NATIONAL CONFERENCE ON LEARNING NCL 2019

Teachers: Effecting Change for a Sustainable Future

Conference Booklet

December 6-7, 2019

Organised By

Department of Education

Lady Irwin College, University of Delhi New Delhi, India

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Dr Surabhi Negi, Dr Priyanka Varshney, Dr Sangeeta Singh

CONCEPT NOTE

Teachers: Effecting Change for a Sustainable Future

'Teachers are one of the most influential and powerful forces for equity, access and quality in education and key to sustainable global development.'

- UNESCO

"The importance of the role of the teacher as an agent of change, promoting understanding and tolerance, has never been more obvious than today. It is likely to become even more critical in the twenty-first century. The need for change, from narrow nationalism to universalism, from ethnic and cultural prejudice to tolerance, understanding and pluralism, from autocracy to democracy in its various manifestations, and from a technologically divided world where high technology is the privilege of the few to a technologically united world, places enormous responsibilities on teachers who participate in the moulding of the characters and minds of the new generation"

- World Education Report, UNESCO (1998)

Teaching is one of the oldest and most respected professions in the world. In India for example the description of a teacher and teaching dates back to, much before the Buddhist and the Medieval periods, there are records of how Teaching and Teachers have evolved with the coming of the British to the present times.

Our Teachers have been a role models to almost all of us. Each of us too as teacher joined the profession of teaching not with the aim to be in spotlight. For us, the greatest success are seemingly small gestures, words of encouragement and moments of connection that happen with our students. If we ask teachers what have they achieved as teachers, the common answers would be that our success is when we see our students succeed. Some would reply, "I increase the curiosity of my students", "We are rediscovering teaching with our students", "I believe that I can guide my student", "I try and connect education to the world outside the classroom" and the like. Teachers have always inspired students in order to ensure their success and to enable them to reach and accomplish their potential. Best Teachers have been known to be committed to their students' well-being both inside and outside the classroom.

It comes as no surprise that in 21st century, there are many trends that as teachers we need to prepare our students for. The teacher education programmes bridge the gap between theory and practice for Education - in that it attempts to foster greater convergence between the study of education as a social phenomenon and the preparation of professional educators. Some of the key areas towards development of a perspective for analysis and research while engaging with teacher education could be seen as pedagogy, curriculum, policy, planning, and administration, technology, inclusion, continuous professional development so as to achieve high quality of teaching and learning in schools.

Imagining a world without teachers would be really difficult. A teacher plays one of the influential characters in students' life and inspires them to take the best out of them. Teachers are not only important for students but for the society as a whole by providing education to individuals who

grow up to become a part of the society. Constantly taking suggestions and feedbacks from students and accordingly deliver the requisite knowledge is one of the characteristics that a teacher must possess to make a difference in the society. A teacher lays out strategies, guidelines, and real-life examples on building and enriching close and trusting teacher-student relationships.

It is often said that, 'Teaching' is an art and a teacher an artist. They facilitate the education of the students and are the instruments of inspiration. It takes a big heart to shape little minds and future of a nation………and Teachers Make it happen!

According to UNESCO Institute of statistics, 69 million teachers must be recruited to achieve universal primary and secondary education across the world by 2030.

No doubt that the Policy guidelines paint a commendable vision to radically transform the education system of any country but No education system can rise above the quality of its teachers, the vision, skills and values necessary for the kind of classroom envisioned by the progressive policy documents.

The 2019 Conference Theme

So then, what have we learnt from how teachers and teaching has evolved and what knowledge can we apply to in today's context? what are the most valuable qualities of a good teacher? Good teachers are likely made up of a combination of hundreds of qualities that allow them do their job effectively. There is no denying that all teachers have their own unique blend of these qualities. Each teacher is different; the qualities of an exceptional teacher are manifold. However, some of the most important qualities often spoken of are leadership, classroom management and content knowledge. Questions that emerge, ask, who is a good teacher, how should he teach? What do teachers teach? Teachers we know have several roles to play in a students' life and each requires certain attributes, so what are these attributes? It has been seen that teachers accommodate the academic, social and emotional needs of their students which requires qualities to be exhibited consistently.

The two Day Conference on "Teachers: Effecting Change for a Sustainable Future" will deliberate about the learnings from our journey of Teacher education so far and the changing trends for the future and how teachers can continue to make a difference and ignite a spark in the generations to come.

Sub Themes

The sub themes of the Conference are as follows and are not only limited to these. You may present from your specific expert area keeping in mind the main theme of the Conference.

The Sub-themes may comprise, in context to the Teachers and Teaching, the following but are not limited to these:

PROGRAMME

Day 1: FRIDAY, December 6, 2019

9.30 a.m. – 10.30 a.m.	**Registration and Tea**	
10.30 a.m. to 11.30 a.m.	**Inaugural session** **Lamp Lighting & Welcome** **Book Release**	Chief Guest: Professor Shobha Sinha, Head & Dean, Faculty of Education, University of Delhi Guest of Honour: Professor Saroj Sharma, USE, Guru Gobind Singh Indraprastha University, New Delhi Welcome Address: Professor Anupa Siddhu, Director, Lady Irwin College
11.30 a.m. to 1:00 p.m.	**Keynote Address**	Professor R Govinda, Former Vice Chancellor, NUEPA, New Delhi, India
1.00 p.m. to 2:00 p.m.	**Lunch & Networking**	
2:00 p.m. to 3:00 p.m.	**Workshop**	Equipping teachers to promote Electoral Literacy amongst future voters to strengthen our democracy. Dr Aparna Khanna, DCE, Lady Irwin College
3:00 p.m. to 5:00 p.m.	**Parallel Sessions**	
	Education for Sustainability	Chair: Dr. Puja Gupta Co-Chair: Dr Deepika Ahlawat
	Diversity and Inclusion	Chair: Dr Amitav Mishra Co-Chair: Dr. Sangeeta Singh
	Teacher Education and Learning	Chair: Dr. Ashish Ranjan Co-Chair: Ms Bhoomika Batra
	Education for Mental Health	Chair: Dr. Vinita Bhargava Co-Chair: Ms Chetna Arora

Day 2: SATURDAY, December 7, 2019

9.30 a.m. to 10.00 a.m.	**Tea and Networking**	
10:00 a.m. to 11:30 a.m.	**Plenary Session 2 Panel discussion:** Preparing Teachers for the 21st Century: the social, the emotional and the Sustainable	**Chair:** Professor Namita Ranganathan, Faculty of Education, University of Delhi **Panelists:** Professor Pranati Panda, Department of School and Non-Formal Education, NIEPA Professor Anupam Ahuja, DEGSN, NCERT Professor Alka Behari, Faculty of Education, University of Delhi
11.30 a.m to 1:30 p.m	**Parallel Sessions**	
	Pedagogy and ICT	Chair: Dr Aparna Khanna Co-Chair: Dr Surabhi Negi
	Early Childhood Care & Education	Chair: Dr. Shraddha Kapoor Co-Chair: Dr Priyanka Varshney
	School Education	Chair: Dr. Shashi Guglani Co-Chair: Mr Sultan Singh
	Higher Education & Research Methods	Chair: Dr. Girish Choudhary Co-Chair: Dr Manvi Yadav,
1.30 p.m. to 2.30pm	**Lunch & Networking**	
2.30 p.m. to 4.30 pm	**Valedictory Session**	**Valedictory Address**: Professor Bharati Baveja, Ambedkar University, New Delhi

PARALLEL SESSIONS

Education for Sustainability
Day 1: 6ᵗʰ December, 2019 (Friday)
Time: 3.00 p.m. to 5.00 p.m
Venue: MPR 1 (Ground Floor)
Chair: Dr. Puja Gupta
Co-Chair: Dr. Deepika Ahlawat

	TITLE	AUTHOR & AFFILITION
ES.1	Role of Education in Sustainable Development.	Dr. Bhupender, Assistant Professor, Department of Commerce, Zakir Husain Delhi College, University of Delhi, mr.bhupender1982@rediffmail.com, Vikas Kumar Joshiya, Assistant Professor Department of Commerce, Sri Aurobindo College (Evening). University of Delhi
ES.2	Clothing Waste Disposal Practices among Youth,	Ms. Kanika Agarwal Research Scholar, Dr. Seema Sekhri, Associate professor, Department of Fabric and Apparel Science, Lady Irwin College, University of Delhi, : sekhriseema@gmail.com
ES.3	Sustainability – A Step towards Progress.	Vandita Sharma, PGT English, Birla Balika Vidyapeeth, Pilani. vaandita@gmail.com
ES.4	Teachers: effecting change for a sustainable future.	Ms. Har Simran Lakra, Amity Instiute of Education, AUUP, 9717047255, harsimran.lakhs3096@gmail.com, Dr. Dayal Pyari, Assistant Professor, Amity Institute of Education, AUUP, 7042087585, dpyari@amity.edu
ES.5	Contribution of Higher Education for Sustainable Development.	Dr.Akancha Srivastava, Assistant Professor Christ (Deemed to be University) Delhi-NCR, Ghaziabaad, akancha.sri@gmail.com, 7510016586
ES.6	Teachers effecting change for a sustainable future.	Anita Deka Bora MA, MPhil, Assistant professor, Department of Education, Lakhimpur Girls college, North Lakhimpur, Assam, 9435086737, rintinlp@gmail.com
ES.7	Rediscovering teacher's perceptions for learning in the light of Upanishadic teaching for sustainable future.	Dr. Sunita Singh, Assistant Professor, Department of Education, University of Delhi, nitivasudev@gmail.com, 7379587287

ES.8	A Need to Change the Reductionistic and Exploitative Tendency for a Sustainable Future.	Sumangala DD (Shilpi Saxena, Ph.D.), Sri Chaitanya Saraswat Institute, Bengaluru Karnataka, India, Formerly at Center for Advanced Studies, North Campus, University of Delhi, Delhi , drshilpisaxena.du@gmail.com,Ph. +91-9999008929
ES.9	Conscious Route To Promote Sustainable Traditional Indian Textiles.	Ashima Anand, Research Scholar, Dr. Seema Sekhri, Associate Professor Dept. of Fabric and Apparel Science, University of Delhi, New Delhi, India, ashima.anand18@yahoo.com, 9810714700, sekhriseema@gmail.com, 9868375777.
ES.10	Flipped Classroom Model: A Pedagogical Opportunity to Promote Sustainable Learning	Sudha Srinivasan, Amity Institute of Education,Amity University, Noida, Uttar Pradesh, India gsudhasrini@gmail.com, 9840284680, Dr Harish Kumar, Amity Institute of Behavioural & Allied Sciences (AIBAS), Amity University, Noida, Uttar Pradesh, India, hkumar2@amity.edu, 9871754272

DIVERSITY & INCLUSION
Day 1: 6th December,2019 (Friday)
Time: 3.00 p.m. to 5.00 p.m
Venue:MPR-2 (First floor)
Chair: Dr. Amitav Mishra
Co-Chair:Dr. Sangeeta Singh

	TITLE	AUTHOR & AFFILIATION
DI.1	Changing Paradigms of Education: Implementation of Artificial Intelligence in Pedagogy Learning for Physiotherapy Students,	Dr. Jasmine Kaur Chawla, Assistant Professor, Amity Institute of Physiotherapy, Amity University, Noida, Uttar Pradesh, India, Email: jasmine.k.chawla@gmail.com,Dr. Pragya Kumar, Assistant Professor, Amity Institute of Physiotherapy, Amity University, Noida, Uttar Pradesh, India. Dr. Nitesh Malhotra, Assistant Professor, Amity Institute of Physiotherapy, Amity University, Noida, Uttar Pradesh, India.
DI.2	Teaching learning methods used for Education 4.0 in context to physiotherapy education.	Dr Pragya Kumar, Assistant Professor, Amity Institute of Physiotherapy, Amity University, Noida, Uttar Pradesh, India, pkumar24@amity.edu,Dr Jasmine K Chawla, Assistant Professor, Amity Institute of Physiotherapy, Amity University, Noida, Uttar Pradesh, India.Dr. Nitesh Malhotra, Assistant Professor, Amity Institute of Physiotherapy, Amity University, Noida, Uttar Pradesh, India.
DI.3	A snippet from brain based learning classroom.	Kanan Kapil, Research Scholar, Department of Education, Panjab University, Chandigarh, Fatma Gausiya, Research Scholar, Department of Education, Panjab University, Chandigarh, fatma_gausiya10@yahoo.co.in, 8872518891
DI.4	Teachers with Disabilities: Challenging Academic Ableism in Higher Education.	Harleen Kaur, Ph.D Scholar, Department of School and Non-formal Education, National Institute of Educational Planning and Administration, New Delhi, India, harleen.inquilab@gmail.com, +91-9015858341
DI.5	Inclusive yet Exclusionary : Disability and Education.	Shubhra Seth, Surbhi Kumar, Indraprastha College for Women, University of Delhi, sseth@ip.du.ac.in, 9868520084.

DI.6	Literacy Needs in Culturally and Linguistically Diverse Classrooms: Effecting Change for a Sustainable Future.	Dr. Shilpy Raaj PGT, English DAV Public School, NTPC, Kahalgaon shilpyraaj@gmail.com, Mobile No. - 9654114080
DI.7	How is person with disability excluded and include in Society? (A Narrative Analysis)	Akhilesh Yadav, Research Scholar, Central Institute of Education (Dept. of Education), University of Delhi, akhileshyadav.edu@gmail.com, 9889657759, Shailaja Chennat, Professor, Department of Education ,(Central Institute of Education), University of Delhi.
DI.8	Emotional Problems faced by Children with Learning Disabilities in Inclusive Classroom.	Mr. Shamsad Alam, Department of Community Education and Disability Studies, Panjab University, Chandigarh. shamsadedu@gmail.com
DI.9	"Think College": Providing college experiences to Persons with Intellectual and Other Disabilities.	Dr. Renu Malaviya,Associate Professor, Department of Education, Lady Irwin College,malaviyadelhi@gmail.com
DI.10	Effectiveness of Structured Teaching Programme on Knowledge and Attitude regarding Learning Disability in Children among Primary School Teachers in Delhi & NCR.	Pallavi KAKKAR, Research student ,Amity Institute of Occupational therapy, Amity university, Noida, Vidushi Sharma, Assistant professor, amity institute of occupational therapy, amity university, Noida. vsharma7@amity.edu
DI.11	Gender dysphoria in the classroom: the exclusionary perspective	Shivani arora, Asst.Prof., Dept. of education, Shyama prasad mukerji college for women, university of delhi, 9810571233, shivaniarora1175@gmail.com
DI.12	विधिक अधिनियमों में शिक्षा के परिप्रेक्ष्य में विकलांगता की स्थिति का अध्ययन	सुमन शर्मा, शोध विद्यार्थी सी0आई0ई0, दिल्ली विश्वविद्यालय संपर्क न0 −9811564901, 9318433609
DI.13	Researching Accessibility, Efficacy and Challenges in Shadow Education System for Children with Disabilities	Sunita Kathuria, Senior Research Fellow, School of Education GGSIP University, Dwarka, Delhi sunit.kath@gmail.com

EDUCATION FOR MENTAL HEALTH
Day 1: 6th December 2019 (Friday)
Time: 3.00 to 5.00 p.m
Venue : B.Ed Classroom (First floor)
Chair : Dr. Vinita Bhargava
Co-Chair : Dr. Chetna Arora

	TITLE	AUTHOR & AFFILIATION
MH.1	Use of Traditional Floor Games for Creating Awareness on Mental Health Issues: A Study in Delhi.	Dr. Aparna Khanna, Associate Professor, Department of Development Communication & Extension, Lady Irwin College, University of Delhi; Aprajita Sharma, PhD Scholar, Department of Development Communication & Extension and Hemlata Kardam, Post Graduate Scholar, Department of Development Communication & Extension, Lady Irwin College, University of Delhi
MH.2	Translating knowledge into practice: barriers and facilitators.	Dr. Anu Taneja Gupta, Department of Food & Nutrition, Lady Irwin College, University of Delhi, New Delhi, India, anu7398@yahoo.com
MH.3	Awareness of Promotion in Health Education to the Adult Learner.	Dr Chanam Sonia Devi, Assistant Professor, Department of ACEE, Manipur University, Canchipur,chanamsonia@manipuruniv.ac.in,Dr. Manoj Kumar, Assistant Professor, CESP,JNU,New Delhi, manojkumar@jnu.ac.in
MH.4	Mental Health Education.	Sakshi Yadav, Department of English, University of Rajasthan,sakshiyadav2107@gmail.com, 07023069709
MH.5	Teachers play an influential role in the overall development of young minds	Dr. Dayal Pyari, Amity Institute of Education, Amity University, Noida, dpyari@amity.edu, 07042087585, Ms. Har Simran Lakra, Amity Institute of Education, Amity University, Noida, harsimran.lakhs3096@gmail.com, 9717047255
MH.6	Inclusion of health promotion in education	Stuti, Navita sehgalstutiss@gmail.com
MH.7	Character Strengths and its effect on adolescent's psychological well – being,	Mallika Vohra, Department of Psychology, Amity University, Noida , Uttar Pradesh,India vohra_mallika@yahoo.co.in, Dr Neelam Pandey, Department of Psychology, Amity University, Noida , Uttar Pradesh, India, npandey@amity.edu

