CRITERION III

3.2.1 AVERAGE NUMBER OF RESEARCH PAPERS/ARTICLES PER TEACHER PUBLISHED IN JOURNALS NOTIFIED ON UGC WEBSITE DURING THE LAST FIVE YEARS.

DVV Findings:
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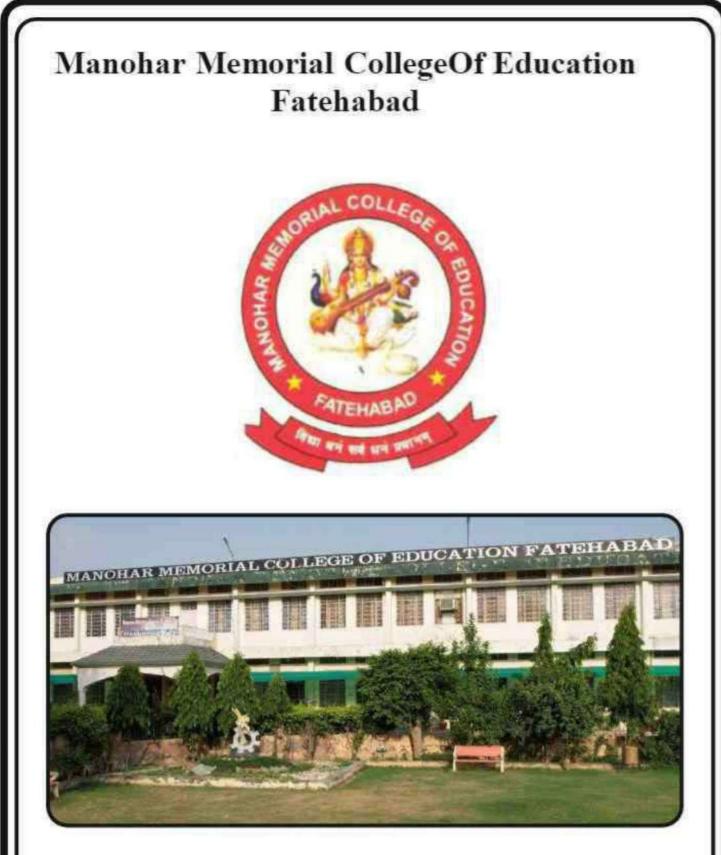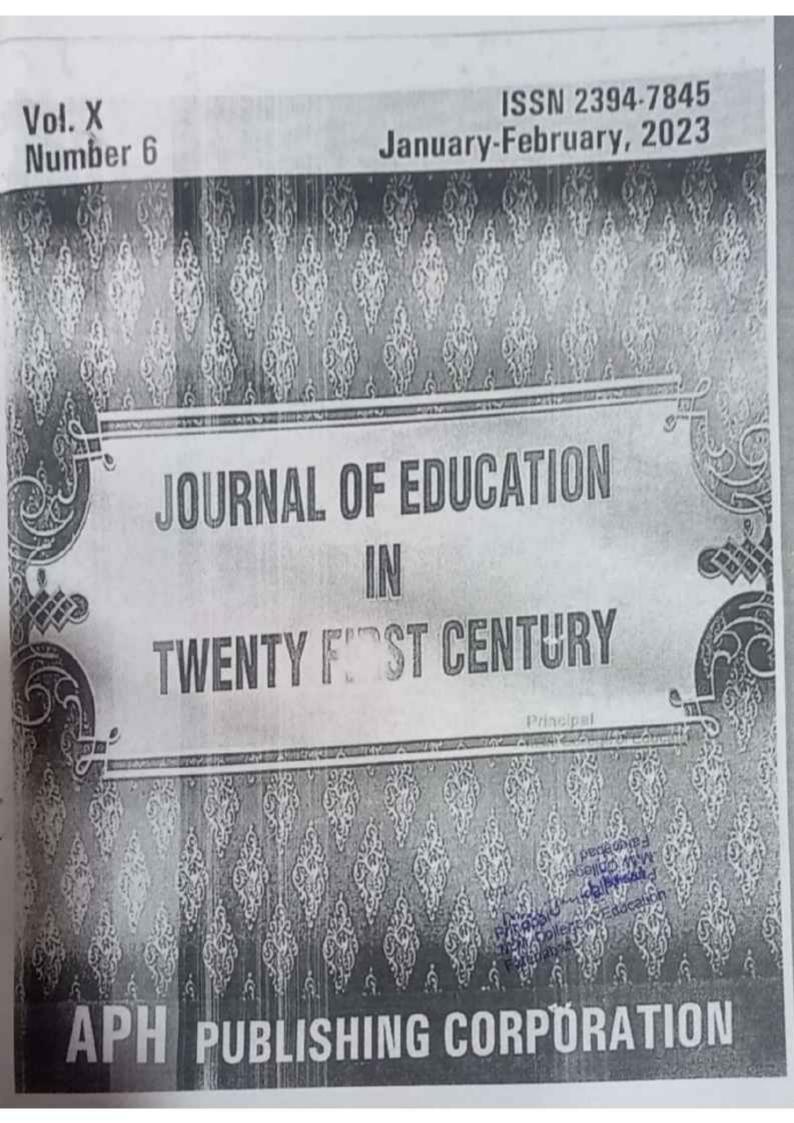**As per DVV query, we have provided following documents attached:**
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Session 2022-23

JOURNAL OF EDUCATION
IN
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Environment Management and Monitoring

Janak Rani* and Gunjan Rani

M.M. College of Education, Fatehabad, Haryana, India

*Corresponding author: mmcc0123@gmail.com

ABSTRACT

The environment is the basic life support system for all living things on planet Earth. It is a combination of natural and human-made components. The Earth's environment makes Earth the only planet on the solar system where life and sustainability is possible. From the beginning of time, the Earth has provided all the inhabitants of the planet with everything they need for their survival. On the other hand, human beings have exploited all the natural resources for their own selfish needs and have rendered the planet like a barren and ramshackle land.

Keywords: Environment, solar system, human-made components, selfish

Human beings are an integral part of the environment and hold a huge responsibility to upkeep the living conditions for their own sake and for the sake of all the inhabitants of the planet, including plants and animals. The balanced management of natural resources and the environment as a whole is crucial for the well-being of all living beings and for the economic growth of the entire world. Managing the use of resources (both renewable and non-renewable) effectively, can help solve the many disputes between countries, states and people for the power to claim at least a part of the resources as their own. It is high time people understand that the health of the environment is vital, and only if the environment is healthy will all living beings have a chance of survival.

The environment is the fundamental source of all possible existence on planet Earth. However, over the recent years, the environment has been exploited excessively because of which the

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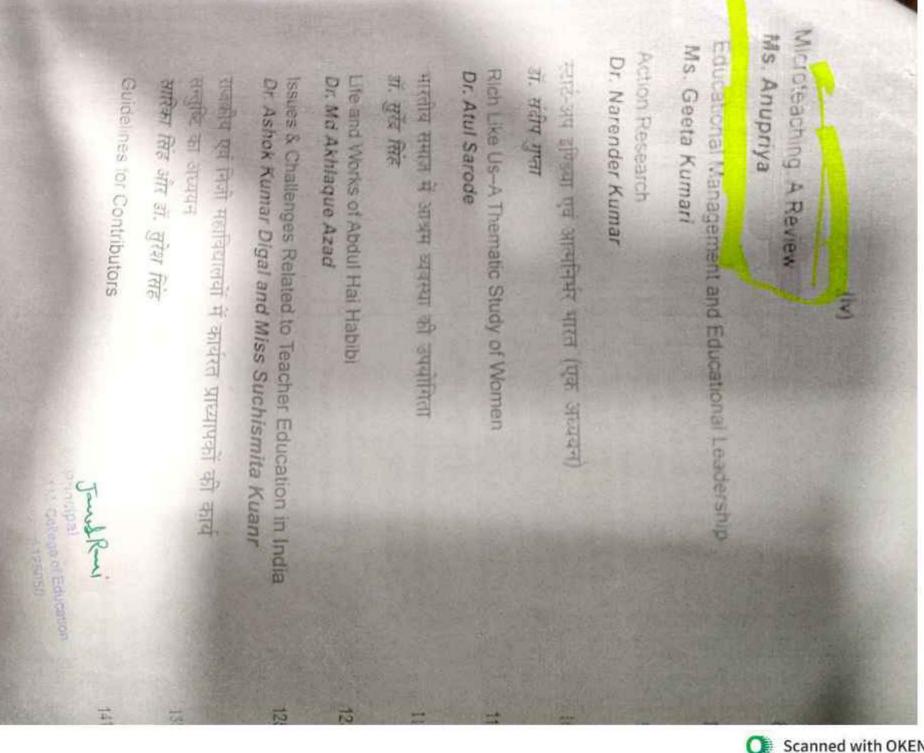
Analysis of the Indian National Education Policy 2020

Dr. Janak Rani*

ABOUT NATIONAL EDUCATION POLICY (NEP) 2020

The National Policy on Education was framed in 1986 and modified in 1992. Since then several changes have taken place that calls for a revision of the Policy.

The NEP 2020 is is the first education policy of the 21st century and replaces the thirty-four year old National Policy on Education (NPE), 1986. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each student.

SALIENT FEATURES OF THE NEP 2020

School Education

Ensuring Universal Access at all levels of school education

NEP 2020 emphasizes on ensuring universal access to school education at all levels- pre school to secondary. Infrastructure support, innovative education centres to bring back dropouts into the mainstream, tracking of students and their learning levels, facilitating multiple pathways to learning involving both formal and non-formal education modes, association of counselors or well-trained social workers with schools, open learning for classes 3,5 and 8 through NIOS and State Open Schools, secondary education programs equivalent to Grades 10 and 12, vocational courses, adult literacy and life-enrichment programs are some of the proposed ways for achieving this. About 2 crore out of school children will be brought back into main stream under NEP 2020.

Early Childhood Care & Education with new Curricular and Pedagogical Structure

With emphasis on Early Childhood Care and Education, the 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. This will bring the hitherto uncovered age group of 3-6 years under school curriculum, which has been recognized globally as the crucial stage for development of mental faculties of a child. The new system will have 12 years of schooling with three years of Anganwadi/ pre schooling.

NCERT will develop a National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8. ECCE will be delivered through a significantly expanded and strengthened system of institutions including Anganwadis and pre-schools that will have teachers and Anganwadi workers trained in the ECCE pedagogy and curriculum. The planning and implementation of ECCE will be carried out jointly by the Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs.

*Principal, M.M. College of Education, Fatehabad (Haryana).

