



## Inclusive Education in India

Dr. Prince Parmar

Assistant Professor, A.S. Khairab Memorial College of Education, Jhajja

### Abstract

Inclusion is an effort to ensure that students with disabilities and ordinary children receive common education under one roof, in the same room and in the same classroom, regardless of their strengths and weaknesses. It is clear that education policy in India is gradually increasing attention to children with special needs and that inclusive education in major schools has become a major policy goal. It is now widely accepted that inclusion enhances the potential of most students, guarantees their rights and is a preferred educational approach for the 21st century. The Government of India also introduced many provisions and programs for the development of inclusive education in India. Many provisions were made for inclusive education in the National Education Policy, Education Commission and National Education Programs. In the present study, an attempt has been made to shed light on the current state of inclusive education in India.

**Keywords:** *Inclusive Education, Disabilities, Inclusion, National Education Programs Programme of Action*

### Introduction

An estimated 240 million children worldwide live with disabilities. Like all children, children with disabilities have ambitions and dreams for their futures. Like all children, they need quality education to develop their skills and realize their full potential. Yet, children with disabilities are often overlooked in policymaking, limiting their access to education and their ability to participate in social, economic and political life. Worldwide, these children are among the most likely to be out of school. They face persistent barriers to education stemming from discrimination, stigma and the routine failure of decision makers to incorporate disability in school services.

Inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the core curriculum. The school and classroom operate on the premise that students with disabilities are fundamentally competent as students without disabilities. Therefore, all students can be full participants in their classrooms and in the local school community. Much of the movement is related to legislation that students receive their education in the least restrictive environment (LRE). This means they are with their peers without disabilities to the maximum degree possible, with general education the placement of first choice for all students. Successful inclusive education happens primarily through accepting, understanding, and attending to student differences and diversity which can include physical, cognitive, academic, social, and emotional. This is not to say that





# Impact of Meditation on Human Life

Prince Parmar

Department of Education, Deewan Institute of Management, Chaudhary Charan Singh University,  
Meerut, Uttar Pradesh, India

**Abstract** – In present time human life is very busy and fast. Humans are running very fastly towards getting success and achievements in their lives. They have no time to stay and get peace of mind. Therefore negative things like stress, anxiety, loneliness, depression and fear etc. are gathering around to our lives. For removal of these negative things and get positivity in our lives we have to do meditation on daily basis. By practice of meditation, an individual trains the mind and can get mental peace. This practice of meditation helps him in getting out of stress, anxiety and depression etc. The aim of the study is to put light on the role of meditation in human life.

**Keywords** – Meditation, Human life, Inner Peace, stress, concentration

## I. INTRODUCTION

The word *meditation* is derived from the Latin word *meditatio*, from a verb *meditari*, meaning "to think, to contemplate, devise, ponder". It also carries different meanings in different contexts. Meditation has been practiced since antiquity as a component of numerous religious traditions and beliefs. Meditation often involves an internal effort to self-regulate the mind in some way. Meditation is often used to clear the mind and ease many health concerns, such as high blood pressure, depression and anxiety. It may be done sitting, or in an active way – for instance, Buddhist monks involve awareness in their day today activities as a form of Mind training.

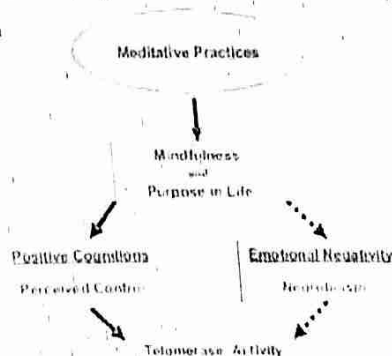
"Meditation refers to a family of self-regulation practices that focus on training attention and awareness in order to bring mental processes under greater voluntary control and thereby foster general mental wellbeing and development and/or specific capacities such as calm, clarity, and concentration."

