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Assessment Year: 2022-23

Sr No.	Name of Faculty	Title of Conference/ Seminar Proceedings	ISBN	Publisher	Title of Article	Page No	Year
1	Dr Abhilasha Gautam	Reinventing and Reimagining Post Pandemic Society : In Perspectives of Education, Economy, and Heath, International Conference Proceedings Part - 2	978-93-5810-947-4	Authorspress, New Delhi	Samajaik Paravartan aur badalti Shiksha Sanskriti	140-143	2023
2	Ms Kriti Guleria	Reinventing and Reimagining Post Pandemic Society : In Perspectives of Education, Economy, and Heath, International Conference Proceedings Part -1	978-93-5529-516-3	Authorspress, New Delhi	Comparative Study on the Teaching Learning Process Post Pandemic	123-129	2023
3	Ms Kriti Guleria	Reviving the Roots of Indian Education for Sustainable Development	978-81-954504-2-8	Amity University	Identifying the Role of Competency Based Education in Developing 21st Century Skills Among Learners: In Perspective of NEP 2020	68-73	Feb-23



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Principal
Army Institute of Education
Greater Noida

4	Dr Jyoti Tiwari	Reinventing and Reimagining Post Pandemic Society : In Perspectives of Education, Economy, and Health, International Conference Proceedings Part -1	978-93-5529-516-3	Authorspress, New Delhi	Comparative Study on the Teaching Learning Process Post Pandemic	338-345	2023
5	Dr Jyoti Tiwari	Recent Trends and Strategies in Indian Education System in Light of NEP 2020	978-81-966420-6-6	Kalindi Prakashan	Inclusive Education in Light of NEP 2020: Challenges in Implementation	119-127	2023
6	Dr Jyoti Tiwari	Recent Trends and Strategies in Indian Education System in Light of NEP 2020	978-81-966420-6-6	Kalindi Prakashan	Reforms In Higher Education	212-221	2023
7	Dr Jyoti Tiwari	Recent Trends and Strategies in Indian Education System in Light of NEP 2020	978-81-966420-6-6	Kalindi Prakashan	Readiness of Future Educators In Inclusive Education	222-231	2023
8	Dr Saidalavi K	Reinventing and Reimagining Post Pandemic Society : In Perspectives of Education, Economy, and Health, International Conference Proceedings Part -1	978-93-5529-516-3	Authorspress, New Delhi	Etymology as a Pedagogical Strategy: An Action Research from a Teacher Education Institution	62-67	2023



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Dr. Abhilasha Gautam
Principal
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9	Mr Yogesh Kumar	Reinventing and Reimagining Post Pandemic Society : In Perspectives of Education, Economy, and Health, International Conference Proceedings Part - 2	978-93-5810-947-4	Authorspress, New Delhi	Madhyamik Star Ke Yogabhaysi Vidhyarthiyo Ve Gair Yogabhaysi Vidhyarthiyo ke Mansik Swasthaya ka Tulnatmak Adhayan	134-139	2023
10	Dr Azkia Khan	Reinventing and Reimagining Post Pandemic Society : In Perspectives of Education, Economy, and Health, International Conference Proceedings Part -1	978-93-5529-516-3	Authorspress, New Delhi	Attitude of B.Ed. Student-Teachers Towards E-Learning	68-74	2023
11	Dr Azkia Khan	Recent Trends and Strategies in Indian Education System in Light of NEP 2020	978-81-966420-6	Kalindi Prakashan	A Road Map to Inclusive Education in NEP 2020	247-257	2023
12	Ms Komal Choudhary	Reinventing and Reimagining Post Pandemic Society : In Perspectives of Education, Economy, and Health, International Conference Proceedings Part -1	978-93-5529-516-3	Authorspress, New Delhi	Perspectives of Special Educators about Online Versus Offline Mode of Learning for Children with Specific Learning Disability	97-107	2023



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Dr. Abhilasha Gautam
Principal
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Dr. Abhilasha Gautam
Principal
Army Institute of Education
Greater Noida

Abhilasha Gautam

Dr Abhilasha Gautam
Principal AIE



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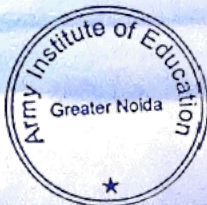
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Abhilasha Gautam



Dr. Abhilasha Gautam
Principal
Army Institute of Education
Greater Noida

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ARMY INSTITUTE OF EDUCATION

Plot M-1, Pocket P-5, Sec. CHI-2, Greater NOIDA
(Affiliated to GGSIP University, New Delhi)
Ph: 0120-2343741-42, Email: aie@awesindia.edu.in, Website: www.aie.ac.in

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AUTHORS P R E S S

Abhilasha Gautam
Dr. Abhilasha Gautam
Principal
Army Institute of Education
Greater Noida

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Abhilasha Gautam
Dr. Abhilasha Gautam
Principal
Army Institute of Education
Greater Noida