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Principal

Enhancing The Goals of Education with Mindfulness and Psychological Well Being in 21ᵗ Century

Dr. Kavita Batra

सारांश

इक्कीसवीं सदी के शिक्षाविद इस तकनीकी युग में शिक्षा में उद्देश्यों को प्राप्त करने में सचेतन और मनोवैज्ञानिक स्वास्थ्य पर इसके लाभकारी प्रभावों में बहुत रुचि रखते हैं। इक्कीसवीं सदी में विद्यार्थियों के लिए शैक्षणिक, वित्तीय, सांस्कृतिक और सामाजिक घुमौतियां सभी मौजूद हैं, जो कॉलेज जीवन को और कठिन बना देती है। ये युवा देश के आर्थिक और सामाजिक विकास की योजना बनाते हैं, नैतिकता और सामाजिक शीति-रिवाजों पर सवाल उठाते हैं और इसके भविष्य की नींव रखते हैं। हालांकि, लगातार या बेहद अप्रिय भावनाएं जो किसी व्यक्ति के लिए दैनिक कार्यों को करना मुश्किल बनाती हैं, उनके मनोवैज्ञानिक कल्याण के लिए खतरा उत्पन्न करती हैं। किसी भी समय, ये कठिनाइयां एक साथ सकारात्मक और नकारात्मक मानसिक तरंगे उत्पन्न करके कष्ट उत्पन्न करती हैं। स्वास्थ्य के संदर्भ में, सचेतनता जागरूकता का वह तत्व है, जिस पर सबसे अधिक ध्यान दिया जाता है। कई अध्ययनों से पता चला है कि कॉलेज के छात्र जो सचेतन आचरण में संलग्न है, वे भावनात्मक रूप से कम प्रतिक्रियाशील होते हैं और संज्ञानात्मक और भावनात्मक प्रतिक्रियाओं को नियंत्रित करना है कि रोज करने और पहचानने के लिए अपने दिमाग का उपयोग करते हैं। इस अध्ययन का लक्ष्य यह निर्धारित करना है। 17 से 22 वर्ष के इक्कीसवीं सदी के मनोवैज्ञानिक स्वास्थ्य में सचेतन कॉलेज के विद्यार्थियों को कैसे प्रभावित करता है। मध्य के 400 कॉलेज छात्रों का एक प्रतिदर्श चुना गया था, जिसमें 200 पुरुष और 200 महिला विद्यार्थियों को अपर्याप्त रखा गया था क्योंकि वे या तो दवा पर थे या मनोवैज्ञानिक बीमारी का निदान किया गया था। डेटा एकत्र करने के लिए राइफ साइकोलॉजिकल वेल-बीइंग स्केल और ब्राउन माइंडफुलनेस स्केल का उपयोग किया गया। परिणामों ने पुरुष और महिला छात्रों के मनोवैज्ञानिक कल्याण और सचेतनता और मनोवैज्ञानिक कल्याण के मध्य महत्वपूर्ण अंतर दिखाया। इसके अतिरिक्त, सचेतनता और मनोवैज्ञानिक कल्याण के अन्य पहलुओं के मध्य एक सकारात्मक संबंध दिखाया।

Introduction

College is the best time of students' lives since they rarely have the chance to learn so much, meet so many new people, and practise so much novel stuff all at once. However, in the 21st century, in addition to these advantages, students must also deal with academic, financial, cultural, and social issues, which taken together make college life difficult. As a result, college life has been connected to stress, which could be explained by the additional challenge of adjusting to factors including a lack of societal support, a variety of cultural norms, high expectations for oneself, problems adjusting to new situations, and physical ailments (Swagler and Ellis, 2003; Constantine, *et al.*, 2004; Constantine & Okazaki, 2004; Kearney, Draper, & Baron, 2005; Mori 2000). These students' psychological wellbeing since they make it more difficult for them to fulfil their daily obligations and attain their educational goals. Therefore, in order to advance educational objectives, it is necessary to assess challenges and find solutions. In order to function psychologica effectively, a person must reach their full potential. ha minimal control over their lives, have a sense of purp and enjoy their relationships. Knowing the factors affect psychological well-being will help you be comprehend it. Therefore, it is crucial to understan numerous aspects that have an impact on college stud psychological wellbeing. In recent years, the conce "psychological well-being" has grown in importanc current research efforts are heavily focused o concept (Diener and Diener, 1995). According t (1991), the foundation of a good existence is the p convergence of psychologically healthy functioning makes up the basic psychological well-being. It c of what ordinary people refer to as "happ "fulfilment," "life satisfaction," and "peace," and all qualities are linked to consciousness because matu objects by themselves do not bring these thing rather, it depends on how we think about and ex them, making consciousness crucial to human wi In the context of wellbeing, mindfulness is the e

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Environment Management and Monitoring

Janak Rani* and Gunjan Rani

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ABSTRACT

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Early Childhood Care and Education

Dr. Narender Kumar*

---- **ABSTRACT** ----

Early childhood education is education for children at early age especially between the ages of three and six. It is commonly referred to as preschool, nursery school or simply early education. During this period, children learn the social, emotional, physical and cognitive abilities which are important for child development in future. Unfortunately, in India early childhood education is not much focused.

IMPORTANCE OF GOOD EARLY CHILDHOOD EDUCATION IN CHILD DEVELOPMENT

1. **Socialisation:** Humans are social beings and the main socialisation takes root in early childhood. In a safe environment away from family, children meet other people of their age, sowing the seeds of socialisation and friendship in young minds. This helps to develop self-confidence in your children by eliminating their shy nature.

2. **Cooperation:** During this phase, children learn to share and cooperate. These are all part of a social life. This is especially beneficial for single children. In the safe environment provided, the child learns to cooperate with guidance from professionals.

3. **Holistic Development:** It is important to have a strong foundation in every aspect of the personality such as emotional, social, mental and physical. Teachers who handle young children are well trained to identify the weaker aspects of a child and to encourage them to improve through practical sessions. Interaction amongst peers is extremely important in this context.

4. **Enthusiasm for Lifelong Learning:** Children develop a hunger for learning if they are taught through fun and exciting activities in early childhood. This eagerness and enthusiasm for learning remains with them their entire lives.

5. **Value of Education:** The new environment provided in preschool gives children an entirely different perspective on the requirement of education. Grasping knowledge and applying them to their lives demonstrates the value of education.

6. **Teamwork:** Many preschool activities are focused on teamwork and help children improve their attitude towards working as a team. A person's teamwork capability is based on their respect for others opinions, listening skills and mentality towards equality. All these qualities are needed to be taught at a young age.

7. **Confidence and Self Esteem:** A sense of wellbeing is important for a person to explore their talents. The positive interactions with peers and teachers encourage a positive view of themselves. This is an important impact of early childhood education.

8. **Cognitive Development:** Professionally crafted activities in preschool enhance the development of the brain. Various activities involving analysing and logical reasoning help them to develop their skills.

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Action Research

Dr. Narender Kumar*

Educational research provides a vast landscape of knowledge on topics related to teaching and learning, curriculum and assessment, students' cognitive and affective needs, cultural and socio-economic factors of schools, and many other factors considered viable to improving schools. Educational stakeholders rely on research to make informed decisions that ultimately affect the quality of schooling for their students. Accordingly, the purpose of educational research is to engage in disciplined inquiry to generate knowledge on topics significant to the students, teachers, administrators, schools, and other educational stakeholders. Just as the topics of educational research vary, so do the approaches to conducting educational research in the classroom. Your approach to research will be shaped by your context, your professional identity, and paradigm (set of beliefs and assumptions that guide your inquiry). These will all be key factors in how you generate knowledge related to your work as an educator.

Action research is an approach to educational research that is commonly used by educational practitioners and professionals to examine, and ultimately improve, their pedagogy and practice. In this way, action research represents an extension of the reflection and critical self-reflection that an educator employs on a daily basis in their classroom. When students are actively engaged in learning, the classroom can be dynamic and uncertain, demanding the constant attention of the educator. Considering these demands, educators are often only able to engage in reflection that is fleeting, and for the purpose of accommodation, modification, or formative assessment. Action research offers one path to more deliberate, substantial, and critical reflection that can be documented and analyzed to improve an educator's practice.

PURPOSE OF ACTION RESEARCH

As one of many approaches to educational research, it is important to distinguish the potential purposes of action research in the classroom. This book focuses on action research as a method to enable and support educators in pursuing effective pedagogical practices by transforming the quality of teaching decisions and actions, to subsequently enhance student engagement and learning. Being mindful of this purpose, the following aspects of action research are important to consider as you contemplate and engage with action research methodology in your classroom:

- Action research is a process for improving educational practice. Its methods involve action, evaluation, and reflection. It is a process to gather evidence to implement change in practices.
- Action research is participative and collaborative. It is undertaken by individuals with a common purpose.
- Action research is situation and context-based.
- Action research develops reflection practices based on the interpretations made by participants.
- Knowledge is created through action and application.
- Action research can be based in problem-solving, if the solution to the problem results in the improvement of practice.
- Action research is iterative; plans are created, implemented, revised, then implemented, lending itself to an ongoing process of reflection and revision.

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Microteaching: A Review

Ms. Anupriya*

ABSTRACT

Micro-teaching is a teacher training and faculty development technique whereby the teacher reviews a recording of a teaching session, in order to get constructive feedback from peers and/or students about what has worked and what improvements can be made to their teaching technique. Micro-teaching was invented in 1963 at Stanford University by Dwight W. Allen, and has subsequently been used to develop educators in all forms of education.

In the original process, a teacher was asked to prepare a short lesson (usually 20 minutes) for a small group of learners who may not have been his/her own students. This was then recorded on video. After the lesson, the teacher, teaching colleagues, a master teacher and the students together viewed the videotape and commented on what they saw happening, referencing the teacher's teaching objectives. Watching the video and getting comments from colleagues and students provide teachers with an often intense "under the microscope" view of their teaching.

A review of the evidence for micro-teaching, undertaken by John Hattie as part of his Visible Learning project, found it was the 6th most effective method for improving student outcomes.

Teaching isn't an easy profession. Teachers must possess the skills necessary to teach young students and keep them engaged and attentive throughout a class. With the advent of Covid-19, schools resorted to online classes. This was a dramatic change that took place all over the world.

Teaching courses come with a test that aspiring teachers must clear to become teachers. Trainee teachers are evaluated based on certain skills that they should possess to become teachers. Examiners, students, externals and co-teachers are present to evaluate them. This test is known as micro-teaching. Micro-teaching skills are essential in teacher training courses. These skills help determine an aspirant's future. There are different types of micro-teaching skills that to-be teachers must learn to become successful. In this article, we'll talk about teaching skills in micro-teaching and why they're essential.

WHY ARE MICRO-TEACHING SKILLS IMPORTANT?