— Walsh & Shapiro

"Meditation is used to describe practices that self-regulate the body and mind, thereby affecting mental events by engaging a specific attentional set....regulation of attention is the central commonality across the many divergent methods.

— Cahn & Polich

There are different ways to meditate, and since it's such a personal practice there are probably more than any of us know about. There are a couple that are usually focused on heavily in scientific research, though. These are focused attention, or *mindful meditation*, which is where you focus on one specific thing – it could be your breathing, a sensation in your body or a particular object outside of you. The point of this type of meditation is to focus strongly on one point and continually bring your attention back to that focal point when it wanders. The other type of meditation that's often used in research is *open-monitoring meditation*. This is where you pay attention to all of the things happening around you – you simply notice everything without reacting.



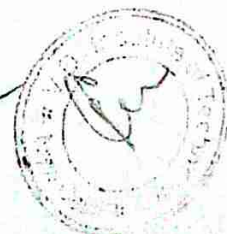
## Impact of Gender on Academic Achievement in Science and Social Science at Secondary Level

• Prince Parmar

*Abstract- Academic achievement depends upon several factors, the present study focuses on gender differences in academic achievement. The aim of the study is to compare the achievement of boys and girls in science and social science at the secondary level. The sample comprises 400 students (200 boys and 200 girls) from the affiliated of C.B.S.E., Delhi. The data was collected using two self developed achievement test. The collected data was analysed with help of statistical technique like Mean, SD, "t" value. The findings show that there is significant difference in achievement of boys and girls at the secondary level.*

**Introduction:** The future of the country rests on the shoulder of its children. These children would one day pave the path of progress and lift the country to the heights of development. Education is going to play a key role to turn these children into strong pillars. Education aims at making us civilised human beings, proper educational process is a passport to a good, comfortable and secure life (Arbot and Arunjo, 1996). There are several factors which directly or indirectly affected the academic achievement of the students. Unless we understand these factors, we cannot produce intelligent, interested and enthusiastic students. Academic achievement of the students of the schools was found significantly higher than those of rural schools (Dwivedi, 2005). The students from healthy school environment have significantly better academic achievement than the students from poor school environment. The classroom, environment and developmental factors play a major role in students performance. The students inner urges, the competency of the teachers, no physical distraction and contacts with like minded colleagues makes a student more competent to succeed in life (Avinashilingam and Sharma, 2005). In spite of the best efforts made in schools to raise the abilities and other personality traits of students, it is not possible for us to attain the optimum level of educational goals, i.e. allround development of one's personality. The

=====  
• **Research Scholar (UGC-NET) Department of Education, Dakshin Bharati  
Hindi Prachar Sabha, Tamilnadu.**



# प्राथमिक विद्यालयों में मध्याह्न भोजन कार्यक्रम के प्रति अध्यापकों व अभिभावकों की अभिवृत्ति का अध्ययन

प्रिस परमार\*

शिक्षा के बिना किसी राष्ट्र का विकास करना असंभव कार्य है। प्राथमिक शिक्षा जालक के जीवन का आधार है, अतः इस आधार का मशकत होना अनिवार्य है। प्राथमिक स्तर पर अथवा तथा अवरोधन तैसी समस्याओं के कारण प्राथमिक विद्यालयों में अर्थात् तक 100 प्रतिशत नामांकन की संकल्पना पूरी नहीं हो पाई है। इस संकल्पना को पूर्ण करने के लिए ही मध्याह्न भोजन कार्यक्रम का अंतरिम किया गया। प्रस्तुत अध्ययन में यह जानने का प्रयास किया गया है कि दिल्ली के प्राथमिक विद्यालयों में कायदा अध्यापकों तथा इन विद्यालयों में अध्ययनरत विद्यार्थियों के अभिभावकों की इस कार्यक्रम की वर्तमान व्यवस्था, प्रभाव तथा इस कार्यक्रम के क्रियान्वयन में आने वाली बाधाओं के निवारण हेतु क्या अभिवृत्ति है।

