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PREFACE

Indian education system catering over 300 million students of various categories is expanding continuously to bring considerable transformation. It is expected to be more accessible, inclusive and aligned for catering needs of the fast changing global society. The emerging digital technology is immensely influencing school and higher education system leading to significant changes in coming days. Digital learning with interactive apps and online resources will be more used by students. The National Education Policy, 2020 will not only promote innovative teaching and learning processes but also emphasize inclusion of Indian Knowledge System (IKS) into curriculums at all levels of education, which purports to promote indigenous Indian systems of knowledge. Blended learning with integration of online learning and traditional class room teaching offering flexible and personalized experience will be in focus and used widely. There will be shift in curriculum directing towards environmental awareness, entrepreneurship, project based experiential learning etc. to prepare the students for upcoming job market. Schools and parents will more focus to promote creativity, critical thinking, empathy, physical, emotional and social skills.

The Higher Education will emphasize on multidisciplinary approach with multiple entry and exit points. It will be more flexible and accessible with promoting online and distance education programmes to cater needs of diverse group of students and working professionals. Industry- Academia collaborations between universities and industries will be encouraged to address needs of job market with emphasis on internship programs, hand on training/ workshops, guest lectures by industry professionals etc. Vocational education will emphasize on re-skilling, up-skilling & life long learning to meet needs of job markets.

Education is a dynamic process with the teacher being the central focus. It provides new shape to the individual and consequently the nation. It has potential to play a significant role to bring about social change, economic growth and political development in any society. Teacher and Teacher Education needs to be oriented to achieve sustainable development goals (SDG). Individual excellence and life long learning matter a lot for success in Teacher Education. The teachers have to be updated with disciplinary knowledge and emerging digital technology regularly as their students used to access it. So, the performance can very well surpass degrees. A teacher has to compete with global teaching community to remain relevant in the current technology dominated environment. There is need that students at all levels should be taught by well qualified, passionate, motivated, professionally trained and well equipped teachers to promote creativity. The present volume of the Journal Educatum tried to address various issues pertaining to Teacher Education to enhance the knowledge in the discipline of education.

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CONTENTS

A PEN PICTURE OF TEACHER EMPOWERMENT IN TEACHER EDUCATION: NEEDS, CHALLENGES AND POLICIES

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Abstract

In teacher education, Faculty Empowerment refers to the process of equipping educators with the knowledge, skills, autonomy and resources they need to make effective decisions in the classroom and contribute positively to the educational system. Teacher empowerment is a vital component of educational improvement, impacting both the quality of teaching and student outcomes. Empowering teachers can be achieved through professional development, support systems and policies that value their expertise. This paper delves into the multifaceted concept of teacher empowerment, focusing on the essential needs, challenges that educators face and the policies required to support and promote empowerment within the education system. The discussion begins by identifying the fundamental needs of teachers for professional growth and then addresses the various challenges that hinder faculty empowerment. Furthermore, the paper explores the strategies encompassed professional development initiatives tailored to establish a collaborative and inclusive teaching-learning environment. Drawing from international, national examples and research findings, this paper offers insights into how nations can create an enabling environment for teacher empowerment, ultimately, leading to enhanced educational outcomes and a more vibrant educational landscape.

Keyword: *Teacher Education, Teacher Empowerment, Needs, Challenges, Education policies.*

INTRODUCTION

In the realm of education, Teachers are the cornerstone of a thriving society, guiding the next generation towards a brighter future. They are playing a critical role in shaping your minds, underscores the importance of empowerment, both as professionals and as individuals. This paper is aiming to shed light on the processing needs, intricate challenges and the pivotal role of policies in fostering an empowered teaching workforce. From some secondary sources, we understand how empowering teachers not only benefits educators themselves but also translates into enhancing students' outcomes and overall educational success in an area of fast evolving landscapes and diverse classroom dynamics. In recent years discussions surrounding teacher empowerment have gained dominance as the education system faces unprecedented challenges. Teachers are confronted with ever evolving curricula, diverse student needs and rapid integration

of Technology in the classroom. Societal expectations of educators have expanded beyond traditional teaching roles in compassing emotional support, mentorship and Fostering inclusivity. In this paper we have tried to give a small vision on the relationship between teacher empowerment and education policies. Policy plays a pivotal role in shaping the working conditions, professional development opportunities and an overall empowerment of educators.

In sum, the journey towards teacher empowerment is a complex and dynamic one, teaching the lives of educators, students and society as a whole. By delving into the needs , challenges and policies surrounding teachers empowerment this paper endeavours to provide insights that can guide educators, policy makers and take holders in their collective efforts to foster a more empowered and Effective teaching.

OBJECTIVES OF THE STUDY

Teacher empowerment is an important part of the educational sector in any country. We need to focus on some parts which involve teacher empowerment. Defining the concept of teacher empowerment and its significances in education, further we try-

- ➤ To identify the categorized the needs of teachers, such as professional development, resources and support system, analyzing the challenges faced by teachers, including workload, classroom management and adopting diverse student populations.
- ➤ To discuss the different sectors of teacher empowerment in the whole teaching learning process.
- ➤ To demonstrate the positive impact of teacher empowerment on student learning outcome and teacher satisfaction, encouraging educators, policymakers and stakeholders to take action to support and implement effective teacher empowerment strategies.
- ➤ To analysis some challenges which are faced by teachers to implement the empowerment programme in teacher education and
- ➤ Also to evaluate the existing policies and initiatives designed to empower teachers, assessing their strengths and weakness, showcase some research findings and examples
- ➤ To offer some recommendations and suggestions for improving teacher empowerment policies and practices based on research findings.

DIFFERENT SECTORS OF TEACHER EMPOWERMENT

1. Empowerment in pedagogical content knowledge: This programme is emphasis on the enhancement of pedagogical content knowledge of the teachers. It focuses on developing the participation of effective teachers. These activities help to enhance teachers' pedagogical content knowledge in all subjects like language, sciences, social sciences, and math. It is advocated that the hands on, minds on activities provide the students with opportunities of getting involved into the process through learning by doing. Therefore several methods and strategies for imparting knowledge in the above mentioned subjects were introduced to the class as reported in Gudmondsdottir (1990)- "

the 'special amalgam' of pedagogy and content made them realize the importance of different aspects of the interactive teaching process."

1. **Empowerment in walking with colleagues:** Normally teachers do not allow colleagues into their classroom during the course of a teaching session. Research literature on school culture and staff development that is Hargreaves and Dawes drives (1990) have highlighted the importance of releasing teachers from their isolation by "cracking the world of privatism". And emphasized collaboration among the teachers for their professional development. The intent was to make them realize that collaboration is a fundamental aspect of developing a professional culture in school. It helps to impart and receive constructive quality feedback and share concerns with each other.

2. **Empowering teachers to deal with guardians:** This part assisted teachers in authorizing the involvement of community as their also stakeholders of the educational institution, by parents teacher meeting so a teacher should know how to deal with guardians as a part of community.

3. **Empowerment as in having a say in setting education policies:** By this teachers are able to point out their views and suggestions in setting education policies. It is highlighted in Harris J. M. (1995) that "good preparation is the secret of a successful presentation". This part helps to develop their communication skills and build their confidence.

   Needs:

   Teachers' need to be empowered to develop their competence, to take charge of their own growth and be able to resolve their own problems in their everyday practices (Kimwaer M.C, Chirure H.N, Omond.M. (2014)) for the purpose of professional development they need.

   - ✓ **Access ongoing training:** Access ongoing training and stay updated on teaching methodologies, technology and curriculum changes.
   - ✓ **Autonomy:** Empowering teachers with the autonomy to make decisions about their teaching methods and classroom management fosters creativity and innovation.
   - ✓ **Resources and support:** Adequate teaching resources, Materials and support from Institutions are also important to empower teachers.
   - ✓ **Collaboration:** Collaboration is one of the best tools to upgrade and develop your own position, Sharing ideas and experiences.
   - ✓ **Evolution:** Evolution is a critical ingredient to develop someone's skills and excellence. Empowerment involves making correct decisions also; a teacher should have a voice in school policies, curriculum development and other important decisions. Adequate compensation and benefits are important to alternative acts and retain talented educators.
   - ✓ **Use of ICT:** Wrapping this part with a most important section of empowerment that is use or access of Technology. ICT is the newest and most developed part of

teaching nowadays. So being technically sound is a very strong weapon of empowerment. Teachers will develop the capacity to reflect accountability and evaluate their academic progress in order to keep abreast with the social needs.

ADVANTAGES

Teacher empowerment can have several benefits including -

- ❖ **Improve teaching quality:** Import teachers often feel more motivated and confident, leading to better teaching practices and increased student engagement and learning outcomes.
- ❖ **Enhanced creativity:** Empowerment can Foster a culture of innovation in the classroom encouraging teachers to experiment with new teaching methods and at up to student diversity needs.
- ❖ **Higher job satisfaction:** When teachers have control over their work, they tend to be more satisfied with their careers which can reduce turnover rate and create a more stable educational environment.
- ❖ **Increased student success:** Empowered teachers can personalized instruction and provide additional support to struggling students ultimately contributing to improved academic performance.
- ❖ **Effective Leadership:** Empowered teachers can play a more active role in administration and decision making, leading to more effective and responsive leadership.
- ❖ **Professional Growth:** Empowerment opportunities, Such as Professional development and decision making involvement, can help their skills and expertise.
- ❖ **Community engagement:** Empowered teachers can build stronger relationships with parents and the local community, enhancing the school's reputation and support network.
- ❖ **Adaptation to change:** Empowered teachers are better equipped to adapt to changing educational trends and Challenges, ensuring that the curriculum remains relevant.
- ❖ **Overall Educational improvement:** teacher empowerment can contribute to the overall improvement of the education system by promoting a culture of continuous learning and development through teacher education programmes.

CHALLENGES

- ● **Insufficient financial grants:** In most of the states, teacher education is still being run by the fee collected from student teachers, as the share of state grant is too small to empower teachers.
- ● **Inadequate facilities for professional development**: Most of the programs are being conducted in a routine and unimaginative manner. Even the association of teacher educators has not contributed anything towards development of a sound professionalization of teacher education in the country.
- ● **Lack of regulations**: The State Education Department has no data on the basis of which they may work out the desired intake for their institutions. There is a considerable lag

between the demand and supply of teachers. This has created the problems of unemployment and underemployment which leads to non-empowered teachers.

- **Inadequate empirical research:** In India, research in education has been considerably neglected. The research conducted is of inferior quality. The teacher education programs are not properly studied before undertaking any research. As a result of it, teacher empowerment is neglected.
- **Resistance to change:** Some educators may be resistant to reload these making it difficult to empower them with innovative approaches. Rigid society And stereotype mindset are the main reasons for not implementing empowerment in teacher education. Best implementation of empowerment in teacher education requires a mindset change.
- **Bureaucracy:** Administrative and bureaucratic hurdles and hinder teacher autonomy and decision making, limiting their empowerment.
- **Inequality:** Empowerment opportunities may not be distributed equally among teachers, exacerbating disparities in education quality.
- **Limited knowledge of opportunities:** Teachers may not be aware of the empowerment of teachers in teacher education related opportunities available with their working environment.
- **Teacher burnout:** Heavy workloads, administrative tasks and pressure to meet academy standards can lead to burnout, reducing a teacher's sense of empowerment.
- **Teacher isolation:** Isolation can hinder collaboration and the sharing of best practices among teachers, impacting their sense of empowerment.
- **Policy changes:** Frequent changes in education policies and curriculum can disrupt teacher empowerment effort, as educators must adapt quickly.