The different types of micro-teaching skills play a significant role in the professional development of teachers. Here are a few points why micro-teaching skills are essential:
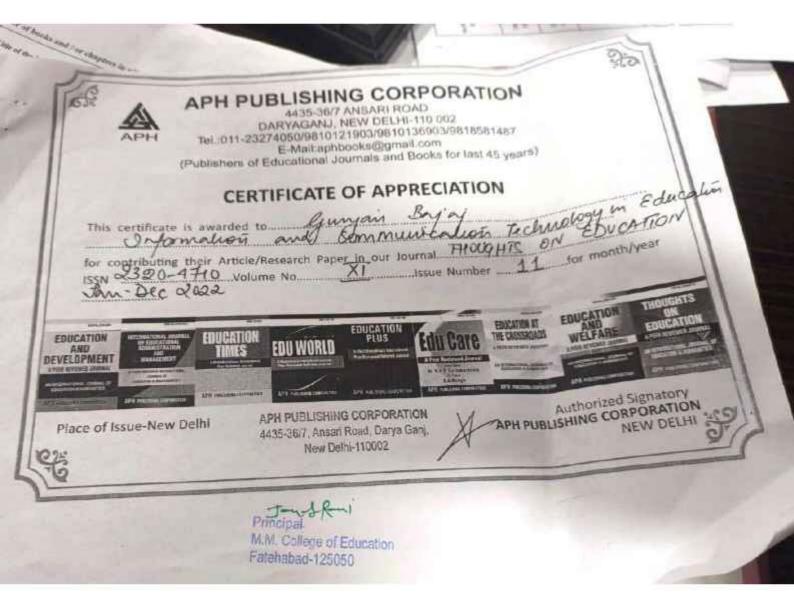
- Trainee teachers get feedback from video records, supervisors or peers directly, which helps them improve and develop their skills
- Microteaching allows a trainee teacher to choose a lesson or topic that they feel comfortable teaching. Microteaching doesn't affect the students in any way if a teacher fails to teach effectively
- Microteaching helps teachers prepare themselves well in advance and get themselves ready to face a real classroom. Through micro-teaching skills training, teachers learn to become more confident and efficient before they venture into the real world of teaching
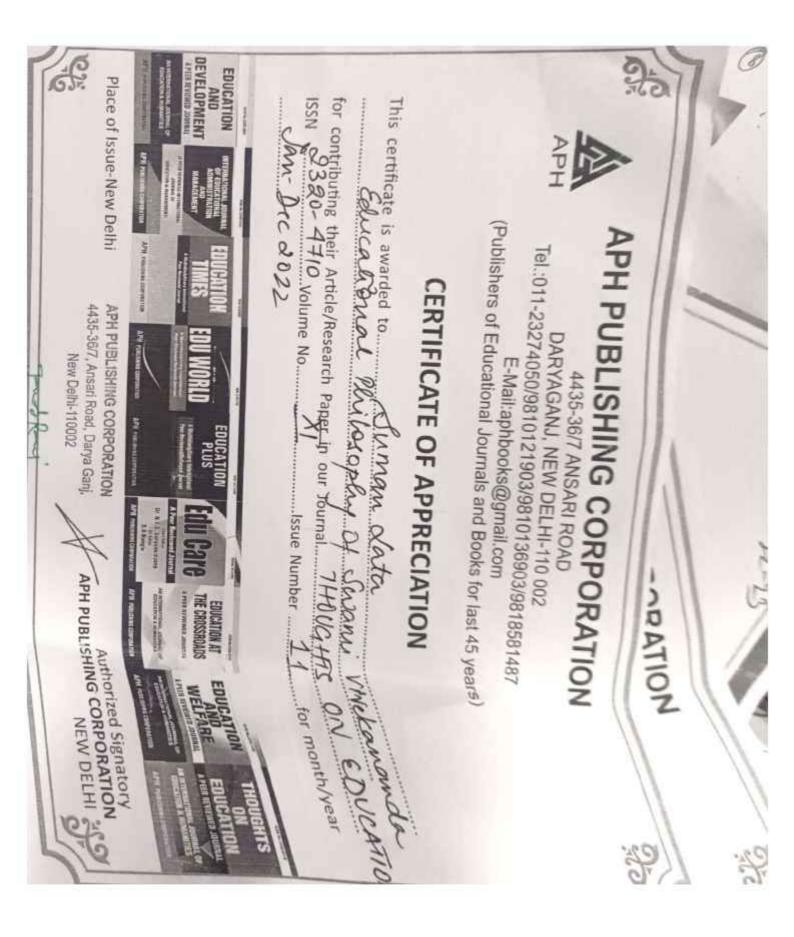
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Role of Online Learning in the Professional Development of Teachers
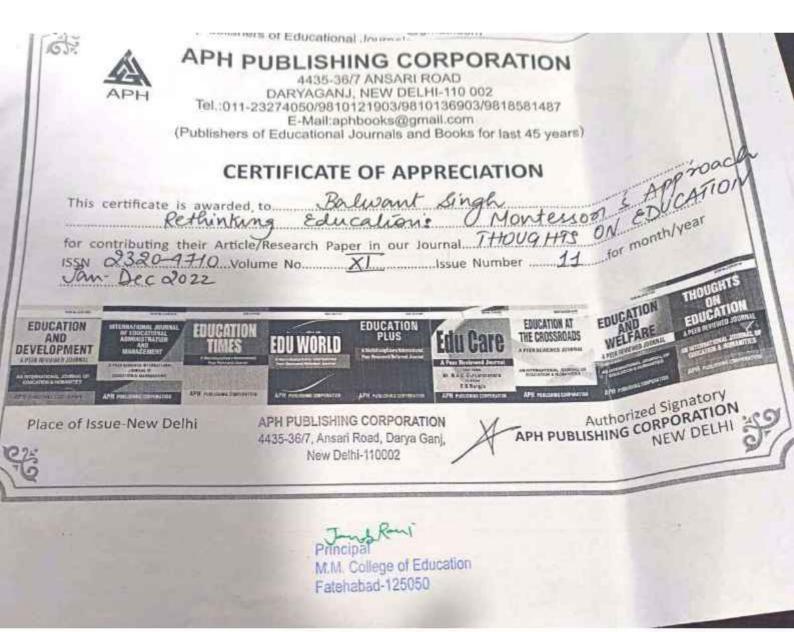
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ABSTRACT

Online Learning is widely believed to be important potential levers to introduce and sustain education reform efforts. Despite evidence of increasingly widespread use of ONLINE LEARNING in education initiatives around the world, however, there is little guidance available for policy makers and donor staff specifically targeted at countries contemplating the use of ONLINE LEARNING to help countries meet the education-related Millennium Development Goals. Teaching is becoming one of the most challenging professions in our society where knowledge is expanding rapidly and much of it is available to students as well as teachers at the same time. As new concepts of learning have evolved, teachers are expected to facilitate learning and make it meaningful to individual learners rather than just to provide knowledge and skills. Recent developments of innovative technologies have provided new possibilities to teaching profession but at the same time have placed more demands on teachers to learn how to use these technologies in their teaching.

INTRODUCTION

Globally, educational systems are under great pressure to adopt innovative methodologies and to integrate new Information and Communication Technologies (NONLINE LEARNINGs) in the teaching and learning process, to prepare students with the knowledge and skills they need in the 21st century. Apparently, teaching profession is evolving from an emphasis on teacher-centered, lecture- based instructions to student-centered interactive learning environments. NONLINE LEARNING integration is understood as the usage of technology seamlessly for educational processes like transacting curricular content, students working on technology to do authentic tasks and developing technology supported products, providing authentic assessments and institutional development. Today a verity of ONLINE LEARNING can facilitate not only delivery of instruction but also learning process itself. Moreover, ONLINE LEARNING can promote international collaboration and networking in education and professional development. There is a range of ONLINE LEARNING options- from Videoconferencing through multimedia delivery to websites which can be used to meet the challenges teachers face today. In fact, there has been increasing evidence that ONLINE LEARNING may be able to provide more flexible and effective ways for lifelong professional development of teachers. Undoubtedly NONLINE LEARNING has brought about many challenges and opportunities for education. The educational system needs to come to terms with these new challenges and take full advantage of the opportunities. If educational institutions have to ensure that their students leave the institutions as confident individuals capable of using new technology creatively and productively then their teachers should have the competence to integrate the emerging technologies and the digital content with all their operations. Therefore, the challenge for higher education institutions, particularly teacher education, has been to create a new generation of teachers capable of employing a variety of technology tools into all phases of academic, administrative, research, and extension functions. A teacher being a pivot in the process of teaching learning, knowledge of ONLINE LEARNING and skills to use ONLINE LEARNING in teaching learning has gained immense importance for today's teacher. A teacher is expected to know successful integration of ONLINE LEARNING into his/her subject area to make learning meaningful. This knowledge development during pre-service

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Enhancing The Goals of Education with Mindfulness and Psychological Well Being in 21ˢᵗ Century

*Dr. Kavita Batra

सारांश

इक्कीसवीं सदी के शिक्षाविद इस तकनीकी युग में शिक्षा के उद्देश्यों को प्राप्त करने में सचेतन और मनोवैज्ञानिक स्वास्थ्य पर इसके लाभकारी प्रभावों में बहुत रुचि रखते हैं। इक्कीसवीं सदी में विद्यार्थियों के लिए शैक्षिक, वित्तीय, सांस्कृतिक और सामाजिक चुनौतियां सभी मौजूद हैं, जो कॉलेज जीवन को और कठिन बना देती हैं। ये युवा देश के आर्थिक और सामाजिक विकास की योजना बनाते हैं, नैतिकता और सामाजिक रीति-रिवाजों पर सवाल उठाते हैं और इसके भविष्य की नींव रखते हैं। हालांकि, लगातार या बेहद अप्रिय भावनाएं जो किसी व्यक्ति के लिए दैनिक कार्यों को करना मुश्किल बनाती हैं, उनके मनोवैज्ञानिक कल्याण के लिए खतरा उत्पन्न करती हैं। किसी भी समय, ये कठिनाइयाँ एक साथ सकारात्मक और नकारात्मक मानसिक तरंगें उत्पन्न करके कष्ट उत्पन्न करती है। स्वास्थ्य के संदर्भ में, सचेतनता जागरूकता का वह तत्व है, जिस पर सबसे अधिक ध्यान दिया जाता है। कई अध्ययनों से पता चला है कि कॉलेज के छात्र जो सचेतन आचरण में संलग्न है, वे भावनात्मक रूप से कम प्रतिक्रियाशील होते हैं और संज्ञानात्मक और भावनात्मक प्रतिक्रियाओं को तेज करने और पहचानने के लिए अपने दिमाग का उपयोग करते हैं। इस अध्ययन का लक्ष्य यह निर्धारित करना है कि इक्कीसवीं सदी के मनोवैज्ञानिक स्वास्थ्य में सचेतन कॉलेज के विद्यार्थियों को कैसे प्रभावित करता है। 17 से 22 वर्ष के मध्य के 400 कॉलेज छात्रों का एक प्रतिदर्श चुना गया था, जिसमें 200 पुरुष और 200 महिला विद्यार्थियों को अपवर्जित रखा गया था क्योंकि वे या तो दवा पर थे या मनोवैज्ञानिक बीमारी का निदान किया गया था। डेटा एकत्र करने के लिए राइफ साइकोलॉजिकल वेल-बीइंग स्केल और ब्राउन माइंडफुलनेस स्केल का उपयोग किया गया। परिणामों ने पुरुष और महिला छात्रों के मनोवैज्ञानिक कल्याण और सचेतनता और मनोवैज्ञानिक कल्याण के मध्य महत्वपूर्ण अंतर दिखाया। इसके अतिरिक्त, सचेतनता और मनोवैज्ञानिक कल्याण के अन्य पहलुओं के मध्य एक सकारात्मक संबंध दिखाया।