CHAPTER 16

सामाजिक परिवर्तन और बदलती शिक्षा संस्कृति

डॉ० अभिलाषा गौतम

आलेख

सामाजिक परिवर्तन होना उतना ही स्वाभाविक है जितना एक ऋतू के बाद दूसरी ऋतू का आना। परन्तु यदि यह ऋतू परिवर्तन सही प्रकार से न हो तो अनेक समस्याएं आ सकती हैं। प्रकृति का चक्कर प्रभावित हो सकता है और सृजनात्मक प्रकृति विनाश की ओर जा सकती है। ऐसे कितने ही भौगोलिक परिवर्तन हमारे इतिहास के पन्नों में दबे हैं जो प्रदर्शित करती है की यदि प्रकृति में परिवर्तन का चक्कर किसी कारण से प्रभावित हुआ तो कितना विनाश हुआ है और मानव समाज को इसका कितना बड़ा भुगतान करना पड़ा है। ऐसा ही कुछ सामाजिक परिवर्तन के साथ है यदि सामाजिक परिवर्तन सही दिशा में न हो तो मानव कल्याण के लिए हनी वाला समाजक परिवर्तन समाज को विनाश की ओर भी ले जा सकता है। इसको हम एक उदहारण के साथ समझ सकते हैं, आधुनिक युग के निर्माण में और सामाजिक परिवर्तन में विज्ञान की बहुत बड़ी भूमिका है। विज्ञान ने जहाँ अनेक ऐसे आविष्कार किये जो मानव उत्थान में सहायक हुए वहीं ऐसे भी कई आविष्कार हुए जो मानवजाति के लिए बहुत बड़ी समस्या बने हुए हैं इसका ताजातरीन उदहारण है कोविड-१९ मानव निर्मित एक वायरस जो आज मानव जाती के अस्तित्व के लिए सबसे बड़ा खतरा बना हुआ है। सामाजिक परिवर्तन से प्रभावित होने वाले अनेक क्षेत्रों में से एक है शिक्षा का क्षेत्र। शिक्षा का क्षेत्र न केवल सामाजिक परिवर्तन से प्रभावित होता है अपितु यह सामाजिक परिवर्तन लाता भी है। जहाँ सामाजिक परिवर्तन के कारण समाज में आज लड़कियों को शिक्षा के समान अवसर प्राप्त हो रहे हैं वहीं शिक्षा के अनेक अवसर उतपन्न होने के कारण सामाजिक परिवेश में आमूलचूल परिवर्तन होते देखे जा सकते हैं। शैक्षिक व्यवस्था के क्षेत्र में आधुनिक समाज में अनेक परिवर्तन देखे जा सकते हैं जिसके फलस्वरूप गुरुशिष्य परंपरा, अनुशासन के मायने, शिक्षण विधियां, पाठ्यक्रम, शैक्षिक संस्थानों की दार्शनिकता सभी कुछ परिवर्तित हो गए हैं। इस परिवर्तन में भूमंडलीकरण, बाजारीकरण और मोबाइल संस्कृति का बहुत अधिक योगदान है। प्रस्तुत शोधपत्र का उद्देश्य समाज में शिक्षा क्षेत्र में आये परिवर्तनों का उल्लेख करना, शैक्षिक परिवर्तनों के मुख्य कारणों पर प्रकाश डालना, और शैक्षिक परिवर्तन के कारण प्रभावित होने वाले अनेक आयामों की करना है। प्रस्तुत शोध पत्र इंटरनेट, अखबारों, शोध निष्कर्षों आदि सी तथ्य एकत्रित किये हैं तथा निरीक्षण के आधार पर स्वयं के अनुभवों को उद्धरत करने का प्रयास किया है।

सामाजिक परिवर्तन (परिचय)

टी. बी. बॉयेमार के अनुसार सामाजिक परिवर्तन से अभिप्राय सामाजिक संरचना में परिवर्तन, विशिष्ट सामाजिक संस्थाओं में परिवर्तन अथवा संस्थाओं के परस्पर सम्बन्धों में परिवर्तन है। मैकाइवर तथा पेज ने सामाजिक सम्बन्धों में होने वाले परिवर्तनों को ही सामाजिक परिवर्तन कहा है। सामाजिक परिवर्तन से तात्पर्य है समाज में होने वाले आर्थिक बदलाव, सामाजिक नीतियों में बदलाव, मूल्यों में बदलाव, संस्थानों की कार्यशैली, समाज में रहने वाले व्यक्तियों की सोच इत्यादि। सामाजिक बदलाव होने के अनेक कारण होते हैं जैसे जनसंख्या, तकनीकी, विज्ञान, वातावरण, शिक्षा आदि। ये सभी कारक न केवल सामाजिक परिवर्तन करते हैं अपितु सामाजिक परिवर्तन के कारण परिवर्तित भी होते हैं। सामाजिक, राजनैतिक, आर्थिक, व्यैक्तिक मूल्यों का प्रभाव समाज के संचालन पर प्रत्यक्ष रूप से पड़ता है। मार्क्स एवं वेबलिन ने प्रौद्योगिक एवं आर्थिक कारकों को, ऑगबर्न ने संस्कृति को, मैक्स वेबर ने धर्म को तथा माल्थस एवं सैडलर ने जनसंख्यात्मक कारकों को सामाजिक परिवर्तन के लिए उत्तरदायी ठहराया। सामाजिक परिवर्तन में अनेक कारक काम करते हैं जिनमें सांस्कृतिक, प्रौद्योगिक, जैविकीय आर्थिक, भौगोलिक परिवेश सम्बन्धी, मनोवैज्ञानिक तथा विचारधारात्मक कारक मुख्य कारक हैं। ये सभी कारक परस्पर निर्भर हैं और एक-दूसरे को प्रभावित करते हैं। इन सभी परिवर्तनों से समाज में शिक्षा व्यवस्था सहज ही प्रभावित होती रहती है और शैक्षिक




Abhilasha Gautam
Dr. Abhilasha Gautam
Principal
Army Institute of Education
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THEME

**Reinventing and Reimagining Post Pandemic Society :
In Perspectives of Education, Economy, and Health**

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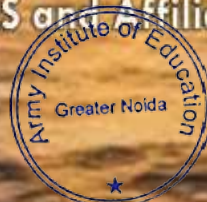
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Principal
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CHAPTER 14

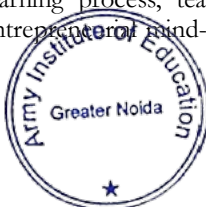
The Crucial Role Played by Teachers in Promoting Entrepreneurial Mind-set as 21st Century Skill among the Learners in Post Pandemic Society

