EDUNEWS

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CENTRAL UNIVERSITY OF PUNJAB, BATHINDA
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EDITORIAL

Teachers' responsibilities have multiplied in this era of technological innovations and globalization besides considerations to social responsibilities and national development. The objectives of teacher education have to take new shapes from being perennial to progressive and ideal to experimental. Reviewing, rethinking and rewriting of objectives, contents and methods of teacher education have become necessary for quality improvement and quality management of the teachers, the teacher trainees and teacher educators.

The research scholars of Centre for Education, Central University of Punjab have attempted to disseminate the wings of knowledge through news, views, activities and contributions of the students and faculty members of the Centre.

I thank my contributors and student editors for their whole hearted participation in bringing out this second issue of newsletter.

S K Bawa

Highlights

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ACTIVITIES OF THE CENTRE

ICSSR sponsored National Workshop on Research Methodology for Social Science Research Scholars

ICSSR sponsored National Workshop on 'Research Methodology for Social Sciences Research Scholars' was organized by Centre for Education from 1st – 11th March, 2016 in which 30 students participated from different states of the country.

The experts were invited to deliver lectures on different issues of research methodology. Among the invited experts were Prof. Jaswinder Kaur Dhillon, Dr. Pranav Ranjan, Dr. Meenakshi, Dr. Bhadwal, Dr. Kuldeep Kaur, Dr. Raj Kumari Gupta, Dr. B S Bhatia, Dr. Shally, Dr. Seema Chopra, Prof. Rama Rao, Prof. S K Bawa, Dr. S S Dhillon, Dr. Jubilee, Dr. Pany Dr. P K Mishra & Dr. Surjeet Singh.

The workshop covered the topics like use of different databases for reviewing of related literature, qualitative research, ethics in research, practical orientation of sampling techniques and construction of tools with emphasis on standardization, academic writing, SPSS, reference writing, methods and approaches of research. One-day

excursion was also planned in which the participants visited Chetak Park, Lake, and Beer Talab & Razia Sultan fort of Bathinda.

A Lecture on Psychological Testing Techniques

On 16th March, 2016 a lecture on 'Psychological Testing Techniques' was delivered by Dr. Mahesh Bhargava, Director, National Psychological Corporation, Agra. He talked about the different testing techniques and tools in educational psychology.

ICSSR sponsored Seminar on Gender Equality for Sustainable Development

ICSSR sponsored Seminar on 'Gender equality for Sustainable Development' was organised by the Centre for Education on 22nd&23rd March, 2016 in which 120 delegates participated and 36 presentations were made. The key note address was given by Prof. Rajesh Gill. The other dignitaries were Prof. Nandita Shukla, Dr. Meenakshi, Dr. Tejpreet Kang & Dr. Kuldeep Kaur.

The gathering was addressed specially by Prof. R K Kohli, Vice Chancellor of Central University of Punjab. The Panel discussion session was conducted by Prof. S K Bawa and addressed by Prof. Rama Rao, Dean Academic affairs. Papers were presented in 5 parallel sessions. 10 papers were presented through the mode of Poster presentation.

The questions pertaining to various issues on gender equality and sustainable development were raised by the participants. The key issues discussed were Gender sensitivity among marginalised social groups, Gender issues and development, Role of education in women empowerment and ICT interventions for sustainable development. The E-newsletter was released during the inaugural session. It is an initiative taken by the Centre for Education.

CONTRIBUTION OF FACULTY

Teacher Education Institutions- The Centres' of Social Transformation

Social transformation is the fundamental feature of any society. That society is conceived as a dynamic one which undergoes constant changes in its social, economic, political, cultural and educational sphere etc. All such changes are ascribed to the human beings-the concrete elements of the society, those adopt different pattern of life from time to time as a result of the potential force of education. As such, the educational system of any country indicates its strength and weakness. In view of the present day society the so called knowledge era, we are to equip our future generation with necessary knowledge and skills to meet successfully the challenges of liberalization, professionalization and globalization. In this context, the role of teachers in particular and that of the teacher education institutions in general has a quite decisive role.

The teacher education institutions are basically responsible for preparing teachers for the future generation. This is the platform where the teacher trainees obtain ideas about the socio-cultural and educational status of their society and the emerging needs of the society. In course of studying various subject matters they also develop greater insight into the nature of the young masses and various approaches in infusing among them the requisite skills and competencies to meet the future challenges. The teacher education institutions do not play any direct role in the process of social transformation but its indirect role is quite evident in course of preparing teachers for the future generation. It has the responsibility in infusing all

the necessary information and ideologies among the prospective teachers which will enable them to play a determining role in transforming the society towards the knowledge oriented 21st century.

