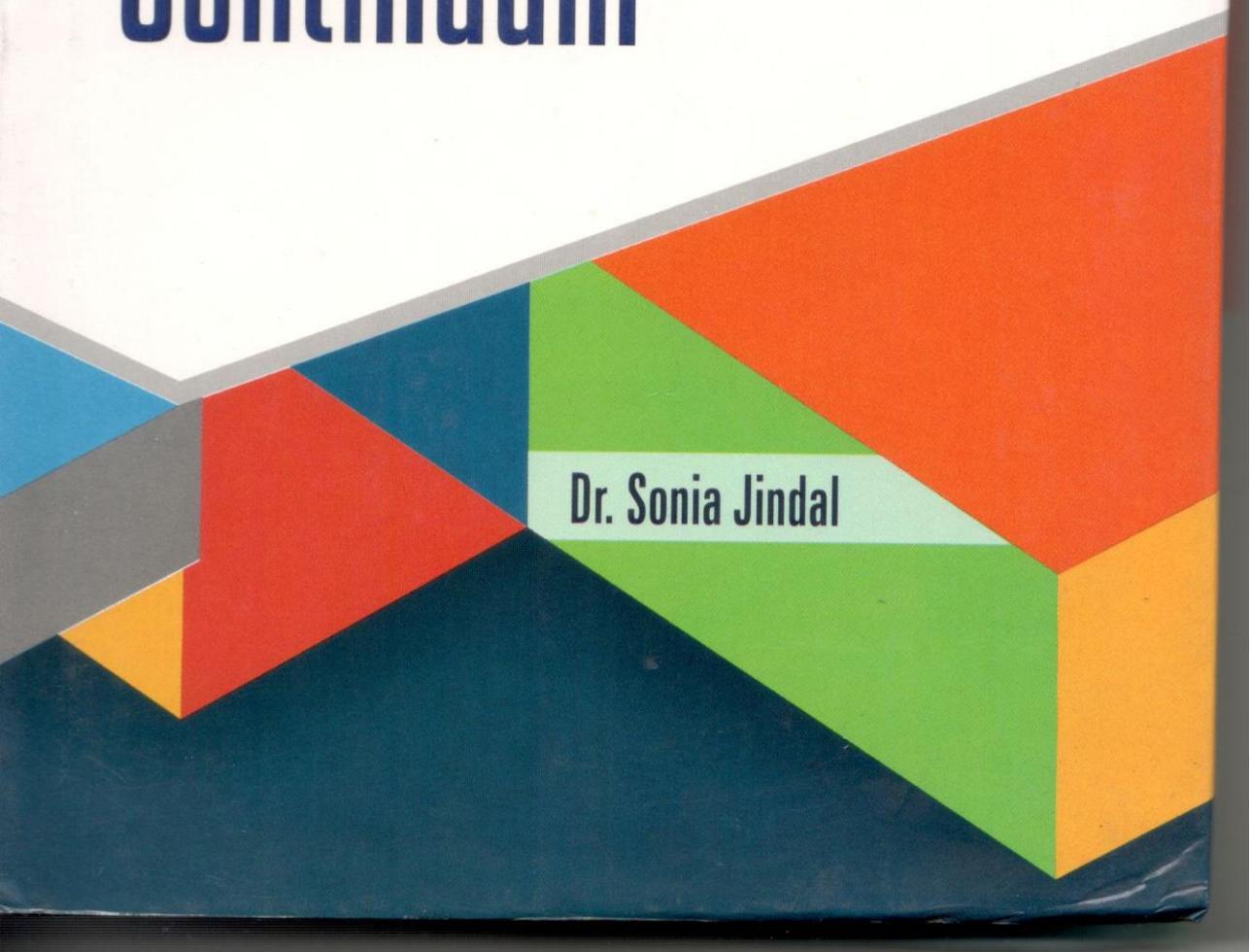


Improving School Practices Through Leadership Continuum

Dr. Sonia Jindal



Improving School Practices Through Leadership Continuum

Dr. Sonia Jindal
M.A., MBA, M.Ed., Ph.D.

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DELHI

Second
Edition

A Textbook on Assessment of Learning

Dr. S.K.Bhatia • Prof. (Dr.) Sonia Jindal

A Text Book on Assessment of Learning

(Second Edition)