MH.8	Effect of Lycopene in Anemic subjects.	Sohini Paul, Aparna Sarkar, Sudipta Saha and Nabila Marium, Department of Physiology, Amity Institute of Physiology and Allied Sciences, Amity University, asarkar@amity.edu
MH.9	Impact of value based education on well-being: A review.	Ms. Lakshmi Ramesh,Amity Institute of Physiology & Allied Sciences, AUUP NOIDA,9810725676, lramesh@amity.edu / lakshmi2rs@gmail.com

Teacher Education & Learning
Day 1: 6th, December 2019 (Friday)
Time: 3.00 p.m to 5.00 p.m
Venue:B.Ed Classroom (Basement)
Chair : Dr. Ashish Ranjan
Co-Chair : Dr. Bhumika Batra

	TITLE	AUTHOR & AFFILIATION
TL.1	The Power of Storytelling in Classrooms: Role of Teachers.	Dr. Dimple Rangila , Assistant Professor, Department of Human Development and Childhood Studies, Lady Irwin College, University of Delhi, dimplerangila@gmail.com, 9899788556
TL.2	Impact of emotional intelligence on teaching self-efficacy among b.ed. Students : a study.	Dr. Ruchi Dubey, Assistant Professor, Dept. of Education, University of Allahabad, Prayagraj, U.P. ruchidubey31@rediffmail.com , Dr. Pratik Upadhyaya, Assistant professor, B.Ed. Dept., K. N. Govt. P. G. College, Gyanpur, Bhadohi, U.P
TL.3	Education reform has its main purpose to make sure that the education delivered is of quality.	Amanpreet Kaur, Amity institute of education, Amity University, Noida, amanpreetksarna@gmail.com, 9818236671
TL.4	Rural Education : People' s participation and acceptance.	Aditi Sharma, University of Rajasthan, Department of English literature, Jaipur, mailmenow8aditi@gmail.com, 7976326601
TL.5	Transacting Language Across the Curriculum: The new challenge to Teacher Education in India.	Ruchi Bajaj, Research Scholar, School of Education (SOE), Indira Gandhi National Open University (IGNOU), Delhi, India, ruchibajaj85@gmail.com, 9911093834
TL.6	Challenges in teaching-learning.	Abdul Basith.P, Bachelor in English, IGNOU, Delhi, Basithkallikkandy1@gmail.com, 8943707035
TL.7	The Role of teachers in Sustainable Development	Hemant Singhal, Dr. P K Pandia, Department of Education, Jaipur national university, Singhal29hemant@gmail.com, 9891457861
TL.8	Women's Movement in India: Reflection on Women's Education.	Rajni, Department of Education, University of Delhi,rajnis49@gmail.com
TL.9	Education: The Perpetual Fountain of Wisdom and Beyond..	Dr. Santosh Bahadur Singh Assistant Professor, Dept. of English, Lady Irwin College (DU), Dr. Varsha Singh, Assistant Professor, Dept.of English, Deshbandhu College (DU)

TL.10	Role of JSS in imparting Adult Education: Analysis and its impact.	N. Shradha Varma, Assistant Professor, Department of Economics, Maitreyi College, Delhi University, shradhavarma90@gmail.com
TL.11	Cooperative Learning as an Effective Measure among Students: A Review Paper	Kritika Rastogi, PhD Assistant Professor Christ (Deemed to be University), Delhi NCR, India,kritika.rastogi@christuniversity.in
TL.12	Reflective Teaching: Thinking, a strategy and a preparation for future.	Ms Geetika Sharma & Dr Mani Bhasin Kalra, Department of Education, Lady Irwin College

SCHOOL EDUCATION
Day 2: 7th December, 2019 (Saturday)
Time: 11.30 a.m. to 1.30 p.m
Venue : MPR-1 (Ground Floor)
Chair: Dr. Shashi Guglani
Co-Chair: Dr. Sultan Singh

	TITLE	AUTHOR & AFFILIATION
SE.1	Roles and Responsibilities of School Heads: An Analytical Review of the Indian EducationPolicies.	Dr. Shadma Absar, Ph.D., NIEPA, NewDelhi, drshadmaabsar@gmail.com, 91 9999966417
SE.2	Study of School Uniform with respect to their Functionality and Aesthetics	Dr. Deepali Rastogi and Shrishti Bansal, Department of Fabric and Apparel Science, Lady Irwin College, University of Delh, Delhi, India, drdeepalirastogi@gmail.com
SE.3	Nurturing lifelong learning in children using the medium of school subjects.	Sana Parveen, Research Assistant cum Counsellor (Family strengthening), Centre for Early Childhood Development and Research (CECDR), Jamia Millia Islamia, New Delhi – 110025, Parveen.sana20@gmail.com,Namrita Singh, Programme Officer, Centre for Early Childhood Development and Research (CECDR), Jamia Millia Islamia, New Delhi – 110025, Namrita87@gmail.com
SE.4	Attitude of secondary school students towards private tuition	Anshu Kumari, Central Institute of Education Delhi University, imanshu2003@gmail.com, 8826174680
SE.5	Pachisi & moksha patam: mathematical board games as an effective and affective tool for introducing basic addition and subtraction in elementary classrooms.	Geeta Pathak, Guru Ramdass College of Education,GGSIPU, pathak.edu@gmail.com, 8587082767
SE.6	Shadow Education: an Exploratory Study of Private Schools of Delhi,	Anita Sharma, Guru Randass College Of Education, GGSIPU, anita74sharma@gmail.com, 9311119881.
SE.7	At Home In School : Life of a Residential School Teacher	Ruchira Guglani Chawla Faculty (History) Amber Valley Residential School Chikmanglur, Karnataka, ruchiraguglani@gmail.com, 09873271505
SE.8	Violence among school going adolescents: an exploratory study.	Swati Sharma, CIE, university of Delhi, swatibeled@gmail.com, 9873324571.
SE.9	Comparison between education in KVS and MCD.	Gunjan Kaul, Gungunhiral@gmail.com

Higher Education & Research Methods
Day 2:7th December, 2019 (Saturday)
Time: 11.30 a.m. to 1.30 p.m
Venue : B.Ed Classroom (First floor)
Chair: Dr. Girish Choudhary
Co-Chair: Dr. Manvi Yadav

	TITLE	AUTHOR & AFFILIATION
HR.1	Contemporary Indian English Campus Novels: An Eye Opener to the Research Department of Indian Universities	Charvi Oli, Department of English, DSB Campus, Kumaun University Nainital, Uttarakhand, India charvi24oli93@gmail.com , 9411197221
HR.2	Positive Youth Development: A Mentoring Program in Higher Education.	Sneha Saha Assistant Professor, Department of Psychology Christ (Deemed to be) University, Delhi NCR, snehasaha1990@gmail.com, 8934857757
HR.3	Ethical and Legal Considerations in Conducting Research	Dr. P. C. Jena, School of Education, K.R. Mangalam University Gurugram, Haryana, Delhi-NCR (India) drpcjena@gmail.com, 9876654904
HR.4	Teaching Research Methods to Post Graduate Students Using active Learning Approach.	Dr. Jyoti Aggarwal, Department of Fabric and Apparel Science, Institute of Home Economics, University of Delhi, India, jyotiagg1975@gmail.com
HR.5	Examining Self-Disclosure of Graduate Students.	Manish Agrawal, Senior Research Fellow, Department of Education, Aligarh Muslim University, Aligarh, Uttar Pradesh, Indiamanish05agrawal@gmail.com, 9412697925

PEDAGOGY & ICT
Day 2: 7th December 2019 (Saturday)
Time: 11.30 a.m. to 1.30 p.m
Venue:MPR-2 (First Floor)
Chair: Dr. Aparna Khanna
Co-Chair: Dr. Surabhi Negi

	TITLE	AUTHOR & AFFILIATION
PT.1	A Study on e-Education Initiatives by Indian Government Present Scenario and Future prospects.	Kopal Saxena, Department of Commerce, Dr. Shakuntala Misra National Rehabilitation University, Lucknow, kopal702@gmail.com, 7054611094
PT.2	Integration of MOOCs into the Indian Higher Education System,	Smita Bidani, University Grants Commission, Jamia Millia Islamia, smitabidani@gmail.com, 9990921408
PT.3	Teaching and Learning in Science with Constructivist Approach: An Experimental Study	Sumit Gangwar, Ph.D. Research Scholar (Education), SRF, Department of Education, Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha (Maharashtra) sumitgangwarhnbgu@gmail.com , +91-7522945943 / +91-8459037448
PT.4	Pedagogical Approaches: What a Mathematics Teacher Needs to Know.	Dr. Nusaiba Anzar, UGC-SRF, GATE(Mathematics), Ph.D(Education), Aligarh Muslim University, nusaiba.anzar@gmail.com, 08126831171,Dr. Aftab Ahmad Ansari, Assistant Professor, Maulana Azad National Urdu University-Hyderabad, College of Teacher Education, Darbhanga-Bihar, draftab.manuu@gmail.com, 09411041909
PT.5	Perspectives on Neuro-linguistic Programming: An Approach to learning Strategy	Smita Jha, Department of humanities & social sciences, IIT Roorkee.smitaiitr@gmail.com, 9760978228
PT.6	Integrating Environmental Literacy in Teaching of History .	Dr. Arti Bhatnagar, Guru Ram Dass College of Education, Guru Gobind Singh Indraprastha University Delhi, artibhatnagar3@gmail.com, 9873311481
PT.7	Technology and education – The changing scenario.	Ruby Aikat, Assistant Professor (Occupational Therapy), Amity University, Noida, ruby_aikat@rediffmail.com,Harshita Misra, Founder, Samvedna Centre, Delhi,harshita.misra@gmail.com. Stuti Khanna
PT.8	Educational technology	Preeti, Department of English Bhiwadi, preetiroy25648@gmail.com, 07300365333

PT.9	A Study on New Culture of Learning with Regard to Prospects and Opportunities in English Language Teaching.	Dr. T Beena Amity Institute of Behavioural and Allied Sciences Amitym University, Uttar Pradesh tbeena@amity.edu, 8527505559.
PT.10	Fuzzy Multi Attribute Decision Making Problem and its Application In Teachers' Evaluation.	Dr Supratim Mukherjee, Assistant Professor, Government General Degree College, Tehatta, Tehatta, Nadia, West Bengal

Early Childhood Care & Education
Day 2: 7th December 2019 (Saturday)
Time: 11.30 a.m to 1.30 p.m
Venue:B.Ed Classroom (Basement)
Chair : Dr. Shraddha Kapoor
Co-Chair : Dr. Priyanka Varshney

	TITLE	AUTHOR & AFFILIATION
EC.1	A Systematic Review of Socio-Cultural Perspective of Child Cognition,	Divya Kalra, Research Scholar, Department of Human Development and Childhood Studies, University of Delhi, Delhi, India, divya.kalra@yahoo.com, Dr. Mani Bhasin Kalra, Ph.D, Associate Professor, Department of Education,Lady Irwin College,University of Delhi, New Delhi, I
EC.2	Maturation of Brainstem Auditory Evoked Potential from Full Term Infants & Children to adult with maturation pattern of Peripheral and Central Transmission.	Aparna Sarkar, Prof. (Dr.) Aparna Sarkar, Ph.D., Head of the Institution, Amity Institute of Physiology & Allied Sciences, Amity University Uttarpradesh, asarkar@amity.edu, dr_aparna_sarkar@yahoo.co.in, : +919891263875, Jeebanjyoti Dalasingh, Rahul Garg, RG ENT Hospital, Gurgaon
EC.3	Early Childhood Education – Importance of stories,	Abhishek Kumar, Schoolnet India Limited, Noida, abhishekjha2481@gmail.com , 7727008422
EC.4	Child Maltreatment (sexual Abuse) and provisions in India.	Farheen Jahan, Research Scholar, Department of Home science, University of Delhi, New Delhi, India, Farheenjahanamu@gmail.com, 8218614989, Dr. Renu Malaviya, Associate Prof., Dept. of Education, University of Delhi.
EC.5	Role of Teachers in preventing CSA (Child Sexual Abuse).	Nidhi Marothiya, Department of Human Development and Childhood Studies, Lady Irwin College , Delhi University, nidhimarothiya2610@gmail.com,7579296393,Dr. Shraddha Kapoor,Dr. Vinita Bhargava
EC.6	Perception and Views of Early Childhood Educators about Sustainable Development.	Ms. Apoorva Tripathi, Research Associate, Centre for Early Childhood Development and Research, Jamia Millia Islamia, Apoorvatripathi11@gmail.com
EC.7	Early Childhood Care and Education for Sustainable Development.	Dr. Ridhi Sethi, Assistant Professor, Department of Human Development and Childhood Studies, Lady Irwin College, ridhisethi@gmail.com, 09811019272
EC.8	Preschool Curriculum and Guidelines on Preschool Education	Parul Kohli,

ABSTRACTS

ES.1. Role of Education in Sustainable Development.Dr. Bhupender, Assistant Professor, Department of Commerce, Zakir Husain Delhi College, University of Delhi, mr.bhupender1982@rediffmail.com, Vikas Kumar Joshiya, Assistant Professor Department of Commerce, Sri Aurobindo College (Evening). University of Delhi

This paper explores the potential contribution of education to sustainable development. Drawing on recent evidence it argues that education could play a stronger role – a position reinforced by the new sustainable development goals (SDGs). However, securing this contribution will have to be achieved in an era where educational delivery will be increasingly impacted by climate/environment change. The paper explores the relationship between education and sustainable development through an Indian case study. It covers why education is important; impediments that reduce educational impact, and an innovative programme of environmental education that offers insight on ways forward.

Keywords: Education, Sustainable development, India, Sustainable Development Goals

ES.2. Clothing Waste Disposal Practices among Youth, Ms. Kanika Agarwal Research Scholar, Dr. Seema Sekhri, Associate professor, Department of Fabric and Apparel Science, Lady Irwin College, University of Delhi, : sekhriseema@gmail.com

The Fast fashion culture has greatly influenced the production of textiles over the last few years. Increasing volumes of textiles are being produced, purchased and disposed of in landfill sites which affect the environment. The growth of clothing waste causes environmental pollution as waste ultimately ends up in landfills. Data of clothing waste production from different countries of the world is very alarming. To reduce the amount of clothing waste in landfill, various practices are being followed worldwide for the disposal of post-consumer clothing waste. The major ones include donation to Salvation Army, swapping events, throw away bins, etc.

The literature review reveals that the youth is highly influenced by the quickly changing fashion trends. Thus the present study aims to understand clothing waste disposal practices followed by youth in India. For this purpose, a standardized questionnaire was administered on 150 respondents residing in Delhi, India. The results of the data collected indicate a lack of sustainable disposal methods which can contribute towards a better environment. There is thus a need to create awareness and encourage youth to adopt the sustainable disposal habits. Teachers can play an

important role in sensitizing young generations regarding the harmful effects of unsustainable practice of clothing disposal.

ES.3. Sustainability – A Step towards Progress. Vandita Sharma, PGT English, Birla Balika Vidyapeeth, Pilani. vaandita@gmail.com

The resources are depleting at a fast pace and though we have found various renewable resources, they are not enough to stop the deterioration of our environment. We consider it as the Government's responsibility, and shift our onus on the state. With this predicament, the impetus lies on the school and the teachers who are considered the custodians of the future. We have to think about sustainable development wherein the needs of the present are met without compromising our future. Humans are the most important resource. They are the ones who can conserve and restore the environment. Thus, the seeds of transformation need to be sown at a tender age and who better than the schools of today. For this, the 5Ps of sustainable development namely 'People, Planet, Partnership, Peace and Philanthropy' need to be disseminated among the pupils. This will not only help in conserving our resources but will also help in holistic development of the students who will practice and propogate the 'We care attitude' towards the society, environment and world as a whole.

ES.4.Teachers: effecting change for a sustainable future. Ms. Har Simran Lakra, Amity Instiute of Education, AUUP, 9717047255, harsimran.lakhs3096@gmail.com, Dr. Dayal Pyari, Assistant Professor, Amity Institute of Education, AUUP, 7042087585, dpyari@amity.edu

Teachers play an influential role in the overall development of young minds. Teacher- student relation has always been a deciding factor as to in which direction the future of individual as well as society would go. Many people can point to one teacher that inspired them to reach far, innovate and create. Studies have shown that earlier teaching used to be hierarchy based. However, it has now become counselling and hospitality based. In this context, this paper tries to analyze the changing relationship between students and teachers and its impact on the society. The paper highlights how in the recent times stereotypes regarding male teachers have been broken. Earlier it was believed that women tend to become better teachers as they were considered as natural caregivers. However, this paradigm seems to be shifting now as men are also considered equal care providers as women.