Changing Role of Teacher-Training Institutions

A gap between teacher training institutions' training and that of the implementation aspect of the pedagogical competencies by the teacher; if will be analyzed in terms of some sorts of modification in the teacher training institutions it can be ascribed to the excessive theoretical orientations as given to the teacher trainees during the course of training. Therefore, the teacher-training institutions curriculum and its implementation aspect need to receive a fresh

thought with regards to the following aspects like;

- Simply providing knowledge on the theoretical aspects of philosophy of education is not enough rather attempt should be taken to translate them into action and such practical works need be undertaken by the teacher-training institution. For example; in terms of asking the teacher-trainees to prepare vision statement for the schools and asking them to prepare detailed action plans for its implementation.
- The teacher-trainees need be given proper orientation to

  develop a critical vision towards different lessons as they will teach in the schools. The teachers are expected to reflect critically on issues in terms of their political, social, economic and moral aspects which will make the learners more sensitive towards the day to day happenings around them. In order to develop such critical outlook among the teachers i.e. critical pedagogy the simulation session of the teacher-training institutions need be organized properly in right perspective.
- Now-a-days it is seen that most of the children depict high degree of achievement in the scholastic areas which is evident from their numerical index in the examination (Rote memory based) with least emphasis on the non-scholastic areas as a result of which the children gradually become more materialistic without any sorts of feelings, enriched emotions and sensitivity towards the problems of the human civilization.
- The different curricular subjects at the secondary

  level teacher-training programme advocates that such and such changes need be brought about among the learners or otherwise simply advocates that teachers should do so and so (for example, teachers should study the mental level of learners and should teach accordingly/should study the readiness of learners/should infuse value education etc.). But the syllabus is unfortunately silent about the how the aspect or the detail action plans for its implementations and the possible inconveniencies supposed to obstruct the path of a teacher. Therefore, the B.Ed. syllabus need be given a practical orientation in this regard and teacher-trainees need be sent to the field in internship under the constructive guidance of an experienced (not incompetent) teacher-educator if at all we are interested to shape the life of

the future generation of our country or to prepare a teacher like teacher (Not so called cheaters). This approach can really bring about an effective transformation in the society.

- Both theoretical as well as practical training on action research is very essential for the teacher-trainees at the secondary level especially because teachers at this stage are supposed to encounter variety of problems as they deal with adolescent children. Hence, the B.Ed. syllabus should include projects of action research that will assist the teachers to make their teaching-learning process more fruitful.
- The teacher-training institutions are expected to provide practical based training to the teacher-trainees with regard to different modalities of curriculum transaction and techniques of evaluating both the cognitive and non-cognitive outcomes of the students. It will help them to infuse the necessary skills and competencies among the young generation as proper evaluation will provide the teachers needful feedback concerning the success of teaching-learning process.

Conclusion

The teacher training institutions no doubt take leadership in social transformation by creating a vast group of competent and committed teachers those can prepare the young generation of the country to meet the future challenges. As such, the teacher educators are expected to carry out their responsibility of teaching and creating teachers for tomorrow with proper vision. Besides this the teacher training courses need also be updated and there should be application of innovative practices which the teachers can implement in the real classroom situation.

Dr. Sesadeba Pany
Assistant Professor
Centre for Education

Values in the Perspective of Emerging Technology

"Values are caught, not taught" is a very famous quote that we are familiar with. Before starting of any thought on values, one has to understand the literal meaning of what value is. Is anything one thinks as worth is considered a value? Or is it that which society prefers, to be termed as value? If we take the first meaning, then anything and everything that a person considers worth can be a

value. Here personal preference is given priority than the societal values. It is in this context that a naturalist showing love and concern for nature can be a value for him/ her. In the same context if a serial killer gives priority for killing, and then isn't it termed as value for him/her? In the same manner, a person who is punctual is a value to that person, but one who is not punctual is it also a value to them? We cannot deny one's personal priority of values. If this is the case, values will have a number of criteria according to personal nature and behavior. Therefore, values is highly relative a term. It is in this context that societal values have to be discussed. Society expects certain behavior and attitude from its citizens and whether these values are forcefully overburdened to its citizens has to be debated.

When society is made of number of individuals, the society also prefers those values that are chosen by maximum individuals which become the societal values. Hence comes a question that whether personal values are neglected. For eg. A person, who considers punctuality worth, may be punctual always, whereas another person who lacks punctuality may also value his being not punctual as a value. Hence, if presence of punctuality is a value, its absence can also be a value which is individualistic. Among these, being punctual is the value the society expects, hence it is considered to be valuable by the society (societal values) and the absence of punctuality is not a value because society does not prefer it as a value. Being honest is a value, whereas absence of honesty is not considered a value. Truth is a value and absence of truth is not a value and it is even supported with our cultural and traditional beliefs like '*Satyamevajayate'*. These beliefs and cultures which are deep rooted in one's mind helps in developing those values that are socially preferable.

How technology influences values ?

