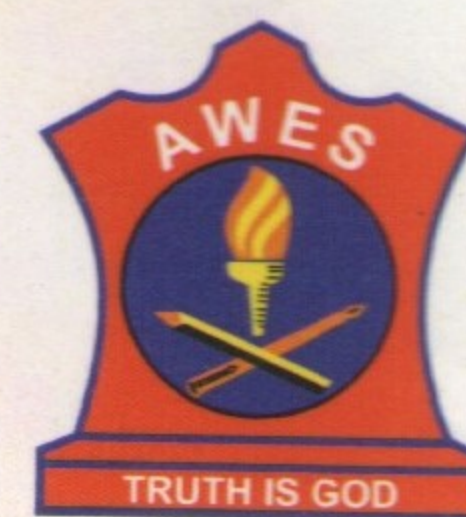


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Inclusive Education for Sustainable Development: From Idea to Action

PROCEEDINGS OF NATIONAL SEMINAR

01-02 April 2022

Chief Editor

Dr. Abhilasha Gautam

Editors

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Dr. Saidalavi Kundupuzhakkal

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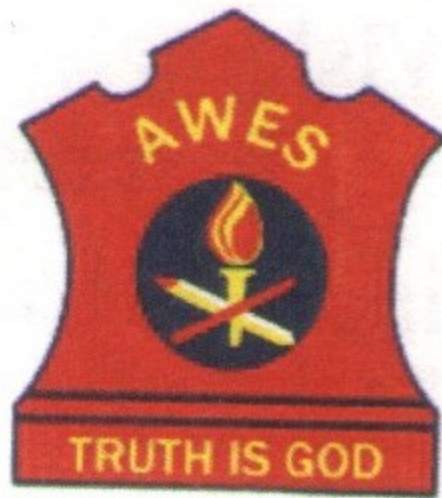
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in collaboration with

Mahatma Gandhi National Council of Rural Education (MGNCRE)

Dept. of Higher Education, Ministry of Education, Government of India

**Organizes
TWO DAYS
NATIONAL SEMINAR**

on

**Inclusive Education For Sustainable Development:
From Idea to Action**

Date and Time

01 - 02 April 2022

1000hrs-1600hrs

Venue

AIE Seminar Hall (Online & Offline)

About AIE

Army Institute of Education (AIE) was established in 2003 with the aim of providing pre-service teacher education facility to the dependents of Army personnel. The institute functions under the aegis of Army Welfare Education Society (AWES), which is managing 249 Pre-primary Schools, 137 Army Schools and 12 Army Professional Institutes.

AIE is a NAAC accredited, ISO 9001:2015 certified and NCTE & RCI approved Institute, which provides Bachelor of Education (B.Ed.) and Bachelor of Education in Special Education (Learning Disability) programmes. The intake to these programs is 100 and 30 respectively. The Institute has been awarded grade 'A' consecutively since last five years by Guru Gobind Singh Indraprastha University (GGSIPU), Delhi.

AIE is well equipped with modern classrooms and facilities, enriched by competent staff, and has carved a niche for itself as a premier teacher training institute in the country.

Recently AIE has been acknowledged as the nodal centre for inclusive education by AWES. It is recognized as a think-tank and test-bed for inclusive education for Army Public Schools, Army Pre-Primary Schools and Asha Schools across India.

Vision:

To prepare intellectually competent, socially concerned, morally upright and technically inclined teachers with skill sets who act as a catalyst to shape the destiny of India.

Mission:

To empower prospective teachers through continuum of knowledge and wisdom by equipping them with the latest techniques assisted by technology.

About MGNCRE

Mahatma Gandhi National Council of Rural Education (MGNCRE) under the Department of Higher Education, Ministry of Education of Government of India, strives to promote resilient rural India through Higher Education interventions. MGNCRE designs, develops and promotes curriculum inputs for higher education programmes offered by universities and autonomous institutions in India. The higher educational streams of focus for MGNCRE include: rural studies, rural development, rural management, social work and education.

About the Seminar Theme

Inclusive Education is the most effective strategy to ensure that all students have an equal opportunity to attend school, study, and develop the skills that are necessary to succeed. Inclusion recognises that students from different backgrounds interact with each other and benefiting everyone.

Inclusive education is also about ensuring quality education by effectively meeting the diverse needs of children in a way that is responsive, accepting, respectful and supportive.

This national seminar is an initiative to provide a platform to all eminent and distinguished educationists/ institutions to deliberate upon the issues that are all pervasive to inclusive education.

Aim:

The aim of the national seminar is to share and disseminate ideas, research findings, academic approaches, field-level experiences, evidence-based practices, innovations and inventions in the area of inclusive education from different parts of India to create a safe and inclusive society for all.

Objectives:

The National Seminar is an educational endeavour:

- To familiarise with the concept of Inclusive education and appreciate its philosophy in the context of education for all.
- To Identify and address the diverse needs of all learners.
- To acquaint with the trends and issues in inclusive education.
- To appreciate various inclusive practices to promote in Indian classrooms.

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Dr Saloni Goel
(Asst Prof, AIE)

Seminar Co-Conveners

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(Regional Coordinator, MGNCRE)

Dr Saidalavi Kundupuzhakkal
(Asst Prof, AIE)

Ms Neetu Gupta
(Asst Prof, AIE)

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Session I: Dr Babita Bhardwaj

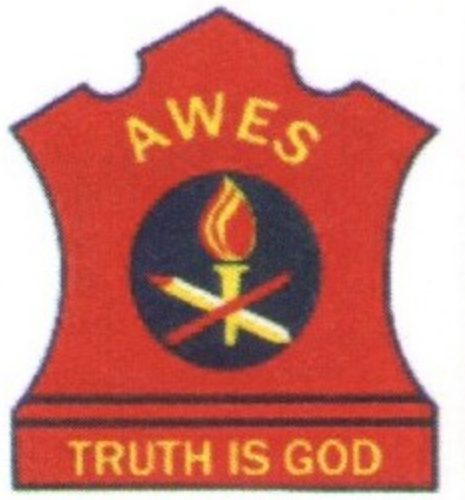
Session II: Ms Kavitha N Karun & Mr Yogesh Kumar

Session III: Dr Jyoti Tiwari & Ms Ritika Guliani

Session IV: Ms Kriti Guleria & Ms Juhi Bidhuri

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Organizes

TWO DAYS NATIONAL SEMINAR

on

Inclusive Education For Sustainable Development:

From Idea To Action

(01 – 02 April 2022)

Seminar Link: <https://meet.google.com/ikr-dyfh-ehw>

PROGRAMME SCHEDULE

DAY 1 (Friday, 01 Apr 2022)

Inaugural Session

Venue: AIE Seminar Hall (Offline & Online)