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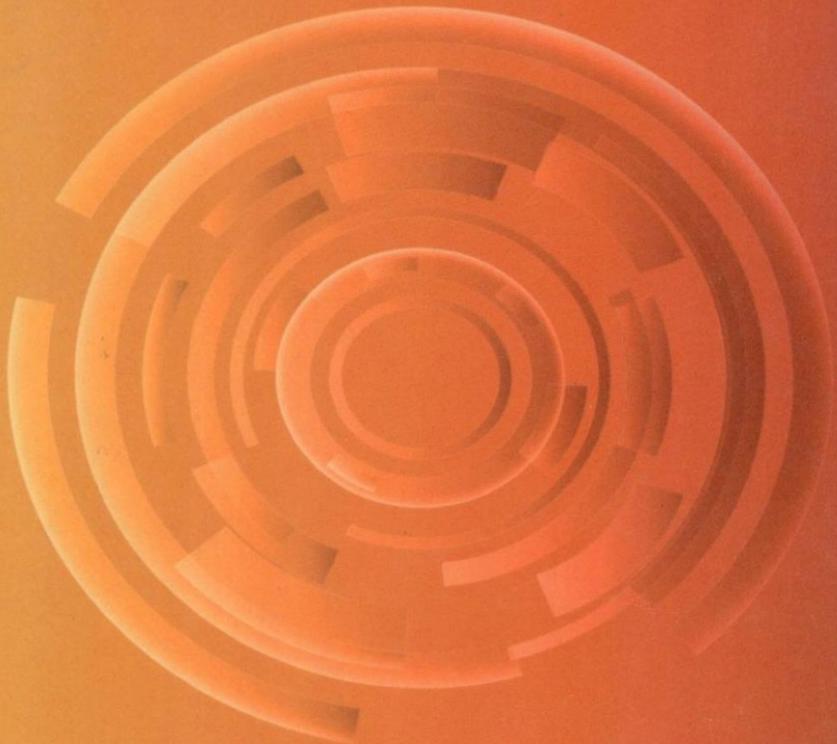
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Gitarattan Institute of Advanced Studies and Training,
Rohini, Delhi



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A TEXT BOOK ON ASSESSMENT OF LEARNING

Dr. S.K. Bhatia
Prof. (Dr.) Sonia Jindal
M. J. S. G.

**DR.SHIKHA RANJAN
PUBLICATION**

Sr No.	Title	Name of Journal	Volume no.	Page no.	Name of Publisher
1	Effect of Mycotoxin on germination of paddy Seeds.	J. Plant Science	Vol.1N o.1	7-9	MD.Publication Pvt. Ltd
2	Innovative Idea for elevation through GLM / Life skills	Sanshodhan-E-journal	Special Issue- IX,vol.1	483-493	Dr.Ajitsinhp.Rana
3	Metaphor Influence transformation in Teacher Education Program.	Sanshodhan-E-journal	Special Issue-x, Prajnanam	586-589	Dr.Ajitsinhp.Rana
4	“formative peer assessment”An effective tool of evaluation to ensure quality.	Aksh-ISBN978-93-82379-07-2	VOL.1	197	SSTCT PUBLICATION.
5	Reflective work and Problem Based Learning.	J-14-M-15 Researchers Voice	ISSN-2231-6310	109	MR.RajeshKr. Agarwal.
6	Correlation Between Teaching and Learning in Classroom Situation.	Meri Journal of Education	ISSN-0974-2085	33-41G	Management Education and Research Institution.
7	Constructivism :A Sustainable Learning Approach	Gitarattan Journal of Education	RNINo. deleng/2018/76325 (Vol:01.Issue:01,July	37-44	GRJE, Sector- 7 Rohini, Delhi-85
9	Virtual Reality as a Tool in Education	Meri Journal of Education	ISSN-0974-2085	86-95	Management Education and Research Institute.
10	Impact of Reflective Practices for a Wholistic Teacher Education Program	Conference Proceeding	Department of Education, CIE, Delhi	50	Central Institute of Education

11.	Quality Assurance in Higher Education: Practices & Issues	Conference Proceeding , National	ISBN:978-93-86238-72-6	34	EXCELLENT PUBLISHINGHOUSE, NewDelhi
12.	Effective Teaching Strategy:FieldTrips as aPart of Curriculum Enhance the Learning	Gitarattan Journal of Education	RNINo. deleng/2018/76325 (Vol:1, Issue:02 Jan 2019)	27-38	GRJE, Sector-7 Rohini, Delhi-85
12.	When hands are on minds are on.	Gitarattan Journal of Education	ISSN:2581-9581 Vol:02. Issue: 01, July)	67-69	GRJE, Sector-7 Rohini, Delhi-85
13.	Creating an Inclusive Educational Society.	<u>Chapter in Edited Book</u>	ISBN978-93-80633-64-0	13-32	Saad Publications Delhi-110053
14.	Inculcating Life Skills through Group Learning Model.	Gitarattan Journal of Education	ISSN:2581-9581 Vol:04. Issue:01, July 2022)	77-97	GRJE, Sector-7 Rohini, Delhi-85
15.	Innovative Pedagogy, Reforms in curriculum & transforming teaching as Enjoyable learning in light of NEP 2020.	<u>SHDCHE</u>	ISBN No.978-81-950584-7-1	8-11	Sant Haridass college of Higher Education.
16.	Understanding Discipline and Subject	<u>Chapter:17 Chapter in Edited Book</u>	978-81-965014-6-4	180	Saad Publications Delhi-110053
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SHIKHA SHARMA