Introduction

College is the best time of students' lives since they rarely have the chance to learn so much, meet so many new people, and practise so much novel stuff all at once. However, in the 21st century, in addition to these advantages, students must also deal with academic, financial, cultural, and social issues, which taken together make college life difficult. As a result, college life has been connected to stress, which could be explained by the additional challenge of adjusting to factors including a lack of societal support, a variety of cultural norms, high expectations for oneself, problems adjusting to new situations, and physical ailments (Swagler and Ellis, 2003; Constantine, *et al.*, 2004; Constantine & Okazaki, 2004; Kearney, Draper, & Baron, 2005; Mori 2000). These persistent or extremely negative emotions endanger students' psychological wellbeing since they make it more difficult for them to fulfil their daily obligations and attain their educational goals. Therefore, in order to advance educational objectives, it is necessary to assess challenges and find solutions. In order to function psychologically effectively, a person must reach their full potential, hav minimal control over their lives, have a sense of purpose and enjoy their relationships. Knowing the factors th affect psychological well-being will help you bett comprehend it. Therefore, it is crucial to understand t numerous aspects that have an impact on college studer psychological wellbeing. In recent years, the concep "psychological well-being" has grown in importance, current research efforts are heavily focused on concept (Diener and Diener, 1995). According to I (1991), the foundation of a good existence is the par convergence of psychologically healthy functioning, w makes up the basic psychological well-being. It co of what ordinary people refer to as "happin "fulfilment," "life satisfaction," and "peace," and all o qualities are linked to consciousness because materi objects by themselves do not bring these things rather, it depends on how we think about and expc them, making consciousness crucial to human well In the context of wellbeing, mindfulness is the ele

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Early Childhood Care and Education
Dr. Narender Kumar

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Early Childhood Care and Education

Dr. Narender Kumar*

ABSTRACT

Early childhood education is education for children at early age especially between the ages of three and six. It is commonly referred to as preschool, nursery school or simply early education. During this period, children learn the social, emotional, physical and cognitive abilities which are important for child development in future. Unfortunately, in India early childhood education is not much focused.

IMPORTANCE OF GOOD EARLY CHILDHOOD EDUCATION IN CHILD DEVELOPMENT

1. **Socialisation:** Humans are social beings and the main socialisation takes root in early childhood. In a safe environment away from family, children meet other people of their age, sowing the seeds of socialisation and friendship in young minds. This helps to develop self-confidence in your children by eliminating their shy nature.

2. **Cooperation:** During this phase, children learn to share and cooperate. These are all part of a social life. This is especially beneficial for single children. In the safe environment provided, the child learns to cooperate with guidance from professionals.

3. **Holistic Development:** It is important to have a strong foundation in every aspect of the personality such as emotional, social, mental and physical. Teachers who handle young children are well trained to identify the weaker aspects of a child and to encourage them to improve through practical sessions. Interaction amongst peers is extremely important in this context.

4. **Enthusiasm for Lifelong Learning:** Children develop a hunger for learning if they are taught through fun and exciting activities in early childhood. This eagerness and enthusiasm for learning remains with them their entire lives.

5. **Value of Education:** The new environment provided in preschool gives children an entirely different perspective on the requirement of education. Grasping knowledge and applying them to their lives demonstrates the value of education.

6. **Teamwork:** Many preschool activities are focused on teamwork and help children improve their attitude towards working as a team. A person's teamwork capability is based on their respect for others opinions, listening skills and mentality towards equality. All these qualities are needed to be taught at a young age.

7. **Confidence and Self Esteem:** A sense of wellbeing is important for a person to explore their talents. The positive interactions with peers and teachers encourage a positive view of themselves. This is an important impact of early childhood education.

8. **Cognitive Development:** Professionally crafted activities in preschool enhance the development of the brain. Various activities involving analysing and logical reasoning help them to develop their skills.

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Contemporary Issues on Education

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ABSTRACT

Education is systematic process through which a child or an adult acquires knowledge, skill, and information and enables them to know their rights and duties towards their family and their society as well. The educational landscape in India is constantly changing. Since the beginning of the pandemic, it has gone through its fair share of ups and downs. Parents know that every child's foundation is built on their education. Everyone wants the best education system, by which they can reshaping their behavior, preferences, talents and mindsets. The Indian education system faced many challenges in post Covid era. Amongst other things, the lack of practical subjects, training and the option for students to choose from more versatile subjects are the biggest issues and challenges in education today. This study intends to understand and evaluate the issues and challenges in contemporary education in India.

Keywords: Covid, Education, knowledge, skill, mindsets

The COVID-19 pandemic has had a significant impact on higher education, both in the short-term and the long-term. The post-pandemic era will bring new challenges and opportunities for higher education institutions. By being aware of these challenges and opportunities, institutions can ensure that they are prepared for the future in a global environment. Institutions need to offer more international opportunities for students, such as study abroad programs and online courses taught by international faculty. Amongst other things, lack of practical subjects, training, and the option for students to choose from more versatile subjects are the biggest issues and challenges in education today.

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Action Research

Dr. Narender Kumar*

Educational research provides a vast landscape of knowledge on topics related to teaching and learning, curriculum and assessment, students' cognitive and affective needs, cultural and socio-economic factors of schools, and many other factors considered viable to improving schools. Educational stakeholders rely on research to make informed decisions that ultimately affect the quality of schooling for their students. Accordingly, the purpose of educational research is to engage in disciplined inquiry to generate knowledge on topics significant to the students, teachers, administrators, schools, and other educational stakeholders. Just as the topics of educational research vary, so do the approaches to conducting educational research in the classroom. Your approach to research will be shaped by your context, your professional identity, and paradigm (set of beliefs and assumptions that guide your inquiry). These will all be key factors in how you generate knowledge related to your work as an educator.

Action research is an approach to educational research that is commonly used by educational practitioners and professionals to examine, and ultimately improve, their pedagogy and practice. In this way, action research represents an extension of the reflection and critical self-reflection that an educator employs on a daily basis in their classroom. When students are actively engaged in learning, the classroom can be dynamic and uncertain, demanding the constant attention of the educator. Considering these demands, educators are often only able to engage in reflection that is fleeting, and for the purpose of accommodation, modification, or formative assessment. Action research offers one path to more deliberate, substantial, and critical reflection that can be documented and analyzed to improve an educator's practice.

PURPOSE OF ACTION RESEARCH

As one of many approaches to educational research, it is important to distinguish the potential purposes of action research in the classroom. This book focuses on action research as a method to enable and support educators in pursuing effective pedagogical practices by transforming the quality of teaching decisions and actions, to subsequently enhance student engagement and learning. Being mindful of this purpose, the following aspects of action research are important to consider as you contemplate and engage with action research methodology in your classroom:

- Action research is a process for improving educational practice. Its methods involve action, evaluation, and reflection. It is a process to gather evidence to implement change in practices.
- Action research is participative and collaborative. It is undertaken by individuals with a common purpose.
- Action research is situation and context-based.
- Action research develops reflection practices based on the interpretations made by participants.
- Knowledge is created through action and application.
- Action research can be based in problem-solving, if the solution to the problem results in the improvement of practice.
- Action research is iterative; plans are created, implemented, revised, then implemented, lending itself to an ongoing process of reflection and revision.

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Modern Teaching Method

Ms. Monika Rani*

"Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing it is stupid."—Albert Einstein

WHAT IS MODERN TEACHING?

"The teaching method which focuses more on teaching the students for improving their intellect behavior by using various new and innovative ideas rather than making them recite the syllabus to clear the examination with the same old style is **Modern Teaching Methods** in simple words."

The new teaching method which we called the modern teaching method is more activity-based and centres the learner's mind which involves them entirely into the process of learning. In the modern teaching method, curriculum teaching and planning are done keeping the learner as the primary target.

Through this way, learners actively participate in the whole process to build their knowledge and sharpen their skills; this is also termed as a constructivist approach. On the other hand, the mentor or teacher only leads them and guides them to focus on the objectives of the subject. This is all done by engaging in activities and by adopting innovative modern teaching methods. New demand of the era or the need of the hour for students is to embrace the contemporary teaching methods which will also help in reducing the competition among the students, promote cooperation, and boost the health study environment.

BRIEF INTRODUCTION

Over the years, there have been visible changes in teaching style. Opposite to the memorization and same old recitation practice to teach the students, now with modern teaching methods, interactive methods of teaching have been introduced, and its result can be seen. This is an education reform which provides an entirely different angle of teaching and learning because modern teaching methods do not treat all students at the same level of their understanding ability, unlike the conventional method of teaching. Rather than the only teacher based, modern teaching methods focus more on questioning, demonstration, explaining, practical, collaboration methods, and are more activity-based.

REASONS TO INTRODUCE MODERN TEACHING METHOD

In recent years, the scope of knowledge in the field of science and technology has dramatically increased, and human's ability to adapt to new knowledge in science and technology has also increased. So, there is an immense need for innovative and creative minds to explore unknown and unrevealed areas of different fields. To cope up with the modern world and the knowledge-driven era of technology, adopting modern ways are the only means to survive.

So, the students should be taught in a manner to tackle the 21st century, which is technology-driven time and which requires creative and innovative minds for the progress of individuals, society, and nation. The students should be introduced with modern teaching methods and are provided sufficient knowledge so that they can create opportunities for themselves and others.

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Environment Management and Monitoring

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ABSTRACT

The environment is the basic life support system for all living things on planet Earth. It is a combination of natural and human-made components. The Earth's environment makes Earth the only planet on the solar system where life and sustainability is possible. From the beginning of time, the Earth has provided all the inhabitants of the planet with everything they need for their survival. On the other hand, human beings have exploited all the natural resources for their own selfish needs and have rendered the planet like a barren and ramshackle land.

Keywords: Environment, solar system, human-made components, selfish

Human beings are an integral part of the environment and hold a huge responsibility to upkeep the living conditions for their own sake and for the sake of all the inhabitants of the planet, including plants and animals. The balanced management of natural resources and the environment as a whole is crucial for the well-being of all living beings and for the economic growth of the entire world. Managing the use of resources (both renewable and non-renewable) effectively, can help solve the many disputes between countries, states and people for the power to claim at least a part of the resources as their own. It is high time people understand that the health of the environment is vital, and only if the environment is healthy will all living beings have a chance of survival.

The environment is the fundamental source of all possible existence on planet Earth. However, over the recent years, the environment has been exploited excessively because of which the

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JOURNAL OF EDUCATION IN TWENTY FIRST CENTURY

Types of Learning Disabilities

Ms. Suman Lata*

WHAT ARE LEARNING DISABILITIES?

Learning disabilities or learning disorders are umbrella terms for a wide variety of learning problems. A learning disability is not a problem with intelligence or motivation and kids with learning disabilities aren't lazy or dumb. In fact, most are just as smart as everyone else. Their brains are simply wired differently—and this difference affects how they receive and process information.

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While every kid has trouble with homework from time to time, if a certain area of learning is consistently problematic, it might indicate a learning disorder.

