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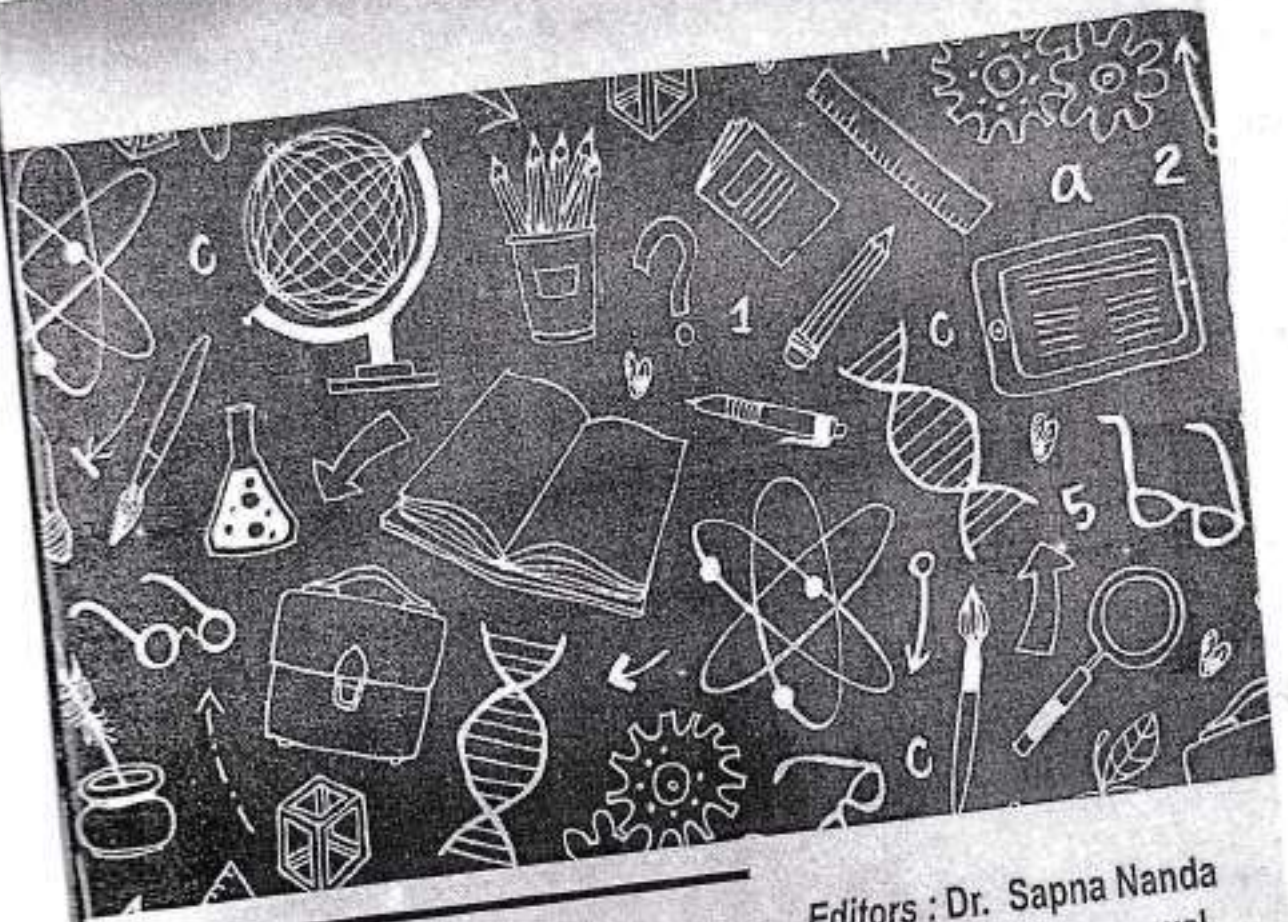
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#### **INDEX**

<b>Sr. No</b>	<b>Content</b>	<b>Page No.</b>
<b>1</b>	<b>E-copies of the outer jacket/contents page of the books, chapters and papers published by the faculty members (2018-23)</b>	<b>1-137</b>

# POLICY AND REGULATORY CHANGES IN TEACHER EDUCATION



Chief Editor :  
Dr. (Mrs.) Harsh Batra

Editors : Dr. Sapna Nanda  
Dr. Vandana Aggarwal

## INCLUSION AND EQUITY IN EDUCATION : FEW CONSIDERATIONS

*Dr. Anjali Puri\**

In consonance with the hierarchical nature of the Indian society, the education system is also unequal and as a basic rule, the rich send their children mostly to private or better-off government schools and the poor to low fee-paying government or low-cost private schools. One would naturally assume that, issues of inclusion and equity perhaps do not effect children inside school as much as they affect those outside school. However, experiences of children inside school, attending classes and getting promoted in the educational ladder do not necessarily translate into equal participation in the education process on their part.

There are various reasons why children remain outside school or drop out even after joining school. Poverty is an overrated argument which is often given as a reason for parents' unwillingness to send their children to school. This has important implications for not just understanding the causes of low enrolment or high drop-out on part of children but also for finding suitable solutions for addressing these problems. If poverty is accepted as the central reason for children's exclusion from schools, then one conveniently overlooks the nature and kind of schooling facilities actually available to such children. While, it cannot be denied that a large number of parents in our country both in rural and urban areas do not send their children to school as they are unable to bear the cost of schooling of their children or unable to bear the loss of additional income which their children earn or can potentially earn, this is primarily true in circumstances of extreme poverty. Research in this area also shows that poor parents are quite

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# NEW EDUCATION POLICY INITIATIVES & IMPLICATIONS

Chief Editor: Dr. (Mrs.) Harsh Batra  
Editor: Dr. (Mrs.) Sapna Nanda

Government College of Education, Sector 20-D, Chandigarh

282

3

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## VALUE BASED EDUCATION: PRE-REQUISITE FOR QUALITY ASSURANCE

Anjali Puri\*

*A value is an enduring belief that a specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence. In most educational institutions, there is a total lack of the concept of human development and nation building in the education process. The emphasis instead, is on money-making and materialism. This has resulted in the gradual erosion of values among people and the body politic. This trend needs to be reversed if India has to survive as a nation and acquire its due place in the world. The only way to arrest this decline is in providing value-orientation in our educational system. As teachers, we must demonstrate not only the right behavior but also the kind of thoughtfulness that makes a moral education more than the human version of obedience school. At its best, value education cultivates an appreciation for reflection and the essential tools of habit and reason in dealing with the complexities of daily life.*

**Keywords:** Values, Education, Human Development

### Introduction

Many metaphors are used to describe what teachers contribute for the society. According to the Cambridge International Dictionary of English, teaching means to give knowledge or to instruct or train whereas the Longman Dictionary of Contemporary English suggests that it means to show somebody how to do something or to change somebody's ideas. According to Hill and Dobbyn (1982) 'some people are born teachers, who have the desire and the ability to pass knowledge and skills on successfully. But even a person who is not a born teacher can improve a lot by learning to smile, to be enthusiastic and patient and to be constantly looking for new ways of getting his message across to his pupils'.

\* Assistant Professor, Govt. College of Education, Sector 20D, Chandigarh.

What are values? The term value may mean different things to different people. According to Milton (1980), "A value is an enduring belief that a specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence."

Without going into a debate about the definition of value, it is generally accepted that five universal human values i.e. Truth, Righteous conduct, Peace, Love and Non-violence are directly linked to physical, intellectual, emotional psyche and spiritual facets of human personality. These values are essentially acquired during childhood, first in the home and then at school. This is not a new issue. It has been discussed in different forums from time to time. The National Education Policy (1986), spoke about creating awareness of India's common cultural heritage, social justice and compassion, democracy and egalitarianism, secularism, gender equality, concern for environment, social cohesion and national unity, population and Quality of life, and scientific outlook and spirit of enquiry. It suggested that learning material should be designed to equip students with the wherewithal to combat social evils like caste and class barriers, religious fundamentalism etc on the one hand and develop a scientific temper and habit of logical, rational thinking on the other.

Even if a "list" of cultural values existed, each teacher would possess his or her own "take" on those values. In every action, every decision, every interaction with students, teachers are teaching values. Values are part of the learned and the implicit curriculum. Shouldn't educators at least identify the more fundamental values they hold, and therefore, teach? Research detailing the direct effect of good teaching on pupils is difficult to assess, as relating 'good teaching' directly to higher attainment in pupils is almost impossible to verify. However there are many attempts to analyse what constitutes a 'good teacher'. The following values are generally agreed to have an impact on pupils:

### Personal Qualities

- Demonstrate an empathy with pupil thinking, anticipate misconceptions and allow pupils to develop understanding in a variety of ways
- Show flexibility in responding to pupil needs
- Genuinely want pupils to learn, understand and develop critical thinking abilities, as well as master content or learn skills
- Encourage pupils to take an active role in working through

284



# Curriculum Reforms in Integrated Teacher Education

## Issues and Challenges

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*Chief Editor* : Dr. (Mrs.) Harsh Batra

*Editor* : Dr. (Mrs.) Sapna Nanda

Government College of Education, Sector 20-D, Chandigarh

## 4 INTELLECTUAL PROPERTY AND CONSUMER PROTECTION: ISSUES AND CONCERNS

Dr. Anjali Puri\*

Intellectual Property pervades all sectors of economy and is increasingly becoming important for ensuring competitiveness of the enterprises. There are four different flavors of legal frameworks commonly lumped together under the term "Intellectual Property Rights". International Organizations & Treaties are contributing in this direction to develop an intellectual property protection strategy and utilize anti-counterfeit devices. Filing for domestic and international protection can be expensive. However, failing to take timely action to protect the intellectual property rights of the consumer could jeopardize the realization of any protection at all. Therefore, it is in best interest to develop an overall intellectual property protection strategy that is appropriate for the consumer.

**Keywords:** Intellectual Property, Rights, Consumer

### Introduction

Intellectual Property is the foundation of knowledge-based economy. It pervades all sectors of economy and is increasingly becoming important for ensuring competitiveness of the enterprises. Krummenacker (1995) defines the term Intellectual Property as an idea which conceives its subject matter as the product of the mind & the intellect. These could be in the form of Patents; Trademarks; Geographical Indications; Industrial Designs; Layout-Design (Topographies) of Integrated Circuits; Plant Variety Protection and Copyright. IP, protected through law, like any other form of property can be a matter of trade, that is, it can be owned, bequeathed, sold or bought. The major features that distinguish it from other forms of

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their intangibility and non-exhaustion by consumption. There are four different flavors of legal frameworks are commonly lumped together under the term "Intellectual Property Rights".

- Copyright
- Patents
- Trademarks
- Trade secret.

Copyright is the means for prohibiting unauthorized production of literal copies of published works of the consumer. Patents, on the other hand, are much more powerful and can prevent anybody from using an idea, manufacturing procedure or invention, unless prior authorization by the patent holder or the consumer is obtained. Trade secret, which in principle is unobtrusive and based on contract law involves multiple parties voluntarily agreeing to keep crucial information in secret and it is very important in an industrial context. The remaining flavor, trademarks, is somewhere in between. It is a bit of a grey zone and seems currently in flux. On one hand, it is desirable for companies and products to bear unique labels to avoid confusion in the name space. On the other hand, there has been quite some abuse with over-broad claims and it is one of the so-called "rights" which can aggressively interfere with consumer's freedom.

### International Organizations & Treaties

- A UN agency, namely, World Intellectual Property Organization (WIPO) based in Geneva administers treaties in the field of intellectual property. India is a member of WIPO.
- Department of Industrial Policy & Promotion is the nodal Department in the Government of India for all matters concerning WIPO.
- India is also member of 2 major treaties, namely, Paris Convention for the Protection of Industrial Property (relating to patents, trademarks, designs, etc.) of 1883 and the Berne Convention for the Protection of Literary and Artistic Works (relating to copyright) of 1886.
- Apart from these, India is also a member of the Patent Cooperation Treaty (PCT) which facilitates obtaining of patents in several countries by filing a single application.



# NEW EDUCATION POLICY INITIATIVES & IMPLICATIONS

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364

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Education is considered a  
of social transformation if it  
accessibility, equality, democ  
cooperation within the socie  
measure quality of education i  
determine as to what is the  
education being imparted by

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rapid paradigm changes. Ove  
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step forward towards a new pr  
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The emergence of worldw  
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globalization, industrializa  
advancement and its impact or  
developments and yet maint  
Expansion, inclusion and excel

*Sharma*

# Psycho-Socio-Physical Dimensions of Adolescent Health Management

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Today's youth experience a period of major physical, physiological, psychological, and behavioral changes with changing patterns of social interactions and relationships. The changing environments in which adolescents live impacts their behavior, which in turn can implicate their health and wellbeing. The changing nature of these health problems amongst adolescents calls for new responses from the medical sector to promote and protect their health.

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Attention Deficit Hyperactivity Disorder (ADHD) is a neurological condition that involves problems with inattention and hyperactivity-impulsivity that are developmentally inconsistent with the age of the child. Usually medicines are used to deal with ADHD disorder, but these medicines have varied side effects. Therefore, the investigator felt that there is an essential need for exploring safer and more convenient alternatives, which could be of more use to teachers, parents and children in the Indian setting. The present study has been designed to see the effect of Educational Intervention on Attention and Impulsivity of students with ADHD.

Dr. Samriti Mona and Dr Sapna Nanda are working as Associate Professors in Teacher Education Colleges. They have done their Master & Doctoral degree from Panjab University Chandigarh India. They have presented numerous research articles in various national and international conferences with special focus on ADHD.



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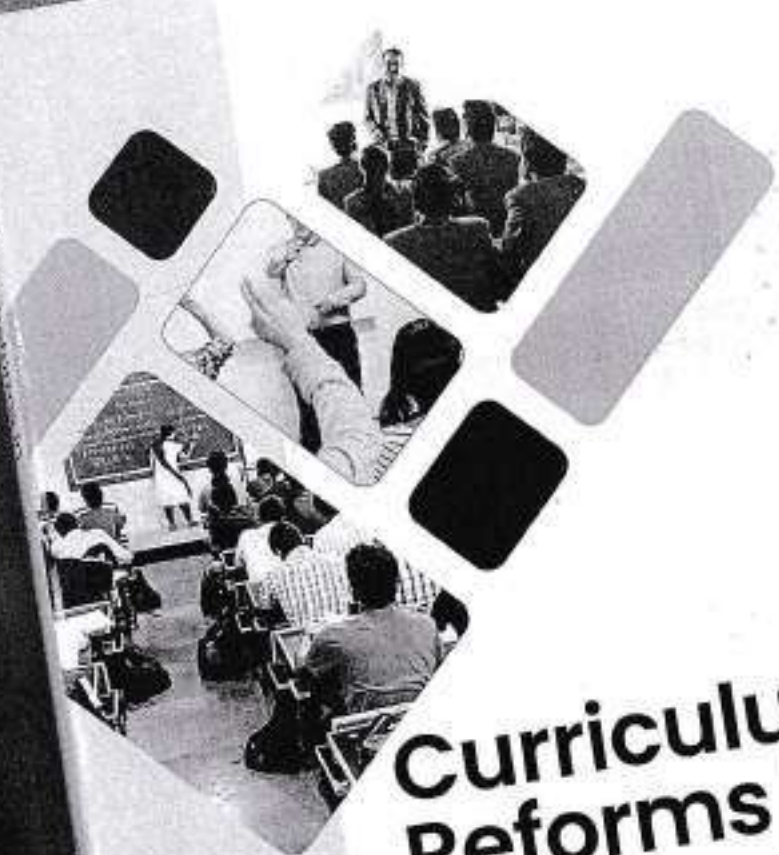
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# Curriculum Reforms in Integrated Teacher Education

Issues and Challenges

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## CHALLENGES IN IMPLEMENTATION OF ITEP IN EXISTING EDUCATION SYSTEM AS A TEACHER EDUCATION REFORM

Dr. Kusum\*

Effective curriculum frameworks for initial teacher education aimed at developing professionalism in pre-service teachers are expected to have their base in well-defined standards for various categories of school teachers. A number of countries have developed standards for various levels of school teachers which provide the basis for the formulation of the courses of studies. In India, development of teacher education curriculum framework is mostly an academic exercise due to the absence of such notified standard for school teachers. Two important documents that influenced the process of teacher curriculum reform in the country are: the report of the Education Commission (1964-66) and the National Policy on Education 1986. All subsequent efforts to modify teacher education curriculum to address the national aspirations for education have tried to integrate various recommendations of these two documents. Education of teachers in the country has been considered as the most crucial, not only for ensuring greater professionalism in teachers but also for facilitating school improvement and effectiveness. The 4-year Integrated B.Ed. programme is the new initiative of MHRD to improve the quality of teacher education. This paper throws a light on the challenges in implementation of this programme.

**Key Words:** Teacher education, 4-year Integrated B.Ed. programme.

### Introduction

Teachers are the greatest assets of any education system. They stand in the interface of the transmission of knowledge, skills and

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450

# POLICY AND REGULATORY CHANGES IN TEACHER EDUCATION



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Dr. Vandana Aggarwal



of teacher education is possible.

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## REGULATORY CHANGES IN TEACHER EDUCATION IN INDIA - REFLECTING THROUGH THE MIRROR OF NPE-2019

Dr. Kusum\*

*Formal education has acquired an important place in the consciousness of current societies. There is now clear recognition that education beyond what is available as a part of the community is needed and structures have been set up for creating opportunities for this purpose. The drive and commitment to educate all has been a part of the political commitment of the Independence movement as well as a major agenda of social reformers and activists. The nature and manner of making this available has seen many formats and areas of focus. The policy discourse before Independence and the structures to decide the priorities and work with them are interesting in themselves. In this paper, provisions regarding Teacher Education in NEP-2019 have been discussed along with the regulations in Higher Education.*

**Key Words :** Teacher Education, National Education Policy.

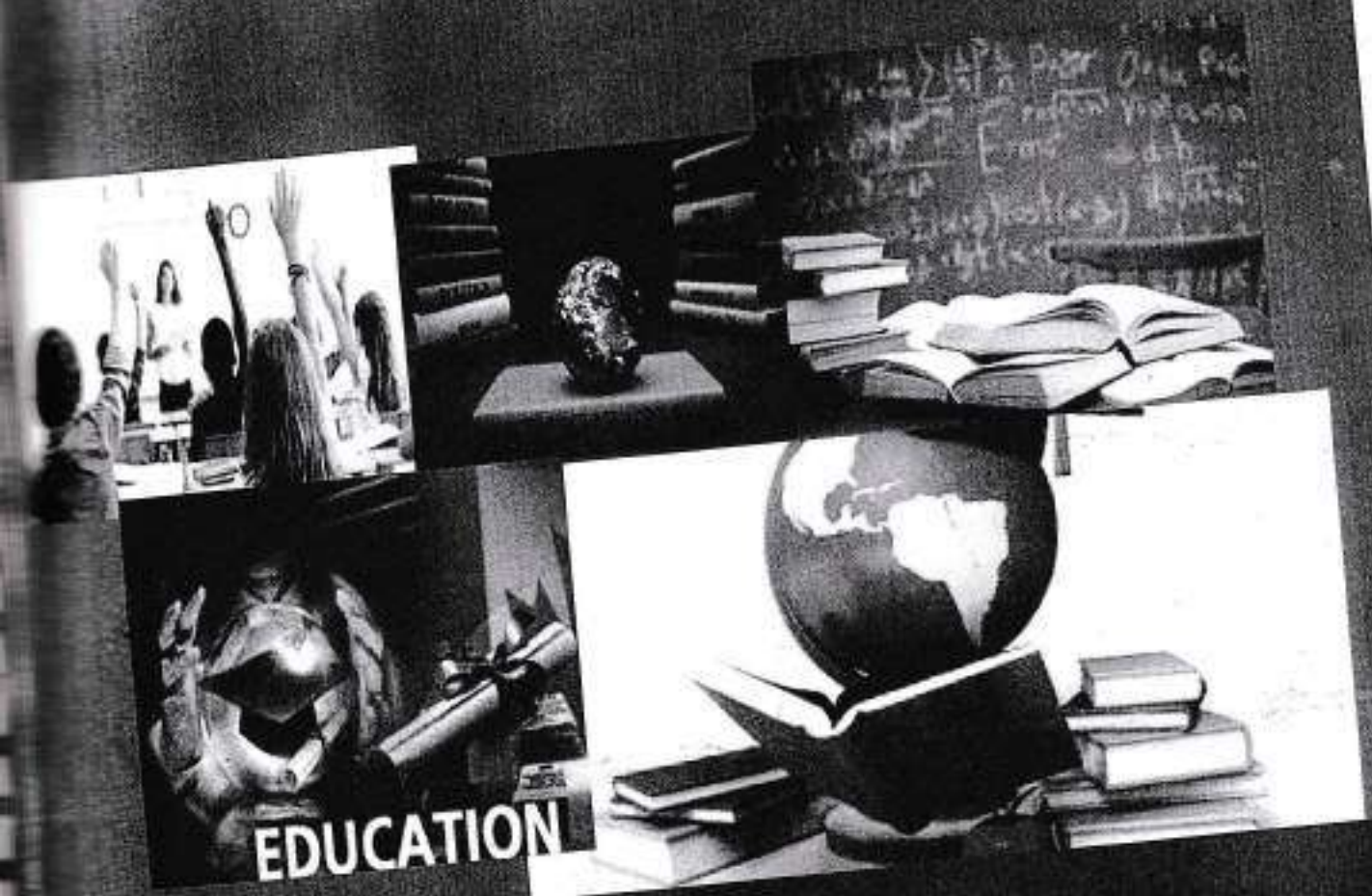
### Introduction

Teacher education is a contested terrain globally. The policy contestations in the domain, that are shaped by a lack of consensus on what constitutes adequate teacher preparation, are progressively intensifying with the restructuring of teacher education across different contexts (Whitty and Furlong 2017). The concept of teacher preparation is being debated with a range of disagreements on the standards, content and nature of teacher education is being discussed in various other countries. At the same time, good teacher quality is increasingly being seen as an imperative to meet the changing landscape of social and educational aspirations and the demands of the global "knowledge

# Quality Enhancement and Sustenance in Teacher Education

*Trends, Challenges and a Way Ahead*

April 30, 2021



Editor: Dr. Harjeet Kaur Sra  
Co-Editor: Dr. Kusum Lata

# BEST PRACTICES FOR WRITTEN EXPRESSIONS : AN APPROACH TO ENHANCE QUALITY LEARNING.

Sultan Singh\* & Dr. Kusum\*\*

\*Research Scholar, Department of Education, Panjab University Chandigarh.

