



GITARATTAN INSTITUTE OF ADVANCED STUDIES AND TRAINING

E- NEWS LETTER JAGRITI SESSION: 2024-2025



**NAAC Accredited, NCTE Recognised, GGSIPU Affiliated Rohini, Delhi, Ph.-011-
27052233/44, e-mail infogiast@gmail.com**

ABOUT GIAST

GIAST, an affiliate of GGSIPU, Dwarka, and a pioneer in Teacher Training which was set up under the aegis of Rohini Educational Society in 1999 with prime objective of nurturing every student – teacher as “responsible” Teacher. The institute is a venture of its own kind where educators and professionals have joined hands to aid direct the agenda of Education.

In today’s highly competitive era schools are equipping the teachers who are multi-talented to have strong creative skills along with the understanding of students to shape their future. To fulfill the need of society and to face the challenges of life, the budding teachers are to be prepared to cope with the changing societal and professional needs with the Ancient Era.

For this GIAST is providing platform to enhance the potential of aspirant teachers

Gitarattan Institute of Advanced Studies and Training has emerged as a widely recognized & one of the best center of excellence in Teacher Education. GIAST is committed to produce excellent teachers who are highly motivated, globally competitive and are living models of human values. They are capable of transforming acquired knowledge and skills into professional life to nurture the future of the nation.

DIRECTOR'S **MESSAGE**



Prof.(Dr.) Sonia Jindal M.A., M.Ed., MBA & Ph.D. (Member of the "The Court", GGSIPU and Member of the academic council, GGSIPU) “To succeed in your mission, you must have single-minded devotion to your goal.” -APJ Abdul Kalam

As a Director of this college, I'm extremely proud of the rich tradition of providing practical, experience-based education that our college has upheld since its founding. Our educational programs prepare our students to become educationalists with the moral depth and intellectual intensity necessary to meet the challenges of a time of critical transition in society.

I expressed faith in our ability to adapt as an institution. I am still amazed by, and enormously grateful for, the hard work of all our academics and staff, and for the professionalism and speed with which we set ourselves up for virtual teaching and working from home.

Higher education is a privilege and an honour and a special time in your life and I encourage all of our students to take every opportunity available here at GIAS. It is our aim to provide you with the best in residential education and support you in your academic work. We will work together to maintain health and safety standards, while sustaining the academic excellence and personalized attention. As much of College life resumes, we will be looking to see how we can use the experiences of the pandemic to create a better future. Our earnest attempt will be towards upholding academic integrity, accountability, sustaining open and transparent systems, and being sensitive to social responsibilities. This could be possible only through a collaborative, shared, and consultative work culture. Building on the strong foundation of the college, let us all strive for cautious, consistent, and catalytic improvement in the overall development, paving way for innovative ideas and thinking

EDITORIAL BOARD



Dr. Shikha Ranjan
(B.Ed. Coordinator)
Associate Professor



Ms. Divya Singh
Pupil Teacher



Ms. Deepa
Pupil Teacher



Ms. Vandana Kumari
Assistant Professor



ACHIEVERS



ACHIEVEMENT - GOLD MEDALIST

SR.N O	YEAR	NAME OF THE STUDENT	PERCENTAGE
1	2000-2001	JYOTI JAIN	88%
2	2001-2002	ARPITA SEHGAL	87.80%
3	2002-2003	EKTA KAPOOR	88.46%
4	2005-2006	APARNA	90.75%
5	2006-2007	NEHA BAJAJ	88.87%
6	2007-2008	NEHA JAIN	89.60%
7	2008-2009	ARCHANA BANSAL	90.30%
8	2010-2011	MONU ANAND	91.06%
9	2011-2012	SHIVANI CHAUDHARY	83.26%
10	2013-2014	SAKSHI ARORA	89.60%
11	2014-2015	APARNA BANSAL	88.90%
12	2019-2021	ANSHU GRADE	90.33%



GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING
ACADEMIC CALENDAR

Session 2024 -2025 (B.Ed. Semester I & III)

Semester – III (2023-2025)

01.08.2024 to 04.12.2024

S. No.	Dates	Events
1.	02.08.2024	Commencement of B.Ed. III Semester Session & Orientation & Formats about PSE Files
2.	03.08.2024	Lesson planning & Final Lesson Discussion
3.	04.08.2024	Microteaching
4.	05.08.2024 – 16.08.2024	SIMULATION & File format Discussion
5.	07.08.2024	Extension Lecture: Latest Pattern for assessment in the school by HOS GGS (MS. Seema Sharma)
6.	09.08.2024	CCA – on the theme Independence Day- Patriotic song, skit & Dance
7.	10.08.2024	Extension Lecture: “School Internship Program - SIP” & “Role of Teacher in School Environment” By: Dr. Sunita Singh, Department of Education, Delhi.
8.	13.08.2024	External Workshop on “Innovative Use of ICT” By : Ms.Rajni Gautam (ICT Expert in CBSE School)
9.	14.08.2024	Independence Day Celebration – Group Dance
10.	16.08.2024	Extension Lecture: Concept of Thematic Assembly & importance of Time Table & Records” by : Dr.Gulab Singh
11.	16.08.2024	CCA: Rakhi & Mehndi Competition under house activity
12.	16.08.2024	Extension Lecture “ATR, By: Shikha Sharma.
13.	20.08.2024 – 30.11.2024	INTERNSHIP PROGRAM B. ED Semester - III (Offline)
14.	23.10.2024 – 25.10.2024	SPORTS MEET



15.	15.11.2024 – 16.11.2024	Internal Exam (MINOR)
16.	18.11.2024 – 19.11.2024	External Practical Exam (sem -III)
17.	20.11.2024 – 28.11.2024	SEMESTER END EXAM (INTERNSHIP) – External
18.	16.12.2024 – 28.12.2024	External End Term Theory Exam.
19.	02.01.2025 – 15.01.2025	Winter Vacation.
20.	16.01.2024	Commencement of SEM - IV
21.	16.01.2025 – 21.05.2024	SEMESTER – IV (2023 – 2025)

B.ED I YEAR (SEMESTER – I- Session 2024-2025)
01.08.2024 to 04.12.2024

1.	17.08.2024	AAGAZ of B.Ed. I Year Students
2.	23.08.2024	CCA: Poster making Competition ON the eve of JANMASTHMI.
3.	30.08.2024	CCA: Talent Hunt
4.	04.09.2024	Students Council Election
5.	05.09.2024	Teachers Day Celebration
6.	06.09.2024	CCA: Theme Ganesh Chaturthi CELEBERATION.
7.	9.09.2024 – 13.09.2024	Personality Development: Group wise presentation: (Iconic figure presentation) (U.S)
8.	13.09.2024	CCA: Kavi Sammallen/Kavita (Theme: Hindi Diwas)
9.	17.09.2024	Global Communication: Learning technique to improve communication with colleagues, clients & stakeholders. (Language Across Curriculum)



10.	20.09.2024	CCA: Collaborative Concept mapping through creative resources. (House Activity)
11.	21.09.2024	Freshers Party celebration.
12.	23.09.2024	Extension Workshop: How to write significant life experience / Event By: Prof. Sonia Jindal
13.	24.09.2024	Social, Economic and cultural differences in Socialization & impact of diverse socialization pattern on inclusion.(CGU)
14.	25.09.2024 – 9.10.2024	Workshop : Understanding working in group (social role play)
15.	26.09.2024	Skill development: Awareness regarding “How to register on ABC PORTAL” (link provided to students)
16.	27.09.2024	POSTER/ COLLAGE making on Gandhi Jayanti
17.	04.10.2024	CCA: Skill Development: Think out of Box / creativity (essay/story/video making)
18.	11.10.2024	Dussehra celebration (garba celebration)
19.	15.10.2025	Extension Lecture: “Exploring the efficacy of gamification in enhancing student engagement in online courses.”
20.	16.10.2025	Mindfulness Activity workshop: By MS. Shelly Tandon.
21.	18.10.2024	CCA: Rangoli Making & Bulletin Board Decoration.
22.	19.10.2024	National Seminar: SOCIAL EMOTIONAL LEARNING AND ARTIFICIAL INTELLIGENCE IN EDUCATION
23.	25.10.2024	CCA: Rangoli Making & Bulletin Board Decoration. (Diwali Celebration)
24.	21.10.2024 – 26.10.2024	Internal Theory Exam (MINOR)
25.	28.10.2024	Philosophical perspective of Education on philosophy with reference to educational objectives & pedagogical practices. (Philosophy)
26.	5.11.2024	Glimpses of different childhood in India
27.	8-9-10 .11.2024	Educational Trip (JIM CORBETT + NAINITAAL)



28.	11.11.2024 – 23.11.2024	PSE - I (Sem - I)
29.	23.11.2024	National Seminar On “Future Fluent : Building Global Competencies For the 21 st Century”
30.	25.11.2024	Internal Practical Exam
31.	27.11.2025 – 28.11.2025	External Practical Exam (sem – I)
32.	16.12.2024 – 28.12.2024	End Term External Theory Exam (Sem – 1)
33.	02.01.2025 – 15.01.2025	Winter Vacation
34.	16.01.2025	Commencement of the session – Sem – II

- Internal Assessment will be conducted by respective teachers before the end of semester.
- Two class test per subject will be conducted by respective teachers.
- Attendance in all subjects (75%) is compulsory.
- Subject Assignment will be given by respective subject teachers
- Any other activity / work related to the course will be assigned & informed time to time.

EXTERNAL ACTIVITIES

- National Seminar and National Conference for the semester would be arranged
- Extension Lectures and Workshops for Enrichment and Skill Development Programme will be intimated time to time

NOTE:

1. All the material of CCA should be properly retained, as to be submitted in the college for record.
2. In all the activities the 1st, 2nd & 3rd position holders from all the sections will be awarded certificate of appreciation.



GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING
ACADEMIC CALENDAR-

2024 – 2025

B.Ed. (16.01.2025 – 21.05.2025)

IV (2024 – 2025) & II (2024 - 2025) SEMESTER

S. No.	Dates	Events
1.	16.01.2025	Commencement of the B. ED II & IV Semester AGAZZ (Report & Video)
2.	24.01.2025	Republic Day Celebration
3.	31.01.2025	Educational Trip: Rang Manch (Gurugram)
4.	03.02.2025 – 17.02.2025	PSE – II (Preliminary School Engagement)
5.	10.02.2025 – 12.02.2025	Workshop Of Tie & Die / Block Painting (Art & Drama in Education)
6.	07.02.2025	EXTENSION LECTURE: ACTION RESEARCH
7.	14.02.2025	EXTEMPORE: CCA: CURRENT TOPIC ON EDUCATION
8.	18.02.2025	EDUCATIONAL Excursion at <u>“SURAJKUND”</u>
9.	21.02.2025	CCA: - Just A Minute (Hindi & English)
10.	27.02.2025 to 28.02.2025	Mock Interview BY Experts (by various faculty)
11.	05.03.2025	Self-Analysis after reading book through MARCI SCALE
12.	07.03.2025	CCA – Under House Activity -SPORTS competition: Shelly Tandon



13.	11.03.2025	<u>Case study Challenges:</u> Through Movie Screening
14.	17.03.2025 & 18.03.2025	Visit to Inclusive School (Ashta Vakra)
15.	21.03.2025	CCA: BULLETEIN BOARD DECORATION (under house activity)
16.	22.03.2025	<u>NATIONAL SEMINAR:</u> "The Intersection of Social Emotional Learning & Artificial Intelligence in Education"
17.	26.03.2025	Skill Development – Cultural State Fair under ART & DRAMA
18.	28.03.2025	CCA: - "Best Out of Waste" (Re- use of waste material & preparation of products out of waste) – House activity.
19.	EXTENSION LECTURE	"Experiential Learning: Its Implication in the Class Room"
20.	EXTENSION LECTURE	"ACTION RESEARCH": Its Implication in the Class Room"-
21.	EXTENSION LECTURE	"Role of Artistic activities in Life Skills": by Usha Hooda
APRIL'2024		
21.	04.04.2025	<u>CCA:</u> Treasure Hunt Competition (Under House Activity)
22.	11/04/2025	CCA: - VIDEO/ DOCUMENTARY MAKING COMPETITION (THEME: Vaisakhi)
23.	25.04.2025	CCA: BEST OUT OF WASTE
24.	26.04.2025	<u>MEGA JOB FAIR</u>
25.	National Conference on AI	



	28.04.2025 – 9.05.2025	End term Internal theory Exam'2025(sem – II)
26.	28.04.2025	<u>Extension Lecture:</u> INSTRUCTIONAL AID Resource Person
27.	5.05.2025	<u>Extension Lecture</u> Inclusion A Reality
28.	09.05.2025	Effect of Guidance & Counselling on Personality
29.	09.05.2025	<u>Earth Day Celebration: Folk Painting Competition.</u>
30.	03/05/2025	<u>CCA: Stand – Up – Comedy</u>
31.	12.05.2025	<u>National Technology Day</u> <u>REEL: Make your own story on nature</u>
32.	14/05/2025	FAREWELL
33.	19 .05.2025	<u>WORKSHOP:</u> "Digital Assessment Tool" By: MS. CHANDANI
34.	21.05.2025	Extension Lecture: "How to prepare for an Interview" – Prof.Sonia Jindal
35.	28/04/2025 – 09/05/2025	<u>MINOR</u> (END TERM THEORY & PRACTICAL EXAM) FOR IST & IIYEAR (SEM - 2 & SEM -4)
36.	19.05.2025 – 26.05.2025	End Term External Practical Exam
38.	29.05.2025 – 18.06.2025	END TERM FINAL Theory EXAM
39.	19.06.2025 – 16.07.2025	Summer Vacation
40.	JUNE 1 ST WEEK	Faculty Development Program



OTHER ACTIVITIES

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- **EXTERNAL ACTIVITIES**
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NOTE:

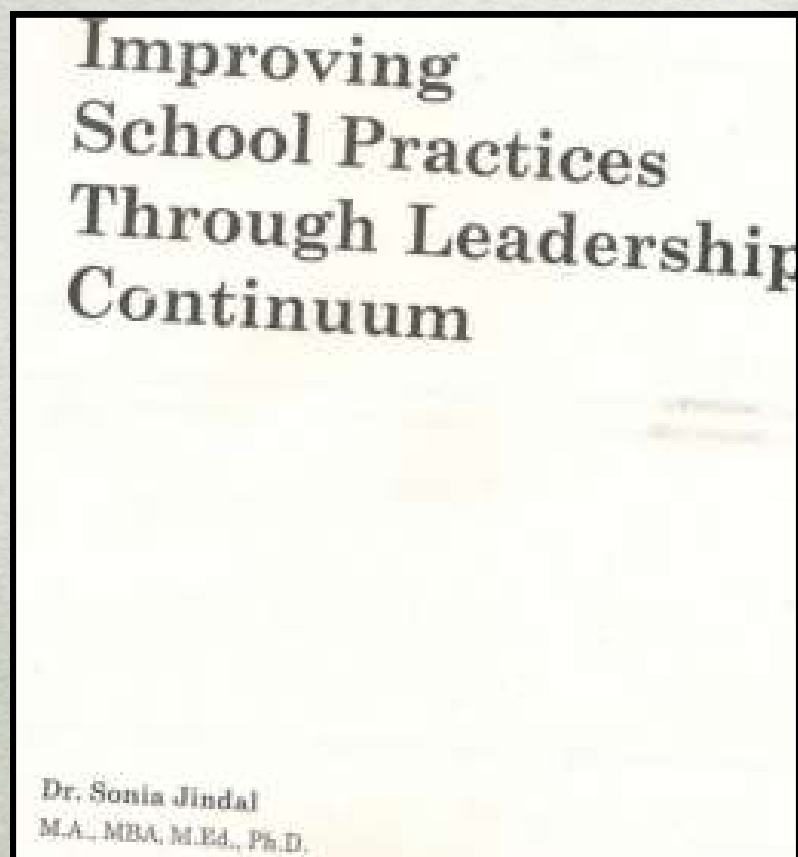
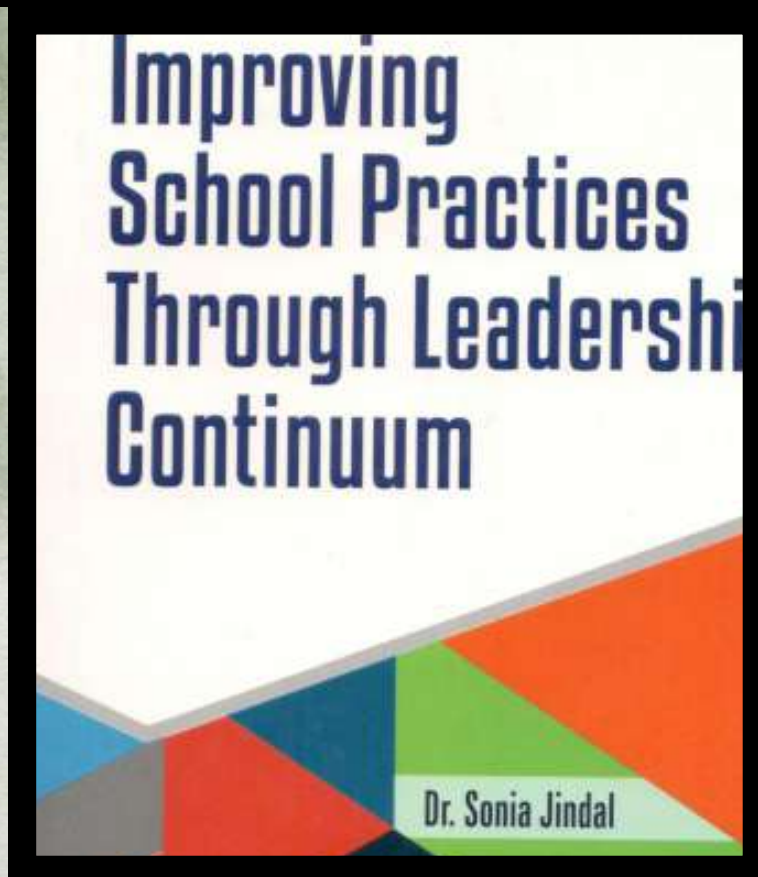
1. All the material of CCA should be properly retained, as to be submitted in the college for record.
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FACULTY ENRICHMENT UPDATES

A faculty enrichment record is a documented summary of an educator's professional development activities and achievements. It typically includes details on workshops attended, courses completed, research conducted, publications, and other contributions to teaching and learning. This record helps track progress, assess professional growth, and may be used for performance evaluations, promotions, or tenure considerations.



PROF. SONIA JINDAL



Improving School Practices Through Leadership Continuum

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

A Textbook on Assessment of Learning

Second
Edition

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

DR. SHIKHA **RANJAN**

ASSOCIATE PROFESSOR

PARTICIPATED:

- **SEVEN DAYS FACULTY DEVELOPMENT PROGRAM ON THE Theme : NEP 2020 in Action Transforming Classroom**
- **Realities National Webinar : An optimistic approach to Sustainable Teaching and Learning in India : Transforming India into a Vibrant Knowledge society through SDG 4**

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

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

Dr. Shikha Ranjan

Introduction

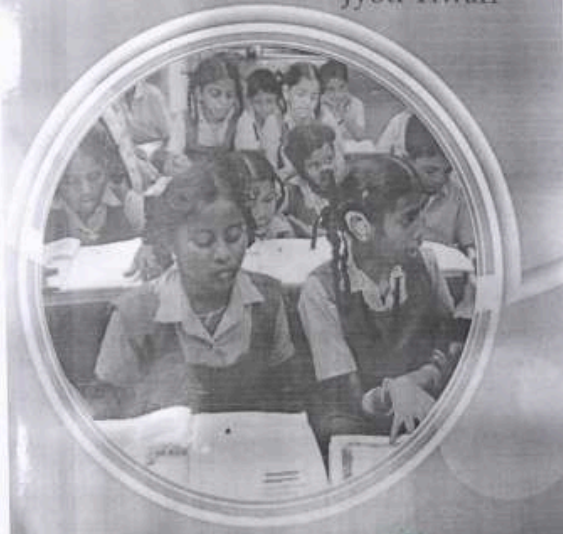
Education is a powerful instrument of Social change, and often initiates upward movement in the social structure thereby, helping to bridge the gap between different sections of the society. A child or young person has special education needs, if the person has learning difficulties or disabilities that 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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Edited by
Jyoti Tiwari



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CHAPTER-17

Distinction among Attitude, Aptitude and Interest

Dr. Shikha Ranjan
Associate Professor, Gitanjali 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.

Distinction among Attitude, Aptitude and Interest

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.