The purpose of this paper is to explore the contributions that teacher makes in reforming education and reconstructing programmes and practices towards a sustainable future. The paper exemplifies the ways in which teaching and learning for a sustainable future programme can support teacher educators in this task like use of technology as a teaching aid. It deals with the fact that how a teacher is regarded as an effective agent of social change.

ES.5. Contribution of Higher Education for Sustainable Development, Dr.Akancha Srivastava, Assistant Professor Christ (Deemed to be University) Delhi-NCR, Ghaziabaad, akancha.sri@gmail.com, 7510016586

Education is an organized process through which knowledge, experience and character is acquired. According to World Bank, (2017) "Education is a powerful driver of development and one of the strongest instruments for reducing poverty and improving health, gender equality, peace, and stability." An overall education encompasses to inculcate the right behaviour and acquire the correct moral conduct. Many institutions of excellence are serving the country by providing education to vast majority of students. The benefits of education can be best utilized when it can create value for future generation thereby creating sustainable development. According to Brundtland Report. (1987) "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs". In accordance with this, the higher education plays an imperative role in sustainable development. According to UNESCO, education for sustainable development "empowers people to change the way they think and work towards a sustainable future" The imparting of education sharpens the mind of the young students and provides them with lifelong learning opportunity. Keeping this framework in mind, this paper endeavours to explore the contribution of higher education for having sustainable development.

Keywords: Education, Sustainable Development, Institutions, Future generation

ES.6.Teachers effecting change for a sustainable future. Anita Deka Bora MA MPhil, Assistant professor, Department of Education, Lakhimpur Girls college, North Lakhimpur, Assam, 9435086737, rintinlp@gmail.com

In today's context, teachers are widely regarded as mentors who can guide students not only within classrooms but also outside. Pandit Deendayal Upadhyay, Pandit Madan Mohan Malviya etc. were great teachers and mentors during India's struggle for independence. Realizing the importance of mentoring students to take on colonial British rulers, Pandit Madan Mohan Malviya set up Benares Hindu University which later became an intellectual meeting point during freedom movement. India is fortunate to have great presidents who were teachers/mentors like Dr Sarvepalli Radhakrishnan, Dr. APJ Kalam who have left their footprints even today. It is said that today's students will become tomorrow's citizens and leaders of the society and the country. Hence the future of a country critically hinges on the collective thinking of students of today. And no one has more critical role to play in shaping the students than the teachers of all levels. Whether one is a teacher at the preprimary level or school level or college/university level, the linkage between students of today and citizens of tomorrow is through the teachers only. Objectives of the study: The present study will examine the teacher's role in the past, present and future of the society. Methodology: The data were entirely based on secondary data relating to the issues of the teacher's role in the society. Findings of the study: The study found that there is a vast difference of teacher's role played in the past, present and future. But it also found that the teaching learning process cannot be effective if there is lack of teacher's role.

Keywords: Teacher, Effective learning.

ES.7. Rediscovering teacher's perceptions for learning in the light of Upanishadic teaching for sustainable future".Dr. Sunita Singh, Assistant Professor, Department of Education, University of Delhi, nitivasudev@gmail.com, 7379587287

"Rediscovering teachers perceptions for learning in the light of Upanishadic teaching for sustainable future" The present paper is written in two sections. The first part of the paper tries to attempt to define the teaching-learning pedagogical practices and the concept of teacher-student - relationships under the light of Upanishadic teaching. The second part of the paper present the characteristics of teachers in reference to chandogyaupnishad and bhrihadarnakya Upanishad to rediscover the contemporary teachers' ethics. Through the discussion of the above two sections researcher tries to rediscover the ethics of teachers and their learning pedagogical practices. So the researcher will be able to suggest to revisit the contemporary teaching-learning process for a sustainable future.

Keywords: Upnishadic teaching, Pedagogical practices.

ES.8.A Need to Change the Reductionistic and Exploitative Tendency for a Sustainable Future. Sumangala DD (Shilpi Saxena, Ph.D.), Sri Chaitanya Saraswat Institute, Bengaluru Karnataka, India, Formerly at Center for Advanced Studies, North Campus, University of Delhi, Delhi , drshilpisaxena.du@gmail.com, Ph. +91-9999008929

The aim and objective of this paper is to systematic study of the theory and facts that contribute a crucial role in transforming the wholistic approach of educational system into the mechanistic view of reductionism. The three main theories that are from Francis Bacon's power/control over nature, Descartes' epistemology - science can make us masters and possessors of nature and Darwinian's objective evolutionary biology. In seventeenth century Newton was highly influenced with the idea of Francis Bacon and thus proposed the Newtonian mechanism to explain the science. Francis Bacon criticized the concepts and theories of the Plato, Aristotle and many other scholars. He rejects the Aristotle's logic which is based on his metaphysical theory and appreciate the idea given by Democritus. Bacon established that we can understand the things as it is by our sensual experience only. Descartes proposed an idea that living organisms and their mechanisms can be explained by reducing them to their smallest constituents and can be reassembled as machine. Darwin was highly influenced by the Descartes and the principles of Newtonian mechanism and thus developed the foundation of evolutionary biology. These theories provided the central conceptual framework to the Modern educational system. After an intensive assessment and in-depth study of the present outcome of the modern education system, it is concluded that sincere policy makers, academicians and scholars has to rethink to transform mechanistic educational system into the wholistic educational system. This paper is a humble attempt to establish that the wholistic concept of education system is only the solution for a sustainable future.

Keywords: Mechanistic, Wholistic, Aristotle, Darwin, Descartes, Democritus.

ES.9.Conscious Route To Promote Sustainable Traditional Indian Textiles, Ashima Anand, Research Scholar, Dr. Seema Sekhri, Associate Professor Dept. of Fabric and Apparel Science, University of Delhi, New Delhi, India, ashima.anand18@yahoo.com, 9810714700, sekhriseema@gmail.com, 9868375777.

Handcrafting traditional textiles has been a part of Indian culture since time immemorial. These are the expression of great skills inherited by craftspeople of our country over the generations. The indigenous textiles produced with passion are unique products of love, joy and pride. These possess unmatched quality of sustainability in terms of being recyclable, made up of compostable material and of following ecofriendly production processes. However, with paced up lifestyle and industrialisation, the wardrobes of present population, including Gen Z, are flooded with comparatively cheaper "fast fashion" machine made apparel and fashion accessories. Ignorance about the side effects of materials used and techniques followed in the production of mechanized goods has resulted in a greater havoc, causing environmental disturbances. Moreover, the dwelling attitude of "looking for cheaper substitutes" that "can be used and thrown" has endangered the acceptance and usage of sustainable heirloom traditional textile possessions with in the society. Teachers form an indispensable part of our formal education system who have been known to be great influencers in Indian history. They are the role models of young minds who can bring a change in their attitude. They can sensitize and motivate them to fall back in love with India's valuable, "slow fashion", sustainable textile traditions and its ecofriendly procedures to build a sustainable future. Promoting and popularising these from very early age of development will leave a mark in young minds to dwell on it as a pride as they grow into young adults. This would lead to building an ecofriendly sustainable wardrobe, thereby keeping our traditions alive.

Keywords: Handcrafting, Traditional Textiles, Sustainability, Sensitize, Slow Fashion

DIVERSITY & INCLUSION
Day 1: 6th December,2019 (Friday)
Time: 3.00 p.m. to 5.00 p.m
Venue:MPR-2 (First floor)
Chair: Dr. Amitav Mishra
Co-Chair: Dr. Sangeeta Singh

DI.1. Changing Paradigms Of Education: Implementation Of Artificial Intelligence In Pedagogy Learning For Physiotherapy Students, Dr. Jasmine Kaur Chawla, Assistant Professor, Amity Institute of Physiotherapy, Amity University, Noida, Uttar Pradesh, India, Email: jasmine.k.chawla@gmail.com, Dr. Pragya Kumar, Assistant Professor, Amity Institute of Physiotherapy, Amity University, Noida, Uttar Pradesh, India,Dr. Nitesh Malhotra, Assistant Professor, Amity Institute of Physiotherapy, Amity University, Noida, Uttar Pradesh, India.

Health and education systems are mutually complex but are known to be a flexible system. They are characterised as flexible yet inconsistent modes of knowledge that have recognised hidden patterns of evidence based treatment which previously remained a mystery. These features together contribute significantly to human growth as well as advanced learning. The introduction of technology has led to a notable growth in teaching and learning methods. New technologies are promising teaching aids that make physiotherapy (PT) learning more advanced and evidence based. In learning aids, Artificial intelligence (AI) is witnessed as the face of 4th Industrial revolution(4IR). The concept of artificial intelligence will further be seen as a mode to improve human cognitive learning which will be supported by interactive applications and large data sets. It is an intelligent pedagogical tool consisting of machine learning, sensors and new innovative methods which can train physiotherapy students to enhance and improve clinical practice. In addition, computational learning in virtual environment using AI pedagogical tools together will build a two-way approach which will be an effective teaching aid along with enhanced patient care system. Physiotherapists will be advancing themselves shortly to work with information networks where artificial intelligence will evolve as a fundamental in dealing with complex patient data and treatment system which will be involved an aptitude which will be beyond human being understanding. This review deals with interactions of AI based technologies which will enable physiotherapy students to become efficient for practice in today's advanced health system.

Key words: Artificial Intelligence, Physiotherapy, Pedagogy, Teaching and learning, Health care system

DI.2. Teaching learning methods used for Education 4.0 in context to physiotherapy education.

Dr Pragya Kumar, Assistant Professor, Amity Institute of Physiotherapy, Amity University, Noida, Uttar Pradesh, India, pkumar24@amity.edu,Dr Jasmine K Chawla, Assistant Professor, Amity Institute of Physiotherapy, Amity University, Noida, Uttar Pradesh, India.Dr. Nitesh Malhotra, Assistant Professor, Amity Institute of Physiotherapy, Amity University, Noida, Uttar Pradesh, India.

The purpose of the study was to describe different teaching learning methods that can be used to impart effective teaching in physiotherapy as per Education 4.0. Numerous researches are available

focusing the use of technology enhanced learning such as flipped classroom, virtual learning environment in physiotherapy education. But availability of more teaching learning best practices need to explored for supplementing student's learning process. Methods: Databases (ERIC, Web of Science, Google scholar, Medline, Embase, and Scopus) were systematically searched for articles using 3 keywords - Teaching learning methods, Education 4.0, Physiotherapy. Peer reviewed studies published since 2019 were included for review and no restrictions were imposed on study design. Results: A total of 661 articles were retrieved: teaching methods (520), student's attitude (196), teacher's attitude (123) and technology uses in education (98). 15 articles met inclusion criteria and were accepted for final analysis. Studies have identified role of team based learning, Mobile (m-) learning, problem based and augmented learning approaches as important pedagogical approaches to impart physiotherapy education. Conclusion: The results of this review suggested that for ensuring graduates employability in Industry 4.0 environment, the teaching and learning methods needs to be tailored to suit employers expectations.

Key words: Teaching learning methods, Education 4.0, Physiotherapy

DI.3. A snippet from brain based learning classroom,Kanan Kapil, Research Scholar, Department of Education, Panjab University, Chandigarh, Fatma Gausiya, Research Scholar, Department of Education, Panjab University, Chandigarh, fatma_gausiya10@yahoo.co.in, 8872518891

The Salamanca Statement and Framework for Action (UNESCO, 1994) defined International principles of inclusive education. The most pertinent one is the guiding principle which informs that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. Brain based learning is one such approach that can be used in the classrooms to cater to the needs of the diverse learners. Brain based learning is the inter relationship between Psychology, Pedagogy and Neuroscience. It takes discoveries in the brain sciences and applies them to educational policy and teaching approaches. Brain Based Instructional Strategies are deeply rooted in three fundamental elements of Brain Based Learning- Relaxed alertness, Orchestrated immersion and Active processing. The understanding of Brain Based Learning and incorporation of Brain Based Instructional Strategies in teaching makes the environment of the classroom highly conducive for learning. The present paper discusses the results of an experimental study conducted in a CBSE affiliated school in Chandigarh. The results are discussed from students view point in terms of their experiences and feedback when taught through brain based instructional strategies.

Keywords: Brain based learning, Instructional strategies, Pedagogy, Neuroscience

DI.4. Teachers with Disabilities: Challenging Academic Ableism in Higher EducationHarleen Kaur, Ph.D Scholar, Department of School and Non-formal Education, National Institute of Educational Planning and Administration, New Delhi, India, harleen.inquilab@gmail.com, +91-9015858341

The literature pertaining to higher education teachers with disabilities highlights that disabled teachers embody pedagogies of justice, interdependence and respect for differences. Thus, they have the ability to provide counter-narratives about the place of people with disabilities in the world as they reveal spaces in education that often get silenced. On the other hand, clear procedures for accommodation to promote the success of disabled faculty members are very limited and

information as basic as the numbers of staff and faculty with disabilities working in higher education may remain unknown. Additionally, disabled faculty face multiple challenges on campus because of hegemonic assumptions of normal" educational settings and its "ideal" workers. In totality the presence of teachers with disabilities in higher education, disrupts the typical functioning of higher education and therefore, opens up opportunities for democratizing higher education. In this context, the paper will attempt to proffer an extensive and systematic review of existing literature on the experiences of teachers with disabilities in higher education. Additionally, the paper will be based on interviews with teachers with disabilities, where they narrate their experiences in higher education as they confront and challenge the all-pervasive academic ableism in higher education.

Keywords: Academic Ableism, Disabled Teacher, Embodied Pedagogy, Interdependence

DI.5. Inclusive yet Exclusionary : Disability and Education, Shubhra Seth, Surbhi Kumar, Indraprastha College for Women, University of Delhi, sseth@ip.du.ac.in, 9868520084.

Inclusive yet Exclusionary : Disability and Education Focusing on India , disability in this paper is seen as a social, political, and cultural phenomenon and follows the framework of Disability Studies in Education that seeks to "promote the understanding of disability from a social model, perspective" and to "challenge social, medical, and psychological models of disability as they relate to education". There has been an increased push both legislatively and socially for more inclusive practices in education, however, the over reliance on medical model fails to nurture inclusive attitudes and perpetuates deficit assumptions of disability. Teacher training/preparation programs are particularly plagued with these issues globally. The New Education Policy draft despite being celebrated publicly as a collaborative and multi-vocal document fails to even take cognizance of the Rights of Persons with Disabilities Act (RPWD, 2016) and furthers commercialization of education, subsequently, limiting of opportunities for the disabled. The paper examines the challenges that face the educators with the categories of disability widening in the RPWD, 2016. Discourse of education is further plagued by 'dys-consciousness'(an uncritical habit of mind that justifies inequity and exploitation by accepting the existing order of things as given). In particular, teachers often exhibit 'dys-conscious ableism' i.e. an impaired or distorted way of thinking about dis/ability. While educational institutions attempt to be inclusive at a policy level, there has been an unabated increase in segregated spaces often with the special educators taking the whole responsibility but from a rehabilitative perspective. Further educational pathways and outcomes at school and at higher education setups are at loggerheads creating unimaginable struggles for the disabled learners. We argue that the both the prospective as well as in service teachers need a conscious understanding of education and inequity to wean away from 'inclusive exclusionary' practices in education.

Keywords: Inclusion, teacher training, policy

DI.6. Literacy Needs in Culturally and Linguistically Diverse Classrooms: Effecting Change for a Sustainable Future. Dr. Shilpy Raaj PGT, English DAV Public School, NTPC, Kahalgaon shilpyraaj@gmail.com, Mobile No. - 9654114080

The diversity of students in today's classrooms underscores the importance of developing curricula, teaching strategies, and policies to help all students succeed in school and make a smooth transition to higher education. Efforts to welcome, understand, and affirm all students, and to treat their cultural and linguistic backgrounds as equally valid and important should be reflected in every facet

of the classroom environment. This approach is especially important when addressing literacy for an increasingly diverse student population. Effective literacy instruction builds upon the cultural and linguistic backgrounds, ways of making meaning, and prior knowledge that all children bring to the classroom. Such instruction also acknowledges the important role of culture in language and literacy learning. Understanding and respecting the array of different cultures and languages represented in their classrooms helps educators adopt strategies for teaching literacy that will encourage and support student achievement in higher education.

Keywords: cultural and linguistic backgrounds, diverse student population, literacy instruction, making meaning, student achievement.

DI.7. How is person with disability excluded and included in Society? (A Narrative Analysis) Akhilesh Yadav, Research Scholar, Central Institute of Education (Dept. of Education), University of Delhi, akhileshyadav.edu@gmail.com, 9889657759, Professor Shailaja Chennat, Department of Education, (Central Institute of Education), University of Delhi.