\*\* Assistant Professor, Govt. College of Education, Sector-20D, Chandigarh.

## INTRODUCTION

Written expression is the most apparent way that allows to communicate with each other express ideas, feelings and to share knowledge. It is estimated that 10-12% of school going children have some form of learning disability. Learning Disability is one area that is treated with much contempt in India. But now, there is a move towards identifying and providing appropriate interventions for children with learning disabilities. In-service training for the regular teachers is now often organized in the country. It is widely recognized by professionals that almost 90% children with learning disabilities have difficulty with written language in some form or the other. The individual patterns of learning disabilities typically vary from person to person. For instance, while one student may have specific trouble with various aspects of reading and writing, another student may have primary difficulties in language processing and thinking that also affect reading and writing. The ability to express oneself in writing is a necessary skill related to school success. Children with writing difficulties may be able to read what they see, but cannot translate the read material into writing. In other words, these children cannot transfer the visual information into the output of that fine motor movement, which is so essential for writing. They may be weak in visual-motor functions and in activities requiring co-ordination of eye and hand.

Writing is a tool for communication and it is both a skill and a means of self expression. It is the means by which children demonstrate their knowledge in different subjects. It requires visual and motor skills. Writing requires muscular control, eye-hand co-ordination and visual discrimination. It also requires smooth control of arms, hands and finger muscles. It needs adequate understanding of the various types of symbols patterns. According to Hughes (1955) "writing requires keeping an idea in mind. The ordering of ideas in some sequence and relationship; some planning and design for the correct placement of the word or idea on paper.

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# MIND MAPPING AS BEST PRACTICE TO AUGMENT MATHEMATICAL UNDERSTANDING AND CRITICAL THINKING: A THEORETICAL PROPOSITION

Ms. Anupam\* & Dr. Kusum\*

\*Research Scholar, Department of Education, Panjab University Chandigarh.

\*\*Assistant Professor, Govt. College of Education, Sector-20D, Chandigarh.

## Abstract

*There are many possibilities how to improve mathematical education and enable students to participate in the process of the cognition of new knowledge and elevate Critical Thinking. In this paper we present mind mapping as one of graphical representation of mathematical networks which may become another efficient tool for improving mathematical achievement and boost Critical Thinking. The paper establishes the relationship between Mind Mapping, Mathematical Learning and critical thinking skills.*

**Key Words:** Critical thinking, Mathematics Learning, Mind map.

## Introduction

Mind mapping is a visual technique that exploits the way we actually think—through synaptic connections and non-linear associations. Because mind mapping gives practitioners, be they professional or student, access to subconscious observations and connections, it is a powerful thinking tool, useful in a variety of situations in business and in education. It explains what is at work in the brain as we create new knowledge and how mind mapping exploits these processes to gain intuitive and concrete understanding in situations requiring critical thinking (Roxanne M. O'Connell, 2014). Critical thinking, as defined by Scriven and Paul at the 8th Annual International Conference on Critical Thinking and Education Reform, is the "intellectually disciplined process of actively and skilfully conceptualizing, applying, analysing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action" (1987, n.p.). We also recognize these activities as those articulated in Benjamin Bloom's taxonomy of learning, in the cognitive domain, as knowledge, comprehension, application, analysis, synthesis and evaluation



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NEW EDUCATION POLICY: INITIATIVES & IMPLICATIONS

# NEW EDUCATION POLICY

## INITIATIVES & IMPLICATIONS

Chief Editor: Dr. (Mrs.) Harsh Batra  
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## PROMOTING RESEARCH THROUGH CLASSROOM PRACTICES

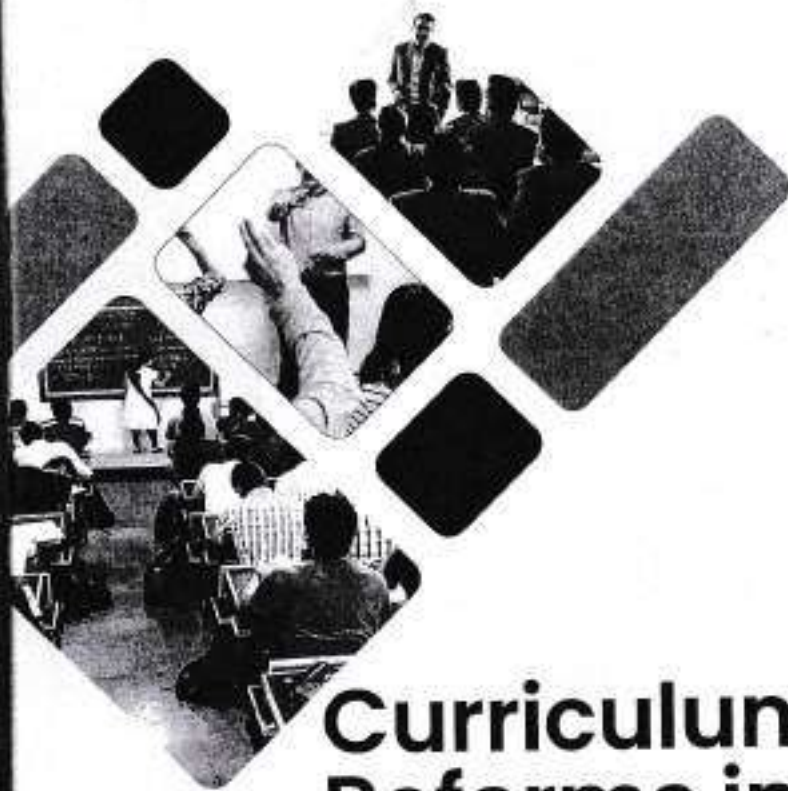
Lilu Ram Jakhar\*

*Education helps the individual to attain intellectual, physical and spiritual or emotional progress. Education not only creates a better human being but also contribute to the transformation of the society. It gives the people the choices regarding the kinds of lives they wish to lead. It enables them to express themselves in their personal relationship in the community and at work. Education especially for girls has social and economic benefits for society as a whole. Research is one of the many activities carried out in the process of education. Research and Development encompasses three types of activities viz. basic research, applied research, and development. Research and development is the backbone of a globally competitive, knowledge-driven economy. Research is the process of creating new knowledge and developing new technology. Creating knowledge requires a significant amount of background knowledge in the subject, before one can reach the frontier of a research. Research is being given an importance in the new knowledge driven economies across the world. Thus, there is a need to develop right aptitude for research and innovation among students and faculty members. There is also growing need of developing the research capabilities of the teacher through their involvement at various forums. By involving the students at the early stage in the research endeavours society can reap rich dividends.*

### Introduction

In the words of Albert Einstein- "The supreme art of teaching is to awaken joy in creative expression and knowledge". Teaching performs special function by imparting knowledge, developing understanding and harnessing desired skills. Teaching also helps in bringing the needed behavioural changes. For effective teaching the teacher should possess certain teaching skills and definite qualities. Teaching depends upon the

\* Assistant Professor, Govt. College of Education, Sector-20 D, Chandigarh.



# Curriculum Reforms in **Integrated Teacher Education**

Issues and Challenges

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*Chief Editor* : Dr. (Mrs.) Harsh Batra

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Government College of Education, Sector 20-D, Chandigarh

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## LEARNER CENTERED PEDAGOGIES: NEED OF THE HOUR

Dr. Lila Ram Jakkor\*

*The learner centered approach is the most sought after teaching methodology nowadays. The changing socio-cultural structure of the society demands the use of learning pedagogies that learner centered and empowering in the knowledge driven society. In the twenty-first century the emphasis is on the participative learning, personalized learning, collaborative learning, blended learning and project-based learning in the real world. The different perspectives that required to be followed are: constructivist approach, student centered learning and technology enhance learning and instruction. This approach offer lot of positive and strategic advantages over the teacher-centered learning such as problem solving skill development, developing social skills, using alternate assessment techniques, developing better communication and adjustment in real life situation and above all it provides intrinsic motivation for further learning. The learner-centered learning pedagogies hold the promise of exposing to powerful learning experiences to the entire group of student while developing the deeper learning outcomes among the students. Lack of funds, pupil teacher ratio, inadequate learning resources and lack of technical and online support hampers the prospects of utilizing the learner-centered approach in the classroom.*

### Introduction

Nowadays, there is a fundamental shift from a traditional classroom teaching to learner-centered classroom teaching approach, which does not mean that the role of the teacher is eliminated. However, the learner-centered learning facilitates a more collaborative and personalised way for the effective learning for the students. In the learner-centered approach the teacher prepares instructions and acts

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as a facilitator, provide feedback and answer the questions of the students whenever needed. It is the learner who decides the way he wants to learn, why he want to learn. Students answer each other's questions and give feedback and the instructor act as a resource for the students whenever needed. The traditional approaches in learning emphasizes on memorization of facts or the use of simple procedures which are not going to enhance the learners' critical thinking or autonomy and innovation. To develop the required higher-order thinking skills, students must engage in meaningful enquiry-based learning having genuine value and relevance for them personally and their communities. Providing real-life experiences added with continuous engagement and mutual cooperation and collaboration to learners so that they can construct and organize concrete knowledge, engage in collective enquiry, research and analysis. Students nowadays are active learners rather than mere spectators and contribute in knowledge creation. They involve themselves as participants in creating information and generating new and innovative ideas. Therefore, twenty-first century learning and instruction is based on three pedagogical principles – participation, personalization and productivity (McLaughlin and Lee, 2008). This approach in pedagogy allows learning through valid real-world situations, completing projects, solving problems constitute themselves as powerful learning strategies.

### Pedagogies of The Twenty-First Century

There are numerous approaches for teacher preparation in the core and specialised teacher education programme. The pre-service teacher education programmes conducted by the institutions must shift their focus to 21<sup>st</sup> century principles of teaching learning. The experts in the field had suggested various pedagogical approaches for the teacher preparation programmes. Redecker et al. (2011) are of the view that teacher education programme in twenty-first century must place more emphasis on innovative instructional design, use of team-building to collaborate, facilitating learning and exploring new ways to foster creativity. Experts maintain that ICTs must be integrated into the teacher education programmes and it should become a common tool used throughout the teaching careers. Whereas, Ala-Mutka et al. (2010) expressed that teacher education programme must be remodelled to support skill development in the use of new technologies.



# Distance and Open Learning: An Overview of the Challenges in Science Teacher Education Programme

Dr. Litu Ram Jakhar\*

Associate Professor, Government College of Education, Sector-20-D, Chandigarh

## Abstract

The distance and open learning environment offers opportunities to the learners for making progress in the career path. It also poses certain challenges for the learners to accommodate to the learning situations and compel the learner to compromise on certain aspects vis-a-vis the regular mode. There are challenges with regards to the infrastructure facility, faculty, students, content delivery mode, study material, examination and evaluation etc. The most common challenge is inadequate and non-availability of basic infrastructure facilities in the open and distance learning centres across the country. Another challenge is the lack of adequate staff and their proper training in the open and distance learning institutions. Students are not able to comprehend the methodology followed for curriculum transaction, self-learning mode and the evaluation techniques in distance and open learning. Another challenge is with regards to the methods used for evaluation which may include seeking experts review, one-on-one review, small group review involving interaction among members of the target group and actual field trials/ trainings to apply the knowledge they had gained during the course. These programmes can be made more effective by establishing close link between industry and academia. Open and distance learning programmes are designed for promoting self-learning and encouraging people in acquiring skills necessary for them to work well and get gainful employment.

**Keywords:** Distance and Open Learning, Challenges, Education, Evaluation, Feedback and Support

## Introduction

Distance and open learning requires a consistent and collaborative effort between student and teachers and is not limited to the traditional limits of time, space, and single-instructional endeavour. Distance and open education is the backbone and lease of life for most the Indian universities and an increasing number of its study centres. Knowing their inherent problems and overcoming these problems will be critical for successful implementation of distance education programs for the expansion of the educational base in the country. The distance and open education learner can now boast of having almost the same instructional methodology and they can interact in the same way as the student on the campus. But the access of education remotely necessarily does not eliminate all the benefits of the personal contact. There are different means of personal or human contact to share information and skills in distance and open learning environment such as tele conferencing, video-conferencing and the World WideWeb that were previously not available to the learner as well as the expert in distance mode. There are certain impediments in distance and open

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328

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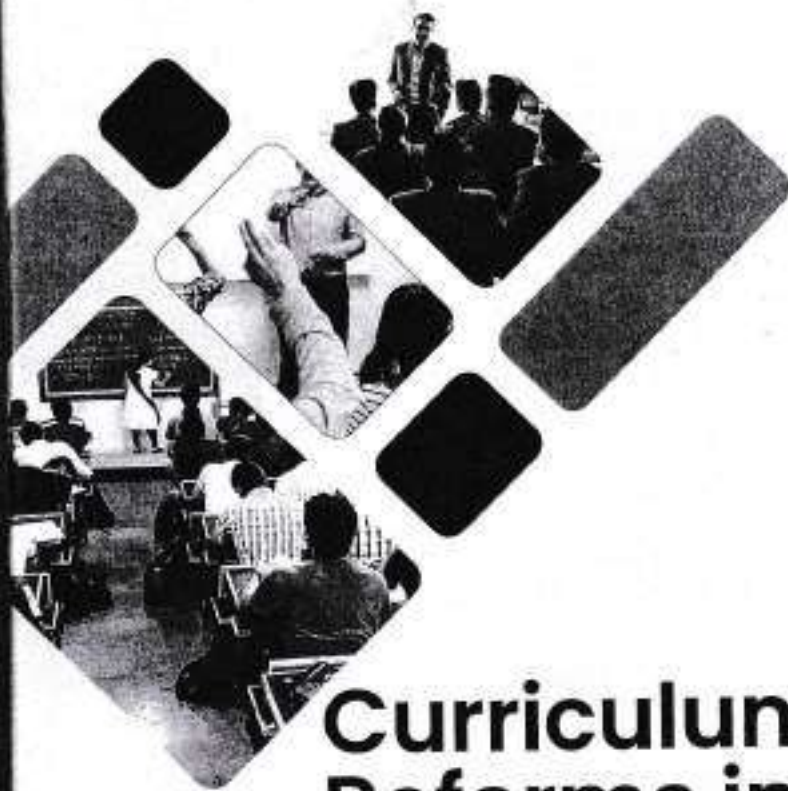
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### BRIDGING SOCIAL GAPS THROUGH EDUCATION-AN INITIATIVE REQUIRED IN NEW EDUCATION POLICY

Neelam Paul\*

*This paper highlights the importance of education in bridging the social gaps in India. Till 2020, India is going to be a land of maximum number of youth. A country with a large number of young people can emerge as a superpower if these young people are given equal opportunities not only in terms of their gender differences but also the caste system prevailing in our country. As Education system and economic growth of a country are closely related. So we need to discuss that how our education system can contribute to improving human capital and what could be the changes in it so as to bridge the social gaps.*

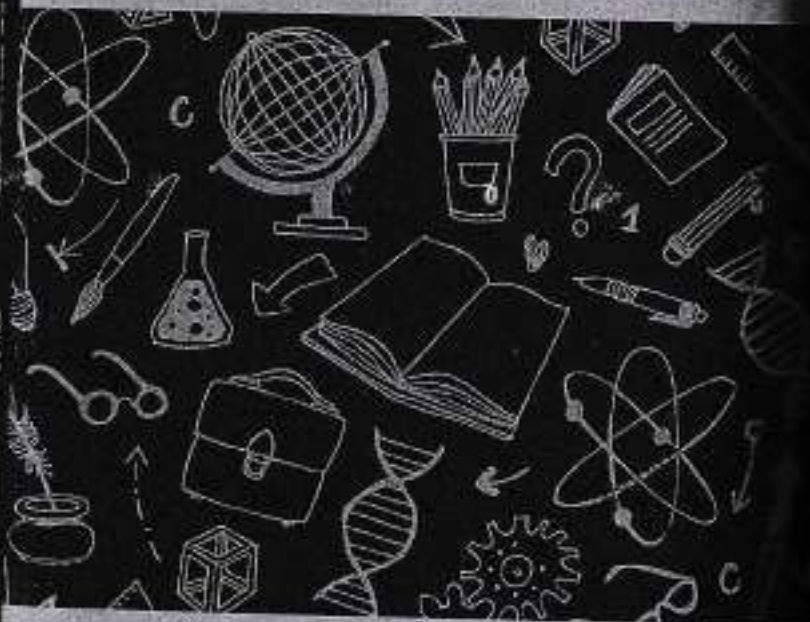
**Keywords:** Social Gaps, Gender Inequality, Education

#### Introduction

India is the land of different religions, castes and different languages. It is one of the world's most populous country. One can easily see that despite of all these diversities and differences, there is a unity in India. National Integration was strengthened during the independence struggle, had not we united, we would not have got the freedom. After independence many problems like communalism, linguism, regionalism and castism have capture the Indian society. Not only this, there is gender inequality also prevailing in the country. Gender equality needs to be pursued both for social and equity considerations and because it makes good economic sense. Under investments in women are missed opportunities to correct gender disparities and to capture and harness the economic and human

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# POLICY AND REGULATIONS CHANGES IN TEACHER EDUCATION



*Chief Editor :*  
Dr. (Mrs.) Harsh Batra

*Editors : Dr.*  
Dr. Van...



## NEW POLICIES IN TEACHER EDUCATION ISSUES AND CHALLENGES

Dr. Neelam Paul\*

Quality teachers are difficult to find and make. Government of India taking its steps forward towards making and shaping the quality of professional teachers by introducing new policies and regulations. Teachers are the primary source of shaping the domains of the students in every field and make them strong in their decisions and directions, but if the teachers are themselves not much experienced in their particular field, then will they be able to be a guide and facilitator? So, in the practice of making teachers rich in content and practice, giving them a way to gain experience, policies are being formulated. NCTE which is a platform for planning and coordinating the development of the teacher education revised the rules and regulations and norms and standards on November 28, 2014. But there are some issues and challenges that teachers should be considered and the same have been pen down here.

**Keywords:** B.Ed. program, Quality, Implementation, Workshop, Internship

### Introduction

The major reform of introducing integrated B.A./B.Ed. or B.Sc./B.Ed. and B.Com./B.Ed. course was to improve the quality of Teacher Education and Teacher's skill and knowledge. It was also one of the ways to introduce the professionalism in teacher education field. B.Ed. course will be a four integrated programme and will be offered at two-levels i.e. Pre primary to primary level and upper primary to secondary level. Every aspect always have some of the issues which can be considered for.

New policies are introduced to improve the quality of the education

\* Assistant Professor, Government College of Education, Sector 29, Chandigarh

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EDUCATION: ISSUES AND CHALLENGES**

by

Dr. (Mrs.) Harsh Batra and Dr. (Mrs.) Sapna Nanda

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**MESSAGE**

Education has always been instrumental in developing nations and its citizens. Education is the process of development of not only human minds but a humane and civilized society.

This objective can be achieved only when the students in schools, academics, collages and various other educational institutions perform to the best of their potential. Teachers play a crucial role in first identifying the flair/talent of students and then fostering, nurturing and developing it.

India has made concentrated efforts to modify and modernize teacher education curricula to suit the requirements of contemporary educational needs of the society and instill greater professionalism and commitment in practicing teachers through pre-service and continuous in-service teacher education programmes.

An analysis of the recommendations of various commissions, committees and the education policy of India

Lack of research or critical analysis, lack of latest technology, absence of personality development programmes, outdated syllabus, emphasis on theory based information rather than practical life skills, existence of different educational boards across India which results in maintenance of uniform quality of education impossible, the disparity between the academic education provided in the educational institutions and the market or the industry required education, public-private entrepreneurship development programmes etc. are some of the challenges to the implementation of the integrated education in the teacher education programmes.