Children with learning disabilities can, and do, succeed

It can be tough to face the possibility that your child has a learning disorder. No parent wants to see their child suffer. You may wonder what it could mean for your child's future, or worry about how they will make it through school. Perhaps you're concerned that by calling attention to your child's learning problems they might be labeled "slow" or assigned to a less challenging class.

But the important thing to remember is that most kids with learning disabilities are just as smart as everyone else. They just need to be taught in ways that are tailored to their unique learning styles. By learning more about learning disabilities in general, and your child's learning difficulties in particular, you can help pave the way for success at school and beyond.

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*Assistant Professor, M.M.College of Education, Fatehabad (Haryana)

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THE LEARNING JOURNEY: NAVIGATING EDUCATION IN THE 21ST CENTURY

Suman Lata*

Assistant Professor, M.M. College of Education, Fatehabad, Haryana, India

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Abstract

In this paper, titled "The Learning Journey: Navigating Education in the 21st Century," we explore the evolving landscape of education in the digital age. Our investigation delves into the challenges, opportunities, and transformative trends shaping the learning journey of students in the 21st century. Drawing upon theoretical frameworks, empirical research, and case studies, we examine key themes such as digital literacy, personalized learning, global citizenship, and the role of technology in education. Through a comprehensive analysis of emerging trends and best practices, we aim to inform educators, policymakers, and stakeholders about strategies to navigate the complexities of education in the 21st century. By understanding the multifaceted nature of modern education and embracing innovative approaches, stakeholders can empower learners to thrive in an ever-changing world.

This research underscores the importance of fostering digital literacy, promoting personalized learning experiences, cultivating global citizenship competencies, and harnessing the potential of educational technology. By prioritizing these elements, educators and policymakers can create inclusive, equitable, and transformative learning environments that prepare students to succeed in the 21st century and beyond.

Paper Identification

*Corresponding Author

Introduction:

The 21st century heralds a transformative era in education, characterized by rapid technological advancements, globalization, and evolving societal needs. In this dynamic landscape, the traditional paradigms of teaching and learning are being redefined, necessitating a fundamental shift in educational practices to meet the diverse needs and aspirations of learners. The introduction of this research paper, titled "The Learning Journey: Navigating Education in the 21st Century," sets the stage for an exploration of the multifaceted nature of education in the digital age.

The traditional notion of education as a linear journey confined within classroom walls is rapidly evolving, giving way to a holistic approach that embraces digital

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Dr. Narender Kumar

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Abstract

Education is a cornerstone of societal progress, playing a pivotal role in shaping individuals and communities. In recent years, educators and researchers have increasingly emphasized the need for innovative pedagogical approaches to meet the evolving demands of the 21st century. This paper explores various aspects of education, including the challenges faced by traditional teaching methods, the importance of innovation in pedagogy, and the impact of technology on learning outcomes. Drawing upon a comprehensive review of the literature, this paper identifies key strategies and best practices for enhancing educational outcomes through innovative pedagogical approaches. By fostering creativity, critical thinking, and collaboration, educators can empower students to thrive in an ever-changing world. Ultimately, the overarching goal of this exploration is to empower educators with actionable insights and evidence-based recommendations that can drive positive transformations in educational settings. By nurturing a culture of innovation, adaptability, and lifelong learning, educators can empower students to not only thrive academically but also become resilient, resourceful, and future-ready citizens poised to make meaningful contributions to society.

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Education stands as the bedrock of societal advancement, serving as the conduit through which knowledge, skills, and values are transmitted across generations. Its significance transcends individual development, contributing profoundly to the progress and prosperity of communities and nations worldwide. However, the landscape of education is continually evolving, shaped by shifting societal needs, technological advancements, and emerging pedagogical insights.

In recent decades, a growing recognition of the limitations inherent in traditional teaching methods has spurred a call for innovation in pedagogy. The conventional lecture-based approach, characterized by passive student engagement and rote memorization, often fails to cultivate the critical thinking, creativity, and problem-solving skills needed to navigate the complexities of the modern world. Moreover, standardized testing

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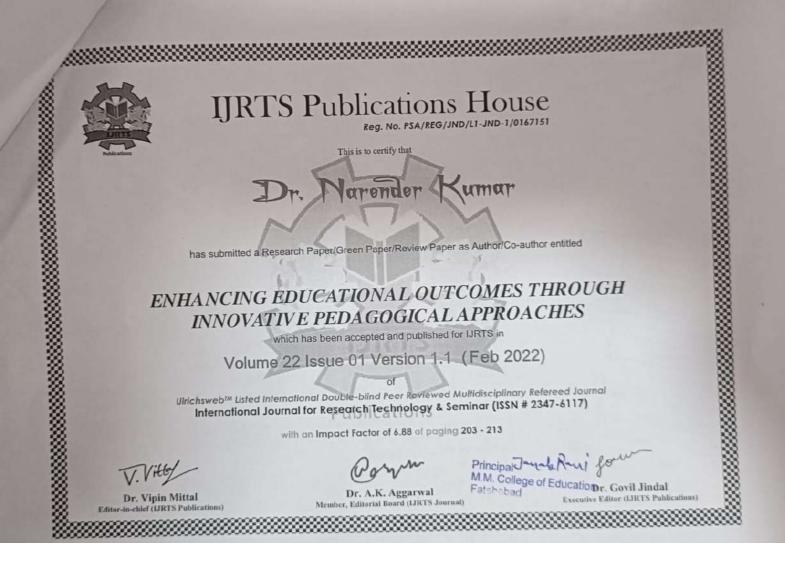
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AN ANALYSIS OF COLLEGE TEACHERS' ATTITUDES ABOUT INCORPORATING TECHNOLOGICAL LEARNING TOOLS

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Abstract

It's a fact that the development of IT has altered the methods and approaches used in a wide variety of businesses. There is no escape from this trend in the world of higher education either. Educators and students alike may benefit from the substantial investments being made in IT infrastructure at institutions worldwide. While schools push their teachers to use new tech for lesson planning and delivery, several factors might affect how easily or reluctantly that happens. Some examples of such criteria include: age, greatest level of education attained, years of teaching experience, computer skills, prior computer experience, access to technology, institutional support, etc. A conceptual model is created to determine the essential success elements that affect the adoption of Information Technology among faculty members in tertiary educational institutions, with theoretical backing from Roger's Diffusion Theory. The model is put through its paces by the teaching staffs of some of Asia's finest institutions. The results of this study, which included 261 full-time lecturers, show that participants' perceptions of the ease with which they can use and their general outlook on educational technologies are strongly influenced by factors like computer self-efficacy, relative advantage, compatibility, and prior computer experience.

Paper Identification

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Introduction

Throughout the previous two decades, ICT has expanded immensely, especially in the classroom. This has presented several difficulties for academic staff and administration. Much of cash has been spent, and is still being spent, by educational institutions on "IT infrastructure and online education. In exchange, they anticipate faculty members to become technologically savvy and to adopt innovative pedagogical approaches that enhance students' educational opportunities. Colleges and universities may better ready their students for life in the digital age by requiring students to use IT resources for assignments and other tasks. Students can go from being receptive recipients of information to engaged contributors to the learning process with the aid of exercises like these. Educational technologies relate to the use of computer

TEACHER SOCIAL SUPPORT AND PROFESSIONAL ENGAGEMENT STRATEGIES

Dr. Gunjan Bajaj*

Assistant Professor, M.M. College of Education, Fatehabad, Haryana, India

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Abstract

Poor teacher health, low social support, and occupational pressure significantly impact teacher engagement. Studies consistently show that engaged teachers perform better in their roles, demonstrating higher levels of enthusiasm, commitment, and effectiveness in their teaching practices. Recognizing the importance of teacher engagement, this study aims to foster positive psychological qualities and enhance social support among teachers to increase their work engagement. By improving teacher engagement, the study seeks to benefit teachers directly and potentially lead to improvements in secondary and national education outcomes. The research specifically focuses on the relationship between social support and work engagement among secondary school teachers in India. To gather data, a total of 386 secondary school teachers were selected through basic random sampling to participate in the study. These teachers completed online self-administered questionnaires, providing insights into their experiences and perspectives. To analyze the collected quantitative data, the study employed various descriptive statistical methods, including frequency, proportion, correlation, and normal Q-Q plot analysis. These methods helped to identify patterns and relationships within the data. Additionally, an independent t-test was conducted to examine significant demographic differences among the participants, providing a deeper understanding of how various factors influence teacher engagement. The findings of this study on secondary school teachers' social support and work engagement have practical implications for educational leaders and policymakers. By highlighting the importance of social support in fostering teacher engagement, the study offers valuable insights for principals seeking to support their teachers and address psychological health challenges. Furthermore, the results can inform teacher management practices and policies, helping teacher training institutions, principals, teachers, parents, and students to create a more supportive and engaging educational environment. Ultimately, this study underscores the critical role of social support and psychological well-being in enhancing teacher engagement and improve the overall quality of education in secondary schools.

Paper Identification

*Corresponding Author

Online Education in India

Dr. Gunjan Bajaj*

ABSTRACT

Online education is the growing face of the education system in India. Since the New Education Policy (NEP) came in 2020, many changes have been made in the education system that included online education as well but with a new set of rules comes many drawbacks.

According to UNESCO, since the outbreak of COVID-19 began, 1.37 billion students in 138 countries all around the globe have been affected by the closure of schools and universities. Nearly 60.2 million school teachers and university lecturers are no longer held in the classroom.

Since the whole country is under lockdown, e-education is the best and the only option left. University faculties are setting up accounts on online video conferencing platforms such as Zoom, Skype, Google Classroom, Meet, among others to engage with students.

This new media holds out the possibility of on-demand access to the content at any given time or on any digital platform but this turns challenging for both administration and the students. Digital media today is the blend between the classical and conventional way of learning like books and notebooks and digital software like eBooks and pdfs.

In this situation online education has come to the rescue of the cause of education. However there are several challenges of online education and the same needs to be fixed.

Digital Citizen Identity

Screen Time Management

Cyberbullying Management

Cyber Security Management
Ability to protect one's data by creating strong passwords and to manage various cyber attacks such as SPAM, SCAM, and phishing

Digital Footprint Management

Digital Empathy

Elements of Safe Digital Educations

*Assistant Professor, M.M. College of Education, Fatehabad (Haryana)

Types of Learning Disabilities

Ms. Suman Lata*

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14. पर्यावरण व जलवायु परिवर्तन

डॉ॰ जनक रानी

पद – प्राचार्या
एम. एम. शिक्षण महाविद्यालय,
फतेहाबाद (हरियाणा).