If environment is a factor that contribute to value development in an individual, then the changes in the society also influences the value system. But, still society is very slow in redefining or changing its existing societal values. This happens with changing science and technology whereby it has led to changes in value system but the society still lie in the values that are very old. Hence, society and individual is under value crisis on what a value according to individual is and what a value is globally. When science and technology develops at a very faster pace, the changing values also follow which is very difficult and time taking for the societal acceptance. It is in this context that value crisis emerges. The individuals are to decide what the

society values and what are the individual values. Also, society include people from different ages of old age, youth, adult, teenagers and childhood. There exists a huge gap in value among all these categories of people. Once trained and developed a particular value is difficult to change when science and technology develops. This is what happens to the people of old age group. They are unable to redefine the values they have inculcated from childhood. Whereas the present adult, teenage and children who are born during or after the rise of digital technologies (digital natives) have a very different value system than people born before the advent of digital technology (digital immigrants). Digital natives are under the control of technology and make them self-centric, independent, lack of sharing and co-operation which they value more. Whereas, the digital immigrants prefer values like socializing, unity, cooperation as more important. This type of value crisis is the one that the present world faces. The trend in dressing, talking, eating habits, communication etc. have brought about more changes in children that have developed this value crisis. In this context, the role of parents, teachers and elders is highly challenging.

On one hand traditional values and on the other hand the values of younger generation are highly contradicting. Where do we want to restrict? What is right? Are Digital Natives right or Digital immigrants are right? The question is highly debatable. But to select that particular value which helps in progress of society has to be selected and inculcated which is a great challenge to the present world.

Conclusion

The value crisis happening in the present Indian context is an alarming truth as to what India would be in future. Influence of technology may deteriorate the traditional value system. It is high time that we think about how technology can help in developing those society values that the nation requires. It is the responsibility of every citizen to bring name and fame to its nation and value is a one important component in it. To mold the present generation to that individual that nation aspires for should be the environment that any educational institution should provide and it is that national value that should be developed even though the influence and development of technology happens.

Dr. Jubilee Padmanabhan
Assistant Professor

CONTRIBUTION OF STUDENTS

How to be an Environmental Activist?

There is dependence of all living beings, including human beings, on the environment, with which they interact continuously. However, human beings are solely responsible for changing the environment by indiscriminate use of the natural resources. Activists are people who see the need for change, improvement, and motivation on a large scale. They are people driven by passion, keen to share facts they want understood more widely, and led by a vision for a better future. Activism comes naturally to some, while for others, it's something that is thrust upon them as a result of particular experiences or upon learning about something they passionately believe needs to change. An environmental activist broadly supports the goals of the environmental movement that seeks to improve and protect the quality of the natural environment through changes to environmentally harmful human activities

An environmental activist is engaged in or believes in the philosophy of Environmentalism. They are sometimes referred to using informal terms such as "greenie" and "tree-hugger".

Establish what we can do for our cause-

- Ask our self how much time we have, whether we want to do a little or a lot, and how confident we feel about taking different approaches, such as simply talking to other people we know through to addressing whole crowds.
- While it's great to think big, it's also important to think small and gradual. Incremental change can be as important, and often more enduring, than massive change that happens quickly and disrupts people in a major way. Think through all the possibilities for slowly unleashing change through your school, workplace, community, town, region, country, or the world.

Source our passion-

- Passion derives from awareness. Once we are aware of something in the world that we believe needs fixing, changing, or overhauling, that awareness will dog us constantly and cause us to see the need everywhere, bringing a sense of responsibility with it.
- Always believe that we can make a difference

Be realistic about our own needs-

- Changing thinking slowly rather than achieving the actual change we'd like to see. In this case, it is wise to understand the possibility that during our lifetime, we may be

at the front of simply paving the way for eventual change than viewing it actually occurring. Understanding this can help alleviate a sense of frustration, doom, and resentment about our cause.
- If we're living with an authoritarian or totalitarian regime, working with the tools of that regime probably won't get us anywhere.

Read Books–

- Read books on how to use and work with the media. This type of book is invaluable for increasing our understanding as to how media works and also to avoid being naive about the agenda of media representatives.
- Know the laws, legislative, administrative, and judicial processes of our country and/or region. Knowing how to effect change to laws and how to make the most of the Legislative system is important for every activist.

Choose our method of activism-

- Do we want to work solo? With the advent of online broadcasting to the world, being an individual activist is easier now than ever. On the downside, being the only person working on the issue can be lonely, and a lot of work. Sometimes it may cause us to question whether we're on the right track or whether it's worth pursuing.
- Do we want to work with others? One of the advantages of being part of a group is the extended power, resources, networks, and passion involved. We may also want to collaborate loosely without putting together a permanent structure.
- How do we want to put across our message? Would we like to contribute to our cause through writing, teaching, speaking, planning events, or art?

Learn how to message effectively-

- Have an affirmative vision, one that shows what we are *For*, not just what we're against.
- Consider how we can show people what the concerns are and what can improve the situation. Showing is always more powerful than talking about it.
- Create a whole vision rather than a piecemeal one. Paint that vision for everyone and let them imagine themselves in it.
- Learn how to think outside the box. Flip our usual understandings on their head and see how we can

Work with the new understandings.
- See the problem as the solution.

If we care deeply about environmental issues and believe we can help draw attention to our environmental issues or fix environmental problems through politics, we can be an environmental activist. Activists must be completely dedicated to

their cause and willing to work hard to get their message out, often without any reward other than helping their issue.