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## URGENCY OF ADMINISTRATIVE REFORM IN INDIAN EDUCATION WITH SPECIAL REFERENCE TO HIGHER EDUCATION

Dr. Sheojee Singh\*

*India stands at a unique juncture of human history today in so far as its human resources development is concerned. Indian population is at a phase when its demographic dividend can be reaped profitably to the best possible extent by facilitating quality education for all, quality higher education for the maximum and focused professional development programs for the interested and chosen ones from amongst its capable youths, leading the country to the highway of holistic development. But the million-dollar question before the nation is 'whether our education, especially the higher education, has the readiness to harness the demographic dividend'. Analyzing the academic and the current administrative effectiveness of our education system in context with the contemporary world scenario, the author asserts the urgency of administrative reforms in Indian education at all levels to meet the expectations of individual and societies. The author is of the view that unless we have transparent, result-oriented, participative and democratic visionary administration dedicated to academic excellence for national resurgence; it is a vain chimera to have higher expectations from the system of education as it is. There is an urgency to restructure the entire administrative set up in education to bring the required level of effectiveness.*

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### MESSAGE

D.O.No. 74

Education Secretary,  
Chandigarh Administration,  
Chandigarh

Dated 29.01.2018

Education is considered as the most important instrument of social transformation if it is so structured as to secure accessibility, equality, democracy, quality, transparency and cooperation within the society. The choice of indicators to measure quality of education is crucial. These indicators would determine as to what is the nature, objective and quality of education being imparted by us.

Indian education policy perspective is characterized by rapid paradigm changes. Over the years, we have seen better coordination of education with other sectors of country economy. In this context, the recent educational policy initiatives are a step forward towards a new paradigm, change with a focus at a cohesive vision, to transform the quality of education and acceleration of national development.

The emergence of worldwide economic order has immense consequences for higher education and more so under the changes that have taken place in the recent past with regard to globalization, industrialization, information technology advancement and its impact on education to accommodate these developments and yet maintain quality in higher education. Expansion, inclusion and excellence must be the three objectives

## URGENCY OF BRINGING ACTIVE SELF KNOWLEDGE IN PROFESSIONAL AND HUMANE TEACHER EDUCATION- ADDRESSING THE CHALLENGE OF CHANGE

Sheojee Singh\*

*NCFTE-2009 rightly titled as Preparing Professional and Humane Teachers asserts in unequivocal terms, "It is a matter of conviction that if teacher education institutions could be organized on right lines, and become dynamic centres of progressive educational movements, the whole task of educational reconstruction could be greatly facilitated." This expectation is at the foundation for structural changes highlighted in recent reconstruction of core curriculum of teacher education in the country. It set in motion a new phase of evolutionary energy in human development and as integral part of one of the best centers of teacher education in north India under one of leading universities of the country, we must reflect on its far-reaching significance in times to come. This paper is a preliminary attempt to reflect on the issue of Bringing Active Self Knowledge in Professional and Humane Teacher Education. This paper basically highlights the Challenges of Change in contemporary teacher education in the country within the general idea of humanizing teacher education by linking Self-Awareness, Disciplinary Knowledge and Pedagogical Skills.*

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We in India have had the glorious history of high quality centres of learning from ancient times, but it was lost in antiquity and when the modern education was formally started in late nineteenth century, the western system of education was very quick in removing the humane element of the teacher from the scene. The efficiency, effectiveness and class management were in high demand from a person willing to become a teacher. The height of this symptomatic education came when a teacher was supposed to work under the direction of those who had nothing to do with teaching learning, and the teachers' service, promotion and other benefits were linked to the ACR approved finally by those who did not know the teacher at all. Professionalism in teacher education meant only the efficiency to control the class and please the superiors by obeying them without questioning. This culture of nurturing the so called efficient and good teachers eliminated the need for reflective practices in learning and also minimized the possibility of inward flowering of the teachers and/ or the learners. It happened primarily because of stuffing the curriculum with many things without making the teachers realize the true significance and value of most of these so-called useful things. The ultimate result was that: Instead of pursuing the supreme art of awakening of intelligence of the learner, the teacher was lost in mundane duty of preparing the report of the un-reportable aspects of education. This led to all flowery reports without the essential fragrance in education, which became disturbingly visible only recently when a total overhaul of the system was initiated. In this paper, only two aspects will be focused:

# Value Education in The BHAGAVAD GITA

The book is a culmination of research work carried out by the author at Panjab University and highlights the value education methodology as indicated in the Song Celestial, the Bhagavad Gita. The author has tried to situate value education in philosophic as well as socio-psychological contexts in the overall perspective of teachings of the Bhagavad Gita and has shown how the various verses of this wonderful classic on Human Excellence show the royal road to character excellence and work-efficiency amidst our daily living. A useful reference for teachers, policy makers and researchers, this book will prove useful to almost everyone concerned with education for life as well as education for livelihood.



The author, Dr. Sheojee Singh, a passionate teacher-educator presently at Govt. College of Education, Chandigarh since Jan-2003, is a man of seasoned experiences in the field of education. Having handled multifarious responsibilities at various levels of education for the last more than 17 years, he has a keen interest in significant contemporary educational issues. Having presented his thought provoking views in more than 50 national/ international conferences/ seminars and contributed around 25 papers in journals of repute so far, he prefers to work in the field of science education, teacher education and human excellence. Having deep interest in the ideas of Swami Vivekananda, Sri Aurebindo, Swami Sharanananda and J. Krishnamurti, he holds the view that the future of human race lies in the hands of individuals and societies committed to work efficiency and character excellence, for which the Bhagavad Gita is a wonderful working manual. This message of excellence needs to be imbibed by the youth everywhere for restoring the glory of humanity on this beautiful planet.



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D.O.No. 74

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Dated 29.01.2018

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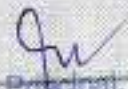
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## CONTENT

Sl. No.	Topic	Author Name	Page No.
1.	Yog Hai Toh Jeevan Hai	Dr. Aneesh Garg	1
2.	Integrated Approach to to Holistic Health	Dr. Sapna Nanda	2
3.	Holistic Approach to Health	R.K. Garg	6
4.	Alternative Therapies for Health & Well-Being	Dr. M.K. Virmani	9
5.	Cues for Improving Intellect	Sumant Batish	11
6.	Yoga-The Science of Health and Wellnes	Sarghi Kohli	14
7.	Samagra Swasthya Ke Liye Samanvit Drishticon	Mohit Vasdev	16
8.	Boost Your Long-Term Happiness and Inner Peace	Shalu Bansal	18
9.	Common Myth and Facts of Diet and Health	Anupma Kaushal	22
10.	Preventive Measures to Good Health-The Indian Approach	Dr. Sheojee Singh	24
11.	Yog: Ke Paripurn Chikitsa Pranalee	Dr. Gunnidhi Sharma	29
12.	Positive Thinking	Reena Bhatia	32
13.	Breathing for Life: The Mind-Body Healing Benefits of Pranayama	Kulwant Singh	35
14.	Spiritual Wellness as the Core of Holistic Wellness	Dr. Anjali Puri	39
15.	Stress Effects During Covid-19 & Relief Measures Through Yoga	Raman Sharma	42
16.	OJUS	Dr. Bhupinder Gupta	44
17.	Yoga and Diet is an Art of Life	Bharti Goel Dr. Sapna Nanda	48
18.	Principles of Nature Cure or Naturopathy	Kiran Sharma	52
19.	Lighter Than Light and Beyond Time	Oshin Sharma	54
20.	Bharat Ko Vishwa Guru Banana Hai	Dr. M.K. Virmani	56

  
 Principal,  
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# CONTENTS

	Page No.
<b>SECTION A : ASPECTS OF YOGA</b>	
01. Yoga is Beyond the Body: An Insight -Dr. Neetika Trivedi	01-04 05-07
02. Science of Yoga -Dr. Sapna Nanda, Swati Nanda	08-12
03. वैदिक साहित्य में योग विज्ञान के उद्भवों का अंकलन, संकलन और मूल्यांकन -डॉ० सुसुम	13-15
04. Importance of Yoga in Daily Life -Iqbalpreet Singh	16-18
05. Yoga as The Proficiency in Righteous Actions Towards Universal Well Being -Dr. Sheeja Singh	19-23
06. कोरोना काल में श्रीमद्भगवद्गीता के उपदेश का महत्व -अनुपमा कौराव	24-27
07. योग में महिला का स्थान -डॉ० पुननिधि शर्मा	28-31
08. Concept of Chitta, Chitta-Vrittis and Chitta-Vritti-Nirodhopaya According to Yoga Sutra of Patanjali -Manish Kumar	32-34
09. Mental Health and Yoga -Manan Seth Kumra	35-37
10. The Art of Forgiveness -R.K. Garg	38-42
11. Gurbani and Yoga -Navjot Kaur	43-44
12. Yoga is the Answer -Dr. Neha Sharma	45-46
13. Yogic Lifestyle -Reena Bhatia	47-49
14. Importance of Yoga & Meditation in Education -Priya Devi	50-51
15. Importance of Yoga in Student's life -Rajwant Kaur	52-53
<b>SECTION B : VARIED YOGIC PRACTICES</b>	
16. योग और इंटरनेट परीक्षा -मन्दीरा कौर	

(xvii)

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# FOREWORD

The world had set out to achieve the SDG 4 quality education for all by 2030 and then the pandemic happened. Much before this, UN **Panel** indicated that the efforts were not sufficient to achieve SDG 4. It has been said that **innovative teaching methods and techniques** are required for quality Education and to enhance learning outcomes.

It has been assisted by technology and to enhance learning outcomes. **More students and fulfill the educational aspirations of diverse group of learners. Teaching and learning invariably integrated with technology with the invent of web 2.0. Online teaching was popularized with the help of Massive Online Open Courses e.g. MOOCs. Still, students mostly preferred to get formal education in a regular classroom setting and teachers were slowly integrating technology to enhance the classroom experience. Hybrid teaching and flipped classroom have come to stay in the Educational system even though there is a paucity of resources for fully digital learning.**

In order to enhance digital education in the country, the government of India has encouraged in service training for teachers to use ICT and **integrate online courses in their curriculum. Digital literacy has become a buzzword for futuristic education. It encompasses broad based knowledge of various digital tools along with a discrimination to sift through the large quantum of information available online.**

All this has been forced into the fast forward made by COVID 19 pandemic which forced nations to go into lockdown and consequently the educational institutions stand closed to contain the spread of the deadly virus. In this situation, being concerned about the well being of their students, the teachers found ways to connect with their students through their own personal devices like mobile phones and computers. There has been uncertainty about 'reopening educational institutions and to prevent academic loss to students, teachers became frontline warriors to ensure

14. Online Teaching Learning: PPP Model of Videos Presentations  
Dr. Pargat Singh Garcha, Principal,  
GHG Khalsa College of Education, Gurusar Sadhar, Ludhiana
15. Relevance of Online Teaching Learning Process  
Dr. Parneeta Singal, Principal  
Moga College of Education for Girls, Ghal Kalan, Moga
16. Bracing for the Impact: e-learning in the Times of Pandemic  
Dr. Rajbans Singh Gill, Professor & Director,  
Centre for Public Policy & Governance, Punjabi University, Patiala,
17. Relevance of Online Teaching Learning Process in 21st Century  
Dr. Ravi Mehar, Associate Professor,  
Department of Education, USOL, Panjab University, Chandigarh
18. Importance of ICT  
Dr. (Mrs.) R. R. Kaur, Principal,  
Surjeet Memorial College of Education, Malwal (Ferozepur)
19. E-Learning: Challenges and Perspectives  
Dr. Sandeep Katarin, Principal  
Saint Sahara College of Education, Sri Mukteswar Sahib (Pb.)
20. Expansion of Digital Education in 2020  
Dr. Sandeep Sawhney, Principal,  
Mr. Gaurav Kumar, Assistant Professor,  
Doraha College of Education, Doraha (Ludhiana)
21. Online Teaching and Learning Process: Need of Contemporary Education System  
Dr. Sapna Nanda, Principal,  
Govt. College of Yoga Education & Health, Chandigarh,  
Swati Nanda, MBA Student,  
University Business School, Panjab University, Chandigarh.
22. Digital Learning  
Dr. Sarabjit Kaur, Principal  
Govt. Ram Dass B. Ed. College, Jalandhar (West)
23. Challenges of Digitalization in Rural areas of India  
Dr. Sumita Arya, Principal  
Kalgidhar Institute of Higher Education, Malakot
24. Online Learning: The Medium of Tomorrow  
Dr. Urmit Sethi, Principal,  
D. A. V. College of Education, Abohar
25. MOOC - An Emerging Technology in Education  
Dr. Vijay Laxmi, Principal,  
D. D. Jain College of Education, Ludhiana
26. The Role of Digital Learning in Transforming Education  
Dr. Vipul Kumar Narang, Professor  
Kenway College of Education, Abohar

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# Evaluation and Management of High-Risk Pregnancies

Emerging Research and Opportunities



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## CONTENT

Topic	Author Name	Page No.
Yog Hai Toh Jeevan Hai	Dr. Aneesh Garg	1
Integrated Approach to to Holistic Health	Dr. Sapna Nanda	2
Holistic Approach to Health	R.K. Garg	8
Alternative Therapies for Health & Well-Being	Dr. M.K. Virmani	9
Cues for Improving Intellect	Suman Batish	11
Yoga-The Science of Health and Wellnes	Sarghi Kohli	14
Samagra Swasthya Ke Liye Samanvit Drishticon	Mohit Vasdev	16
Boost Your Long-Term Happiness and Inner Peace	Shalu Bansal	18
Common Myth and Facts of Diet and Health	Anupma Kaushal	22
Preventive Measures to Good Health-The Indian Approach	Dr. Sheojee Singh	24
Yog: Ke Paripurn Chikitsa Pranahee	Dr. Gunnidhi Sharma	29
Positive Thinking	Reena Bhatia	32
Breathing for Life: The Mind-Body Healing Benefits of Pranayama	Kulwant Singh	35
<b>Spiritual Wellness as the Core of Holistic Wellness</b>	<b>Dr. Anjali Puri</b>	39
Stress Effects During Covid-19 & Relief Measures Through Yoga	Raman Sharma	42
OJUS	Dr. Bhupinder Gupta	44
Yoga and Diet is an Art of Life	Bharti Goel Dr. Sapna Nanda	48
Principles of Nature Cure or Naturopathy	Kiran Sharma	52
Lighter Than Light and Beyond Time	Oshin Sharma	54
Bhasat Ko Vishwa Guru Banana Hai	Dr. M.K. Virmani	58

  
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# TABLE OF CONTENTS


FOREWORD .....	4
CONFERENCE COMMITTEE MEMBERS .....	5
PEER REVIEW TEAM .....	5
EDITORIAL BOARD .....	5
LIST OF PARTICIPANTS, GUESTS OF HONOUR, GUEST LECTURERS AND RAPORTEURS .....	6
INTRODUCTION .....	8
MISSION STATEMENT: RESPONSIBLE RESEARCH AND INNOVATIONS AT LSME .....	9
SCOPE OF RESEARCH PAPER SUBMITTED .....	10
OBJECTIVES .....	10
CRITERIA FOR ACCEPTANCE .....	10
ABOUT LSME .....	11
MESSAGE FROM THE CONFERENCE CONVENER .....	12
MESSAGE FROM THE LORD SHEIKH OF CORNHILL IN THE CITY LONDON .....	13
MESSAGE FROM THE PROFESSOR STEPHEN MCKINNEY CONFERENCE CHAIRMAN .....	14
MESSAGE FROM THE AMBASSADOR OF NEPAL H.E. DR DURGA BAHADUR SUBEDI .....	16
MESSAGE FROM CLLR. ZULFIQAR HUSSAIN MAYOR OF THE LONDON BOROUGH OF REDBRIDGE .....	17
MESSAGE FROM PROFESSOR D. K. DHAWAN .....	18
CONFERENCE PROGRAMME .....	19
DAY ONE: OVERVIEW .....	19
DAY 1: PROGRAMME (31 <sup>ST</sup> JULY 2019) .....	21
DAY ONE: SPEECHES .....	23
DAY ONE: SUMMARIES OF THE FIRST PRESENTATION SESSION .....	33
DAY ONE: SUMMARIES OF THE FIRST PAPER PRESENTATION SESSION .....	34
SPECIAL LECTURE – 1 .....	36
DAY ONE: SUMMARIES OF THE SECOND PAPER PRESENTATION SESSION .....	37
PAPER PRESENTATION SESSION 2A .....	37
PAPER PRESENTATION SESSION 2B .....	38
PAPER PRESENTATION SESSION 3 .....	39
DAY TWO: OVERVIEW .....	40
DAY 2: PROGRAMME (1 <sup>ST</sup> AUGUST 2019) .....	41
DAY TWO: KEYNOTE ADDRESS BY DR PETER GRAY .....	43
DAY TWO: SUMMARIES OF THE PAPER PRESENTATIONS SESSIONS .....	44
PAPER PRESENTATION SESSION 4 .....	44
PAPER PRESENTATION SESSION 5 .....	46
PAPER PRESENTATION SESSION 6 .....	48



SPECIAL LECTURE – 2 .....	49
PAPER PRESENTATION SESSION 7 .....	50
DAY THREE: OVERVIEW .....	52
DAY 3: PROGRAMME (2 <sup>ND</sup> AUGUST 2019) .....	53
SPECIAL LECTURE – 3 .....	55
SPECIAL LECTURE – 4 .....	56
PAPER PRESENTATION SESSION 8 .....	57
SPECIAL LECTURE – 5 .....	59
PAPER PRESENTATION SESSION 9 .....	60
ABSTRACTS OF PAPERS PRESENTED AT THE CONFERENCE .....	62
RESEARCH PAPERS .....	89
MICRO, SMALL AND MEDIUM ENTERPRISE DEVELOPMENT IN INDIA: WITH SPECIAL REFERENCE TO WOMEN AND SCS/ STS ENTREPRENEURS .....	90
TRANSGENDER CITIZENSHIP GAPS BEING BRIDGED: INDICATION OF PARADIGM IDEOLOGICAL SHIFT AT COGNITION LEVEL FOR THE THIRD GENDER COMPEER AMONG THE STUDENTS OF PANJAB UNIVERSITY – A QUALITATIVE STUDY .....	104
DIMENSIONS OF WORK CULTURE AMONG INDUSTRIAL WORKERS WITH SPECIAL REFERENCE TO INDUSTRIAL AREA .....	114
THE CHALLENGES OF TRADITION VERSUS MODERNITY: FROM A SOCIAL WORK PERSPECTIVE .....	121
STUDY OF CORPORATE IMAGE AND SERVICE QUALITY PERCEPTION OF PUBLIC AND PRIVATE SECTOR BANKS AMONG GENERATION X AND GENERATION Y .....	128
PROBLEM OF DROPOUT CHILDREN IN ELEMENTARY EDUCATION: A STUDY OF TWO DISTRICTS IN U.P. STATE OF INDIA .....	142
HOW DOES THE SCHOOL CLIMATE AFFECT THE ACADEMIC ACHIEVEMENT OF STUDENTS IN INDIA? – A CASE STUDY .....	159
A PRAGMATIC STUDY ON USE OF E-WALLETS BY AUTO RICKSHAW DRIVERS IN MUMBAI, INDIA .....	188
ROLE OF EDUCATIONAL INITIATIVES FOR PROMOTING GLOBAL PEACE .....	199
COMPARATIVE ANALYSIS ON UNIVERSAL PRIMARY EDUCATION IN THE DEVELOPING COUNTRIES OF SOUTH ASIA .....	206
A STUDY OF IMPACT OF MONETARY AND NON-MONETARY MOTIVATIONAL FACTORS ON CORPORATE EMPLOYEES PERFORMANCE WITH RESPECT TO MUMBAI CITY, INDIA .....	218
EFFECT OF E-TEACHING ON DIVERGENT PRODUCTION ABILITIES .....	235
RESEARCH ATTITUDE AND STYLE OF LEARNING AND THINKING .....	242
APPLICATION OF GREEN WORK-LIFE BALANCE BY DEGREE COLLEGES TO TEACHING FACULTIES IN MUMBAI AND SUBURBS OF MUMBAI .....	248
SYMBOLIC AND NUTRITIONAL SIGNIFICANCE OF DAIRY PRODUCTS WITH SPECIAL REFERENCE TO MILK IN DAILY LIVES .....	265
TRENDS OF RESEARCHES ON TEACHER EDUCATION IN INDIA: A REVIEW .....	277
A STUDY OF JOB SATISFACTION OF SELF FINANCE COURSES TEACHERS IN MUMBAI .....	290
PREDICTIVE MODELLING AND ITS APPLICATIONS .....	296
STUDY OF ACADEMIC ACHIEVEMENT IN RELATION TO TEACHING APTITUDE, ATTITUDE TOWARDS TEACHING & ANXIETY .....	306

