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# UNIVERSITY NEWS

*A Weekly Journal of Higher Education*

**Association of Indian Universities**

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## Education as a Tool for Transformation and Holistic Development

M Sen Gupta\*

India as a nation, being one of the largest and oldest democracies, has a distinct responsibility to give to its citizens a system of education that is holistic and transformative in nature. Such an education system must ensure the harmonious development of the learner's head, hand, and heart. It will cater to its people's material and spiritual development in a balanced manner. This perspective is reflected in the National Education Policy 2020 as "The revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st-century education, while remaining consistent with India's traditions and value systems."

However, evolving such a new system would require a fresh philosophy of education that assimilates in itself the essence of Eastern wisdom characterized by self-realization, self-actualization, bringing inner tranquillity, and spiritual upliftment. At the same time to ensure holistic development it has to be reinforced by Western ideology of development orientation through the application of appropriate technology for the common good. In other words, education must strengthen human values and faith in the divinity of the soul and lead the new generation to higher human ideals. Simultaneously in order to strengthen egalitarianism and democratic values it will prepare citizens who are committed to selfless service to humanity; awaken their commitment to equality, equity, and social justice; instill in them a determination to attain the goals of sustainable development, and encourage a lifestyle based on faith and satisfaction, detachment and minimum needs.

### Need for Complete Transformation

Indian education, as we know has a colonial legacy in favour of white-collar jobs. The bookish and theoretical orientation inherited by the system requires to be rectified by integrating work into education. In such a paradigm participation in productive work becomes a medium of knowledge acquisition, developing values, and skill formation. The prevailing dichotomy between work and education needs to be removed as early as possible. It is unfortunate to find that people who produce wealth with their hands do not have opportunities to pursue the right type of formal education of their choice within the existing system, especially at the tertiary level, while those who have access to formal liberal education not only denigrate productive manual work but also lack the necessary attitude, skills, and competencies for the same. Therefore, a

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## Integrated Teacher Education Programme: Re-visioning of Teacher Education

S K Yadav\* and Saroj Bala Yadav\*\*

National Education Policy-2020 (NEP-2020) has recommended many new initiatives and changes in all areas including teacher education. Re-visioning of teacher education, therefore, is the need of the hour. If we fail to re-vision this programme at this juncture, we will lag in the world. and also fail to become. To achieve the target of becoming *Vishvaguru*, the policy suggested Four four-year B.Ed. Integrated Teacher Education Programme (ITEP) for preparing quality teachers in multidisciplinary higher education institutions to face the challenges of the 21<sup>st</sup> century. The existing teacher education programmes, mostly running as stand-alone programmes in specified institutions, need to be replaced with this programme by 2030 and no other stand-alone programme of teacher education will continue beyond this date. The minimum qualification for teaching will be a 4-year integrated B.Ed. degree. The policy states that "The 4-year integrated B.Ed. will be a dual-major holistic bachelor's degree, in education as well as a specialised subject such as language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond teaching cutting-edge pedagogy, the teacher education will include a grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more" (Para 15.5, NEP 2020.)

### Integrated Teacher Education Programme (ITEP)

Keeping this in view, the National Council of Teacher Education (NCTE), New Delhi notified ITEP on 26 October 2021 and recommended that ITEP shall be implemented in a phase-wise manner in the country starting from piloting in multidisciplinary Higher Education Institutions (HEIs) / Teacher Education Institutions (TEIs). Curriculum Framework for ITEP and Model/suggestive syllabi for different disciplines of school structure (5+3+3+4) were also developed by the National Council of Teacher Education (NCTE). These courses have been introduced from the academic session 2023-24 on a pilot basis in 57 Central/State Government Universities/Institutions and Government Colleges throughout the country. Some of the institutions are the Regional Institute of Education of NCERT, Bhopal, Central Institute of Education, Delhi University, Tata Institute of Social Sciences, Mumbai, Lady Irwin College Delhi University, and Indian Institute of Technology,

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## Philosophy of the Optimum: With Special Reference to *Bhartiya Gyan Parampara*

Arun Diwaker Nath Bajpai\* and Neha Yadav\*\*

In Indian culture, the philosophy of 'optimum' is the most important one, which encompasses the life values of religion, prudence, dignity, equality, balance, harmony, justice, etc. in its conscience. Indian sages have emphasized cooperation and coordination. Some of its quotes are written below:<sup>1-4</sup>

*Om Saha Naavavatu | Saha Nau Bhunaktu |*

*Saha Viiryam Karavaavahai |*

*Tejasvi Naavadhiitamastu Maa Vidvissaavahai |*

*Om Shaantih Shaantih Shaantih ||<sup>1</sup>*

This means that God should protect both the disciple and the teacher together, may we both enjoy the fruits of knowledge together, may we both get the power to acquire knowledge together, may the education of both of us be brilliant, and let us not hate each other and create a peaceful environment.