1000hrs – 1005hrs	Saraswati Vandana & Lamp Lighting
1005hrs – 1015hrs	Welcome Address by Dr Abhilasha Gautam, Principal AIE & Seminar Chair
1015hrs – 1025hrs	Felicitation of the Chief Guest Dr WG Prasanna Kumar, Chairman MGNCRE
1025hrs – 1030hrs	Blessings by Air Commodore (Dr) JK Sahoo (Retd), Director AIMT
1030hrs – 1040hrs	About the Seminar Theme by Dr Saloni Goel, Asst Prof AIE & Seminar Convener
1040hrs – 1125hrs	Keynote Address by Dr Himangshu Das, Director, NIEPVD, Dehradun
1125hrs – 1130hrs	Vote of Thanks by Col Abhay Rajvanshi (Retd), Registrar, AIE

1130hrs – 1200hrs Tea Break

Technical Session 1&2

Venue: AIE Seminar Hall (Offline & Online)

Session Chairs:

Session 1: Dr Vinod Shanwal, HOD, Dept of Edu. and Training, Gautam Buddha University, Gr. Noida

Session 2: Dr Ravi Prakash, Office Incharge & Faculty in Special Education, NIEPID, Regional Centre, Navi Mumbai

1200hrs – 1205hrs	Welcome by Dr Babita Bhardwaj, Asst Prof, AIE
1205hrs – 1500hrs	Paper Presentation by delegates (05 minutes for each presenter)
1300hrs – 1400hrs Lunch Break	
1500hrs – 1525hrs	Concluding Remarks by Session Chairs
1525hrs – 1530hrs	Vote of Thanks by Ms Kavitha N Karun, Asst Prof, AIE

Rapporteurs: Mr Yogesh Kumar, Ms Neetu Gupta (Asst Prof, AIE)

DAY 2 (Saturday, 02 Apr 2022)

Technical Session 3&4

Venue: AIE Seminar Hall (Offline & Online)

Session Chairs:

Session 3: Dr Pankaj Kumar, In-charge, Centre for Low Vision, NIEPVD, Dehradun

Session 4: Dr Shalini Yadava, Asst Prof, University School of Education, GGSIPU, Delhi

1000hrs – 1005hrs	Welcome by Dr Jyoti Tiwari, Asst Prof, AIE
1005hrs – 1205hrs	Paper Presentation by delegates (05 minutes for each presenter)
1205hrs – 1225hrs	Concluding Remarks by Session Chairs
1225hrs – 1300hrs	Vote of Thanks by Ms Kriti Guleria, Asst Prof, AIE

Rapporteurs: Ms Ritika Guliani & Ms Juhi Bidhuri (Asst Prof, AIE)

Valedictory Session

Venue: AIE Seminar Hall (Offline & Online)

1400hrs – 1410hrs	Welcome Address by Dr Abhilasha Gautam, Principal & Seminar Chair
1410hrs – 1520hrs	Report of the National Seminar by Dr Saidalavi Kundupuzhakkal Asst Prof AIE & Seminar Co-convener
1420hrs – 1430hrs	Motivational Address by Guest of Honour Lt Col Neha Bhatnagar, VSM
1430hrs - 1440hrs	Address by Dr Shatrughan Bhardwaj, Regional Coordinator, MGNCRE
1440hrs – 1530hrs	Valedictory Address by Dr Sujata Bhan, HOD, Dept of Special Education, SNDT Women's University, Mumbai
1530hrs – 1540hrs	Vote of Thanks by Dr Saloni Goel, Asst Prof, AIE & Seminar Convener
1540hrs – 1555hrs	Distribution of Certificates & Group Photograph

1555hrs National Anthem

PREFACE

Dear Researchers, Scholars, Academicians and Readers,

Greetings to All!

It is with deep contentment and serenity that I Write the preface of the Proceedings of Two Day National Seminar. This Conference Proceedings volume contains the written versions of most of the contributions presented during the National Seminar conducted in Army Institute of Education in collaboration with Mahatama Gandhi National Council of Rural Education (MGNCRE) DHE,GOI. The Seminar was conducted on the topic "Inclusive Education for Sustainable Development: From Idea to Action" The event took place in the hybrid mode on 01-02 April 2022. The Seminar provided a setting for discussing the emergence of Inclusive Education and recent developments in a wide variety of topics including current status of Inclusive Education, case studies, recent research developments in the field, Assistive technologies and many more. The seminar has been a good opportunity for participants coming from PAN India to present and discuss topics in their respective research areas. The inclusion of wide variety of research papers and articles related to the theme has been highly appreciated. Efforts of the participants to present the ideas and researches in a lively and accessible way was worth appreciating.

The event was graced with the presence of Dr. W.G. Parsanna Kumar as a chief guest and Lt. Col Neha Bhatnagar, VSM who motivated the participants with her verbosity and impressed the audience with her eloquence. Experts of the field were invited as the key note speaker and resource persons for deliberating on the theme. Prof. (Dr.) Himangshu Das (Director, NIEPVD,Dehradun) in his key note address emphasised on creating an inclusive system that provide a better quality education for all children and which may help in changing discriminatory attitude. All the esteemed resource persons Dr. Vinod Kumar Shanwal, HOD,Dept of Education and Training ,Gautam Buddha University, Dr. Ravi Parkash Asst. Prof, NIPVID, Dr. Pankaj Kumar ,In-charge, Centre for Low vision, NIEPVD, Dehradun, Dr. Shalini Yadava, Asst. Prof. ,USE, GGSIPU, Dr. Sujata Bhan ,HOD, SNTD University, all experts motivated the participants to do more research work in the field of Inclusive Education. They also suggested ways of creating a inclusive classrooms and emphasised on the role of teacher. All invited resource persons provided theme based prolific views.

I would like to thank all resource persons and participants for their contributions to the National Seminar and for their contributions to this Proceedings. Many thanks go to the management of Army Institute of Education who always motivate the Institute to take initiatives. Collaboration with MGNCRE added more value to the seminar. We are grateful for their ceaseless support. My special thanks goes to Dr. Shatrughan Bhardwaj, Regional Director MGNCRE, Dr. Saloni Goel,Asst Prof. AIE, Dr. Saidalavi Kundupuzhakkal, Asst. Prof. AIE, Ms. Neetu Gupta, Asst. Prof. AIE, Mr. Manoj (Computer lab attendant), all staff members and students of AIE for their devoted assistance in the overall organization of the National Seminar. I also express my sincere thanks to the team for their help with proofreading of the contributed papers and in preparing the Proceeding.