Kriti Guleria and Prof. (Dr.) Alka Muddgal

ABSTRACT

An entrepreneur is widely considered as one who starts a new firm, taking on the majority of the risks and reaping the majority of the gains. He/she is viewed as an innovator, a source of fresh concepts for products, services, businesses, and operational methods. Based on which one starts the business, which underlines the entrepreneurship. Entrepreneurship is seen as a form of change that typically involves greater risk than is typical when beginning a firm and may also involve values other than just financial ones. Entrepreneurship has its deep impact onto the environment and is equally affected by the same. The input and output process are important as the entrepreneur learns from the environment, from the available resources and later act as value creator towards it. Value created by the subsequent entrepreneurial activities acts as the catalyst and leads to the development in various fields. Entrepreneurship in any society results in economic growth of the country, increased demand and supply, improved quality, job creation and individual growth. Post pandemic, the need has definitely surmounted. Keeping the importance of entrepreneurship, the same demands a focussed and special place in the school curriculum for bringing out the holistic and enhanced personality of the child. It helps a child in not only gaining conceptual understanding, curricular mastery but also helps in developing the competencies as required in 21st century.

The perspective of entrepreneurship cannot be developed overnight. It requires impregnating the idea in the mind, nurturing the skill, quality upbringing and constant support to fructify the results. The process is continuous which starts from the very early stages of childhood. The constant enhancements add to the positive viewpoints. The skills, perception and confidence developed during this period sets the base for the success of an individual in any field. As the formative years play a crucial role in the development of the child, thus, apart from the parents, role of educator is of immense importance during the school days. Educators, apart from being the facilitators, are the main source of illuminating the broader perspective of the learner, which forms the strong base for innovative ideas. This article sheds light on the entrepreneurial mind-set, attributes of the entrepreneurial mind-set, role of teachers and way to promote the attributes of entrepreneurship among the learners. The paper also talks about various activities that can be incorporated in classroom in form of teaching-learning process, teaching strategies and innovative pedagogical methods to promote entrepreneurial mind-set, that not only encourages student's participation but provides the



Abhilasha Gautam
Dr. Abhilasha Gautam
Principal
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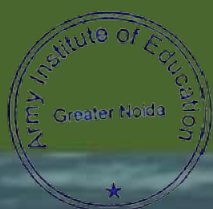
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Dr. Abhilasha Gautam
Principal
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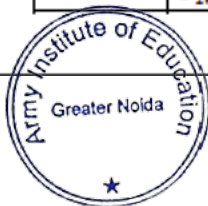
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Abhilasha Gautam
Dr. Abhilasha Gautam
 Principal
 Army Institute of Education
 Greater Noida

Identifying the Role of Competency Based Education in Developing 21st Century Skills Among the Learners: In Perspective of NEP 2020

KRITI GULERIA

Research Scholar, Amity Institute of Education,
Amity University, Noida (India)

Email: kriti.solanki@s.amity.edu

PROF. (Dr.) ALKA MUDDGAL

Head of Institute, Amity Institute of Education,
Amity University, Noida (India)

Email: amuddgal@amity.edu

Abstract

Learning is the process of picking up new information, skills, values, attitudes, and preferences. All living things have the capacity to learn. Students acquire and demonstrate their knowledge and skills by engaging in learning exercises, activities and experiences that align with clearly defined programmatic outcomes. Students receive proactive guidance and support from faculty and staff. Learners earn credentials by demonstrating mastery through multiple forms of assessment, often at a personalized pace. This idea of Competency Based Learning is an important precondition for developing 21st century skills as proposed in National Education Policy 2020. This paper is a humble attempt to find the interconnectedness between the important concepts of competency-based education & 21st century skills in perspective of NEP 2020.

Keywords: *Competency Based Education, 21st century Skills, NEP 2020.*

Introduction

A child is like a sponge when they are born; they can absorb anything. Nobody can deny that change is the ultimate truth. Every person adopts new abilities, behaviours, habits, values, and so forth based on the situation, just like a child. Better adaptability to the necessary abilities for success in the globalised and digitalized environment is the success motto. For a better fit in the always shifting environment, each individual must learn to adapt to the demands of the difficult



Abhilasha Gautam

Dr. Abhilasha Gautam
Principal
Army Institute of Education
Greater Noida



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REINVENTING AND REIMAGINING POST PANDEMIC SOCIETY: IN PERSPECTIVES OF EDUCATION, ECONOMY, AND HEALTH

Editor in Chief

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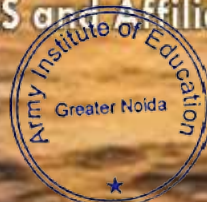
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Abhilasha Gautam

Dr. Abhilasha Gautam
Principal
Army Institute of Education
Greater Noida

AUTHORS P R E S S

CHAPTER 42

Comparative Study on the Teaching Learning Process Post Pandemic

Shilpa Kumari and Dr. Jyoti Tiwari

ABSTRACT

The study deals with the impact on online education post pandemic on the teaching learning process of the primary, secondary and higher secondary level of teachers (PRT, TGT, PGT) through the survey based on data collection method created through the Google Forms. Google Meet and Zoom are the two platform which are used for online learning by majority of the students. The Majority of the students have 4-6 hours of Online Class. 37.91% and 34.16% students attend 4-6 hours and 2-4 hours of Online Classes. There imply different ways to increase attentiveness and effectiveness of Online Teaching for primary, secondary and higher secondary students. But there is significance difference in one problem related to infrastructure among the different education levels. Among all Problems only infrastructure problem is statistical significant, rest problems like Mental Health, Physical and Learning are not statistical significant but still they face little bit problems.

The COVID-19 pandemic had struck education system around the globe. The pandemic initiated an immediate and complete lockdown of all the educational institutions, to keep social distancing. This impacted the conventional mode of teaching. The online mode of teaching was adopted.

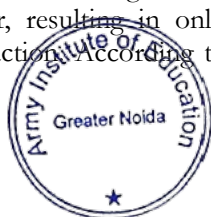
Practical implications of the study aim to be useful for the teacher and helps us to know about the various tools and techniques used during the pandemic, still holds valid to teaching.