स्वच्छता कार्यक्रम से ही भारत पूर्ण स्वास्थ्यता के लिए के लक्ष्य मध्याह्न भोजन कार्यक्रम के लिए आवश्यक प्रयासगत है और अतः इस प्रयास को सफल बनाने साधन, उपकरण, वर्तन आदि उपलब्ध कराए गए। इस के लिए अनेक को प्रयास किए गए, उनमें सबसे कार्यक्रम का उद्देश्य सरकारी, स्थानीय निकाय तथा महत्वाकांक्षी एवं प्रभावशाली प्रयास है मध्याह्न सरकारी सहायता प्राप्त विद्यालयों और ई.जी.एस. कार्यक्रम का प्रारंभिक विभव का नवमं तथा ई.आई.ई.ई. केन्द्रों में कक्षा V तक पढ़ने वाले बच्चों की पोषण स्थिति में सुधार करना, सुविधाहीन तहत तथा सम्बन्धित है। सर्व शिक्षा अभियान का इस को के गरीब बच्चों को कक्षाओं में नियमित उपस्थित करना का महत्त्व प्रधान पड़ा। एवं शिक्षा अभियान रखने तथा कक्षाओं की गतिविधियों का ध्यान केंद्रित



## भारतीय आधुनिक शिक्षा

वर्ष 36

अंक 2

अक्तूबर 2015

इस अंक में

संपादकीय	पवन सिन्हा	3
शिक्षा के मायनों	केवलानंद काण्डपाल	11
स्कूली बच्चों में भय, तनाव एवं टूटविला	योगेंद्र सुभगा	24
बाल उन्मीड़न - एक गंभीर सामाजिक चुनौती	प्रिस परमार	30
प्राथमिक विद्यालयों में मध्याह्न भोजन कार्यक्रम के प्रति अध्यापकों व अभिभावकों की अभिवृत्ति का अध्ययन	अनिल वादे	39
विभिन्न स्तरों पर गुणवत्तापूर्ण और गंभीर उम्मीदों शिक्षा की आवश्यकता	मंजय कुमार सुभन	49
आई.सी.टी. का प्रशिक्षण में योगदान	अरुण कुमार वर्मा	54
योग शिक्षा - वर्तमान परिप्रेक्ष्य	नीम श्रीवास्तव	63
विद्यालयी अनुशासन के संबंध में गंभीर जो का दिशानिर्देश		



1. Role of VR and AR in the Realm of Science and Technological Education Sudha Kulkarni, Shashi Prasad, and Pooja Harpreet Kaur Bhatia	138
2. Various Inclusive Education Practices to Promote in Indian Class Rooms Dr. Anand Kumar	148
3. Sustainable Development in Education System: Transformation in Learning by Integrating Education Dr. Divya Puri	156
4. Current Status of Inclusive Education in India Rita Kaur, Sarda Prasad and Dr. Babita Bhatnagar	165
5. Towards Understanding the Value of Inclusive Education: A Mandatory Step Directed for Development Anand Sahay	174
6. Pedagogical Strategies for Inclusive Education in 2022 Ms. Swarnim De, Naveen Malik	183
7. Inclusive Education and Inorganic School – A Case Study Dr. Anuradha Mukherjee	189
8. Inclusion in ECCT: A Goal Yet to Achieve Dr. Kapil Dhanraj	194
9. Inclusive Education, Narrowing Inequalities Sneha Saha, Anurag and Dr. Sandhya Kunduphokhal	201
10. The Autonomous Colleges: Achieving of Inclusive Education in India: A Case Study from Autonomous Colleges of Thoothukudi District in Tamil Nadu A. V. Sriya Anandhan	216
11. Current Status of Inclusive Education in India Anandha Easwaran	222
12. Inclusive Education for Sustainable Development Dr. Seema	228
13. Inclusive Education in India Dr. Pooja Parmar	233
14. Inclusive Vocational Education & Training – A Roadmap to The Sustainable future Dr. Sahana Goyal, Harpreet Kaur and Mahenderpal Singh	239
15. Assistive Technology and Affective Intelligent Tutoring Systems: Meeting the Needs of Learners with Disabilities Ms. Divya Sharma and Dr. Suresh Arora	243
16. Inclusive Education for Sustainable Development: From Idea to Action Dr. Anuradha Bhatia	251
17. Inclusive Education: Are Teachers using Inclusive Technologies in Classrooms? Anand Kumar, Pooja, Hemam and Sahana Goyal	257
18. A Study on Adjustment and Quality of Life among Parents of Disabled (Physically) Children Vidya Sharma	269
19. A Study on Adjustment and Quality of Life among Parents of Disabled (Physically) Children Anurag Kaur, Anurag Kaur, Anurag Kaur, Anurag Kaur, Anurag Kaur, Anurag Kaur	276