JAI HIND

Dr. Abhilasha Gautam
Seminar Chair &
Principal, AIE Greater NOIDA

PROLOUGE

Inclusion is based on the belief that students of all abilities have right to education that is meaningful, appropriate and equivalent to that of their peers. Inclusive education means different and diverse students learning side by side in the same classroom who enjoy field trips and after-school activities together. Inclusive education values diversity and the unique contributions each student brings to the classroom. In a truly inclusive setting, every child feels safe and has a sense of belonging.



An important element of inclusive education involves ensuring that all teachers are prepared to teach all students. Inclusion cannot be realized unless teachers are empowered with agents of change, with values, knowledge and attitudes that permit every student to succeed. Despite their differences in teacher standards and qualifications, education systems are increasingly moving away from identifying problems with learners to identifying barriers to learning. To complete this shift, education systems must design teacher education and professional learning opportunities that dispel views that some students are deficient, unable to learn or incapable.

Keeping this ethos in mind and the stress laid upon on Inclusive Education by NEP 2020, this National Seminar on 'Inclusive Education for Sustainable Development: From Idea to Action' will serve as the perfect pedestal for distinguished academia, illustrious luminaries from the field of education to shed light and share the advances, impediments and challenges in making Inclusive Education a long-cherished goal.

Dr Saloni Goel



Convener, National Seminar

REPORT ON TWO DAYS NATIONAL SEMINAR


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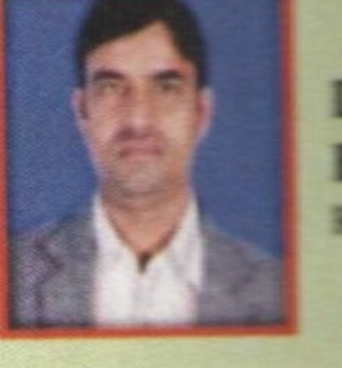





TWO DAYS NATIONAL SEMINAR

INCLUSIVE EDUCATION FOR SUSTAINABLE DEVELOPMENT: FROM IDEA TO ACTION

 **Friday- Saturday, 01 - 02**
Apr 2022

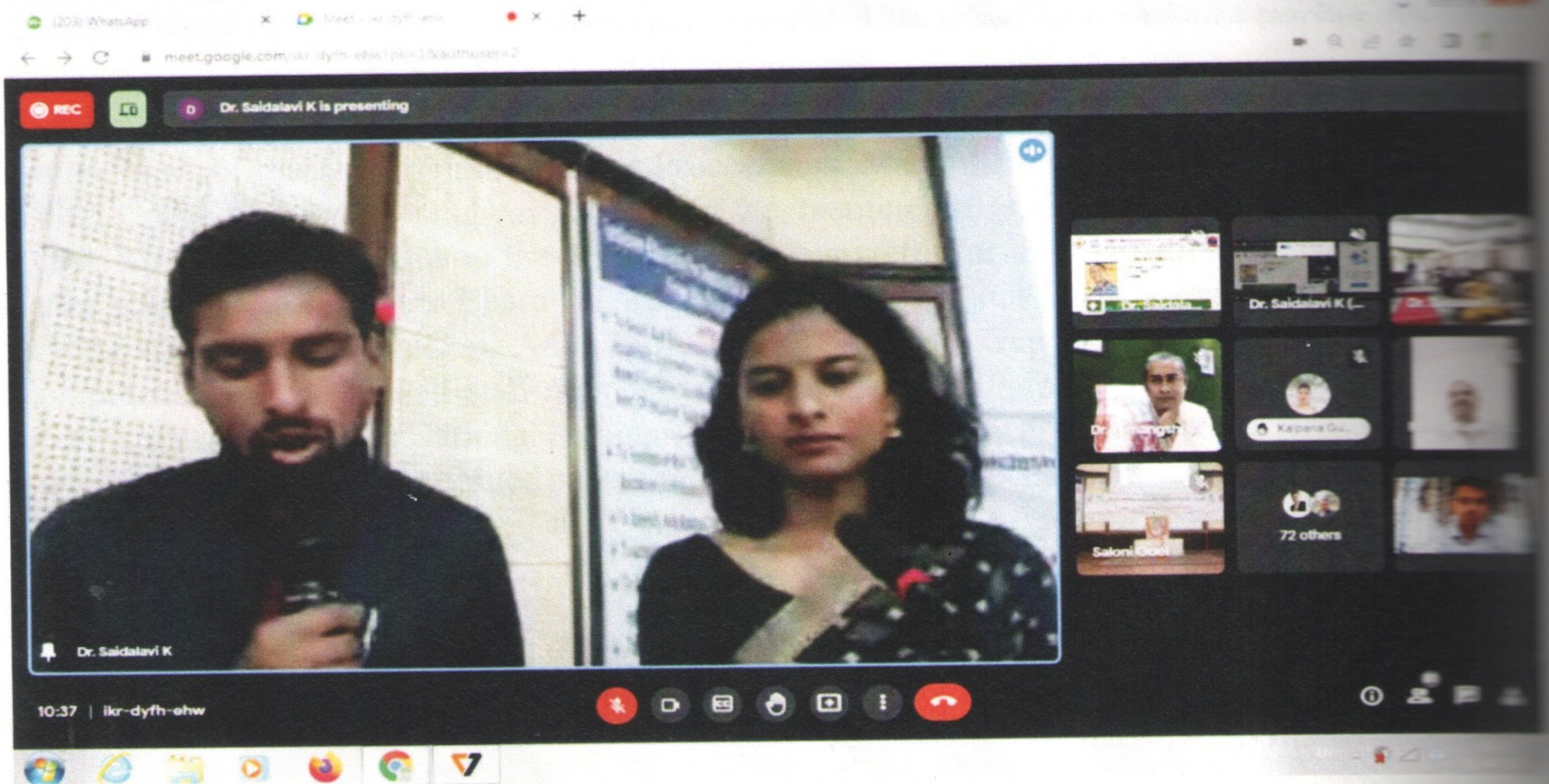
Gracing the Occasion

 1000 hrs - 12:00 hrs

 Chief Guest Dr WG Prasanna Kumar Chairman, MGNCRE Dept. of Higher Education, MoE, Gol	 Keynote Address Dr Himanshu Das Director, NIEPWD, Dehradun	 Guest of Honour Lt Col Neha Bhatnagar VSM	 Address Dr Shatrughan Bhardwaj Regional Coordinator, MGNCRE
Technical Session I  Dr. Vinod Shanwal HOD, DoE and Training, Gautam buddha University, Gr. Noida	Technical Session II  Dr. Ravi Prakash Asst. Prof, NIPVID	Technical Session III  Dr. Pankaj Kumar In-charge, Centre for Low Vision, NIEPWD, Dehradun	Technical Session IV  Dr Shalini Yadava Asst Prof, USC, GGSIPU Delhi
Valedictory Address  Dr. Sujata Bhan HOD, Dept. of Special Ed, SNDT Women's University, Mumbai	-Co-Convener - Dr.Saidalavi Kundupuzhakkal Asst. Professor, AIE		-Seminar Chair- Dr. Abhilasha Gattam Principal, AIE
-Conven er- Dr Saloni Goel Asst. Professor, AIE		Dr Shatrughan Bhardwaj Regional Coordinator, MGNCRE	

Army Institute of Education, Greater NOIDA organised a two days National Seminar on the theme: 'Inclusive Education for Sustainable Development: from Idea to Action'. It was a platform that provided a medium for deliberations by eminent academia and educationists to delve deep into the topic of inclusive education that is pervasive to Education in today's time. The National Seminar spanned over Two Days that comprised Inaugural Session, Technical Sessions I-IV and the Valedictory session.