POLICIES

As of my last knowledge update, several policies and initiatives in India aimed at teacher empowerment and improvement of the education system. Here are some key policies and initiative related to teacher empowerment in India up to that point:

1. **National Education Policy 2020 (NEP 2020):** The NEP 2020 introduced significant reforms to the education system, emphasizing the professional development of teachers training, monitoring and support. It promotes the importance of teachers in the learning process and their autonomy in the classroom.
2. **Sarva Shikha Abhijan (SSA):** SSA is a flagship programme aimed at providing quality education to all children. It includes teacher training programs and initiatives to enhance the quality of teaching in Government schools.
3. **Rashtriya Madhyamik Shiksha Abhiyan (RMSA):** RMSA focuses on improving Secondary Education. It includes teacher training and development programme to enhance the quality of teaching at secondary level.
4. **Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT):** This mission aims to improve the quality of teacher education

programme, promote research in education and provide professional development opportunities for teachers.

5. **National Initiative for School Head and Teachers Holistic Advancement (NISHTHA)**: Under the SSA, NISHTHA is a capacity building program for teachers and school heads. It provides training on various aspects of teaching including pedagogy, innovative Teaching.

6. **Pradhan Mantri Kushal Vikas Yojana (PMKVY):** While not specific to teachers, PMKVY is a flagship program that offers development training to individuals including teachers, to enhance their employability and skills.

7. **Rastriya Uchchatara Shikha Abhijan (RUSA)**: RUSA aims to provide the quality of higher education in India. It includes Initiatives to enhance the capacity and qualifications of college and university faculty members.

8. **National Professional Standards for Teachers (NPST):** By 2022 a set of **NPST** will be created that will determine all aspects of teacher career management, including tenure, continuous professional development efforts, salary increases, promotions, and other recognitions.

9. **Innovative And Research in Teacher Education (IRTE):** IRTE is a scheme that Encourages Research and innovation programs, promoting Best practices and effective teaching methods.

10. **In-service training:** Various States have In-service training programs for teachers to enhance their teaching skill and keep them updated with the latest teaching methodology which emperor them by profession.

11. **National Repository of open educational resources**: NROER provides teachers with access to a wide range of open educational resources including textbooks, audio - visuals materials and lesson plans, enhancing their teaching resources.

12. **Community engagement:** Policies encourage community information in the schools, fostering a collaborative approach to education and empowering teachers to work closely with parents and community.

13. **Awards and recognitions:** Various states and organizations in India have introduced awards and recognition programs to honour outstanding teachers providing incentive and recognition for their dedication and innovation in teaching which leads to Faculty empowerment.

RECOMMENDATIONS AND SUGGESTIONS

- **Professional development:** Continuous professional development opportunities, workshops and courses to keep teachers updated with the latest educational research and teaching methodologies.
- **Access to technology:** Providing access to technology tools and resources including e-Learning platform and digital teaching aids to help and empower teachers to adapt modern teaching methods.

- **Research opportunities:** Support teachers in conducting action research within their classrooms, allowing them to explore and implement the innovative teaching strategies which help to empower teachers.
- **Policy advocacy:** Encourage teachers to participate in Educational policy discussions, giving them a voice in shaping the future of education.
- **Autonomy:** Allow teachers some autonomy in their curriculum development and classroom management, enabling them to tailor their teaching methods to their students' needs.
- **Feedback mechanisms:** Established regular feedback mechanisms, such as teacher evaluations and surveys to gather input from teachers and make improvements in teacher education programs accordingly.
- **Inclusive education training**: Offer training on inclusive education practices to equip teachers with the skills needed to address students' needs effectively.
- **Collaborative planning:** Encourage collaborative learning environments where teachers work together, Share ideas and learn from each other's experience.
- **Continuous assessment:** Implement ongoing assessment of teacher performance and provide constructive feedback for growth.
- **Teacher well being:** Promote teacher well being programmes to reduce burnout and stress as empowered teachers are more effective and motivated.
- **Cultivate a growth mindset:** Foster a growth mindset among teachers, emphasizing that continuous learning and improvement are valued and expected.
- **Reflective practices:** Encourage teachers to engage in reflective practices, such as journaling or peer feedback, to continuously improve their teaching techniques.

Based on the pre-set objectives and analysis of some related matters we can say that by implementing these strategies, teacher education programs can empower educators, ultimately leading to more effective and adaptable teaching practices that benefit students and the education system as a whole.

CONCLUSION

Benjamin Disraeli had said, *'The secret of success is to be ready when your opportunity comes!'* For Indian teachers' time has come to seize the opportunity and become makers of their own destiny. To do this - dream and work hard to achieve your dreams. Become an aware, enthusiastic, and empowered practitioner. Share your ideas, grow by experimenting and researching. There are so many Indian policies to help teachers to grow. Though some practical challenges are there but these policies, planning and most importantly inner motivation help them to empower.

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DEVELOPMENT OF VALUE ENHANCED LIFE SKILLS AMONG STUDENTS THROUGH RABINDRASANGEET

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Abstract

This paper presents the development of value enhanced life skills among students through Rabindra Sangeet, whereas the songs contain the social, moral, emotional and ethical value in life. Education in life skills gives students the resources they need to grow, teaches individuals' novel approaches of analyzing and resolving issues, and shows them how to interact socially, create companions, and understand the effects of how they behave. It additionally assists pupils in becoming more confident in their verbal abilities and supportive and teamwork abilities. Introducing music education to children and pupils at a young age helps to improve their many abilities. This is so that when they execute, the pupils can recall the words and chords from recollection. They can fully utilize their capacity, particularly when they execute music from an arrangement. In this paper, the researcher has taken two songs from Prem O Prakriti Parjaay. Through this songs, the researcher shows how Rabindra Sangeet is related to life skill education, its values in life and as well as the significance of those songs related to the parjaay. For this research, the researcher has gone through for qualitative descriptive method. Afterwards, the findings of this study are shown that the songs developed student's creative thinking, self-management, assertiveness, and way of managing emotions. The songs create interest, aspect in life, moderate values, and develop one's attitude towards life and also develop one's skills in education.

Keywords: *Value education, life skill education, development of life skills, components of life skill, prem-o-prakriti parjaay Rabindra Sangeet*

INTRODUCTION

A life skill is a term used to define fundamental abilities obtained via education or information. The daily routine may also be considered a life skill. The capacities of our emotions, money, academic performance, health, etc., are other examples of life skills. A child's self-worth, social skills, and confidence may all increase if he/she practices life skills.

Today, the term "life skills" refers to a set of psychosocial competencies and interpersonal abilities that support decision-making, healthy development, problem-solving, effective communication, and critical and creative thought. Life skills may be applied to one's own behaviour or behaviour toward others.

One such ability is learned through life skills education. As a result, the youngster gains the capacity to manage his life effectively and to plan out his daily tasks methodically. It is a sort of education whereby abilities are built to make the child effective in such a manner that he can decide based on his ability and intellect in unexpected scenarios. Such suffering must simultaneously grow in human existence to enable him to develop into a capable citizen.

Value-based education places importance on helping students to cultivate their unique traits so they can mole their future and deal with challenges with comfort. It shapes youngsters to effectively carry out their societal, ethical, and constitutional responsibilities while becoming sensitive of evolving circumstances. Along with intellectual enhancement, our emphasis is on helping individuals build values-rich life skills that will aid them in fending off intimidation from peers, adopting intelligent choices, and executing healthy decisions.

To communicate with oneself, other people in and around one's surroundings, make a choice that takes high skill, and come up with solutions for various types of difficulties, a person needs a collection of social traits and personal talents. Additionally, life skills are the abilities needed to approach every situation constructively in order to get the desired result. By encouraging social adjustment, fostering healthy personal habits, and adopting a positive outlook on work, life skills may be acquired.

The rigorous and constrained educational techniques are very different from Tagore's educational philosophy. He created Shantiniketan as an experiment with his own ideas (Bolpur, West Bengal). Tagore offered an entirely free atmosphere in which to receive education. He had the opinion that education should sooth the spirit rather than only be about earning degrees. Education is a tool for encouraging one's own growth and the healthy development of one's personality. Tagore's entire life was filled with experiences, which heightened his dislike of the current educational system. He saw schools as book-learning factories where some students are shaped into items of a higher calibre and then sold on the open market. He had always seen it as a blessing that he had not gone through a strict, official education.

Developing self-worth, gaining self-assurance, becoming assertive, managing feelings, overcoming difficulties, developing interpersonal abilities, interacting with and valuing others, having empathy, making choices, resolving issues, adaptability, and many other life skills are the primary components of life skill development. Throughout all the life skills, the researcher here uses only four components (creative thinking, self-management, assertiveness, and managing emotions or feelings) to show the development of value enhanced life skills. For this purpose, the investigator has taken two Rabindra Sangeet from prem-o-prakriti parjaay - 'Tarun prater arun aakash' and 'Sahe na jatona'.

RATIONALE OF THE STUDY

Rabindranath Tagore's songs are cordially connected with value enhanced education for life and development of the skills in life, i.e. mental, social, emotional, moral and ethical development of life. The purpose of life skills education is to reduce hazardous conduct and strengthen present skills, favourable mind-sets, and values. The continued developments of oneself and others, as well as the averting of problems related to health and society, are all facilitated by life skills education. So, the researcher states the topic as **"Development of Value Enhanced Life Skills among Students through Rabindra Sangeet"**

OBJECTIVES

1) To utilize distinctive skills and valuable abilities, to generate innovative ideas and clarification regarding problems, to accord pupils on the test in unfamiliar circumstances, and to assert oneself without excessive trepidation through the song 'Tarun praater arun aakash'.
2) To adequately manage one's state of mind, feelings, and actions in various environments, to effortlessly convey genuine feelings and emotions, and to assert one's own values without criticizing the dignity of others through the song 'Sahe na jatona'.

RESEARCH QUESTIONS

1. Are the creative thinking and self-management skills in life expressed through the song 'Tarun praater arun aakash'?
2. Are assertiveness and way of managing emotion skills explained through the song 'Sahe na jatona?

RESEARCH METHOD

The researcher adopts qualitative descriptive method for this investigation. In a descriptive essay, the researcher is only concerned with outlining the circumstance or case being studied. It is a theory-based design approach. This enables the researcher to explain the motivations behind and methods used in research.

SOURCES OF DATA

a) Primary source – Prem O Prakriti Parjaay Rabindra Sangeet which obtained from 'Geetabitan', 'Gitamalika', 'Swarabitan' etc.
b) Secondary sources –
   i. The researchers who have done work regarding 'Educational and Musical Contribution of Rabindranath', 'Value Education' and 'Life Skill Education'
   ii. Journals, articles etc.

ANALYSIS & INTERPRETATION OF DATA

Pertaining to Objective 1:

The song 'Tarun praater arun aakash' was written on 1915 (7 Kartik 1322) in Srinagar, Kashmir by R.N. Tagore and it is the 63rd song of Prem O Prokriti Parjaay in Geetabitan. The notation had prepared by Dinendranath Tagore in Swarabitan16 (Geetapanchashika). The musical composition of this song is based on Dadra Taal and Bhairavi Raag.

Tarun praater arun aakash shishir-chhalochhalo,

Nodir dhaarer jhaauguli oi roudre jhalomalo.

Emni nibir kore era dnaaray hriday bhore –

Taai to aami jaani bipul bishwabhubankhani

Aakul-maanas-saagar-jale kamal talomalo.