Narinder Singh
Research Scholar

A Land of Introducing Values

It was in 19th century, a world renowned scholar hailed a country with a voice filled with passion and gratitude. In his own words, "If I were asked under what sky the human mind has most fully developed some of its choicest gifts, has most deeply pondered over the greatest problems of life, and has found solutions of some of them which well deserve the attention even of those who have studied Plato and Kant, I should point to India. And if I were to ask myself from what literature we who have been nurtured almost exclusively on the thoughts of Greeks and Romans, and of the Semitic race, the Jewish, may draw the corrective which is most wanted in order to make our inner life more perfect, more comprehensive, more universal, in fact more truly human a life... again I should point to India." (India, What Can It Teach Us (1882) Lecture IV)

India is a land of spirituality and the devotion that witnessed firstly the civilized humanity in this universe. It is the same pious land where the people used to worship not only work but even the tools of work. This land was known for its spirituality from where the Ideas of Vasudhaiva Kutumbakam originated. What could be more ridiculous that the land which had been worshiped as mother is being exploited by various mindless activities of the modern and so called reasonable men? What happened to those custom that motivated the Indian to beg forgiveness to motherland as we cannot help touching our motherland with feet?

समुद्रवसनेदेविपर्वतस्तनमण्डले।

विष्णुपत्निनमस्तुभ्यंपादस्पर्शंक्षमस्वमे॥

Now a day, we pour into the mind of our wards just facts. The more facts one owns the more intelligent he is. We want facts, give facts, examine facts and label the achievements of students with facts. We have been running fast with facts in our mind but unfortunately reach nowhere. We are uprooted from our tradition. All the crisis including unemployment, environmental crises issues, corruption, anti-nationalism activities, the disregard for elders and cynicism towards future all are due to the loss of faith in our life-long cherished value. No nation can develop at any level by disconnecting herself from its

origin i.e. her culture and tradition. India is no exception of this universal principles. But the youth of this country, who have not been exposed to its vast culture, find everything useless and controversial in its culture and tradition. So one of the most important aim of education is to revive the faith of youth in its culture and tradition who have become merely the blind imitator of westernization. "It is important to make young learners develop attitudes where they do not see everything in tradition as bad or everything in modernization as good. There are many things positive about our traditional culture which need to be appreciated and understood." (Education for Values in Schools – A Framework' by NCERT). The development in the field of science, technology and information are incomplete until we know the principles for using them even they can cause havoc in human lives. And India has the capabilities of handling this responsibilities very well provided its youth must leave the tendencies of biased criticizing even reading least about its vast culture and traditions.

It is in 21th century, a world renowned scholar hailed a country with a voice filled with passion and gratitude. In his own words, "Every country across the world has its own culture, tradition and philosophical thoughts but India is the only country which provides space for Jainism, Sikhism, Buddhism, Christianity, and Islam and added we should all draw strength from our traditional and cultural values."

India had been the guru of this world since time immemorial. Still, the world is scorching under the threat of war. They are again inclined to look at India for the solution. "Due to its rich culture and tradition we admire India as a teacher and we are its follower," The Nobel Prize winner for Peace the Dalai Lama said. So we are pinched why this degradation of values in the country which were known for its human and cultural values. Perhaps we failed in realizing that we should keep our windows wide open to allow the wind of change to enter, but we cannot allow the external wind to uproot the foundation of our house.

Sandeep
Research Scholar

Today`s Education System: Man Making or Money Making?

India is a country where education is considered as scared. It is in India where all religion has its own beliefs in education. India is a multicultural country where numbers of religions are found. In

ancient India informal education was given by *SADHUS, SAINTS, MAULVIS, POPES, and FATHERS.* Most important thing was that all the informal education was given right from the homes and it was too solid and pure. But as time passes we reached in the modern world named as 21st century. As after the independence, quality of education is increased but the system has started getting bad. We have RIGHT TO EDUCATION (2009) but not right education. Do you really think that after having RTE act 2009 still all the children's of 6-14 ages are in schools? Does India treat all students equal? Is the Indian education system corrupted? Let's find the answers of these questions:

Results of Bihar school examination board shocked everybody in the country. Toppers of arts, science and commerce stream were unable to give the right answers when they were asked by journalists. Arts topper said that she learnt about cooking in Political science. In an interview to media she had called political science as *prodigal science*. Even Science topper did not know anything about protons and neutrons. MBBS seats sold for rupees 40 lakhs in Chennai by two private colleges. The price this year for a PG seat in radiology in most leading private colleges across the country is Rs. 2 crores. Numbers of incidents like this happened or happening every year in our country. This is a just like a slap on Indian education system that how people buying degrees by giving money. These are the clear examples of corruption in education system. I am not blaming any particular state. It is happening in all others states of India as well.

If we talk about primary education, the same scenario is also here. The govt. running primary schools are just like a showpiece. The children come here only for mid-day meal food. Teachers of these schools remain totally free while taking heavy wages. As a result of this private schools are taking full advantage. They are taking heavy charges for admissions. Admission rates are already fixed. To compete with other schools they are giving full marks to every student even if the child does not know anything. Marks are given in wholesale. Race of getting maximum marks is totally destroying the future of every child. From last few years have you heard that any topper of board class is from government school? 10th and 12th are considered as the most valuable classes in student life. But results of Bihar board are easily telling the story that how money is playing an important role to pass the board classes in states like Uttar Pradesh and Bihar.