Mr Ankush and Ms Deepa Shukla, Student Teachers of B.Ed. Batch 2020-22, anchors for the Inaugural Session warmly welcomed all for the Two Day National Seminar in hybrid mode.



The first day commenced with the invocation and seeking the blessings of the divine.



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Welcome



Dr Abhilasha Gautam
Principal, Army institute of Education

TWO DAYS NATIONAL SEMINAR (01 -02 April 2022)

"INCLUSIVE EDUCATION FOR SUSTAINABLE DEVELOPMENT: FROM IDEA TO ACTION"

Dr Abhilasha Gautam, Principal AIE, in her welcome address, welcomed the Chief Guest, Dr WG Prasanna Kumar, Chairman, MGNCRE, Dr Himangshu Das, Director, NIEPVD, all the distinguished resource persons, Chair for all the technical sessions, paper presenters and participants, faculty and student teachers. She said Inclusive Education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. Students participate in the education program in a common learning environment with support to diminish and remove barriers and obstacles that may lead to exclusion.

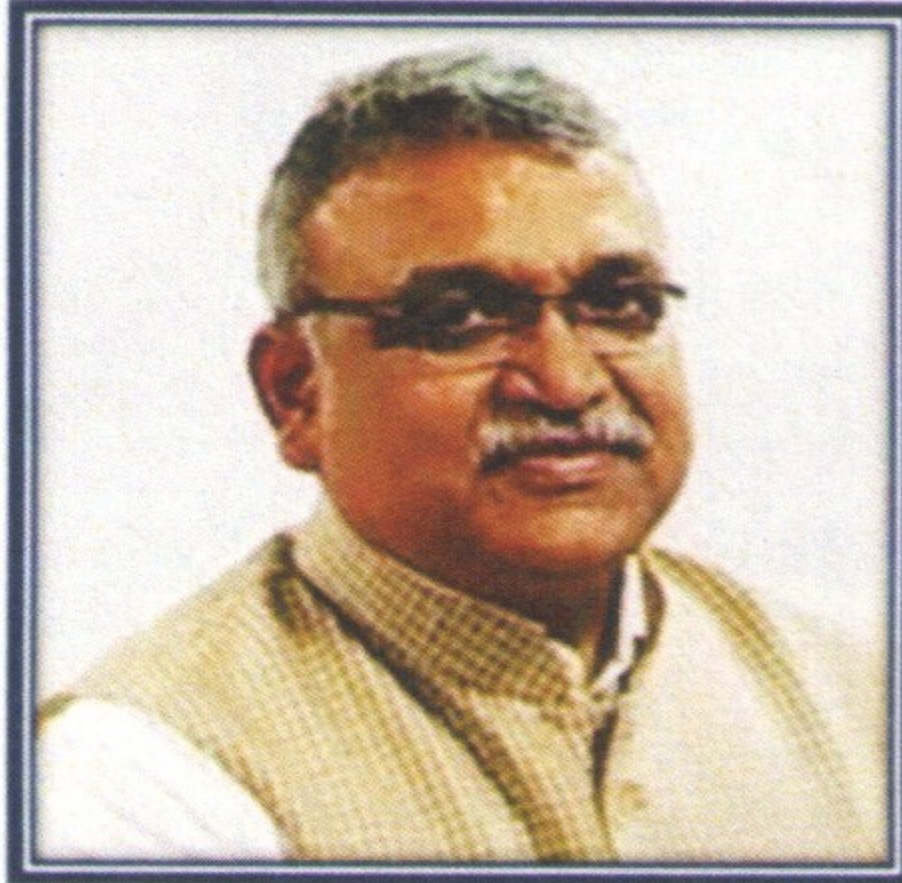


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Chief Guest



Dr WG Prasanna Kumar

Chairman, MGNCRE
Dept. of Higher Education,
MoE, GoI

TWO DAYS NATIONAL SEMINAR (01 -02 April 2022)

"INCLUSIVE EDUCATION FOR SUSTAINABLE DEVELOPMENT: FROM IDEA TO ACTION"