Keywords: Online education, Post pandemic, Teachers, Higher Secondary Level.

INTRODUCTION

The first instance of covid-19 was discovered in China around the end of 2019. Then it quickly spread over the world. The World Health Organization (WHO) designated it a pandemic situation in March 2020. Following that, the majority of governments imposed a state of emergency in their countries, suspending all activity and closing schools. Face-to-face learning was disrupted as a result of the lockdown. Around 600 million school-aged children get easily touched by educational institution closures around the world. According to UNESCO, over 320 million learners in India are affected, with around 34 million belonging to the tertiary level of education.

Teachers are instructed to use online learning tools to teach during the lockout. For continuous education and to overcome mental tension and anxiety during the lockdown, innovate teaching is required. COVID-19 causes a digital revolution in the educational sector, resulting in online lectures, teleconferencing, online examinations, and virtual interaction. According to researchers and experts it has affected more than 91% of the



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Dr. Abhilasha Gautam
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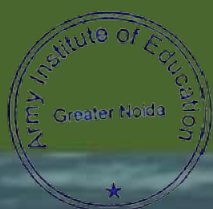
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Abhilasha Gautam

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Recent Trends and Strategies in Indian Education System in Light of NEP 2020



Abhilasha Gautam

Dr. Abhilasha Gautam
Principal
Army Institute of Education
Greater Noida

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Kalindi Prakashan

kalindiprakashan@gmail.com
Aira Bujurg, Azamgarh, U.P.



Abhilasha Gautam

Dr. Abhilasha Gautam
Principal
Army Institute of Education
Greater Noida

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Aira Bujurg, Azamgarh. U.P

Mo. : +91 9140270320; +91 9453904139

Email: kalindiprakashan@gmail.com

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Abhilasha Gautam
Dr. Abhilasha Gautam
Principal
Army Institute of Education
Greater Noida

Chapter-13

Inclusive Education in Light of NEP 2020: Challenges in Implementation

Kumari Neha Sharma

Student (B.Ed. Batch 2022-24), Army Institute of Education, Greater Noida, (U.P.)

Dr. Jyoti Tiwari

Army Institute of Education, Greater Noida, (U.P.)

Abstract

Inclusive education is a pivotal aspect of educational reform, aimed at providing an equitable and empowering learning environment for all students, irrespective of their diverse abilities and backgrounds. With the recent unveiling of the National Education Policy (NEP) 2020 in India, inclusive education has gained prominence as a transformative vision to foster holistic development and promote social inclusivity. However, the effective implementation of inclusive education under the ambit of NEP 2020 faces numerous challenges that demand careful consideration and strategic interventions. This research paper delves into the challenges encountered during the implementation of inclusive education in light of NEP 2020. A mixed-methods approach, combining both quantitative and qualitative data, was employed to provide a comprehensive understanding of the obstacles faced by stakeholders, including educators, administrators, parents, and policymakers. The findings of the study underscored several significant challenges, impeding the provision of inclusive facilities and assistive technologies for diverse learners. By integrating quantitative and qualitative insights, this research offers evidence-based recommendations to address the identified challenges. Policy-level interventions, comprehensive teacher training programs, community engagement strategies, and awareness campaigns are among the proposed measures to foster a more inclusive education ecosystem in alignment with NEP 2020. This research contributes to the ongoing dialogue on inclusive education, paving the way for a transformative and empowering educational system that leaves no learner behind. It calls for collective efforts from policymakers, educators, parents, and communities to create an inclusive and enriching educational environment that nurtures the potential of every student and fosters social cohesion in India's diverse society.

Keywords: Inclusive Education, NEP 2020, Challenges in implementation, Mixed method approach.



Abhilasha Gautam

Dr. Abhilasha Gautam
Principal
Army Institute of Education
Greater Noida

Chapter-23

Study on Reforms in Higher Education

Shilpa Kumari

Student Teacher, Army Institute of Education, Greater Noida

Dr. Jyoti Tiwari

Assistant Professor, Army Institute of Education, Greater Noida

Abstract

At one end, we are grappling with quantity i.e. enrolment but on the other hand the most serious concern is quality and relevance of higher education imparted to student. The pragmatism of globalization of knowledge has generated an over optimism everywhere. But India faces a graver challenge to the sustainability of higher education. This paper examines the effect of free marketism on higher education of India. It highlights the problems of higher education in the long run and short run. It examines the prospects of higher education and argues that the present educational system thrives on educational dualism. The paper aims to reform and present initiatives of the Indian government. Data have been collected with the help of Google form. Several teachers and professors have presented their opinion.

Key words: Reforms, Google forms, higher education

Introduction

Higher education system in India was implanted by Britishers to serve their economic, political and administrative interests. After independence, higher education system has been expanded tremendously. The massive system of higher education in India consists of 819 (367 state and 47 central) universities, 123 institutions 'deemed-to-be universities,' 282 private universities, 20 institutes of national importance and other educational institutions (polytechnics, teacher education etc.). The country's Gross Enrolment ratio in higher education has increased from 24.5% in 2015-16 to 25.2% in 2017-18 (AISHE 2017). Innovation and creativity have served as the engine of economic growth and vitality throughout world history.



Abhilasha Gautam
Dr. Abhilasha Gautam
Principal
Army Institute of Education
Greater Noida

Chapter-24

Readiness of Future Educators for Inclusive Education

Swati Pandey

Student Teacher, AIE. Email: swatipande05@gamil.com

Dr. Jyoti Tiwari

ASST. PROF., AIE. Email: tiwari.jyoti123@gmail.com

Abstract

National education policy 2020 gives birth to include a great initiative toward equity in education by launching the concept of inclusion in education. It mainly targeted that no one is left behind in matters of education and everyone will be treated equally with particular attention who needed it. But are the teachers being trained accordingly?