# Inclusive Education for Sustainable Development: From Idea to Action

PROCEEDINGS OF NATIONAL SEMINAR  
- 01-02 April 2022



Chief Editor  
Dr. Anuradha Bhatia

Editors  
Dr. Sahana Goyal  
Dr. Sandhya Kunduphokhal  
Dr. Naveen Kaur



**ARMY INSTITUTE OF EDUCATION**  
(Affiliated to GGSIP University, New Delhi)  
RIAC Accredited - NCTE & RCI Approved - ISO 9001:2015 Certified  
Plot M-1, Pocket P-5, Sector Chi-2, Greater Noida

ISBN - 978-93-5676-518-6



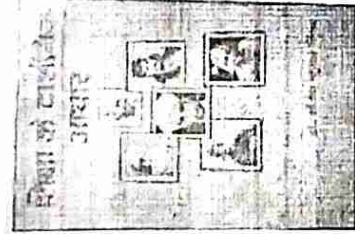
**कुछ अन्य प्रमुख प्रकाशन**



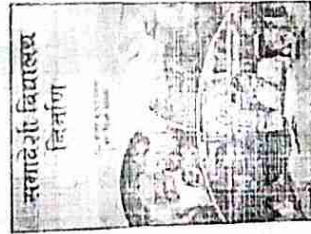
शिक्षा के दार्शनिक एवं समाजशास्त्रीय परिप्रेक्ष्य