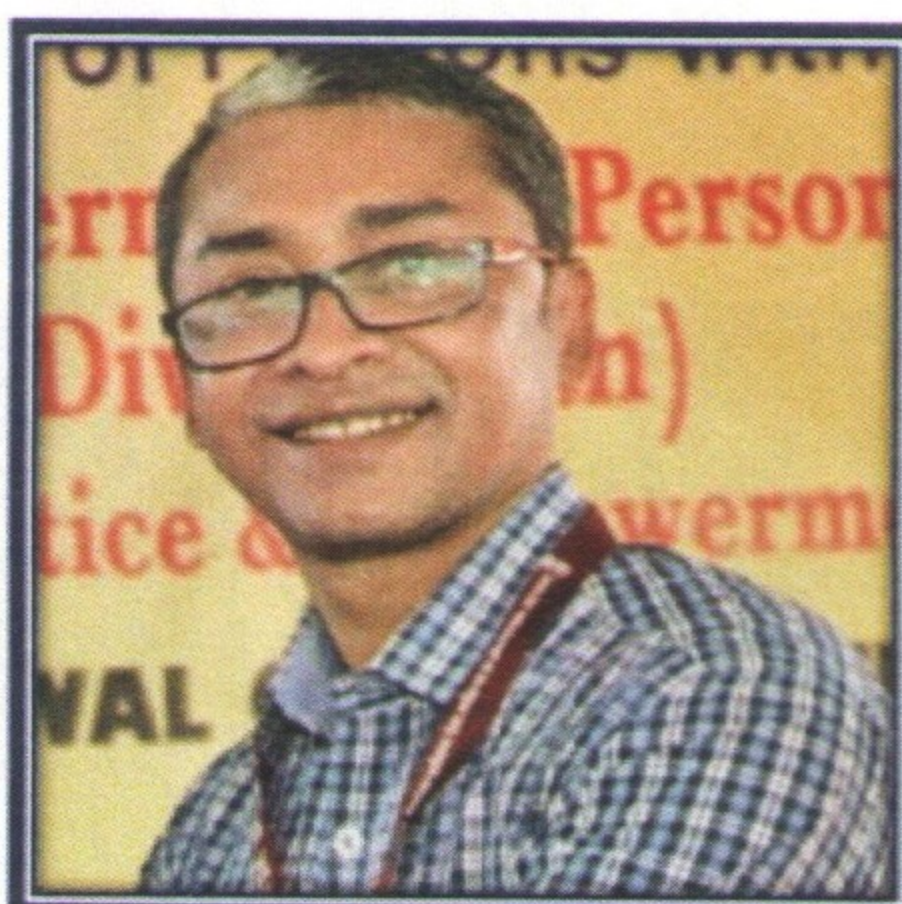


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Keynote Address

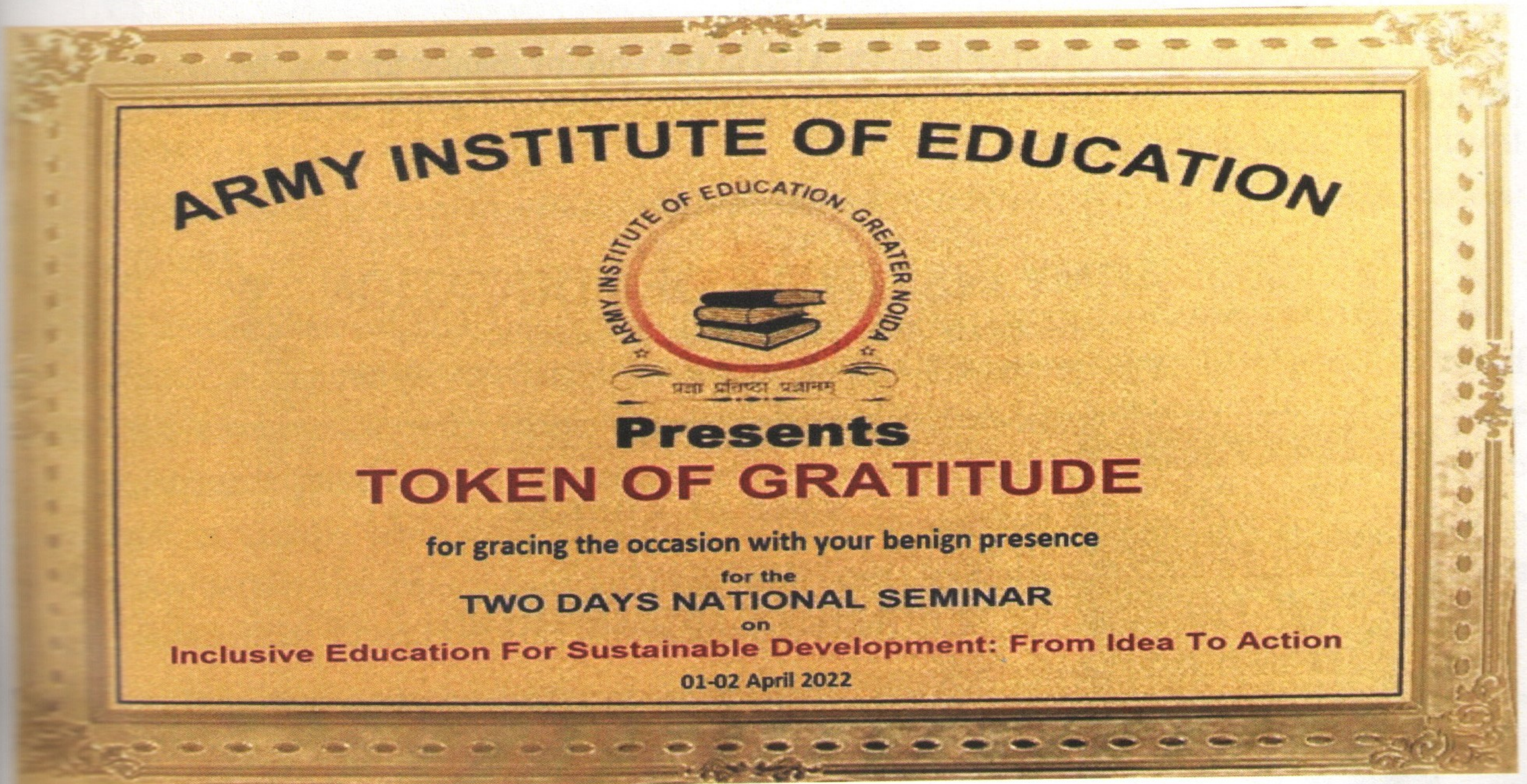


Dr Himangshu Das

Director, NIEPVD,
Dehradun

TWO DAYS NATIONAL SEMINAR (01 -02 April 2022)

"INCLUSIVE EDUCATION FOR SUSTAINABLE DEVELOPMENT: FROM IDEA TO ACTION"



Dr Saloni Goel, Convener, National Seminar, addressed the gathering and spoke about the theme of the Seminar and its relevance in today's scenario where the NEP 2020 emphasises on Inclusivity. The aim of the National Seminar is to share and disseminate ideas, research findings, academic approaches, field-level experiences, evidence-based practices, innovations and inventions in the area of inclusive education from different parts of India to create a safe and inclusive society for all. She also thanked MGNCRE, the collaborators for the National Seminar which had stood steadfast in their support.



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About the Seminar Theme



Dr Saloni Goel

Asst Prof AIE & Seminar Convener
Army Institute of Education

TWO DAYS NATIONAL SEMINAR (01 -02 April 2022)