There are special educators but the number of education specialized educators is very less and in are not the exclusive option to teach in the classroom. Without proper training, at once regular teachers are not prepared for education in the inclusive classroom. Regular educators got confused about whether to focus on the classroom content or to make the students understand individually between all this the special child will be left behind somewhere and the attention to all the students will not become possible. This normally happens because regular teachers are trained only to instruct and guide in class accordingly to the traditional perspective of children and not how to manage the special child. So actual inclusion will come in the future classroom of every school when the instructors are also trained accordingly.

Key words: *Inclusion, regular teachers, special child, education.*

Introduction

Education policy consists of a series of principles and the rules on which education depends are by the entire educational institutes of the nation, irrespective of their positions and status. Government, semi-government to run education or secluded schools all have guidelines established by the



Abhilasha Gautam

Dr. Abhilasha Gautam
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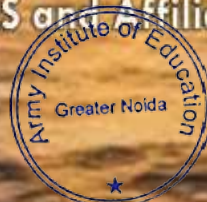
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Dr. Abhilasha Gautam
Principal
Army Institute of Education
Greater Noida

AUTHORS P R E S S

CHAPTER 5

Etymology as a Pedagogical Strategy: An Action Research from a Teacher Education Institution

Dr Soidalavi Kundupuzhakkal

ABSTRACT

As a pedagogue, teachers are the leader of children and their role model as well. In primary classes learning is somehow in the form of imitation, but in higher classes meaningful learning is essential. Pedagogical strategies used in the classroom are highly significant for learning and understanding. Foundations courses of teacher education curriculum are planned to enhance the teaching skills and aptitudes. Learning comprehension or concept attainment goes with meaningful learning. For that, teachers and teacher educators must find out certain innovative teaching-learning methods. Etymology is one of the novel but old strategies of teaching, a teacher educator can follow. As for effective curriculum transaction, linguistic and communication skills are essential. To develop these skills among future teachers, TEIs in India are providing Language and ICT courses along with the foundation courses. Finding word roots or studying the origin of words will help to develop curiosity and interest among the children. Etymology is a key to unlocking knowledge and wisdom. It gives us the appropriate meaning of a word and helps to identify various directions. Etymology also gives a glimpse on how the meaning of a word has changed over time. Separating prefixes and suffixes from a word is a kind puzzle. Sometimes the results were like a magical experience. Etymology helps to form definitions or thoughts in a systematic manner. It also works as a differentiation tool for how to spell a word. This paper is based on practical and field experience of the researcher in the post Covid-19 pandemic period. The methodology of the study is Action Research. The sample of the study is the students of B.Ed. and B.Ed. Spl. Ed. (LD) of AIE Greater Noida.

Keywords: Pedagogical Strategy, Etymology, Meaningful Learning, Learning Comprehension

INTRODUCTION

Etymology is the “study of the origin of words and the way in which their meanings have changed throughout history”. It is a linguistic tool to find out the origin of a word and the historical development of its meaning. According to Ross (1969) etymology is the “scientific study of the origins and history of the changing meanings and forms of words”.

Ison (1983) defined etymology as the “information on the formation of words, phrases, and terms”. He had classified the “etymological information” into “four parts: (i) original words and cognates, (ii) morphological analysis of word structure, (iii) morphological analysis of word formation, and (iv) cognitive analysis of word formation and evolution”.



Abhilasha Gautam
Dr. Abhilasha Gautam
Principal
Army Institute of Education
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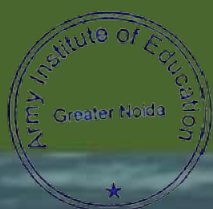
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Abhilasha Gautam

Dr. Abhilasha Gautam
Principal
Army Institute of Education
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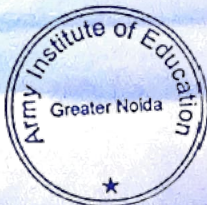
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Principal
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Abhilasha Gautam
Dr. Abhilasha Gautam
Principal
Army Institute of Education
Greater Noida

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CHAPTER 16

माध्यमिक स्तर के योगाभ्यासी विद्यार्थियों व गैर योगाभ्यासी विद्यार्थियों के मानसिक स्वास्थ्य का तुलनात्मक अध्ययन

योगेश कुमार

सारांश

सरकारों द्वारा निवेश और युवाओं के मानसिक स्वास्थ्य के लिए व्यापक, एकीकृत, साक्ष्य आधारित कार्यक्रमों में सामाजिक, स्वास्थ्य और शिक्षा क्षेत्रों की भागीदारी आवश्यक है। किशोरों के मानसिक स्वास्थ्य की देखभाल करने के लिए और साथियों, माता-पिता और शिक्षकों को अपने दोस्तों, बच्चों और छात्रों का समर्थन करने का तरीका जानने में मदद करने के लिए इस निवेश को कार्यक्रमों से जोड़ा जाना चाहिए। यही योग ए क महत्वपूर्ण भूमिका निभा सकता है। योग विज्ञान, मानव के भीतरी स्थान का एक गहरा विज्ञान है, जो पूरे अस्तित्व के साथ पूरी सीध और तालमेल में होने की क्षमता देता है। खुषहाली और आजादी की स्थिति में जीने और चेतना को ऊंचा उठाने की प्रणाली के रूप में योग जितनी विस्तृत प्रणाली कोई नहीं है। यूनाइटेड नेशंस की आमसभा ने 11 दिसम्बर, 2014 के भारत द्वारा पेश किए गए प्रस्ताव को 193 सदस्यों द्वारा पारित किया गया और संयुक्त राष्ट्र महासभा के अध्यक्ष सैम कुत्सा ने 21 जून को अन्तर्राष्ट्रीय योग दिवस मनाने का फैसला लिया। यूनाइटेड नेशंस ने योग की महत्ता को स्वीकारते हुए माना कि "योग मानव स्वास्थ्य व कल्याण की दिशा में एक संपूर्ण नजरिया है।" 21 जून, 2022 को आठवे अन्तर्राष्ट्रीय योग दिवस का विशय 'मानवता के लिए योग है।' प्रधानमंत्री मोदी ने मैसूर पैलेस ग्राउंड में किया योग, देश के 75^ए तिहासिक स्थलों पर हुए कार्यक्रम 8वां अंतरराष्ट्रीय योग दिवसरू पीएम मोदी ने देश और दुनिया को अंतरराष्ट्रीय योग दिवस की बधाई दी. उन्होंने कहा कि योग की यह अनादि यात्रा अनंत भविष्य की दिशा में ए' से ही चलती रहेगी। हम सर्वे भवंतु सुखिनः, सर्वे सन्तु निरामया के भाव के साथ एक स्वस्थ और शांतिपूर्ण विष्व को योग के माध्यम से भी गति देंगे. योग हमेषा से हमारी संस्कृति का हिस्सा रहा है और हमें इसके प्रसार के लिए आगे आना चाहिए। योग से शांति और सौहार्द जुड़े हैं और दुनिया भर में लोगों को इसका अभ्यास करना चाहिए। आज योग विज्ञान पहले किसी भी समय के मुकाबले ज्यादा महत्वपूर्ण है।