कार्य शिक्षा-गांधी जी की नई तालीम एवं सामुदायिक सहभागिता



शिक्षा के दार्शनिक आधार



समावेशी विद्यालय निर्माण

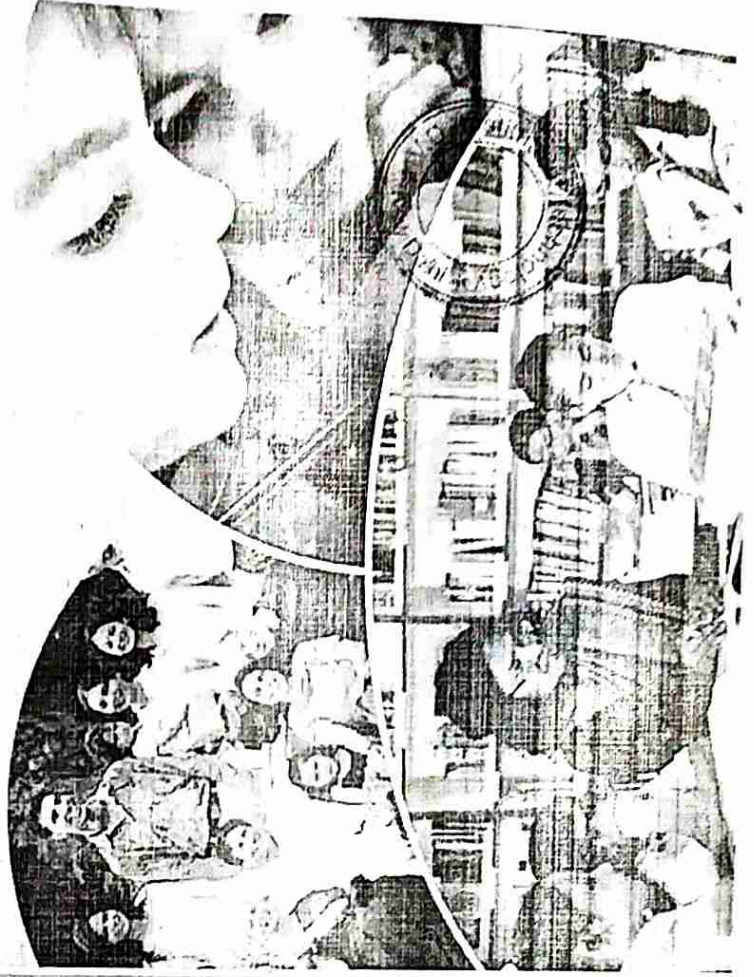


संस्कृत शिक्षण



# समावेशी विद्यालय निर्माण

डॉ. संजय कुमार मिश्रा  
डॉ. प्रिन्स परमार



**Raaj Publication House**

*Books for better future*

III E-60, Kirti Nagar, Ghaziabad, U.P.-201001

Ph. (0958)792440, 9310704399

Email: raajpubs28@gmail.com

ISBN: 978-81-963322-8-0



Price: 350/-

# Developing Understanding of Environment in Children

Dr. Prince Parmar, M.A. (Political Science, History, Hindi, Psychology, Sociology),

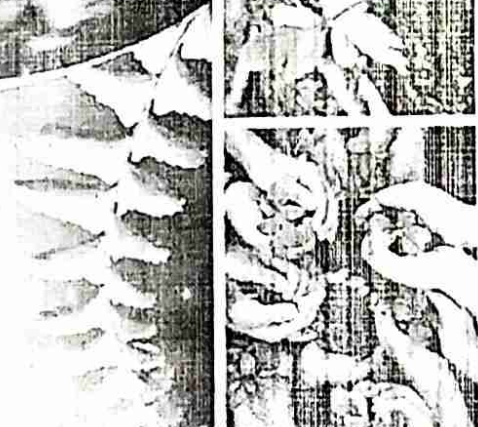
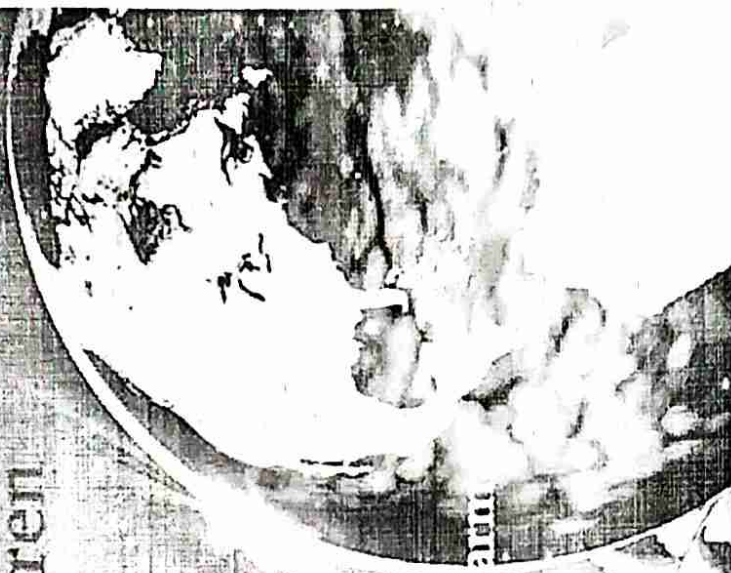
B.Ed., M.Ed., M.Phil. (Edn.), Ph.D. (Edn.), UGC-NET with good academic record, working as Assistant Professor in A.S. Kharab Memorial College of Education VPO Kasni, Distt. Bhujjar, Haryana. He also worked as Academic Counselor of different study centre of Indira Gandhi National Open University (IGNOU). He has been in the field of teacher education since the last 10 years and has rich and varied experience as a seasoned faculty member in Education Department of different Teacher Education Institutions