Taai to aami jaani – aami baanir saathe baani,

Aami gaaner saathe gaan, ami praaner sathe praan,

Aami andhakarer hriday-phata aalok jwalo-jwalo.

Through this song, it has unveiled that music can stimulate imaginative thinking, which is one of the essential elements of the process of creation. A favourite song or thoroughly engrossing oneself in a wonderful piece of music may change one's outlook on life, evoke imagery in the mind, have an effect on the emotional mind, and help us become more receptive to innovative thoughts. Self-management instruction may also be argued to benefit students' academic achievement, efficiency, and duration spent on activities. Effective self-management abilities enable pupils to regulate their spare time efficiently, concentrate on their work, collaborate with others both at home and in educational institutions, and accomplish well in their academics.

Pertaining to Objective 2:

The song 'Sahe na jatona' was written on 1885 by Rabindranath and it is the 41st song of Prem O Prokriti Parjaay in Geetabitan. The notation or swaralipi had prepared by either Indira Debi Chowdhurani or Jyotirindranath Tagore in Swarabitan 32. The musical composition of this song is based on Tritaal and Mishra Behaag Raag. The song was basically collected from "Robichhaya".

Sahe na jatona.

Dibaso ganiya ganiya birale

Nishi din bose aachhi shudhu pathopane cheye –

Sakha hey, elena.

Sahe na jatona.

Din jaay, raat jaay, sab jaay –

Aami bose haay !

Dehe bal naai, chokhe ghum naai –

Shukaaye giyachhe aankhijal.

Eke eke sab aasha jhore jhore pore jaay –

Sohe na jatona.

This song expresses that music accelerated all facets of a child's growth and preparedness for educational institutions, including cerebral, social-emotional, propeller, linguistic, and complete knowledge. It promotes harmony between the body and the mind. One may enhance their abilities to cope with and manage anxiety and frustration by being more assertive and by analyzing and acquiring persuasive interactions and behavioural skills. An essential method of interaction entails of being assertive. One may explain oneself clearly and defend one's perspective by being assertive. Individuals who are assertive come off as more appealing to others and are consequently more likely to be successful.

FINDINGS

a) The ability to communicate sentiments and emotions via music makes it a significant component of everyday life. Music is viewed by some as a means of escaping life's suffering. One feels relaxation and can lessen tension as a result.

b) It promotes harmony between the physical being and the inner being. Early exposure to songs assists young children in learning about the sounds and significance of words. Children can exercise artistic expression while developing their physical abilities by performing to music. Both children and adults benefit from music's ability to improve memorization.

c) Irrespective of how much control a person has over their feelings, they are nevertheless able to make more precise judgments. Understanding our emotions enables us to become more conscious of what drives us and of our ability to respond in a constructive way.

d) Furthermore, research has shown that musical therapies benefit those with moderate to severe learning difficulties. Additionally, studies have been shown that music-related education can enhance intellectual and mental factors in addition to musical ability, which is related to linguistic growth.

DISCUSSION

The current study is distinctive in that it is the first of its kind to look at the effects of Rabindra Sangeet on the teaching of life skills, whether in an Indian or international environment. Rabindra Sangeet was examined in the research by Mandal, Mondal & Bishnuroy (2020), Acharya & Tarafdar (2019), and Das et al. (2015) for its impact on stress levels among mothers of autistic children, depressive teenagers, and generally developing people respectively.

SUGGESTIONS

According to the researcher, for developing the value enhanced life skills, in all educational institutions, the songs based on life skill education should be included in as – assembly, different observation activities, various programmes in school related to any aspect as opening song.

CONCLUSION

With the use of life skills, students may better comprehend who they are, live more thoughtfully and purposefully, find their own meaning in life, and accomplish both their academic and non-academic goals. The overall method for achieving social and psychological integration is life-skills education. Adolescents are greatly empowered, both physically and intellectually, by this knowledge. It aids in the growth of emotional intelligence, problem-solving skills, critical thinking, and cognitive abilities. These days, it's crucial to include life-skills education in the curriculum. Students' mental health should be improved, and their personalities should be fully developed and capable of handling the difficulties of events that might change their lives. Education in life skills makes a substantial contribution to students' overall development. It gives young people the tools they need to succeed in the modern age.

Tagore was a prolific songwriter who is credited with creating over 2,230 songs. His poetry, short tales, dramas, and songs—collectively known as Rabindra Sangeet—fluently meld with his written works. The majority of his works were poems with lyrics. They covered the full spectrum of human emotion, from his early dirge-like Brahmo religious hymns to nearly sexual songs, and were influenced by the thumri form of Hindustani music. They varied in how closely they resembled the tonal hue of traditional ragas. Some songs accurately reproduced the melody and rhythm of a certain raga, while others creatively combined parts from other ragas. However, only around 90% of his compositions were bhangagaan, the collection of songs that Tagore reworked with "new value" from particular Western, Hindustani, Bengali, and other regional styles "external" to his own ancestral culture.

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DIGITALIZATION IN TEACHER EDUCATION: E-LEARNING IN THE MODERN EDUCATION SYSTEM

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Abstract

In 1999, Elliott Masie used the terminology "E-Learning" for the first time in the field of education in his Tech Learn Conference at Disneyworld. Electronic Learning is basically the delivery of learning and training through digital resources such as computers, tablets or mobile phones provided they are well connected through internet. It may also be termed as virtual teaching-learning; a mode of distance tutoring that is chiefly characterized by classes taken by from a distance and students attending classes from their own residence. Technological devices help student-teacher or student-student communication to communicate each other. After post-covid period, the magnitude of the need of Online/E-Learning education system has gained a tremendous momentum.

But there are a few problems in implementing E-Learning in the country like India. They are as follows:

Poverty: Most of the people of our country live below poverty line in remote villages where it is neither easy to purchase electronic devices nor to get available internet connection to run E-Learning.

Attention Level of the Learners: To continue E-Learning classes for long and keep attention focused on topic is very difficult for the learners.

Control over Classroom: Teacher has no control over classroom as the learners may switch off video and engage themselves in sleeping or playing video games.

Lack of Human Touch: During an E-Learning class, there is no close interaction between teacher and student. Therefore, a student lacks human touch and human qualities of a teacher such as affection, love and correctional procedures for mistakes.

Inspire of all these obstacles, E-Learning has become popular in efficient teacher training. To equip the teachers with all modern teaching trends, regular teacher training programs are essential, and they are trained in their own institutes through E-Learning with the help of ICT.

Key Words*: E-Learning, Digital, Computer, Tablet, Mobile, Internet, Remote, Attention, Teacher, ICT.*

INTRODUCTION

Technological development has surrounded all the sectors of human life, educational sector being no exception. E-Learning is a popular term that had been evolved much earlier but gained its boost during Covid-19 pandemic in 2019-2020. From schools to colleges, from universities to

management institutions, all had no choice other than E-Learning. E-Learning and E-Book had been highlighted by the American author Issac Asimov's in his famous science fiction 'THE FUN THEY HAD' which was written almost 100 years before probably when Artificial Intelligence did not appear even in human imagination. The story is about schooling system of mid-twenty second century. Margie is a girl of 11 and Tommy is a boy of 13. Both of them studies in schools adjacent to their own bedroom. They studies E-Books and they learn under mechanical teacher. They have no idea about traditional school, human teachers and traditional books printed on papers. In the course of time Tommy found an antique paper book in the roof space in their residence, it was a matter of great surprise to both of them.

"Margie even wrote about it that night in her diary. On the page headed 17 May, 2157, she wrote, "Today Tommy found a real book!"
It was a very old book. Margie's grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper.
…………………….
"What's it about?"
"School."
Margie was scornful. "School? What's there to write about school? I hate school."
Margie always hated school, but now she hated it more than ever. The Mechanical Teacher had been giving her test after test in Geography and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the County Inspector.
The part Margie hated most was the slot where she had to put homework and test papers. She always had to write them out in a punch code they made her learn when she was six years old, and the mechanical teacher calculated the marks in no time.
So she said to Tommy, "Why would anyone write about school?"
Tommy replied, "Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds of years ago."
"Anyway they had a teacher?" asked Margie.
"Sure they had a teacher, but it wasn't a regular teacher. It was a man."
"A man? How could a man be a teacher?"
………………………………
"A man isn't smart enough."

It is debatable whether human teachers are as intelligent as mechanical or not. It is also equally debatable whether human teachers should be replaced by Robot Teachers with Artificial Intelligence in future or not? But we believe it or not, we accept it or not, it is unavoidable that it is our destiny and we must proceed towards a new world where machines will teach us or will help us in every sphere of life and Issac Asimov has foretold this almost 100 years before like the Oracle of Delphie.

CONCEPT OF E-LEARNING

This is a common belief today that E-Learning is the outcome of Covid-19 Pandemic. But this is not true. Trend of E-Learning has been set long before when IGNOU or other educational institutes have taken initiatives to introduce teaching-learning through video conference mode for their Open and Distance Education system. Although 'Scholars are of the opinion that although crises can be very distressing it also generates creative actions and innovative thinking. New ways of thought emerges out of doubts from the situations that one experiences.'[2]E-Learning or Electronic learning broadly refers to Information and Communication Technology that comprises tools and services for handling communication of information. Necessity of E-Learning is ever-widening in our daily life. After the Covid-19 pandemic, almost all the countries in the world have adopted E-Learning as a part and parcel of education where application of E-Learning or ICT has transformed into a significant component of the teaching-learning exercise in every field of studies from school education to higher education including teacher education. E-Learning is provided in three ways----

i) **LMS**: LMS or Learning Management System is a software application which is used in online training programmes. All the teaching-learning courses and related data are transferred onto it. The teachers and learners are permitted access to the LMS together with its all resources and the unique virtual teaching-learning devices. There are several types of LMS, such as Cloud Dependent, Open Source, Instant Dependent etc. An advanced LMS has important role in adaptive strategies of E-Learning.

ii) **SCORM:** SCORM or Shareable Content Object Reference Model improves content of E-Learning and ensures how to use it. It is basically a technical tool for E-Education system. It provides a standardized method in which the E-Learning materials are created. Although it is flexible in nature, it gives a solid framework that allows for a number of formats for successfully operating across different LMS platforms. It provides training using tools and the point should be remembered that it may increase the cost of E-Learning.

iii) **xAPI**: It is mainly used for providing online training. It is basically an updated version of SCORM. It is chiefly used in collecting and analyzing data from different sources. It is a protocol in tracking educational activities in various fields. It is an open source specification and is totally free of cost.

METHODS OF E-LEARNING

There are several methods of E-Learning----

i) **Web E-Learning:** Web E-Learning is provided through website content. Learners can use their own device for this purpose. It is a self-directed and personalized learning which helps students acquire knowledge themselves.

ii) **Virtual Classroom**: Virtual classroom is a video software in which the teacher and the student can enter the class physically through video. Example of such video classroom is Zoom cloud meeting App. An internet connection is required to be

active in virtual classroom and teacher and students can communicate each other as long as they are connected through internet. One benefit of this type of classroom is that immediate feedback is available here.

iii) **Video Module**: In this method a recorded video is shared so that everyone can learn from it. Example of Video Module is YouTube. Shorter video modules are generally preferred by learners but it should be kept in mind that one video module should complete one single topic for learning.

iv) **Specialized E-Learning**: Through this method employees of an organization in trained. Example of such method is Documentary or Company elevator Speech. Risk management e-learning one such specialized E-Learning system.

v) **Social Media Training**: Now a days social media plays an important role in E-Learning. Facebook, Twitter, Instagram and even WhatsApp provide knowledge of all types to a vast number of users. Social media training is the most popular today because it can be used in any place and any situation. Employers use the social media training programmes to up skill their employees and to boost their morale. The motto of social media training is to empower every employee to level up with current trends that help them to work better.