"धरती एक अत्याधिक बीमार ग्रह बन गई है जिसका तुरन्त उपचार आवश्यक है। पृथ्वी पर हर ओर प्रलय का खतरा मंडरा रहा है, यदि इसे ना रोका गया तो पूरा ग्रह रहने लायक नही रहेगा।" – के.वी. नारायण

यजुर्वेद में अंतरिक्ष, पृथ्वी, औषधियाँ तथा समस्त ब्रहमांड में शांति की प्रार्थना की गई है। स्वयं शांति के लिए भी शांति की प्रार्थना की गई है। ऋषियों ने वृक्ष रक्षा को धर्म के साथ जोड़कर वृक्षारोपण के लिए प्रोत्साहन प्रदान किया। उनके द्वारा निर्देशित जीवन पद्धति इस प्रकार है कि व्यक्तियों, जीव–जन्तुओं, पशुओं, वृक्षों, लताओं आदि को हानि पहुँचाए बिना प्रकृति पर निर्भर कर सके। भोजन बनाने के लिए लकड़ियां प्राप्त करने के लिए विधान बनाया कि वृक्ष पर लगी सूखी लकड़ियों का उपयोग उपयुक्त कामों के लिए किया जाए, यज्ञ के लिए भी सूखी लकड़ियां काम में लाई जाती है। यज्ञ में आहूति करने से औषधियाँ सूक्ष्म (अणु) रूप ग्रहण करके समस्त जंगल–जीवों को पोषण प्रदान करती है। उससे वायुमंडल स्वच्छ व सुगंधित होता है, ऐसा उनका मानना था। यज्ञ करना प्रत्येक गृहस्थ के लिए एक दैनिक दायित्व बनाया गया। यज्ञ सृष्टी को नियन्त्रित करते है और सृष्टी समस्त वनस्पतियों तथा जीव–जन्तुओं को नवजीवन प्रदान करती है, ऐसा ऋषि मानते आए है।

जल को जीवन की संज्ञा दी जाती है। इस लिए जल की शुद्धता में भी उन्होनें रूचि दिखाई। जल स्त्रोतों से जल ग्रहण करने की नियमावली का निर्धारण किया। जल को दूषित करना और पापों का प्राश्चित भी निर्धारित किया। गंगा, सिंधु, कावेरी, गोदावरी आदि नदियों को पवित्र घोषित किया। गंगा माँ के प्रति जो पूरे भारत में सम्मान है, वह एक दिन का प्रयास नही है। सरस्वती के प्रमाण उपग्रहों से प्राप्त चित्रों के आधार पर मिले है। सरस्वती आज भी प्रवाहित है, परन्तु व स्थल ना होकर भूमिगत है। मरुस्थलों के बनने का मुख्य कारण वनों का कटाव है। वनों के कटने से वृष्टि कम हुई है। वनस्पतियां न होने के कारण मृदा क्षरण बढा, जिससे पर्यावरण का सन्तुलन बिगड़ गया है। जिससे वनस्पतियों की संख्या में कमी होती गई और मरुस्थल की व्यापकता अधिक होती चली गई।

आईस्टीन ने कहा था दो चीजे असीमित है – एक ब्रहमांड और दूसरी मानव की मूर्खता, मानव ने अपनी मूर्खता के कारण अनेक समस्याएं पैदा कर ली है। इस समय मानव के सामने अनेक समस्याएं है – जनसंख्या वृद्धि, अशिक्षा, दरिद्रता व प्रदूषण। ये समस्याएं इस प्रकार से जुड़ी हुई है कि एक रस्सी का निर्माण हो गया है, यह रस्सी मानव को जकड़े हुए है। ये समस्त समस्याएं एक दूसरे को सहयोग प्रदान कर रही है।

Session 2020-21

Online Education in India

Dr. Gunjan Bajaj*

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Principal

Enhancing The Goals of Education with Mindfulness and Psychological Well Being in 21st Century

*Dr. Kavita Batra

सारांश

इक्कीसवीं सदी के शिक्षाविद इस तकनीकी युग में शिक्षा कें उद्देश्यों को प्राप्त करने में सचेतन और मनोवैज्ञानिक स्वास्थ्य पर इसके लाभकारी प्रभावों में बहुत रुचि रखते हैं। इक्कीसवीं सदी में विद्यार्थियों के लिए शैक्षणिक, वित्तीय, सांस्कृतिक और सामाजिक चुनौतियां सभी मौजूद हैं, जो कॉलेज जीवन को और कठिन बना देती हैं। ये युवा देश के आर्थिक और सामाजिक विकास की योजना बनाते हैं, नैतिकता और सामाजिक रीति-रिवाजों पर सवाल उठाते हैं और इसके भविष्य की नींव रखते हैं। हालांकि, लगातार या बेहद अप्रिय भावनाएं जो किसी व्यक्ति के लिए दैनिक कार्यों को करना मुश्किल बनाती हैं, उनके मनोवैज्ञानिक कल्याण के लिए खतरा उत्पन्न करती हैं। किसी भी समय, ये कठिनाइयाँ एक साथ सकारात्मक और नकारात्मक मानसिक तरंगें उत्पन्न करके कष्ट उत्पन्न करती हैं। स्वास्थ्य के संदर्भ में, सचेतनता जागरूकता का वह तत्व है, जिस पर सबसे अधिक ध्यान दिया जाता है। कई अध्ययनों से पता चला है कि कॉलेज के छात्र जो सचेतन आचरण में संलग्न हैं, वे भावनात्मक रूप से कम प्रतिक्रियाशील होते हैं और संज्ञानात्मक और भावनात्मक प्रतिक्रियाओं को तेज करने और पहचानने के लिए अपने दिमाग का उपयोग करते हैं। इस अध्ययन का लक्ष्य यह निर्धारित करना है कि इक्कीसवीं सदी के मनोवैज्ञानिक स्वास्थ्य में सचेतन कॉलेज के विद्यार्थियों को कैसे प्रभावित करता है। 17 से 22 वर्ष के मध्य के 400 कॉलेज छात्रों का एक प्रतिदर्श चुना गया था, जिसमें 200 पुरुष और 200 महिला विद्यार्थियों को अपवर्जित रखा गया था क्योंकि वे या तो दवा पर थे या मनोवैज्ञानिक बीमारी का निदान किया गया था। डेटा एकत्र करने के लिए राइफ साइकोलॉजिकल वेल-बीइंग स्केल और ब्राउन माइंडफुलनेस स्केल का उपयोग किया गया। परिणामों ने पुरुष और महिला छात्रों के मनोवैज्ञानिक कल्याण और सचेतनता और मनोवैज्ञानिक कल्याण के मध्य महत्वपूर्ण अंतर दिखाया। इसके अतिरिक्त, सचेतनता और मनोवैज्ञानिक कल्याण के अन्य पहलुओं के मध्य एक सकारात्मक संबंध दिखाया।

Introduction

College is the best time of students' lives since they rarely have the chance to learn so much, meet so many new people, and practise so much novel stuff all at once. However, in the 21st century, in addition to these advantages, students must also deal with academic, financial, cultural, and social issues, which taken together make college life difficult. As a result, college life has been connected to stress, which could be explained by the additional challenge of adjusting to factors including a lack of societal support, a variety of cultural norms, high expectations for oneself, problems adjusting to new situations, and physical ailments (Swagler and Ellis, 2003; Constantine, *et al.*, 2004; Constantine & Okazaki, 2004; Kearney, Draper, & Baron, 2005; Mori 2000). These persistent or extremely negative emotions endanger students' psychological wellbeing since they make it more difficult for them to fulfil their daily obligations and attain their educational goals. Therefore, in order to advance educational objectives, it is necessary to assess challenges and find solutions. In order to function psychologically effectively, a person must reach their full potential, have minimal control over their lives, have a sense of purpose and enjoy their relationships. Knowing the factors th affect psychological well-being will help you bett comprehend it. Therefore, it is crucial to understand t numerous aspects that have an impact on college studer psychological wellbeing. In recent years, the concep "psychological well-being" has grown in importance, current research efforts are heavily focused on concept (Diener and Diener, 1995). According to (1991), the foundation of a good existence is the par convergence of psychologically healthy functioning, w makes up the basic psychological well-being. It cor of what ordinary people refer to as "happin "fulfilment," "life satisfaction," and "peace," and all o qualities are linked to consciousness because materi objects by themselves do not bring these things rather, it depends on how we think about and exp them, making consciousness crucial to human well In the context of wellbeing, mindfulness is the eler

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principal

Rethinking Education: Montessori's Approach
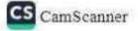*Mr. Balwant Singh*

Early Childhood Care and Education
Dr. Narender Kumar

उत्तर प्रदेश की राजनीति में दलित जातियों की भूमिका
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Changing the Paradigm for Student Evaluation
Dr. Vanita Malewar and Dr. Kavitha

Guidelines for Contributors

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Early Childhood Care and Education

Dr. Narender Kumar*

ABSTRACT

Early childhood education is education for children at early age especially between the ages of three and six. It is commonly referred to as preschool, nursery school or simply early education. During this period, children learn the social, emotional, physical and cognitive abilities which are important for child development in future. Unfortunately, in India early childhood education is not much focused.
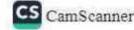
IMPORTANCE OF GOOD EARLY CHILDHOOD EDUCATION IN CHILD DEVELOPMENT

1. **Socialisation:** Humans are social beings and the main socialisation takes root in early childhood. In a safe environment away from family, children meet other people of their age, sowing the seeds of socialisation and friendship in young minds. This helps to develop self-confidence in your children by eliminating their shy nature.

2. **Cooperation:** During this phase, children learn to share and cooperate. These are all part of a social life. This is especially beneficial for single children. In the safe environment provided, the child learns to cooperate with guidance from professionals.

3. **Holistic Development:** It is important to have a strong foundation in every aspect of the personality such as emotional, social, mental and physical. Teachers who handle young children are well trained to identify the weaker aspects of a child and to encourage them to improve through practical sessions. Interaction amongst peers is extremely important in this context.

4. **Enthusiasm for Lifelong Learning:** Children develop a hunger for learning if they are taught through fun and exciting activities in early childhood. This eagerness and enthusiasm for learning remains with them their entire lives.

5. **Value of Education:** The new environment provided in preschool gives children an entirely different perspective on the requirement of education. Grasping knowledge and applying them to their lives demonstrates the value of education.

6. **Teamwork:** Many preschool activities are focused on teamwork and help children improve their attitude towards working as a team. A person's teamwork capability is based on their respect for others opinions, listening skills and mentality towards equality. All these qualities are needed to be taught at a young age.

7. **Confidence and Self Esteem:** A sense of wellbeing is important for a person to explore their talents. The positive interactions with peers and teachers encourage a positive view of themselves. This is an important impact of early childhood education.

8. **Cognitive Development:** Professionally crafted activities in preschool enhance the development of the brain. Various activities involving analysing and logical reasoning help them to develop their skills.

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Contemporary Issues on Education

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ABSTRACT

Education is systematic process through which a child or an adult acquires knowledge, skill, and information and enables them to know their rights and duties towards their family and their society as well. The educational landscape in India is constantly changing. Since the beginning of the pandemic, it has gone through its fair share of ups and downs. Parents know that every child's foundation is built on their education. Everyone wants the best education system, by which they can reshaping their behavior, preferences, talents and mindsets. The Indian education system faced many challenges in post Covid era. Amongst other things, the lack of practical subjects, training and the option for students to choose from more versatile subjects are the biggest issues and challenges in education today. This study intends to understand and evaluate the issues and challenges in contemporary education in India.