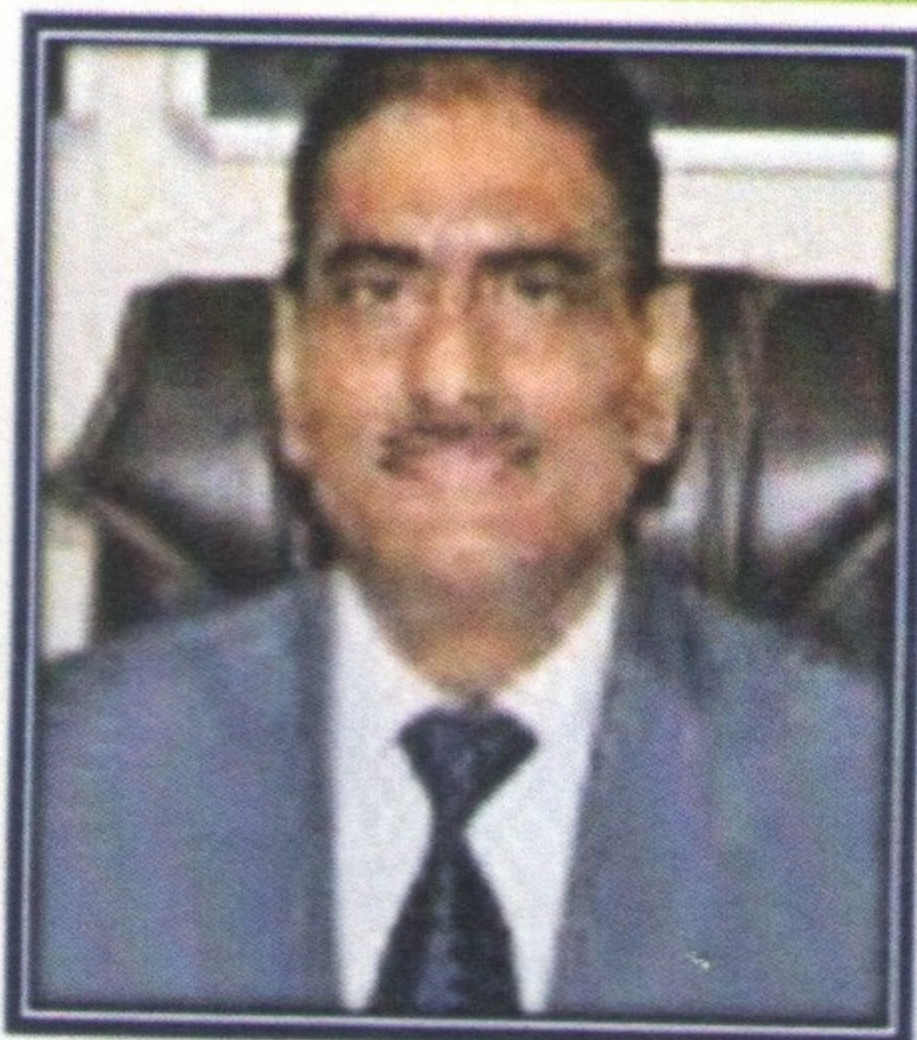
"INCLUSIVE EDUCATION FOR SUSTAINABLE DEVELOPMENT: FROM IDEA TO ACTION"

Col Abhay Rajvanshi (Retd) Registrar AIE, in his vote of thanks for the Inaugural session thanked the Distinguished gathering for their presence and hoping that this platform will prove fruitful for further deliberations.



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Vote of Thanks

Col Abhay Rajvanshi (Retd)
Registrar, AIE

TWO DAYS NATIONAL SEMINAR (01 -02 April 2022)

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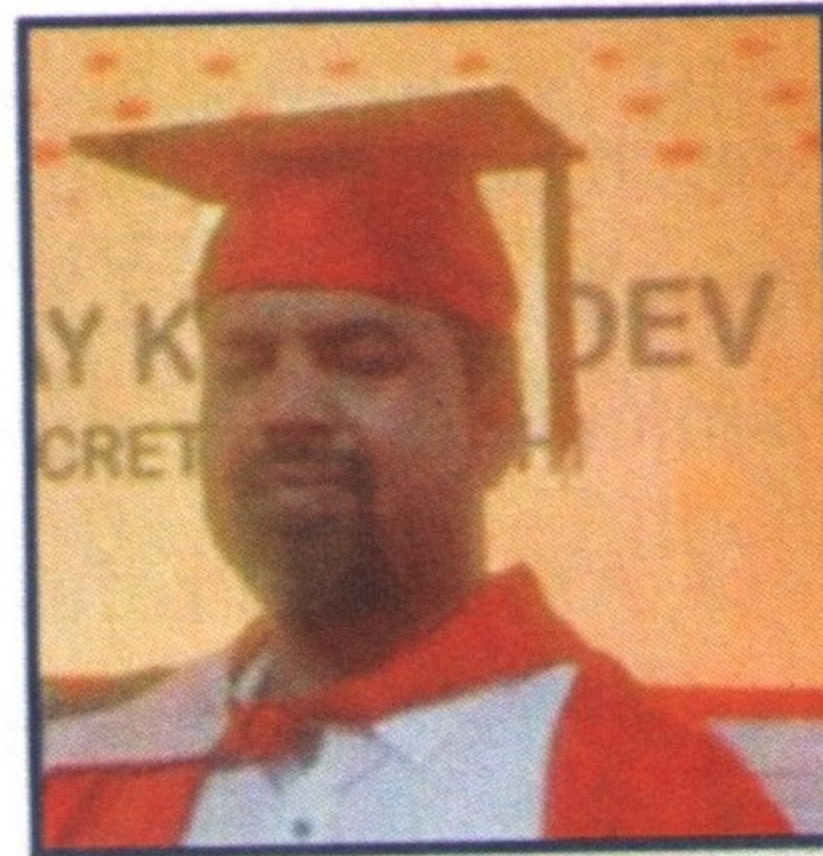


Technical Session I - II



Dr. Vinod Shanwal

HOD, DOE and Training,
Gautam Buddha University,
Gr NOIDA



Dr. Ravi Prakash

Officer in-charge
Faculty in Special Education,
NIEPID

TWO DAYS NATIONAL SEMINAR (01 -02 April 2022)

"INCLUSIVE EDUCATION FOR SUSTAINABLE DEVELOPMENT: FROM IDEA TO ACTION"

Technical Session 1

Sub-Theme:

Various Dimensions to Inclusive Education: (a) Whom to Include: Why & How? (b) Inclusion: Myth or Reality.

Dr Vinod Kumar Shanwal, HOD, Department of Education & Training, Gautam Buddha University, Greater NOIDA, chaired this technical session. In technical Session, out of ten papers, a total of seven papers were presented. In his remarks, at the outset, he congratulated the organisers of the National Seminar and the paper presenters for their presentations. He brought to fore the need to understand inclusivity and basic necessary requirements that are essential for every school to promote Inclusivity and make it more inclusive. Ms Swati Chamola & Ms Kanika, Student teachers of B.Ed. Batch 2020-22 anchored the technical session I.

Dr Babita Bhardwaj, Assistant Professor, on behalf of management of Army Institute of Education, welcomed the esteemed chairs for the technical sessions for day one.

The paper presenters were:

1. Dr Ashok Kumar, Principal, Kanpur Institute of Teacher Education, Gangaganj Panki, Kanpur, presented a paper titled, 'Various Inclusive Education practices to promote in Indian classrooms'
2. Dr Nimai Chand Patra, Associate Professor, Department of Veterinary Pathology, Faculty of Veterinary and Animal Sciences, West Bengal University of Animal Fishery Sciences, presented a paper on 'University Bachelor Degrees in Indian Educational System'.