## Contents

<i>Foreword</i>	
<i>Preface</i>	iii-iv
<i>Acknowledgement</i>	v-vi
1. <b>A Time for Serious Midcourse Correction</b> <i>Swami Chidananda</i>	vii 1-7
2. <b>Reinvigorated Human Beings and Post Pandemic World (Towards a New Dawn)</b> <i>S. N. Dubey</i>	8-11
3. <b>Cultivating an Enquiring Mind: J. Krishnamurti's Philosophy of Education</b> <i>Chaitanya Nagar</i>	12-17
4. <b>M. K. Gandhi's Holistic Approach to Education and Human Beings</b> <i>Dr. Uma Pant</i>	18-23
5. <b>A Crisis is an Invitation for a Deeper Learning and Change</b> <i>Mukesh Gupta</i>	24-31
6. <b>Contemporary Crises and Education of Value: The Approach of J Krishnamurti</b> <i>Alok Tandon</i>	32-38
7. <b>Creating a New World Order amid Covid-19 Crisis: The Krishnamurti Approach</b> <i>Dr. Sheojee Singh</i>	39-45
8. <b>Effects of the Novel Coronavirus on Tourism and Hospitality Industry</b> <i>Dr. Rajeev Ranjan Mishra</i>	46-56
9. <b>Reconstructing the World Within: Post Pandemic World and Mankind</b> <i>Dr. Manjari Shukla</i>	57-60

  
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## CONTENT

Sr. No.	Topic	Author Name	Page No.
1.	Yog Hai Toh Jeevan Hai	Dr. Aneesh Garg	1
2.	Integrated Approach to to Holistic Health	Dr. Sapna Nanda	2
3.	Holistic Approach to Health	R.K. Garg	6
4.	Alternative Therapies for Health & Well-Being	Dr. M.K. Virmani	8
5.	Cues for Improving Intellect	Sumant Batish	11
6.	Yoga-The Science of Health and Wellnes	Sarghi Kohli	14
7.	Samagra Swasthya Ke Liye Samanvit Drishikon	Mohit Vasdev	16
8.	Boost Your Long-Term Happiness and Inner Peace	Shalu Bansal	18
9.	Common Myth and Facts of Diet and Health	Anupma Kaushal	22
10.	Preventive Measures to Good Health-The Indian Approach	Dr. Shrojee Singh	24
11.	Yog: Ke Paripurn Chikitsa Pranalee	Dr. Gunnidhi Sharma	29
12.	Positive Thinking	Roena Bhatia	32
13.	Breathing for Life: The Mind-Body Healing Benefits of Pranayama	Kutwant Singh	35
14.	Spiritual Wellness as the Core of Holistic Wellness	Dr. Anjali Puri	38
15.	Stress Effects During Covid-19 & Relief Measures Through Yoga	Raman Sharma	42
16.	OJUS	Dr. Bhupinder Gupta	44
17.	Yoga and Diet is an Art of Life	Bharti Goel	48
18.	Principles of Nature Cure or Naturopathy	Dr. Sapna Nanda	52
19.	Light Than Light and Beyond Time	Kiran Sharma	54
20.	Bharat Ko Vishwa Guru Banane Hai	Oshin Sharma	54
		Dr. M.K. Virmani	58

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# INDEX

School Curriculum to Computer in Intermediate	10
Dr. Anish, Principal, Dayal Singh College of Education, Sector 16-D, Chandigarh	
Online Testing During and Post COVID-19	11
Dr. Anil Kumar, Associate Professor, U.P.S.I. University Institute of Education, Punjab University, Patna	
Dr. Anshu Arora, Principal, Amrit College of Education, Rampur, Patna	
Importance of Digital Learning and e-Resources	12
Dr. Balbir Singh, Director, Chandigarh J.K.A. College of Education, Bahadour District, SBS Nagar, Patna	
Online Education in India	13
Dr. Balinder Kaur, Professor, Karnal Singh College of Education, SBS Nagar	
Developmental Needs of Adult Learners in India	14
Dr. Gurpreet Singh, Associate Professor, Maharaja Pratap College of Education for Women, Ludhiana, Punjab	
Dr. Jyoti Gupta, Director, Sardar Sarbajit College of Education for Women, Patna	
Dr. Karwal Singh, Principal, Jagadgurur College of Education, Ferozpur, Punjab	
Digital Education: The Way Ahead	15
Dr. Lajpat Sharma, Professor, Department of Education, Punjab University, Chandigarh	
Online Learning Technologies in Education	16
Dr. Lita Kaur, Assistant Professor, J.K.A. College of Education, Chandigarh	
Online Learning	17
Dr. Manjinder Kaur, Lecturer, Department of Education, Ludhiana	
Online Learning: A New Paradigm in Teaching-Learning Process	18
Dr. Nand Kishan, Professor, J.K.A. College of Education, Chandigarh	
Online Learning: A Paradigm Shift in Education	19
Dr. Gaurdeep Singh, Associate Professor, J.K.A. College of Education, Chandigarh	

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Sector 20-D, Chandigarh**

## CONTENTS

	Page Nos.
1. INCLUSION AND EQUITY IN EDUCATION : FEW CONSIDERATIONS — <i>Dr. Anjali Puri</i>	1-6
2. TEACHER EDUCATION : ISSUES AND THEIR REMEDIES — <i>Dr. Supreet Kaur</i>	7-13
3. EDUCATING GIRLS IN INDIA : CHALLENGES AND PERSPECTIVES — <i>Dr. Kritika Batra, IAS</i>	14-18
4. POLICY AND REGULATORY CHANGES IN TEACHER EDUCATION IN INDIA : A NEED FOR ACHIEVING EXCELLENCE AND EXPERTISE — <i>Dr. Ram Mehar</i>	19-30
5. REGULATORY ISSUES IN TEACHER EDUCATION WITH REFERENCE TO NEW EDUCATION POLICY (2019) — <i>Dr. Meena</i>	31-37
6. POLICY AND REGULATORY CHANGES IN TEACHER EDUCATION — <i>Dr. Pawan Kumar</i>	38-44
7. POLICY AND REGULATORY CHANGES IN TEACHER EDUCATION : AN OVERVIEW — <i>Amardeep Kaur</i>	45-49
8. POLICY AND REGULATORY CHANGES IN TEACHER EDUCATION IN INDIA — <i>Mr. Jagdish Singh</i>	50-56

(x)

  
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Govt. College of Education  
Sector 20-D, Chandigarh  


9. MULTI-SENSORY APPROACH OF TEACHING :  
ENHANCING TEACHER EDUCATION VIA  
NEW INTERVENTION 57-67  
— Kirandeep Kaur Taneja
10. TEACHER EDUCATION FOR A CONSTRUCTIVE  
HUMAN SOCIETY 68-72  
— Dr. Harsh Batra
11. POLICY AND REGULATORY CHANGES IN  
TEACHER EDUCATION: ISSUES AND CHALLENGES 73-77  
— Dr. Sapna Nanda
12. IMPROVING QUALITY OF TEACHER EDUCATION 78-80  
— Dr. Jyoti Gupta
13. REFORMS IN THE TEACHER EDUCATION :  
AN ATTEMPT TO REDEFINE EDUCATION 81-86  
— Meghna Mehndroo
14. REGULATORY CHANGES IN TEACHER  
EDUCATION IN INDIA - REFLECTING THROUGH  
THE MIRROR OF NPE-2019 87-91  
— Dr. Kuman
15. NEW POLICIES IN TEACHER EDUCATION :  
ISSUES AND CHALLENGES 92-95  
— Dr. Neelam Paul
16. POLICY AND REGULATORY CHANGES IN  
EDUCATION AS PER DRAFT NEW EDUCATION  
POLICY 2019 96-101  
— Dr. Inderpreet Kaur
17. REFORMING TEACHER EDUCATION  
PROGRAMME 102-110  
— Dr. Sanjeev Kumar
18. NATIONAL EDUCATION POLICY :  
VISION AND MISSION 111-116  
— Swati Nanda

19. AN OVERVIEW OF S  
PROGRAM IN TWO  
IN INDIA  
— Dr. Punam Bansal
20. INCLUSION AND W  
POLICY, TEACHER  
— Dr. Ravneet Chaulk
21. NEED OF POLICY .  
CHANGES IN TEAC  
— Dr. Savita Arya
22. TEACHER EDUCA'  
CURRENT PROBL  
— Dr. Balwinder Kau
23. ADDRESSING THE  
TEACHER EDUCA'  
— Mamta Garg
24. DOCUMENTATION  
INTERVENTIONS  
OF TEACHER ED  
— M. Gayatri
25. STRENGTHENIN  
PROGRAMME B  
SENSITIVE CUR  
— Rajni Arya
26. RELEVANCE OF  
MODEL IN SCH  
— Shalini Sharm

  
Principal,  
Govt. College of Education  
Sector 20-D, Chandigarh

# CONTENTS

	Page No.
<b>SECTION A : ASPECTS OF YOGA</b>	
01. Yoga is Beyond the Body: An Insight -Dr. Neetika Trivedi	01-04 05-07
02. Science of Yoga -Dr. Sapna Nanda, Swati Nanda	08-12
03. वैदिक साहित्य में योग विज्ञान के तथ्यों का आंकलन, संकलन और मूल्यांकन डॉ० कुसुम	13-15
04. Importance of Yoga in Daily Life -Iqbalpreet Singh	16-18
05. Yoga as The Proficiency in Righteous Actions Towards Universal Well Being -Dr. Sheojee Singh	19-23
06. कोरोना काल में श्रीमद्भगवद्गीता के उपदेश का महत्त्व -अनुपमा कौराल	24-27
07. योग में अहिंसा का स्थान -डा० गुणनिधि शर्मा	28-31
08. Concept of Chitta, Chitta-Vrittis and Chitta-Vritti-Nirodhopaya According to Yoga Sutra of Patanjali -Manish Kumar	32-34
09. Mental Health and Yoga -Manan Sethi Kumra	35-37
10. The Art of Forgiveness -R.K. Garg	38-42
11. Gurbani and Yoga -Navjot Kaur	43-44
12. Yoga is the Answer -Dr. Neha Sharma	45-46
13. Yogic Lifestyle -Reena Bhatta	47-49
14. Importance of Yoga & Meditation in Education -Priya Devi	50-51
15. Importance of Yoga in Student's life -Rajwanti Kaur	52-53
<b>SECTION B : VARIED YOGIC PRACTICES</b>	
16. जेगा अउं उँदुसउं सरीर -मनजीत डेर	

(xvii)

  
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# KALASH

The Essence of Yoga



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## About the College

Govt. College of Yoga Education & Health is a unique institute catering to the physical, psychological and spiritual health needs of the General Public as well as excelling in the field of academics. The Government Yoga Health Organization was established by the Chandigarh Administration in 1962 to promote health and yoga awareness among the residents of the city beautiful. In July 1976, one year Diploma course in Yoga Education was initiated here. In the year 1982, the institute has started one year degree course i.e. B.Ed. (Yoga) affiliated to Panjab University, Chandigarh. The landmark decision of the Chandigarh Administration in the session 2008-09 upgraded this institute as an independent college. The Post Graduate Diploma in Yoga Therapy was also introduced in the college in 2007 under the innovative programme of University Grants Commission and duly affiliated to Panjab University, Chandigarh. Further Basic Certificate Course in Yoga Education was also introduced. At present, the college is conducting 10 Yoga Sessions for the General Public in the college premises, inculcating holistic health through Yoga. In addition, the college has a separate Yoga therapy Department focusing on aiding various lifestyle diseases. A feather in the camp was added in the achievements of GCYEH with the opening of 46 centers under AYUSH Department under which yoga classes are being conducted free of cost for the General Public at various Health and Wellness Centres/Government Schools of the city beautiful.

After the announcement of 21st June as the International Day of Yoga in 2015, the day has become another festival for the Yoga aspirants all over the world. Since its inception, this remarkable day is being celebrated every year worldwide with great zeal and enthusiasm. This college, an integral part of Chandigarh Administration is all set to contribute towards the success of this important Day by organizing several activities to create awareness among the residents of the city beautiful about the importance of Yoga- the ancient tradition of India for the achievements of holistic health and general well-being.

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# Yoga and Well Being: A Literature Review

Dr. Anjali Puri<sup>1</sup>, Nishtha Puri<sup>2</sup>

Yoga is an ancient practice originating in India that aims to unite the mind, body, and spirit. It has been asserted that yoga can help alleviate many ailments (both physical and mental) for centuries in the East, as well as more recently in the West (da Silva, Ravindran, & Ravindran, 2009). Records of yoga postures date back millennia, but one of the founding texts that modern yoga stems from, *Yoga Sutras*, was written around 200 B.C. by the sage Patanjali (Riley, 2004). Patanjali described the system coined *Ashtanga* or *Eight-limbs*, which consisted of ethical standards (*yamas*), self-discipline and spiritual observances (*niyamas*), postures (*asanas*), mindful breath control (*pranayama*), sensory transcendence (*pratyahara*), concentration (*dharana*), meditation (*dhyana*), and divine consciousness (*Samadhi*). It is from these eight elements that modern yoga is derived, with the most common features being postures, breathing exercises, and meditation (da Silva, Ravindran, & Ravindran, 2009). There are now many variations on what is considered "yoga", with each school emphasizing different elements, and different types of yoga being suggested for different people (Saraswati, Saraswati & Saraswati; 1981). In order to better understand how yoga may be able to play a part in offender rehabilitation, it is important to become familiar with the leading frameworks that currently guide interventions with this population.

## Review of Literature

Dash and Telles (2001) studied that the present study aimed at assessing the effects of a set of yoga practices on normal adults (n=37), children (n=86), and patients with rheumatoid arthritis (n=20). An equal number of normal adults, children, and patients with rheumatoid arthritis who did not practice yoga were studied under each category, forming respective control groups. Yoga and control group subjects were assessed at baseline and after varying intervals, as follows, adults after 30 days, children after 10 days and patients after 15 days, based on the duration of the yoga program, which they attended, which was already fixed. Hand grip strength of both hands, measured with a grip dynamometer, increased in normal adults and children, and in rheumatoid arthritis patients, following yoga, but not in the corresponding control groups, showing no re-test effect. Adult female volunteers and patients showed a greater percentage improvement than corresponding adult males. This gender-based difference was not observed in children. Hence yoga practice improves hand grip strength in normal persons and in patients with rheumatoid arthritis, though the magnitude of improvement varies with factors such as gender and age.

Strauss (2002) examined that the Divine Life Society (DLS) is a spiritual organization founded by Swami Sivananda of Rishikesh, India. Sivananda's DLS, including associated centers across India and abroad, has figured prominently in expanding the role of yoga as a tool for the development of modern India. In this paper, Sivananda's own poetry and the many pamphlets and books produced by this noted swami, his contemporaries, and his successors through the 20th century in India serve to highlight ways that the promotion and practice of yoga has contributed to the ongoing Indian nationalist project. In addition, yoga is viewed from the perspective of the transnational and global forces that have become dominant in the latter half of the 20th century.

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Slovacek Tucker & Pantoja (2003) concluded that this study examines the relationship of yoga instruction in an inner-city school to several significant outcome variables, including academic performance, discipline, attendance, and students' attitudes about themselves, yoga and school. 405 students, 18 core subject teachers and yoga instructors in this K-8 charter urban school were involved in the study. Academic performance, positive student attitudes about themselves, student physical fitness levels, and student behavior were all positively related to students' participation levels in yoga.

Chaya Kurpad Nagendra & Nagarathna (2006) concluded that different procedures practiced in yoga have stimulatory or inhibitory effects on the basal metabolic rate when studied acutely. In daily life however, these procedures are usually practiced in combination. The purpose of the present study was to investigate the net change in the basal metabolic rate (BMR) of individuals actively engaging in a combination of yoga practices (asana or yogic postures, meditation and pranayama or breathing exercises) for a minimum period of six months, at a residential yoga education and research center at Bangalore.

Birdee Legedza Saper Bertisch Eisenberg & Phillips (2008) examined that there are limited data on the characteristics of yoga users in the U.S. To characterize yoga users, medical reasons for use, perceptions of helpfulness, and disclosure of use to medical professionals. Utilizing cross-sectional survey data from the 2002 National Health Interview Survey (NHIS) Alternative Medicine Supplement (n=31044), we examined correlates of yoga use for health. The estimated prevalence from 2002 NHIS of yoga for health was 5.1% corresponding to over 10 million adult.

Rangan Nagendra & Bhatt (2009) studied that sustained attention is a vital function mediated by the right frontoparietal cortex. The Six Letter Cancellation Task (SLCT) measures sustained attention. Development of sustained attention in a yoga-based education system compared to a modern one is the theme of the present study. Aim: To compare the effectiveness of the Modern Education System (MES) and the Gurukula Education System (GES) in developing sustained attention.

Hill (2010) studied that yoga and meditation have become mainstream practices in the United States, undertaken by 6 percent and 9 percent of the population, respectively, in 2007. In four articles, this master's thesis examines the practice of yoga and meditation by nontraditional populations. The first article is an overview piece on yoga and meditation, which explains what constitutes these practices, as well as who participates in them and why. The second article examines prison meditation programs in North Carolina, profiles two former inmates who benefited from meditation, and describes a meditation class at a state prison. The third article provides an overview of yoga programs for military service members and veterans, and discusses the stigma of yoga within military circles. The fourth article provides guidelines for yoga teachers on instructing service members or veterans. This thesis aims to explore yoga and meditation in-depth and show how and why these practices are reaching new audiences.

Hartfiel Havenh and Khalsa Clarke & Krayner (2011) examined that objectives Recent research has indicated concern for the degree of stress and emotional well-being among university staff. This study examined the effectiveness of yoga in enhancing emotional well-being and resilience to stress among university employees. Methods In a randomized controlled trial at a British university, we recruited 48 employees and randomized them into either a yoga or a wait-list control group. The yoga group was offered six weeks of Dru Yoga, comprising one 60-minute class per week. These classes were offered by a certified Dru Yoga instructor at lunchtime from January-March 2008. The wait-list control group received no intervention during this six-week study. Baseline and end-program measurements of self-reported mood and well-being were self-assessed with the Profile of Mood States -Bipolar (POMS-Bi) and the Inventory of Positive Psychological Attitudes (IPPA). Results This six-week yoga intervention resulted in significantly improved POMS-Bi and IPPA scores for the yoga compared to the wait-list control group for seven of eight measures of mood and well-being. In comparison to the wait-list control group at baseline and the end of the program, the yoga group

reported marked improvements in feelings of clear-mindedness, composure, elation, energy, and confidence. In addition, the yoga group reported increased life purpose and satisfaction, and feelings of greater self-confidence during stressful situations. Conclusion These results show that even a short program of yoga is effective for enhancing emotional wellbeing and resilience to stress in the workplace. We suggest that employers should consider offering yoga classes to their employees.

Field Diego Delgado & Medina (2013) studied that Mitchell Field Diego Bendell Newton & Pelaez (2012) examined that this research assessed the effects of yoga on prenatal depression symptoms using archival data. Depressed pregnant women were randomly assigned to either a yoga treatment group (n = 12) or a parenting education control group (n = 12). Women in the yoga group participated in classes two times a week for a period of 12 weeks. The attention control group received 12 parenting education sessions on the same schedule. The yoga versus control group showed greater decreases on the depressed affect and somatic/vegetative subscales and the summary score of the Center for Epidemiological Studies Depression Scale. Thus, yoga appears to reduce depression symptoms in pregnant women.

Hagen & Nayar (2014) examined that this article discusses yoga as a potential tool for children to deal with stress and regulate themselves. Yoga provides training of mind and body to bring emotional balance. We argue that children and young people need such tools to listen inward to their bodies, feelings, and ideas. Yoga may assist them in developing in sound ways, to strengthen themselves, and be contributing social beings. First, we address how children and young people in today's world face numerous expectations and constant stimulation through the Internet and other media and communication technologies. One reason why children experience stress and mental health challenges is that globalization exposes the youth all over the world to various new demands, standards, and options. There is also increased pressure to succeed in school, partly due to increased competition but also a diverse range of options available for young people in contemporary times than in the past. Our argument also partially rests on the fact that modern society offers plenty of distractions and unwelcome attractions, especially linked to new media technologies. The dominant presence of multimedia devices and the time spent on them by children are clear indicators of the shift in lifestyles and priorities of our new generation. While these media technologies are valuable resources in children and young people's lives for communication, learning, and entertainment, they also result in constant competition for youngster's attention. A main concept in our article is that yoga may help children and young people cope with stress and thus, contribute positively to balance in life, well-being, and mental health. We present research literature suggesting that yoga improves children's physical and mental well-being. Similarly, yoga in schools helps students improve resilience, mood, and self-regulation skills pertaining to emotions and stress.

Bilderbeck, Brazil and Farias (2015) concluded that Yoga Practice Progressively Improves Mood and Decreases Stress in a Sample of UK Prisoners. The data of 55 participants (52 male, 3 female) who completed a 10-week yoga course were analysed. Participants who attended more yoga classes and those who engaged in frequent (5 times or more) self practice reported significantly greater decreases in perceived stress. Decreases in negative affect were also significantly related to high frequency self-practice and greater class attendance at a near-significant level. Age was positively correlated with yoga class attendance, and higher levels of education were associated with greater decreases in negative affect. Our results suggest that there may be progressive beneficial effects of yoga within prison populations and point to subpopulations who may benefit the most from this practice.