Keywords: Covid, Education, knowledge, skill, mindsets

The COVID-19 pandemic has had a significant impact on higher education, both in the short-term and the long-term. The post-pandemic era will bring new challenges and opportunities for higher education institutions. By being aware of these challenges and opportunities, institutions can ensure that they are prepared for the future in a global environment. Institutions need to offer more international opportunities for students, such as study abroad programs and online courses taught by international faculty. Amongst other things, lack of practical subjects, training, and the option for students to choose from more versatile subjects are the biggest issues and challenges in education today.

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Action Research

Dr. Narender Kumar*

Educational research provides a vast landscape of knowledge on topics related to teaching and learning, curriculum and assessment, students' cognitive and affective needs, cultural and socio-economic factors of schools, and many other factors considered viable to improving schools. Educational stakeholders rely on research to make informed decisions that ultimately affect the quality of schooling for their students. Accordingly, the purpose of educational research is to engage in disciplined inquiry to generate knowledge on topics significant to the students, teachers, administrators, schools, and other educational stakeholders. Just as the topics of educational research vary, so do the approaches to conducting educational research in the classroom. Your approach to research will be shaped by your context, your professional identity, and paradigm (set of beliefs and assumptions that guide your inquiry). These will all be key factors in how you generate knowledge related to your work as an educator.

Action research is an approach to educational research that is commonly used by educational practitioners and professionals to examine, and ultimately improve, their pedagogy and practice. In this way, action research represents an extension of the reflection and critical self-reflection that an educator employs on a daily basis in their classroom. When students are actively engaged in learning, the classroom can be dynamic and uncertain, demanding the constant attention of the educator. Considering these demands, educators are often only able to engage in reflection that is fleeting, and for the purpose of accommodation, modification, or formative assessment. Action research offers one path to more deliberate, substantial, and critical reflection that can be documented and analyzed to improve an educator's practice.

PURPOSE OF ACTION RESEARCH

As one of many approaches to educational research, it is important to distinguish the potential purposes of action research in the classroom. This book focuses on action research as a method to enable and support educators in pursuing effective pedagogical practices by transforming the quality of teaching decisions and actions, to subsequently enhance student engagement and learning. Being mindful of this purpose, the following aspects of action research are important to consider as you contemplate and engage with action research methodology in your classroom:

- Action research is a process for improving educational practice. Its methods involve action, evaluation, and reflection. It is a process to gather evidence to implement change in practices.
- Action research is participative and collaborative. It is undertaken by individuals with a common purpose.
- Action research is situation and context-based.
- Action research develops reflection practices based on the interpretations made by participants.
- Knowledge is created through action and application.
- Action research can be based in problem-solving, if the solution to the problem results in the improvement of practice.
- Action research is iterative; plans are created, implemented, revised, then implemented, lending itself to an ongoing process of reflection and revision.

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Modern Teaching Method

Ms. Monika Rani*

"Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing it is stupid."—Albert Einstein

WHAT IS MODERN TEACHING?

"The teaching method which focuses more on teaching the students for improving their intellect behavior by using various new and innovative ideas rather than making them recite the syllabus to clear the examination with the same old style is **Modern Teaching Methods** in simple words."

The new teaching method which we called the modern teaching method is more activity-based and centres the learner's mind which involves them entirely into the process of learning. In the modern teaching method, curriculum teaching and planning are done keeping the learner as the primary target.

Through this way, learners actively participate in the whole process to build their knowledge and sharpen their skills; this is also termed as a constructivist approach. On the other hand, the mentor or teacher only leads them and guides them to focus on the objectives of the subject. This is all done by engaging in activities and by adopting innovative modern teaching methods. New demand of the era or the need of the hour for students is to embrace the contemporary teaching methods which will also help in reducing the competition among the students, promote cooperation, and boost the health study environment.

BRIEF INTRODUCTION

Over the years, there have been visible changes in teaching style. Opposite to the memorization and same old recitation practice to teach the students, now with modern teaching methods, interactive methods of teaching have been introduced, and its result can be seen. This is an education reform which provides an entirely different angle of teaching and learning because modern teaching methods do not treat all students at the same level of their understanding ability, unlike the conventional method of teaching. Rather than the only teacher based, modern teaching methods focus more on questioning, demonstration, explaining, practical, collaboration methods, and are more activity-based.

REASONS TO INTRODUCE MODERN TEACHING METHOD

In recent years, the scope of knowledge in the field of science and technology has dramatically increased, and human's ability to adapt to new knowledge in science and technology has also increased. So, there is an immense need for innovative and creative minds to explore unknown and unrevealed areas of different fields. To cope up with the modern world and the knowledge-driven era of technology, adopting modern ways are the only means to survive.

So, the students should be taught in a manner to tackle the 21st century, which is technology-driven time and which requires creative and innovative minds for the progress of individuals, society, and nation. The students should be introduced with modern teaching methods and are provided sufficient knowledge so that they can create opportunities for themselves and others.

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Environment Management and Monitoring

Janak Rani* and Gunjan Rani

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ABSTRACT

The environment is the basic life support system for all living things on planet Earth. It is a combination of natural and human-made components. The Earth's environment makes Earth the only planet on the solar system where life and sustainability is possible. From the beginning of time, the Earth has provided all the inhabitants of the planet with everything they need for their survival. On the other hand, human beings have exploited all the natural resources for their own selfish needs and have rendered the planet like a barren and ramshackle land.

Keywords: Environment, solar system, human-made components, selfish

Human beings are an integral part of the environment and hold a huge responsibility to upkeep the living conditions for their own sake and for the sake of all the inhabitants of the planet, including plants and animals. The balanced management of natural resources and the environment as a whole is crucial for the well-being of all living beings and for the economic growth of the entire world. Managing the use of resources (both renewable and non-renewable) effectively, can help solve the many disputes between countries, states and people for the power to claim at least a part of the resources as their own. It is high time people understand that the health of the environment is vital, and only if the environment is healthy will all living beings have a chance of survival.

The environment is the fundamental source of all possible existence on planet Earth. However, over the recent years, the environment has been exploited excessively because of which the

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CHAPTER – 3

TYPE OF VALUES : PERSONAL AND FAMILY VALUES

> *"Core values serve as a lighthouse when the fog of life seems to leave you wandering in circles; when you encounter that moment where every decision is a tough one and no choice seems to clearly be the better choice."*
>
> **— J Loren Norris**

Sonia and Raman were neighbours. Once Sonia came back from the market after shopping and carried four bags full of household items. Raman was standing outside his home so Sonia asked him for help in carrying the items.

Hi ! Raman, could you please help me carry these bags.

Raman immediately replied," No.

Sonia got upset and irritated. Suddenly, a handsome young boy, Rohan, was walking along the street. He saw Sonia struggling with her bags.

He said to her." let me help you.

Sonia said." Thank you so much.

Raman was watching them talk and felt jealous even though he did not want to help her at that moment. Suddenly the behavior of Raman changed because of jealousy and he said wait I will help her. Rohan surprised and said as you wish. Afterwards Raman helped Sonia every time she needed. Sonia talked and advised him not to be so rude and mean. We have to learn to behave correctly, especially when someone expects anything from us. He also told him that jealousy, pride and a negative attitude give rise to many problems. Raman understood and realized that his behavior was not good and started to change. He has now become kind, empathetic,

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open-minded and loyal. Raman, Sonia and Rohan became good friends and lived happily ever after.

In this story, so many positive and negative values are mentioned. In this Chapter we will learn why we behave differently in different situations. The behavior of human beings is influenced by a number of factors, but the two major factors are heredity and environment. Person's personality, intelligence and Temperament depends on genetic factors and love, compassion, justice and tolerance, etc. are the values which are influenced by the upbringing of a person.

Personal Values

We all are making so many decisions in our life and the decisions we take, reflect our beliefs and values. These values give us direction and help us to grow. People's values show their specific self-interest about what is important for them. We all have values but each of us have a different set of values. Values of each person are influenced by his/her own culture, family, life experiences and many other factors. Personal values are very important in one's life because they decide the actions and lifestyle of a person. Sometimes two persons having the same value behave differently, for example, if they possess the value of success, it is not necessary that they follow the same path to achieve it.one may work hard for it and other can achieve it by taking unnecessary advantage of others.The concept of personal values is very wide. A person may have a different set of values, and one specific value can elicit the same behaviour in different areas like creativity is a value and a person shows this creativity in different areas of his life either it is workplace, home or place of his hobby like gardening, craft, painting etc.

Every individual is unique, and it is not necessary that what makes one person happy makes the other person too. E.g. one person is happy with adventure, but others may feel it anxiously and insecure. So having knowledge of personal values helps the person in making his life more happy and fulfilled.

The list of personal values is very long. There are no particular set of values. Every person has its own set of values. Priorities of every individual is different e.g. for one person family is more important and career for the other person. These values reflect how a person deals with the different situations in their life. Personal values includes: Achievement, Courage,

Session 2019-20

Online Education during COVID-19 and Future Concerns: Indian Perspective

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ABSTRACT

An alarming event in human lives recently has been the sudden breakout of the novel corona-virus pandemic. This pandemic has made us feel that in-campus teaching can't work in the current situation. The big shift, a shift in the use of technology which we have seen in teaching in recent times has become the trend. Thus schools have been converted into the digital space. Consequently, teachers started using different virtual platforms, social media online meeting platforms without proper training, and institutional support. During the epidemic, education is going through different problems and unprecedented concerns. Multiple positive or negative impacts can be seen due to lockdowns which forced us to think about how we can strengthen the education system. This pandemic also exposed how we were under prepared to deal with such an emerging crisis in education. This paper highlighted the trends that emerged during the pandemic and the impact of Covid-19 on education. Also, various concerns related to online education are illustrated and suggestions for government, stakeholders, and teachers are also given.