(Affiliated to S.C.E.R.T., G.G.S.I.P. Universities, C.C.S. University, M.D. University) offering B.Ed., D.El.Ed. and DPSE programme. He is a member of Education Research and Development Association (ERDA). He is regularly participating in National and International Seminars, Conferences, Symposia, Workshops and Faculty Development Programme organized by different Universities and Colleges on issues of current Education System and contributed a number of articles, research papers in National and International Journals of repute.

# Developing Understanding of Environment in Children

## Developing Understanding of Environment in Children









INDIRA GANDHI NATIONAL OPEN UNIVERSITY  
Staff Training and Research Institute of Distance Education



New Delhi 110068

Control No.:223024980S

UGC-Approved Short-Term Professional Development Programme  
Under Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching

This is to certify that

**PRINCE PARMAR**

*A.S. Kharab Memorial College of Education*

participated in and successfully completed the

Professional Development Programme on  
'Implementation of NEP-2020 for University and  
College Teachers'

*held from 21-29 September, 2022*

*and obtained 'A' Grade*



*Santosh Panda*

Prof. Santosh Panda  
Director, STAIDE &  
Coordinator of NEP-PDP Committee,  
Indira Gandhi National Open  
University,

*Rajendra Prasad*  
Prof. Rajendra Prasad  
Pro-Vice Chancellor,  
Chair of NEP-PDP Committee,  
Indira Gandhi National Open  
University.

New Delhi  
Date of Issue: October 03, 2022



**DEWAN INSTITUTE OF MANAGEMENT STUDIES**  
(COLLEGE OF EDUCATION)

A NAAC Accredited Institution, Approved By NCTE & Affiliated to CCS University, Meerut  
Delhi-Haridwar, Bypass Road, Partapur, Meerut (U.P.) India

**2<sup>nd</sup> INTERNATIONAL CONFERENCE**

on  
" **REDEFINING ROLE OF TEACHERS IN THE NEW EMERGING WORLD** "

**April 28<sup>th</sup> - 29<sup>th</sup>, 2018**

*Certificate*

This is to certify that Prof./Dr./Mr./Ms. *Prinice Parmar*  
of *D.D.M.S. (B.Ed.)*  
as a Special Guest / Chairing of the Session / Participant in the "International Conference on 'Redefining Role of Teachers in the New Emerging World' (RRTNEW-2018)" in Collaboration with The Learning Community (LLC) of CCS University, Meerut, U.P. held on April 28<sup>th</sup> - 29<sup>th</sup>, 2018. He / She / It presented a paper entitled *'Education for Change, Change for Education'*

*Prinice Parmar*

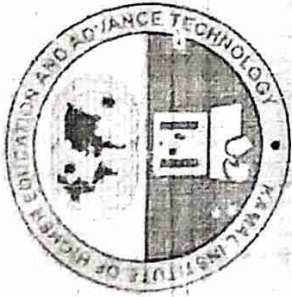


*DR. SHUBPAL SINGH*  
Chairman / Chairman of Conference  
Principal, Dewan College of Education



ICRRTNEW - 2018

KARNAL INSTITUTE OF HIGHER EDUCATION & ADVANCE TECHNOLOGY  
K-1 EXTN. MOHAN GARDEN  
AFFILIATED TO G.G.S.I.P UNIVERSITY DELHI



CERTIFICATE OF PARTICIPATION

Dr. Mrs. Ms./Mr. Since Parmar of Aaryan College of

participated in the Conference/Seminar/Workshop/FDP

on 23<sup>rd</sup> Feb 2019 and presented a paper titled

"Teaching Style Motivation and life skills"



Dr. Mrs. Ms./Mr. Since Parmar  
Director

Chairman

# DELHI INSTITUTE OF RURAL DEVELOPMENT

G.T. Karnal Road, Nangli Poona, Delhi- 110036

(Affiliated to GGSIP University, Dwaraka)



Organizes National Conference on

## “Social & Emotional Awareness: Need of Hour”

This is to certify that Dr. / Mr. / Ms. Prince Parmar from Aaryan College

of Education (S.C.E.R.T.) Delhi Participated/ Presented Paper on

Effect of Social and emotional awareness on academics in the

National-Conference dated 14<sup>th</sup> November 2019.