Muirhead and Fortune (2016) examined that yoga is becoming increasingly commonplace in many correctional institutions around the world. Unfortunately, despite the prevalence of yoga classes, there has not been a great deal of high quality research outlining the benefits that yoga may bring to incarcerated individuals. This review highlights the methodological strengths and weaknesses of the extant literature and outlines how yoga may be of use in rehabilitation efforts.

207  
 Although more work is required, the current state of the literature suggests that yoga may be able to help with the rehabilitation of offenders. Yoga has been shown to improve some key variables related to offending (e.g., impulsivity, aggression), as well as showing improvements on variables that could increase offenders' abilities to participate in treatments that are specifically aimed at reducing their risk of criminal behavior (e.g., depression, attention, emotional regulation). Considering the potential that yoga has to add to rehabilitative endeavors, it is in the interests of the correctional field to conduct methodologically robust studies on yoga's outcomes, so that we more precisely determine its potential benefits for offenders, and consequently to the wider community, including through its potential role in reducing offending.

Auty Cope & Liebling (2017) studied that this article presents results from a systematic review and two meta-analyses that examine whether prison yoga and meditation programs are significantly related to increased psychological well-being and improvements in the behavioural functioning of prisoners. Comprehensive searches of the empirical literature were conducted up to December 2014. Participants who completed yoga or meditation program in prison experienced a small increase in their psychological well-being (Cohen's  $d = 0.46$ , 95% confidence interval [CI] = [0.39, 0.54]) and a small improvement in their behavioural functioning (Cohen's  $d = 0.30$ , 95% CI = [0.20, 0.40]). Moderator analyses suggested that there was a significant difference in effect sizes for programs of longer duration and less intensity, compared with those that were shorter and more intensive, for psychological well-being. Programs of longer duration had a slightly larger positive effect on behavioural functioning ( $d = 0.424$ ), compared with more intensive programs ( $d = 0.418$ ). Overall, the evidence suggests that yoga and meditation have favourable effects on prisoners.

## Conclusion

From the given review, it is evident that Yoga and meditation play a very vital in the physical well being of an individual and society. It is also necessary for each and every individual regarding physical fitness and mental well-being. There are many initiatives taken by the government of India like fit India movement and world yoga day is celebrated all around the world and in various government institutes, schools, colleges and universities. However various unexplored areas like role of rehabilitation of deprived sections and sustainable development of society through Yoga are in need of more research and exploration.

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*Life is a beautiful tragedy  
Meant for the ones who are ready to fight  
But there are only few who dare to go through darkness  
In the hope of light and still survive*

Dr. Rajni Thakur is dedicated and passionate Lecturer at an eminent educational college in Chandigarh. She is hard core feminist ironically a sensitive girl deep inside. She is confident, sophisticated in personality and a fluent speaker. As a teacher she aspires to reach every human being to its In thirst of self realization. She believes that every human being has his/ her own journey of self realization we need to just channelize their energies and mindsets towards it. One should help but not hinder the path of development of the individual through the choosen path by God. Because God's plans are always the best.

This book is compilation of the poems written by her during pursuing education. An expression of what she felt inside as child when she went through the tragedies of life whether small or big. Her childhood has been a turmoil of experiences of neglect, low academic performance and low self esteem. But gradually she has grown into an individual of high self esteem and confidence and wants to share the same with the world through this book.



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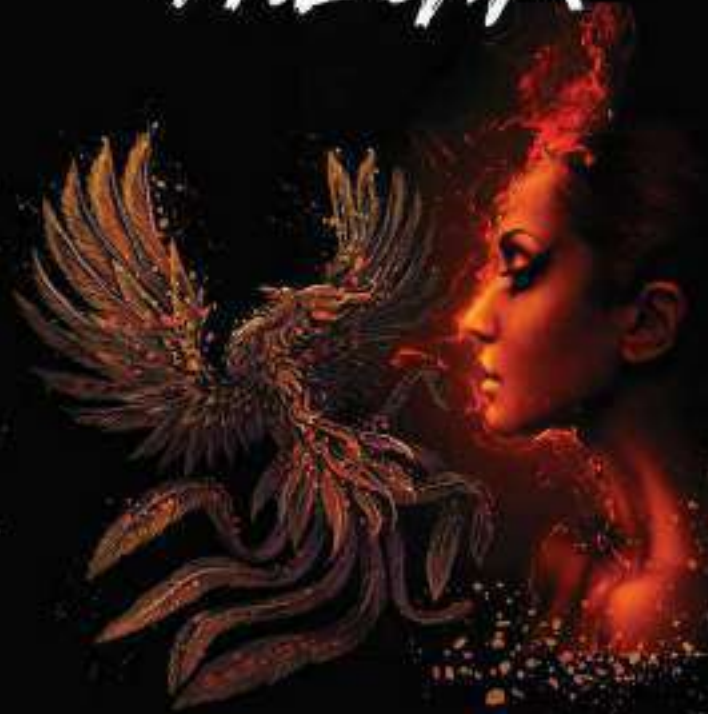
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# RISING PHEONIX

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Dr. Rajni Thakur



Dr. Sapna Nanda is Principal in Government College of Yoga Education and Health, India with 35 years of teaching experience. She has authored various books in Nutrition, Health and Education. Her professional affiliations include Indian Dietetic Association, Health and Family Welfare.

The present study was undertaken to quantitatively evaluate the nutritional status and knowledge, attitudes and practices of adolescent girls under launched MAGS of ICDS. The impact of improved and enhanced nutrition and health education along with modified and enhanced supplementation was also assessed in quantifiable terms. It was a pre-and post-design study conducted on 171 adolescent girls in the age group of 9-15 years who were selected purposively and served as experimental group. For the purpose of evaluation of ongoing scheme, 60 adolescent girls were enrolled, which served as Ongoing group. A significant correlation between knowledge and practices followed by knowledge and attitudes was observed but the correlation between attitudes and practices was not significant. Another interesting finding was that improvement in scores of knowledge, attitudes and practices was higher in younger girls as compared to older girls. Thus, a combination of dietary and nutrient supplementation for longer duration especially if given before menarche along with MHCC education to younger adolescent girls would improve their nutritional status and knowledge, attitudes and practices.



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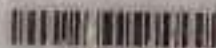
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This textbook 'Pedagogy of Social sciences' is written for the B.Ed (Two years and integrated course) students of the different Indian universities opting Social sciences as their teaching subject. This book is also recommended to the Social sciences school teachers and teacher educators. The book covers the recently revised and prescribed B.Ed. syllabus of the teaching subject 'Pedagogy of Social sciences' of different universities of the country and also highlight about the emerging trends in the social sciences teaching. The book includes the topics like Genesis of the Social sciences as a school subject, approaches of writing behavioural objectives in Social sciences, Andrew Churches Digital Bloom's Taxonomy (2007), pedagogical approaches, current trends in Social sciences teaching- learning, instructional methods, techniques, Flipped classroom Approach, Self Organised Learning Environments (SOLE), e-learning, National Programme on Technology Enhanced learning, Virtual Learning Environment, e-pathshala, teaching learning material, and planning social sciences teaching and learning etc. This book focuses upon developing the deep social sciences understanding along with highlighting the current social sciences pedagogical trends for improving the Social sciences teaching skills of the pupil teachers.

**About the Author**

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## CONTENTS

	Page Nos
1. कोरोना युग में योग की उपयोगता — सखी प्रानेश्वरी	1-3
2. Yoga: Indispensible for Life — Manisha Sahu	4-7
3. Sidh Gosht - A Peep into Guru Nanak's Perspective of Yoga — Dr. Jasvir Kaur Chahal	8-11
4. Stress Management through Yoga : A New Approach to Enhance Productivity for Employee Wellness — Dr. Inderpreet Kaur	12-17
5. Yogic Diet for Yog Sadhakas — Dr. Sapna Nanda	18-21
6. श्रीमद्-भगवद् गीता का योग और मानव उत्थान का यज्ञ-प्रश्न — डॉ. शिवजी सिंह	22-25
7. Let Go — R.K. Garg	26-28
8. Magic of Mindfulness — Shalu Bansal	29-33
9. Mantra Yoga — Anupma Kaushal	34-38
10. Creating Your Own Wellness Refuge — Sarghi Kohli	39-43
11. Yoga and Ayurvedic Diet: Predictors of Good Health — Dr. Neelha Trivedi	44-50
12. Evolution of Modern Kundalini Yoga Style : A Review — Dr. Amanendra Mann & Mr. Jitender Singh	51-57
13. Role of Hath Yoga to Manage Corona Pandemic — Rajiv Kumar	58-59
14. An Introduction to Yoga Therapy — Meetu	60-63

(ii)

  
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## CONTENTS

		Page No.
<b>SECTION A : ASPECTS OF YOGA</b>		
01.	<b>Yoga is Beyond the Body: An Insight</b> <i>-Dr. Neetika Trivedi</i>	01-04
02.	<b>Science of Yoga</b> <i>-Dr. Sapna Nanda, Swati Nanda</i>	05-07
03.	<b>वैदिक साहित्य में योग विज्ञान के तथ्यों का आकलन, संकलन और मूल्यांकन</b> डा० कृष्णम	08-12
04.	<b>Importance of Yoga in Daily Life</b> <i>-Iqbalpreet Singh</i>	13-15
05.	<b>Yoga as The Proficiency in Righteous Actions Towards Universal Well Being</b> <i>-Dr. Sheojee Singh</i>	16-18
06.	<b>कोरोना काल में श्रीमद्भगवद्गीता के उपदेश का महत्त्व</b> -अनुपमा कौशल	19-23
07.	<b>योग में अहिंसा का स्थान</b> -डा० गुणनिधि शर्मा	24-27
08.	<b>Concept of Chitta, Chitta-Vrittis and Chitta-Vritti-Nirodhopaya According to Yoga Sutra of Patanjali</b> <i>-Manish Kumar</i>	28-31
09.	<b>Mental Health and Yoga</b> <i>-Manan Seth Kumra</i>	32-34
10.	<b>The Art of Forgiveness</b> <i>-R.K. Garg</i>	35-37
11.	<b>Gurbani and Yoga</b> <i>-Nayot Kaur</i>	38-42
12.	<b>Yoga is the Answer</b> <i>-Dr. Neha Sharma</i>	43-44
13.	<b>Yogic Lifestyle</b> <i>-Reena Bhatia</i>	45-46
14.	<b>Importance of Yoga &amp; Meditation in Education</b> <i>-Priya Devi</i>	47-49
15.	<b>Importance of Yoga in Student's life</b> <i>-Rajwan Kaur</i>	50-51
<b>SECTION B : VARIED YOGIC PRACTICES</b>		
16.	<b>ਯੋਗ ਅਤੇ ਤੰਦਰੁਸਤ ਸਰੀਰ</b> -ਅਲਜੀਤ ਕੌਰ	52-53

(xvii)

  
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## PREFACE

Life is a beautiful gift of God. Life is an equilibrium between health, harmony & happiness. To live in harmony with oneself and environment is the wish of every human. However, in modern times, due to substantial physical and emotional demands that are constantly placed through all the quarters of life, result in disproportion and sufferings. Constant attack of fears, anxieties and misconceptions is the root cause for this im-balance. Sage Patanjali in his ancient treatise on yoga offers permanent solution for all kinds of sufferings. Holistic approach of yoga brings body, mind consciousness and soul into equivalence, Yoga helps to develop a greater understanding of our self, the purpose of life and our relationship with Almighty can be achieved through practices of yoga.



I sincerely appreciate the efforts of all the contributors for their valuable contribution to the third edition of the 'KALASH – The Essence of Yoga'

I feel privileged to present this publication titled 'Kalash – The Essence of Yoga' which is primarily an anthology of articles on Yoga and its allied areas and is a treasure trove of information that will reveal to the readers, the philosophical and metaphysical underpinnings of the subject.

I hope this edition will be a great help to gain knowledge of yoga & Its allied Areas.

*Dr. (Mrs) Sapna Nanda*

*Principal*

*Govt. College of Yoga Education & Health  
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## CONTENTS

Sr. No.	Article	Page No.
<b>SECTION A – ASPECTS OF YOGA</b>		
01	<i>Re-Engineering the Indian Healthcare System-A Contemporary Call in the Light of Holistic Approach – Sheejee Singh</i>	08
02	<i>Knowing the Way to Wisdom through Yoga – A Bird's Eyeview to Cognition – Dr Jasvir Kaur Chahal</i>	12
03	<i>The Disconnect between Traditional and Contemporary Practice in Yoga – Anjali</i>	14
04	<i>How yoga works? – Nishant</i>	17
05	<i>Ashtanga Yoga – Kiranjit Kaur</i>	22
06	<i>Yoga and It's Types – Kirti Gupta</i>	27
07	<i>Hatha yoga and it's teaching – Shilpa</i>	31
08	<i>Concept of Panch Prana and its Work in Our Body – Manish Kumar</i>	35
09	<i>Ancient Yoga Principles helping Medical Science “Subconscious Mind : A Book of Life” – Namrata Ganda</i>	38
10	<i>Yoga-A journey of the Self through the Self to the Self – Dr. Sapna Nanda</i>	40
11	<i>अष्टांग योग में योग तथा नियम की सकारात्मकता – स्नेहा जर्न, डॉ. राजेश गिरि</i>	42
12	<i>Taittiriya Upanishad: An Insight into Holistic Approach to Personality – Sunil Sharma, Rajit Sharma</i>	45
<b>SECTION B – VARIOUS YOGIC PRACTICES</b>		
13	<i>Pranayama: Its Understanding and Benefits – Vivek Mahajan</i>	52
14	<i>Rubber Netil [Modern form of Sutra Netil] – Anjana Sharma</i>	57
15	<i>कुंडलिनी विज्ञान का महत्व – चेलना नेगी</i>	62
16	<i>Dhauti Kriya – Kinshuk</i>	65
17	<i>Meditation – An Overview – Dolly Raj</i>	68
18	<i>Incorporating Mudras in Your Daily Life – Shabnam</i>	72
19	<i>Why Pranayam is must? – Rahul Yadav</i>	76
20	<i>Comparative aspects of Shatkarma (Purificatory Processes) in texts of Hathapradipika &amp; Hathatatvakaumudi - Mr. Anant Sharma</i>	82
<b>SECTION C – YOGA ITS ALLIED AREAS &amp; YOGIC DIET</b>		
21	<i>Mushrooms: The unparalleled Adaptogen – Namrata Ganda</i>	87
22	<i>Goat Milk: Superfood for Dengue – Bharti Goel and Dr. Sapna Nanda</i>	89
23	<i>Medicinal properties of colors – Samita Ahuja</i>	92
24	<i>Yogic Diet and Nutrients – Kashish Vishnoi</i>	94
25	<i>Healthy Food for Healthy Living – Rishabh Bhardwaj</i>	99
26	<i>Ayurveda's Tridosha – Nivedita Chand</i>	103
27	<i>The Concept of Tridosha – Oshin</i>	106
28	<i>Nutritional Benefits of Coconut Water – Urvashi</i>	109
29	<i>Health Benefits of Mango – Nikhil Ahuja</i>	111

30	<i>Alternative/Traditional System of Medicine – Jaspreet Kaur</i>	112
31	<i>Beat the Heat through Diet and Yoga – Dr. Manisha Arora</i>	115
<b>SECTION D – YOGIC MANAGEMENT OF DISEASES</b>		
32	<i>Yogic Management for Sciatica – Shikha Mankotia</i>	116
33	<i>Stress and its Management through Yoga – Seema Pal</i>	121
34	<i>Tongue: Indicator of Health and Disease – Bimal Kanta</i>	124
35	<i>Herbs for Health – Kamla Dewan</i>	125
36	<i>Yogic Management of Depression – Kriti</i>	129
37	<i>Yoga Practices for Prolapse – Kiran Sharma</i>	131
38	<i>Therapeutic impact of Yoga and its ability to improve quality of Life – Dr. Neelam Paul, Mr. Pardeep Kumar</i>	133
39	<i>समस्या कष्टार्तव की : समाधान योग का – कृष्णा इग्नी, डॉ. लक्ष्मण गिरी</i>	138
<b>SECTION E – LATEST TRENDS IN YOGA</b>		
40	<i>Silence please! – Why silence is important for Healthy Living? – Sudhanshu Gautam</i>	140
41	<i>Healthy Lifestyle: Making Correct Behavioural Choices – Dr. Ravneet Chawla</i>	142
42	<i>Yoga and Modern Management – R.K. Bhardwaj</i>	145
43	<i>Comparison Between Yoga and Physical Exercises – Utpal Panwar</i>	149
44	<i>Happiness is a Choice – Seema Setia</i>	153
45	<i>Positive Thoughts for Mental Health and Wellbeing – Reena Bhatia</i>	154
46	<i>Yoga A way of Life - Then and Now – Pooja</i>	157
47	<i>Role of Yoga in Different Sports – Manoj Kumar</i>	162
48	<i>Tips to get in Shape with Yoga this Winter Season – Anupma Kaushal</i>	166
49	<i>करोना काल में चित्त के आवेगों की योग द्वारा पूर्ति – सीमा गोस्वामी</i>	167
50	<i>Love, Sweat, and Fitness!! – Beenu Rajput</i>	169
51	<i>Yoga: A Way to Understand the Spiritual India – Manisha Sahni</i>	171
52	<i>Yoga: A Tool for Strengthening the Immunity to minimize the risk of Infection at the time of Pandemic – Dr Neetika Tirvedi</i>	174
53	<i>सामाजिक समरसता में योग की भूमिका – दीपक, डॉ. स्वर्ण सिंह</i>	179
54	<i>पाल्-जल अष्टांगयोग की अद्भुत विशेषताएँ – डॉ. गुणनिधि शर्मा</i>	183
55	<i>Yogāsana &amp; Sports – A Critical Review Study – Sunil Sharma</i>	186
56	<i>Neuroscience of Yoga – Swati Nanda</i>	191
57	<i>Releasing Tension Through Asanas: The Third Limb of Yoga – Kunal Datta</i>	194
58	<i>Yoga to Enhance Productivity at Workplace – Dimple</i>	199
59	<i>Yoga &amp; Its Integration in Modern Education - Ramesh Kumar Thakur</i>	201
60	<i>Yoga and Well Being: A Literature Review - Dr. Anjali Puri, Nishtha Puri</i>	204
61	<i>Physical and Mental Benefits of Yoga - Dr. Babita Banga</i>	209