Paper Published

- **“Publication Ethics: A long way to go”** published in Gitarattan Journal of Education Vol. 4, Issue – 1, July 2022. ISSN: 2581-9518
- **“Impact of Multimedia Instructional Module and Traditional Method on Academic Achievement of Secondary School Students”** published in Gitarattan Journal of Education Vol. 3, Issue – 2, Jan 2021. ISSN: 2581-9518
- **Reflective Practice: A tool for Reflective Teacher** published in MERI Journal of Education Vol. XIII, No.2, October 2018
- **“ICT in School Education: Key Issues and Concerns”** Published April - September 2015 Edition in International Journal of Humanities and Social Sciences. ISSN: 2348-7429 Authors: Ms. Shikha Sharma & Ms. Madhu Shrivastava
- **Effectiveness of Multimedia Instructional Module and Traditional Method on Academic Achievement of Senior Secondary Commerce Students”** Published in September 2013 Edition in International Journal of Education and Humanities (AITEA). ISSN: 2231-380X Authors: Ms. Shikha Sharma & Dr. Renuka Sharma
- **“Inclusive Education and Teacher Preparation: A Journey Not Destination”** Published in December 2012 Aaroha Journal of Education and Management. ISSN: 2320-1266 Author: Ms. Shikha Sharma
- **“Pedagogical Perspectives of ICT & Bridging the Gaps”** Published in December 2013 Aaroha Journal of Education and Management. ISSN: 2320-1266 Authors: Ms. Shikha Sharma & Ms. Madhu Shrivastava
- UGC Sponsored International Conference held from 19th to 21st October 2011 organized by Department of Physical Education & Sports Sciences & IGIPES (University of Delhi) titled **“Role of Information & Communication Technology in Physical Education: An Overview”** ISBN: 978-81-902282-0-6 Authors: Dr. Sushil Kumar & Ms. Shikha Sharma

Teacher: A liberator of Soul

Ms. Neha Bajaj
Ms. Shikha Sharma
Assistant Professor (GIAST)

Abstract

From the ancient Vedic period to the present era of cyber and digital technology the value of education and educators had increased manifolds. Mother or family being our first teachers to formal school or higher education we learn or improve with the help of teachers at every level. We might have the vast ocean of information, notes, books, study material on the internet but nobody has been able to replace or substitute the role of a teacher in our lives. There might be online schools or universities who don't need physical presence of a teacher but still they provide the guidance of the teachers through video conferencing. The role of the teacher has always been changing with the progress of the student from primary to the middle, the high school & so on this role comes along with greater obligation with each passing year in this comparative era. From the ancient time of Gurukul Culture to present era of professional teaching. The role of a teacher cannot be negative as sometimes people loosely remark that one other times of importance of teacher in once life. It is a gross misunderstanding because the importance of teachers in once life cannot decline but with the times, circumstances & change in ideology the role and the art of teaching under goes drastic changes. Hence to say that in contemporary time one does not need a teacher is a myth.

Keywords: Teacher, student, guru, gurukul, education, mentor, virtual teaching, tabula rasa

Introduction

Prescribing the importance of a teacher Sant Kabirdas says that:

If he makes this earth his writing pad & all the forests as his pen & the seven oceans as ink even then he won't able to list all the qualities of his teacher. We are store of darkness & ignorance, it is only the teacher who can take us to the light of knowledge & salvation. He says that even if one gets mentorship of his/her teacher at the cost of his life, then also it would be a profitable deal. Life is an enormous, hollow and dark tunnel. Children have to cross this tunnel to dazzling success. Obstacles will hinder them and this is where teachers come into scene. Teachers play the role of the torch. They cohere to the students and guide them out and away from their bottleneck. Children are like clay in a potter's hand. Just as a potter gives a desired shape to the clay in his hands, so do children become what their parents make them. This is primarily the reason why the early growing years in a child's life are the most crucial and lay the foundation for developing their nature, personality and the individual self. These days, more and more children live in a household where both parents are working and often, such children rely heavily on their teachers for help, advice and guidance. There is no denying the fact that the role of a teacher in a student's life is very crucial right from the time when a child joins a day care centre to the stage when he / she takes a step forward towards establishing a professional career. A good teacher in fact becomes a role model for students. Students tend to follow their teacher in almost every way. The teacher's caring attitude will have an influence on students.

An Analytical Study on "Perception of Senior Secondary School Students towards the Use of Social Networking Sites"

Varun Kumar

Mangalmay Institute of Management and Technology, Shimla

Ashima Dhiman

Himachal Pradesh University, Shimla

In the Senior Secondary years, the respective fields of study get divided into various streams like Science, Commerce and Humanities. Students can choose any stream that they are interested in and would like to make a career out of it by studying further. Senior Secondary years of education are the two last years of secondary education. After this student can take up the college for specific degrees according to their interest like- engineering, doctor, CA, teaching, accountancy, medical etc. Social networking as a communication medium is rising day by day, mainly in the prosperous increase of applications for mobile devices. Especially young teenagers are becoming familiar with sharing their everyday life and experiences in various social networking sites like – WhatsApp, Instagram, Facebook etc. As well as keeping in touch with teachers, friends, and family online and talking about their interests. This research paper focus on Perception level of Senior Secondary School Students towards the use of social networking sites. For the same, besides secondary data, an electronic questionnaire was prepared and Students from Senior Secondary School were required to respond to close ended and open ended questions through Google form. Questionnaire was used as a research instrument to collect data from 174 respondents which had been selected randomly. The present study revealed that students not only engage with social networking sites for entertainment but a substantial amount of time is spent on academic-related activities too.