शब्द कुजी- योग, मानसिक स्वास्थ्य।

- **प्रस्तावना-** मानसिक स्वास्थ्य पर विरले ही व्यक्ति ध्यान देते हैं। कार्यक्षमता में कमी व्यवहार में अक्षम मान्यताओं के कारण कार्य क्षमता में कमी के कारण अनेको रोग होते हैं। मानसिक रूप से असंतुलित व्यक्ति परेशान होते हैं। दूसरों को भी जीवन में और जटिल बना देते हैं। मानसिक रूप से स्वस्थ रहने के प्रयास करने के लिए आवश्यक है कि व्यक्ति मानसिक समस्याएं हैं तो किसी मनोरोग विशेषज्ञ से परामर्ष उपचार करवाना चाहिए।
- **योग:-** योग शब्द का अर्थ अनेक अर्थों में प्रयोग किया गया है जैसे- जोड़ना, मिलाना, मेल आदि। इसका अर्थ जोड़ना और बाधना है। तथा ध्यान को एकत्रित करके इसे प्रयोग में लाना है इसका अर्थ सयोग या भावनाओं का आदान प्रदान भी है। योग का अर्थ समाधि से भी है इसका लक्षण चित्त की शाक्तियों को रोकना चित्त व्यक्ति का अन्तःकरण है जिसमें मन, बुद्धि और अहंकार सम्मिलित होते हैं। योग साधना में चित्त पर नियन्त्रण करना अत्यन्त महत्वपूर्ण है। गीता में भगवान श्रीकृष्ण ने कहा है कि, "योग कर्मसु कौशलम् अर्थात् कर्म के करने में जो कुशलता है, उसी का नाम योग है।
- **मानसिक स्वास्थ्य-** मानसिक रूप से स्वस्थ हम उस व्यक्ति को कहेंगे जिसका व्यक्तित्व का संतुलित विकास हुआ हो। जो संवेगात्मक और स्नायुविक दुविधाओं से परे हो, जो कठिनाइयों से विचलित न होता हो, जीवन के प्रति स्वस्थ और उदार दृष्टिकोण रखता हो और जो शैक्षिक, सामाजिक, सांस्कृतिक, व्यवसायिक आदि जीवन के संपूर्ण क्षेत्रों की विविध परिस्थितियों के साथ अपने को समाहित कर लेता हो। इस प्रकार मानसिक स्वास्थ्य का संबंध व्यक्ति के सम्पूर्ण व्यक्तित्व से होता है। और इसका




Abhilasha Gautam
Dr. Abhilasha Gautam
Principal
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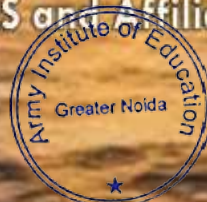
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Army Institute of Education
Greater Noida

AUTHORS P R E S S

CHAPTER 6

Attitude of B.Ed. Student-Teachers towards E-Learning

Dr. Azkia Khan

ABSTRACT

In this study the investigator made an attempt to study the attitude of B.Ed. student-teachers towards e-learning in Delhi/NCR region. 100 Student-Teachers of different B.Ed. colleges constitute the sample of the study. In this study Random sampling technique was used. An attitude scale (Likert Type) developed by researcher itself was used for data collection. The analysis of data was done by using Mean, percentage etc. It was found from the study that the B.Ed. Student-Teachers showed favorable attitude towards e-learning in Delhi/NCR region.

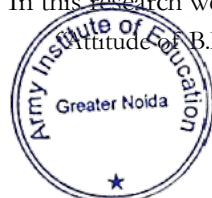
Keywords: Attitude, Student-Teacher, E-learning, Likert Scale

INTRODUCTION

With the imposition of lockdown due to spread of coronavirus everywhere since March, 2020, attending online classes has become the 'new normal' and have taken centre stage in students' life now. This 'new normal' is a transformed concept of education with e-learning at the core of this transformation. E-education allows students to attend classes from any location of their choice while it allows schools to reach out to an extensive network of students, instead of being restricted by geographical boundaries. Students can clear their doubts through live chats or forums by staying at the comfort and safety of their home. Online education has emerged as a suitable alternative amidst this chaos caused by the pandemic. It has become more of a necessity rather than an option. Hence the quality enhancement of e-learning is at a very crucial stage. e-learning basically is the use of electronic devices like computer, laptop etc typically involving the internet. It includes numerous types of media that deliver text, audio, animation, images, and streaming video, and includes technology application and process such as audio and video tape, satellite TV, CD-ROM, and computer-based training, as well as intranet/extranet and web-based learning. The advantage of using e-learning is that it is self-paced and learner can choose their own learning environment. It is both cost-effective and efficient as it removes the geographical barriers which are faced in offline classes. So here, in this research we studied about the attitude of student-teachers towards e-learning.