**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	Conference Proceeding	Department of Education, CIE, Delhi	50	Central Institute of Education

	Practices& Issues				
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-7Rohini,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-7Rohini,Delhi-85
13.	Creating an Inclusive Educational Society.	<u>Chapter in Edited Book</u>	ISBN978-93-80633-64-0	13-32	SaadPublicationsDelhi-110053
14.	Inculcating Life Skills through Group LearningModel.	Gitarattan Journal of Education	ISSN:2581-9581 Vol:04. Issue:01, July2022)	77-97	GRJE,Sector-7Rohini,Delhi-85
15.	Innovative Pedagogy, Reforms in curriculum & transforming teaching as Enjoyable learning in light of NEP 2020.	<u>SHDCHE</u>	ISBNNo.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 PublicationsDelhi-110053
17.	Journey of Self	<u>Chapter: 01</u>	978-93-5510-551-0	1-17	BOOKMAN,DELHI

This is to certify that

DR. SHIKHA RANJAN

ASSOCIATE PROFESSOR

GITARATTAN INSTITUTE OF ADVANCED STUDIES AND TRAINING

Participated in the

Empowering Higher Education Institutions

in Technology Enabled Learning and Blended Learning

A five-day 15-hour faculty development programme jointly organised by the Commonwealth Educational Media Centre for Asia, New Delhi, and Guru Gobind Singh Indraprastha University (GGSIPU), New Delhi from 15 to 19 September 2025. The participant has also satisfactorily completed the required assessments as part of the programme.



[Signature]

Dr. B. Shadrach
Director, Commonwealth Educational
Media Centre for Asia, New Delhi

[Signature]

Prof. (Dr.) Mahesh Verma
Hon'ble Vice-Chancellor
GGSIP University, New Delhi

[Signature]

Prof. Saroj Sharma
Dean, University School of Education,
GGSIP University, New Delhi

Date of Issue: September 30, 2025



ARMY INSTITUTE OF EDUCATION

GREATER NOIDA



AFFILIATED TO GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY, NEW DELHI
NAAC 'A' GRADE ACCREDITED | AWARDED 'A' GRADE BY JAC | NCTE RECOGNISED | RCI APPROVED | ISO CERTIFIED INSTITUTE

CERTIFICATE

Dr/Mr/Ms

Dr. Shikha Ranjan

of

Gitarattan Institute of Advanced Studies and Training

has actively participated & scored grade A+ in one week Student & Faculty Development Program organised by IQAC of Army Institute of Education, Greater NOIDA from 14 July 2025 to 19 July 2025.

[Signature]

Ms Kriti Guleria
Asst Prof, Army Institute of Education
IQAC COORDINATOR

[Signature]

Col Abhay Rajvanshi
Registrar & HoA, Army Institute of Education

[Signature]

Dr Abhilasha Gautam
Principal, Army Institute of Education
SFDP CHAIR



KAMAL INSTITUTE OF HIGHER EDUCATION AND ADVANCE TECHNOLOGY

(APPROVED BY NCTE AND AFFILIATED TO G.G.S.I.P. UNIVERSITY, DWARKA, NEW DELHI)



CERTIFICATE OF PARTICIPATION

5 DAYS FACULTY DEVELOPMENT PROGRAMME

ON

"ICT FOR QUALITY TEACHING LEARNING"

This is to Certify that **Dr. Shikha Ranjan** Faculty of
Gitarattan Institute of Advanced Studies and Training has participated in
Faculty Development Programme on "ICT for Quality Teaching Learning" from 12.03.2024
to 16.03.2024 at Kamal Institute of Higher Education And Advance Technology, New Delhi.

[Signature]
16/3/2024

DR. PRITI SRIVASTAVA
Convenor/Principal



[Signature]

DR. PREETI SHARMA
Coordinator



GURU RAMDASS COLLEGE OF EDUCATION



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E-CERTIFICATE OF PARTICIPATION

This is to certify that

Dr. Shikha Ranjan, Associate Professor of Gitarattan Institute Of
Advanced Studies And Training, Delhi,
has participated and successfully completed the
10th Seven Day Online National Faculty Development Programme on
the theme "**NEP-2020 in Action: Transforming Classroom Realities**"
organised by IQAC Cell of
Guru Ram Dass College of Education, Delhi from 05th to 12th January 2024.


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Dr. Neeraj Priya
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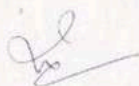
NEP- 2020: Integrating Pedagogy with Art, Music and Play- Feasibility & Implication CERTIFICATE OF PRESENTER

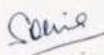
This certificate is proudly presented to Dr./Mr./Ms

DR. SHIKHA RANJAN

presented titled **MUSIC THERAPY FOR PEDAGOGY TEACHING**

in National Seminar, 2024 NEP- 2020: Integrating Pedagogy with
Art, Music and Play- Feasibility & Implication on 21st March 2024


CO ORDINATOR


PRINCIPAL

MS. SHIKHA SHARMA

ASSISTANT PROFESSOR

PARTICIPATED

- . National symposium theme Pedagogy of Higher Education.23/02/2024
- Workshop on unlocking balance: Navigating the digital wellnesslandscape.04/05/2024
- .Online Seminar towards a comprehensive research methodology.
- .FDP on pathways to progress AI Driven education for ViksitBharat@ 202710/06/2024-16/06/2024
- .Participated in FDP on Education for Sustainable Development 08/07/2024-12/07/2024
- Participated in STP, UGC-MMTTC Goa University on research methodology
- . NEP 2020-Orientation and sensitisation programme under MMTP, NIEPA and GGSIPU 10/12/24-26/12/24
- . webinar Spring Nature, ONOS members institutions on Role of artificial intelligence in scientific writing 01/09/25
- FDP on Empowering higher education institutions in Educational Technology enabled learning and blended learning 15/09/25-19/09/25
- Webinar on Generative AI in scientific writing & scholarly publishing and Science Direct for ONOS

PRESENTED

- Shaping the future cultivating professionalism in education

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?

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.

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 things 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

MERJ Journal of Education Vol. XIII, No. 2, October, 2018

109

Shikha Sharma

Abstract

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Ms. Shikha Sharma: Assistant Professor, Gitarattan Institute of Advanced Studies & Training, Rohini, Delhi.



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 manifold. 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 be 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.

5

SHAPING THE FUTURE: CULTIVATING PROFESSIONALISM IN EDUCATION

Ms. Neha Bajaj *
Ms. Shikha Sharma**

ABSTRACT

Developing a professional attitude among teachers and teacher educators is pivotal for fostering an effective and inspiring educational environment. This study explores the multifaceted nature of professional standards, integrating key recommendations from the National Education Policy (NEP) 2020, which emphasizes quality, continual development, and ethical behaviour. The research highlights components such as continuous professional development through National Professional Standards for Teachers by NCTE. By combining theoretical frameworks with practical strategies, methods to instil and enhance these attitudes are identified. Structured professional learning communities, and policy support is emphasized in creating a culture of professionalism. The findings suggest that when educators exhibit a robust professional attitude, it not only elevates their practice but also positively impacts student learning outcomes and overall school climate. This paper advocates for systemic changes as outlined in NPST (2021), to support ongoing professional growth and underscores the importance of a collective effort in nurturing a professional ethos within the educational sector which can be a rewarding endeavour.

Keywords: National Professional Standards for Teachers (NPST), Domain, Continuous Professional Development.

*Asst. Professor, GIAST, GGSIP University, Delhi

** Asst. Professor, GIAST, GGSIP University, Delhi

INTRODUCTION

In the ever-evolving landscape of education, fostering a professional attitude among educators is paramount. A professional attitude transcends mere adherence to rules; it embodies a commitment to excellence, ethical conduct, and a collaborative spirit. By cultivating such an attitude, teachers not only enhance their own effectiveness but also profoundly impact their students' learning experiences. This paper explores the multifaceted dimensions of a professional attitude and offers insights into how educators can nurture these qualities in themselves and their peers. The effort is

6

to keep it parallel in synchronization with the framework by NPST (National Professional Standard for Teachers).

MS. NEHA BAJAJ

ASSISTANT PROFESSOR

COMPLETED

- Value added Course on 'Certified Online Teacher' organized by CTPD and SDRF from 21st Aug. 24 to 5th Sept. 24
- NEP-2020 Orientation of Sensitization Programme under MMTTP of UGC-MMTTP, NUEPA and GRSIN 16-18-24 to 26-12-24

PARTICIPATED

- Empowering Higher Education Through Technology enabled learning – A five-day learning | FDP (5 days of 15 hour Programme) from 15th September to 19th September 2025
- National Level Panel Discussion | Panel Discussion on 'Gen Z, Mental Health & Resilience' as a participant held on 21th Sept. 2025

PRESENTED

Shaping the Future: Cultivating Professionalism in Education

Teacher: A liberator of Soul

Ms. Neha Bajaj
Ms. Shikha Sharma
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Abstract

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*Asst. Professor, GIAST, GGSIP University, Delhi

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INTRODUCTION

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6

to keep it parallel in synchronization with the framework by NPST (National Professional Standard for Teachers).

CONCEPT OF PROFESSIONALISM

The concept of professional attitude encompasses a range of behaviours, values, and mindsets that are essential for success in any profession, including teaching. It revolves around the aspects of a person for work. One should be accountable and take responsibility for their actions and decisions, and be reliable and dependable. Next, one must be mindful about ethical conduct for adhering to





MS. VANDANA KUMARI

ASSISTANT PROFESSOR

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- **Integration of AI in teacher education: An overview
27.04.2024**

PARTICIPATED :

- **FDP on Innovative pedagogical technique in
Management Education organised by kamal institute
of advanced studies and technology 21st October
2024-25th October 2024**
- **FDP On Empowering higher education institutions in
technology enabled learning & blended learning
organised 15th September 2025-19th September 2025**

Chapter 29

Role of Social Media to Achieve Sustainable Education: An Overview

Vandana Kumari

Abstract

Education is a way to gain information and skills. It is also a source of enjoyment and fulfillment. The National Curriculum Framework (NCF 2005) urges educators to consider student growth and learning from a comprehensive perspective. It laid emphasis on the development of knowledge and creativity among students. Sustainability Education is a term that is frequently used in relation to education. Every human being has the opportunity to learn the skills, knowledge, values, and attitudes required to sculpt a sustainable future through education for sustainable development. Today, social media have a serious effect on the student community, and they are steadily assimilating into people's daily lives in contemporary society. For instance, social media platforms like Facebook, Twitter, LinkedIn, WhatsApp, etc. In order to attain sustainable education, the current review paper examines social media's beneficial and detrimental effects on college students. According to the literature review, social media has both positive and negative effects on students, with positive effects including an increase in knowledge, stress levels, and confidence, and negative effects including an increase in cyberbullying and student lethargy. Stress, anxiety, self-harm, loneliness, etc. are some of the negative effects on health. The present study concludes that in order to lessen social media's detrimental effects on students' health, a balance should be maintained.