Keywords: Perception, Senior Secondary School Students, Social networking sites

The senior secondary years of a student involves the 11th & 12th grade of a student in which they have to select a stream of their interest Senior Secondary is also referred as High school in various places.

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The terms such as youth, adolescent, teenager, kid and young person are interchanged around the world accordingly, often means the same but differentiated occasionally. The

term "Youth" refers to different age groups. Sometimes it ranges from age groups 14 to 21.

Scholars argue that definitions which are age based are not consistent across cultures of times. So, it is more accurate to focus on the social processes in the transition to adult freedom defining youth. However, the term "Adolescent" refers to a specific age range in which there is a developmental period in a person's life unlike youth which is a socially constructed category. It is age in which he/she develops self-concept

Below mentioned are some of the features of social media: -

1. Social networking sites are applications which are based on Interactive Web internet.
2. Main sources of social networking site are content such as texts, posts, comments,

photos and videos, data generated by online interactions etc.

3. Social networking site or social media organization designs and maintains profiles accounts and identities of the users which they create for the websites and applications.
4. Social media provide the facility of social networking by connecting one user with another user or group and one group with another.

Popular Social Networking Sites in India

There is plethora of websites that are serving the dual purpose of social networking as well as providing education through web-based services. A few prominent websites being used by Indian faculty and students are discussed here:

- 1) Facebook

the use of social networking site has affected the social circle of students or not. During the period of COVID-19 social networking sites prove to be a big boon for both students and teachers. This study investigates how the social networking sites help students and teachers during COVID-19. The study also deals in investigating how social networking site has been used for education in an institution like a school. The study helped in finding if there is any relationship between social networking sites and the academic performance of the students.

Since, it is techno-world and all the first-hand data is gathered with the help of google form.

Objectives of the Study

1. To analyse the perception of senior secondary school students towards social networking sites.
2. To observe the popular social networking sites among senior secondary school



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Teacher: A liberator of Soul

Ms. Neha Bajaj
Ms. Shikha Sharma
Assistant Professor (GIAST)

Abstract

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Keywords: Teacher, student, guru, gurukul, education, mentor, virtual teaching, tabula rasa

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Ms.RUPA SHARMA

PAPER PUBLISHED:

1. SHIKSHA KA BADALTA SWAROOP: E-LEARNING AND SHIKSHAK-SHIKSHA, International Educational Journal CHETANA, Vol 3, August 2021.

2. ADOLESCENCE PROBLEM, CHALLENGES, AND STRATEGIES, International Educational Journal Chetana, Vol 4, Dec 2021.

RESEARCH EXPERIENCE:

“THE PROBLEM-SOLVING ABILITY AND ITS RELATION TO THE EDUCATIONAL ACHIEVEMENT”

Paper Presented:

Presented a paper in one week FDP Programme on the topic-“Role of Teacher Educators in Providing Holistic and Enjoyable Learning in the presence of Heterogeneity” at Gitarattan Institute of Advanced Studies and Training, Delhi August 2022



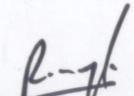
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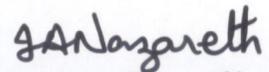


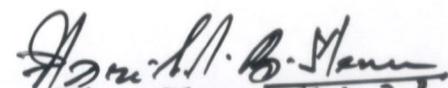
GOA UNIVERSITY

**UGC – SPONSORED SHORT TERM PROGRAMME - RESEARCH
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This is to certify that Ms. Shikha Sharma, Assistant Professor from Gitarattan Institute of Advanced Studies and Training, Rohini, Delhi, Guru Gobind Singh Indraprastha University, Delhi, participated in the Short Term Programme(STP)-Research Methodology (Online) held at UGC-MMTTC, Goa University from 23-07-2024 to 29-07-2024 and has obtained 'A+' grade.


Director
UGC-MMTTC


Course Coordinator


Vice-Chancellor
Goa University

Date: 29.07.2024

THE IMPORTANCE OF VALUE BASED EDUCATION & ROLE OF TEACHER

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Keywords: Value Education, Role of Teacher, Present Education System.