Increased number of colleges is also responsible for this

educational corruption. They are throwing degrees just for some money. In these type of institutions students passed their examinations with the help of cheating. They have made it their occupation. But I think society is somewhere also answerable for this more than government. People gave money to the institutions for the bright future of their child. These types of students got the job with the help of corruption. Then they also do corruption on job. But 20-25 years ago the teachers were very hard working and unfortunately today teachers are running away from their responsibility and doing injustice with students, with society and with themselves also.

We always blame the system for corruption but we forget some or the other way we also part of this system. Present generation is also giving encouragement to the corruption by adopting the corrupted means of studying. It is really ashamed that today educational institutions are known as money making machines. But we can stop it. All students should be united and raise their voice against corruption. Society has to come forward for the solution of this problem. Government also should take measures to find corrupt actions in the system and throw them out of the country. Government can perform sting operations also. As Educationalists we have also step forward to fight against EDUCATION MAFIA, and prove that our education system is not on sale.

Gurpreet Singh Sidhu
M.Ed.

Brain and Values

The human brain is a social brain which has evolved with the specialized capacity for detecting relationships and connections in the process of making meaning of experience or learning as meaningful learning or experiential learning. Experiential learning is a function of cognition which engages emotion in the process of adaptation to changes in the environment that is adaptability. Brain and mind evolve together. Language created selection pressure under which emerged the human brain and consciousness of self. The human organism depends on social intelligence for the cooperation which is necessary for survival. Social intelligence depends on the human capacity for ego-transcendence and the spiritual dimensions of moral consciousness or concise. Fully developed concise is an emergent prosperity of brain functioning. Human concise is defined in terms of moral consciousness or

morality. Morality is necessary for human survival. The human organism is a social organism with social values.

With intense interest in reality, the brain is affected and stimulated emotionally and intellectually, sub-consciously the human brain automatically evaluates the realities of the social environment in the process of understanding its complexities. The extent of understanding is a function of degree of accuracy in the evaluation of the social environment. The human organism depends on the ability to make successful evaluations of changing social realities. The learning process involves both consciousness and unconsciousness levels hence the complexity of learning. On conscious level, the brain possesses environmental signals to which it is paying attention and of which is aware in the field of focused attention. Focused perception occurs on the cognitive level of consciousness and this constitutes the cognitive aspects of learning. At the same time the brain possess the environment signals to which it is not paying attention and of which it is unaware signals that lie beyond the field of focused attention.

Peripheral perception occurs on the unconscious level of consciousness or the sub-conscious. It is the sub-conscious processing of signals that constitutes the emotional aspect of learning or emotional intelligence. Conscience is the human soul the source of creative intelligence. The development of conscience is a function of integration of the human personality or human nature.

Shazia Kouser
M.A. Education

Challenges to Teacher Education

The National Council of Teacher Education (NCTE) has defined teacher education as – A program of Education, research and training of persons to teach from pre-primary to higher education level. According to Good dictionary of Education Teacher Education means “all the formal & non-formal activities & experiences that help to qualify a person to assume responsibilities of a member of educational profession or to discharge his responsibilities more effectively.” Teacher education encompasses teaching skills, sound pedagogical theories & professional skills. Kothari commission remarks “The destiny of India is being shaped in the

classrooms." The students are the future of the country so they must be nurtured with utmost care. The quality of teachers is significant in determining not only the growth & development of students but also of the country.

The most significant challenge to teacher education in India is the problem of selection. Discrepancies in selection procedure lead to degradation of the quality of teachers. Reformed selection process would not only enhance the quality of training but also check the problems of wastage in education. Some suggestions are mentioned (a) Candidate should be interviewed (b) Test of general knowledge should be applied (c) Test of language (d) Test of intelligence & aptitude should be administered. A well-directed guidance service should be provided. Lack of funds and facilities is also a major hindrance in the development of quality in the teacher education programs. Most of the teacher training institutes lack infrastructural facilities like library, experimental school or laboratory, computer centre etc. Most of the training institutes do not have hostel facilities for students. The outdated curriculum is also a cause of concern which leads to further decline in quality. In most of the institutions the curriculum is designed on the lines of rote learning methods. The curriculum is theoretical and the students are mainly concerned in achieving grades rather than developing reading, writing & speaking or communication skills which is penultimate for a teacher.

In the teacher training programs the most important aspect of the curriculum is the School Experience program or Practice teaching. The practice teaching program is of utmost importance as it exposes the students to the ground realities of school & its functioning. The problems in practice teaching are the non-serious attitude of student teacher. They lack a sense of duty & are aimless. The supervision of the practice teaching is also very significant & it is done by the experts & the subject teachers.

Supervision before classroom teaching aims at guiding in lesson planning, learning to manage the content & developing other teaching skills. But these all important features of supervision get neglected as in many institutions it remains as a mere formality from the part of teacher educators. While in classroom supervision the supervisors are expected to seriously note the overall personality of the student teacher & their teaching skills & provide constructive criticism or suggestions. But leaving a few institutions across India it rarely happens.