STATEMENT OF THE PROBLEM

In this research we studied about the problem which is as follows:
"Attitude of B.Ed Student-Teachers towards e-learning"



Abhilasha Gautam
Dr. Abhilasha Gautam
Principal
Army Institute of Education
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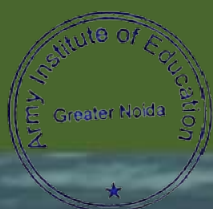
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Kalindi Prakashan

kalindiprakashan@gmail.com
Aira Bujurg, Azamgarh, U.P.



Abhilasha Gautam

Dr. Abhilasha Gautam
Principal
Army Institute of Education
Greater Noida

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Mo. : +91 9140270320; +91 9453904139

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Abhilasha Gautam
Dr. Abhilasha Gautam
Principal
Army Institute of Education
Greater Noida

Chapter-27

A Roadmap to Inclusive Education in NEP 2020

Divyanshu

Student B.Ed. 2020-24, Army Institute of Education, Greater Noida

Dr. Azkia Khan

Assistant Professor, Army Institute of Education, Greater Noida

Abstract

In this research paper, we will examine the evolution and impact inclusive education has made on India, focusing on key policy frameworks and initiatives. The study analyses the “National Education Policy (NEP) of 1968” and the “National Policy on Education (NPE) of 1986”, we will also see the changes brought by the “Rights of Persons with Disabilities (RPwD) Act of 2016”. Additionally, the transformative role of the “Right to Education (RTE) Act of 2009” and the “Sarva Shiksha Abhiyan (SSA)” program in promoting inclusivity are explored.

The NEP 1968 laid the groundwork for inclusivity by emphasizing universal elementary education and it was the first time that the needs of specially-abled children gain the attention of the government. The NPE 1986 explicitly promoted inclusive practices like giving equal chances to specially-abled children in mainstream schools.

The RPwD Act of 2016 expanded the definition of disabilities and mandated accessibility, reservations, and individualized support. The RTE Act and SSA program have been instrumental in achieving universal elementary education and fostering inclusive practices through teacher training, curriculum adaptation, community involvement, and early intervention.

The research highlights the progress made in advancing inclusive education in India while acknowledging implementation challenges. By examining policies comprehensively, the study provides insights into creating an equitable education system that honors, the rights, and capabilities of every learner, regardless of their abilities or backgrounds.

Key words: Inclusive Education, NEP2020, RTE, RPwD act, special education.



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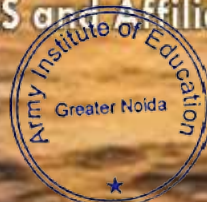
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CHAPTER 11

Perspectives of Special Educators about Online Versus Offline Mode of Learning for Children with Specific Learning Disability

Komal Choudhary

ABSTRACT

The purpose of conducting the study is to get aware about the opinions, perspectives and experience of Special Educators to the alternate ways of the Educational system that has been adopted during and post COVID-19. Online classes have become a part of our education systems. For CWSLD learning can be challenging or fruitful during online delivery instruction depending upon the needs based. The study focuses and describes the viewpoint of the Special Educator's/Inclusive educators working with CWSLD before and during COVID-19 also. The sample consists of 60 Special Educators. Survey method (Online-Google form) was used for data collection. The collected data was analyzed using Descriptive analysis (Graphical/Pie Chart representation and percentage analysis), the finding shows that in some points online classes are beneficial for CWSLD but the majority points are for disagree statements for online classes. According to the perspectives of Special Educators online tools usages are more satisfactory and beneficial for CWSLD then online mode classes.

Keywords – CWSLD (Children with Specific Learning Disability), CWSN (Children with Special Needs), PWDs (Persons with Disabilities), NEP (National Education Policy), Online classes, Special Educators, COVID-19.

INTRODUCTION

Education is an important aspect of life for everyone. As per the NEP 2020, schools have started implementing various techniques and strategies to adopt Inclusive Education. According to the NEP, 2020 the focus is on creation of Inclusive setup and accessible education for all. Inclusive classrooms include all diverse learners and cater the needs of every learner.

Inclusive Education is not only beneficial for CWSN but it is also beneficial for other mainstream students as they are learning with different modalities, techniques, upgraded styles and technology integration in classroom setup and this is acting as additional to their skills modification. With their academic domain, their Socio-Emotional and Cultural domains have also supplementing. For CWSLD, research proves that an Inclusive environment is beneficial for them to participate, strengthen their positive qualities, learning and enhance their other co-curricular skills to focus on the holistic development of the child.



Abhilasha Gautam
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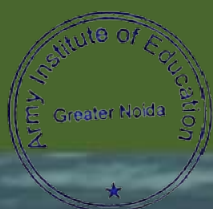
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Mo. : +91 9140270320; +91 9453904139

Email: kalindiprakashan@gmail.com

Recent Trends and Strategies in Indian Education System in Light of NEP 2020

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Abhilasha Gautam
Dr. Abhilasha Gautam
Principal
Army Institute of Education
Greater Noida

Chapter-11

The Integration of Technology for Enhanced Access, Equity and Quality Within the Context of National Education Policy 2020

Jyotsna

Assistant Professor, Army Institute of Education, Greater Noida, Uttar Pradesh

Abstract

In the pursuit of fostering individual growth, cultivating equity, and propelling progress, education's role stands as a cornerstone. India's rapid development, scientific advancements, and global leadership underscore education's significance. Amidst these dynamics, India is currently hosting the world's largest youth population, necessitating access to superior education. The convergence of educational technology and Information Communication Technologies (ICTs) emerges as a transformative solution to bridge gaps in access, equity, and quality. The National Education Policy (NEP) of 2020 emphasizes technology's power to reshape education. NEP 2020 envisions a comprehensive revamp of education tailored to 21st-century India. Central to this is the revitalization of educators through training and improved conditions. Empowering educators is key to translating investment into elevated outcomes. Through technology, NEP envisions breaking down geographical barriers and nurturing inclusive learning environments. Initiatives like SWAYAM and mobile penetration further democratize education.