Keywords: COVID-19, Pandemic, Online education, Open Pedagogy, Digital platform

An inevitable consequence of the COVID-19 outbreak fell upon the education system. It has induced panic, stress, and confusion regarding the present and future of education as the teaching was disrupted by the pandemic to a large extent and consequently, anxiety has been raised among students, parents, and teachers. As per the UNESCO report, this pandemic has impacted around 120 crores of students across the globe. In India, more than 32 crores of students have been affected by the various restrictions and the nationwide lockdown in which around 27 crores of primary and secondary school students are affected. This pandemic has made us feel that in-campus teaching can't work in the current situation. As the outbreak continues to worsen, educational institutions have laid out a virtual teaching-learning regime as an unplanned and sudden shift from in-campus classroom teaching to online mode and make it a routine practice. The big shift, a shift in the use of technology that we have seen in teaching in recent times has become the trend, which otherwise we call the pandemic shift. All the educational regulatory bodies in India also recommended online education to continue the teaching-learning process. Thus schools have been converted into the digital space. Consequently, teachers started using different virtual platforms, social media online meeting platforms without proper training, and institutional support. But many of the optimist educationists considered the coronavirus as a boon for the Indian education system as COVID-19 has fabricated an environment for reframing the traditional

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BUILDING BLOCKS OF EDUCATION: FOUNDATIONS FOR LIFELONG LEARNING

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Abstract
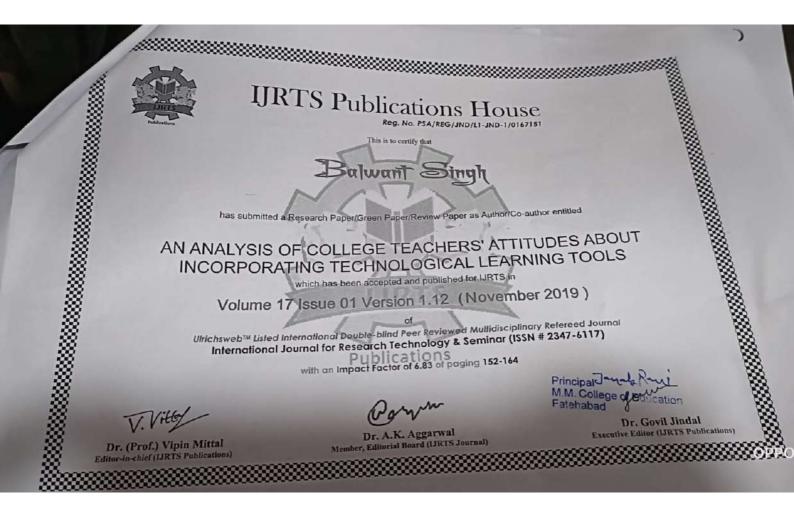
Education stands as the bedrock upon which societies build their future, nurturing individuals who will shape and navigate the complexities of an ever-evolving world. Within this expansive realm, the concept of lifelong learning emerges as a cornerstone—a philosophy that transcends formal schooling to embrace a perpetual quest for knowledge, growth, and adaptability. This research paper embarks on a journey through the foundational elements that underpin the cultivation of lifelong learning within educational contexts. Aptly titled "Building Blocks of Education: Foundations for Lifelong Learning," this exploration delves into the intricate interplay of essential components that lay the groundwork for enduring intellectual development. At the heart of this inquiry lies early childhood education, recognized globally as a pivotal stage in shaping lifelong learning dispositions. Through a synthesis of scholarly literature and empirical insights, the paper navigates the nuances of early childhood pedagogy, highlighting the transformative impact of nurturing curiosity, resilience, and a love for learning from the formative years onwards. By understanding and harnessing the unique cognitive and socio-emotional capacities of young learners, educators can set the stage for a lifelong journey of discovery and growth. Moving beyond the foundational stage, the paper delves into the realm of curriculum design—an intricate tapestry weaving together learning objectives, methodologies, and assessments. Through an analytical lens, it examines how well-crafted curricula not only transmit knowledge but also cultivate critical thinking, problem-solving skills, and a thirst for continuous inquiry. By aligning curriculum frameworks with the principles of lifelong learning, educational institutions can create dynamic learning environments that inspire intellectual curiosity and adaptability. Pedagogical strategies emerge as another vital facet in the quest for lifelong learning excellence. Drawing from a diverse array of pedagogical models and approaches, this paper explores how educators can foster active engagement, experiential learning, and collaborative inquiry. By leveraging innovative teaching methodologies and embracing a student-centered ethos, educators empower learners to take ownership of their educational journey, fostering a deep-seated passion for ongoing learning and skill development. Technology integration emerges as a transformative force in modern education, revolutionizing the learning landscape and expanding access to knowledge resources. This paper scrutinizes the role of technology as an enabler of lifelong learning, showcasing how digital tools, interactive platforms,

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AN ANALYSIS OF COLLEGE TEACHERS' ATTITUDES ABOUT INCORPORATING TECHNOLOGICAL LEARNING TOOLS

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Abstract

It's a fact that the development of IT has altered the methods and approaches used in a wide variety of businesses. There is no escape from this trend in the world of higher education either. Educators and students alike may benefit from the substantial investments being made in IT infrastructure at institutions worldwide. While schools push their teachers to use new tech for lesson planning and delivery, several factors might affect how easily or reluctantly that happens. Some examples of such criteria include: age, greatest level of education attained, years of teaching experience, computer skills, prior computer experience, access to technology, institutional support, etc. A conceptual model is created to determine the essential success elements that affect the adoption of Information Technology among faculty members in tertiary educational institutions, with theoretical backing from Roger's Diffusion Theory. The model is put through its paces by the teaching staffs of some of Asia's finest institutions. The results of this study, which included 261 full-time lecturers, show that participants' perceptions of the ease with which they can use and their general outlook on educational technologies are strongly influenced by factors like computer self-efficacy, relative advantage, compatibility, and prior computer experience.

Paper Identification

*Corresponding Author

Introduction

Throughout the previous two decades, ICT has expanded immensely, especially in the classroom. This has presented several difficulties for academic staff and administration. Much of cash has been spent, and is still being spent, by educational institutions on "IT infrastructure and online education. In exchange, they anticipate faculty members to become technologically savvy and to adopt innovative pedagogical approaches that enhance students' educational opportunities. Colleges and universities may better ready their students for life in the digital age by requiring students to use IT resources for assignments and other tasks. Students can go from being receptive recipients of information to engaged contributors to the learning process with the aid of exercises like these. Educational technologies relate to the use of computer
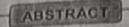
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Open Education Resources: An Aid for Flipped Classroom Practices

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ABSTRACT

Flipped classrooms are reversed from traditional classrooms where teacher teaches new content in the classroom and then assign homework and project to the students to complete it independently at their home. In flipped classroom approach students watch pre-recorded videos or study other online resources prior to actual class time and then discuss it face to face with their teacher and peers in classroom. Contemporaneously, the open educational resources are becoming an invaluable alternative to upgrade assess of good quality content of education. These open resources generally developed by academic institutions, archives, publishers, faculty as well as government institutions. These resources provide a better and broader base to the learners and also lead an equal access to all. Due to this equal access teacher can provide freedom to learn that is not otherwise possible with traditional materials (real time) which enhances the attitudinal response of students' performance, such as, engagement enthusiasm and confidence. It represents a strong case for their adoption of OER on pragmatic grounds in educational institutions. In the OER-based flipped classroom practices, students experience great changes in the level of familiarity with the subject contents from being understanding to understanding and adaption.The conjunction of both concepts can configure a strategy to improve the quality of learning. Students engage in higher levels of cognitive learning and it makes the teachers as per their needs in more effective and efficient manner. This paper aims to understand the use of OER to be used in flipped classroom practices. It also highlights the opportunities as well as barriers from adopting OER in flipped classrooms.

Keyword: Flipped classroom, open educational resources, OER.

THE BACKDROP

Best utilization of Open Educational Resources with facilitation of flipped classroom practices is now a mandate for the 21st century. This new benchmark of educational excellence enables the users to engage in innovative methods to access the resources (Karunanayake et al., 2016).In recent times there are several different ways, teachers are looking up for the standard pedagogical approaches to rewrite the rules mixing with creativity, technology and strategy to connect with the students in various ways unthinkable even a decade ago. Today teachers are exploring the digital initiatives in every aspect of the classroom activities and there is no other technique that is more promising other than the flipped classroom. Various

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Mobile Learning: A Paradigm Shift to Learning

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Abstract

Technology has become an integral part of our daily life as well as has done revolutionary improvements in the field of education. It changes the traditional way of learning and learner becomes a self directed learner. The millennial use mobile phones to keep in touch with family and friends (Lenhart & et al., 2010) but today it accepted for their ability to engage students in meaningful learning opportunities from anywhere (Thomas, 2009). Mobile learning turned into a significant instrument in the new educational settings which creates student-centred learning practices and offering more flexible learning environment. Mobile learning includes three key components - mobility of technology, mobility of learners, and mobility of learning processes (El-Hussein, Osman & Cronje, 2010). The present article exhaustively discusses about mobile learning, its effectiveness and advantages over the traditional mode of teaching and learning.
Keywords: Technology, ICT, Paradigm, Learning, Mobile learning.

Introduction :

The rapid progress of information communication technologies has increased the interest of educators toward fulfilment of their educational needs. From last ten to fifteen years, the mobile phone has become a very significant-part of our lives to keep in touch with family and friends (Lenhart & et al., 2010). Now it is considered as an instrument to engage students in meaningful learning (Thomas, 2009). Horizon report (2009) talks about evolution of mobiles and its relevance for teaching and learning, research and other creative process which continues to generate great interest. New improved technologies emerge a novel way of learning, which is self-directed and informal as well. Mobile is the device of future learning environment that is designed by wireless technologies. Mobile phones are recognized for their ability to engage students in meaningful learning opportunities from anywhere (Thomas, 2009). The paradigm shift in teaching- learning is to empower the education system by creating an effective, viable and innovative mode of teaching and learning.

Mobile Learning :

Advancement in the field of technology and mounting influence of globalization, set new requirements for all territories of public life including education.. Learning through mobile devices has become popular across different levels of education (Hwang & Chang, 2011; Hyman, Moser, & Segala, 2014). It creates student-centred educational environment that offers more flexible teaching and learning. Educational institutes are recognizing mobile as significant tool for teaching and learning with an enormous collection of applications that can be used

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हिंदी साहित्य को चार वर्गों-आदिकाल, भक्तिकाल, रीतिकाल और आधुनिक काल में विभाजित किया गया है साहित्य के कालक्रम का आधार साहित्यिक प्रवृत्तियों को बनाया गया है आदिकालीन साहित्य में रासो या चारण साहित्य, नाथ साहित्य, सिद्ध साहित्य, जैन साहित्य के साथ अमीर खुसरो व विद्यापति आदि को रखा गया है। भक्तिकाल में निर्गुण काव्य, सूफी काव्य, रामकाव्य और कृष्ण काव्य की रचना को ध्यान में रखते हुए इस काल को भक्तिकाल के नाम से अलंकृत किया गया है। रीतिकाल में रीति व शृंगारिकता की प्रधानता रही और रीतिकाल के नामकरण को लेकर विद्वानों में बड़ा विवाद रहा पर अंततः रीति को विस्तृत अर्थ में ग्रहण कर इस काल को रीतिकाल के नाम से संशोधित किया गया। सम्वत् 1900 से प्रारम्भ साहित्य प्रयासों को आधुनिक काल नाम दिया गया इस काल की रचनाएं रीति व शृंगार को त्याग आधुनिकता के पथ पर अग्रसर होने लगी।

भक्तिकाल

भक्ती द्राविड़ ऊपजी, लाये रामानन्द।

परगट किया कबीर ने, सप्तदीप नवखंड।। —डॉ. सत्येन्द्र

हिंदी साहित्य के स्वर्ण काल के नाम से अलंकृत भक्तिकाल की प्रधान प्रवृति भक्ति को माना गया है आचार्य रामचन्द्र शुक्ल ने संवत् 1375 से संवत् 1700 तक भक्तिकाल की सीमा स्वीकार की है। वे इस काल को पूर्व म........... भक्तिकाल में साहित्य की कई धाराओं का विकास हुआ जिन...........

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