Keywords: Cyberbullying; Educators; Social media; Students' health; Sustainable education.

Vandana Kumari, Tagore Public School, Naraina, New Delhi

Chapter 19	A Sociological Study on the Long-term Viability of the Artificial Lakes in Co-existence with Apatani Community of Ziro Valley, Arunachal Pradesh <i>Mudang Onju and Naina Lahon</i>	179
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Kamal Institute of Higher Education and Advance Technology, New Delhi

In association with
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Organized
Online Faculty Development Program

on
"Innovative Pedagogical Techniques in Management Education"
21st October 2024 to 25th October 2024



CERTIFICATE

OF PARTICIPATION

This certificate is proudly presented to

MS. VANDANA KUMARI, ASSISTANT PROFESSOR AT GITARATTAN INSTITUTE OF ADVANCE STUDIES AND TRAINING

for successfully participated in the **One Week Online Faculty Development Program** on "Innovative Pedagogical Techniques in Management Education" held from **21st October 2024 to 25th October 2024**.

Dr. Anudeep Arora,
Director

Kamal Institute of Higher Education and Advance Technology

Ms. Jagriti Ojha
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VANDANA KUMARI

ASSISTANT PROFESSOR

GITARATTAN INSTITUTE OF ADVANCE STUDIES AND TRAINING

Participated in the

Empowering Higher Education Institutions

in Technology Enabled Learning and Blended Learning

A five-day 15-hour faculty development programme jointly organised by the Commonwealth Educational Media Centre for Asia, New Delhi, and Guru Gobind Singh Indraprastha University (GGSIU), New Delhi from 15 to 19 September 2025. The participant has also satisfactorily completed the required assessments as part of the programme.

Dr. S. Shashikant
Secretary, Commonwealth Educational

Prof. Dr. Mahesh Varma
Director, GGS Indraprastha University

Prof. Sanjay Sharma
Dean, University School of Education

MS. AYUSHI GAUTAM

ASSISTANT PROFESSOR

PARTICIPATED

- FDP On Empowering higher education institutions in technology enabled learning & blended learning organised 15th September 2025-19th September 2025
- FDP on leveraging the 7E instructional model to pursue Classroom-based action Research for enhanced student learning 28th July – 2nd Aug 2024



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CERTIFICATE OF PARTICIPATION

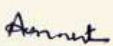
(5 Days National Level Faculty Development Program)

"Leveraging the 7E's Constructivist Model to Drive Classroom - Based Action Research for Enhanced Student Learning"

This is to certify that Ms. Ayushi Gautam of Gitarattan Institute of Advanced Studies and Training, New Delhi has participated and completed Five Days National Level Faculty Development Program on 'Leveraging the 7Es Constructivist Model to Drive Classroom - Based Action Research for Enhanced Student Learning' from 29th July to 2nd August 2025.


Mrs. Vidya Remesh
(IQAC Co-ordinator)


Ms. Chitra Nair
(Program Co-ordinator)


Dr. Amruta Panda
(Principal)



**GURU GOBIND SINGH
INDRAPRASTHA
UNIVERSITY**
NEW DELHI

This is to certify that

AYUSHI GAUTAM

ASSISTANT PROFESSOR

GITARATTAN INSTITUTE OF ADVANCED STUDIES AND TRAINING

Participated in the

Empowering Higher Education Institutions

in Technology Enabled Learning and Blended Learning

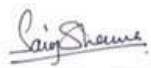
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Dr. B. Shadrach
Director, Commonwealth Educational
Media Centre for Asia, New Delhi



Prof. (Dr.) Mahesh Verma
Hon'ble Vice-Chancellor
GGSIP University, New Delhi



Prof. Saroj Sharma
Dean, University School of Education,
GGSIP University, New Delhi



Date of Issue: September 30, 2025

MS.SHEFALI GERA

ASSISTANT PROFESSOR

PARTICIPATED

- FDP On Empowering higher education institutions in technology enabled learning & blended learning organised
15th September 2025-
19th September 2025



GURU GOBIND SINGH
INDRAPRASTHA
UNIVERSITY
NEW DELHI

This is to certify that

SHEFALI KHERA

ASSISTANT PROFESSOR

GITARATTAN INSTITUTE OF ADVANCED STUDIES AND TRAINING

Participated in the

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A five-day 15-hour faculty development programme jointly organised by the Commonwealth Educational Media Centre for Asia, New Delhi, and Guru Gobind Singh Indraprastha University (GGSIPU), New Delhi from 15 to 19 September 2025. The participant has also satisfactorily completed the required assessments as part of the programme.

Dr. B. Shadrach
Director, Commonwealth Educational
Media Centre for Asia, New Delhi

Prof. (Dr.) Mahesh Verma
Hon'ble Vice-Chancellor
GGSIP University, New Delhi

Prof. Saroj Sharma
Dean, University School of Education,
GGSIP University, New Delhi



Date of Issue: September 30, 2025

MS. GARIMA SINGH

ASSISTANT PROFESSOR

PARTICIPATED

- **FDP On Empowering higher education institutions in technology enabled learning & blended learning organised 15th September 2025-19th September 2025**

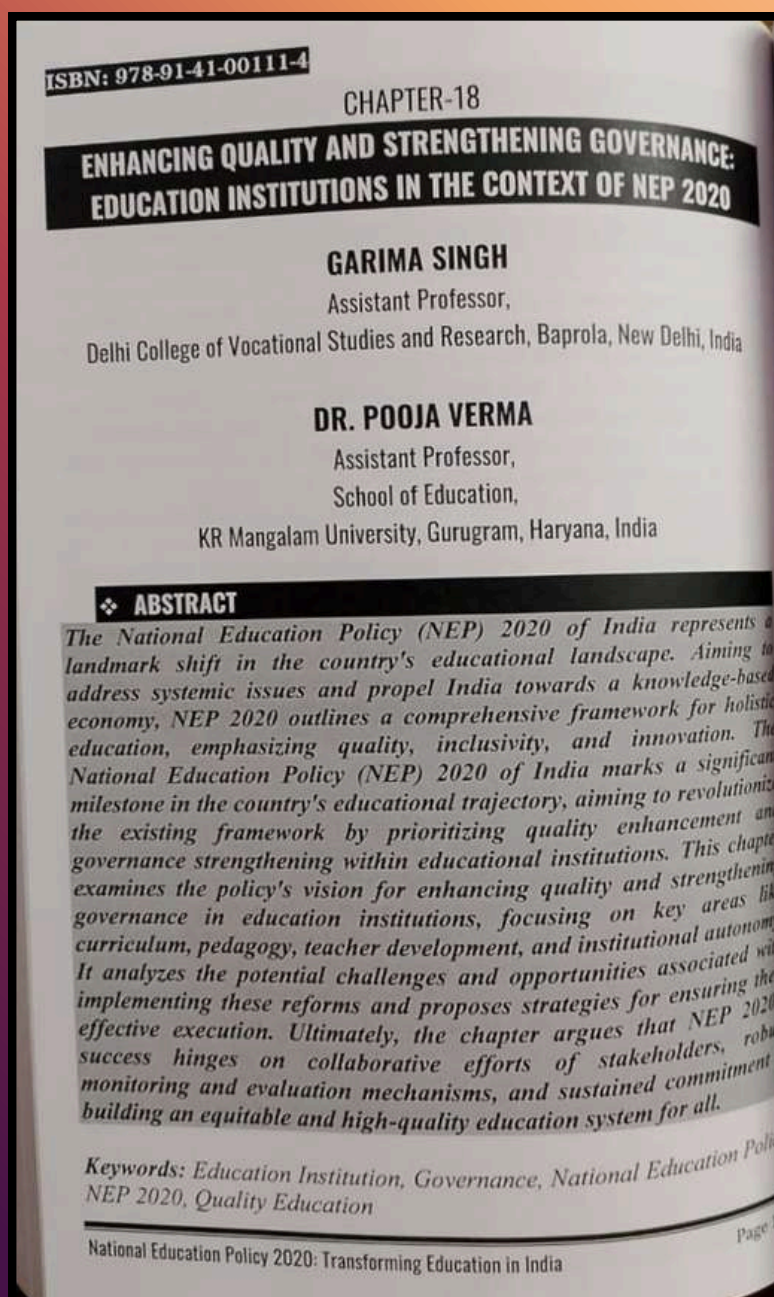
PUBLICATIONS

- **Enhancing quality and strengthening governance: Education institutions in the context of NEP 2020**

COMPLETED

- **Certification of crash course on Sign language organised by UIAC**





MS. AASHU KUMARI SINGH

ASSISTANT PROFESSOR

PARTICIPATED

- FDP On Empowering higher education institutions in technology enabled learning & blended learning organised 15th September 2025-19th September 2025

PUBLICATIONS

- **MASSIVE OPEN ONLINE COURSES (MOOCS) A CRITICAL EXAMINATION OF THEIR ROLE IN MODERN EDUCATION**



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MASSIVE OPEN ONLINE COURSES (MOOCs): A CRITICAL EXAMINATION OF THEIR ROLE IN DEMOCRATIZING EDUCATION



AASHU KUMARI
Assistant Professor
Department of Education
Great Mission Teachers Training Institute,
New Delhi, Delhi, India.

❖ ABSTRACT

Massive Open Online Courses (MOOCs) emerged with the promise of democratizing education by offering open, flexible, and affordable access to high-quality learning content on a global scale. This paper provides a comprehensive analysis of MOOCs, exploring their foundational characteristics, historical evolution, and the multifaceted advantages they present in broadening educational opportunities. While MOOCs have undoubtedly expanded reach and facilitated skill development for millions, a critical assessment reveals significant challenges, including persistently low completion rates, variable quality, and the exacerbation of existing socioeconomic disparities due to the digital divide and differential access to resources. The paper examines prominent MOOC platforms and successful initiatives, particularly in developing countries and workforce development, highlighting innovative pedagogical approaches and emerging technological trends such as Artificial Intelligence (AI) and Virtual Reality (VR). It concludes that for MOOCs to fully realize their democratizing potential, a concerted effort is required to address systemic inequalities, establish robust quality assurance and accreditation frameworks, and integrate advanced

ISBN: 978-91-41-00111-4

CHAPTER-22

QUALITY ASSURANCE AND REGULATORY FRAMEWORK: ACCREDITATION IN THE NEP 2020 LANDSCAPE

AASHU KUMARI

Assistant Professor
Great Mission Teacher's Training Institute

❖ ABSTRACT

A revolutionary concept has been introduced in India with NEP 2020 which place strong emphasis on Quality, accessibility, and relevance. The quality of education needs to be improved in order to improve the GDP of our Nation. But the main question arises here is HOW? At what steps can be taken to improve the quality of education at standards of schools. The NEP 2020 has talked about the quality at standards of school system. The objectives of NEP 2020 can be achieved by maintaining the quality of the Education system. As per NEP 2020, the accreditation is to improve the quality of both public and private institutions. A standard need to be maintained by the institutions in order to get the accreditation. NEP 2020 emphasis on the value of innovation and autonomy in higher education institutions. In this paper, Quality Assurance and regulatory framework has been discussed in reference to NEP 2020. It also discusses the role of technology in enhancing accreditation processes and driving NEP objectives forward.