Abstract

In present era Education include ultra modern technology where we are inclined more toward knowledge and ranks in examinations rather than applying the learning in our day today life and utilizing the knowledge for development of society, nation and ourselves in true sense. Teachers are putting more and more emphasis on marks obtained by students rather than evaluating them as a whole whether they are ready to face ups and downs of life or not. Parents are choosing the schools which are advertising for better academic achievement of their student, neglecting the other aspects of education. Parents and Teachers wants that student should learn that type of education which can help him to get a better job and position in employment market, which will ultimately help him to accumulate lot of money and things of leisure and pleasure. Superlative purpose of Education has been completely overlooked by our policy makers and students have become machine to generate marks and teachers as machine operator. Basic purpose of education- to enlighten the inner soul of an individual enabling him in understanding the life in better way has lagged behind in the race of modernization. In near future if we failed to

incorporate the essential value based Education in our children, the whole meaning of Education will be lost in this materialistic world. The present paper is an attempt to state the importance of value education in the present education system so that the future generations will nourish high ideals and values to contribute in the development of the society and the role of a teacher in imparting values.

Paper Identification



Concept of value based Education:

In simple term value based Education part of the Education which imparts certain essential moral, an ethical, cultural, social, spiritual value in child necessary for their all round development and prepares them as a complete man. It built the character and is necessary for development of personality of a individual. It includes physical health, mental health,

TEACHER EDUCATION IN INDIA: TRENDS AND CONCERNS

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Abstract

It is universally acknowledged that education is an effective means for social reconstruction and to a great extent it offers solution to the problems a society is faced with. These problems may be economic, social, cultural, political, moral ecological and educational. Since the teachers play a major role in education of children, their own education becomes a matter of vital concern. A lot of planning and resources has been spent for improving the quality of teacher education. This paper says about the history-what we did-and present-what we should do for better teacher education programme.

departments of education and their affiliated colleges, government and government aided institutions; private and self-financing colleges and open Universities are also engaged in teacher education. The present paper intends to discuss specifically the changes visualized by the National Curriculum Framework (NCF) 2005, National Curriculum Framework for Teacher Education (NCFTE) 2009, Continuous and Comprehensive Evaluation (CCE), NCTE Regulations 2009 and 2014, and Right to Education Act 2009 and its implication in the field of teacher education.

Emerging Trends:

National Curriculum Framework 2005

The National Council of Educational Research and Training brought out the NCF 2005 stressing the following changes at school level: (a) connecting the curricular knowledge with the learners life experiences of outside school environment, (b) shifting learning from rote memorization to construction of knowledge by the learner by actively participating learning activities, (c) enriching the curricular experiences which move beyond the prescribed textbooks, and (d) integrating assessment with the learners classroom life experiences (NCF, 2005). The changes visualized through constructivist pedagogy where teachers take a

Paper Identification



*Corresponding Author

Introduction

India has one of the largest systems of teacher education in the world. Besides the university

Reflective Practice : A Tool for Reflective Teacher

Shikha Sharma

Abstract

This paper discusses the reflective practices in the light of reflective practitioner. Why it is so important to practice reflection for the teacher? It also discusses the characteristics of being a reflective teacher and most importantly how to do it in daily practice. As a teacher, we might all of us practice being reflective practitioner but we don't keep a record for our future references. So in this paper we intend to highlight the importance of keeping an eye on tools of reflective practice.

Introduction

Teaching is a complex activity that requires teachers to think about or reflect on what they do. Perhaps the most critical shift in education in the past 20 years has been a move away from the conception of "learner as sponge" towards an image of "learner as active constructor of meaning." Although Plato and Socrates reminded us long ago that learners were not empty vessels, blank slates, or passive observers. Teachers have talked; students have been directed to listen (Cuban 1993). Reflection is a fundamental tenet of learning; it is also, therefore, a fundamental part of teaching. A common view of reflection is that it involves deep thinking about things. Perhaps, thinking about the structure of the universe or why you argued with your parent last night could be regarded as reflection- others might consider it nothing more than idle self-introspection. Most of us spend time thinking about what we do and the effects we have on others, but we don't take it step further and reflect on our actions and make plans to do thing differently. "To reflect" means to look back at how something "went," and see it for all its available parts and patterns: causes and effects; comparisons and contrasts; strengths and weaknesses; its characteristics; how close it came to what you were expecting.

Reflection is deliberate, purposeful, linking to theory and practice, to do with learning, about change in behaviour and development to become a reflective teacher. According to Jenny Moon (2005) - Reflection is a form of mental processing that we use to fulfil a purpose or to achieve some anticipated outcome. It is applied to gain a better understanding of relatively complicated or unstructured ideas and is largely based on the reprocessing of knowledge, understanding and, possibly, emotions that we already possess.

Ms. Shikha Sharma : Assistant Professor, Geeta Rattan Institute of Advanced Studies, Delhi

CHAPTER 10

Lifelong Learning for Holistic Development: A Pathway to Flourishing

Shikha Sharma

Abstract

In pursuit of knowledge community through lifelong learning has become the new norm in society. Learning is conceptualized as a lifelong process that drives to foster holistic development across various dimensions that nurture the physical, mental, emotional, social, intellectual, spiritual, vocational, and environmental aspects of an individual's well-being. This paper aims to explore the concept of lifelong learning in the context of holistic development, drawing insights to provide a comprehensive understanding of the historical and philosophical bases of lifelong learning, prospects, and challenges. The findings of the study state lifelong learning is not a mere concept but a journey of empowering individuals to thrive in an ever-evolving world, embodying the essence of wellness pillars for holistic development to make individuals capable of navigating life complexities to attain a state of happiness and a sense of purpose in life. The study identifies that the future of lifelong learning is closely interlinked with digital platforms and online learning like MOOCs to provide accessible and flexible ways for individuals to engage in self-development, changing the work landscape and recognizing the principle of learning how to learn.