Distance learning, facilitated by technology, redefines education, transcending physical limits. Initiatives like DIKSHA and NISHTHA empower educators and learners, fostering knowledge acquisition and professional growth. The National Educational Technology Forum (NETF) lies at the heart of NEP 2020's vision, aiming to integrate technology seamlessly. NETF fosters collaboration, research, and innovation, refining methodologies and streamlining processes. It propels India's education system into a tech-infused future. As India strides into a new era, the symbiotic relationship between education and technology shapes its destiny and the global landscape. The fusion has the potential to uplift millions, empower the marginalized, and secure an inclusive future.

Keywords: *Education, technology, National Education Policy 2020, National Educational Technology Forum, Equity and Equality.*



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Dr. Abhilasha Gautam
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Kalindi Prakashan

kalindiprakashan@gmail.com
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Abhilasha Gautam

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Dr. Abhilasha Gautam
Principal
Army Institute of Education
Greater Noida

Chapter-6

Revamping School Education: Contemporary Indian Schooling in the Light of NEP-2020- A Conceptual Analysis

Devika Naithani

Assistant Professor, Army Institute of Education, Greater Noida, Chi II,
Greater Noida, Uttar Pradesh 201310

Abstract

The Indian school system is regarded to be eminently primeval education system and it has witnessed extensive reposition through the length and breadth of. The modern era of Indian Education scenario has been reframed for the better with the instigation of NEP-2020 Policy. NEP-2020 is a lucid futuristic and a heartening notion which is depicted to cater beneficially to both, at school as well as higher education. Emergence of NEP-2020 Policy has tried to bring a thorough transpose in school education moving from “Quantum” to “Quality” level education. The 2020-Policy has considered to modify the old teaching-learning structure from 10+2 and to enforce 5+3+3+4 structure. The 2020 Policy has been attentive in making the Indian schooling accessible and equitable for its learners’. With the advancement in school education structure and initiation of Early Childhood Care and Education (ECCE) has explicated the urgency and imperativeness of viewing the Indian school education through a unique optic. This paper consists of secondary data and systematized review of prevailing literature, which shall throw light on the efficacious and impactful development in the Indian schooling composition in the light of NEP-2020.

Keywords: NEP-2020 Policy, contemporary Indian school, modern Indian Teaching-learning structure.

Introduction

The journey of learning, growth and education starts right from the time of inception till tomb. The very first school of any learner is their



Abhilasha Gautam

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REINVENTING AND REIMAGINING POST PANDEMIC SOCIETY: IN PERSPECTIVES OF EDUCATION, ECONOMY, AND HEALTH

Editor in Chief

Dr Abhilasha Gautam (Principal, AIE)

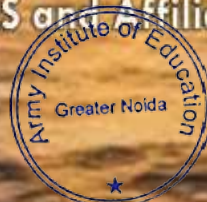
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Principal
Army Institute of Education
Greater Noida

AUTHORS P R E S S

CHAPTER 24

Happiness Curriculum: Enriching Holistic Development and Ensuring Mental Wellbeing

Devika Naithani and Dr. Anusuya K. Yadav

ABSTARCT

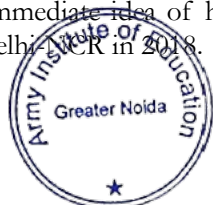
Education is important to nurture strengths and ensures growth and development of students. Positive attitude, behaviour and wellbeing of the students are essential key concerns for teachers to perform their role efficiently (Shankland & Rosset, 2017). Happiness is seen as an outcome of material, behavioural, intellectual, and experiential factors. Referring to Children with Specific Learning Disabilities, Covid-19 has left adverse effects on the mental well-being affecting their learning outcomes. Though on the comforting prospect, post-Pandemic there has been a gradual affirmative shift in the mental well-being for students with Specific Learning Disabilities via regular classes on 'Happiness Curriculum', which has tried to fabricate a stimulating environment for better growth and development. The curriculum seeks to intensify self-consciousness, empathy and awareness about oneself as well as others. The magnitude and pertinence of happiness curriculum remarkably escalated post pandemic due to its exemplary results in enhancing mental-health of Children with Specific Learning Disabilities. Three issues formed the basis for this study report, childhood is a crucial developmental stage that lays the groundwork for children's future academic growth and emotional stability, secondly, how Happiness Curriculum can impact the behavioural issues in children with Specific Learning Disabilities towards modification, thirdly, Happiness Curriculum can holistically impact learning experiences of Children with Specific Learning Disability. Therefore, this study wants to investigate the importance of 'Happiness Curriculum' towards holistic development of children with Specific Learning Disabilities and further try to understand the important features of learning and happiness.

Keywords: Happiness Curriculum, Specific Learning Disabilities, Learning, Post-Pandemic

INTRODUCTION

Happiness Curriculum – Transformative Process

Happiness or state of being Happy is a painless word but quite instinctive in nature, with a distinct essence for every individual, when one who tries to construe it in their own terms. For some Happiness could be sense of contentment, for other it could be sense of accomplishment of task or simply feeling of ecstasy or elation. Happiness is a subject that varies from individual to individual but again plays a pivotal role when it comes to survival." Happiness" we all yearn for it every day and try to achieve it other way around for mental balance and astute, which is anew important for better functioning for viability. Reckoning with immediate idea of happiness, Happiness Curriculum was introduced by government of Delhi-NCR in 2018.



Abhilasha Gautam
Dr. Abhilasha Gautam
Principal
Army Institute of Education
Greater Noida



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