❖ INTRODUCTION

India got its Independence on 15th August 1947 and every year we celebrate Independence day but every year do we regulate our education system? After 26 years new NEP came into existence and with this new NEP, new challenges have come forward that needs attention. NEP 2020 marks a paradigm shift in India's education sector, aiming to address longstanding challenges and chart a course towards a knowledge driven economy. Quality assurance and regulatory frameworks are essential

MS. SHELLY TANDON

ASSISTANT PROFESSOR

Represents district state level, National level , Inter college and all India inter University tournaments Games- Lawn Tennis

Department of Youth Affairs & Sports


भारतीय खेल प्राधिकरण

XXIII NATIONAL SPORTS FESTIVAL FOR WOMEN
PARTICIPATION

SHELLY
of Punjab participated in Tennis
in the XXIII National Sports Festival for Women (Group I) held at
Cuttack (Orissa) from October 14 to 17, 1998 organised by the
Directorate of Sports & Youth Services, Govt. of Orissa.


O.P. Bhatia
Executive Director
Sports Authority of India


D.K. Mittal
Director General
Sports Authority of India

MS . NITYA CHOPRA

ASSISTANT PROFESSOR

PARTICIPATED

- Workshop of fevicryl pidilite from 10-09-2024 to 13-09-2024



MS. ANSHI CHANDRA

ASSISTANT PROFESSOR

PARTICIPATED:

- 5-day Faculty Programme ICT for Quality Teaching Learning 12.03.24 to 08.05.24
- 1 Day webinar Transforming Education for tomorrow: AI driven Personality, Engagement and Assessment 29.08.24
- 1 week Faculty Development Programme Indian Knowledge System for Physical, Social and Emotional well being (Illegible symbols) Viksit Bharat 2047 2.05.24 to 8.05.24
- 1 Day National Seminar Recent Innovation of Artificial Intelligence in Teacher Education: Opportunities & Challenges 27.04.25
- 1 Day National Webinar From Classroom to Career: The Role of NEP 2020 as an Approach to Sustainable Teaching and Learning 4.06.24
- 04 Days Faculty Development Programme Embedding Industry-Ready System Into Education: Technology, Artificial Intelligence, to Educational employability towards viksit Bharat @ 2047 18.05.24-24.05.24
- 5 Days Faculty Development Programme Empowering Higher Education Institution in Technology-Enabled Learning and Blended Learning 15.09.24 to 19 .09.24
- 1 Week Faculty Development Programme Outcome Based Education 1.04.24-08.04.24
- 1 Day International E-Seminar Sports and Higher Education and its roadmap of Sustainable Development Goals 13.05.25

PUBLICATIONS

Digital Transformation: A Boom to Education

Anshi Chandra
Assistant Professor
V.D Institute of Technology
G.G.S.I.P. University, Delhi

Abstract: -

Digitalization can be termed as an innovation within the sector of Education. Digital Transformation has become a priority for Education. In Indian Education System that is an enormous scope for digital transformation especially in School, Universities and Colleges. Digitalization and Digital approaches are way to digitizing the content of lectures and to opening access to education or learning modules by providing them online. It involves modern methods of working on new technology.

Introduction: -

Technology is a powerful tool that can support and transform education in ways from making it easier for teachers to curate learning materials to enabling new ways for people to learn. The digital transformation of teaching processes is guided and supported by the use of technology human, organizational and pedagogical changes in a holistic way.

According to Norton (2020) "digital transformation consists of a change in the organization of work motivated by emerging digital technologies and innovative models. The digital transformation in Education involves rethinking the teaching and learning processes for digital native. Students, considering the aspects of making digital through technical knowledge and skills through the incorporation of digital skills"

The Covid-19 Pandemic that has affected the world's economies has also muffled the education industry. Our 185 countries were affected due to pandemic due to which 95% of the Schools, Colleges and Universities were affected. The effects have been radical educators expect technological solutions to support remote education and learning.

India has the World's Second largest School System after China. According to United Nations Educational Scientific and Cultural Organization (UNESCO), 63 million teachers were affected in 165 Countries during Covid - 19 Pandemic. It has changed the traditional Education System to the Educational Technologies Model in which Teaching and assessments are conducted online. The Structure of Education System i.e. learning methodology teaching techniques and assessment methodologies is quite affected resulting in a shift to online education with most focus on virtual education to accomplish the set aims and

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An International Scholarly Open Access, Peer-reviewed, Refereed Journal

The Study on Interdisciplinary Teaching in Classroom

Anshi Chandra
Assistant Professor
V.D. Institute of Technology,
G.G.S.I.P. University, Delhi

ABSTRACT

The Study focused on 'interdisciplinary teaching' practices in classroom. Interdisciplinary instruction develops strong systems of engaging and efficient whole student experiences. Interdisciplinary studies should go beyond the ordinary academic studies/ the level of use interdisciplinary approach and interdisciplinary strategies should be implemented through curriculum. The teachers found the interdisciplinary teaching practice relatively useful, as they provide more constructive classroom. the interdisciplinary teaching practices are spark of creativity coupled with experimentation, critical thinking, preparation for future problems exist in the classroom.

INTRODUCTION

Interdisciplinary approach is a teaching method or set of methods, used to teach across the curricular disciplines or "singing together of separate disciplines around common themes issues or problems. Interdisciplinary approach expands what students learn by allowing them to tackle problems that don't fit the into one subject. It also changes how students learn by asking them to synthesize multiple perspective. Interdisciplinary teaching can also be defined as presentation the field of disciplinary topic by bringing together around certain concepts or themes meaningfully. The aim of the disciplinary teaching is both learning the selected topics as a meaningful whole, and providing students with opportunities to examine the same issue from perspective. This teaching a certain concept problems or issues is concentrated upon and knowledge and skills which might shed light on this issue from different perspective are adapted from the relevant fields and are integrated. Both learning the knowledge and skills which might shed light on this issue from different perspective are adapted from the relevant fields and are integrated. Both learning the knowledge and skills of certain disciplines and integrating them in a meaningful way become possible through an interdisciplinary arrangement.

The three interdisciplinary strategies described by Nikitina (2006) are as follows: -



सत्यमेव जयते
Government of India

UGC-MALAVIYA MISSION TEACHER TRAINING CENTRE
BANARAS HINDU UNIVERSITY



MALAVIYA MISSION
TEACHER
TRAINING PROGRAMME

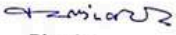


गुरु गोबिंद सिंह
University Grants Commission

CERTIFICATE OF PARTICIPATION

NEP 2020 Orientation & Sensitization Programme

This is to certify that **Mr./Mrs./Ms./Dr./Prof. Anshi Chandra**, Assistant Professor from Varun Dhaka institute of technology, Guru Gobind Singh Indraprastha University has completed the NEP 2020 Orientation & Sensitization Programme under Malaviya Mission Teacher Training Programme (MM-TTP) of University Grants Commission (UGC) organized by UGC-Malaviya Mission Teacher Training Centre, Banaras Hindu University, Varanasi - 221005 (U.P.) from January 16 to 25, 2024.



Director

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

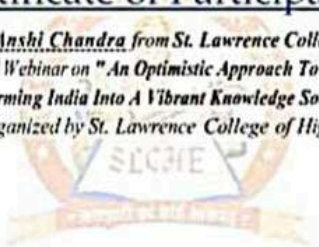
St. Lawrence College of Higher Education

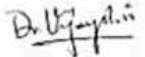
Approved by N.C.T.E., Dir. of Hr. Education & Affiliated to GGSIP University
Visit us at: www.stlawrence.in Email: helpdesk@stlawrence.in

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

Certificate of Participation

This is to certify that **Ms. Anshi Chandra** from **St. Lawrence College of Higher Education** has participated in National Webinar on "**An Optimistic Approach To Sustainable Teaching And Learning In India: Transforming India Into A Vibrant Knowledge Society Through SDG 4**" held on 07.10.2024 organized by **St. Lawrence College of Higher Education**.





(Principal)



CEMCA

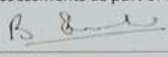


GURU GOBIND SINGH
INDRAPRASTHA
UNIVERSITY
NEW DELHI

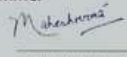
This is to certify that
ANSHI CHANDRA
ASSISTANT PROFESSOR
GITARATTAN INSTITUTE OF ADVANCED STUDIES AND TRAINING

Participated in the
**Empowering Higher Education Institutions
in Technology Enabled Learning and Blended Learning**

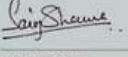
A five-day 15-hour faculty development programme jointly organised by the Commonwealth Educational Media Centre for Asia, New Delhi, and Guru Gobind Singh Indraprastha University (GGSIPU), New Delhi from 15 to 19 September 2025. The participant has also satisfactorily completed the required assessments as part of the programme.



Dr B. Shubrosh
Director, Commonwealth Educational
Media Centre for Asia, New Delhi



Prof. (Dr.) Mahesh Verma
Hon'ble Vice-Chancellor,
GGSIP University, New Delhi



Prof. Saroj Sharma
Dean, University School of Education,
GGSIP University, New Delhi

Date of Issue: September 30, 2025



GITARATTAN INSTITUTE OF
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Bhopal, Delhi, Jaipur

20/NC1/QIAST/2024
Delhi, 27 April 2024

NATIONAL CONFERENCE

ON

RECENT INNOVATION OF ARTIFICIAL INTELLIGENCE ON TEACHER EDUCATION :
OPPORTUNITIES & CHALLENGES

THIS CERTIFICATE IS PROUDLY PRESENTED TO **ANSHI CHANDRA**
ASSISTANT PROFESSOR, SLICHE, GGSIPU
for participation in the national conference held on 27.04.2024, Saturday.