To conclude with we can say that Teacher education as a whole needs urgent & comprehensive reform. No Nation develops beyond the quality of its education system, which is highly dependent on the quality of its teachers. Teacher should be given the most appropriate tools during and after their training, including content knowledge and skill as well as teaching methodology to be able to do their work professionally.

Ankit Kumar

M.Ed

ACHIEVEMENTS OF FACULTY

Dr. Shamshir Singh Dhillon

Publications

- Dhillon, S.S. (2016). Good Governance: Expectations and Challenges, International Journal of Applied Research. Vol. I, Issue XI, ISSN: 2394- 7500, P (114-116)
- Dhillon, S.S. (2016). Women empowerment and development, International Journal of Advanced Research and Development. Vol. I, Issue IV, ISSN: 2455-4030, P (87-89).
- Sandeep, & Dhillon, S.S. (2016). Place of Ancient Indian Value System in Modern Indian Context: A Critical Study. International Journal of Applied Research. Vol. II, Issue VI, ISSN: 2394- 7500, P (172-175).

Invited as Resource Person

- Acted as Resource person and delivered lecture on the topic: Review of Related Literature in ICSSR sponsored workshop on Research Methodology for Social Science Research Scholars on 2/03/16 organised by Centre for Education, Central University of Punjab, Bathinda from March 1-11, 2016.

- Acted as Resource person and delivered lecture on the topic: Historical Research in ICSSR sponsored workshop on Research Methodology for Social Science Research Scholars on 5/03/16 organised by Centre for Education, Central University of Punjab, Bathinda from March 1-11, 2016.

- Acted as Resource person and delivered lecture on the topic: Descriptive Research in ICSSR sponsored workshop on Research Methodology for Social Science Research Scholars on 10/03/16 organised by Centre for Education, Central University of Punjab, Bathinda from March 1-11, 2016.

- Acted as Resource person in two days ICSSR sponsored National Seminar on Gender Equality for Sustainable Development organised by Centre for Education, Central University of Punjab, Bathinda from March 21-22, 2016.

Participation in Workshop/ Conferences organized by the Centre

- As Convener of ICSSR sponsored National Seminar on Gender equality for sustainable development organized by Centre for Education, Central University of Punjab, Bathinda on March 21-22, 2016
- As Convener of ICSSR sponsored National Workshop on Research Methodology for Social Science Research Scholars organized by Centre for Education, Central University of Punjab, Bathinda from March 1-11, 2016

Book

- Authored a book entitled 'Advanced Educational Psychology' published by Gyan Geeta Publishers, New Delhi with ISBN 978-93-84402-89-1.

Papers Presentations

- Presented a paper on 'Gender issues and development' in ICSSR Sponsored National Seminar on Gender Equality for Sustainable Development organized by Centre for Education, Central University of Punjab, Bathinda on March 21-22, 2016

- Presented a paper on 'Women Empowerment' in National Seminar Social Justice: Politico, Legal Milieu. Organized by Centre for Law, Central University of Punjab, Bathinda on March 2, 2016

Dr. Jubilee Padamanabhan

Publications

- Padmanabhan, J. (2016). A critical analysis of studies on Sustainable Development, Online International Interdisciplinary Research Journal, {Bi-Monthly}, Vol VI, Issue I, ISSN 2249-9598, Impact Factor 3.113, P(270-289).
- Padmanabhan, J., & Singh, S.P. (2016). Integrated approach to Education for Sustainable Development towards enhancing Knowledge on Sustainable Development, World Scientific News (WSN 26), EISSN 2392-2192, P(50-60).

Invited as Resource Person

- Acted as a resource person in ICSSR sponsored National Seminar on 'Gender equality for sustainable development' organized by Central University of Punjab, Bathinda on March 21-22, 2016.

- Acted as a resource person and delivered a lecture on *Experimental research and Types of Research* in ICSSR sponsored National Workshop on Research Methodology for Social Science Research Scholars, organized by Central University of Punjab, Bathinda from March 1-11, 2016

- Acted as a resource person in workshop on re-purposing e-PG Pathshala into MOOCs organized by MHRD, INFLIBNET, Gandhinagar on May 24, 2016

Participation in Workshop/ Conferences organized by the Centre

- As organizing secretary of ICSSR sponsored National Seminar on Gender equality for sustainable development organized by Centre for Education, Central University of Punjab, Bathinda on March 21-22, 2016
- ICSSR sponsored National Workshop on Research Methodology for Social Science Research Scholars organized by Centre for Education, Central University of Punjab, Bathinda, March 1-11, 2016

Papers Presentations

- Presented a paper on 'Perspectives and concerns in Teacher Education, towards transacting education for sustainable development' at National Conference on Education for sustainable development, ICSSR sponsored organized by Central University of Punjab, February 4-5, 2016.
- Presented a paper on 'Integrating Sustainable practices into Teacher Education Curriculum' at National Conference on Teacher Education: Issues and Challenges (under the aegis of IASE-MHRD), Central Institute of Education University Of Delhi February 11-12, 2016.

