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EDITORIAL

"Those who know, do. Those that understand, teach."

- Aristotle

Teacher education forms an integral part of any educational system. For a teacher, learning re-learning is an integral part of their lives. Continuous changing scenarios require that teachers become more aware and adapt to these changes around them.

The aim of the present volume of the journal is to enable teachers and teacher educators to update themselves with field realities and researches so that they constantly develop and grow in their field as a professional. It covers wide range of issues related to inclusion, NCIE regulations, RTE, 2009, profile of an ECCE teacher, integration of technology and sankhya philosophy.

Today, a school represents students from various diverse social and ethical backgrounds. If the teachers are not educated to encourage inclusion and diversity in the classroom, the objective of inclusion and pluralistic society will remain unachieved. The diverse nature of our society also makes various tenets of philosophy from our rich history available to be studied from new perspectives and be applied to the field of education.

Significantly, a teacher needs to be aware of the educational policy perspectives like NCTE Regulations-2014, RTE-2009 and also what needs to be done to implement the policies in the true spirit.

In the present age dominated by technology teachers need to understand the importance of technology in the field of education. A progressive and well equipped teacher with

technical skills and know-how like students will be an asset and a role model to others. Both students and teachers realize the importance and advantages of using technology in classroom.. Different school subjects also warrant adoption of technology as per their nature. Often, different subjects especially Science and Mathematics carry with them different perceptions of students and parents. Teaching each subject as per its philosophy helps in making lessons more interesting for the students. However, it is also important to use technology for developing teachers as reflective practitioners which is possible if the potential of mobile technology is harnessed to record classroom teaching episodes during School Experience Programme.

I hope this volume will help the readers to gain new perspectives in the field of school education and teacher education. I would take this opportunity to extend my gratitude to all the authors for their invaluable contribution. I would also like to acknowledge the contribution of Ms. Kanupriya Joneja (Research Associate) Dr. Neha Sharma (Research Associate), Ms. Daisey Priyanath (Research Scholar) and Mr Sharad Jain (Junior Project Fellow), for their constant support and giving their best efforts in proof reading and preparing this volume of the journal. I join the members of the Editorial team to invite original contributions from all engaged in Teacher Education in India and abroad. Any suggestions are also welcome to further improve the journal.

Editor

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