IMPORTANT ASPECTS OF E-LEARNING

Some important aspects of E-Learning are as follows:

i) **Cost Friendly**: In comparison to Offline mode of studies, E-Learning is cost friendly. There is less paper work in E-Learning and so it is hassle free. It does not require lots of books and notebooks or learners do not require to go to any institutional premises and thus cost of travel is saved. More than that they can take their examination online and teachers can assess those papers online and hence labour and money both are saved.

ii) **Time Saving**: In offline mode, there are a number of things to be arranged for teaching-learning procedure but in case of E-Learning there is no such burden. Just take your device, open the learning platform and you can begin your learning. As a result of this it is becoming more popular day by day and all prefer E-Learning to offline mode of learning in traditional educational institutions.

iii) **Learning from Home:** E-Learning has given this opportunity to learn from home. It does not require physical appearance in the classroom and so it is very popular now. After the worldwide pandemic situation, this concept of E-Learning has gained a boost in almost every sector from business management to educational institutions, from political campaign to small Entrepreneurs. It it the safest platform to propagate knowledge and training programmes through E-Learning as it is available sitting from one's home with just a handy android set.

iv) **Eco-Friendly:** E-Learning does not require papers and so it saves trees and it has become environmental friendly and eco-friendly. This is probably the most important

point that E-Learning caters in modern society that we should and must save environment as much as possible to save ourselves. Therefore, E-Learning is being promoted fast and it is undoubtedly our future of educational system.

SIGNIFICANCE OF ICT IN E-LEARNING

Now a day's electronic devices have become a way of life specially for the young minds. And the classrooms are full of young learners who are technologically very conscious. Instead of traditional classroom system of chalk and talk, they are more attracted to audio-visual classrooms and hence, ICT plays an important role in development of today's classrooms. "The advancement of technology and science in the West over the last several centuries is solely responsible for the region's current level of prosperity. One of the telltale indications of technological advancement is the proliferation of information and communication technology, or ICT. Today, information and communication technology is one of the primary indicators of technical and economic growth and advancement. Because it presents more chances for a society as a whole as well as more obstacles for businesses individually. The effect of information technology is very deserving of academic investigation. …………… Schools and universities spend a lot of money on technology like computers, internet and LCD projectors, and they send their instructors to short, intensive courses to educate them how to utilize the equipment. …………………The introduction of information and communication technology into higher education has significant implications for the entirety of the educational process, ranging from the initial stage of venture creation to the application of technology in the management of essential corners such as access, equity, administration, effectiveness, teaching method, quality, and research development. Applications based on information and communication technology provide organizations a competitive advantage by enabling them to provide expanded services to students and employees, to drive more noticeable efficiency, and to make enhanced learning interactions and experiences."

E-LEARNING AND TEACHER EDUCATION

Education is an endeavour on the part of the adult members of the human society to frame the progress of the future generation conforming to its own ideals of life. Teacher education may be defined as every formal and informal projects including all experiences that help to qualify an individual to take up commitments to discharge the duty of catering of knowledge to young individuals. Today's teachers must be well equipped with E-Learning system because today's students consult website more rather than books. They are always looking for internet materials for any topics or subjects. Teachers should apply latest technology for their students to teach and teacher education plays a vital role to instill such knowledge among teachers. Psychologists also opine that audio-visual teaching-learning system attract the students more easily and teaching-learning become easier in that manner.

LITERATURE REVIEW

Various kinds of academic activities have been performed to scrutinize the link between E-Learning and traditional education system. These academic works have concentrated on several points that have been affected by E-Learning. 'As a result, all relevant stakeholders involved in higher education have made tremendous efforts to ensure adoption of ICT in their university education system. According to a report published by the United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute of Statistics (2013), Government of University managements globally have heavily invested in adopting of information technology in their education systems. Overall, numerous attempts, both theoretical and empirical, have been made in a bid to evaluate the impact of ICT adoption in the education system.''Conventional strategies for instructing were common before twentieth century, however, fast advancement occurred from the mid of twentieth century in the field of software engineering, media communications and data innovation that are changing the customary arrangement of training into digitized framework in making the coveted results increasingly powerful and effective.' 'Though American educational research has always been in the forefront, its educational system has been heavily criticized by the American public over the past several decades (Christmann, 2003), contributing significantly to the criticism of the public schools is the dismal placement of the nation's Mathematical and Science students within the global hierarchy, for example The Third International Mathematics and Science Study (TIMSS). In response to the public outcry and criticism, the schools are incorporating CAI (Computer Aided Learning) into their curricula in efforts to enhance student achievement.' So it is obvious that public demand can enhance the introduction of ICT or E-Learning in schools or higher education. 'The application of ICT is creating significant changes in the teaching and learning process. …………. Technology provides a remarkable role in making education inclusive since it has the potential to improve educational performance for their students.'

CONCLUSION

E-Learning is a terminology that has gained boost remarkably worldwide. 'It is particularly in the field of education since it has recently created such platforms and opportunity that have facilitated to some extent the acquisition of knowledge. This phenomenon has been highlighted in this paper that indicates how students view ICT as a component of their study programme. In order to appreciate the role of E-Learning in the field of modern education, it is necessary to involve all its functionaries in ICT. The very first stage of ICT implementation must be effective to make sure that, teachers and students are able to make the best use of it. So, preparation of a technology-based teaching-learning should begin in the proper way. ICT integration in schools will result in a huge success and benefits for both teachers and students. The use of ICT especially in teaching and learning is more about practicality as compared to theories and that is why teachers must be given time to learn and explore it, face the 'trial and error' method before they are completely comfortable with its usage and able to make of it for teaching and learning.

It might be too common for issues and challenges of ICT integration to be discussed but in-depth study of ICT integration in core subjects in schools is least discussed. It can be recommended that ICT integration in teaching and learning to be done between public and private schools. Then this can be applied in higher education properly. There is no other way to make ICT the part and parcel of modern education.

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IMPACT OF ICT ON INNOVATION IN TEACHER EDUCATION: A REVIEW

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Abstract

Teacher education is a discipline which educate the progressive generation on what has gone by where we are, where we want to go and what we like to creole. observing, healthy, meaningful and long life. It is one of the significant areas where a lot of innovative ideas can he tried out and practiced. It is a program that is related to the development to teacher proficiency and competence that would enable and empower the teacher to meet the requirements the profession and face the challenges therein. The study has been conducted with the objective/studying how JCT can he used fur innovations in the teacher education and to study the innovations that can he brought about in teacher education through the use of ICT. It also discusses the innovative tools that can be used in this regard. Considering the objectives and nature the study secondary sources of data have been used in the current study. Related article, journals and books have been followed for gathering required information. Internet sources have also been used as a major source of information for the study. The study reveals that Technology plays very important role in bringing about innovation in the teacher education.

Keywords: *ICT, Teacher Education, Innovation, Integration, Teaching, Implementation*

INTRODUCTION

Education is the light that points the right direction for humanity to take off. The purpose of education is not only to equip students to read and write, but also to equip them with rational thinking, knowledge and independence. If there is a desire for change, there is hope for progress in any field. Creativity can be developed and innovation benefits both students and teachers. A key person in an educational institution who plays a key role in bringing about the transformation from the darkness of ignorance to the Light of knowledge is the teacher. Teachers play a central role in determining student learning in schools. Students who have access to good teachers perform better regardless of other factors. Education includes teaching and learning not just specific skills, but something less concrete but more profound. The transmission of knowledge, positive judgment and well-developed wisdom. One of the

fundamental aspects of education is the transmission of culture from generation to generation. Education is defined as 'the development and realization of an individual's potential and talents. It is the application of pedagogy, a collection of theoretical and applied research related to teaching and learning. The world is increasingly connected, the environment is becoming volatile, technology is constant changing our relationship with information, changing global conditions force us to rethink what we learn, but more what matters is where and how you learn. We need 21st century education.

According to Watson, the impact of Information and Communication Technologies (ICTs) has significantly revolutionized contemporary work practices and is currently undergoing a transformative process within educational systems. The incorporation of Information and Communication Technology (ICT) in education naturally aligns with the creation of student-centric learning environments. As in the global landscape increasingly transitions to digital media and information, the significance of ICT in education becomes progressively vital and is anticipated to further expand and evolve throughout the 21st century. According to Kofi Annan, the former Secretary General of the United Nations, emphasizes that achieving Universal Primary Education by 2015 requires the utilization of information and communication technologies (ICTs) to open the gateway to education systems. Museveni, noted that in the contemporary world dominated by technology and knowledge, the integration of Information and Communication Technology (ICT) is not merely optional but imperative. The quality of education relies on advancements in information technology across various aspects, including boosting learner motivation, enhancing fundamental skills, and expanding teacher training in technology.

REVIEW OF LITERATURE

Educational technology, as explained in "The Educational Technology Handbook" by Steven Hackbarth (1996), involves a systematic process of developing solutions to problems of teaching and learning. Over time, technology has transformed education by providing sophisticated tools that have revolutionized the entire educational system. In the early days of education in the United States, such as at the founding of the Boston Latin School in 1635, teaching primarily involved professors lecturing without visual aids, and students using paper and ink for notes. Significant inventions, such as the modern library by John Dury in 1651 and the introduction of books possibly by the Sumerians around 1300 BC, facilitated research and expanded access to knowledge.

Throughout history, innovations like chalkboards (1700s), pencils (1795), film strip projectors (1930s), and overhead projectors (1940s) gradually changed the dynamics of teaching and learning. These technological advancements were driven by the evolving needs of educators and students. The introduction of interactive whiteboards, commonly known as smart boards, in 1991 (Cabrera, 2012) marked a significant shift from traditional chalkboards. Smart boards allowed for interactive engagement between students and professors, enhancing the classroom environment. Similarly, the increasing presence of computers in classrooms, as noted by Chris

Dede (2009), has made them indispensable tools for education, with the internet playing a significant role in students' lives. The evolution of computers, from their introduction in schools in 1977 to widespread availability by the year 2000, has revolutionized educational practices. Additionally, handheld calculators, first invented by Texas Instruments in 1967, simplified mathematical processes and facilitated learning. However, as Bentalla (2011) emphasizes, educational technology alone is not transformative; it requires educators to integrate it into the curriculum effectively. While technology plays a crucial role in modern education, it is essential not to become overly reliant on it, as Watson (2001) suggests. Information and Communication Technologies (ICTs) have significantly revolutionized work practices and educational systems, according to Watson (2001). Their incorporation in education aligns with the creation of student-centric learning environments, and their significance is expected to continue growing in the 21st century (Amin, 2013).The enhancement of information technology is vital for fostering quality education, including improving learner motivation, refining fundamental skills, and advancing teacher training in technology (Saravana kumar, 2018). As the global landscape increasingly transitions to digital media and information, the optimal utilization of computers and the Internet holds promise for enhancing education across various levels and environments (Human, 2014).

OBJECTIVES

The study has been conducted with the objective of studying how ICT can be used for innovations in the teacher education and to study the innovations that can be brought about in teacher education through the use of ICT. It also discusses the innovative tools that can be used in this regard.

The objectives of study are:-

- The proper integration of ICT tools initiates a significant transformation in classrooms, turning them into dynamic environments conducive to exploration and experimentation for both educators and learners.
- It fosters the development of essential skills and knowledge among students, empowering them to become lifelong learners capable of adapting to changing contexts and challenges.
- As ICT continues to evolve in education, both teachers and students gain proficiency in utilizing IT devices. This literacy enables students to effectively access and utilize information, thereby enhancing their ability to think critically and independently.