Dr. Sesadeba Pany

Publications

- Singh, N & Pany, S (2016). Continuous and Comprehensive Evaluation: A Paradigm Shift in Evaluation, Online International Interdisciplinary Research Journal(OIIRJ), May 2016,Vol.VI, P(139-147)

- Kiran & Pany, S (2016). Creative Teaching: The Need of the Hour, Scholarly Research Journal for Humanity Science & English Language (SJIF), Vol. III, Issue XV, P(3598-3606)

Invited as Resource Person

- Acted as Resource person and delivered lecture on the topic: 'Some Considerations on Academic Writing' in ICSSR sponsored workshop on Research Methodology for Social Science Research Scholars on 5/03/16 organised by Centre for Education, Central University of Punjab, Bathinda from March 1-11, 2016.

- Acted as Resource person and delivered lecture on the topic: 'Construction of Attitude Scale' in ICSSR sponsored workshop on Research Methodology for Social Science Research Scholars on 8/03/16 organised by Centre for Education, Central University of Punjab, Bathinda from March 1-11, 2016.

- Acted as Resource person and delivered lecture on the topic: 'Action Research' in ICSSR sponsored workshop on Research Methodology for Social Science Research Scholars on 10/03/16 organised by Centre for Education, Central University of Punjab, Bathinda from March 1-11, 2016.

Participation in Workshop/ Conferences organized by the Centre

- As coordinator of ICSSR sponsored National Seminar on Gender equality for sustainable development organized by Centre for Education, Central University of Punjab, Bathinda on March 21-22, 2016
- As organizing secretary of ICSSR sponsored National Workshop on Research Methodology for Social Science Research Scholars organized by Centre for Education, Central University of Punjab, Bathinda, March 1-11, 2016

Papers Presentations

- Presented a paper on 'Value Education for Sustainable Development' at National Conference on Education for Sustainable Development, ICSSR sponsored organized by Central University of Punjab, February 4-5, 2016.

ACHIEVEMENTS OF STUDENTS

Amandeep Kaur *Research Scholar*

- Attended an ICSSR sponsored National Workshop on Research Methodology for Social Science Research Scholars organized by Centre for Education at Central University of Punjab from March 1 to 11, 2016.
- Participated as an organizing member in an ICSSR sponsored National Seminar on "Education for Sustainable Development" organized by Centre for Education at Central University of Punjab on March 21-22, 2016.

Igona Gorakhnath *Research Scholar*

- Attended an ICSSR sponsored National Workshop on Research Methodology for Social Science Research Scholars organized by Centre for Education at Central University of Punjab from March 1 to 11, 2016.
- Presented a paper entitled "Curricular Innovations beyond the Peripheries of textbooks" in National Seminar on "Culture of Learning; Beyond Classrooms and Text Books" organized by Teaching Learning Centre for Hindi Studies and School of Education at Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha, Maharashtra.

- Participated as an organizing member in an ICSSR sponsored National Seminar on "Education for Sustainable Development" organized by Centre for Education at Central University of Punjab on March 21-22, 2016.
- Completed a certificate course in "Human Rights and Duties" (Batch: February – May, 2016) under UGC Scheme (Human Rights Education).

Joginder Singh *Research Scholar*

- Participated in ICSSR sponsored National Seminar on 'Gender equality for sustainable development' on March 21-22, 2016.

Kiranjit Kaur *Research Scholar*

- Conceptual paper entitled 'Creative Teaching: The Need of The Hour' published in An International Peer Reviewed & Referred Scholarly Research Journal for Humanities & English Languages. ISSN: 2348-3083.
- Attended ICSSR sponsored national workshop on Research Methodology for social science research scholars from March 1 to 11, 2016.
- Participated in ICSSR sponsored National Seminar on 'Gender equality for sustainable development' on March 21-22, 2016.

Narinder Singh *Research Scholar*

- Conceptual paper entitled 'Continuous and Comprehensive Evaluation: A Paradigm Shift in Evaluation' published in Online International Interdisciplinary Research Journal, {Bi-Monthly}, ISSN 2249-9598, Vol. VI, May 2016 Special Issue.
- Attended an ICSSR sponsored National Workshop on Research Methodology for Social Sciences Research Scholars organized by Centre for Education at

Central University of Punjab from March 1 to 11, 2016.

- Participated as an organizing member in an ICSSR sponsored National Seminar on "Education for Sustainable Development" organized by Centre for Education at Central University of Punjab on March 21-22, 2016.

Richa Arora *Research Scholar*

- Attended an ICSSR sponsored National Workshop on Research Methodology for Social Science Research Scholars organized by Centre for Education at Central University of Punjab from March 1 to 11, 2016.