# ਸਮਾਜਿਕ ਵਿਗਿਆਨ ਦਾ ਅਧਿਆਪਨ

PEDAGOGY OF SOCIAL SCIENCES

VOLUME-I

ਅਨੁਰਾਗ ਸਾੱਖਿਆਨ

KALYANI

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## ਪ੍ਰਸਤਾਵਨਾ

ਭਾਰਤ ਦੇ ਸੰਵਿਧਾਨ ਦੀ ਪ੍ਰਸਤਾਵਨਾ ਸਾਰੇ ਸੰਵਿਧਾਨ ਦੇ ਮੂਲਭੂਤ ਸਿਧਾਂਤਾਂ, ਉਦੇਸ਼ਾਂ ਅਤੇ ਆਦਰਸ਼ਾਂ ਨੂੰ ਸਪੱਸ਼ਟ ਕਰਦੀ ਹੈ ਅਤੇ ਦਰਸਾਉਂਦੀ ਹੈ, "ਅਸੀਂ ਭਾਰਤ ਦੇ ਲੋਕ, ਸਮਾਜਿਕ ਦਰਸ਼ਨ ਅਤੇ ਸਮਾਜਿਕ ਵਿਗਿਆਨ ਦੇ ਆਧਾਰ ਤੇ ਕੰਮ ਕਰਦੇ ਸੁਤੰਤਰ, ਜਮਹੂਰੀ ਗਣਰਾਜ ਵਿੱਚ ਭਾਰਤ ਦਾ ਗਠਨ ਕਰਨ ਅਤੇ ਆਪਣੇ ਸਾਰੇ ਨਾਗਰਿਕਾਂ ਦੇ ਨਿਆਂਇਕ, ਸਮਾਜਿਕ, ਆਰਥਿਕ ਅਤੇ ਰਾਜਨੀਤਿਕ ਹਿੱਤਾਂ ਨੂੰ ਸੁਰੱਖਿਅਤ ਕਰਨ ਦਾ ਫੈਸਲਾ ਕੀਤਾ ਹੈ। ਵਿਚਾਰਾਂ, ਪ੍ਰਗਟਾਵੇ, ਵਿਸ਼ਵਾਸ ਅਤੇ ਪੂਜਾ ਦੀ ਆਜ਼ਾਦੀ, ਰੁਤਬੇ ਦੀ ਸਮਾਨਤਾ ਅਤੇ ਸਾਰਿਆਂ ਨੂੰ ਉਤਸ਼ਾਹਿਤ ਕਰਨ ਲਈ ਭਾਈਚਾਰਾ, ਵਿਅਕਤੀ ਦੀ ਮਾਨੁਕਤਾ ਅਤੇ ਦੇਸ਼ ਦੀ ਏਕਤਾ 'ਤੇ ਭਰੋਸਾ ਸੁਨਿਸ਼ਚਿਤ ਕਰਦਾ ਹੈ।" ਪ੍ਰਸਤਾਵਨਾ ਦੇਸ਼ ਦੇ ਸਮਾਜਿਕ ਦਰਸ਼ਨ ਅਤੇ ਸਮਾਜਿਕ ਅਧਿਐਨ ਦੇ ਮੂਲਭੂਤ ਅਧਾਰ ਵਾਂਗ ਸਾਰੇ ਸਕੂਲਾਂ ਵਿੱਚ ਕਾਰਜ ਕਰਦੀ ਹੈ। ਆਪਣੇ ਸਕੂਲਾਂ ਵਿੱਚ ਗੁਣਵੱਤਾ ਸਮਾਜਿਕ ਵਿਗਿਆਨ ਅਧਿਆਪਨ ਰਾਹੀਂ ਸੁਪਨਾ ਪੂਰਾ ਕਰਨ ਦੀ ਅਸੀਂ ਕੋਸ਼ਿਸ਼ ਕਰ ਰਹੇ ਹਾਂ। ਸਮਾਜਿਕ ਵਿਗਿਆਨ ਵਿਸ਼ੇ ਦੀ ਮਹੱਤਤਾ ਨੂੰ ਦਿਮਾਗ ਵਿੱਚ ਰੱਖਦੇ ਹੋਏ ਆਪਣੇ ਸਾਰੇ ਸੈਕੰਡਰੀ ਪੱਧਰ ਤੱਕ ਇੱਕ ਨਾਚਮੀ ਵਿਸ਼ਾ ਰੂਪ ਵਿੱਚ ਸਮਾਜਿਕ ਵਿਗਿਆਨ ਅਧਿਆਪਨ ਲਈ ਆਪਣੀਆਂ ਸਾਰੀਆਂ ਰਿਪੋਰਟਾਂ ਵਿੱਚ ਰਾਸ਼ਟਰੀ ਪਾਠਕ੍ਰਮ ਰੂਪ-ਰੇਖਾ ਵਿੱਚ ਸਿਫਾਰਿਸ਼ ਕਰਦਾ ਹੈ। ਸਮਾਜਿਕ ਵਿਗਿਆਨ ਅਧਿਆਪਕ ਗੁਣਵੱਤਾ ਸਮਾਜਿਕ ਅਧਿਐਨ ਅਧਿਆਪਨ ਦੇਣ ਦੁਆਰਾ ਜ਼ਿੰਮੇਵਾਰੀ ਸਾਂਝਾ ਕਰਦੇ ਹਨ ਅਤੇ ਸਿਖਿਆਰਥੀਆਂ ਨੂੰ ਸਮਾਜ ਵਿੱਚ ਜਟਿਲ ਸਮੱਸਿਆਵਾਂ ਹੱਲ ਕਰਨ ਵਿੱਚ ਆਪਣੀ ਭੂਮਿਕਾ ਸਮਝਣ ਦੇ ਉਨਮੁਖ ਕਰਦੇ ਹਨ। ਸਮਾਜਿਕ ਅਧਿਐਨ ਅਧਿਆਪਨ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਫਲਪੂਰਨ ਯੋਗਦਾਨ ਦੇ ਕਾਬਿਲ ਕਰਦਾ ਹੈ ਅਤੇ ਸਮਾਜ ਅਤੇ ਆਪਣੀ ਜ਼ਿੰਦਗੀ ਵਿੱਚ ਸਮਾਜਿਕ ਵਿਗਿਆਨ ਗਿਆਨ ਦੇ ਲਾਗੂਕਰਨ ਰਾਹੀਂ ਵਾਛਿਤ ਸਮਾਜਿਕ ਪਰਿਵਰਤਨ ਲਿਆਉਂਦਾ ਹੈ।

ਵਿੱਦਿਅਕ ਸਿਸਟਮ ਵਿੱਚ ਅਧਿਆਪਕ ਬਹੁਤ ਮਹੱਤਵਪੂਰਨ ਭੂਮਿਕਾ ਨਿਭਾਉਂਦੇ ਹਨ ਕਿਉਂਕਿ ਉਹ ਉਹ ਹਨ ਜੋ ਵਿਦਿਆਰਥੀਆਂ ਨਾਲ ਜ਼ਮੀਨੀ ਪੱਧਰ ਤੇ ਅਸਲ ਵਿੱਚ ਕੰਮ ਕਰਦੇ ਹਨ। ਅਧਿਆਪਨ ਅੰਤਰਗਤਾ ਨਾਲ ਸਿੱਖਣ ਦੇ ਨਾਨ ਬੰਝਿਆ ਹੋਇਆ ਹੈ ਅਤੇ ਇਹ ਸਾਰੇ ਸਕੂਲਾਂ ਵਿੱਚ ਗੁਣਵੱਤਾ ਸਮਾਜਿਕ ਵਿਗਿਆਨ ਅਧਿਆਪਨ ਲਈ ਦਬਾਅ ਪਾਉਂਦਾ ਹੈ। ਸਮਾਜਿਕ ਅਧਿਐਨ ਅਧਿਆਪਨ ਅਤੇ ਸਿੱਖਣ ਦੀ ਗੁਣਵੱਤਾ ਸੁਧਾਰਣ ਲਈ ਸਾਨੂੰ ਭਿੰਨ ਹਿੱਸੇਦਾਰਾਂ ਦੇ ਸਹਿਯੋਗ ਅਤੇ ਈਮਾਨਦਾਰ ਯਤਨਾਂ ਦੀ ਲੋੜ ਹੈ ਜਿਸ ਵਿੱਚ ਮਾਂ-ਬਾਪ, ਅਧਿਆਪਕ, ਸਕੂਲ, ਅਧਿਆਪਕ, ਵਿੱਦਿਅਕ ਅਧਿਕਾਰ, ਸਮਾਜ ਅਤੇ ਸਰਕਾਰ ਦੇ। ਵਰਤਮਾਨ 'ਸਮਾਜਿਕ ਅਧਿਐਨ ਦਾ ਅਧਿਆਪਨ' (Volume-I) ਚੰਡੀਗੜ੍ਹ ਦੀ

ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਦੇ ਬੀ.ਐਡ. ਕੋਰਸ ਦੇ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਗੁਣਵੱਤਾ ਸਿੱਖਣ ਸਾਮਗੀ ਪ੍ਰਦਾਨ ਕਰਨ ਵੱਲ ਇੱਕ ਛੋਟਾ ਕਦਮ ਹੈ। ਕੋਰਸਾਂ ਕੀਤੀਆਂ ਗਈਆਂ ਹਨ ਕਿ ਨਵੇਂ ਬੀ.ਐਡ. ਵਿਸ਼ੇ ਦੇ ਸਿਲੇਬਸ ਅਨੁਸਾਰ ਲੋੜਾਂ ਪੂਰੀਆਂ ਹੋਣ 'ਸਮਾਜਿਕ ਅਧਿਐਨ ਦਾ ਅਧਿਆਪਨ' ਰਾਹੀਂ ਅਤੇ ਸੰਸਾਰ ਭਰ ਵਿੱਚ ਸਮਾਜਿਕ ਅਧਿਐਨ ਅਧਿਆਪਨ ਦੇ ਖੇਤਰ ਵਿੱਚ ਆਧੁਨਿਕ ਅਧਿਆਪਨ ਨੂੰ ਵੀ ਸੰਸਥਾਗਤ ਕਰਦਾ ਹੈ। ਸਾਰੇ ਸਿੱਖਿਆ ਸ਼ਾਸਤਰੀਆਂ ਵੱਲ ਵਾਜਿਬ ਆਭਾਰ ਅਤੇ ਪ੍ਰਸ਼ੰਸਾ ਹੈ ਜਿਨ੍ਹਾਂ ਲੇਖਕਾਂ ਦੇ ਕੰਮ ਦੀ ਇਸ ਕਿਤਾਬ ਵਿੱਚ ਸਹਾਇਤਾ ਅਤੇ ਉਦਰਣ ਲਿਆ ਗਿਆ ਹੈ। ਇਸ ਕਿਤਾਬ ਦਾ ਕਵਰ ਪੰਨਾ ਡਿਜ਼ਾਈਨ ਕਰਨ ਲਈ ਸ੍ਰੀ ਅਤੁਲ ਸ਼ਰਮਾ ਦਾ ਵਿਸ਼ੇਸ਼ ਧੰਨਵਾਦ। ਮੈਂ ਸ੍ਰੀ ਤਰੁਣ ਭਟੇਜਾ ਅਤੇ 'ਕਲਿਆਣੀ' ਪਬਲਿਸ਼ਰ ਦੀ ਸਾਰੀ ਮਿਹਨਤੀ, ਸਮਰਪਿਤ ਟੀਮ ਦਾ ਵੀ ਧੰਨਵਾਦੀ ਹਾਂ ਜਿਨ੍ਹਾਂ ਨੇ ਇਸ ਕਿਤਾਬ ਦਾ ਔਰਿਮ ਅਕਾਰ ਲਿਆਉਂਦਾ। ਲੇਖਕ ਉਮੀਦ ਕਰਦਾ ਹੈ ਕਿ ਇਹ ਪੁਸਤਕ ਸਮਾਜਿਕ ਵਿਗਿਆਨ ਸਿੱਖਿਆਰਥੀਆਂ, ਅਧਿਆਪਕਾਂ, ਸਕੂਲ ਅਧਿਆਪਕਾਂ ਅਤੇ ਅਧਿਆਪਨ ਸ਼ਾਸਤਰੀਆਂ ਲਈ ਸਹਾਇਕ ਸਿੱਧ ਹੋਵੇਗੀ। ਸਾਰੇ ਸੰਬੰਧਤਾਂ ਤੋਂ ਕੀਮਤੀ ਸੁਝਾਵਾਂ ਦਾ ਹਮੇਸ਼ਾ ਸੁਆਗਤ ਹੈ।

2022

ਅਨੁਰਾਗ ਸੰਖਿਆਨ

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### Course Content

#### UNIT - I: Concept of Social Science

- Concept, scope and importance of Social Science.
- Correlation of Social Science with other subjects.
- Aims and Objectives of Social Science.
- Reference to Block 1.

#### UNIT - II: Methodology of Social Science

- Lecture Method
- Project Method
- Techniques of Social Science: Interview, Questionnaire, Observation, Dramatization, etc.

#### UNIT - III: Curriculum Studies

- Social Studies in India: NCF 2005.
- Resource for Curriculum Studies: Textbooks, Journals, etc.
- Maps, Charts, Diagrams, etc.
- Multimedia as a Resource for Curriculum Studies.

#### UNIT - IV: Current Trends in Social Science

- ICT Based Approach
- Co-operative Learning
- Constructivist Approach

#### Sessional Work (Internal Assessment)

- Qualitative Analysis of Social Science Textbooks: CBSE/ICSE.
- PowerPoint presentation on Social Science reformists: Guru Vivekananda, V.K. Rajwade, Malala, Kailash Satyarthi, etc.

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# **National Education Policy:**

## *The New Era of Teacher Education*

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## CONTENTS

	<i>Page Nos.</i>
1. National Education Policy 2020 and Road Map for Quality Social Science Education — <i>Dr. Anurag Sankhian</i>	1-10
2. Integrating TPACK Framework in Teacher Education Curriculum: Necessitated Roadmap for NEP 2020 — <i>Dr. J.N. Baliya &amp; Ms. Seema Rani Thappa</i>	11-23
3. National Education Policy 2020: A Futuristic Approach — <i>Dr. Monica Bansal &amp; Ms. Sakshi</i>	24-31
4. National Education Policy-2020: An Overview of Teacher Education — <i>Dr. Pawan Kumar</i>	32-40
5. National Education Policy: A Review on Teacher Education — <i>Dr. Neetu Ohri</i>	41-49
6. NEP 2020: Framework to Implementation, A Transformation of Teacher Education in India — <i>Dr. Punam Chopra &amp; Mrs. Sarabjeet</i>	50-61
7. National Education Policy-2020: A Framework to Transform Teacher Education — <i>Dr. Shilpy Arora</i>	62-67
8. National Policy of Education - 2020: Empowering the Teacher — <i>Dr. Jagdish Singh</i>	68-77
9. Challenges and Opportunities in Teacher Education in relation to NEP 2020 — <i>Dr. Gurmeet Singh</i>	78-89

10. NEP 2020 : Empowering the Teacher — <i>Dr. Vimal Vidushy</i>	90-96	21. National Education Policy 2020, Context and Opportunities in Higher Education — <i>Ms. Suman</i>	193-202
11. NEP 2020: Challenges and Opportunities in Teacher Education — <i>Dr. Sangeeta Sood</i>	97-105	22. NEP-2020: Opportunities and Challenges of Teacher Education — <i>Mr. Vikas Kumar</i>	203-209
12. National Education Policy (NEP) 2020 - Opportunities and Challenges in Teacher Education — <i>Alka Sharma</i>	106-113	23. NEP- 2020: Challenges and Opportunities in Teacher Education — <i>Ms. Parul Pambra</i>	210-219
13. From Explorations on Wheels to Explorations from Space: Quintessence of Geographical Education in a Changing World — <i>Amit Vishwakarma &amp; Afshan Naz Quazi</i>	114-126	24. Challenges in the Implementation of NEP 2020 in Schools and Higher Education — <i>Galaxy Gupta</i>	220-229
14. NEP-2020: Challenges and Opportunities for Teachers and Students — <i>Amardeep Kaur</i>	127-136	25. Challenges and Opportunities in Teacher Education in Relation to NEP-2020 — <i>Ms. Sarabjit Kaur</i>	230-241
15. Impact of New Education Policy 2020 on Higher Education — <i>Hari Krishan</i>	137-142	26. A Critical Analysis of New Education Policy - 2020 — <i>Sarita Sharma</i>	244-248
16. Challenges and Opportunities in Teacher Education in Relation to NEP-2020 — <i>Harwinder Kaur</i>	143-153	27. NEP 2020: Application and Integration of Technology in Education — <i>Soumitra Mondal</i>	249-259
17. National Educational Policy 2020: Approaches, Challenges & Opportunities — <i>Navneet Kaur</i>	154-162	28. NEP 2020 : Opportunities and Challenges to Teacher Education — <i>Shashwoti Mohapatra</i>	260-263
18. Approaches in Accomplishing Quality in Teacher Education NEP 2020 — <i>Mrs. Harjeet Kaur</i>	163-172	29. NEP 2020: Framework to Implementation, A Transformation of Teacher Education in India — <i>Dr. Vijay Laxmi</i>	264-271
19. Teachers - The Key to the Implementation of NEP-2020 — <i>Ms. Nisha Arora</i>	173-183	30. National Education Policy - 2020: Role of Physical Education and Yoga — <i>Dr. Bhupendra Singh</i>	272-276
20. National Education Policy - 2020 & Reflections on Teacher Education — <i>Ms. Shelly Sharma</i>	184-192	31. NEP 2020: Framework to Implementation, A Transformation of Teacher Education in India — <i>Harneet Kaur</i>	277-284
		32. Inclusive Education and Teacher Education Institutions: Elaboration and Critical Analysis of NEP-2020 — <i>Dr. Manjinder Kaur &amp; Dr. Sarbjeet Kaur</i>	285-294

# NATIONAL EDUCATION POLICY 2020 AND ROAD MAP FOR QUALITY SOCIAL SCIENCE EDUCATION

*Dr. Anurag Sankhian\**

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*The whole development scenario of the country is directly dependent upon the quality education which helps in developing the required knowledge and skills among the masses and improves the overall working quality of the nation. Implementation of the National Educational Policy 2020 successfully will help in meeting challenges of quality education, innovation and research and will contribute in making the country a knowledge super power. National Education Policy 2020 is built on the foundational pillars of Access, Equity, Quality and Accountability. NEP expects to change the educational landscape of the country by preparing the youth of the country to meet the various present and future challenges. Social sciences emerged as a subject of prime importance in terms of the present school curriculum. Social sciences teaching cater the individuals and community needs, provide the basic values and help in achieving the national goals. The present paper focuses upon the recommendations of the New Education Policy 2020 and suggest a road map for quality social science education in country. Paper also throw light upon the major issues faced in the case of the Education in Social sciences in our country and forward suggestions regarding the required changes in the case of social science education in the light of NEP 2020.*

## **Introduction**

India is the second populous country of the world with 17.7 per cent share of the world's population residing in 2.4 per cent of the total land area of the world. India is also the largest democracy and youngest country of the world with a median age of 29. Managing the pace of the development with limited resources and satisfying the basic needs

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\* Associate Professor, Government College of Education, Sector 20D, Chandigarh



of the large population is a challenging task before our democratic governments. Democratic governments are also having the moral obligation to provide quality education to the citizens of the country. Education has been formally recognized as a human right since the adoption of the Universal Declaration of Human Rights in 1948. Education should be made available to all the children, education should also be accessible and inclusive. The whole development scenario of the country is directly dependent upon the quality education, which helps in developing the required knowledge and skills among the masses and improves the overall quality of the manpower. Planned efforts in diagnosing and timely dealing with the problem areas further help in strengthening the education sector and also contribute in bridging the skill gap in the country. The major challenges presently faced by the education sector in our country are; poor provisions of quality learning environments, large scale privatization of the education, poor infrastructure, costly higher education, less central / state governments investment in the education sector, lack of technology incorporation, lack of skill development, large number of vacant teachers positions, less number of seats in government institutions specially in the case of higher education and professional courses, contractual teachers recruitment system, low salary packages to teachers working in the private educational institutions, poor job security in educational sector etc. The challenges before the central and state governments of the country also increases due to scarce resources resulting in reduction of per capita funding which further results in higher teacher-taught ratio in our educational institutions, managing the large number of students by appointing less number of teachers than required, poor infrastructure etc resulting in decline in quality of the education in country.

Formulation of advance plans and policies contributes positively in the development of the education sector and in mitigating the different root causes of the problems faced by the country in providing the quality education. Planning also contributes positively in maintaining educational standards, developing higher competencies among the learners, development of required employable skills, attitude, values, promote lifelong learning opportunities to citizens, assessing the present status of the course wise intake, output, market demand and meeting the shortage of the skilled manpower in the country.

### National Education Policy 2020

National Education Policy 2020 is built on the foundational pillars of Access, Equity, Quality and Accountability. NEP-2020 focus upon meeting the expectations of the citizens of the country with regard to the quality education, innovation and research, making the country knowledge superpower by equipping the students with the required skills, knowledge and to rectify the challenges faced by the educational system of the country. NEP expects to change the educational landscape of the country by preparing the youth of the country to meet the various present and future challenges. After independence our country was facing challenges in all the sectors of the economy. Our previous educational policies were quite successful in meeting the challenge of access and equity but lacked behind in managing the quality of the education in country. The curriculums of the school education failed to manage a balance between the theoretical knowledge and skill development among the learners. The NEP 1986/92 was presently failing in meeting the requirements of the learners grown in the technology rich environments and different stake holders were feeling the need of new education policy which may meet the present challenges and show a path for the development of the education sector in our country. Implementation of The Right of Children to Free and Compulsory Education Act, 2009 which came into force in our country in April 2010 is one of the major achievements of the country. The RTE Act provides every child of the age 6 to 14 years right to free and compulsory education. In the present globalization age there is need for development of the knowledge economy and knowledge society which the NEP 2020 is expected to build.

### Significance of Social Science Education

Social sciences emerged as a subject of prime importance in terms of the present school curriculum. Social science is such an important subject that Hoge (1996) claimed, "*It is impossible to be a good citizen without learning content gained from the social studies. This content does more than open students' eyes to the world; it gives them the thoughtful perspectives they need to become productive, caring citizens*". Social sciences help the young children to learn and understand about the society in which they live and survive. No individual can live alone. Each one has to live life according to the norms fixed by the family and society. These norms may be different

from one family, society or region to another but every individual feel emotionally attached to the society in which he lives and want to be like his elders and other people living in his locality. In our day to day life we face lot many problems and challenges. We always try to understand the causes of the problem and try to resolve them for better living. Social science as a school subject recognizes and endeavours to help in the solution of social problems. Social sciences teaching at the school level contribute in developing a better understanding about the complex nature and about different social issues of the society. It's a social education in direct terms as mentioned by Dray and Jordan (1953) that, "*Social studies, rightly conceived must be a social education in direct terms, it is something which happens to a person, not something studied by him*". Social sciences focus upon providing better understanding to its learners about the different social problems which are quite complex and need active efforts of all the members of the society. Jarolimek (1959) rightly mentioned that, "*We live in a period of multiple cause- and-effect relationships, and an approach to the study of today's social problems requires an understanding of many facets and ramification of such problems*". Social science subject also deal with multi dimensional aspects which are related to man's life and existence. This includes his past life, present activities, relationships, challenges, believes, attitudes, skills, development status, future challenges, allocation of resources, production, consumption pattern, political system, geographical location, people's way of living, and the way in which man is able to deal with all the problems in the past, present, and through future planning.