Keywords: Lifelong learning; holistic development, learning how to learn, and MOOC.

Publication Ethics: A Long way to go

Shikha Sharma

Abstract

In this article the author tries to highlight the concept of publication ethics its importance for the researcher and publisher to enrich the knowledge driven community. On the outset it finds the logical reasons for ethical publication of the article should be in action not by words only as it contributes to the author reputation, resourcefulness and opens the door of opportunity. Ethical publication is the only way to prioritize the study and to create the pool of knowledge.

Keywords: Publication Ethics, knowledge driven community, informed consent

“It is important to set the standard for publication ethics, so that we can enrich the community knowledge”

Introduction

Publication of an article in a journal is an essential step for the growth and development of the knowledge driven community around the world. It depicts the quality of work done by the author and the publisher. Publication of an article in peer-reviewed journal is time consuming process. It is important to set the standard for publication ethics, so that we can enrich the knowledge community.

Publication ethics refers to the code of conduct and best practice guidelines to be followed by the editors of journal who publish the result of scientific research and scholarly article. Ethics in research bind the researcher to follow the ethical behavior at every stage and publishing the article in peer reviewed journal can be an exuberating for the researcher.

Publication Ethics

- ✘ Ethics Approval: Have you taken the approval from the Institution Review Board or Ethics Committee?
- ✘ Informed Consent: Have you documented the informed consent?

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An analytical study on " perception of Senior Secondary School students toward the use of Social Networking sites" INSPA

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Ashima Dhiman

Himachal Pradesh University, Shimla

In the Senior Secondary years, the respective fields of study get divided into various streams like Science, Commerce and Humanities. Students can choose any stream that they are interested in and would like to make a career out of it by studying further. Senior Secondary years of education are the two last years of secondary education. After this student can take up the college for specific degrees according to their interest like- engineering, doctor, CA, teaching, accountancy, medical etc. Social networking as a communication medium is rising day by day, mainly in the prosperous increase of applications for mobile devices. Especially young teenagers are becoming familiar with sharing their everyday life and experiences in various social networking sites like – WhatsApp, Instagram, Facebook etc. As well as keeping in touch with teachers, friends, and family online and talking about their interests. This research paper focus on Perception level of Senior Secondary School Students towards the use of social networking sites. For the same, besides secondary data, an electronic questionnaire was prepared and Students from Senior Secondary School were required to respond to close ended and open ended questions through Google form. Questionnaire was used as a research instrument to collect data from 174 respondents which had been selected randomly. The present study revealed that students not only engage with social networking sites for entertainment but a substantial amount of time is spent on academic-related activities too.

Keywords: Perception, Senior Secondary School Students, Social networking sites

The senior secondary years of a student involves the 11th & 12th grade of a student in which they have to select a stream of their interest Senior Secondary is also referred as High school in various places.

In the Senior Secondary years, the respective fields of study get divided into various streams like Science, Commerce and Humanities. Students can choose any stream that they are interested in and would like to make a career out of it by studying further. Senior Secondary years of education are the two last years of secondary education. After this student can take up the college for specific degrees according to their interest like- engineering, doctor, CA, teaching, accountancy, medical etc.

The terms such as youth, adolescent, teenager, kid and young person are interchanged around the world accordingly, often means the same but differentiated occasionally. The

term "Youth" refers to different age groups. Sometimes it ranges from age groups 14 to 21.

Scholars argue that definitions which are age based are not consistent across cultures of times. So, it is more accurate to focus on the social processes in the transition to adult freedom defining youth. However, the term "Adolescent" refers to a specific age range in which there is a developmental period in a person's life unlike youth which is a socially constructed category. It is age in which he/she develops self-concept

Below mentioned are some of the features of social media: -

1. Social networking sites are applications which are based on Interactive Web internet.
2. Main sources of social networking site are content such as texts, posts, comments,

photos and videos, data generated by online interactions etc.

3. Social networking site or social media organization designs and maintains profiles accounts and identities of the users which they create for the websites and applications.
4. Social media provide the facility of social networking by connecting one user with another user or group and one group with another.

Popular Social Networking Sites in India

There is plethora of websites that are serving the dual purpose of social networking as well as providing education through web-based services. A few prominent websites being used by Indian faculty and students are discussed here:

- 1) Facebook

the use of social networking site has affected the social circle of students or not. During the period of COVID-19 social networking sites prove to be a big boon for both students and teachers. This study investigates how the social networking sites help students and teachers during COVID-19. The study also deals in investigating how social networking site has been used for education in an institution like a school. The study helped in finding if there is any relationship between social networking sites and the academic performance of the students.