In this study, researcher discussed to the theme of 'Inclusion and Exclusion in society for person with disability'. In the research first part, we are discussing to the role of society narrative and attitude for person with disability. Find out the research to negative attitude of society for person with disability and negative and low narrative has society for person with disability. In Second part, disused to the causes of exclusion in society, find out more causes of exclusion like; by society does not create an opportunity for person with disability, their economic status, their poverty level and his capability. In third part of research, we have disused creation of social inclusion. In this part find out the society, provide more opportunity of person with disability participants in the society, by improving capability of person with disability; make the society person with disability friendly. In fourth part of research, disused to the how create an inclusive society, find out to in the part, person with disability participation increase in society and economic and skill development of person with disability. In conclusion, part of research, to discussed society needs of awareness about person with disability, because society becomes sensitive toward person with disability needs and importance. Because of which society create barrier free environment for person with disability. It will have advantages of society, by which society will become an inclusive society. It is necessary to develop skills for economic development, most importance things skill for economic development of person with disability. Last is very importance for person with disability, their participation in the society, we can only imagine that a person lives in society, but he does not get the opportunity to make any decisions in the society. Then, how will his life be as if his life cannot be as if a person is living his life on an island. In the same way, their life also becomes one. It is not right to overcome any social decision-making process based on his physical condition.

Keywords: Disability, Inclusion, Exclusion

DI.8. Emotional Problems faced by Children with Learning Disabilities in Inclusive Classroom. Mr. Shamsad Alam, Department of Community Education and Disability Studies, Panjab University, Chandigarh. shamsadedu@gmail.com

Emotions play an importance part in human's life. Emotion starts playing its vital role from the birth. When a child grows up, he or she develops emotions. These emotions may take the shape the jealousy, joy and sorrow, delight and depression, excitement and relaxation, anger and fear and lots of other feelings. Children with learning disabilities have the same needs, hopes and fears as other

person. Learning disability, a neurological based psychological processing disorder, engages in the understanding and language usage, upsetting the learner's skills in reading, speaking, listening, thinking, recalling and doing mathematical calculations. This predicament may subsist among children with learning disabilities, where intellectual, physical, moral, social, emotional and all potentialities are elevated. Largely children with learning disabilities are found to be incapable to use their potential to the maximum due to certain constraints. Being very sensitive and adjusting themselves both with their internal self and the changing society, they experience the same emotional problems as other people experience. One in every fourth children with learning disabilities experiences emotion problems. Parents, guardian or teacher and other professional play vital role in it to go it smoothly. Their needs are recognized by the parents, guardian or teacher. Appropriate supports are given to them. If they are not cared or supported, their emotional problems can be rougher and the range of the problem can increase. This paper focuses on the emotional problems experienced by the children with learning disability in inclusive classroom. The role of the Parents, guardian or teacher and other professional are discussed that help the children with learning disabilities to develop emotional maturity. This study also discussed the interventional strategies and prevention programs for children with learning disabilities. The descriptive statistic method and case studies are used in this study.

Key Words: Emotional Problems, Children with Learning Disabilities, Special Education, Inclusive Classroom,

DI.9. "Think College": Providing college experiences to Persons with Intellectual and Other Disabilities. Dr. Renu Malaviya, Associate Professor, Department of Education, Lady Irwin College, malaviyadelhi@gmail.com

Individuals with Intellectual Disabilities are at large not able to be high graders on the academic front. Hence the probability that any of them is able to reach the college level is infinitesimal. The percentage which is able to achieve high grades even at the school level is minuscule. However, what is the learning and objective of college education? If, as it is, is to enable young adults to achieve experiences which are not only academics based but also experiences which are beyond academics, then learners with limits in academic achievement should also find spaces in the Post-Secondary Education (PSE) System. College experiences are the gate way for evolving young adults into creative, contributing members of society and of world citizenship. This thematic article would attempt to trace and document the movement of , "Think College" for persons with disabilities globally and the possible strategies that are being adopted and the possibilities for strategies which can be used in the colleges and universities infrastructures to enable college experiences for learners with disabilities to become effective, creative and contributing members of the world citizenship. This paper would attempt to bring fort the wide array of possible experiences including social, academic, skill development and employment which the college experiences provide and are capable of providing as the transition agencies between student learner and adult contributor to society. How also these experiences enable a person with disability is general and with especial focus on the person with intellectual disability to be a lifelong learner.

The paper will attempt to document the role of multi-disciplinary team consisting of school and college teachers, curriculum developers, university policy makers, special education teachers and rehabilitation professional who can facilitate the evolution of flexible teaching-learning processes leading to employability and life-long learning. It would also involve the ability of the teacher as a facilitator and reflector to be the key person to enable universal design of pedagogy and learning.

DI.10. Effectiveness of Structured Teaching Programme on Knowledge and Attitude regarding Learning Disability in Children among Primary School Teachers in Delhi & NCR. Pallavi KAKKAR, Research student ,Amity Institute of Occupational therapy, Amity university, Noida, Vidushi sharma, assistant professor, amity institute of occupational therapy, amity university, Noida. vsharma7@amity.edu

Objective: This study investigated the effectiveness of Structured teaching Programme on Knowledge and Attitude regarding Learning Disability in School Children among Primary School Teachers in Delhi & NCR Methods: five schools were selected through random sampling (lottery method) from each zone (East, West , North, South) of Delhi & NCR and 30 teachers using convenience sampling were selected from each zone of Delhi and NCR. Pre test of knowledge and attitude of teachers were assessed using "Questionnaire related to Knowledge and Attitude of Teachers towards children with learning disability". Structured Teaching Programme was given to teachers and post test of knowledge and attitude of teachers was assessed using same questionnaire after the Programme. Results : Paired t-test and Pearson correlation were used to analyze the data and results revealed that Structured Teaching Programme has shown significant improvement in the knowledge of teachers regarding learning disability but no significant improvement was observed in the attitude of teachers after the programme. Age and years of experience of teachers has no relation with the knowledge and attitude of teachers using SSPearson correlation. Conclusion: The study concludes that   Structured Teaching Programme has shown significant improvement in the knowledge of teachers regarding learning disability but no significant improvement was observed in the attitude of teachers after the programme.

Key words: Structured Teaching Programme , Primary school teachers , knowledge

DI.11. Gender dysphoria in the classroom: the exclusionary perspective, Shivani arora, asst.prof., dept. of education, shyama prasad mukerji college for women, university of delhi, 9810571233, shivaniarora1175@gmail.com

The contemporary world claims to boast about inclusionary practices in education which accommodate diversity in all its magnitude but sadly across the globe, children are excluded on the basis of color, creed, caste and even gender. The cornerstone of inclusive education is the creation of a society and culture which embraces individual differences and provides equal opportunities for each child to learn and develop. However the gender diverse child is discriminated and humiliated because they do not subscribe to the binary construct of gender existing in the society sine die. The mainstream school does not take into cognizance the special needs and challenges faced by the transgender learners thereby marginalizing their existence. In order to enable the gender diverse learner and empower them to participate as fully functioning individuals, it is imperative that their differences are respected and their existence is valued.

DI.12.

विधिक अधिनियमों में शिक्षा के परिप्रेक्ष्य में विकलांगता की स्थिति का अध्ययन सुमन शर्मा, शोध विद्यार्थी सी0आई0ई0, दिल्ली विश्वविद्यालय संपर्क न0 −9811564901, 9318433609

विकलांगता जन्मजात हो या किसी दुर्घटना के कारण ये प्रकृति प्रदत्त है। विकलांग होना या न होना ये व्यक्ति के हाथ में नहीं है। हाँ, विकलांग व्यक्ति को किस नजरिये से देखे, समझे व जिये ये किसी भी व्यक्ति के जीवन दर्शन व जीवन अनुभवों पर निर्भर करता है। ऐसे में किसी विकलांग व्यक्ति को सामान्य जीवन जीने के समाजिक, भौतिक व मानसिक परिवेश से वंचित करना उसके प्रति मानवीय मूल्यों की अवहेलना है।

विकलांगता के क्षेत्र में कार्य करने वाली शोध छात्रा और स्वयं एक विकलांग होने के रूप में, मैंने विकलांगों के प्रति मानवीय मूल्यों की अवहेलना को बड़े स्तर देखा, महसूस किया व जिया है। प्रस्तुत शोध पत्र में विधिक अधिनियमों में शिक्षा के परिप्रेक्ष्य मे विकलांगता की स्थिति का अध्ययन कर रही हूँ। पूर्व के समय में शिक्षा के क्षेत्र में विकलांगों की स्थिति बहुत अच्छी नहीं थी। प्राथमिक स्तर पर उनका नामांकन नगण्य था, इसलिए उच्च शिक्षा के स्तर पर उनकी संख्या का न्यूनतम होना स्वाभाविक था।

वर्तमान समय में विकलांग बालकों की विद्यालयों में नामांकन की संख्या में कुछ वृद्धि हुई है। वर्तमान समय में विधिक स्तरों पर भी विकलांगों की स्थिति और स्वीकार्यता हेतु प्रावधान किये गये है। ऐसे में विचारणीय हैं कि क्या विकलांगों की स्वीकार्यता में शिक्षा और सुविधाओं के बढ़ते स्तर की वजह से सुधार हो रहा है, या विधिक प्रावधानों के प्रभाव के कारण ये कृत्रिम स्वीकार्यता बनी है। विदित रह कि विधिक प्रावधान अपने साथ कार्य के एक निश्चित प्रतिरूप में होने व न होने की स्थिति में दण्ड देने की नियति व शक्ति से संबंद्ध होते है। समकालीन परिस्थितियों में व्यवहारिक वस्तु स्थिति को जानने व समझने के लिए प्रस्तुत विषय का अध्ययन प्रासंगिक है। इस संबंध में कुछ प्रश्न उत्पन्न होते है–

विधिक अधिनियमों में विकलांगता के संदर्भ में क्या प्रावधान किए गए है?

विधिक अधिनियमों में विकलांगता को किस प्रकार देखा व पारिभायित किया गया है?

विधिक अधिनियमों में विकलांगता को शिक्षा से किस प्रकार जोड़ा गया है?

क्या वर्तमान विधिक अधिनियम विकलांगता व शिक्षा को उपयुक्त प्रकार से संबोधित करते है?

क्या विधिक अधिनियम शिक्षा के क्षेत्र में विकलांगता की सहज स्वीकार्यता के लिए एक मजबूत आधार की भूमिका निभाते है? आदि।

इस संदर्भ में मैंने शोध हेतु पाँच अधिनियमों का चयन किया–

शिक्षा का अधिकार अधिनियम 2010

विकलांगता अधिनियम 2016

बाल श्रम अधिनियम (संशोधित)

समग्र शिक्षा अधिनियम

मानवाधिकार अधिनियम।

उपयुक्त अधिनियमों के गहन अध्ययन के साथ विद्यालयों के निरीक्षणों, व विद्यार्थियों, अध्यापकों एवं अभिभावकों के साक्षात्कारों के साथ विधिक अधिनियमों में शिक्षा के परिप्रेक्ष्य में विकलांगता की स्थिति के अध्ययन का प्रयास प्रस्तुत शोधपत्र में किया जाएगा।

DI.13. Researching Accessibility, Efficacy and Challenges in Shadow Education System for Children with Disabilities. Sunita Kathuria, Senior Research Fellow, School of Education. GGSIP University, Dwarka, Delhi. sunit.kath@gmail.com

In past decades the concept of providing supplementary tutoring was very much confined to relatively well-to-do families but in this contemporary era, this has become a major phenomenon all over the world and is reaching to much wider spectrum of income groups. As this phenomenon mimics the formal school system, it is appropriately termed as Shadow Education System (SES). Shadow Education is defined as "a set of educational activities that occur outside formal schooling (private supplementary tutoring) and are designed to enhance the student's formal school career". In this paper, the researcher has attempted to deal with few important questions that arises in our dynamic system i.e. despite of phenomenal growth in SES, do Children with Disabilities (CwDs) have accessibility to current SES available in their neighbourhood and if yes then how SES is assisting the CwDs to stretch their learning and

achieve academically in their formal setup. The paper also highlights the methodological challenges in SE facility available for CwDs. The data is collected from 80 parents and 40 teachers of CwDs. Questionnaire and interview schedule are being used as tool in the study. The survey was conducted in 15 schools. The result is drawn on both the quantitative findings and insights from the Qualitative data (interview). The finding of the study underlines the complexity of processes and relationships. It seeks the attention of all the stakeholders towards the need of arrangement and significance of SES for CwDs that too under their reach, may be through having tutoring support systems in different forms in their very own schools and community. It is found that some of the main challenges in SES are significant financial investment (for some it is financial burden and for rest it is out of reach), substantial amount of student's time, marketization of education, pressure of competition, wrong ethical practices so on and so forth. This research recommends healthy professional discussion to be organised at state, national and international level on Shadow Education for Children with Disabilities and accept this as one of the integral part of our Education system.

Keywords: Shadow Education, Children with Disabilities, Peer Tutoring, Challenges in Shadow Education.

EDUCATION FOR MENTAL HEALTH
Day 1: 6th December 2019 (Friday)
Time: 3.00 to 5.00 p.m
Venue : B.Ed Classroom (First floor)
Chair : Dr. Vinita Bhargava
Co-Chair : Dr. Chetna Arora

MH.1. Use of Traditional Floor Games for Creating Awareness on Mental Health Issues: A Study in Delhi. Dr. Aparna Khanna, Associate Professor, Department of Development Communication & Extension, Lady Irwin College, University of Delhi; Aprajita Sharma, PhD Scholar, Department of Development Communication & Extension and Hemlata Kardam, Post Graduate Scholar, Department of Development Communication & Extension, Lady Irwin College, University of Delhi

The study titled 'Use of Traditional Floor Games for Creating Awareness on Mental Health Issues: A Study in Delhi' focused on the mental health problems faced by youth and to understand the scope of traditional floor games in creating awareness about mental health. The sample comprised of youth in the 15-29 years age group. Six floor games with messages on mental health myths and misconceptions, depression, anxiety schizophrenia, obsessive compulsive disorder, bipolar disorder and substance abuse disorder were used to assess their efficacy in increasing the awareness and knowledge of youth about these mental health issues. Pretest and posttest were used to know about the efficacy of traditional floor games with the same group. A semi structured interview and questionnaire were used to collect data regarding the gaming experience and preference to acquire information on mental health using a game-based approach. The games session was conducted by the NGO field workers trained under the Communication for Mental Health Campaign (#C4MH) campaign during December 2018. It was found that the youth had little knowledge about mental health issues. The most common illness known was depression. They did not know about any other illnesses before playing the traditional floor games. Floor games were found to be effective in increasing the awareness and knowledge of youth regarding mental health myths and misconceptions and common mental illnesses. The games were reported to be easy, fun and reflective tools to discuss mental health issues and concerns of the youth. The study concluded that awareness campaigns using floor games should be conducted to increase the awareness of youth about mental health and break the silence and stigma associated with it. Youth expressed willingness to learn the process of using these floor games and participate in conducting awareness campaigns in the community. It was concluded that interactive and participatory games can be used to give information about mental health to youth.

Key Words: Awareness campaigns, floor games, communication, Mental Health

MH.2. Translating knowledge into practice: barriers and facilitators. Dr. Anu Taneja Gupta, Department of Food & Nutrition, Lady Irwin College, University of Delhi, New Delhi, India, anu7398@yahoo.com

Knowledge is the power which removes the darkness of ignorant mind. In this era of information boom, availability of knowledge on any subject has increased but how much is actually translated into practice is a million dollar question. One such area of research where knowledge is plenty is achieving healthy body weight. Maintaining a healthy weight status is an important aspect of our

lives and especially those of women. A healthy body weight helps to live a better life. There is no dearth of knowledge regarding the ways to reduce and maintain body weight, but still, we find so many women struggling with their body weight. Therefore, it becomes imperative to understand the barriers and facilitators for translating knowledge about weight reduction/maintenance into actually achieving healthy weight status. Method: Women (34-45 yrs) belonging to high socio-economic status living in selected residential colonies of Delhi participated in the focus group discussion (FGD). Discussions were audio recorded, transcribed and analyzed using qualitative content analysis. Results: Family and motivation level were found to be both barrier and facilitator. Lack of time and self discipline were the chief barrier and facilitator respectively. Also, friends, built and food environment, dietary habits and physical activity came out as important barriers and facilitators. Conclusion: Awareness regarding maintaining healthy body weight and techniques to achieve it is present, but there is a gap in translating this knowledge into practice. No one size fits all holds true. Personalized dietary and lifestyle strategies are helping in not only reducing excess weight, but also maintaining normal body weight.

Key words: Weight, Barrier, Facilitator, Knowledge.

MH.3. Awareness of Promotion in Health Education to the Adult Learner, Dr Chanam Sonia Devi, Assistant Professor, Department of ACEE, Manipur University, Canchipur, chanamsonia@manipuruniv.ac.in, Dr. Manoj Kumar, Assistant Professor, CESP, JNU, NewDelhi, manojkumar@jnu.ac.in

Health education is needed in the present scenario to the adult learners. Through health education only adult can improve their health and also increase their knowledge. In different ways education can boost the adult and the importance of health are also highlighted through the awareness to the adult learners. The essential components of health promotion is health education. Health education will change the adult learners and knowledge about physical, mental, emotional and social health. It also motivates the adult learner attitudes and concern the types of health education which are facing in different ways like national, regional and local levels. Objective: The present study is to examine the awareness regarding the promotion of health education to the adult learners in the Imphal West District of Manipur. Methodology: The data were collected with the help of the interview schedule developed by the investigator. In order to make an in-depth study of the present work, the normative survey method has been adopted. Results and Discussion: The present study found from the analysis that the awareness of promotion in health education to the adult learners change in their behavior and attitudes. It also makes them aware and informative about the various factors influencing on health sector as well as environment sustainability.