Social sciences as a school subject also contribute in strengthening sovereign, socialist, secular and democratic republic. Children understand the social, geographical, historical, religious, political, sociological, economic system of the world through Social sciences teaching. Students understand about the different regions of the world, climatic conditions, living styles, development status, social and economic progress in different parts of the world etc. through Social sciences teaching. Social sciences teaching also act as an instrument of social change. Change is the law of nature. Everything changes with time including our thoughts, customs, law, nature, beliefs, culture etc. Subject also plays an significant role in developing values like respect for all, kindness, love, sympathy, justice, honesty, hard work,

adaptability, tolerance, unbiased attitude, self discipline, truthfulness, cleanliness, self sacrifice, concern, kindness, sharing, generosity, sincerity, responsibility, true commitment, integrity, dedication, selflessness, patience, gratitude, spirituality, believing in God etc. Subject also contribute positively in promoting social justice which is comprehensive form to remove social imbalances in the society/ country by law of the nation. Social sciences are termed as corrective science as it deals with all the problem areas. Subject orients the learners to contribute positively for resolving the problems of the society. Jenness (1990) rightly states that, "*Social studies has infinite adaptability, its capacity to adjust to the curricular needs and interest of students as well as the changing ideas of educators*".

### Present Status and Challenges of Social Science Education

Social science subject is being taught as a one of the core subject in our school curriculum to the students up to secondary level in our country. Social sciences' teaching at school level is bound to fulfil the expectations of the people of India. Social sciences teaching cater the individuals and community needs, provide the basic values and help in achieving the national goals. Social science teaching also helps in awakening of the social consciousness, contributes towards developing democratic values, social justice, and national integration. Social science subject is quite comprehensive and interdisciplinary in nature as it draws content from a wide range of Social science disciplines. Bruce (1972) very rightly states as, "*Social problems are not limited to a particular discipline, various disciplines need to be brought under focus so that materials from them will be of immense help*". Improving the quality of social sciences curriculum content and teaching learning quality is one of the important issues before the educationists. Quality of the social science is totally dependent upon the subject and pedagogical knowledge of the social science teachers. It has been observed that those social science teachers who are not having the background of the social sciences like History, Geography, Political science face more challenges in teaching this subject as throughout the world presently more stress is being laid on giving more importance to these branches and including more content in the social studies subject from social sciences; History and Geography. Another major problem faced by the social science students is regarding the social sciences school textbooks which fail to provide the in-depth subject

knowledge to the students. The main reason behind this is as the social sciences are very comprehensive and authors writing the social sciences textbooks always face the challenge to cover lot much subject content and also to keep the size of the textbook in the recommended limits. This results in incorporating only brief information about the lot many relevant topics of the subject covered in the social science textbooks. Whereas NEP 2020 recommended reducing the subject covered content further is another challenge regarding how to make a balance and select the most important content only for social science teaching. Another challenge faced by the social science teachers and students is regarding not having any single book of the subject for any particular grade. Normally at the secondary level minimum three to four social science text books are prescribed for any particular grade due to which students of the social science education feel more burdened. Another challenge which required attention of the educational administrator is regarding establishing social sciences laboratories in the schools for providing better exposure of the subject to the students and developing their interest in the subject. Social science Laboratory helps in enhancing the learners' interest in the social sciences, contribute in students' conceptual clarity, and encourage self instruction. Social studies laboratory can positively contribute in improving the overall quality of the social studies teaching and learning in our schools.

### **NEP 2020 and a Road Map for Quality Social Science Education**

The National Education Policy 2019 envisions an India centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all (Draft NEP,2019). NEP 2020 stress upon transforming the Indian education system in order to meet to the requirements of the fast changing knowledge based societies by keeping in mind the diversity of the Indian population, their traditions, customs, cultures, dialects and languages. NEP 2020 also stress upon securing and strengthening the human capital of the country, ensuring the progress and leadership in economic development, social justice, equity, cultural preservation, scientific advancement and nurturing the rich talent of the country.

NEP 2020 proposes new curricular and pedagogical structure for the school education. For quality social science education NEP

stress upon periodic changes in the case of the curricular and pedagogical delivery of the Social science education in the country. Play-based, Activity-based, Discovery-based methods of teaching were recommended for the children below the age of eight, adopting formal style of teaching through basic Social science textbooks and maintaining a strong play and discovery based teaching approach after the age of eight. Keeping in mind the children capacity of abstraction at the age of eleven teachings and discussion of higher level concepts of Social sciences should be introduced. NEP 2020 stress that by the age of fourteen adolescents begin to think about their life plans and at this stage the children should be given option to choose their subjects of interest. This will provide students an opportunity to select subject of their interest in the class ninth itself instead after class tenth in the previous system. Students having keen interest in the Social sciences will get an opportunity to get the higher education in the subject in more conducive classroom teaching environment. NPE 2020 also recommended that pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable for which social science teachers will be required to adopt learner-centred teaching methodologies. NEP 2020 also recommended for following the fundamental principles and developing ethics along with human and constitutional values (such as seva, ahimsa, swachhata, satya, nishkam karma, shanti, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders, respect for all people and their inherent capabilities regardless of background, respect for environment, helpfulness, courtesy, patience, forgiveness, empathy, compassion, patriotism, democratic outlook, integrity, responsibility, justice, liberty, equality, and fraternity) which should be developed through social science teaching at the school level.

Adopting new 5+3+3+4 design and restructuring the Social sciences curricular and pedagogy was another major recommendation of the NEP 2020. Under this 5 years of foundational stage will include 1 years of Pre primary schools and grades One and Two. 3 years of Preparatory stage will include Grades Three, Four and five. 3 years of the Middle stage will include will include grade Six, Seven and Eight. 4 years of High stage will include Grades Ninth, Tenth, Eleventh and Twelfth. Adopting experiential learning approach for social sciences teaching learning at the middle stage will help in developing the students'

better subject understanding and interest. NEP 2020 also recommended for providing students an opportunity to explore the relations between different subjects and stress that in each stage curriculum should be incorporating Indian and local traditions, as well as ethical reasoning, socio-emotional learning, quantitative and logical reasoning, computational thinking and digital literacy, scientific temper, languages, and communication skills, in a manner that is developmentally appropriate. NEP also stressed for incorporating basic ethical and moral reasoning throughout the school curriculum and Indian knowledge systems into the curriculum. Keeping in view this social sciences curriculum should be having enough content promoting the ethical and moral reasoning, and exhibiting the rich Indian knowledge system. Another major recommendation of the NPE 2020 is to move the education system to real understanding and making the students able in learning how to learn. Social sciences curriculum should also be incorporating the Indian and local context and ethos in terms of culture, traditions, societal, traditional and indigenous ways of learning.

Social sciences are quite comprehensive in nature and often students face problem in understanding the concepts and under that situation they try to take the short cuts in the form of rote learning. Rote learning is not a permanent type of learning and often students forget the crammed content after some time and due to which they fail to reflect the knowledge. Social science teachers can encourage students to avoid such learning methods and help students in developing better conceptual understanding of the subject through learner centred teaching methodologies. NEP 2020 also stressed upon reorientation of the Social science school curriculum with an objective of developing higher order skills like critical thinking, creativity, logical thinking, team work, social responsibility, multilingualism, quantitative reasoning and digital literacy etc. among the learners. Social science is a realistic school subject where experiential learning approach can be practiced for achieving the Social science teaching objectives and with the creative efforts of the Social science teachers all such higher order skills can be developed among the learners.

One of the major issues faced by the Social science teachers and learners is regarding the overloaded curriculum content in each grade. Social sciences school curriculum content is drawn from the different Social sciences including History, Geography, Political Science, Sociology, Public Administration, Economics, Psychology, Religious

studies, Anthropology, Archaeology, Philosophy etc. and it is the prime responsibility of the Social science curriculum framers to make a balance between these social sciences and only recommend the content which may be helpful in promoting critical thinking, discovery based learning, discussion based teaching learning, and analysis based learning among the social science students. One of the another important recommendation of the NEP 2020 is regarding teaching all the subjects including social sciences at least up to the grade 8 in the local languages as students learn best through their local language. NEP 2020 also recommended for incorporation of the relevant excerpts from great works of Indian literature in Social science curriculum content at the school level. Social science teachers should also focus upon the development of the communication skills of the learners by giving them ample opportunities to speak in front of their peers on relevant topics from the social sciences and also stressing upon development of the problem solving and logical skills of the learners. Incorporation of the games, puzzles and other problem solving activities in the Social science curriculum content will also help in developing the desirable skills and also make the subject more interesting for the learners. Social science textbooks should be written with an objective of developing critical thinking among the learners. Critical thinking in Social science textbooks should be based on reasoning, questioning, assessment of examples and statements, group work, interpretation, true judgment about issues, analysis and evaluation, explicitness, and logic skills. Social science teaching at school level should also focus upon developing multicultural perspectives among the learners. The culture of India is an amalgamation of lot many diverse sub cultures spread all over the country. Stress should be laid upon developing this multicultural perspective in the learners from very initial stage through Social sciences teaching.

### Conclusion

Social science education plays an important role in grooming the personality of the individuals for better social adjustment and their positive contribution in the development of the country. National Education Policy 2020 is built on the foundational pillars of Access, Equity, Quality and Accountability. NEP-2020 stress upon meeting the expectations of the citizens of the country with regard to quality education, innovation and research, making the country knowledge

superpower by equipping the students with the required skills, knowledge and to rectify the challenges faced by the educational system of the country. Social science school curriculum should be focusing upon developing higher order skills like critical thinking, creativity, logical thinking, team work, social responsibility, multilingualism, quantitative reasoning and digital literacy etc. among the learners. Providing quality social science education by incorporating the suggestions forwarded in the NEP 2020 will help in successfully achieving the aims and objectives of the Social science education in country.

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## INTEGRATING TPACK FRAMEWORK IN TEACHER EDUCATION CURRICULUM: NECESSITATED ROADMAP FOR NEP 2020

Dr. J.N. Baliya\* & Ms. Seema Rani Thappa\*\*

*Education is the primary need and criteria for the development of the nation as well as development of the society. The world's knowledge is changing at a breakneck pace along with technical advancement-big data, machine learning, and artificial intelligence are just a few examples. Keeping these transformations in consideration, it becomes increasingly necessary to ponder upon that child should learn how to learner rather than what to learn. As a result, the education emphasizes students how to think critically and solve problems, to be creative and multidisciplinary, to originate, adjust, and grip new content in novel and rapidly changing sectors through teaching learning process. Teachers have a crucial role in bringing educational innovations to fruition (NEP,2020). In addition, the NEP 2020 emphasises that teachers must be at the center of every substantial reform in the educational system. So, if we want any type of reforms, shift and development in the system of education then we should start with the teacher education programme, as it that armed force of the mission which actually implement those changes and reforms in the real classroom settings. The brief explanation of the TPACK framework has also been done by the author(s). The present paper made an attempt to give suggestive recommendation on how to integrate technological pedagogical and content knowledge in the teacher education programme so that we will achieve all goals and objectives of NEP 2020.*

*Keywords: TPACK, Integration, Teacher education.*

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PEDAGOGY OF  
**SOCIAL  
SCIENCE**

**Volume-I**

**Anurag Sankhian**

**KALYANI**

# PEDAGOGY OF SOCIAL SCIENCE

## VOLUME - I

*(For B.Ed. 1<sup>st</sup> Semester students of the Guru Nanak Dev University, Amritsar  
and also useful for B.Ed. course students of other universities)*

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# PREFACE

Social sciences contribute multi dimensionally in the development of the individual, society and nation. The subject matter of the social sciences is directly related to the individuals and society. It involves the learners to see and interpret the world—its peoples, places, cultures, systems, their activities, aspirations, achievements, problems and occupies a unique position in the school programme. Subject helps in developing among the learners loyalty to the democratic ideals, civic responsibility, value education and improves their social skills. No society can survive without teaching its young children about the basics of the society. Social Science teaching at school level teaches the basics of the society and makes the learners able in understanding their cultural, geographical, social, and historical milieus. National Education Policy, 2020 recommended for moving towards less content, more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. NPE 2020 also recommended that pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable. Social science teachers are required to play an active role in fulfilling the objectives of the National Education Policy-2020 and in developing the required capabilities among the learners. For meeting the expectations of the society, Social science pupil teachers are required to have good mastery over the Social science pedagogy and Social science subject matter. Keeping in mind this aspect the present book 'Pedagogy of Social science-Volume I' is specifically written for meeting the learning needs of the students of the Pedagogy of Social science course paper of the B.Ed. First Semester programme of the Guru Nanak Dev University, Amritsar. An attempt has been made to present different concepts in a clear, concise and in an interesting manner. This volume includes the important topics like Historical background of Social science, Difference between Social studies and Social science, Values associated with the teaching of Social science, Aims and objectives of Social science, Pedagogical approaches: Interdisciplinary, Experiential, Co-operative learning and Constructivist approach, Current affairs in Social science and Social science laboratory etc. The suggested further readings at the end of the book will encourage the students to dig deeper and further investigate the Social science subject. Acknowledgements and appreciations are due to all the educationists and authors whose work was consulted and quoted in this book. It is a pleasure to express my gratitude to Sh. Tarun Bhateja and the whole dedicated team of the *Kalyani publishers* for their support in bringing this book to its final shape. The author hope and believe that this book will cater to the requirements of the Social science pupil teachers, school teachers, teacher educators and wish the readers an enriching reading experience. The valuable suggestions of all concerned in making the book more useful are always welcome.

2022

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For B.Ed. 1st Semester Students of the GNDU,  
Amritsar and also useful for B.Ed. course students of  
other Universities

## About the Book

This textbook 'Pedagogy of Social Science - Volume I' is written specifically for the B.Ed. First Semester Students of the Guru Nanak Dev University, Amritsar and is also useful for the students of other Indian universities opting Social science as their teaching subject. This book will also prove beneficial to the Social sciences school teachers and teacher educators. The book covers the prescribed B.Ed. first semester syllabus of the teaching subject 'Pedagogy of Social science' of the Guru Nanak Dev University, Amritsar. The book includes the topics like Historical background of social science, Difference between Social studies and Social science, Values of teaching Social science, National Education Policy 2020 recommendations, Pedagogical practices and Approaches including Interdisciplinary approach, Experiential approach, Co-operative Learning and Constructivist approach etc. The author expects that this book will aid the social sciences pupil teachers, school teachers and teacher educators.

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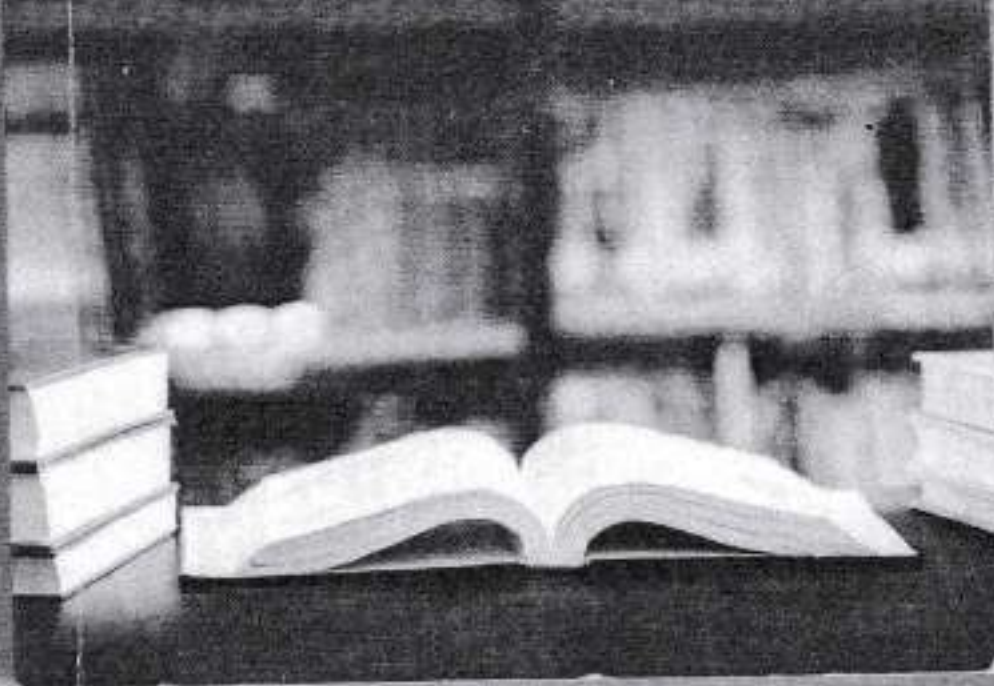


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# **National Education Policy:** *The New Era of Teacher Education*

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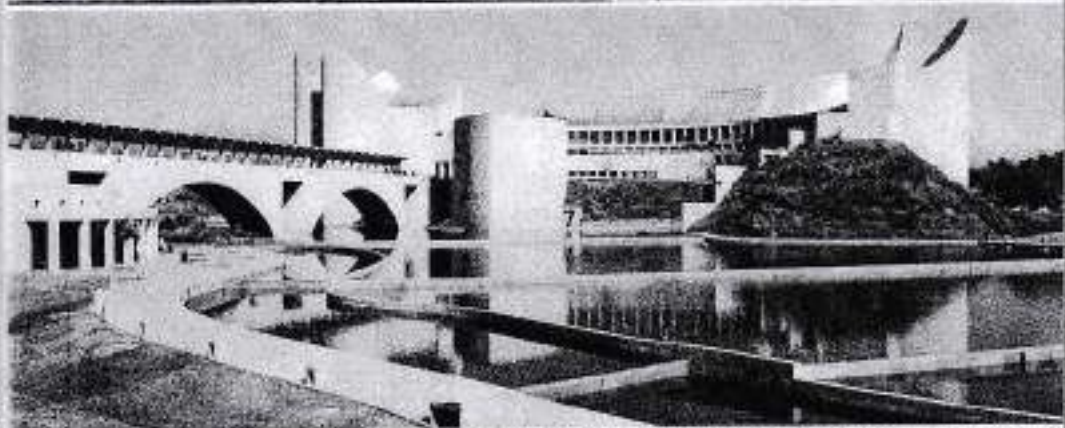


# ਆਦਿ ਜੁਗਾਦਿ ਪੁਆਧ

(ਪਰਾਗਾ ਚੌਥਾ)

ਖੋਜ ਪੁਸਤਕ

ਸੰਪਾਦਕ : ਮਨਮੋਹਨ ਸਿੰਘ ਦਾਉਂ



*Sande*  
Principal,  
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## ਪੁਆਧ ਦਾ ਖੋਜੀ ਸਾਹਿਤਕਾਰ ਮਨਮੋਹਨ ਸਿੰਘ ਦਾਉਂ

ਸਿਆਣਿਆਂ ਦਾ ਕਥਨ ਹੈ ਕਿ ਜੀਵਨ ਇੱਕ ਖੋਜ ਹੈ। ਗੁਰਬਾਣੀ ਅਨੁਸਾਰ ਵੀ “ਖੋਜਿਤ ਭਈ ਬੈਰਾਗਿਣ ॥” ਅਰਥਾਤ ਖੋਜਾਂ ਖੋਜਦਾ ਇਨਸਾਨ ਅੰਤ ਵਿਚ ਉਸ ਅਨੰਨਤਾ ਦਾ ਅੰਗ ਬਣ ਜਾਂਦਾ ਹੈ ਜਿਸ ਨੂੰ ਮਹਾਂਪੁਰਖ ਅਕਾਲਪੁਰਖ ਦੀ ਸਿੰਗਿਆ ਦਿੰਦੇ ਹਨ।

ਖੋਜੀ ਰੁਚੀਆਂ ਵਾਲੇ ਮਨੁੱਖ ਦਾ ਸੁਭਾਅ ਲੀਹ ਤੋਂ ਹਟਵਾਂ ਹੁੰਦਾ ਹੈ। ਉਹ ਆਪਣੀ ਖੋਜੀ ਬਿਰਤੀ ਤੇ ਤੀਖਣ ਦਿੱਬ-ਦ੍ਰਿਸ਼ਟੀ ਦੀ ਸੋਝੀ ਅਨੁਸਾਰ ਸਮਾਜਿਕ ਵਰਤਾਰਿਆਂ ਦੀਆਂ ਅਜਿਹੀਆਂ ਪਰਤਾਂ ਲੱਭ ਲੈਂਦਾ ਹੈ ਜਿਹੜੀਆਂ ਆਮ ਖੋਦੇ ਦੀ ਸੋਝੀ ਦੇ ਘੇਰੇ ਤੋਂ ਸਦਾ ਬਾਹਰ ਹੀ ਰਹਿੰਦੀਆਂ। ਅਜਿਹੀਆਂ ਲੱਭਤਾਂ ਹੀ ਸਮਾਜਿਕ ਵਿਕਾਸ ਲਈ ਬੇਹਦ ਲਾਹੇਵੰਦ ਹੁੰਦੀਆਂ ਹਨ।

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**ਤਤਕਰਾ**

- 'ਆਦਿ ਜੁਗਾਦਿ ਪੁਆਧ' ਦੀ ਸੰਪਾਦਨਾ ਦਾ ਪ੍ਰਯੋਜਨ 14
- ਖੰਡ - ਪਹਿਲਾ**
- 1. ਪੁਆਧ ਅਤੇ ਪੁਆਧੀ ਭਾਸ਼ਾ-ਇਕ ਵਿਸ਼ਲੇਸ਼ਣ 21  
 - ਡਾ. ਮੁਖਤਿਆਰ ਸਿੰਘ
- 2. ਪੁਆਧੀ ਦੀ ਅਰਥ ਵਿਉਂਤ 33  
 - ਡਾ. ਹਰਪ੍ਰਵੀਨ ਕੌਰ
- 3. ਪੁਆਧੀ ਲੋਕ ਮਨੋਰੰਜਨ : ਮੁੱਖ ਸਰੋਕਾਰ 38  
 - ਡਾ. ਜਗਜੀਤ ਸਿੰਘ
- 4. ਪੁਆਧੀ ਕਿੱਤਾ ਸ਼ਬਦਾਵਲੀ : ਦਸਤਕਾਰੀ 46  
 - ਡਾ. ਜਸਬੀਰ ਸਿੰਘ
- 5. ਪੁਆਧ ਵਿੱਚ ਜਨਮ, ਵਿਆਹ ਅਤੇ ਮੌਤ ਨਾਲ 63  
 ਸਬੰਧਿਤ ਰਸਮੀ ਵਰਤਾਰਾ  
 - ਡਾ. ਸ਼ਿਮਰਜੀਤ ਕੌਰ
- 6. ਪੁਆਧ ਦੀ ਕਵੀਸ਼ਰੀ-ਪਰੰਪਰਾ ਅਤੇ 80  
 ਕਵੀਸ਼ਰ ਰੋਣਕ ਸਿੰਘ ਚੁੰਨੀ ਕਲਾਂ  
 - ਡਾ. ਜਗਜੀਤ ਸਿੰਘ
- 7. ਪੁਆਧ ਦਰਸ਼ਨ-ਇੱਕ ਅਭੁੱਲ ਯਾਦ 91  
 - ਨਿਰੰਜਣ ਸਿੰਘ ਸੈਲਾਨੀ
- 8. ਜਲਸਾ-ਆਸਾ ਰਾਮ ਬੇਦਵਾਨ ਦਾ- ਇੱਕ ਝਲਕ 97  
 - ਅਵਤਾਰ ਸਿੰਘ ਬਿਲਿੰਗ

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This textbook 'Pedagogy of Social Science - Volume I' is written specifically for the **B.Ed. First Semester Students of the Guru Nanak Dev University, Amritsar** and is also useful for the students of other Indian universities opting Social science as their teaching subject. This book will also prove beneficial to the Social sciences school teachers and teacher educators. The book covers the prescribed B.Ed. first semester syllabus of the teaching subject 'Pedagogy of Social science' of the Guru Nanak Dev University, Amritsar. The book includes the topics like Historical background of social science, Difference between Social studies and Social science, Values of teaching Social science, National Education Policy 2020 recommendations, Pedagogical practices and Approaches including Interdisciplinary approach, Experiential approach, Co-operative Learning and Constructivist approach etc. The author expects that this book will aid the social sciences pupil teachers, school teachers and teacher educators.