Since, it is techno-world and all the first-hand data is gathered with the help of google form.

Objectives of the Study

1. To analyse the perception of senior secondary school students towards social networking sites.
2. To observe the popular social networking sites among senior secondary school



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8	डॉ चित्रा जितेंद्र सिंह	ज्ञान के क्षेत्र में तकनीकी आत्मनिर्भरता
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10	रूपा शर्मा	शिक्षा का बदलता स्वरूप : ई-लर्निंग और शिक्षक शिक्षा



CHAPTER-17

Distinction among Attitude,
Aptitude and Interest

Dr. Shikha Ranjan
Associate Professor, Gitaraitan Institute of Advanced Studies
and Training, Delhi

The main difference between aptitude and attitude is that **aptitude is a person's natural ability to learn something, while attitude is a person's feelings, opinions or perspectives about something.**

Aptitude measures a person's ability to acquire a new skill or ability. It's a measure related to intelligence. Attitude, on the other hand, is one's mental perspective about a particular issue or person. Psychological findings for children's developmental patterns have led to an increased appreciation of education as an active functioning process that involves not only the learner's ability to achieve but also his/ her emotional reactions to the materials of learning. The degree of success that a learner can be expected to attain in his/her learning activities depends in great measure upon the child's own aptitudes, attitudes, and his or her temporary or persistent efforts.

Learning must be motivated in such a way that the ability or aptitude and interest in the content of study is built upon the child's existing attitudes. However, the initial attitudes and interest that the child brings into the instructional formal instructional environment may not always be appropriate to stimulate the child to achieve to the limit of their potentials.

then, conscious effort has to be directed towards change of such attitudes and interest. The knowledge about the aptitude, attitude and interest is essential for teachers to guide their students in the instructional environment.

Attitude

The word attitude refers to an individual's orientation toward an item, person, concept, institution, social process or situation is indicating his or her web of beliefs and perceptions based on their experiences or observational learning. Attitude influences Behaviour and attention.

An attitude is one's opinion or standpoint about something. It can be described as "a set of emotions, beliefs, and behaviours toward a particular object, person, thing, or event". Attitudes are based on a person's experiences, values, beliefs, and emotions. Therefore, they are personal responses set according to personal preferences. For example, two people can have two very different attitudes towards the same issue, i.e., one person may show a positive attitude while the other may show a negative attitude. This is why there is so much controversy around issues like homosexuality, abortions, and religion. Attitudes of a person have a strong influence over his or her behaviour. Moreover, the way a person behaves in a situation depends on his or her attitudes.

In psychology, attitudes are categorized into three main components as affective, behavioural and cognitive. We also call this the ABC model of attitudes. Affective indicates how something makes you feel, while behavioural indicates how attitude influences your behaviour. Moreover, the cognitive component is related to your thoughts and beliefs about a subject.

Furthermore, attitudes can be either explicit or implicit. Explicit attitudes are attitudes that we are consciously aware of. They influence our behaviours and beliefs. Implicit attitudes, on the other hand, are unconscious, but they do have an effect on our beliefs and behaviours.

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With Warm Regards,

Dr. Jyoti Tiwari



Meaning and Concept of Special Education, Integrated Education & Inclusive Education

Dr. Shikha Ranjan

Introduction

Education is a powerful instrument of Social change, and often initiates upward movement in the social structure thereby, helping to bridge the gap between different sections of the society. A child or young person has special education needs, if the person has learning difficulties or disabilities that make it harder for them to learn than most other children and young people of about the same age. There are three popular options for educating children with disabilities: namely, segregated Special education, integrated education and Inclusive education.

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Creating an Inclusive Educational Society

Edited by
Jyoti Tiwari



Handwritten signature
S. K. Jain & Co.

Contents

Preface	iii
Foreword	iv
Contributors	vi
1. Journey of Self-Discovery through Experiential Learning Dr. Shikha Ranjan	1
2. Cultivating Resilience and Gratitude for improved Wellbeing Ms. Ruchi Arora	18
3. Brushstrokes of Life: An Artist's Journey Mr. Faizan and Dr. Kapil Chaudhary	31
4. Ahara-moniush Growth: Effect of Food on Yogic Practices Ms. Damini	45
5. Awakening the Phoenix Within Discovering Your Exceptional Purpose Ms. Aarti Panchal	53
6. Understanding Self to Embrace the Growth Mindset in Education Dr. Shubhangni Jain	63
7. The Eternal Quest for Knowledge: Insights from Bhagavad Gita Mr. Amit Chahal	74
8. Lifelong Learning for Young Minds: The Path to Holistic Growth Ms. Vidheeta Mathur	83
9. Finding Joy Within- A Path to a Blissful Life Dr. Sakshi Vermani Rishi	92
10. Lifelong Learning for Holistic Development: A Pathway to Flourish Ms. Shikha Sharma	98