*San Gachhadhwam Sam Vadadhwam Sam Vo manaansi jaanataam |*  
*Devaa Bhaagam Yatha Poorve Sanjanaanaa Upaasate ||<sup>2</sup>*

May we move in harmony and speak in one voice. May all be wise and may our minds be in agreement. Remember that the Devatas are venerable because they have also similarly conducted themselves since times immemorial by partaking their portions of any sacrifice.

*Samaano Mantrah: Samiti: Samaanee Samaanam Manah:*

*Sah Chittameshaam |*

*Samaanam Mantramabhi Mantraye Vah:*

*Samaanena Vo Havishaa Juhomi ||<sup>3</sup>*

This verse means that you all have the same thoughts, organization, mind, and mindset. I give you all the same advice and endow you with the same right to enjoyment.

*Samaanee Va Aakootih: Samaanaa Hridayaani Vah: |*

*Samaanamastu Vo Mano Yathaa Vah: Susahaasati ||<sup>4</sup>*

This verse means that our purpose should be one, and our feelings should be consistent. Let our thoughts come together. Like this world, there is harmony and unity in the various aspects and activities of the universe.

Our country does not accept extremism. On the one hand, it considers the whole earth as a family. It is vehemently proclaimed "For those who have a big heart, the whole earth is their family and

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Challenges in Implementation of National Education Policy-2020 in Teacher Education Institutions

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## Sustainable Environments and Student-friendly University Campuses

Neelima Gupta\*

Universities and educational institutions serve as hubs of knowledge, innovation, and collaboration in the quest for environmental sustainability. By educating future leaders, conducting research, engaging with communities, promoting sustainable practices, and influencing policy, universities play a vital role in raising awareness about environmental issues and catalyzing positive change.

The context of Green Campus activities is becoming an integral part of the modern-day education system and educational institutions act as pioneers in promoting these principles within the society. In order to support a sustainable and climate-friendly environment, practices should involve the use of energy-efficient measures, comprehensive recycling and composting, and green landscaping on the campus.

### Universities and Environmental Sustainability

Universities play a pivotal role in creating environmental awareness through education, research, community engagement, and modeling sustainable practices which can be considered as follows:

#### Education

##### Curriculum Development

Universities offer courses and degree programs in environmental science, sustainability, ecology, and related fields. These programmes equip students with knowledge about environmental issues, conservation techniques, and sustainable practices.

##### Interdisciplinary Learning

Many universities integrate environmental topics into various disciplines, promoting an understanding of how environmental issues intersect with economics, politics, engineering, health, and social sciences.

##### Workshops and Seminars

Universities organize workshops, seminars, and guest lectures by experts in environmental science and sustainability to educate students and staff about current environmental challenges and solutions.

#### Research

##### Innovative Solutions

Universities conduct cutting-edge research to address environmental problems, such as developing renewable energy technologies, studying climate change impacts, and creating sustainable agricultural practices.

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**Ravindra K S Choudhary**

Interdisciplinary Turn in National Education Policy—2020

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Managing of Indian Higher Educational Institutions

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Need for Artificial Intelligence Education to be on the Forefront

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Building Safe Spaces: Strategies for Combating Ragging in  
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## Interdisciplinary Turn in National Education Policy—2020

Ravindra K S Choudhary\*

Interdisciplinary thinking in robust multidisciplinary settings can act as a catalyst for promoting creativity and innovation in study and research at all levels. This forward-looking approach to education has won wider recognition globally. We also witness in the National Education Policy 2020 of India an interdisciplinary turn, away from the mono-disciplinary over-specialism. It is not just going trendy but the need of the hour as well. The move towards more multidisciplinary educational institutions thereby making them spacious for interdisciplinary thinking thus constitutes one of the core concerns of the policy. The present paper is an attempt to look into this interdisciplinary turn and related aspects and issues of National Education Policy-2020 (NEP—2020).

### Towards a New Education Ecosystem – More Multidisciplinary in Structure and More Interdisciplinary in Spirit

NEP-2020 envisions an ecosystem of education more multidisciplinary in structure and intrinsically interdisciplinary in spirit. Instead of viewing various domains of knowledge as independent silos, this policy stresses piecing together diverse disciplinary perspectives and basic concerns of human life to develop such an educational ecosystem. It is thus set to make higher education in particular more multidisciplinary: "Moving towards large multidisciplinary universities and HEI [Higher Education Institutions] clusters is thus the highest recommendation of this Policy regarding the structure of higher education" (NEP-2020:34).

This is essential for the kind of education the policy is after. The NEP-2020 goes for an education that has to be more holistic in developing human potentialities and more integrated in every way. As the policy puts the point, "A holistic and multidisciplinary education would aim to develop all capacities of human beings – intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner" (NEP 2020:36).

However, the state of affairs in the Indian education system, particularly in the realm of higher education, is not so favourable for interdisciplinary thinking to thrive. Nearly half of the universities and HEIs in India are still mono-faculty universities or institutions. Various committees and commissions set up time to time for education reform cogently argued for conversion of such institutions into multidisciplinary ones. Yet much of the work to this end has been undone. The policy-2020 is very much focused on achieving this goal.

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