Mr. Rafi Lal  
(Chairman)

Narinder Mohan  
Dr. Narinder Mohan  
(Director)

Suman Lata  
(Principal)



**SUBHARTI**

MOERTI

UCC APPROVED GRADE 'A' ACCREDITED BY NAAC



# DEPARTMENT OF EDUCATION STATE LEVEL SEMINAR

(21<sup>st</sup> & 22<sup>nd</sup> December, 2017)

ON

## “Impact of Materialistic Outlook on Human Life”

### CERTIFICATE

This is to certify that Ms./ Mr./ Dr./ Prof. PRINCE PARMAR  
from A. T. M. S. MESAUT ..... has  
participated as Keynote Speaker/ Guest Speaker/ Chairperson/ Co-Chairperson/  
Delegate/ Research Scholar/ Student in this seminar. He/ She has presented paper  
entitled Impact of Emerging Materialistic Outlook on human life .....

  
Dr. Vikram Eswari  
Convener

  
Prof. Shantosh Sharma  
Coordinator





यशवंतराव  
चवण प्रतिष्ठान



इस्माईल नेशनल महिला पी0जी0 कॉलेज, मेरठ  
अर्थशास्त्र विभाग द्वारा आयोजित

गाँधी अध्ययन केन्द्र (यूजी0सी0) द्वारा प्रायोजित

“एक दिवसीय राष्ट्रीय विचार गोष्ठी एवं परिसंवाद (सिम्पोजियम)”  
विषय- “आधुनिक परिवेश में गाँधी एवं कौशल विकास”

शुक्रवार 8 सितम्बर 2017

प्रमाण-पत्र

प्रमाणित किया जाता है कि श्री/सुश्री/डॉ0

प्रिंस परमार ( असिस्टेंट प्रोफेसर )

दीवान ग्रुप ऑफ इंस्टीट्यूशन

एक दिवसीय राष्ट्रीय विचार गोष्ठी एवं परिसंवाद (सिम्पोजियम) में सहभागिता की।

डॉ0 साधना मल्ल  
प्राध्यापिका

डॉ0 ममता सिंह  
संयोजिका

डॉ0 कविता गर्ग  
सह-संयोजिका



डॉ0 नीलिमा गुप्ता  
समन्वयक ( गांधी अध्ययन केन्द्र )



महाविद्यालय के अर्थशास्त्र-विभाग द्वारा आयोजित

# KAMAL INSTITUTE OF HIGHER EDUCATION AND ADVANCE TECHNOLOGY

K-1 Extn., Mohan Garden, New Delhi-110059  
Affiliated to G.G.S.I.P. University, Dwarka, Delhi