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Affective Tutoring Systems To Teach Children With Special Needs

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Abstract

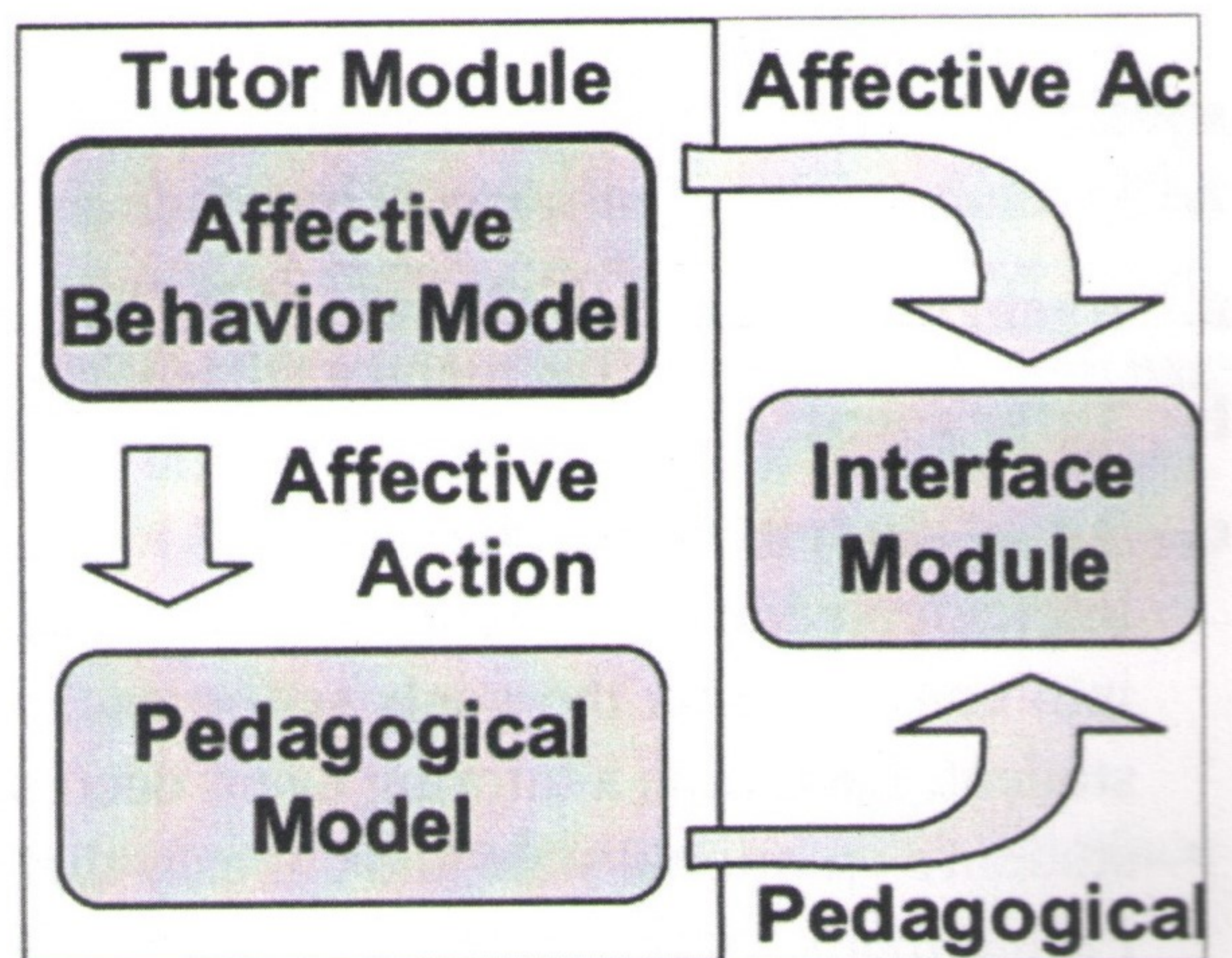
An Affective Tutoring System (ATS) is an Intelligent Tutoring System (ITS) with an affective interface that senses the emotional or psychological state of the learner, provides feedback to the learner and progresses according to the cognitive level of the learner. It is specially useful to teach children with learning disabilities and specially for the children who have Autism Spectrum Disorder (ASD) often suffer from neurological conditions like sensory overload, over activity, inability to communicate and other behavior issues like lack of Social & Emotional competencies. Earlier research has proved that by using ITS with AIED (AI based education) using specific educational games for specific conditions are helpful in the diagnosis process of learning disabilities . In the last five years, researchers have demonstrated that the affect or emotional states of a student have an impact on the overall performance of a learner which introduced a new trend of ITS development termed as ATS, which is the extended research of the previous one. Over the past 5 years, AI researchers have used a few deep neural network models with EDM (Educational Data Mining) and LA (Learning Analytics) techniques in ATS (Affective Tutoring Systems) to test and analyze conversational speech, reading comprehension, facial expressions and emotions. This research paper review and compare state-of-the-art ATS system prevalent today for Autistic children. This research paper provides an analysis of different ATSs based on emotion recognition.

Keywords: Emotion recognition, facial expression analysis, Motivated strategies for learning questionnaire (MSLQ), tutor agent.

Introduction

Atypical ATS consists of an Emotion recognition interface module, a Pedagogical model (tutor) and an Affective Behaviour model as shown in the figure.

The Pedagogical model stores pedagogical knowledge and is responsible to decide when and how to intervene. It also has a pedagogical agent that starts a series of learning-by-doing exercises to assist the learning processes and drive knowledge construction.