Sandeep *Research Scholar*

- Conceptual paper entitled 'Place of Ancient Indian Value System in Modern Indian Context: A Critical Study' published in International Journal of Applied Research, ISSN: 2394- 7500, Vol. II, Issue VI, Pg. No. 172-175.
- Presented a paper entitled 'Originality, Ethics and Plagiarism in Research' in the National Seminar organized by National College of Education, Sirsa in collaboration with CTE (Haryana State Chapter) on April 6,2016.
- Presented a paper entitled 'Challenges in Higher Education' in the ICSSR sponsored National Seminar organized by D.A.V. College of Education, Fazilka, Punjab on April 12-13, 2016.

VISITORS

- Mr. Mahesh Bhargava, Director, National Psychological Corporation, Agra. (16th March, 2016)
- Prof. Rajesh Gill, Panjab University, Chandigarh. (21st March, 2016)
- Dr. Tejpreet Kang, Punjab Agricultural University, Ludhiana.
- Dr. Kuldeep Kaur, Panjab University, Chandigarh.
- Dr. Meenakshi, Punjabi University, Patiala.
- Dr. Nandita Shukla, Panjab University, Chandigarh.

NEWS AND VIEWS

- HRD Ministry to launch student tracking system. Shala Asmita Yojana (SAY) aims to track the educational journey of close to 25 crore school students from Class I to Class XII across 15 lakh schools in the country.

- Maharashtra to track students' academic record to arrest education slide. Fadnavis govt has decided to put into practice an Aadhaar-based unique child education tracking system in the age group of 6-14 years.

- Under the Unnat Bharat Abhiyaan' scheme launched by the HRD Ministry, Central Universities, National Institute of Technology and Indian Institute of Technology (IIT) have been asked directly to adopt five nearby villages in order to provide quality education to them.

- In a bid to strengthen the foundation of primary education, the Punjab Education Department has drafted an inclusive strategy that comprises periodic checking of schools, evaluation of teachers' work and inclusion of co-curricular activities.

- Union government comes up with skill development scheme: 'Nai Manzil' launched for minority community girls.

- Sri Lanka to take tips on quality education from Odisha.

- The students should not be allowed to undertake two regular degrees at the same time. On January 19, University Grants Commission (UGC) said that its consultations regarding allowing students to pursue two degrees simultaneously, have not received a positive response so far.

NEWS AND VIEWS

Women and disabled students will get eight years, instead of six years, to submit their thesis, maternity leave benefit

Stressed on preserving the regional languages of India

Smriti Irani, Former
Hon'ble Union Minister

No change in reservations in new education policy: Prakash Javadekar (Honorable Union HRD Minister)

No proposal for common curriculum for CBSE, states: Prakash Javadekar

Education cannot be a political agenda, it's a national agenda: Prakash Javadekar

TIPS FOR TEACHING

- Begin your lesson with a short review of last class & end with a short review of this class.
- Eye contact, facial expressions, gestures, and the way you carry yourself will communicate that you are in control of the class.
- Learners are more apt to exercise self-control if they perceive environment as warm, trusting and positive.

FORTHCOMING EVENTS

In September

- Commonwealth Council for Educational Administration and Management (CCEAM): Educational Leadership for Global Social Justice – Issues and Challenges September 19-21, 2016, Udaipur, Rajasthan, India.

In October

- 3rd International Conference on Education and Social Sciences-ICESS 2016 9th to 11th October 2016 Bangkok, Thailand.
- The Asian Conference on Education 2016 (ACE2016), 20th to 23rd October 2016 Kobe, Japan.
- International Conference on Teacher Education (ICTEd) 2016, 20th to 23rd October 2016 Padang, Indonesia.
- 3rd International Conference on Human Behavior & Development Issues - Growth and Sustainability, 20th to 21st October 2016, Lucknow, Uttar Pradesh, India.

In November

- 3rd International Conference on Stress Management (ICSM 2016), 4th to 5th November 2016 Pune, Maharashtra, India.
- 7th International Conference on Learning, Education and Pedagogy (LEAP), 8-9 November 2016, Singapore.
- International Academic Conference on Global Education, Teaching and Learning, 25th to 26th November 2016, Vienna, Austria.
- 24th. International Conference on Computers in Education (ICCE), November 28-December2, 2016,Organized by the Asia-Pacific Society for Computers in Education (APSCE). Bombay, India.

In December

- 2nd Integrated South East Asian Research Conference on Higher Education 2nd to 3rd December 2016 Puerto Princesa, Palawan, Philippines.
- 4thInternational Conference on MOOCs, Innovation and Technology in Education, December 9-10, 2016, Institute of Electrical and Electronic Engineers (IEEE). Thiagarajar College of Engineering, Madurai, India.
- 8th International Conference on Learning, Education and Pedagogy (LEAP), 18-19 Dec 2016, Dubai, United Arab Emirates.

- International Conference on Social Science, Literature, Economics and Education, 29th to 30th December 2016, Dubai, United Arab Emirates.

In January

- International Academic Conference on Education, 1st to 5th January 2017, Maui, Hawaii, United States of America.
- International Conference on Humanities, Literature, Business and Education, 2nd & 3rd January 2017, Bangkok, Thailand.
- 5th International Conference on Information and Education Technology (ICIET 2017) 10th to 12th January 2017, Tokyo, Japan.