Keywords: Health, Education, Adult, Learner, Sustainability.

MH.4. Mental Health Education, Sakshi Yadav, Department of English, University of Rajasthan sakshiyadav2107@gmail.com, 07023069709

Mental Health Education Health has long been considered as only a matter of physical well-being but now a days it also includes other factors such as social as well as psychological or mental wellness too. According to WHO, "Mental health is a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community." People generally mistake mental health with mental illness but these two have differences. Mental health is something

possessed by everyone, it can be good or bad just like one's health but mental illness caters to a kind of disorder or malfunctioning that affects the way people behave, feel or think. There is a lot of stigma attached around mental health which makes people develop negative attitude and beliefs towards individuals suffering from mental health problems. This mostly happens because of the lack of awareness among people regarding the issue. Public is reluctant in Saccepting it as something normal and prefer to go along with the accepted notion. One mode of making the masses aware about mental health is through education and such education is required to be provided from school level only. This paper shall try to establish importance of mental health education, what steps have already been taken in this regard and what else needs to be done.

Keywords- Health, WHO, Awareness, Stigma.

MH.5. Teachers play an influential role in the overall development of young minds, Dr. Dayal Pyari, Amity Institute of Education, Amity University, Noida, dpyari@amity.edu, 07042087585, Ms. Har Simran Lakra, Amity Institute of Education, Amity University, Noida, harsimran.lakhs3096@gmail.com, 9717047255

Teachers play an influential role in the overall development of young minds. Teacher- student relation has always been a deciding factor as to in which direction the future of individual as well as society would go. Many people can point to one teacher that inspired them to reach far, innovate and create. Studies have shown that earlier teaching used to be hierarchy based. However, it has now become counselling and hospitality based. In this context, this paper tries to analyze the changing relationship between students and teachers and its impact on the society. The paper highlights how in the recent times stereotypes regarding male teachers have been broken. Earlier it was believed that women tend to become better teachers as they were considered as natural caregivers. However, this paradigm seems to be shifting now as men are also considered equal care providers as women. The purpose of this paper is to explore the contributions that teacher makes in reforming education and reconstructing programmes and practices towards a sustainable future. The paper exemplifies the ways in which teaching and learning for a sustainable future programme can support teacher educators in this task like use of technology as a teaching aid. It deals with the fact that how a teacher is regarded as an effective agent of social change.

MH.6. Inclusion of health promotion in education Ruby Aikat, Assistant Professor (Occupational Therapy), Amity University, Noida, ruby_aikat@rediffmail.com, Stuti, sehgalstutiss@gmail.com, Navita.

The objective of the study is to include health education program in curriculum of the schools. The goal of the health promotion is to increase health knowledge and creating positive attitude towards their own health and promoting health behaviour. Today health promotion is gathering too much of strength. In spite of this up-and coming tradition, little has been done to travel around what the approaches actually represent, particularly in terms of health promotion in schools, professional organizations and society. It is recommended that more researches in this region should be adopting qualitative approaches - including semi-structured interviews, focus groups, workshops and developmental schemes of health education- in order to expose the buried meaning of 'health promotion' predominantly in the school context. Habitually schools have become the focus of this health promotion in education. Starting from the pre schools to high schools , it provides knowledge of human body parts and introduce the children to all the preventive and precautionary measures. When a child approaches puberty, the choices travel around drug use and sexual behaviour. It can only be controlled through health promotion in education. Education programs and seminars should

be encouraged on health promotion in schools. However, the inclusion of health promotion as a curriculum in the schools in UK indicates that the government has implicitly acknowledged that it is a key region of education that should be addressed within the context of everyday school lessons.

MH.7. Character Strengths and its effect on adolescent's psychological well –being, Mallika Vohra, Department of Psychology, Amity University, Noida , Uttar Pradesh,India vohra_mallika@yahoo.co.in, Dr Neelam Pandey, Department of Psychology, Amity University, Noida , Uttar Pradesh, India, npandey@amity.edu

Each one of us possesses certain strengths in varying degrees that make up our own unique profile. They may be broadly classified as humanity, courage, justice, wisdom, temperance and transcendence. They are universally appreciated and encompass our capability to help ourselves and others to produce positive results. It requires an extent of cognitive maturation that enhances during teenage years by identifying, embracing and cultivating these strengths among adolescents . Hence involves the use of the will to accomplish goals in face of challenging circumstances, both external or internal and help children connect to the universe and make it more meaningful through the use of virtues. These strengths must be fostered to ensure that adolescents become flourishing –packed with enhanced functioning and constructive emotions both psychologically and socially well. During the adolescence period , children go through various changes physically and mentally which affect their behaviour emotion and thought processes . They constantly undergo different phases and challenges –specially about their self –identity .Firstly, this paper deals with the need and importance to build up essential character strengths in school going students. Secondly, Re-aligning the attention and also exploring what makes life worthwhile and also identifying suitable conditions of our lives, as individuals and as communities. Thirdly, To be happy is not something intrinsic but something acquired throughout our life and is reflected in good character.

Key words - Character, Psychological, Well-being, Children, Strengths

MH.8. Effect of Lycopene in Anemic subjects, Sohini Paul, Aparna Sarkar, Sudipta Saha and Nabila Marium, Department of Physiology, Amity Institute of Physiology and Allied Sciences, Amity University, asarkar@amity.edu

Introduction and background: Lycopene is a red carotene and carotenoid shade and phytochemical found in tomatoes and other red products of the soil, for example, red carrots, watermelons etc. In previous studies the effect of lycopene is observed in anaemic subjects. This can vary according to the age, sex and other physiological parameters. When the severity of anaemia increases some of the main symptoms are fatigue, weakness, dizziness and drowsiness. Aims and objectives: The aim of the present study was to find out the effect of lycopene multi vitamin supplement on various blood parameters of anaemic subjects. The blood parameters examined were: Hb (Haemoglobin), RBC (Red Blood Cells), PCV (Packed Cell Volume), MCH (mean corpuscular hemoglobin), MCHC (mean corpuscular hemoglobin concentration), MCV (mean corpuscular volume), ESR (erythrocyte sedimentation rate).Methods: 20 subjects, mainly girls whose age ranged between 20.2 ± 0.44yrs were selected for the study. They gave written consent for participating in the study. Before taking the blood sample of the subject the basic information such as height, weight, age, blood pressure was noted. Then blood sample for Hb test was collected and sent to the lab for analysis. After that lycopene tablets were given to the subjects for about 21 days. Then, after completion of 21 days again we collected the blood samples of the same subjects and the reports

were sent for further analysis. Result and Conclusion: Effect of lycopene was observed in Hb, RBC, PVC, MCV, MHC and MHCH . There was an increase in all blood parameters but was not significant. This may be due to small number of subjects included in the study. Another reason might be that the medicine was administered for a short duration.

Keywords: Lycopene, Anemia, blood indices

MH.9. Impact of value based education on well-being: A review,Ms. Lakshmi Ramesh,Amity Institute of Physiology & Allied Sciences, AUUP NOIDA, 9810725676, lramesh@amity.edu / lakshmi2rs@gmail.com

Value based education is a threefold development of any individual, gender and age. Value system is the backbone of society. Values are the guiding principles of life. It deals with human values that help to redesign the fabric of our own educational system. It is an ingredient required to develop a strong moral basis to a student's life and to give them opportunity of doing well on the world. Values influence one's decision making in life and help in building healthy relationships in society. This paper is based on review of studies conducted on importance of value based education in enhancing happiness and well-being among individuals. The present education system is devoid of ethical values. The societal moral values are declining and now our country is showing concern for value education. Value Education is essentially required to provide motivation and guidance to our youngsters & to develop morality and character which is beneficial for growth of both the individual youth & society. It preserves our culture & influences our decision making skills in life. It also helps us grow by building health relationships in society we live in. Our existing environment including family system, education system & media is presenting a crazy picture. Thus value based education is very necessary for social stability.

Key Words: Value based education, society, human values , happiness ,well -being ,culture.

Teacher Education & Learning
Day 1: 6th, December 2019 (Friday)
Time: 3.00 p.m to 5.00 p.m
Venue:B.Ed Classroom (Basement)
Chair : Dr. Ashish Ranjan
Co-Chair : Dr. Bhumika Batra

TL.1. The Power of Storytelling in Classrooms: Role of Teachers, Dr. Dimple Rangila , Assistant Professor, Department of Human Development and Childhood Studies, Lady Irwin College, University of Delhi, dimplerangila@gmail.com, 9899788556

Children's ability for sharing, making, and exchange of stories in the classroom can lead to a form of learning that can be particularly useful as an approach that can acknowledge understanding of self and others in the classroom. The present paper attempts to demonstrate through specific exploration of storytelling in primary classrooms, its role which interplays at multiple levels than is often believed. Experiences, observations and stories of children and the world around them raised in this chapter come from fieldwork in primary classrooms of three state-run schools and three private schools of Delhi.

Participatory and constructive tools were used to generate storytelling voices of children.

Findings revealed that teachers played a paramount role in connecting students' culture as a basis for learning and as a connect with fellow learners. Giving an opportunity to children to share their stories acknowledged their skills, knowledge and experiences as valuable context for learning within the context of school and bridged the home school divide. At the same time their stories served as a context and content for learning in schools.

Keywords: Storytelling, Teachers, primary classrooms.

TL.2. Impact of emotional intelligence on teaching self-efficacy among b.ed. Students : a study, Dr. Ruchi Dubey, Assistant Professor, Dept. of Education, University of Allahabad, Prayagraj, U.P. ruchidubey31@rediffmail.com , Dr. Pratik Upadhyaya, Assistant Professor, B.Ed. Dept., K. N. Govt. P. G. College, Gyanpur, Bhadohi, U.P.

The present study aimed to find out the relationship between emotional intelligence and teaching self-efficacy among B.Ed. students separately. The study also aimed to compare teaching self-efficacy of B.Ed. students with high and low emotional intelligence.The sample for the study comprised of 135 B.Ed- IV semester students of Prayagraj city. Emotional Intelligence Test (Student-Teacher Form) developed by K.S. Misra and Teaching Self-Efficacy Inventory developed by K. S Misra and R. Dubey were used as tools for the collection of data. Product moment coefficient of correlation and t-ratio were used as statistical technique for the analysis of data. The findings of the study revealed - positive correlation between emotional intelligence and teaching self-efficacy among female and Arts stream B.Ed. students, no relationship exists between emotional intelligence and teaching self-efficacy among male B..Ed. students and B.Ed. students of Science stream, Female B.Ed. students with high emotional intelligence have high teaching self-efficacy as compared to female B.Ed. students with low emotional intelligence, B.Ed. students of Arts stream with high emotional intelligence have high teaching self-efficacy as compared to B.Ed. students of Arts stream with low emotional intelligence, male B.Ed. students with high and low emotional intelligence do not differ from one another on teaching self-efficacy, similarly B.Ed.

students of Science stream with high and low emotional intelligence do not differ from one another on teaching self-efficacy.

Key Words: Emotional Intelligence, Teaching Self Efficacy, Teaching Self-Efficacy Inventory

TL.3. Education reform has its main purpose to make sure that the education delivered is of quality, Amanpreet Kaur, Amity institute of education, Amity University, Noida, amanpreetksarna@gmail.com, 9818236671

"Education reform has its main purpose to make sure that the education delivered is of quality"-The quotation highlights significantly on what MHRD intends to do with the recent Education Policy of 2019. The draft proposed seeks to address the challenges of "Access, Equity, Quality, Affordability and Accountability". The focal points put forward in National education policy are restructuring of educational framework, revising the current examination system and teacher training etc. As 'teachers' being the most important element in transforming the standard of education. The purpose of this research is to focus significantly on the management of teachers. It has been seen that the shortage of fully qualified and trained teachers has become the greatest concern in the country. Using cross-sectional analysis this study focuses on the substandard levels of teaching that have existed over last 10 years. It is interestingly seen at various levels that the students who score 100 percent marks in their schools and colleges have the least knowledge about the most basic things in the subject . Not only students, the more striking observation is that, even teachers do not have a proper knowledgeable learning. These teachers push their students over securing good grades by rote-learning or even in cities like Uttar Pradesh and Bihar, cheating and copying in the examinations have become a common issue. Therefore ,through this policy MHRD encourages more on the holistic development in the education policy. It advocates that with proper management of Teachers and curriculum, focus should be more on knowledge based learning rather than stressing children over marks.

Key Words: Education Reform, Access, Equity, Quality, Affordability, Accountability

TL.4. Rural Education : People' s participation and acceptance, **Aditi Sharma, University of Rajasthan, Department of English literature, Jaipur, mailmenow8aditi@gmail.com, 7976326601**

The World Bank has defined rural development "as a strategy designed to improve the economic and social life of a specific group of people - the rural people ." Half of the population lives in village and education system in rural area plays a significant contribution in the growth of economy . Education has a desirable controlling influence over development of the rural individual , family , community and society that leads to reduced poverty and controlled unemployment . Function of education include imparting social change making rural people aware about their rights , improving individual standards of living providing employment and income opportunities to rural people .Right to education is the primary right of every citizen of India whether a child resides in a high profile society or in far away not so developed schedule village . In India condition of rural education is still very poor there are very few schools in the rural areas and children have to travel far away distance to avail these facilities . This paper focuses on the crucial motivating factor for the development of the economy in today's time is education it explores the significant role of

education in India specially in rural India . All education innovation requires strong community support and participation that used as an indicator for measuring the progress of various programs

TL.5. Transacting Language Across the Curriculum: The new challenge to Teacher Education in India, Ruchi Bajaj, Research Scholar, School of Education (SOE), Indira Gandhi National Open University (IGNOU), Delhi, India, ruchibajaj85@gmail.com, 9911093834

Language Across the Curriculum (LAC) was introduced as a new compulsory course of study as a part of National Council of Teacher Education (NCTE) 2015's new curriculum framework for teacher education in India. The new curriculum framework recognized the important role of language as a tool for academic learning and achievement. All the universities offering teacher education programmes were expected to redesign the syllabus according to this new curriculum framework. In this paper I will not only attempt to explore the concept of Language Across the Curriculum but will also shed light on whether the B.Ed. syllabus offered by Guru Govind Singh Indraprastha University (GGSIPU), Delhi is in consonance with the Language Across the Curriculum concept and the B.Ed. curriculum framework 2015. Based on the study, the paper addresses the challenges that exists with respect to transacting Language Across the Curriculum course in the present scenario. The present paper also makes modest attempt to provide practical suggestions for overcoming the aforesaid challenges.

TL.6. Challenges in teaching-learning, Abdul Basith.P, Bachelor in English, IGNOU, Delhi, Basithkallikkandy1@gmail.com, 8943707035

Education is an important medium of acquiring essential knowledge and skills. Our world is constantly changing and developing. So teaching and learning it is very important to bring up an intelligent people who could understand the problems of modern society. This paper presents a study aimed at understanding how the different teaching and learning challenges are conquering our nation .the popularity of a high school course often masks the challenges in students and teachers. This section of the research discusses the method followed to gather and analyse data. It includes challenges from modern government, violence in schools and universities and other educational challenges in India. However this paper prove the new methodology of teaching learning without challenges and prove the contemporary challenges in educational sector in india. In addition to this, three focus group discussions were conducted involving 15 intellectual persons and bring a brief experience about their life.

TL.7. The Role of teachers in Sustainable Development. Hemant Singhal, Dr. P K Pandia Department of Education, Jaipur national university, Singhal29hemant@gmail.com, 9891457861

Teachers are always expected to bring about a transformation in a human being and that this transformation hass to be positive and as such, his contribution has to be undeniably towards

sustainable development. They have to integrate the transformation and learning on matters related to sustainable development. The commitment of teachers is required to foster transformation in learning and education for sustainable development. Transformative approaches have to be adopted by educationists to enhance the emphasis to sustainability in the curricula. Education research has already established the fact that there is a great role of transformation in higher education and particularly in sustainability learning. Teachers have to just integrate sustainable development into their teaching. Some findings have come to light that the concept of education for sustainable development has still not been adequately integrated. In this regard some qualitative case studies were undertaken in higher education institutions of Brazil, Serbia, Latin America, South Africa, Spain, Syria, UK and then this fact came to light. To enhance sustainable development, the curricula and other things have to be redeveloped and redesigned using collaborative approaches. It is also a fact that the reflections of teachers on their own value system are very important for developing the transformative potential of students for sustainable development. Universities and higher learning centers have to relook at their roles to restructure the system to boost sustainable development.