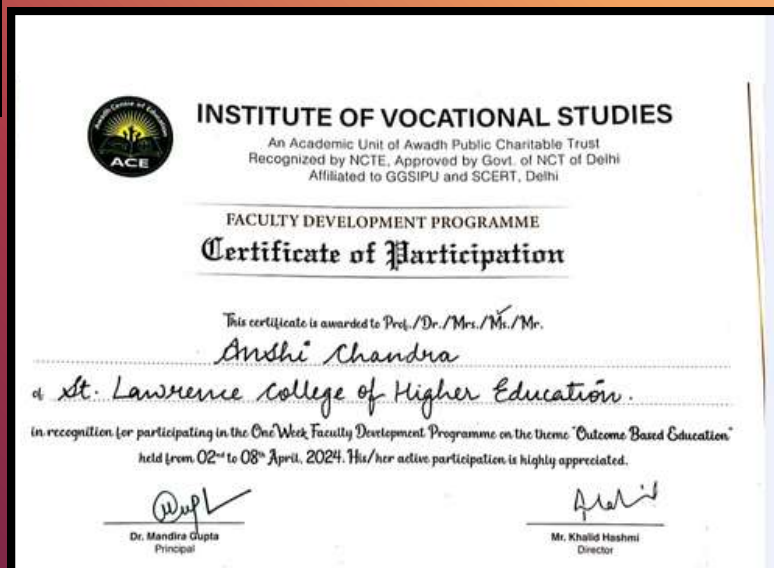


Coordinator





Principal



MS. RUPA SHARMA

ASSISTANT PROFESSOR

PARTICIPATED:

- In National conference on Bridging the divide: Indian Knowledge system and contemporary education 04/05/2024
- Completed (MM-TTP) programme of UGC organized by MMTTC, Jamia Millia Islamia New Delhi from 8/01/2024-17/01/2024

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

Date.- 31.12.2021

Certificate No.- 577

Certificate of Publication



CHETANA
International Journal of Education

Impact Factor
SJIF 2021 - 6.169

Peer Reviewed/
Refereed Journal

ISSN-Print-2231-3613
Online-2455-8729



Prof. A.P. Sharma
Founder Editor, CIJE
(25.12.1932 - 09.01.2019)

This is to certify that

Rupa Sharma

Published a research article title
Adolescence: Problem, Challenges and Solutions
in Chetana International Journal of Education (CIJE) in
Multidisciplinary approach
October-December 2021, Volume-6/4, Page No. 26-33

<https://echetana.com>

Dr.D.P.Singh
Editor, CIJE
echetana.com@gmail.com

		उपागम : एक प्रायोगिक नवाचार	
8	डॉ चित्रा जितेंद्र सिंह	ज्ञान के क्षेत्र में तकनीकी आत्मनिर्भरता	
9	डॉ० नरेन्द्र कुमार पाल	शिक्षा का समकालीन परिपेक्ष्य और ऑनलाइन शिक्षण	
10	रूपा शर्मा	शिक्षा का बदलता स्वरूप : ई-लर्निंग और शिक्षक शिक्षा	

Date.- 30.09.2021

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Online-2455-8729



Prof. A.P. Sharma
Founder Editor, CIJE
(25.12.1932 - 09.01.2019)

This is to certify that

रूपा शर्मा

Published a research article title
शिक्षा का बदलता स्वरूप : ई-लर्निंग और शिक्षक शिक्षा
in Chetana International Journal of Education (CIJE) in
Multidisciplinary approach
July-September 2021, Volume-6/3, Page No. 49-55

<https://echetana.com>

Dr.D.P.Singh
Editor, CIJE
echetana.com@gmail.com

MS.ASHIMA DHIMAN

ASSISTANT PROFESSOR

PRESENTED:

1.Impact of art integration in teaching pedagogy.

21/03/2024

2.AI based assessment tools, teaching learning strategy and their impact on Teacher Education

PARTICIPATED:

1.Outcome based education.

Paper published

ASHIMA DHIMAN

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

JOURNAL of applied school psychology april 2023, vol 4, No 2, 58-67 .

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.

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,

DR. SHWETA GROVER

ASSISTANT PROFESSOR

PRESENTED:

**AI based assessment tools,
teaching-learning strategy and their
impact on education dated
27/04/2024 Indian knowledge
system –possibilities and
challenges in present context.**

05/07/2024

PARTICIPATED:

**Bridging the Divide: IKS and contemporary
Education. 04/05/2024 Art integrated
learning 21/03/20124**

TEACHER EDUCATION IN INDIA: TRENDS AND CONCERNS

¹Shweta Grover*, ²Dr. Pushpavati Kochrekar

¹Research Scholar, Ph.D. (Education)

²Research Supervisor, Department of Education

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Email ID: shwetagrover77@gmail.com

Accepted: 20.04.2021

Published: 22.05.2021

Keywords: Teacher Education.

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.

Paper Identification



*Corresponding Author

Introduction

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

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 Regulation 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 visualize through constructivist pedagogy where teachers take

THE IMPORTANCE OF VALUE BASED EDUCATION & ROLE OF TEACHER

¹Shweta Grover, ²Dr. Pushpavati Kochrekar

¹Research Scholar, Ph.D. (Education)

²Research Supervisor, Department of Education

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Email ID: shwetagrover77@gmail.com

Accepted: 20.10.2019

Published: 23.11.2019

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,

MS. BHAWANA GARG

ASSISTANT PROFESSOR

PRESENTED:

1. Unparalleled role of human teacher in a classroom is AI teacher.
27/04/2024
2. Indian knowledge system –possibilities and challenges in present
context. 05/07/2024

MS. SANSKRITI KASHYAP

ASSISTANT PROFESSOR

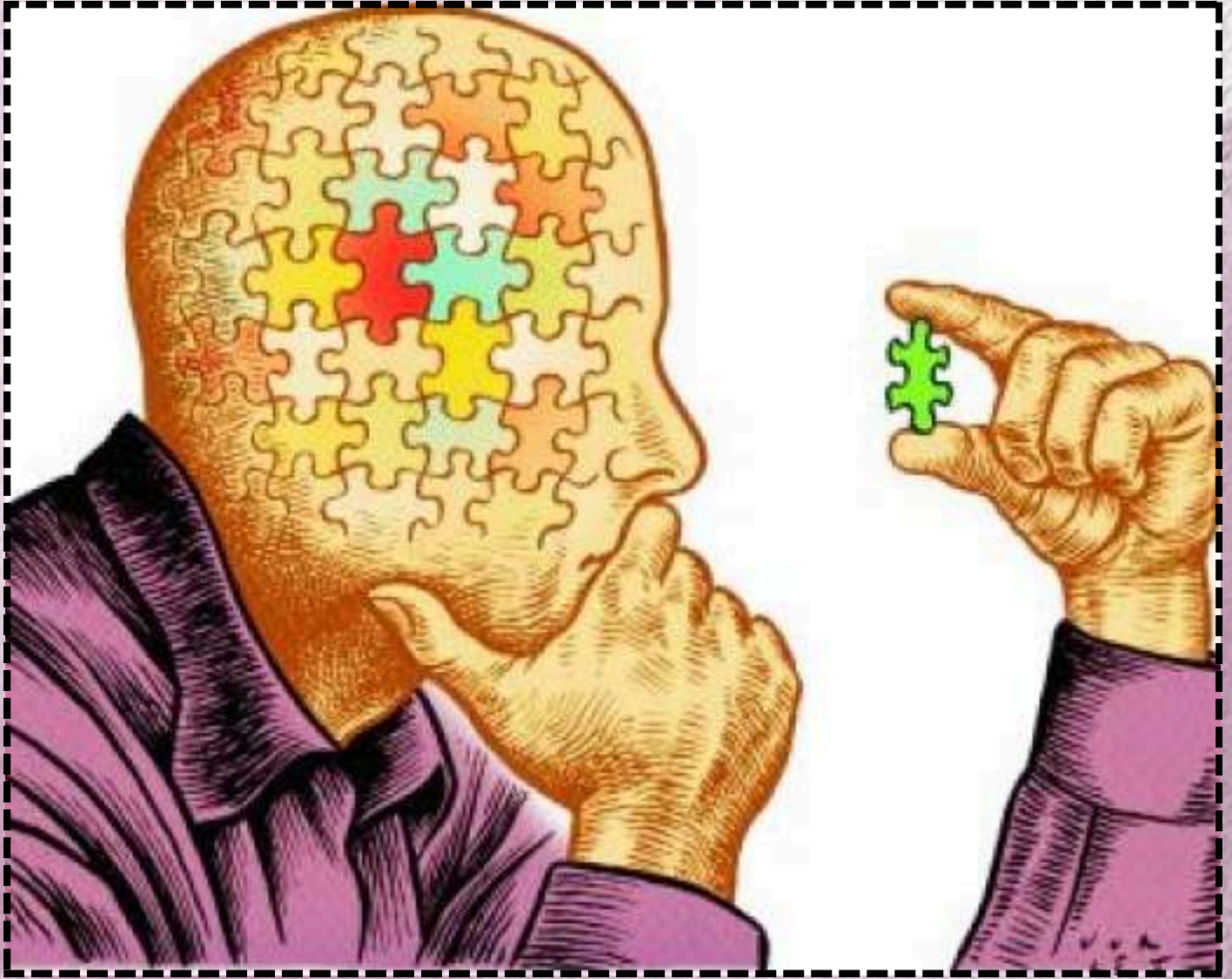
PRESENTED:

1. Impact of art integration in teaching pedagogy. 21/03/2024

PARTICIPATED:

- 1..Outcome based education. The path to publication: best practices in
scientific research. 14/06/2024
2. Workshop on Inner world of the coach organized by Firki 01/7/2024

UNDERSTANDING THE SELF





WASTE MANAGEMENT



GROUP MEMBERS: RISHIKA TANIYA DIVYA PRACHI MUSKAN RIDDHI SOFIYA PRIYANKA KHUSHBOO ASMA

Our group enacted a role play on waste management. We depicted it through the theme of school trip to Juhu beach where the school students founded the heap of garbage scattered at every corner of the beach and were shocked to see it. Meanwhile they collectively decided to take an initiative in cleaning the beach on their own. The teachers that went along were also surprised to watch their students cleaning the beach. The students wanted to improve the environmental quality and the ambience of the beach. Later on their act was also covered by a local journalist and they were praised by their school faculty too.