## CERTIFICATE OF PARTICIPATION

*Dr./Mr./Ms. Prince Parman* of *Aaryan College of Education*

This is to certify that

participated in five days Faculty Development Programme entitled

18/11/19 - 22/11/19

*in "Recent Development in Teacher Education"* from

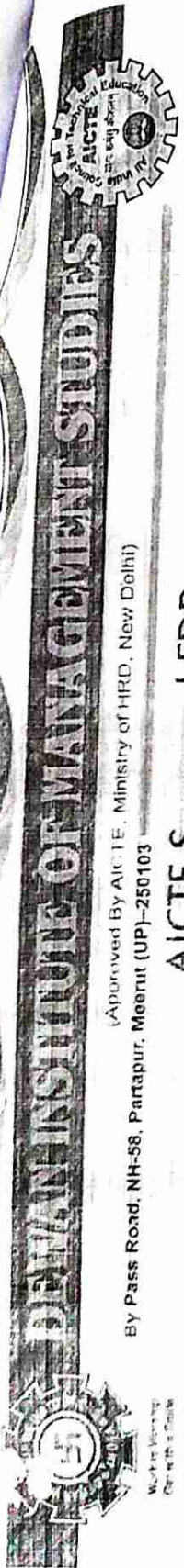


PRINCIPAL/CONVENER

CHAIRMAN/GENERAL SECRETARY







Approved By AICTE, Ministry of HRD, New Delhi)  
 BY Pass Road, NH-58, Partapur, Meerut (UP)-250103

**AICTE Sponsored FDP**  
 ON  
**IMPACT OF MORAL VALUES, ETHICS, BEHAVIORAL SCIENCES**  
**AND ATTITUDINAL DEVELOPMENT OF THE PROFESSIONALS**

4<sup>th</sup> -16<sup>th</sup> December, 2017

*Certificate*

We are glad to present the "Certificate of Participation" to Dr./Ms./Mr. Prince Parmar  
 of Prince College of Education  
 for his/her excellent contribution & successful completion of the FDP. His/Her enormous and continuous efforts  
 have enabled us to make this event a grand success.

*We wish her/him all the best in future career endeavours.*



Col. (Dr.) Nareeth Goyal  
 Executive Director

Lt. Col. Manish Sharma  
 Director-Planning & Development

Dr. Satish Kumar  
 Director & FDP Advisor



(AN ISO: 9001:2008 certified "A" Rated B.Ed. College for Girls Only)

# St. Lawrence College of Higher Education

Approved by N.C.T.E., Dir. of Hr. Education & Affiliated to GGSIP University

Visit us at: [www.stlawrence.in](http://www.stlawrence.in) Email: [helpdesk@stlawrence.in](mailto:helpdesk@stlawrence.in)

Geeta Colony, Facility Centre, East-Delhi - 110 031 M. 7827616100, 8076521185

## Certificate of Participation

*This is to certify that Ms. Anshi Chandra from Varun Dhaka Institute of Technology has participated in National Webinar on "A Roadmap for Holistic Implementation of NEP, 2020" held on 07.11.2023 organized by St. Lawrence College of Higher Education.*



(Principal)

(Organizing Secretary)

(Coordinator)





25



# Certificate of Participation

This Certificate is awarded to Ms. Anshi Chandra

Assistant Professor of Uttam Dharka Institute of Technology

For participating/attending

One Day National Seminar on

“National Education Policy of India: NEP 2020”



Organised By

**Sri Ram Institute of Teacher Education**

Bannali, Dwarka Sec 28, New Delhi - 110077.

on

03rd May, 2023, (Wednesday).



*[Signature]*

*[Signature]*



Mr. Mukesh Pachau  
(Chairman, SRTE)

Dr. Meenukshi Seetha  
(Principal, SRTE)

Dr. Somu  
Co-ordinator  
(Host Prof., SRTE)





# GURU RAM DASS COLLEGE OF EDUCATION



NAAC Accredited, NCTE Recognized, GGSIPU Affiliated  
(Under Delhi Sikh Gurdwara Management Committee)  
West Jyoti Nagar, Loni Road, Shahdara, Delhi-110094; www.grdce.in

FD3:23/A024

## CERTIFICATE OF PARTICIPATION

This is to certify that Ms. Anshi Chandra, Assistant Professor from Varun Dhaka Institute Of Technology, Delhi. has actively participated in 9th Annual Faculty Development Program on the theme "NATIONAL EDUCATION POLICY 2020: AN INSIGHT" organized by GRDCE from 16th- 23rd August, 2023.



Dr. Geeta Pathak  
FDP Coordinator, GRDCE



Handwritten signature of Dr. Neeraj Priya

Dr. Neeraj Priya  
FDP Patron, GRDCE