TL.8. Women's Movement in India: Reflection on Women's Education. Rajni, Department of Education, University of Delhi, rajnis49@gmail.com

The contemporary women's movement in India (1947-present) has played a significant role in making issues of gender and women education to the forefront of government development planning and programs and defining feminist politics. The present paper attempts to explore how the various women movements have addressed the issue of women's education from historical perspective. The first section attempts to trace the historical contributions of the social reform movements as well as the nationalist movements in promoting women's education in India. The second section examines the history of role of the contemporary women's movement in changing patterns and structure of women education through government five year plans. The third section discusses women's empowerment and education from the historical perspective of the women's movement in India. The last section of the paper highlights the emerging challenges facing the recent women's movement in promoting women's education for equality and empowerment.

Key Words: Women, Education, Movement, Empowerment.

TL.9. Education: The Perpetual Fountain of Wisdom and Beyond. Dr. Santosh Bahadur Singh, Assistant Professor, Dept. of English, Lady Irwin College (DU), Dr. Varsha Singh, Assistant Professor, Department of English, Deshbandhu College (DU).

Education is only the way which discerns human to the other species of the universe. This is the means by which we empower wisdom to a person to conceive the view of *vaisudhaiva kutumbakam* (the world is one family). The growth a person is the growth of a nation. It means the seeds of augmentation lie in the character of a person, what the father of our nation, Mahatma Gandhi used to say, "The end of all knowledge must be building up of character." He focused on the mental, physical and psychic expansion of a person. There must be such education which may embellish a person with the lash of intellectuality and spirituality to make the character bold and full of the vibes of constructive energy. If education creates a space between human and humanity, there will be nothing but the death of the human civilisation. So, there is a serious challenge before this generation to protect the earth from such devastations created due to pseudo-education. There is the need to close the loophole of education and make it sustainable for the future of the world. In this paper, I have tried to encapsulate the view of Swami Vivekananda, Mahatma Gandhi, S. Radhakrishnan and Delors Report on education which identified a number of tensions generated by

technology, economy and social change. Further, there is an attempt to justify the education as the *kalpvriksha* which fulfils all the desires of a human, but the wisdom is required to bifurcate between the wholesome and unwholesome objectives which decide the fate.

TL.10. Role of JSS in imparting Adult Education: Analysis and its impact. N. Shradha Varma, Assistant Professor, Department of Economics, Maitreyi College, Delhi University, shradhavarma90@gmail.com

Education is an important tool to improve the quality of one's life. It not only helps the person to expand his financial opportunities but also help him to evolve as a rational individual. In this context, Adult Education iSs a formidable issue concerning Indian society. The Indian policymakers have always shown considerable concern in developing enough possibilities for educating adults because undoubtedly, education of adults is directly linked with the social, economic, cultural and political regeneration of this country. To ensure education of all adults, there have been many steps taken by the government and out of all, the initiative of Jan Shikshan Sansthan (JSS) stands out as one of the major and relevant reforms. JSSs are government established institutions aimed at imparting education to illiterates, neo-literates or semi-literates, basically, un-reached or isolated population. These educational organizations have the main intention of imparting literacy-linked vocational education along with providing technical and practical knowledge for the skill development of the beneficiaries. This paper focuses on highlighting the necessity and the impact of the establishment of JSSs and also talks about the challenges in the working of these institutions. Though these are the revolutionary organizations but need systematic and focused attention for the much more impactful results in terms of higher quality of education given to adults of all categories and also for betterment of the society. The main aspect of the paper is to illuminate the positive step in the adult education dimension and discusses the loopholes in establishing the effective platform for imparting appropriate adult education.

Keywords: Literate, Adult Education, Technical Knowledge, Vocational Education.

TL.11 Cooperative Learning as an Effective Measure among Students: A Review Paper
Kritika Rastogi, PhD, Assistant Professor Christ (Deemed to be University), Delhi NCR, India, kritika.rastogi@christuniversity.in

Learning is a mutual process in which role of student is likewise important as the role of educator, peers and teacher. Cooperation from learn-mates, peers and teachers makes learning process tranquilly effective for students. Social interaction plays a major role in learning and quality of interaction is one of the predictors for effective learning (Cohan & Lotan, 1995). However lack of interaction is one of the major problems among students (Fritschner, 2000) and which may affect the learning. Cooperation in learning occurs when a students are not only concern about his or her own learning and outcome but at same time he feels responsible for the leaning of other learning fellows (Johnson & Johnson 1989). Vygotsky, the famous Cognitive Psychologist in his theory of Cognitive Development also argued the role of environment and More Knowledgeable Other (MKO) as an effective measure for learning and development.This paper focuses on reviews of the various studies happened on cooperative learning as an effective tool in the learning process. The aim of this paper is discuss the various techniques based on various studies and theories that can be incorporated in teaching for the effective learning.

Keywords: Cooperative Learning, Effective Learning, More Knowledgeable Other.

TL. 12. Reflective Teaching: Thinking, a strategy and a preparation for the future. Geetika Sharma, Mani Bhasin Kalra. Department of Education, Lady Irwin College, New Delhi

Reflective teaching means gazing at what you carry out in the classroom, speculate why you do it, and ponder upon if it works - a process of self-introspection and self-analysis. Reflection is assertion as a target in most of the teacher preparation programs. The present study was conducted keeping in mind the above statement. The sample comprised of 120 budding teachers from a premier institute of University of Delhi. Sample was randomly selected. A self-report form was collected from the participants that comprised of their reflections about the practice of teaching. Data analysis revealed that student's interest and motivation is important for teachers to teach. This study has important connotations for the practicing and future teachers.

SCHOOL EDUCATION
Day 2: 7th December, 2019 (Saturday)
Time: 11.30 a.m. to 1.30 p.m
Venue : MPR-1 (Ground Floor)
Chair: Dr. Shashi Guglani
Co-Chair: Dr. Sultan Singh

SE.1. Roles and Responsibilities of School Heads: An Analytical Review of the Indian Education Policies.Dr. Shadma Absar, Ph.D., NIEPA, New Delhi, drshadmaabsar@gmail.com, 9999966417

School heads play a very crucial role in the overall functioning and progress of the schools. Their efforts and initiatives are important in achieving school effectiveness and improvement. They are also considered as a hinge between the school and society. Evidences from researches in India and across the globe have indicated that quality of education is greatly linked with the way schools are organized and managed. School leadership is second only to classroom teaching as an influence on student learning (Leithwood et. al, 2006). They improve teaching and learning indirectly through their influence on teacher motivation, commitment and working condition (Leithwood and Jantzi, 2006). In this back drop it is important to understand the roles and responsibilities of school heads, the present paper attempts to critically analyse the role and responsibilities of school heads as envisioned by the various education policies, commissions and committee reports over the years. From the secondary education commission in 1950's to the NEP (draft) 2019), the roles and responsibilities of school heads have evolved considerably. Initially policies considered school headship as progression/extension to the teaching profession only, whereas in the present context it is being considered as a specialised cadre. In the XII five year plan it was realised that leadership development in school education as crucial vehicle to empower and drive critical education reforms in the country. The roles and responsibilities of school heads have evolved over the years with the changing times and with the legislations like Right to Education, RTI etc. They are more accountable to the system now and face many challenges. They are expected to be role model, financial planner, administrator, pedagogic leader and more specifically a Distributed leader. The analysis also revealed the need for empowerment of school heads through mentoring, capacity building and involving them in decision making process.

Keywords: School Leadership, Education policies, Roles and Responsibilities

SE.2. Study of School Uniform with respect to their Functionality and Aesthetics Dr Deepali Rastogi and Shrishti Bansal, Department of Fabric and Apparel Science, Lady Irwin College, University of Delh, Delhi, India, drdeepalirastogi@gmail.com

School uniform is an integral part of a student's life. About half of the students' waking hours are spent in school wearing a school uniform. School uniform is an important tool of creating identity amongst students. The purpose of a school uniform is to minimize the evidences of social, cultural and financial heterogeneity amongst the students.School days are amongst the most activity filled period in any person's life. A typical school day involves various indoor and outdoor activities such as reading, writing, running, jumping, cycling etc, along with formal and informal physical activities. A school uniform should facilitate the activities of a student, both inside and outside the class room. It should not hinder any movement and activity of a child. The uniform should also be aesthetical designed to boost the confidence of student and conform to social norms with respect to

sobriety.The present study was undertaken to analyse the perceptions and experiences of students, parents and teachers with respect to different features of school uniform like aesthetics, comfort, mobility and sobriety. The study was conducted in 3 phases. In the 1st phase, an online survey was done of 50 schools in Delhi-NCR to find out different types of school uniform. In the 2nd phase data was collected o analyze the perceptions and experiences of students (8th to 10th class students from 4 schools of Delhi- NCR), parents and teachers with respect to different features of school uniform, viz., comfort, mobility, aesthetics and sobriety. Questionnaire was used as the tool of data collection. In 3rd phase changes were suggested in the uniforms so that they provide comfort and facilitate movements and various activities of children and are at the same time aesthetically appealing. The results revealed that most of the schools have shirt- skirt, belt as their uniform for girls and for boys it is shirt and pants in summers. Blazers and sweaters are a part of all the schools in winters. The most desirable feature in a school uniform was found to be comfort followed by mobility, sobriety and aesthetics, in that order. However, the present school uniforms were rated poor on mobility, that is, they do not really facilitate the mobility of the children. Also, students do not feel comfortable while wearing neckties and belts and do not want them to be a part of their school uniform. Blazers are also not considered very comfortable. Most of the girls prefer to wear a divided skirt over a simple skirt. Most subjects think that the school uniforms should be gender neutral. The most preferred uniform for both girls and boys was found to be T-shirts and Track pants. Neckties and belts should be removed from the school uniform. Blazers can be replaced by more comfortable jackets. Fabric used should be more comfortable and durable. Dark coloured lower wear should be used specially for girls.

Keywords: School Uniforms, Comfort, Mobility, Sobriety, Aesthetics

SE.3. Nurturing lifelong learning in children using the medium of school subjects. Sana Parveen, Research Assistant cum Counsellor (Family strengthening), Centre for Early Childhood Development and Research (CECDR), Jamia Millia Islamia, New Delhi – 110025, Parveen.sana20@gmail.com,Namrita Singh, Programme Officer, Centre for Early Childhood Development and Research (CECDR), Jamia Millia Islamia, New Delhi – 110025, Namrita87@gmail.com

Education is nothing but an enlightening experience. And when a child goes through the process of education system and schooling he/she is full of brilliant ideas, new thoughts and various creative ways to solve any problem and create new things. The parents and teachers only have to act as a facilitator in order to nurture their creativity, by giving them exposure and bringing them a new way to process and polish the thoughts. If we look at the current schooling system, more or less the system has became passive in providing education and learning experiences to children and the real meaning of learning has disappeared somewhere in this process of education. The objective of this paper is to see how we can make children as lifelong learners who want to explore and experience knowledge beyond textbooks too. Methodology: Group and individual counselling sessions enabled about 50 children of age group 7 to 17 in different settings were taken to achieve the objective Results: It was revealed after a period of time that the natural tendencies present in children in early years such as curiosity, imagination, creativity, persistency etc which contribute to lifelong learning had significantly improved as a result of interventions. Conclusion: This study explores practical suggestions for how a child care person can best support children in nurturing a love for learning and to make them lifelong learners using the ideas of active, experiential and self-directed learning.

SE.4. Attitude of secondary school students towards private tuition. Anshu Kumari, Central Institute of Education Delhi University, imanshu2003@gmail.com, 8826174680

The private tuition is indispensable part of our education system now these days. Students are investing their precious time in order to reap out the perceived benefit of tuition. Parents are also investing huge amount of money in order to have a better future of their child. The rise in private tuition may have a direct relation to the attitude of school students. The present study aimed to find out attitude of secondary school students towards private tuition. The descriptive method of research used in this study. A sample of 400 students were selected randomly from students who are studying in tenth class under CBSE board from Delhi. An attitude scale was constructed and standardized to collect data. This scale consists of sixty-two statements as questions which are rated at five-point scale. Discrimination power for every item was calculated. Reliability of the scale was established using split half method (.92). In order to seek validation of the scale, face validity was established. Norms for this scale has been established using Z-score. The quantitative data collected from secondary school students were analyzed through different descriptive and inferential statistics like percentage, Mean, Standard Deviation, t-test. Findings reveal that 76% students agreed that tuition is a guarantee of an improvement in student performance for a subject, 62% students agreed that Syllabus is too wide to be covered in school time alone.

SE.5. Pachisi & moksha patam: mathematical board games as an effective and affective tool for introducing basic addition and subtraction in elementary classrooms.Geeta Pathak,Guru Ramdass College of Education, GGSIPU, pathak.edu@gmail.com,   8587082767.

The mathematical knowledge is stored in people's memories and activities are expressed in stories, puzzles, riddles, folklore, and games. This mathematical knowledge that people have outside the formal school system can be made use of in the teaching and learnin.g of school mathematics. This study deliberates on indigenous games as a tool of active learning within the classroom. This quasi-experimental study kept this idea in mind and used two indigenous board games Pachisi and Moksha Patam to give an active experience and constructivist approach to the mathematical concept of basic addition and subtraction for 186 Class III students in 4 (2 public and 2 private) schools of Delhi. The controlled group was taught with traditional non-game learning technique whereas the experimental group was provided with gaming enhanced learning Technique. In the study, the Mathematics Achievement Test (MAT) was prepared and employed to check effectiveness and Teachers' Observation Scale was prepared and employed to check the effectiveness of Gaming-enhanced Learning. In the light of the findings, it can be put forward that Gaming-enhanced classes had higher achievement scores, were more motivated, and had a more positive attitude than those in traditional Mathematics classrooms. Based on these results, the researcher concluded that Pachisi and Moksha Patam not only plays a vital role as a tool for mathematics learning but also helps in bringing cultural context to learning.

SE.6. Shadow Education: an Exploratory Study of Private Schools of Delhi, Anita Sharma, Guru Randass College Of Education, GGSIPU, anita74sharma@gmail.com, 9311119881.

Shadow education is a set of educational activities that occur out-side formal schooling and are designed to enhance the student's formal school career. This paper focuses on the status of Shadow Education in the form of supplementary private tutoring in Private schools of Delhi. In this paper Researcher's endeavour is to know about the scale, nature and implications of the Shadow Education System and to identify the Pros and Cons of the Shadow Education System through survey method. It is a descriptive study where researcher took unstructured interviews of 20 School teachers(8 Schools), 20 students of class XIth and 5 private tutors. The results concluded that; Supplementary private tutoring can have positive as well as negative dimensions. On the one hand, it helps students to cover the curriculum, provides a structured occupation for pupils outside school hours, and provides incomes for the tutors. However, on the other hand, tutoring may increase social inequalities, and it can create excessive pressure for young people who have inadequate time for non-academic activities. Especially problematic are situations in which school teachers provide extra tutoring in exchange for fees from their regular pupils.

Keywords: Shadow Education, Curriculum, Private schools

SE.7. At Home In School : Life of a Residential School Teacher, Ruchira Guglani Chawla Faculty (History) Amber Valley Residential School Chikmanglur, Karnataka, ruchiraguglani@gmail.com, 09873271505

The role of teachers towards creating a sound society cannot be denied. The success of any education system depends on the quality of teachers, which, in turn, depends on the effective teaching / learning process. Teachers' role is of vital significance for the development of society and appropriate changes in the society. Thus, the quality of education depends upon quality of those who impart it. Teachers are the most important components of any educational system. Teaching in a residential school is a completely different experience. Living with the students, understanding them, seeing them grow in front of your eyes is no doubt very fulfilling but requires a huge commitment from them to meet this end. Teaching here is not a regular 7:00 am - 2:00 pm job, teachers in a residential school have the added responsibility of ensuring that children learn to be independent in a wholesome manner. Being away from parents, there is a tendency for students to become dependent on teachers. Thus it is important to strive a balance of belonging and independence in the students. The present paper aims to provide an understanding on the residential schools and their contribution towards providing quality education. It would also look at the life of teachers working in these school, their experiences, challenges and future plans.

Keywords: Residential schools, Quality education

SE.8. Violence among school going adolescents: an exploratory study. Swati sharma, central institute of education, university of education, swatibeled@gmail.com, 9873324571.

Adolescent and youth violence is a very visible and critical issue in our modern society, wherein one just has to open the news paper and the television and many related things will be highlighted. India is witnessing a spurt in violence among adolescence and undergoing a social transitions. Children stay at home for long in schools everyday, so this study will help to take out root cause of violence in schools regarding violence among adolescents. The purpose of the study is to study

types of violence prevailing in schools among adolescents, explore factors responsible for violent behaviour among adolescents, strategies adopted to deal with violence and to document suggestions for preventive measure of violence among adolescents in schools. The sample of the study comprised five zones of Delhi. One school from every zone has been selected. Ninth grade of every school was selected. Counsellors of the school, students studying in class 9 and teachers teaching grade 9 were taken as sample. The data for the research was collected from questionnaire, semi-structured interview, focused group discussion, check list and modified aggression scale by Bosworth and Espelage (1995). The findings of the study indicate that adolescents use violence in schools. These violent behaviour are internalized and naturalized in their actions. Lack of awareness about consequences and harm caused due to violence is noticed. A gap was found that teachers are well aware about types of violence prevailing, factors affecting children's behaviours and strategies which can improve adolescents' behaviour but when it comes to the steps which are practiced by them at school level, there they have mentioned suspension, expulsion, giving transfer certificate and using reinforcement and punishment with adolescents. Teachers have conceptual clarity about violence among adolescents but they were not found skillful to implement their constructive ideas through intervention at application level. Counsellors were found very much aware about problem of violence among adolescents but they faced difficulty at the level of school when it comes to give space, resources and time. There were very limited channels for adolescents to discuss their concerns and discomforts without fear of getting judged. Therefore, it is fundamental that all socializing agents are implied in the commitment of educating youngsters so they do not passively accept negative content in their lives through media and other socializing agents.