## About the Author

**Dr. ANURAG SANKHIAN**, Associate Professor, M.A. (Geography), M.Phil. (Goldmedalist), M.Ed., PGDDE, CIG, Ph.D. has been working in Government College of Education, Sector 20D, Chandigarh since 2003. He is having teaching experience of twenty years at secondary, senior secondary, undergraduate, postgraduate and doctorate levels. He is recipient of National Merit Scholarship and Junior Research Fellowship (JRF) from Government of India and University Grants Commission, New Delhi. He has attended good number of International/ National conferences, Seminars and Workshops. His research papers have been published in various reputed national and international journals, edited books, and conference proceedings. He is also supervising the research work of the Ph.D. students in Education and Geography. He has been a member of the various academic bodies, namely Addl. Member of the faculty of Education, Panjab University, Chandigarh, Member Inspection committee, Education colleges affiliated to the Panjab University, Chandigarh, Life member of the National Association of Geographers, India (NAGI), General Secretary of the Chandigarh Government Colleges Teacher Association (CGCTA) and Chairperson of the focus group of State Curriculum Framework (SCF), Chandigarh (U.T.).



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He had attended various national and international conferences, seminars and workshops and presented a number of papers at various forums.

He is member of faculty of Education, added member of Faculty of Education, Board of Studies (Education), Member of Academic Council at Panjab University, Chandigarh.

He has been supervising research work for M.Ed., M.Phil. and Ph.D. in Education.

The Area of his excellence are Research in Education, Educational Psychology and Mathematics.

He is working as the Principal of the college from 15th April, 2021 to till date.

### About the Editors



Dr. Shilpy Arora is working as Assistant Professor in A.S. College of Education, Kalal-Majra, Khanna. She has twelve years of teaching experience. She has published various articles in journals & books and presented various papers in state as well as national seminars. She has been Organising Secretary of Seminars and F.D.P. She has life membership of All India Association for Educational Research (AIAER). Her area of interest Includes Philosophy, Sociology, Social Studies and Gender issues.



Mrs. Alka Sharma is working as Assistant Professor in A.S. College of Education, Kalal-Majra, Khanna. She has six years of teaching experience. She has published various papers in national and international seminars. She has attended F.D.P. program and workshop on teaching of science by NCERT. Her area of interest are Educational Psychology, Science and Mathematics.

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This book concentrates on the idea that education should not only focus on obtaining knowledge and skills but also on cultivating the full person. The author suggests that education should aim to help individuals grow as human beings, rather than simply preparing them for a specific job or vocation. To attain this purpose, the book provides a humanistic perspective on education, which emphasizes the importance of character formation, the growth of virtue, and the quest of wisdom. The author further suggests that education should help students build a love of truth, beauty, and kindness, as well as a feeling of meaning and purpose in life. The book gives practical suggestions for how educators might apply this vision of education in their classrooms, including strategies for cultivating intellectual curiosity, creating a sense of engagement with the subject matter, and developing a sense of community and belonging. Overall, "Education for the Human Good" offers a compelling vision of education that aspires to help students become humans and lead fulfilling lives.





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## About the College

Government College of Education, popularly known as Government Post-Graduate Basic Training College, was founded in August, 1954 under a special scheme of Government of India by establishment of training colleges for teachers at the post-graduate level. The College has the remarkable tradition of high achievements in the field of teacher education and ranks among the leading colleges of education in the country. It has highly qualified (100% doctorate) and competent faculty and draws the best students from across the country, especially the northern region for its teacher education programs.

The National Assessment & Accreditation Council (NAAC) had accredited Grade 'A' to this college. The National Council for Teacher Education has sanctioned two units of B.Ed. (50 seats each) and one unit of M.Ed. (50 seats), both two years courses, and a Post-Graduate Diploma in Guidance and Counselling (PGDGC) with the intake capacity of 20 seats. The College also runs 60 months Pro-Ph.D. course work for research students in the discipline of Education as a recognised Research Centre of Panjab University, Chandigarh.

The college has spacious campus with well-maintained lawns, playgrounds and separate hostels for boys and girls. It has one of the most resourceful libraries in education in general, and Teacher Education in particular in the northern part of India. It provides excellent covey facilities to its students and faculty.

A number of dimensions have been added to the teacher training program so as to make it as comprehensive as possible, in light of contemporary changes. The syllabus prescribed by the Panjab University, Chandigarh is enriched by seminars, workshops, community activities, educational tours and numerous modes of other practical work including value-added blended mode courses as per the guidelines of NEP-2020. The institute is forging ahead in the future with its missionary zeal of preparing visionary architects of the human resources of the country with software of excellence embedded creatively with the motto 'Ascend from darkness to Light' (from their motto).

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The present study was undertaken to quantitatively evaluate the nutritional status and knowledge, attitudes and practices of adolescent girls under launched NAGS of ICDS. The impact of improved module of nutrition and health education along with modified and enhanced supplementation was also assessed in quantifiable terms. It was a pre-and post-design study conducted on 171 adolescent girls in the age group of 9-15 years who were selected purposively and served as Experimental group. For the purpose of evaluation of ongoing scheme, 60 adolescent girls were enrolled, which served as Ongoing group. A significant correlation between knowledge and practices followed by knowledge and attitudes was observed but the correlation between attitudes and practices was not significant. Another interesting finding was that improvement in scores of knowledge, attitudes and practices was higher in younger girls as compared to older girls. Thus, a combination of dietary and nutrient supplementation for longer duration especially if given before menarche along with NHHCC education to younger adolescent girls would improve their nutritional status and knowledge, attitudes and practices.



Dr. Sapna Nanda is Principal in Government College of Yoga Education and Health, India with 35 years of teaching experience. She has authored various books in Nutrition, Health and Education. Her professional affiliations include Indian Dietetic Association, Health and Family Welfare.



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# Psycho-Socio-Physical Dimensions of Adolescent Health Management

## Emerging Research and Opportunities

Today's youth experience a period of major physical, physiological, psychological, and behavioral changes with changing patterns of social interactions and relationships. The changing environments in which adolescents live impacts their behavior, which in turn can implicate their health and wellbeing. The changing nature of these health problems amongst adolescents calls for new responses from the medical sector to promote and protect their health.

**Psycho-Socio-Physical Dimensions of Adolescent Health Management: Emerging Research and Opportunities** is a pivotal reference source that provides vital research on the protection of adolescent health and wellbeing by strategizing better healthcare initiatives and programs, as well as assessing the impact of various healthcare approaches in modifying the health and behavior of adolescents. Covering topics that include growth patterns, improving mental health, and interpersonal relationships, this book is ideally designed for healthcare professionals, psychologists, psychiatrists, sociologists, social workers, researchers, policymakers, and scholars.

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*Life is a beautiful tragedy  
Meant for the ones who are ready to fight  
But there are only few who dare to go through darkness  
In the hope of light and still survive*

Dr. Rajni Thakur is dedicated and passionate Lecturer at an eminent educational college in Chandigarh. She is hard core feminist ironically a sensitive girl deep inside. She is confident, sophisticated in personality and a fluent speaker. As a teacher she aspires to reach every human being to its In thirst of self realization. She believes that every human being has his/ her own journey of self realization we need to just channelize their energies and mindsets towards it. One should help but not hinder the path of development of the individual through the choosen path by God. Because God's plans are always the best.

This book is compilation of the poems written by her during pursuing education. An expression of what she felt inside as child when she went through the tragedies of life whether small or big. Her childhood has been a turmoil of experiences of neglect, low academic performance and low self esteem. But gradually she has grown into an individual of high self esteem and confidence and wants to share the same with the world through this book.



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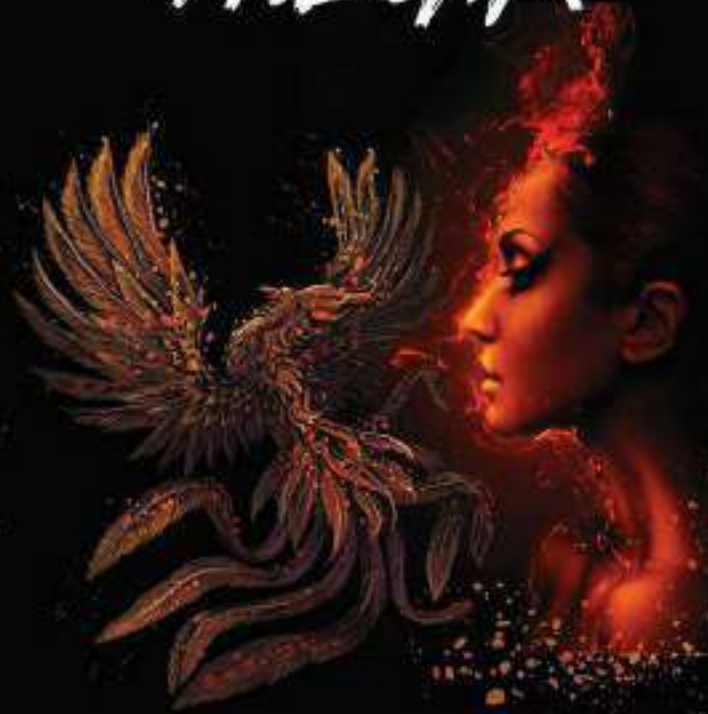
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Dr. Rajni Thakur



# KALASH

The Essence of Yoga



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## About the College

Govt. College of Yoga Education & Health is a unique institute catering to the physical, psychological and spiritual health needs of the General Public as well as excelling in the field of academics. The Government Yoga Health Organization was established by the Chandigarh Administration in 1962 to promote health and yoga awareness among the residents of the city beautiful. In July 1976, one year Diploma course in Yoga Education was initiated here. In the year 1982, the institute has started one year degree course i.e. B.Ed. (Yoga) affiliated to Panjab University, Chandigarh. The landmark decision of the Chandigarh Administration in the session 2008-09 upgraded this institute as an independent college. The Post Graduate Diploma in Yoga Therapy was also introduced in the college in 2007 under the innovative programme of University Grants Commission and duly affiliated to Panjab University, Chandigarh. Further Basic Certificate Course in Yoga Education was also introduced. At present, the college is conducting 10 Yoga Sessions for the General Public in the college premises, inculcating holistic health through Yoga. In addition, the college has a separate Yoga therapy Department focusing on aiding various lifestyle diseases. A feather in the camp was added in the achievements of GCYEH with the opening of 46 centers under AYUSH Department under which yoga classes are being conducted free of cost for the General Public at various Health and Wellness Centres/Government Schools of the city beautiful.

After the announcement of 21st June as the International Day of Yoga in 2015, the day has become another festival for the Yoga aspirants all over the world. Since its inception, this remarkable day is being celebrated every year worldwide with great zeal and enthusiasm. This college, an integral part of Chandigarh Administration is all set to contribute towards the success of this important Day by organizing several activities to create awareness among the residents of the city beautiful about the importance of Yoga- the ancient tradition of India for the achievements of holistic health and general well-being.

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# Yoga and Well Being: A Literature Review

Dr. Anjali Puri<sup>1</sup>, Nishtha Puri<sup>2</sup>

Yoga is an ancient practice originating in India that aims to unite the mind, body, and spirit. It has been asserted that yoga can help alleviate many ailments (both physical and mental) for centuries in the East, as well as more recently in the West (da Silva, Ravindran, & Ravindran, 2009). Records of yoga postures date back millennia, but one of the founding texts that modern yoga stems from, *Yoga Sutras*, was written around 200 B.C. by the sage Patanjali (Riley, 2004). Patanjali described the system coined *Ashtanga* or *Eight-limbs*, which consisted of ethical standards (*yamas*), self-discipline and spiritual observances (*niyamas*), postures (*asanas*), mindful breath control (*pranayama*), sensory transcendence (*pratyahara*), concentration (*dharana*), meditation (*dhyana*), and divine consciousness (*Samadhi*). It is from these eight elements that modern yoga is derived, with the most common features being postures, breathing exercises, and meditation (da Silva, Ravindran, & Ravindran, 2009). There are now many variations on what is considered "yoga", with each school emphasizing different elements, and different types of yoga being suggested for different people (Saraswati, Saraswati & Saraswati; 1981). In order to better understand how yoga may be able to play a part in offender rehabilitation, it is important to become familiar with the leading frameworks that currently guide interventions with this population.

## Review of Literature

Dash and Telles (2001) studied that the present study aimed at assessing the effects of a set of yoga practices on normal adults (n=37), children (n=86), and patients with rheumatoid arthritis (n=20). An equal number of normal adults, children, and patients with rheumatoid arthritis who did not practice yoga were studied under each category, forming respective control groups. Yoga and control group subjects were assessed at baseline and after varying intervals, as follows, adults after 30 days, children after 10 days and patients after 15 days, based on the duration of the yoga program, which they attended, which was already fixed. Hand grip strength of both hands, measured with a grip dynamometer, increased in normal adults and children, and in rheumatoid arthritis patients, following yoga, but not in the corresponding control groups, showing no re-test effect. Adult female volunteers and patients showed a greater percentage improvement than corresponding adult males. This gender-based difference was not observed in children. Hence yoga practice improves hand grip strength in normal persons and in patients with rheumatoid arthritis, though the magnitude of improvement varies with factors such as gender and age.

Strauss (2002) examined that the Divine Life Society (DLS) is a spiritual organization founded by Swami Sivananda of Rishikesh, India. Sivananda's DLS, including associated centers across India and abroad, has figured prominently in expanding the role of yoga as a tool for the development of modern India. In this paper, Sivananda's own poetry and the many pamphlets and books produced by this noted swami, his contemporaries, and his successors through the 20th century in India serve to highlight ways that the promotion and practice of yoga has contributed to the ongoing Indian nationalist project. In addition, yoga is viewed from the perspective of the transnational and global forces that have become dominant in the latter half of the 20th century.

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He is working as the Principal of the college from 15th April, 2021 to till date.

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A Creation Of Ahaar Kranti Club

# MAGIC MILLETS

## A Home Cookbook



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Government College of Education, previously known as Government Post-Graduate Basic Training College, was founded in August 1954 under a special scheme of Government of India for establishment of training colleges for teachers at the post-graduate level. The College has the remarkable tradition of high achievements in the field of teacher education and ranks among the leading colleges of education in the country. It has highly qualified (100% doctorate) and competent faculty and draws the best students from across the country, especially the northern region for its teacher education programs.

The National Assessment & Accreditation Council (NAAC) had accredited Grade 'A' to this college. The National Council for Teacher Education has sanctioned two units of B.Ed. (50 seats each) and one unit of M.Ed. (50 seats), both two years courses, and a Post Graduate Diploma in Guidance and Counselling (PGDGC) with the intake capacity of 20 seats. The College also runs 06 months Pre-Ph.D. course work for research students in the discipline of Education as a recognised Research Centre of Panjab University, Chandigarh.

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# MAGIC MILLETS

**A Home Cookbook**

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MP

# Professionalism in Education



Editors

Prof. Balwant Singh  
Dr. Manpreet Kaur



Professional learning in multidimensional and multicultural educational context

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Partap College of Education is a premier institute which was established in 2000. Over the years the college has set a commendable tradition of initiative and excellence, and has grown into an institution of significant stature in the educational scenario. Various activities in and outside the classroom lead the young teachers towards sound professionalism. The inspiring force is our Motto "STRIVE, SUCCEED, SERVE". This college has been successful in setting the trends in qualitative teacher education by its innovative strategies in collaboration with national and international organizations. College has established international linkages with *IPDA, UK, ISATT, Denmark and KFU, Russia*. The college is recognized by NCTE and permanently affiliated to Panjab University, Chandigarh and accredited A-Grade by NAAC.

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22. The Model of Risk-Oriented Teacher Training at Kazan Federal University. ....	246
<i>Leysan R. Kayumova and Venera G. Zakirova</i>	
23. Best Practices of Blended Learning: Challenges Encountered and Lessons Learned .	251
<i>Ms. Kiran Bittiza and Ms. Gagandeep Kaur</i>	
24. Multidisciplinary and Holistic Approach and its Key Elements- Leads to Overall Development of Students . . . . .	257
<i>Ms. Shivangi and Ms. Divyangi</i>	
25. Professional Development of Teachers for Blended Learning. . . . .	265
<i>Ms. Harpreet Kaur and Ms. Harpreet Kaur</i>	
26. Professional Development for the Blended Teaching. . . . .	275
<i>Ms. Harsh Bala and Dr Satish Kumar</i>	
27. Role of Professional Development in Sustaining Teaching Career . . . . .	282
<i>Ms. Jasleen Kaur</i>	
28. Social-Competence among School Students . . . . .	292
<i>Ms. Kiran Rani</i>	
29. Smartphone Addiction in Relation to Depression and Alienation among Students: A Systematic Literature Review . . . . .	299
<i>Ms. Nupur Dogra and Dr. Shaveta Sharma</i>	
30. A Study of Academic Stress among College Students . . . . .	310
<i>Dr. Sapna Nanda and Paramjeet Kaur Mangat</i>	
31. Learning the concepts of Diversity, Multiculturalism, Equity and Social Justice: Exploration of Indian School-Heads' Preparation and Responsibility . . .	318
<i>Ms. Balwinder Kaur</i>	
32. Need and Importance of Professional Development for Blended Learning. . . . .	328
<i>Ms. Prem Lata</i>	
33. Carl Roger's Learning Concept in Russian Education Modernization. . . . .	335
<i>Sirazeeva A.F. and Vakhitova R.I.</i>	
34. A Study of Professional Commitment among Senior Secondary School Teachers	342
<i>Ms. Urmil Verma, Dr. Kuldip Kaur Grewal and Dr. Sarbjit Kaur Ranu</i>	
35. Teaching A Foreign Language in the Paradigm of Bilingualism . . . . .	352
<i>Prof. Agzam A. Valeev and Dr. Lilia A. Latypova</i>	
36. Teachers' Competence in Response to Multiculturalism . . . . .	363
<i>Ms. Baishakhi Banerjee and Mr. Sushanta Kumar Panda</i>	
37. Professional Learning for Sustainable Career . . . . .	373
<i>Ms. Parveen Sharma and Ms. Alka Joshi</i>	