HUMANITY AND UNITY



GROUP MEMBERS: Ishika Tanya Yashika Shivani Sudhiksha
Radhika Akanksha Mamta Usha

Our play Humanity Vs Unity highlighted the decline of humanity but ultimately showcased how unity can save it.

Through a role-play on animal cruelty, we depicted a boy hitting a puppy and initially showing no remorse. However, in the end, unity prevailed, and he realized his mistake, apologizing for his actions. This powerful incident raised significant awareness.



INCLUSIVE EDUCATION



Members name:

1. Vidhi Gupta 2. Sonali 3. Sneha Pandey 4. Meenu 5. Rani 6. Himani 7. Janvi 8. Anshita 9. Prerna 10. Rashi

We all presented a role play on inclusive education and our play started with an interview where a person who used to be dyslexic has just launched her book. In the interview she tells about her school life and the role of her teachers in her life along with this she also told about her other classmates also who were facing some or other problem. She told how her classmate used to make fun of her and her friends who were either facing language problem or is physically disabled . She also told how her teachers address this issue and make other students realise how wrong they were. At last she told about how with her teachers effort here classmates understood their problems and help them with this and how her teacher introduced the concept of inclusive education to them via introducing new ways and technology which made learning easy for them.



MEMBERS

RAJBHARTI SHARMA , MEGHA , RAKSHITA . SWEETY , CHHAVI , SULEKHA ,SHEFALI ,
KHUSHI NARAYAN , SHALINI ,SIMRAN

In our group play on women empowerment, the story centers on a father who initially forbids his daughter from pursuing education. Determined, she shares stories of iconic women like Rani Lakshmi Bai, Manushi Chhillar, Savitribai Phule and Babita Phogat, who broke barriers and achieved greatness. These stories open her father's eyes to the importance of education for women. Moved by their achievements, he finally allows his daughter to study and supports her ambitions. The play concludes with a poem and a group song celebrating women's empowerment and the transformative power of education.



**GITARATTAN INSTITUTE OF ADVANCED
STUDIES AND TRAINING**

MOCK INTERVIEW DRIVE

2-DAYS DRIVE

FEBRUARY 27 - FEBRUARY 28 2025

2:00PM - 4:00PM

VENUE : GIAST PREMISES

B.ED SECOND YEAR 2024-2025



[HTTPS://GIAST.ORG](https://giast.org)

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**"TO MAKE WOMAN
STRONGER PILLAR
OF THE COUNTRY"**





MOCK INTERVIEW



Date: 27 FEBRUARY - 28 FEBRUARY 2025

Number of Participants: 97

Brief Description of the Activity:

Opportunities come to those who are prepared. To help student-teachers get ready for real job interviews, Gitarattan Institute of Advanced Studies and Training organized a Mock Interview for B.Ed. 2nd-year students. The event took place on 27- 28 FEBRUARY 2025 in the college campus.

This activity aimed to build confidence, improve communication, and prepare students with the right skills to crack interviews in the teaching field.

The panel asked practical and content-based questions focusing on classroom teaching methods. This helped student-teachers understand how to present themselves and respond confidently in a real interview.

Interviewers also gave feedback and guided students to improve .



**GITARATTAN INSTITUTE OF
ADVANCED STUDIES AND
TRAINING**

MEGA JOB FAIR



**Saturday
29.03.2025**



**Time
09:00 AM - 04.00 PM**



GIAST PREMISES

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<https://giast.org>



MEGA JOB FAIR



Gitarattan Institute of Advanced Studies and Training (GIAST) successfully hosted a Mega Job Fair on Saturday, March 29, 2025.

The primary objective of the fair, particularly for the B.Ed's department, was to provide final-year students and alumni with direct access to career pathways in teaching, educational management, and allied fields, thereby ensuring a smooth transition from training to professional employment. The job fair was meticulously curated to include recruiters relevant to the education and training sectors. This was critical for the B.Ed students, who were seeking positions that align with their pedagogical training. B.Ed Student Participation from the B.Ed cohort was highly proactive.

B.Ed students were advised on presenting their practical skills, such as lesson planning, classroom management, and innovative teaching methods, during the screening process

MOSAIC 2024

INTER COLLEGE FEST

“A dream doesn’t become reality through magic; it takes sweat, determination and hard work.” –

Colin Powell

MOSAIC by definition is an intricate pattern produced by arranging small pieces together. GIAST festival MOSAIC lined up with the definition and the true essence of the word, as it brought to light the talent, determination and grit of each student and provided them a platform to achieve excellence and unparalleled success. Gitarrattan Institute of Advanced Studies and Training, Delhi organized its annual inter-college festival MOSAIC on 28th April, 2023 at GIAST campus.

The event commenced with cordially inviting the guest of honour, Ms. Sonia Jindal, Principal, Gitarrattan Institute of Advanced Studies and Training. Further, the guest of honour and the faculty were invited to light the ceremonial lamp as a tribute to mother Saraswati. The occasion was graced with a classical dance performance on Ganesh Vandana.

Students from Bachelor of Education programme, 2nd year enlightened the stage with their exuberant hip-hop dance. Further, the ancient art of belly dance was showcased on stage by Prerna, Bachelor of Education programme, 1st year. The host further enumerated the cultural events which would take place. The events were as follows – ‘Mind Map’, ‘Stage Mania’, ‘Nukad Nanak’, Canvas Painting and Poster Making – ‘Vibgyor’, the most exciting event ‘Flosky’ which consisted of Solo Dance performances, Fashion Show and Stand-up comedy, ‘Creative Palette’-Cooking without Flame, Vase Decoration and Bottle Painting.

The faculty and the students dispersed to the rooms allotted for the cultural event in which they participated. The debate session referred to as ‘Mind Map’ was on the topic ‘We can reverse climate change’, all the participants were engrossed in the session as they all counteracted their opponents with strong and valid viewpoints. The ‘Nukad Natak’ was appreciated as the students gathered to witness the enthralling performances.

Students showcased their creativity as they displayed the seven colours of the rainbow onto their canvases in the two events namely – canvas painting and poster making.



INTERHOUSE ROLE PLAY COMPETITION ON GANDHI JI

Role plays provide students with the opportunity to take part in activities which mirror career-related scenarios. Role playing exercises encourage students to think more critically and to see situations from a different perspective. It motivates students in a fun and engaging way. 29th September, 2024 CCA was Role playing on the Major theme “GANDHI JAYANTI” organized, to showcase best works and thoughts of Mahatma Gandhi, which are still relevant and useful. It was a inter house competition where 4 groups took part effectively and enthusiastically.



LIBERTY

They performed to play the whole journey of Gandhi ji by starting their role-play depicting three women's which were so important in his life (Kasturba Gandhi, Sarojini naidu, Kamla nehru). Then other students depicted the scene of dandi march, swadeshi movement, namak andolan etc and finally they end up their play with beautiful dance performance.

The B.ED students performed their very first activity as role play with great enthusiasm; they depicted the scene of BAPU vision about Naveen Bharat in which they show how our ministers did their duty for public. They performed very well by freezed the moment and play the song to show the situation for a while to take audience attention.



INTEGRITY

The B.Ed. students choose the theme - Unity in diversity Mahatma Gandhi ji believed that it was the duty of every Indian to embrace and respect the diverse cultures, languages, and traditions that existed within the country. The students of B.Ed. enthusiastically, performed on the theme Unity in diversity, displaying that Mahatma Gandhi recognized that the unity of India's diverse communities was crucial to the success of India's struggle for independence. He believed that India's diverse groups needed to come together and work towards a common goal, and he worked tirelessly to bridge the gaps between different communities.

Champan Indigo. Students of first and second year depicted a short role play where farmers were struggling due to crop called indigo. The Britishers forced farmers to grow indigo on 15% of their land as on rent and after German synthetic indigo was found, they asked farmers to sign the agreement for compensation about the same. When Mahatma Gandhi came to know about this he went to Champaran and tried his best to help the farmers. The whole role play revolved around this theme.

EQUALITY

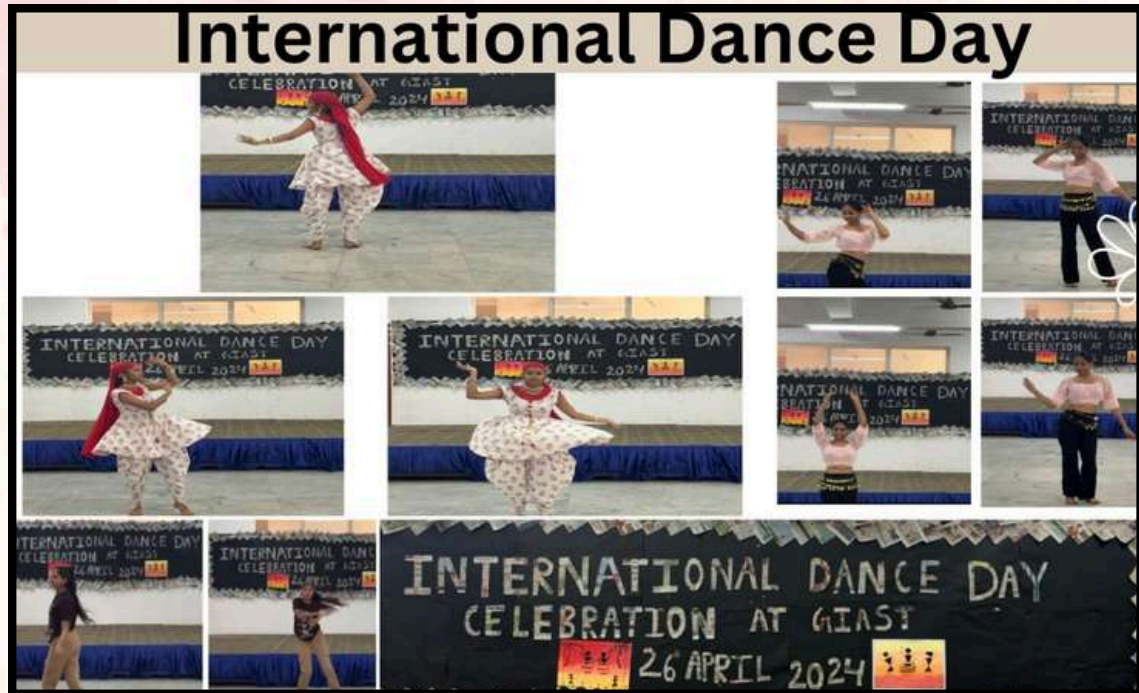
B.Ed students of equality house commence their performance by the amazing message of three monkeys which signifies – “see no evil, hear no evil, speak no evil”. They efficiently use the dupattas as props students also left no stone unturned in this competition. They depicted “Jallianwala Bagh massacre” which ends with a beautiful song sung by all the group members that is-“Raghu Pati Raghav Raja Raam”



FRATERNITY

They have performed many acts which started from the group of B. Ed 1st year students on Gram panchayat in which fifteen students from the house participated. It was followed by act of students who performed an act which is inspired by the movie lage raho munna bhai. This Group of students has 13 members from both 1st n 2nd year and their performance was so realistic which further got appreciation from good number of students and from faculty as well. All the students, enjoyed a lot and also learnt the importance of events related to Bapu's life. Also got an opportunity to explore the relevance of ideas in today's challenges. There was a string of quotes that were observed with utmost importance to this day. May the spirit of truth and non- violence always be with us.