Keywords: Violence, Adolescence, Counsellors

SE.9. Comparison between education in KVS and MCD, Gunjan Kaul, Gungunhiral@gmail.com

"Education Is The Base Of Development Of A Country" So if education system of a country is strong and reliable, no one can stop that nation to flourish and evolve. As one of the ex-employee of KVS and present employee of MCD, I wonder that how two educational institution, both funded and maintained by government, both have qualified teachers who came through same procedure of screening, have so much difference in level of education, infrastructure and facilities and learning outcomes in students? As we compare KVS and MCD education quality, we all know that KVS is one of the renowned name in the field of education. Their schools are world class having all type of facilities and necessary infrastructure which certainly plays a big role in imparting the education betterly. Their result is also good and students are more confident and all-rounder. They perform better in curricular and co-curricular activities. On the other hand if we see the graph of MCD education it is certainly not satisfactory. So what are the reasons behind it? Why MCD students not able to compete with KVS students? Why the teachers are helpless to give quality result? And what are the measures should be taken to bring improvement in all areas? I would like to study all the factors and bring the possible reasons and solution in front of everyone so that we all can be benifitted.

Keywords: KV, MCD, Curricular activities, Co-curricular activities

Higher Education & Research Methods
Day 2:7ᵗʰ December ,2019 (Saturday)
Time: 11.30 a.m. to 1.30 p.m
Venue : B.Ed Classroom (First floor)
Chair:Dr. Girish Choudhary
Co-Chair: Dr. Manvi Yadav

HR.1. Contemporary Indian English Campus Novels: An Eye Opener to the Research Department of Indian Universities Charvi Oli, Department of English, DSB Campus, Kumaun University Nainital, Uttarakhand, India charvi24oli93@gmail.com , 9411197221

Literature has always played an important medium to study the functioning of almost every sector of society. Writers and authors all around the world through their works have time to time reflected on those areas of society which need some reformation and improvement. Higher education is one such area which has become a main focus of Indian writers in past few years. The conditions of higher education and research in India have been discussed by writers through a contemporary sub genre of novel called Campus Novel. Through these novels writers have focused mainly on those aspects of higher education which usually remain hidden under the blanket of idealism associated with academic institutions. Since research is an integral part of higher education, Campus Novel writers through their work have tried to bring out all those aspects which are responsible for degrading the standards of research in India. The present paper shall discuss on how Campus Novels have become an eye opener to the corrupt and pathetic ways research is being carried out in Indian universities.

Keywords- Academics, Campus Novel, Higher Education, Reformation, Research

HR.2. Positive Youth Development: A Mentoring Program in Higher Education. Sneha Saha Assistant Professor, Department of Psychology Christ (Deemed to be) University, Delhi NCR, snehasaha1990@gmail.com, 8934857757

Higher education in India has come a long way from the Gurukul pedagogy to the holistic development of the student pedagogy. Contemporary higher education is not just limited to imparting of knowledge, rather, it focuses on the entirety of the student and encourage capacity building for both professional and personal skills. The role of teachers have also evolved, teachers are now mentors and guides to the students path of academic-life journey. As a mentor, teachers have to prioritize the wellbeing of the student. Mentorship program allows students to build a trustful relationship with their mentor and undergo the journey together. As per the mandate of UGC norms for mentoring programs, many universities and colleges have adopted the mentoring program within their courses. But are these mentoring programs structured to provide students with the best opportunities for self-reflection and training? If the answer is No, positive youth development can help provide structure and meaning to the mentoring programs. Positive youth development is based on the principle that youth have potentials, without guidance this potential can go unrealized or can be transformed into negative behaviors. This study elaborates on this principle of youth potential and focuses on developing a guided program of positive youth development to provide structure and better results into existing generic mentoring programs in India.

Keywords: Positive youth development, Mentoring, Higher Education

HR.3. Ethical and Legal Considerations in Conducting Research Dr. P. C. Jena, School of Education, K.R. Mangalam University Gurugram, Haryana, Delhi-NCR (India) drpcjena@gmail.com, 9876654904

Educational research often involves people as participants in experiments, respondents to surveys or the focus of observations. Even use of school records involves people. Because human participants are involved, ethical and legal considerations are of concern. Researchers need to access first to the research site and then to the individual participant. Whenever research is conducted in an educational setting, it is necessary to obtain permission from the site's "gatekeeper", who may be the principal, educational authority, a committee that is charged with this responsibility. It is important to know and follow the approval policies of the agency. Research is a systematic investigation, including research development, testing and evaluation, designated to contribute to generalizable knowledge. The researcher is obligated to protect participant from risk such as physical, social or psychological harms. Magolda and Weems (2002) argue that harm is an inevitable outcome of much qualitative research. They say the inquiry process in ethnographic research increases the probability of harm because of the intrusive inquiry into the feelings and perceptions of participant. The present paper tries to explore some ethical and legal issues on the way of conducting research and their remedial measures.

Keywords: Research, Ethical Issues, Legal Considerations

HR.4. Teaching Research Methods to Post Graduate Students Using active Learning Approach, Dr. Jyoti Aggarwal, Department of Fabric and Apparel Science, Institute of Home Economics, University of Delhi, India, jyotiagg1975@gmail.com

Developing competencies in the research methods is a challenge faced by teachers and learners alike. Research indicates that learning research methods is hard. It places distinctive conceptual, procedural and technical demands upon teachers and learners. Researches done in the past state different solutions evolved by methodology instructors across the globe to overcome the challenge of imparting education in research methods that is practical, personal, relational and somewhat tacit. The concept of normative 'best practices' in methods pedagogy has been rejected by experts as it can erase the nuance and diversity of teaching and learning in a given context. Present paper explores active learning approach to improve teaching learning process in research methods. 25 Post graduate students taking a course on research methods were involved in the project. Traditional lecture-text classes were supplemented with active learning process like student-developed research proposals. Guided peer evaluation was carried out to further strengthen the basic concepts. Results of the study indicated higher student involvement, increased motivation and interest.

Key Words: Research Methods, Pedagogy, Active Learning

HR.5. Examining Self-Disclosure of Graduate Students, Manish Agrawal, Senior Research Fellow, Department of Education, Aligarh Muslim University, Aligarh, Uttar Pradesh, India manish05agrawal@gmail.com , 9412697925

Self-disclosure is an intentional demonstration of sharing or uncovering one's thoughts, encounters, emotions, and concealed data to someone else. It purges the weight associated with an inner voice. It is corresponding. It improves social contacts and connections. At the point when an individual feels associated, one delivers better outcomes. It determines mental health, rapport and confidence.

Therefore, it is a crucial factor to lead an opulent life. The present study was conducted on a sample of 159 graduate students. A standardised tool (SDI-A, Sinha, 2016) was used to measure self-disclosure. The researcher used two-way ANOVA to compute the data. The study is a serious effort to identify the difference in self-disclosure of graduate students in terms of gender and locality. The results revealed that there was a significant main effect of gender on self-disclosure. Female students had a greater level of self-disclosure than male students. However, there was no significant effect of locality on self-disclosure but urban students had a bit higher level of self-disclosure than rural students. Similarly, there was no significant interaction effect of gender and locality on self-disclosure. Therefore, it can be understood that the significant interaction effect for male and female students with different locality i.e., (rural & urban) does not exist on self-disclosure.

Keywords: Self-Disclosure, Graduate Students, Locality

PEDAGOGY & ICT
Day 2: 7th December 2019 (Saturday)
Time: 11.30 a.m. to 1.30 p.m
Venue:MPR-2 (First Floor)
Chair:Dr. Aparna Khanna
Co-Chair:Dr. Surabhi Negi

PT.1.A Study on e-Education Initiatives by Indian Government Present Scenario and Future prospects. Kopal Saxena, Department of Commerce, Dr. Shakuntala Misra National Rehabilitation University, Lucknow, kopal702@gmail.com, 7054611094

Today we are in era of modernization, transformation, advanced technology and development. An evolutionary change can be easily seen in every sphere of human life with increasing use of technology. Field of education is also not untouched from these changing trends. Education system incorporates foundation of a nation. Hence strong education system is basic need for growth and development of economy. Integration of e-education platforms with traditional education system is an innovative way to strengthen education system. Learning patters and methods of teaching are changing at a very fast pace. Over two decades mesmerizing popularity of e-education is increasing day by day. According a report by KPMG, the Indian online education industry will grow from 1.6 million users in 2016 to 9.6 million users by 2021. Various initiatives have been launched by Indian government to establish online education system. This research paper attempts to present an overview on these initiatives. The main objective of this paper is to analyze the present scenario and future prospects of these government initiatives. The second main objective of this paper is to discuss the vision of Indian government behind launching e-education initiatives. Various research papers, government reports, news-papers and magazines have been taken into account as secondary source of data collection for present analytical study.

Keywords: E-education, Online education industry

PT.2.Integration of MOOCs into the Indian Higher Education System,   Smita Bidani, University Grants Commission, Jamia Millia Islamia, smiabidani@gmail.com, 9990921408

Integration of MOOCs into the Indian Higher Education System – SWOC Analysis Ever since launch of MOOCs they have been undergoing constant transformation. Introduced in 2008, by 2012 they started becoming popular and soon, Indian student also showed keen interest in this trend. Resultantly, India became Coursera's second-largest market after the US. This sudden rise of MOOCs led to lot of speculation regarding its efficiency as a tool for increasing access to quality education. In most of the countries, including Canada and the USA, there are no national, state or provincial policies for MOOCs. Decisions to use MOOCs are made at an institutional level, or even by individual instructors. India, on the other hand, has taken decisive steps by coming out with well-defined MOOCs guidelines and regulations. The SWAYAM platform, is expected to be the world's largest platform for online courses. The SWAYAM regulations lay down the technical specifications for content development and designing MOOCs and the University Grants Commission has developed regulations enabling universities to allow students to accumulate upto 20 percent of total credits for a programme through MOOCs. These developments indicate that although the initial steps have been put in place, it remains to be seen whether the intended results are achieved or not. This study has been undertaken to study the theoretical framework of MOOCs guidelines and regulations and to analyse the measures to facilitate its successful integration in the

Indian Higher Education context, while also proposing a model for successful integration of MOOCs in India.

PT.3. Teaching and Learning in Science with Constructivist Approach: An Experimental Study Sumit Gangwar, Ph.D. Research Scholar (Education), SRF, Department of Education, Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha (Maharashtra) sumitgangwarhnbgu@gmail.com , +91-7522945943/8459037448

The present study is carried out to examine the effectiveness of Constructivist Approach on secondary level students' achievement in science at knowledge, understanding and application level and their Reaction towards constructivist approach in Pilibhit district of Uttar Pradesh, India. This research is based on pre-test and post-test single group experimental research design. In this study, one secondary school was selected using simple random sampling technique. All 40 students of class 9th of that school were included in the experimental group for conducting the experiment. Lesson plans of science were developed by the researcher using principles of constructivist approach. For data collection, self-made Science Achievement Test (SAT) and self-made Reaction Scale towards Constructivist Approach (RSCA) were used. SAT comprised of 30 multiple choice questions of secondary school science at knowledge, understanding and application domain. The reliability coefficient value of SAT was 0.78 calculated by split-half method. RSCA comprised of 20 statements. The pre-test of SAT was administrated on the group before starting the experiment. The next stage involved the treatment phase, in which the researcher taught 2 chapters of science (Matter in our Surroundings and The Fundamental Unit of Life) to students with the help of lesson plans which were developed by researcher. When the treatment was over, post-test of SAT and RSCA were administrated on the group. After collecting the data, the Shapiro-Wilk test was used for checking the normality of the data and Levene's test for checking homogeneity of variance. After it, analysis of data was done by using Paired Sample t-test, Mean, Standard Deviation and Coefficient of variation statistics. Hypotheses was tested on 0.01 level of significance. After the analysis of data the findings of the study revealed that the students taught by the constructivist approach performed better on Science Achievement Test at all three levels of the cognitive domain and students have positive Reaction towards constructivist approach. These findings indicate that the constructivist approach was found to be significantly effective in terms of achievement in science. Therefore it can be concluded that the constructivist approach is effective to learn science. Based on the result obtained, it is therefore recommended that teachers should use constructivist approach for teaching science and other subjects at secondary level to facilitate learning of higher levels of cognition.

PT.4. Pedagogical Approaches: What a Mathematics Teacher Needs to Know. Dr. Nusaiba Anzar, UGC-SRF, GATE(Mathematics), Ph.D (Education), Aligarh Muslim University, nusaiba.anzar@gmail.com, 08126831171,Dr. Aftab Ahmad Ansari, Assistant Professor, Maulana Azad National Urdu University-Hyderabad, College of Teacher Education, Darbhanga-Bihar, draftab.manuu@gmail.com, 09411041909

Mathematics is the most international of all curriculum subjects. Mathematical understanding influences decision making in all areas of our life be it private, social or civil. Mathematics education is a key to increasing the post-school and citizenship opportunities of young people, but today, as in the past, many students struggle with mathematics and become disaffected as they continually encounter obstacles to engagement. It is imperative, therefore, that we understand what effective mathematics teaching looks like and what teachers can do to break this pattern. This paper focuses on effective pedagogical approaches to mathematics teaching. The paper highlights the kind of pedagogical approaches that engage learners and lead to desirable outcomes. The aim of this paper is to deepen the understanding of practitioners, teacher educators, and policy makers and assist them to optimize opportunities for mathematics learners.

Keywords: Pedagogical approaches, Learners, Mathematics.

PT.5. Perspectives on Neuro-linguistic Programming: An Approach to learning Strategy, Smita Jha, Department of humanities & social sciences, IIT Roorkee. smitaiitr@gmail.com, 9760978228

The learning process in future is going to more practical than today. This article explores relationships between Neuro-linguistic Programming which has become a developing school of thought and practice in 21st century. Neuro-Linguistic Programming (NLP) developed in the 1970's by Richard Bandler and John Grinder – is an approach that aims to enhance the effectiveness of communication and facilitate learning and personal development. The term 'Neuro-Linguistic Programming' explains the fact that a person is a whole mind-body system, and that there are assumed to be systematic, patterned connections between neurological processes (`neuro'), language (`linguistic') and learned behavioral strategies (`programming') (Dilts, Bandler, & DeLozier 1980 p.2). NLP can be seen as a technology, a methodology, and an epistemology. As a technology, NLP comprises a substantial collection of frameworks, tools and techniques, some specific to NLP and some borrowed or adapted from other fields. The corpus of NLP literature often emphasizes the excellence in communication. Most frequently the epistemological basis of Neuro linguistic Programming is questioned. It is argued that, though Neuro-linguistic Programming has begun to make an impact in education, it remains a set of strategies rather than a theory or a model, and these internal inconsistencies need to be addressed if it is to have a place among the dominant learning theories of our age. It is against this background that I propose to discuss the learning strategies of Neuro-linguistic Programming in the present and future perspectives.
Keywords: Neuro linguistic Programming, learning strategies

PT.6. Integrating Environmental Literacy in Teaching of History . Dr. Arti Bhatnagar, Guru Ram Dass College of Education, Guru Gobind Singh Indraprastha University Delhi, artibhatnagar3@gmail.com, 9873311481

The environment being an integral part of ecosystem and the rate at which we are depleting and changing our environment is alarmingly critical. Pollution, flood scarcity, increasing extinction of

rare and common species is all a downfall of this phenomenon. Historically, the population have flourished depends to the large extent to the availability of natural resources. The availability of natural resources was not the only factor but the kind of government policies, form technologies, attitude of citizens, financial and cultural environment also address this relationship between man and nature. The study of these relationships and their historical evolution is an interesting and useful discussion in a history classroom. All the environmental issues are surrounded by political, social, historical, and scientific issues that affect its depletion or growth. The goals of environmental awareness can be achieved by integrating environmental literacy in history, s.st, geography, economics', civics classrooms. The use of guided questions, project etc. could be used to generate environmental literacy students through these subjects. This paper therefore tries to examine the scope and strategies to integrate environmental literacy in through teaching of history in the classrooms.