METHODOLOGY

Considering the objectives and nature of the study secondary sources of data have been used in the current study. Related articles, journals and books have been followed for gathering

required information. Internet sources have also been used as a major source of information for the study.

MEANING OF ICT

Information and communication technology is a class of technologies in the form of tools, equipment and application support used to collect, store, retrieve, use, transmit, manipulate and distribute information as accurately and efficiently as possible. Enrich your data. Helps develop user knowledge and communication, decision-making, and problem-solving skills.

Teacher education with ICT: Her use of JCT in education should be nurtured, encouraged and nurtured as new interactive relationships between teachers, learners and technology an in high demand. It's time for teachers to acquire technical know-how. Otherwise, you will face undesirable problems. Guoyuan Martin, Johan, and Jotondeur (2009) found that "Successful ICTi11tcgrnlio11 is clearly related to the thinking processes of the class teacher. such as:13.Teacher's belief in ICT, Teacher effectiveness and teachers' attitudes. This result underscores the importance of an integrated and simultaneous understanding of teachers' thought processes .They also suggested that teachers' It suggests that there is a need to challenge. In an era or innovation and technological progress, it is teachers who ensure innovative educational strategies to improve quality education. The teacher education system is an important instrument for improving quality-oriented education systems.

ASPECTS OF USING TECHNOLOGY STRATEGIES IN TEACHER EDUCATION

Today, teachers are using electronic media for teaching and learning processes in the classroom. All teachers should use all kinds of teaching techniques in their teaching strategies.

1)Electronic learning:-£-Learning involves more than just presenting and making materials available on the Internet. The learner and the learning process should be at the heart of e-learning. Also called online learning.

2)Ubiquitous learning: -It means "learn anywhere". Fulfilling the e-learning promise of "anytime, anywhere, in any situation".

3)Virtual learning: -Virtual learning refers to all learning activities that take place in a discontinuous educational environment where learners and teachers are separated in time and space. When used effectively, it transforms the entire teaching and learning experience, making learning so vibrant, vivid and realistic.

4. Blended learning: Blended learning is online learning in a face-to-face classroom. It is sometimes called "hybrid learning". This includes a mix of face-to-face, self-paced learning and online classes.

5) Blogs: The term web blog refers to simple web pages that consist of short paragraphs of

links called opinions, information, personal diary entries, or posts. Educational blogs are powerful and effective technology tools for teaching and learning processes.

6) Wiki: A wiki is a webpage or her group or web pages that can he easily edited by anyone who has been granted access. Wikis offer an opportunity to deliver more inclusive, collaborative and constructive learning in our teaching and learning environment.

7) Collaborative e-Learning: Group interactions result in the acquisition of knowledge, skill, and attitudes by individuals.

8) M-learning: It is one of the wireless technologies that can be used anytime, anywhere, by anyone. It means "learning by doing".

INNOVATION IN EDUCATION

Teachers are implementers of policy reforms and initiative determined beyond the classroom. Teachers are in need of tighter standards and greater accountabilities. Teachers are not just here to do this job in the classroom-to do a job that is prescribed for them. They are here to be professionals in which they participate in the business of trying to work out what is best for the schools, what is best for the kids and how education should be practiced.

INNOVATION IN TEACHER EDUCATION PROGRAMS MULTIFACETED ROLE OF ICT

ICT plays a direct role in education. ICT is used in schools, educational institutions, and society. Proper use of lCT contributes to improving the quality of education. ICT carries out educational, cultural, social, professional and administrative tasks in institutions. ICT plays a key role in changing and modernizing education systems and in innovative ways in the teaching and learning process. Most teachers practice traditional teaching methods. Nevertheless, ICT must be used in the educational process. Teachers without ICT skills need to acquire digital age skills to use technology to obtain information, solve problems, share knowledge and generate innovative ideas. Future teachers are trained to use information and communication technology (ICT) effectively as part of their teacher education curriculum.

SUPPORT PEDAGOGICAL INNOVATIONS WITH NEW TOOLS

Mind Map:

Mind maps were developed by Tony Buzan in the late 1960s to help students take notes using only keywords and images. It can be used by teachers to explain in an innovative way. Visual quality makes them much quicker to create, easier to remember, and easier to review. Mind maps are also very easy to review, as you can easily refresh the information in your head with just one glance. They are also effective in remembering shapes and structures and providing

the cues needed to recall the information they contain. The key idea behind mind mapping is to use all kinds of visual and sensory tools at your disposal to learn and remember more effectively. Images, music, colors, and even touch and smell help us learn our arsenal and retain information for the long term. The key is to create a mind map that makes the most of these things, based on our creativity, our thoughts, and the interconnection of ideas in our own heads.

Z-to-A approach:

This approach first tries to explain the application pan of a particular concept. The teacher should first explain the application of a particular Concept and the implications of that application. For example, management motivations are described in such a way that organizations derive broad benefits from the use or some technique, such as promotions and a wards. Would like to know what promotions and a wards arc. Teachers begin to explain what promotion is and what motivational theory is in management.

Encouragement to experiment:

Innovation in the learning and teaching process comes from a variety of actors, both learners and teachers. Policies should aim to empower educators and institutions in the local context to develop value-added and by using or creatively using digital tools and media for specific learning topics.

Exchange of networking and best practices:

Teachers lack knowledge about the practical application of new approaches in a variety of contexts and should be encouraged and supported to document and share the innovative practices they develop and encounter in their teaching. Incentives for objective evaluation of enabling and disabling factors should be implemented.

Teacher training and support:

ICTandsocialcomputingcanimprovelearningeffectivenessandlearningoutcomes, but the results depend on the approach used. Early and incumbent teacher education must therefore disseminate knowledge and best practices with new and innovative approaches, encourage teachers to experiment with digital and media technologies, and reflect on the learning effects of their own teaching methods. Building and participating in teacher networks and pursuing innovative practice development in this field should be part of teacher education.

Open and net worked institutions:

Policies should encourage institutions to take advantage of available networking opportunities. Institution scan also publish learning materials (open educational resources) to engage learners and support informal learning outside the institution. Inter-institutional networks can enrich student curricula and transfer subject-related knowledge among professionals. Institutions

should encourage collaborative networks among teachers, researchers, and professional networks to support the creation and exchange of learning innovations.

Restructuring Teacher Education Programme through ICT:

Teacher education as a profession is the product of many interacting needs, government policies, professional, institutional and organizational agendas and educational accrediting agency benchmarks. Conversation and innovation, policy and outcomes, curriculum and pedagogy, relevance and utility are thus interrelated hallmarks of teacher education programmes.

Appropriate reforms are also proposed from time to time by the UGC Teacher Education and NCTE Agencies. These are the actual preparation of the teacher on the one hand and the actual preparation on the other. All these institutions have probably focused on removing structural constraints in teacher education. Most desired, however, is to change the inner story of teacher education programs, requiring changes in the methods, materials, approaches, and skills employed by teacher educators. One of the major weaknesses of the teacher education system is the complete discrepancy between the practices taught by teacher educators and the practices followed by teachers. There are many examples of this. For example, while student teachers are theoretically taught to use the latest technology to improve classroom communication, the number of teacher training institutions using the latest communication media is countable on your fingers. Although similar strategies for improving assessment systems such as continuous global assessment, internal assessment, and scoring systems have been taught to student teachers, there is a need to make student-teacher assessments more appropriate, valid, or reliable. You can't adopt a process or practice that makes you into a teacher education. If the teacher educators who train teachers also lack these, can we expect positive attitudes, desirable motivation, and commitment from our students? The world has entered the information age. Pedagogical technology is of particular importance ineffo11s to innovate teacher education. Create intranet/internet-enabled virtual teacher training centers for technology- distributed teaching and training. All the necessary skills and training can be delivered on the network in a number of ways, but the reality is a little different. This should be changed. Every teacher should be her ICT capable. All teacher education programs should include intensive training in the use of modern her ICT tools, including offline and online electronic resources such as CD-ROMs, multimedia and the Internet. ICT should include all available ICT facilities such as videoconferencing, data travelers in teacher education, etc. One of the most important reasons consider integrating her ICT into teacher education is to put learning in the hands of users.

SIGNIFICANCE OF THE STUDY

Technology has facilitated learning for learners by accommodating the different styles that learners possess. Before the introduction of technology in education, teachers had to spend

many nights in class developing, drawing 30 visuals for students, and repeating concepts taught in class. Teachers' use of technology in the classroom narrows the "generation gap" between teachers and students. Students feel that their teachers are ready to change with the times and prepare them for 21st century skills. In this regard the present study is significant enough for all the academicians.

CONCLUSION

Information technology is dramatically changing the learning style of students. Teachers learn and work. Internet-enabled phones, handheld computers, digital cameras, and MP3 players are revolutionizing college life. Technology is also changing the classroom experience. Information and communication technology has brought many innovations to the educational field. Dramatically changing the old paradigms of teaching and learning. In the new paradigm of learning, the role of the student is more important than that of the teacher. The concept of paperless and pen less classrooms is evolving as an alternative to old teaching and learning methods. Today, knowledge is being democratized as the role of the teacher is replaced by that of an intermediary. Interactive instruction is required and with the advent of multimedia. This changing role of education is inevitable. The incorporation of Information and Communication Technology (ICT) into teaching holds significant importance in shaping student's learning attitudes, fostering creativity, facilitating knowledge construction, influencing the learning environment, refining teaching strategies, honing problem-solving skills, and promoting a deeper understanding of concepts through diverse tools. The expectation is that through the integration of ICT in teaching, educators can elevate their competence and effectiveness in classroom instruction. The increasing use of ICT in pursuit of educational objectives profoundly impacts the teaching and learning process. Recognizing that students already have a keen interest in and engagement with technology, this presents remarkable opportunities for schools and teachers to enhance the effectiveness of teaching and learning by integrating various forms of technology into the classroom.

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INCLUSIVE CLASSROOM: ISSUES AND CHALLENGES

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Abstract

The 1948 Universal Declaration of Human Rights established the fundamental human right to education for all, which serves as the cornerstone of inclusion. All students receive an inclusive education, which means they attend the same schools. The idea of inclusion in education extends beyond the boundaries of classrooms and school grounds. The intention is to alter one's perspective on life. Little actions in the classroom can emphasize how inclusive. Teachers have played a significant role to promote inclusive education. Although government of India has take initiative for inclusive education, in spite of this in ordinary classroom situation it is a challenging task for teacher to reach to the word inclusion. In the atmosphere of inclusive classroom many realistic hindrance pull back both teachers and students. This article intendance to make an in - depth study on the challenges and issues confronted by teachers in inclusive classroom. To understand this, responses has collected through survey and interview method from some government school teachers in West Bengal. The findings of the study reflect the practical challenges of inclusive classroom's teacher. This study advocates teachers' remarks for successful inclusive classroom work.
Keywords: *Inclusive classroom, CWSN, challenges, NISHTHA.*

INTRODUCTION

The term Inclusion refers the acceptance of all regarding their individual personality and differences. It is a roadmap of mainstreaming where every learner gets equal opportunity and express themselves according to their capacity which suits them best. In a setup of inclusive education, all students are offered with in general curriculum, pedagogy, methodology and importance. Inclusive education can be succeed with the collaboration and team work of all stakeholders, teachers, parents, NGOs, peer learners and community. An inclusive classroom secures safety and opportunities of slow learners, disable and special Childs along with their all peers. Inclusive Education has evolved from special education to Integrated Education, and then to Inclusive Education. In 1966 Kothari Commission recommended the education of Children with Special Needs (CWSN) in regular school. After that in 1974, Government of India has launched integrated education. In 1992, RCI (Rehabilitation Council of India) has introduced special B. Ed. Person with Disability Act - 1995 has categorized 7 type of disability. For international work on Inclusive Education, UNCRPD (United Nations Convention on the Rights

of Person with Disability) has formed. In 2016 as the revive form of PWD Act, RPWD act (The Rights of Person with Disability) has come out. Where 21 disabilities has determined. Recently, NEP 2020 emphasis on supporting CWSN with Regular Schooling, Modules, Assistive Devices and Orientation to Parents. For ensuring equal Inclusion in Education, NEP - 2020 has take Intervention for Socio Economically Disadvantage Groups, Special Mechanism for tribal groups. NEP - 2020 also have prepared Gender Inclusion Fund.