INTERNATIONAL DANCE DAY



S.NO.	NAME	POSITION
1.	Prerna	First
2.	Sonakshi	Second
3.	Prachi	Third

STAND UP COMEDY



S.NO.	NAME	POSITION
1.	Harshita pande, Yashika Mittal, Yogisha, Misha	First
2.	Muskan malik, Chandani, Krishna, Asmita	Second
3.	Kashak, Husna, Rekha, Renuka, Rachna, Jaya	Third

HOLI KHELO NATURALLY

POSTER COMPETITION ON THE THEME OF HOLI KHELO NATURALLY



S.NO	POSITION HOLDER
1	PRIYANSHIY KATARIA
2	REKHA
3	ANSHIKA CHAUDHARY
4	VANSHIKA AHUJA
5	CHHAVI
6	SHALINI
7	MUSKAAN KHUR

CCA ON THEME TECHNOLOGY

CCA: World Telecommunication Day
Google Forms Quiz on Telecommunication



Quiz Friday Telecom24
Date : 17.5.2024
Friday House Activity Quiz on World Telecommunication Day
ayushikaushik2511@gmail.com
Switch accounts

Q 9 Which of the following is a type of modulation used in telecommunications? * 1 point

- ☐ Demodulation
- ☐ Multiplexing
- ☐ Encryption
- ☐ Amplitude Modulation (AM)

Q 7 Which of the following is a wireless communication standard? * 1 point

- ☐ Ethernet
- ☐ Bluetooth
- ☐ DSL

What does SMS stand for in mobile communications? *

- ☐ Short Message Service
- ☐ Service Message System
- ☐ Subscriber Message Service
- ☐ Simple Messaging System

Which technology is used for wireless communication between devices? *

- ☐ Bluetooth
- ☐ Wi-Fi
- ☐ 4G
- ☐ LTE

What is the main purpose of a SIM Card in a mobile phone? *

- ☐ Storing contact information
- ☐ Providing access to the network

Email *
Your email address: _____

Enrollment number *

S.NO	NAME	POSITION
1	SHREYA GULATI - PREETI - ANJALI	FIRST
2	CHANDANI	SECOND
3	KALPANA KRITIKA SINGH	THIRD

BULLETIN BOARD DECORATION



S.NO	POSITION HOLDER
1	Tripti
2	Nisha
3	jyoti
4	Dakshita
5	Jasmeen
6	Aarushi
7	Disha dharia
8	Aradhana
9	Priya
10	Anjali
11	Divya Raghav



GANESH' S IDOL MAKING COMPETITION

B.ED 1ST A

S.NO	POSITION	NAME
1.	FIRST	Bhavya Gandhi, Bala, Prachi Dagar, Ashima Jaiswal, Tanisha Tyagi
2.	SECOND	Simran Prajapati, Preeti Mehta, Varsha Dugar, Priya Darshni, Divya, Kunika Arora
3.	THIRD	Yashika Aggarwal, Bhavika Garg, Minni Bisht, Preeti Kumari



B.ED 1ST B

S.NO.	POSITION	NAME
1.	FIRST	Hiyanshi Kataria, Sulekha, Vanshika Choudhary
2.	SECOND	Hansika Ahuja, Chhavi Chadha, Deepa
3.	THIRD	Harshika, Khushi Yadav, Sofia Akhtar, Rani Mishra
4.	CONSOLATION	Sonali Choudhary, Sanjana Rawat, Vidhi Gupta, Akansha Sharma

POSTER MAKING COMPETITION



LIBERTY HOUSE

S.NO	NAMES	POSITION
1	Sneha Singhal - B.ED-1 ST B Deepa - B. ED 1 ST B	FIRST
2	Bhavika Garg and Meenakshi Kumari - B.ED 1 ST A Shagufta and Varsha B.ED 1 ST A	SECOND
3	Rashi Nanda -B.ED 1 ST -A	THIRD

INTEGRITY HOUSE

S. NO	NAMES	POSITIONS
1	Rajbharti Sharma and Chhavi Chadha . B.ED 1 ST B	FIRST
2	Ishika - B.ED 1 ST A	SECOND
3	Sanya Kaushik . D.EL.ED 1 ST A Bhumika - B.ED 1 ST A	THIRD

FRATERNITY HOUSE

S.NO	NAMES	POSITIONS
1	Preeti Mehta - B.ED 1 ST A Vishakha and Khushbu Kumari - D.EL.ED 1 ST B	FIRST
2	Asma Tahira and Suzain B.ED 1 ST B	SECOND
3	Kushmanjli D.EL.ED 1 ST B	THIRD

EQUALITY HOUSE

S.NO	NAMES	POSITION
1	Hiyanshi Kataria , Sulekhs , Vanshika Chaudhary - B.ED 1 ST B	FIRST
2	Sheena Bansal , Bala B.ED 1 ST A	SECOND
3	Tannu Gupta -B.ED 1 ST A Sneha Pandey and Meenu Joshi B.ED 1 ST B	THIRD

EXTEMPORE



S.NO	NAME	POSITION
1	Disha	FIRST
2	Varsha	SECOND
3	Nancy	THIRD

JUST A MINUTE



S.NO	NAME	POSITION
1	Vanshika	FIRST
2	Taniya	SECOND
3	Hiyanshi	THIRD

ANNUAL SPORTS MEET

S.NO	NAME
1	Anushka Chaudhary
2	Isha Jain
3	Juhi
4	Deepa
5	Yashika Bhasin
6	Ishika
7	Shalini
8	Sandhya
9	Simran Kumari
10	Srishti Arora
11	Priya darshini
12	Sneha Pandey
13	Raj bharti Sharma
14	Riddhi Jain

BEST OUT OF WASTE COMPETITION



S.NO	NAME	POSITION
1	Disha Pal -	FIRST
2	Hiyanshi Kataria	FIRSY
3	Radhika Mittal	SECOND
4	Deepa	Third
5	Khushi Bansal	Third
6	Bhumika	Third

TREASURE HUNT



S.NO	House	POSITION
1	INTEGRITY	FIRST
2	LIBERTY	SECOND
3	FRATERNITY	THIRD

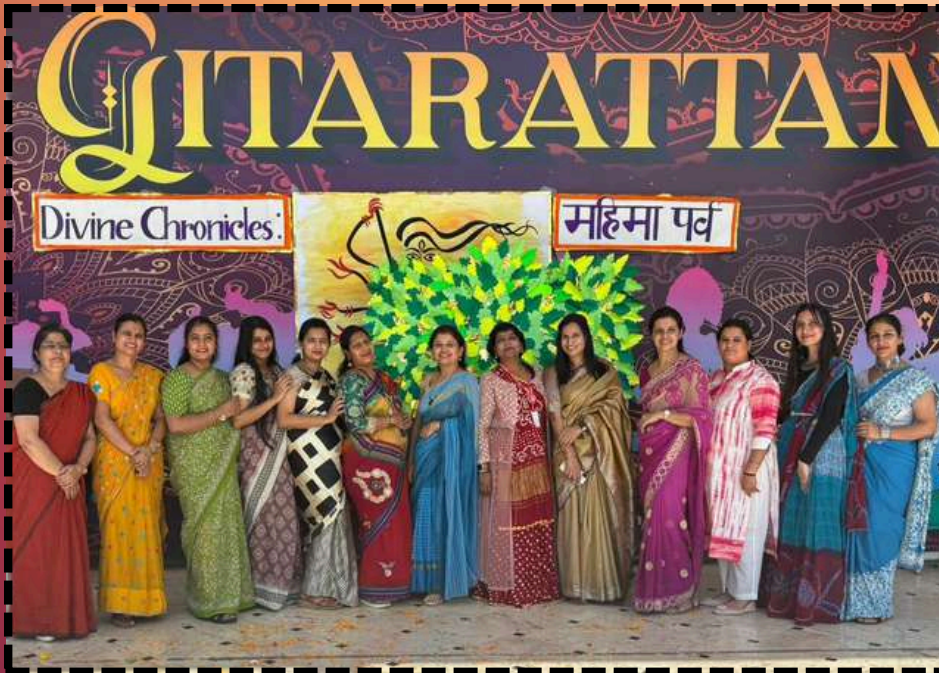
GLIMPSE

A DAY TO REMEMBER OUR MENTORS



GIAST celebrated Teachers' Day with immense zeal and reverence on September 5 2024, to honor the birth anniversary of Dr. Sarvepalli Radhakrishnan, the second President of India and a distinguished educator. The event was organized by the teacher trainees to express gratitude and appreciation for the faculty's invaluable contributions to the students' lives and the institution. The event was a grand success and proved to be a heartwarming tribute to the educators. The atmosphere was filled with joy, gratitude, and mutual respect, effectively strengthening the bond between the students and the faculty. The program concluded with a Vote of Thanks delivered by the Coordinator Dr Shikha Ranjan Ma'am , who expressed sincere appreciation to the teachers for their guidance and the students and staff for their efforts in making the day memorable.

GLIMPSE



DUSSEHRA
CELEBRATION

FRESHERS
PARTY

Freshers Party At
GIAST





JANMASHTAMI CELEBRATION

GANESH CHATURTHI CELEBRATION



DIWALI CELEBRATION



SARASWATI POOJA CELEBRATION

EXTENSION LECTURE



EXTENSION LECTURE

A JOURNEY INTO INDIA'S CULTURAL HEART: EXPLORING ART AND DRAMA AT DASTKAR



FAREWELL PARTY



Educational Trip



**EDUCATION OUTSIDE
THE CLASSROOM:
INSIGHTS FROM THE
PRATAPGARH FARM
VISIT**

**PROUD
ALUMNI
OF GIAST**

STAR ALUMNI- GIAST



**G
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