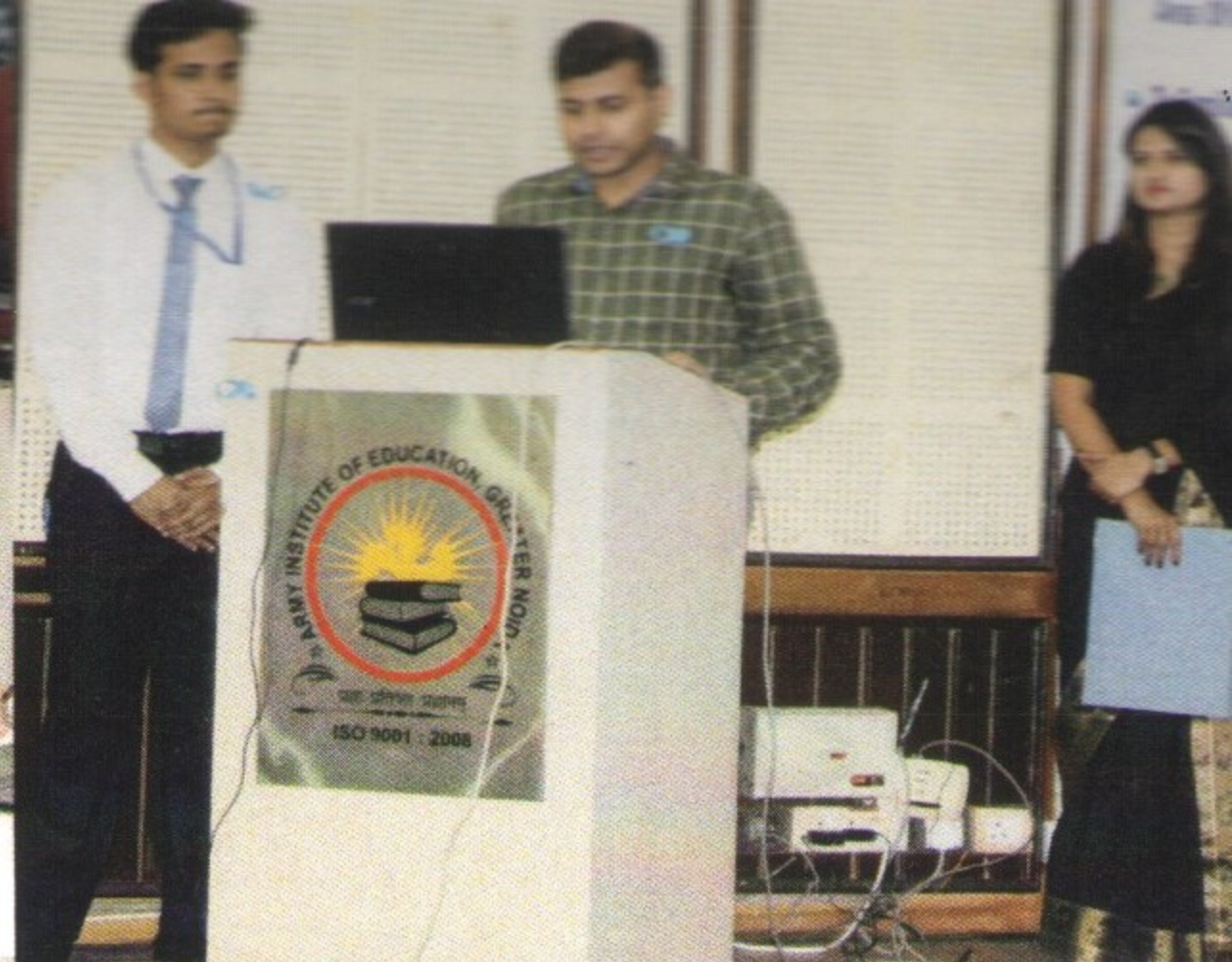
OUTCOME OF THE NATIONAL SEMINAR

- The National seminar helped to convey the concept of Inclusive education to the audience including teachers, teacher educators, research scholars and students. It also helped to appreciate its philosophy in the context of education for all irrespective of personal and social differences and inequalities.
- The seminar was also given a platform to the delegates and scholars to discuss on identifying the diverse needs of learners, especially the children with special needs. The necessary suggestions to address the problem were also discussed.
- The innovative practices such as the use of assistive technology and Artificial Intelligence also discussed.
- The seminar also gave opportunity to the scholars and practitioners to give their opinion about various inclusive practices to promote in Indian classrooms.
- The seminar helped to give knowledge to the participants upon what is inclusion, exclusion, integration, and separation. Special education and inclusion model has different motives and functioning. Inclusion of special needs children need much preparedness such as consensus of authority, parents, students, teachers and other stakeholders. Additional infrastructure, special training, willingness from special needs children, and accommodation and cooperation from normal children.
- Supportive systems consist not only of technical and infrastructural support, it also consists of the readiness from the side of family as well as community.
- Education must be all inclusive and must focus on developing life skills such as cooperation, teamwork & resilience.
- People face various dilemmas in life. Inclusive Education can build resilience in overcoming challenges of life and leading a better life.
- Various Inclusive Education practices must be taught to the teachers and the students to promote inclusivity in Indian classrooms.
- Effect and influence of self- confidence in inclusive classroom. It was observed that teacher plays a vital role in boosting self-confidence of students and promoting inclusivity.
- The underlying philosophy of Inclusive Education and its Management must be known to all and there should be emphasis on bringing creativity and vividness in the classroom .The teachers should be provided with opportunities to learn the innovative ways for bringing in inclusivity.
- A reflection on current scenario and role of infrastructure facilities at private schools for bridging the gap and promoting Inclusive Education was also brought to the fore.
- A deeper understanding of the value of inclusive education as a mandatory step for overall development was also pressed upon. It must percolate different levels so that people can value inclusivity.

- Need to understand the value of Assistive technologies to teach children with special needs and how they are to be used was also emphasised on.
- Knowledge on Affective tutoring systems to teach children with special needs must be highlighted so that these children are encouraged and the people who are associated with them are also educated on the technologies available.
- A study on the attitude of parents of secondary level students towards Inclusive Education brought to light the lacuna in the thinking and what progressive changes are expected. It was also apparent from the research that there are gaps and the parents also need to be educated regularly.
- Current statues of Inclusive Education in India brought to light the glaring gaps and what roadmap needs to be prepared and traversed so that all are benefitted and get education that is the fundamental right of each.
- Parents of Disabled children still have to face a lot of social stigma and that has affected their quality of life and adjustment in the society. It is found that a lot of public places are yet not differently abled friendly and owing to this they have to face a lot of challenges.
- Inclusion in ECCE is yet a farfetched idea that really needs to be worked upon . Since the child spends his formative years at school, it becomes imperative that the teachers are aware of the needs and the ways that can help children in these fragile years of growing up.
- Reframing of Teacher Education is necessary in Inclusion .It is found that the teachers who are being trained must be taught a comprehensive curriculum that is all inclusive of needs of all students.
- Lack on emphasis on collaboration with community is another impediment in context to children with special needs. This needs to be addressed and encouraged and all should be treated at par.
- Action Research at the school level must be encouraged to find solutions for the problems persisting in class to promote inclusivity.
- More research must be undertaken at the Higher Educational Institutes to gave a clearer and wider view on inclusivity.
- In-service teacher training programmes on inclusivity must be designed for the school teachers to help children with diverse needs.
- Thus this National Seminar provided a diverse platform for various deliberations and the need for having Inclusive Education for Sustainable Development was felt as indispensable for growth of our nation.

Dr Saloni Goel
Seminar Convener

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Seminar Co-Convener





A I E

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