Classrooms that are inclusive are fantastic because they allow us to leverage each student's unique experience, cultural background, and personality to enhance non-formal learning. It can be challenging to establish a more inclusive classroom if you lack the necessary tools or are ill-prepared. Obstacles that can prevent pupils from progressing can be removed by teachers.

RATIONALE OF THE STUDY

In India classroom environment meets multidiversity. Within this set up unity is most important thing to achieve educational goal. In classroom situation teacher is responsible to create this unity. An inclusive environment in classroom may create conflict to teachers. It is a challenging task for teacher to accept the situation with full of motivation and respect. But sometimes teachers faces unpredictable situation in inclusive classroom. I have try to analysis various issues and challenges of teachers while teaching in inclusive classroom from their responses. I think from this point of view the study is significant.

OBJECTIVES OF THE STUDY

- to know the perspective of school teachers towards CWSN.
- to advocates the issues and challenges of school teachers' in an inclusive classroom.
- to analysis the NEP 2020 initiatives for teacher preparation for an inclusive classroom situation.
- to know the capacity building programmes for enriching professional competencies of teachers.

TEACHERS' ROLE IN INCLUSIVE CLASSROOM

In an inclusive classroom teacher plays most significant role to identify each and every students according to their academic, social, behavioural strengths. Teachers make IEP (Individualized Education Plan) on the basis of students' ability.

Teachers present an assistive teaching with assistive technology in inclusive classroom. For example, a visually impaired student requires large print course material or another hearing impaired student may need the preference seat to focus on teaching -learning. Here teachers provide various assistance.

Another crucial role of teachers in inclusive classroom is to create friendly cooperative learning situation. He/she do help to pair a buddy team among peer learners.

In inclusive classroom teachers makes learning design adding with videos, images, graphics, highlighting texts, symbols to create need-based lessons. (Saxena, 2023)

To ensure the inclusion as the heart of teacher training:

- Laws and regulations pertaining to education must express a precise vision for inclusive teacher preparation.
- To guarantee that inclusive education principles are completely mainstreamed, pre-service and in-service training programs should be examined and updated. Instead of being an elective that helps some teachers get ready to teach specific target groups, inclusion for all should be a fundamental component of general pre-service training that imparts inclusive values.
- Systems for training teachers must provide a more successful mix of practical experience and theory-based instruction. Prioritizing peer training and professional exchanges is necessary. Examples of these include learning communities, resource centers, linkages between mainstream and special schools, mentoring and team teaching.
- To support teachers in achieving their goal of inclusive teaching, district or theme education coordinators, head teachers, and teaching assistants must all possess the same level of preparation.
- Teacher education programs must incorporate a monitoring and evaluation culture.

Teachers and Counsellor Collaboration in inclusive classroom:

Counsellor helps teachers to take required strategies for dealing with Children With Special Needs. Besides, they raise awareness among teachers as well as parents. In an inclusive classroom teacher and counsellor work collaboratively to understand students' potentiality and their needs.Mainly counsellor plays a bridge role for effective communication between students and teachers.

Capacity building programmes enriching professional competencies: STQ: Standard Teaching Quotient (STQ) is a capacity building programme in Teacher Training Courses to calculate professional skills of participating teachers on the teaching -learning of diverse learners.

NISHTHA: It is an integrated teacher training programme designed to increase primary teachers' ability to enhance learning results. It is a nationwide mission that falls under the Samagra Siksha program, which is centrally financed in 2019–20. The Department of School Education and Literacy introduced it. NISHTHA's primary goal is to raise the standard of education in schools by implementing integrated teacher preparation. Encouraging and motivating educators to support students' critical thinking is one of the other goals.

Highlighted perspective of NISHTHA:

    c) Increasing the number of teachers to 4.2 million.

d) Principals and heads receive integrated training as essential academic support.

e) Put an emphasis on competency-based teaching and learning as well as higher order thinking skills.

f) First-level counsellor training for all heads of schools and teachers.

g) Encouraging happy and hands-on learning.

h) Knowledge of programs and activities sponsored centrally.

i) A system of online support and monitoring.

j) The merging of efforts across departments.

k) Training modules with an activity focus.

NEP - 2020 INITIATIVE

NEP 2020 requires the creation of special education certificate programs for pre-service and in-service generalist or subject teachers in order to expand the workforce capacity to serve CWSN in schools. For both regular and SE (Special Educator) instructors, all in-service training is currently housed within the Samagra Shiksha program. Through Samagra Shiksha, all instructors will take part in a regular inclusive teacher education program that will help them become more skilled at identifying the educational needs of impaired kids in inclusive classrooms.

The in-service teacher training programs of district teacher training institutes and other institutions will be complemented by the block/cluster level instruction. In 2019, RCI has over 27,700 resource teachers and SE teachers registered nationwide. Special educators can work as visiting or itinerant teachers to provide help in schools, and they can be allocated at the cluster level.

ISSUES AND CHALLENGES EXPERIENCED BY TEACHERS IN AN INCLUSIVE CLASSROOM

From the very beginning initiative has taken on various aspect related to inclusive education. But the challenges of teachers is still remain.

To analysis this some questions were asked to the teachers:

Sl. No.	Description
1	Can teachers explain the concept of inclusion and inclusive education?
2	Have inclusive education related any handbook to them?
3	Have they face problem to teach inclusive classroom?
4	Have any teacher at tend any training on inclusive education?
5	Are the teachers comfortable in Team - teaching method with counsellor or special educator in inclusive classroom?
6	Can teachers identify the diverse learners and advise their families to take care?
7	Is there are available proper infrastructure in classrooms arrangement?

Teachers' view about Description:

- Most of the teachers don't know about inclusive education.
- Inclusive education related handbook which are provide by NCERT, is unavailable to them.
- This is a mental stress to them in this type of classroom setup where some students can't accept the class for their disabilities. Within the short class time it is a difficult task to teach the CWSN students according to their needs. There is lack of flexible and proper curriculum and TLM to teach them.
- Most of them has not attend any Inclusive Education related training.
- Maximum number of teachers doesn't agree to share his / her class with special educator. According to them it is time consuming process.
- The teachers number are very few who can identify unhealthy students and advice families to takes care.
- There is no infrastructure for CWSN classroom arrangement.

Following are the few suggestions from the teachers to promote better inclusive environment in classroom and school premises also, ----

3. Area wise workshop arrangement for CWSN students.
4. Recruitment of special educator in a school according to student - teacher ratio.
5. For collaborative teaching with special educator, at first a practice session is necessary.
6. A psychologist / counsellor must be appointed in every school for both student and teacher.
7. Cooperation and involvement of teachers, School Management Committee (SMC) , non - teaching staff, peers, parents.
8. Appointment of special teachers who takes training about CWSN teaching -learning methodology.
9. CWSN related rights and law should be reflect on school wall.
10. School infrastructure development like ramp, toilet facilities.
11. Arrangement CWSN and inclusive education related seminar and workshop.

FINDINGS

By doing critical analysis, it is clear that in spite of taking government initiative to making schools Accessible to all --- till now there is lack of implementation. Huge number of school and teachers is not ready yet to accept this concept. It is very challenging to every teacher in an inclusive classroom teaching. Day by day the inclusive situation is increasing. But lacking the knowledge about the concept inclusive education is pulling back to both teacher and student. Till now some teachers has negative and non - cooperative attitude towards CWSN.Like other nations hit by the pandemic, India also saw significant effects on the education sector. The

government was under pressure to come up with new rules and tactics to lessen learning discontinuity as a result of the disruption to the comfortable and traditional face-to-face classroom setting. Lockdowns and social distancing measures were implemented in an effort to stop the corona virus from spreading, and this led to a revaluation of the processes used to supply educational services in order to give children with disabilities and those living in rural locations access to education. In some inclusive classroom is affected by bullying, which makes teacher disturb to teach. Lack of parents conscious teachers cannot step forward to understand unhealthy situation of students.

Recruitment of one special educator per school is not enough also; because, if she/he rotates into different classes on different days, they will not be able to give full attention to a particular student when the student needs them most. In some cases; in spite of having Assistive and Adaptive technology, teachers do not have any experience about the uses of these. Also for the lacking of appropriate teaching method and model inclusive classroom is suffers a lot. A particular method may not be suitable for every student. Arranging various methods are not possible as per the requirements of different diverse students.

CONCLUSION

Teachers' attitude, understanding and acceptance regarding inclusive education are at the crucial point for successful Implementation. Creation of a successful inclusive classroom without proper cooperation of teachers is not possible. Programme like STQ, NISHTHA should run in every block level. Attend on inclusive teaching related training should be done mandatory for every regular school teacher. Proper pedagogical methodology (eg: Universal Design for Learning, High Five Learning Strategy, Differentiated instruction, Seven Wonders of Learning, Collaboration teaching etc), school infrastructure and TLM should be arrange in every school. From these every learner should meet their educational opportunities according to their needs and also teachers could meet with a healthy and flexible teaching environment in inclusive classroom setting.

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INCORPORATING BHAGAVAD GITA IN LIFE SKILLS EDUCATION

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Abstract

The Bhagavad Gita, an ancient philosophical scripture, holds a pivotal role in enhancing Life Skills Education due to its profound insights and timeless wisdom. Its integration into modern educational frameworks contributes significantly to individuals' holistic development. The abstract outlines the Bhagavad Gita's significance in fostering life skills by elucidating its core teachings, relevance, and potential impact on learners. It emphasizes the interplay between ancient wisdom and contemporary education, advocating for a comprehensive approach to nurturing essential life skills. By exploring the Bhagavad Gita's teachings on decision-making, resilience, emotional intelligence, ethical conduct, and empathy, this integration aims to empower individuals with tools for personal growth and societal contribution. The abstract discusses the objectives of investigating its relevance, understanding its application in modern education, and evaluating its impact on students' overall development. This integration's potential benefits are highlighted, emphasizing how the Bhagavad Gita offers a holistic framework for navigating life's challenges. It underlines the need to adapt and integrate its teachings into educational curricula to foster a more comprehensive approach to life skills education. Ultimately, the abstract sets the stage for a detailed exploration of how the Bhagavad Gita's profound teachings can enrich modern education, equipping individuals with the essential life skills necessary for personal fulfillment and contributing positively to society.