11. Teens, Social Media and Self: A Close Look Dr. Geetika Tholia	120
12. Empathy: A Prime Attribute in the teaching-learning process to foster well-being among Teachers and Taught Dr. Anshul Mathur	129
13. Moving Beyond Your Fears: Exploring the Power of Fear as a Motivator for Self-Growth Ms. Khushboo Kumari	138
14. Building Resilience in Adolescents Ms. Vandana Taneja	146
15. From Pedagogy of the Oppressed to Pedagogy by the Oppressed: Autonomy of the Teacher, Changing Roles, and the Status of a Teacher in Today's Times Dr. Shweta Tiwari	151
16. Report on "Empowering Women: Initiatives for Livelihood Development through Skills to Succeed" Dr. Geeta Malhotra	162

CHAPTER 1

Journey of Self Discovery through Experiential Learning

Dr. Shikha Ranjan

“Happiness is the meaning and purpose of life, the whole aim and end of human existence.”

—Aristotle.

Abstract

A **person-centered approach** to living the good life is to know **who am I, what I really want**, and then go after it with zest is the way to live a happy and meaningful life. An **authentic happy life** is one of continued improvement and growth towards fulfilling our true nature. As education throughout life is based on four pillars of Learning: ‘Learning to know’, ‘Learning to do’, and ‘Learning to live together’, ‘Learning to be’. (Delors Report, Learning: The treasure Within, UNESCO). The true meanings to these pillars are viewed as intelligence in four domains. The first two pillars associated with IQ, come under Cognitive and Psychomotor domain respectively. Third one is concerned with E.Q, Emotional Quotient which comes under affective domain and finally, fourth is related to S.Q. i.e., Spiritual Quotient, the additional domain. The empowering of all intelligence makes a man as a Man. Therefore, in journey of self discovery through experience four pillars of learning are to be emphasized. Self- Discovery—how we see ourselves and the effects we have on our environment—influences our behavior and the type of person we want to become.

Keywords: Self Discovery, Person Centered Approach, Authentic Happy Life, Delors Report

Dr. Shikha Ranjan, Associate Professor, Gitarattan Institute of Advanced Studies, and Training, Rohini



Lifelong Learning for Holistic Development: A Pathway to Flourishing

Shikha Sharma

Abstract

In pursuit of knowledge community through lifelong learning has become the new norm in society. Learning is conceptualized as a lifelong process that drives to foster holistic development across various dimensions that nurture the physical, mental, emotional, social, intellectual, spiritual, vocational, and environmental aspects of an individual's well-being. This paper aims to explore the concept of lifelong learning in the context of holistic development, drawing insights to provide a comprehensive understanding of the historical and philosophical bases of lifelong learning, prospects, and challenges. The findings of the study state lifelong learning is not a mere concept but a journey of empowering individuals to thrive in an ever-evolving world, embodying the essence of wellness pillars for holistic development to make individuals capable of navigating life complexities to attain a state of happiness and a sense of purpose in life. The study identifies that the future of lifelong learning is closely interlinked with digital platforms and online learning like MOOCs to provide accessible and flexible ways for individuals to engage in self-development, changing the work landscape and recognizing the principle of learning how to learn.

Keywords: Lifelong learning; holistic development, learning how to learn, and MOOC.

Shikha Sharma, Assistant Professor, Gitarattan Institute of Advanced Studies and Training, Rohini

Introduction

Lifelong learning is a dynamic and transformative educational approach that emphasizes the continuous pursuit of knowledge, skills, and personal growth throughout an individual's entire lifespan (European Commission, 2001). It transcends the traditional boundaries of formal education and recognizes that learning is not confined to specific stages of life or formal institutions. Instead, it encompasses a wide range of learning experiences, from formal learning to informal interactions, non-formal learning, self-directed study, and experiential learning (Tissot, 2004) Figure 1.1. The movement of lifelong learning gravitates around UNESCO envisioning a new approach to learning with the concept of "Lifelong Education" with Faure report, 1972 publication of *Learning to Be: The World of Education Today and Tomorrow*. The report highlighted that learning is not confined to formal schooling but should continue throughout one's life. It called for the development of mechanisms to support ongoing education and skill acquisition, enabling individuals to adapt to evolving societal and technological changes. It opposes the one-size-fits-all approach and validates the knowledge and skills acquired through experiences such as work, community involvement, and personal pursuits (UNESCO, 1972).

The lifelong learning concept has gone through a cognitive revolution over a period from its evolution from being economically precarious to self-learning for individuals. A man cannot achieve, or even discover, the potentiality of which he is capable unless he continues to learn; only so can he make the most of himself (Singh & Nayak, 1997). This concept of learning acknowledges that in today's rapidly changing world, the acquisition of knowledge and skills is not a one-time event but an ongoing process for the holistic development of an individual. It involves adapting to new challenges, embracing evolving technologies, and staying intellectually engaged to remain relevant and competitive in various spheres of life.