Keywords: Strategies, Environmental literacy

PT.7. Flipped Classroom Model: A Pedagogical Opportunity to Promote Sustainable Learning Sudha Srinivasan,Amity Institute of Education,Amity University, Noida, Uttar Pradesh, India gsudhasrini@gmail.com, 9840284680, Dr Harish Kumar, Amity Institute of Behavioural & Allied Sciences (AIBAS), Amity University, Noida, Uttar Pradesh, India, hkumar2@amity.edu, 9871754272

This paper aims to study the influence of Flipped Classroom Model in inculcating the competencies in learners that facilitates lifelong learning and achieves sustainable gains and goals. Two main elements of Flipped Classroom Model are self-directed learning and collaborative learning. In this paper the researcher studies the existing literatures to gain a deeper understanding of how these elements can be integrated effectively in the teaching learning process. This paper also enumerates the role of technology and digital tools in supporting and enhancing self and collaborative learning inside and outside the classroom. The study and analysis is based on the review of the research papers that emphasised on self-directed and collaborative learning and were published between the years 2015 and 2018. Findings from the analysis suggest that the outcome of the Flipped Classroom Model is based on the student readiness for self-directed learning. Students responded positively to the collaborative learning activities carried out as part of Flipped classroom model. This study highlights the need for checking the readiness of students for self directed and collaborative learning approaches before implementing Flipped Classroom Model.

Key words: Flipped Classroom Model, Self Learning, Collaborative Learning, Technology Tools, Sustainable Learning

PT.8. Technology and Education – The changing scenario, Ruby Aikat, Assistant Professor (Occupational Therapy), Amity University, Noida, ruby_aikat@rediffmail.com**, Stuti Khanna, Harshita Misra, Founder, Samvedna Centre, Delhi,** harshita.misra@gmail.com**.**

Infrastructure and other capacities are required at multiple levels in order to make technology a success in promoting academic growth and learning in young and older school going children. Successful educational transformation requires efforts at multiple levels including policy changes, teaching practices, training of teachers, newer and better teaching practices etc. Talking about technology, we need to focus on the use of multiple technologies to reach the goal of meaningful learning amongst students. However, in the Indian scenario, a lot of challenges do exist. We need to

create an educational ecosystem which is conducive to technology. In cities, though, interactive boards, internet access and virtual learning mechanisms have creeped into the school systems, a lot needs to be done when we look at the learning of children in other set ups. The access to devices, both on the part of students as well as teachers, is one area that requires major consideration. Context specific requirements need to be met. Programs need to be designed that would specifically pay attention to individual aspects and to varying degrees. There is scope for working on several components. Research has shown that education has received a boost with the advent of technological advancements in various domains.

Key words: Educational ecosystem, Technology, Virtual learning

PT.9. Educational technology, Preeti, Department of English Bhiwadi, preetiroy25648@gmail.com, 07300365333

This article focuses the effect of technology in the field of education. The effective use of technology in education has change the face of education and it has created more educational opportunities.Both teacher and students benefited various technologies . Teachers have learnt how to integrate technology in their class room and students are getting more interested in learning with technologies . The use of technology in education has removed educational boundaries . Both student and teachers collaborate in real time using advanced educational technology. This article focuses on the cost of education which has been reduced drastically due to involvement of technology. With the help of latest and advance version of software & internet education knowledge can be reached to each and every citizen of country in affordable price and can play an important role in the development of country.

Key words: Technology, Education

PT.10. A Study on New Culture of Learning with Regard to Prospects and Opportunities in English Language Teaching Dr. T Beena Amity Institute of Behavioural and Allied Sciences Amitym University, Uttar Pradesh tbeena@amity.edu, 8527505559.

The advancements in technology have revolutionized the world bringing sweeping changes in the way we live and learn. This has created a paradigm shift in the field of education as well. Information superhighway helps people connect with each other and access or learn from interactive resources simultaneously. The learning continues everywhere and at all times and is obtained sans teachers, sans books and sans classrooms. Many a time interactive methods of learning and playing have become an essential part of knowledge acquisition. At this juncture, the teacher needs to assume various other roles other than the ones performed in the past. The changed scenario demands a teacher to be a facilitator of learning, apart from donning the usual   roles, to create more suitable and innovative learning environment. The new learning culture would require enabling resources for deep exploration, integrating co-operative and collaborative learning along with project based approaches, blended learning and use of disruptive technology in consonance with Education 4.0. Here comes a need to embrace a new culture of learning in order to effectively bring about an impact in the teaching learning process. Teachers have to be innovative and adapt themselves in incorporating rapid developments in technology which would provide endless possibilities for teachers of English to gather, guide and disseminate information. The new culture of learning has brought about immense opportunities and challenges to devise student learning activities most suited for the 21st century learner. This would ultimately kindle a lifelong interest in

further exploring the resources for enhanced learning. The present paper attempts to unravel the new culture, more pointedly in English language teaching and learning with respect to the prospects and opportunities and the ever changing role of educators in this era of disruptive technology and education.

Key Words: Culture of Learning, Disruptive Education, Interactive Methods.

PT. 11. Fuzzy Multi Attribute Decision Making Problem and its Application In Teachers' Evaluation. Dr Supratim Mukherjee, Assistant Professor, Government General Degree College, Tehatta, Tehatta, Nadia, West Bengal

The literature of last 30 years or so reveals that an immense number of works got published concerning decision theory and multi attribute decision making. It includes system engineering, management sciences, decision science, operations research, social science, investment decisions, economy, project evaluation, and military affairs and so on. Now-a-days in most of the decision-making problems, many decision indexes are qualitatively defined, i.e., the available information about them is uncertain. Thus, the decisions in real life often need to be executed in Fuzzy environment. In this work, Uncertainty based Fuzzy Multi Attribute Decision Making Algorithm is applied to the evaluation of Teachers' performance in a certain academic year. Fuzzy TOPSIS is used as the mathematical tool to obtain the result. The result is compared with the crisp output.

Keywords: Fuzzy MADM, Fuzzy Logic, Teachers' Evaluation, TOPSIS.

Early Childhood Care & Education
Day 2: 7th December 2019 (Saturday)
Time: 11.30 a.m to 1.30 p.m
Venue:B.Ed Classroom (Basement)
Chair :Dr. Shraddha Kapoor
Co-Chair : Dr. Priyanka Varshney

EC.1. A Systematic Review of Socio-Cultural Perspective of Child Cognition, Divya Kalra, Research Scholar, Department of Human Development and Childhood Studies, University of Delhi, Delhi, India, divya.kalra@yahoo.com, Dr. Mani Bhasin Kalra, Ph.D, Associate Professor, Department of Education,Lady Irwin College, University of Delhi, New Delhi, INDIA., manibkalra@yahoo.com

Young children's cognitive abilities do not develop in isolation; rather it takes place by the child's interaction with community in socio-cultural context. Children's experiences are of great importance and fundamental to their cognition and developmental outcomes. Theoretical principles emphasised by Urie Bronfenbrenner (1979, 1989) and Lev Vygotsky (1978), in particular, form a basis that gives insight about how individuals acquire their knowledge by interacting within societies. From a Piagetian view, language is merely a reflection of thoughts and does not necessarily form it (Vacca et al., 2006) while Vygotsky emphasised that learning is an active and social process and that language stimulates cognition. Traditional perspective towards cognitive development can disclose the innate processes associated with learning. On the other hand, socio-cultural standpoint, gives useful bits of knowledge about the impacts of relationship and ecological factors on learning. This review paper tries to abridge the above mentioned divergent variables by studying the mechanism of social context and its impact on children's cognition. Grounding on the Piagetian framework and employing Vygotsky's speculation on the value of social interaction, it is endeavoured to study the interaction of both internal factors (cognitive, affective and motivational) and external stimulations (social cultural context the child experiences) on child cognition across different ecological settings. In general, school experiences are assumed to scaffold cognitive structures in children, however, it is imperative that policymakers also take into account how family dynamics, social class, and other community factors interact with schooling to study its cumulative effect on child cognition.

Keywords: cognitive development, ecology, socio-cultural context, child care arrangement, SES

EC.2.Maturation of Brainstem Auditory Evoked Potential from Full Term Infants & Children to adult with maturation pattern of Peripheral and Central Transmission. Aparna Sarkar, Prof. (Dr.) Aparna Sarkar, Ph.D., Head of the Institution, Amity Institute of Physiology & Allied Sciences, Amity University Uttarpradesh, asarkar@amity.edu, dr_aparna_sarkar@yahoo.co.in, : +919891263875, Jeebanjyoti Dalasingh, Rahul Garg, RG ENT Hospital, Gurgaon

Brainstem Evoked Response Audiometry (BERA) is an objective and non-invasive method of hearing assessment which detects electrical activity from the inner ear to the inferior colliculus. Aim is to find out the relationship between auditory brainstem response latencies and Amplitude difference in normal hearing infants and adults along with comparison of maturation of peripheral and central transmission. Brain stem evoked potentials were recorded by scalp electrodes in infants (n=45) & adults (n=30). All normal hearing individuals are taken into consideration. The inclusion

criteria for age of the subject is Infants (0-5 Years), Adults (18-40 Years). The test done with Alt. click stimulus at 90 dB NHL with stimulation rate of 11.1 click/ sec. Then latency of wave - 'I' & 'V' and interpret latency of I-V & Amplitude at 90dB HL in infants & adults are measured. In infants the latency of 'I' &'V' wave and interpret latency of I-V is prolonged than adult. ABR wave peaks showed an increase in amplitude as a function of age. The difference is statically significant. We concluded that the latencies of the ABR waveform components are longer in neonates compared with adults and decrease progressively throughout the neonatal period due to maturation and myelination of the cochlea and brainstem.

Keywords: BERA, Latency, peak I, V

EC.3. Early Childhood Education – Importance of stories, Abhishek Kumar, Schoolnet India Limited, Noida, abhishekjha2481@gmail.com , 7727008422

The story is like the rubbing lamp of Aladdin, it always surprises you; it brings curiosity, it enlightens you and it provides clarity in one's life. Suppose, if this culture of storytelling is inculcated in our learners, by the culture here, I meant to say not only narrating story-telling to them but bringing out the curiosity from their minds, it will be equivalent to traveling with the speed of light, but the sad part is we fail to do the same. We suppress their curiosity and the questions which are always hovering in those small and intelligent minds. In fact, we rebuke them if they ask some questions. From the increment in creativity to the development of verbal skills and attention which will be inculcated within them through this tool. Stories as a tool have always been underestimated, all the traits which other disciplines possess are present in a story, so why not we can inculcate such habits within our children from the beginning and for this story can be a great medium. In this paper, I will be discussing the importance of stories and how it is helpful for a child.

Keywords - Early childhood education, stories, creativity.

EC.4. Child Maltreatment (sexual Abuse) and provisions in India,Farheen Jahan, Research Scholar, Department of Home science, University of Delhi, New Delhi, India, Farheenjahanamu@gmail.com, 8218614989, Dr. Renu Malaviya, Associate Prof., Dept. of Education, University of Delhi.

Child abuse is a violation of the basic human rights of a child that can be virtually visualized in India globally either in various forms of physical abuses and as an emotional abuse as well as neglect and also in the different forms of mild or severe sexual abuses. Child maltreatment is a very serious problem globally but it is more difficult to assess and manage in developing countries such as India where one-fifth of the world's total child population resides. To gain a better understanding of the dimensions, characteristics and phenomenon of child maltreatment or abuse and its provisional responses in the India, this research review provides a systematic review of related researches on child maltreatment with an emphasis on the sexual abuse of children and youth. Current research findings pertaining to CSA (Child Sexual Abuse) in India are presented. This review provides a summary and analysis of the core child maltreatment issues in country India, knowledge about CSA and highlights child protection policy responses which is made by India in past. Its findings provide important description about child maltreatment and child protection arrangements and the special provisions in India. Research outcomes and future scope: It recommends further research into policy and programmatic approaches to child maltreatment, focusing on the social, cultural and structural influences on child maltreatment, and researches into

child maltreatment, particularly child sexual abuse. This paper seeks to address some preliminary areas of concern with the substantive and procedural aspects of the law dealing with the issue of child sexual abuse and the overarching scheme of child protection in India. This paper will also focus on child sexual abuse, the laws, legal loopholes, and The Protection of Children against Sexual Offences Act, 2012. Contexts home, outside of the home, such as in institutions and neighborhood.

EC.5. Role of Teachers in preventing CSA (Child Sexual Abuse).Nidhi Marothiya, Department of Human Development and Childhood Studies, Lady Irwin College , Delhi University, nidhimarothiya2610@gmail.com,7579296393,Dr. Shraddha Kapoor, Dr. Vinita Bhargava

Child Abuse is a wide-ranging problem and its prevalence indicates an enormous number of victims. Despite having several laws, policies and programmes for the welfare of children in India the condition of children is abysmal. The Government of India's 2007 survey in 13 states across the country suggests that child sexual abuse (CSA) has reached epidemic proportions in India[1]. A more recent national qualitative study by Human Rights Watch (2013) specifically on CSA suggests that one in two children surveyed have reported abuse[2]. The increased English media reporting of CSA in Indian private schools have led to more debates and vigilance around CSA.

The school is a major social institution responsible for socializing the child and also, is a privileged setting to detect and to respond to situations that threaten children's welfare. Teachers are in a unique position to safeguard children due to their daily contact with them. In this paper we argue that by increasing vigilance, providing sexuality education and legal awareness to children through teachers, schools can effectively address CSA. While understanding that schools are not the only place or even the primary location perhaps where CSA occurs, we argue that schools through their sensitized teachers have the potential to become important agents of social change and reduction of child abuse.

EC.6. Perception and Views of Early Childhood Educators about Sustainable Development. Ms. Apoorva Tripathi, Research Associate, Centre for Early Childhood Development and Research, Jamia Millia Islamia, Apoorvatripathi11@gmail.com

The target 4.7 of Goal 4 of Sustainable Development Goals envisages that by 2030 all leaners should have knowledge as well as skills to work towards attaining a sustainable world. In this backdrop, the objective of the present multi-method research study was to explore early childhood educators' perception, views as well as practices pertaining to sustainable development in early settings. Purposive sampling was used to select 15 early childhood educators from the MCD schools in New Delhi. In order to undertake in-depth exploration, semi structured interview protocol was constructed. This protocol elicited background information of teachers (age, sex, educational qualification and years of experience), and teachers' perception and views on three aspects of sustainable development, viz, environmental sustainability, socio-cultural sustainability and economic sustainability. Both qualitative and quantitative research methods were employed for data analysis. Content analysis was used to describe the patterns in the data. Correlation was used to explore associations between educators' educational qualification and years of experience with their views. The results showcased that early childhood educators did not have a comprehensive

understanding of the three dimensions. Also, educational qualification and years of experience were not correlated to educators' views regarding sustainability. Hence, this has implications for pre and in-service trainings of these educators. One of the major recommendations stemming from this research is dedicated professional development of the educators, particularly in realm of sustainable development.

Keywords: Early Childhood Educators, Sustainable Development, Environmental Sustainability, and Multi method research

EC.7. Early Childhood Care and Education for Sustainable Development, Dr. Ridhi Sethi, Assistant Professor, Department of Human Development and Childhood Studies, Lady Irwin College, ridhisethi@gmail.com, 09811019272

Early childhood development needs to be a priority at both international and national forums. There is a need to increase investment in early childhood development which can be done at population and at programmatic levels. The aim of the paper is to describe and analyse policies and programmes for supporting sustainable development by the spread of quality early childhood programmes for all children. Neuroscientific evidence supports that early childhood is a crucial time for brain growth and the damage during this period is irreversible. In this paper the researcher will describe the sustainable development goals and the recommendation of the nurturing care framework. The researcher will evaluate it in terms of its relevance for the Indian context. Additional measures such as investing more in early childhood development, enacting policies that formally recognize successful ecce programmes and creating a trained cadre of early childhood workforce will be discussed.

Key words: Sustainable Development Goals, Nurturing Care Framework, Early Childhood

EC.8. Preschool Curriculum and Guidelines on Preschool Education, Parul Kohli, Assistant professor, Department of Education, Lady Irwin College, New Delhi.

Reflections from the Field National Council of Educational Research and Training (N.C.E.R.T.) has recently published two important Early Childhood Education documents namely Preschool Curriculum and Guidelines on Preschool Education. The two documents were built on the recommendation of National Policy on Early Childhood Care and Education, 2013 which highlighted lack of preschool curriculum in Indian scenario. The N.C.E.R.T. project was part of Samagra Siksha where Early Childhood Education (ECE) is integrated into school education programme. In the year 2018-19, a considerable amount of resources were dedicated to share the above mentioned two documents with state functionaries in different parts of India. The Indian states were divided into seven zones viz. North East, Central zone, West Zone, East zone, South zone, North zone, Hilly zone and eight regional workshops were conducted. The paper discusses the field experiences of orienting states personnel on the above two documents. The paper also discusses the brief outlines and different components of the two documents viz. Preschool Curriculum (PSC) and Guidelines on Preschool education (PSE). It shares reflections from the field and current endeavours in the field of Early Childhood Education.

Key words: Early Childhood Education (ECE), Preschool Curriculum, Preschool Education, Samagra Shiksha.