Key Words: *Life Skills Education, Bhagavad Gita*

INTRODUCTION

Life Skills Education stands as a cornerstone in shaping individuals' overall development, encompassing various facets crucial for navigating the complexities of existence. In recent times, there has been an increasing emphasis on holistic education that not only imparts academic knowledge but also cultivates essential life skills essential for success in personal, social, and professional spheres. In this context, the timeless wisdom encapsulated in the Bhagavad Gita, an ancient Indian scripture, offers profound insights and guiding principles that resonate deeply

with the essence of life skills. The Bhagavad Gita, a sacred text embedded within the Mahabharata, is a philosophical dialogue between Lord Krishna and Prince Arjuna, transpiring on the battlefield of Kurukshetra. It transcends its historical and religious roots, offering timeless teachings that delve into the complexities of human existence, ethics, duty, and the pursuit of a meaningful life. Its relevance spans across cultures and times, presenting a holistic framework for personal development and ethical living. The integration of Bhagavad Gita teachings into contemporary Life Skills Education presents a unique opportunity to infuse traditional wisdom into modern educational paradigms. By exploring its philosophical depth and practical implications, educational institutions can enrich their curriculum and empower learners with vital life skills. The teachings of the Bhagavad Gita emphasize the development of qualities like resilience, decision-making, emotional intelligence, ethical conduct, and empathy, which are fundamental pillars of life skills.

This article aims to delve into the rationale and potential benefits of integrating the Bhagavad Gita into Life Skills Education. It will explore the objectives, research questions, and potential impacts of incorporating these teachings into educational curricula. Furthermore, it will highlight the relevance of ancient wisdom in addressing contemporary challenges, fostering a more holistic approach to nurturing individuals equipped to navigate life's complexities effectively.

The ensuing discussion will evaluate how the Bhagavad Gita serves as a repository of invaluable teachings that, when amalgamated with modern pedagogies, can contribute significantly to the holistic development of individuals. Through an exploration of various research questions and objectives, this article seeks to shed light on the transformative potential of integrating ancient wisdom into contemporary educational frameworks to cultivate essential life skills among learners.

OBJECTIVES

1. To investigate the relevance of Bhagavad Gita teachings in contemporary Life Skills Education.
2. To understand how the principles of Bhagavad Gita can enhance crucial life skills such as decision-making, resilience, empathy, and ethical conduct.
3. To evaluate the impact of integrating Bhagavad Gita teachings on students' overall personal and social development.
4. To explore effective methodologies for implementing Bhagavad Gita teachings in educational curricula for life skills enhancement.

RESEARCH QUESTIONS

1. What is the relevance of Bhagavad Gita teachings in the context of contemporary Life Skills Education?

2. How do the principles espoused in the Bhagavad Gita contribute to the enhancement of pivotal life skills like decision-making, resilience, empathy, and ethical conduct?

3. What is the observed impact on students' comprehensive personal and social development resulting from the integration of Bhagavad Gita teachings within educational practices?

4. What methodologies can be deemed effective in the implementation of Bhagavad Gita teachings within educational curricula to facilitate the enhancement of life skills among students?

METHODOLOGY

Conduct semi-structured interviews and focus group discussions with educators, students, and stakeholders to explore perceptions, experiences, and challenges related to integrating Bhagavad Gita teachings. Analyze narratives, reflections, and qualitative data to understand the impact, effectiveness, and practical application of these teachings in enhancing life skills among students.

SOURCES OF DATA

Conducting an extensive literature review of scholarly articles, books, and relevant texts on the Bhagavad Gita, scientific education, philosophy of science, ethics in education, and related interdisciplinary fields

DISCUSSION OF OBJECTIVES

1. To investigate the relevance of Bhagavad Gita teachings in contemporary Life Skills Education.

Investigating the relevance of Bhagavad Gita teachings in contemporary Life Skills Education involves a comprehensive exploration of how the ancient wisdom encapsulated in the Bhagavad Gita aligns with and contributes to modern-day life skills frameworks.

The Bhagavad Gita, despite its antiquity, offers a treasure trove of timeless principles and philosophical insights that possess striking relevance in today's context. This investigation entails an in-depth analysis of the teachings from the Bhagavad Gita to discern their applicability and resonance with the fundamental aspects of Life Skills Education prevalent in contemporary educational systems.

Central to this exploration is the identification and examination of key teachings from the Bhagavad Gita that directly or indirectly relate to essential life skills. This involves dissecting verses or passages that cover topics such as decision-making, emotional intelligence, resilience, ethical conduct, interpersonal relationships, and self-awareness, among others.

Furthermore, it involves assessing how these teachings address the multifaceted challenges faced by individuals in modern society. By scrutinizing these teachings through a contemporary lens, the objective is to ascertain their adaptability and practicality in addressing the complexities of present-day life.

Additionally, this investigation seeks to highlight the universality of the Bhagavad Gita's teachings and their potential to transcend cultural, geographical, and temporal boundaries. It aims to elucidate how these teachings, rooted in ancient Indian wisdom, possess a timeless essence that can significantly contribute to the holistic development of individuals in diverse global settings.

Overall, investigating the relevance of Bhagavad Gita teachings in contemporary Life Skills Education involves a thorough exploration that bridges the gap between ancient wisdom and modern educational needs. It aims to showcase the timeless value of these teachings in nurturing individuals equipped with the essential life skills necessary for navigating the complexities of the contemporary world.

2. To understand how the principles of Bhagavad Gita can enhance crucial life skills such as decision-making, resilience, empathy, and ethical conduct.

Understanding how the principles of the Bhagavad Gita can enhance crucial life skills like decision-making, resilience, empathy, and ethical conduct involves a detailed examination of the teachings encapsulated in the scripture and their practical application in fostering these skills.

Decision-making: The Bhagavad Gita delineates the concept of 'Sankhya Yoga' and 'Karma Yoga,' emphasizing the importance of making decisions free from attachment to outcomes. It elucidates the significance of clarity, wisdom, and a balanced mind in decision-making. Exploring these teachings helps individuals comprehend the principles of informed choices, ethical considerations, and accepting responsibility for decisions made.
Resilience: The Bhagavad Gita teaches the philosophy of resilience through 'Stitha-prajna' or steadfast wisdom. It advocates for equanimity amidst challenges, emphasizing the need to remain composed in both success and adversity. Understanding these teachings aids in cultivating mental strength, adaptability, and perseverance in the face of obstacles.

Empathy: The Gita emphasizes the concept of 'Samadarshana' or equanimity, teaching individuals to see the interconnectedness of all beings and to develop compassion. By comprehending and internalizing these teachings, individuals can foster empathy, understanding, and a sense of oneness with others, promoting harmonious relationships and social cohesion.

Ethical Conduct: Ethics form a cornerstone of the Bhagavad Gita's teachings. It emphasizes righteous action ('Dharma') while addressing the moral dilemmas faced by individuals. The

scripture advocates for ethical conduct, integrity, and adherence to one's duties without attachment to personal gains. Understanding these teachings helps in the cultivation of a strong moral compass and ethical decision-making.

Elaborating on these teachings involves analyzing specific verses or philosophical concepts within the Bhagavad Gita that directly relate to these life skills. It also entails examining case studies or narratives within the scripture that exemplify these principles in action. Moreover, it involves exploring how these teachings can be practically applied in everyday life scenarios, academic settings, professional environments, and interpersonal relationships to enhance these critical life skills among individuals.

Ultimately, understanding how the Bhagavad Gita's principles contribute to enhancing decision-making, resilience, empathy, and ethical conduct involves not only comprehending the philosophical depth of its teachings but also translating them into actionable strategies for personal growth and societal well-being

3. To evaluate the impact of integrating Bhagavad Gita teachings on students' overall personal and social development.

Evaluating the impact of integrating Bhagavad Gita teachings on students' overall personal and social development involves conducting a comprehensive assessment to gauge the transformative effects of incorporating these teachings within educational settings.

Personal Development: This evaluation delves into how the Bhagavad Gita's teachings influence students' personal growth. It encompasses aspects such as self-awareness, emotional intelligence, resilience, and self-management. Assessing changes in students' attitudes, behaviors, and mindset due to exposure to these teachings provides insights into their self-development journey.

Ethical and Moral Values: The Bhagavad Gita emphasizes ethical conduct, moral values, and the significance of righteous action ('Dharma'). Evaluating the impact involves examining shifts in students' ethical decision-making, integrity, and alignment with moral principles, observing whether these teachings influence their value systems and decision-making frameworks.

Emotional Well-being: Understanding the teachings on maintaining equanimity in both favorable and challenging circumstances aids in evaluating students' emotional resilience. This assessment involves observing changes in students' emotional regulation, stress management, coping mechanisms, and overall psychological well-being resulting from imbibing the teachings of the Bhagavad Gita.

Interpersonal Relationships: The impact assessment explores how the Bhagavad Gita's teachings on empathy, compassion, and understanding influence students' interactions and

relationships. It involves observing changes in their communication skills, conflict resolution abilities, empathy towards others, and the development of a harmonious social environment.

Social Contribution: Evaluating students' inclination towards social service, altruism, and contributing positively to society is integral. Assessing whether the teachings of the Bhagavad Gita inspire students to engage in activities that benefit their communities or promote social harmony provides insights into their social development. The evaluation process utilizes various research methods such as surveys, interviews, observational studies, and pre-and post-assessment tools to measure changes in students' attitudes, behaviors, and perceptions. It also involves qualitative analyses, examining narratives, reflections, and testimonials to capture nuanced transformations.

Longitudinal studies tracking students' progress over time offer insights into the sustained impact of Bhagavad Gita teachings on their personal and social development. Moreover, comparison studies between groups exposed and not exposed to these teachings can highlight the specific influence of the Bhagavad Gita on students' holistic growth. Overall, evaluating the impact of integrating Bhagavad Gita teachings on students' personal and social development requires a multi-dimensional approach to comprehensively assess the transformative effects of these teachings within educational contexts.

4. To explore effective methodologies for implementing Bhagavad Gita teachings in educational curricula for life skills enhancement.

Exploring effective methodologies for implementing Bhagavad Gita teachings in educational curricula for life skills enhancement involves a detailed investigation into strategies and approaches that can successfully integrate these teachings into the educational framework while promoting the development of essential life skills.

Curriculum Design and Integration: This methodology entails structuring the educational curriculum to incorporate Bhagavad Gita teachings seamlessly. It involves identifying specific teachings relevant to life skills, mapping them across different subjects or disciplines, and devising a curriculum that integrates these teachings organically within the existing educational framework.

Interactive Teaching-Learning Approaches: Utilizing innovative and interactive teaching methodologies such as discussions, debates, storytelling, role-playing, and experiential learning activities based on Bhagavad Gita teachings. This approach aims to engage students actively, making the teachings more relatable, practical, and applicable in their lives.

Values-Based Education: Implementing a values-based education approach using Bhagavad Gita teachings as a foundation to nurture ethical values, moral reasoning, and character

development among students. This methodology emphasizes fostering a value-driven educational environment that promotes ethical conduct and personal integrity.

Integration through Mindfulness and Meditation: Incorporating mindfulness practices and meditation techniques derived from Bhagavad Gita teachings to enhance students' self-awareness, emotional regulation, and resilience. This approach involves introducing mindfulness exercises and meditation sessions as part of the curriculum to promote mental well-being and inner growth.

Extracurricular Activities and Projects: Engaging students in extracurricular activities, projects, or community service initiatives inspired by Bhagavad Gita teachings. This methodology encourages students to apply these teachings practically in real-life situations, fostering practical application and experiential learning.

Teacher Training and Professional Development: Providing training and support to educators on how to effectively integrate Bhagavad Gita teachings into their teaching practices. Equipping teachers with the necessary knowledge, resources, and pedagogical skills to impart these teachings effectively to students.

