sanctioned two units of B.Ed. (50 seats each) and one unit of M.Ed. (50 seats), both two years courses, and a Post Graduate Diploma in Guidance and Counselling (PGDGC) with the intake capacity of 20 seats. The College also runs 06 months Pre-Ph.D. course work for research students in the discipline of Education as a recognised Research Centre of Panjab University, Chandigarh.

The college has spacious campus with well-maintained lawns, playgrounds and separate hostels for boys and girls. It has one of the most resourceful libraries in education in general, and Teacher Education in particular in the northern part of India. It provides excellent library facilities to its students and faculty.

A number of dimensions have been added to the teacher training program so as to make it as comprehensive as possible, in light of contemporary changes. The syllabus prescribed by the Panjab University, Chandigarh is enriched by seminars, workshops, community activities, educational tours and numerous modes of other practical work including value-added blended mode courses as per the guidelines of NEP-2020. The institution is forging ahead in the future with its missionary zeal of preparing visionary architects of the human resources of the country with software of excellence embedded creatively with the motto 'Ascend from darkness to Light' (आरोहं तमसो ज्योतिः).

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Professionalism in Education



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Professional learning in multidimensional and multicultural educational context

About the College

Partap College of Education is a premier institute which was established in 2000. Over the years the college has set a commendable tradition of initiative and excellence, and has grown into an institution of significant stature in the educational scenario. Various activities in and outside the classroom lead the young teachers towards sound professionalism. The inspiring force is our Motto "STRIVE, SUCCEED, SERVE". This college has been successful in setting the trends in qualitative teacher education by its innovative strategies in collaboration with national and international organizations. College has established international linkages with *IPDA, UK, ISATT, Denmark and KFU, Russia*. The college is recognized by NCTE and permanently affiliated to Panjab University, Chandigarh and accredited A-Grade by NAAC.

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A Study of Academic Stress among College Students

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

Keywords: Academic stress, academic streams

Introduction

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

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

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

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