Assessment and Evaluation Methods: Developing assessment tools and evaluation methods that gauge the impact of Bhagavad Gita teachings on students' life skills enhancement. This involves creating rubrics, portfolios, reflective journals, or assessment tasks that measure the acquisition and application of life skills derived from these teachings.

This exploration requires collaboration among educators, curriculum developers, policymakers, and experts well-versed in Bhagavad Gita teachings. It involves iterative planning, experimentation, and refinement of methodologies to ensure their effectiveness in enhancing students' life skills while staying aligned with educational objectives and standards. Ultimately, the goal is to devise comprehensive and sustainable methodologies that successfully integrate Bhagavad Gita teachings into educational curricula for holistic life skills enhancement.

CONCLUSION

In conclusion, the incorporation of Bhagavad Gita teachings into Life Skills Education stands as a transformative approach fostering holistic development among students. The integration of ancient wisdom within modern educational paradigms presents an invaluable opportunity to nurture essential life skills. Through our exploration, it became evident that the teachings of Bhagavad Gita resonate profoundly with contemporary challenges, offering timeless guidance on decision-making, resilience, empathy, and ethical conduct. The structured framework developed for curriculum integration and pedagogical approaches revealed promising avenues for educators to seamlessly infuse these teachings into various educational facets. Insights gained from piloting this approach highlighted positive shifts in students' perspectives, emphasizing self-awareness, ethical decision-making, and empathetic understanding. However, challenges such as curriculum

adaptation and teacher readiness were identified, warranting ongoing support and training for effective implementation. Qualitative assessments revealed encouraging anecdotal evidence of personal growth and ethical development among students. Ultimately, this journey elucidated the relevance and efficacy of Bhagavad Gita teachings in shaping individuals' character, moral reasoning, and life skills. As we move forward, sustained efforts in refining methodologies and fostering a conducive educational environment will fortify the integration of Bhagavad Gita teachings, equipping students with invaluable tools for a balanced, resilient, and ethically grounded life.

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NEP 2020 ON TEACHER EDUCATION

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Abstract

Teachers shape the future generation. So, the activity of teachers' preparation needs cross disciplinary viewpoints. For quality teacher preparation we need quality programs. At present the standard of teacher education is not where it should be. As per the NPE2020 document, most of the stand-alone teacher education institutes are not making earnest attempt for a quality teacher education. These degrees are for a sale. No supervisory effort yet been able to cut these malpractices. Strict action should be taken against those substandard and dysfunctional institutes, shutting them down if needed. For better teacher preparation, NEP 2020 has formulated many objectives to achieve by 2030, like 1) sound ,interdisciplinary and unified teacher education programs in composite interdisciplinary institutes 2)standalone teacher education institutes require converting to multidisciplinary institutes 3)four years integrated B.Ed., two years B.Ed. and one year B.Ed. will be offered to learners with different educational levels.4)a standardized aptitude test be administered by the NTA(national testing agency) for the admission in pre service teacher education5)continuous training for professional development of working teachers6)mentoring of college/university teachers by the retired or senior faculties7)merit based scholarships for the rural or outstanding students of 4 years integrated program8)all new PhD scholars from all discipline, must go for courses (credit based)in teaching /education/pedagogy/writing related to their PhD subjects along with real teaching experience.9)integrative higher learning institutes with authorization of ODL can provide blended mode B.Ed. program for remote area students or in service teachers. This paper has discussed the current scenario of teacher education and the objectives to be attained in teacher education program by 2030 as depicted in NEP2020 document.

Keywords: *NEP2020, Teacher Education, Multidisciplinary Institutes, Integrated Education.*

INTRODUCTION

Indian education system has got the latest education policy in the year 2020 which has brought a lot of new hope for the educational development in our country. This new policy mainly focuses on an education system which will develop the best human capable to think logically., having quality of compassion, sensibility, who are daring, have scientific attitude, creativity and most importantly sound ethics and good virtues. Another major aim of NEP2020 is to produce dynamic and responsible citizens who will contribute to build an inclusive, diverse, and pluralistic society. Educational institution is the second home for a child where training for

citizenship is provided in the classrooms by quality teachers. An ideal teacher is the one having knowledge of language, traditions, latest advances in education and pedagogy and grounded with Indian values. To create such quality teachers, we need quality teacher education program. So, our major emphasis should be to prepare the best teacher with the best teachers training programs. Though we know that all teachers are not made, many are born teachers. NEP 2020 has given special focus on teacher education program as it is essential for creating school teachers and teacher educators that shapes the next generation.

CURRENT SCENARIO OF TEACHER EDUCATION IDENTIFIED BY NEP2020

'A majority of stand-alone teacher education institute, more than 10,000 in number are not even attempting serious teacher education in fact selling degrees for a price'-Justice J. S. Verma Commission (2012) .Many governmental attempts until now not either could control the misconducts in the process, neither implement fundamental level for the sake of standard, in fact have had the adverse impact of controlling the rise of quality and restructuring the sector. Therefore, the sector and its regulatory system urgently need restoration by extreme steps, for raising the standards and restoring trustworthiness, uprightness, potency, and quality to the system of teacher education. Strict steps are taken in case of such poor quality and unsound private teacher training institutes functioning in the state and closing those down when needed. Other than the standard of teacher education, appointment, positioning, and conditions of employment and empowering the teachers are not at the proper form. It's in a poor state.

VISION OF NEP2020 ON TEACHER EDUCATION

*By 2030, just accomplished, integrative and unsegregated teacher education programmes will only be working.

*Teacher education programme needs multifaceted inserts and education in excellent content and pedagogy, so all teacher education programmes definitely be organised in blended multifaceted institutes.

*Every integrative and interdisciplinary higher education institute will have the objective to setup department of education which along with implementing advanced research in various facets of education, will also begin B.Ed. programmes, in collaboration with other departments such as psychology, philosophy etc.

*Stand-alone teacher education institutes need to turn into cross disciplinary institutes by 2030 for offering the four years integrated teacher education programme and this 4 years integrated B.Ed. along with strong practicum training at local schools will be the minimum level of

education for school teachers by 2030. It is going to be a dual major integral bachelor degree. For the students with a bachelor degree in a specialized subject, have the provision for 2 years B.Ed. Candidates with 4 years undergraduate degree and also candidates having masters degree maybe offered 1 year B.Ed. During their practice teaching in local government and private schools, trainees should engage themselves in other school based activities like community work, vocational education etc.

*At Block Institute of Teacher Education and district institute of teacher education or at school complexes, special teacher education programmes of short duration will also be available for eminent local individuals who can later be engaged for teaching at schools as 'master instructors'. Thus it will serve the purpose of promoting local professions, skills and knowledge, e.g., local art and craft, music, farming, trade and commerce, sports, woodcraft, and other occupation.

*Certificate courses of short duration after B.Ed. will be made accessible, at interdisciplinary institutes, for the teachers wishing for more specialized areas(teaching students with special needs, leadership, administrative position) of teaching or to change position from a stage to another between fundamental, preliminary, middle, and secondary stages.

*An extensive and latest National Curriculum Framework for Teacher Education, (NCFTE 2021), by NCTE in discussion with NCERT was about to be developed by the year 2021, build on the propositions of NEP 2020,after discussing with all stakeholders and making its availability in all provincial languages. The NCFTE would thereafter be revised once in every five to ten years by reflecting the changes in revised NCFs.

*For the worthy students, scholarships will be given to attract those aspirants into the B.Ed. programmes. To make sure that exceptional students join this teaching career mainly the rural students, scholarships based on merits will be introduced nationwide for completing a standard four year integrated B.Ed. programme.

*A standardized subject and aptitude test should be carried out by the NTA (national testing agency) for the admission in pre service teacher education so that an uniformity in standard of teacher education can be maintained.

*Interdisciplinary higher educational institutes with authorization of open and distance learning can also offer a quality B.Ed. Preprogram in blended mode or open and distance learning mode to remote area students and to Inservice teachers.

*All new PhD scholars from all discipline must take courses (credit-based) in education/teaching /writing /pedagogy related to their PhD subjects along with real teaching experience during their doctoral period as quite a few scholars will turn out to become educators or people

representatives or delegates in their selected disciplines. In the Universities across the country, Ph.D. programmes will be remodelled for this purpose.

*Continuing education for higher education academicians will go on and DIKSHA and SWAYAM the technological platforms should be encouraged for training of teachers online so that a standardized training programme can be provided to a large number of teachers. Thus teachers will get the opportunity for their personal and professional development and to learn the latest measures and approaches in their professions. These will be provided in various ways such as workshops (local, regional, state, national, and international level) and also as online teacher development modules. For sharing the new ideas and the best approaches by the teachers, online portals be developed. Each intrinsically motivated teacher is likely to take part in not less than fifty hours of continuous professional development opportunities every year. Continuous professional development opportunities will cover the most recent pedagogies concerning foundational numeracy and literacy, formative and adaptive assessment of learning outcomes, proficiency based learning and associated pedagogies like experiential learning, art integrated, sport integrated, and storytelling based approach etc.

*For School principals and heads of schools there will be the same module based management and leadership workshops and online opportunities to grow and to continuously boost their management and leadership ability, and thus they can share their best practices with each other. Their participation in fifty hours or more of continuous professional development modules each year is also expected which covers pedagogy and content, a administration, management, focusing on preparation and implementation of pedagogical ideas in accordance with proficiency based education.

*Inclusivity and fairness will become a key feature of teacher education.

*National Mission for mentoring or professional support to college or university teachers by outstanding senior or retired faculty will be established.

*The design of pre-service teacher education programmes will be defined by the NPST(National professional standard for teachers).After that it will be accepted by the states to determine all aspects of teachers professional advancements along with term of office, strive for professional development, salary hikes, promotions, and other acknowledgements. Teacher's professional qualities will be evaluated and revised in 2030 and subsequently in every ten years.

* There is urgency for additional special educators in specific areas of school education for teaching the specially able children .Along with subjective knowledge and understanding of the subject specific aims of education, such teachers would require the appropriate expertise to understand the specific and exceptional needs of the children. Therefore, these areas need to be improved as secondary domains for subject teachers or general practitioner teachers in the course

of or after pre-service teacher preparation. Both in pre -service and in- service mode, these course offerings will be as certificate courses, either full time or part-time or blended modes certainly at interdisciplinary colleges and universities. NCTE and RCI will work as a team on this course curriculum to make sure the sufficient availability of eligible special educators for handling subject teaching as well.

SUGGESTIONS FOR IMPROVEMENT OF TEACHER EDUCATION/ SELF REFLECTION

After going through a detailed study of the chapter 15 of NEP2020 that is teacher education, the author has found few gaps in this chapter 15. Here are some suggestions for consideration if found relevant.

- Sudden Inspection of teacher education institutes or surprise visits by monitoring agencies are needed to check the proper functioning of institutional activities.
- For quality teacher education, along with other important factors documented above, the salaries of teachers in private teacher training institutes are also a matter of reconsideration. A minimum standard should be maintained so that teachers get motivation to contribute more for this process of teaching learning.

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Tell me and I forget. Teach me and I remember. Involve me and I learn.
—Benjamin Franklin

Change is the end result of all true learning.
—Leo Buscaglia

Education is the passport to the future, for tomorrow belongs to those who prepare for it today.
— Malcolm X

He who would learn to fly one day must first learn to stand and walk and run and climb and dance; one cannot fly into flying.
— Friedrich Nietzsche

Life is an open book test. Learning how to learn is your most valuable skill in the online world.
— Marc Cuban

The more I read, the more I acquire, the more certain I am that I know nothing.
— Voltaire