

3. Quality of Teachers & Teaching

3(a), (b), (c), (d),	No. of Teacher with P.HD {Awarded}	No.of Publication Refreed Journal	No.of Publication in conference with Index by WoS / SCOPUS With ISBN No.	No. of patents Published / Granted	No. of Book Authored / Edited Books / Chapters
	03	20	07	01	06
1.	Prof.Sonia Jindal	----	-----	-----	-----
2.	Dr.Shikha Ranjan	-----	----	-----	-----
3.	Dr.Shweta Grover	----	-----	-----	-----

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Ms. Anshi Chandra

(Assistant Professor)

Faculty Development Program

1.	1 week faculty program (institute of vocational studies)	Outcome based education	2 nd Aug 2024 to 8 th Aug 2024
2.	5 days faculty development program (Guru Gobind Singh Indraprastha University)	Empowering higher education institution in technology enabled learning and blended learning	15 th to 19 th September 2025
3.	04 days Faculty development Program (St. Lawrence College of Higher Education)	Embedding Indian Knowledge System into Futuristic Technology, Artificial Intelligence to Educational Employability towards Viksit Bharat@2047	18/May/2024 - 24/May/2024
4.	1 day National Webinar (St. Lawrence College of Higher Education)	From Classroom to Career: The Role of NEP 2020 as an Optimistic Approach to Sustainable Teaching and Learning	04/June/2024
5.	1 day National seminar (Gitarattan Institute of Advanced Studies & Training)	Recent Innovation of Artificial Intelligence on Teacher Education: Opportunities & Challenges	27/April 2024

6.	1 week Faculty development program	Indian Knowledge System for Physical, Social and Emotional Well Being @Vikshit Bharat 2047	02/May/2024 - 08/May/2024
7.	1 day webinar Army Institute of education	Transforming Education for Tomorrow: AI Driven Personalization, Engagement, and Assessment	29/Aug/2024

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8.	One Day National seminar (Gitarattan Institute of Advanced Studies & Training)	NEP-2020: Integrating with Art, Music and play- Feasibility & Implication	21/March/2024
7.	5 days Faculty Development program (Kamal Institute of Higher Education and Advanced Techn)	ICT For Quality Teaching Learning	12/March/2024 – 16/March/2024
8.	Malaviya Mission Teacher Training centre	NEP 2020 Orientation & Sensitization Programme	-
9.	08 Days Faculty Development (Guru Ram Das College of Education (GGSIPU))	National Education policy 2020: An Insight	16/Aug/2024 - 23/Aug/2023
10.	1day National Seminar (Sri Ram Institute of Teacher Education (GGSIPU))	National Education Policy of India: NEP 2020	3/May/2024

Publication in research paper/ Articles

"THE STUDY ON INTERDISCIPLINARY TEACHING IN CLASSROOM"	Journal of Emerging Technologies and Innovative Research (JETIR), JETIR November 2023, volume 10, Issue 11
"DIGITAL TRANSFORMATION: A BOOM TO EDUCATION"	Anshi Chandra (2024)

Achievements

1.	NET	2019
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2.	CTET (Central Teacher Eligibility Test) Paper 1 and Paper 2	2019
3.	I.G.N.O.U. Centre and Assistant Superintendent	V.D. (Varun Dhaka) Institute of Technology
4.	Academic Counsellor (approved from IGNOU)	20.08.2023 to till date

Signature



ENHANCING QUALITY AND STRENGTHENING GOVERNANCE: EDUCATION INSTITUTIONS IN THE CONTEXT OF NEP 2020

GARIMA SINGH

Assistant Professor,

Delhi College of Vocational Studies and Research, Baprola, New Delhi, India

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Assistant Professor,

School of Education,

KR Mangalam University, Gurugram, Haryana, India

❖ ABSTRACT

The National Education Policy (NEP) 2020 of India represents a landmark shift in the country's educational landscape. Aiming to address systemic issues and propel India towards a knowledge-based economy, NEP 2020 outlines a comprehensive framework for holistic education, emphasizing quality, inclusivity, and innovation. The National Education Policy (NEP) 2020 of India marks a significant milestone in the country's educational trajectory, aiming to revolutionize the existing framework by prioritizing quality enhancement and governance strengthening within educational institutions. This chapter examines the policy's vision for enhancing quality and strengthening governance in education institutions, focusing on key areas like curriculum, pedagogy, teacher development, and institutional autonomy. It analyzes the potential challenges and opportunities associated with implementing these reforms and proposes strategies for ensuring their effective execution. Ultimately, the chapter argues that NEP 2020's success hinges on collaborative efforts of stakeholders, robust monitoring and evaluation mechanisms, and sustained commitment to building an equitable and high-quality education system for all.

Keywords: Education Institution, Governance, National Education Policy NEP 2020, Quality Education

building, and collaborative partnerships to ensure effective execution. By embracing the vision of NEP 2020 and prioritizing inclusive and equitable education for all, India can harness its demographic dividend and emerge as a global leader in education. Moving forward, it is imperative to remain committed to monitoring, evaluating, and adapting policies to ensure that the objectives of NEP 2020 are realized, thus paving the way for a brighter future for generations to come.

This chapter examines the policy's vision for enhancing quality and strengthening governance in education institutions, focusing on key areas like curriculum, pedagogy, teacher development, and institutional autonomy. It analyzes the potential challenges and opportunities associated with implementing these reforms and proposes strategies for ensuring their effective execution. Ultimately, the chapter argues that NEP 2020's success hinges on collaborative efforts of stakeholders, robust monitoring and evaluation mechanisms, and sustained commitment to building an equitable and high-quality education system for all.

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Examining the Impact of Women's Education to Empower to an Atma Nirbhar Bharat

Garima Singh and Aashu Kumari¹

Delhi College of Vocational Studies and Research, Baprola, New Delhi

¹Great Mission Teacher's Training Institute, Dwarka, New Delhi

ABSTRACT

Empowered Women are the foundation for building a self-reliant India, that leads towards an Atma nirbhar Bharat. This abstract includes the critical role of women in education, their contribution to society, the challenges they face, and how they contribute to their nation. In a patriarchal society, women's empowerment through education is necessary, as it transcends conventional gender roles. We live in a patriarchal society but that does not mean women have no role to play. WOMEN contain MEN in themselves. It's women who are responsible for expanding the generation in society. The government has taken many steps to empower women, not only the government, women themselves are standing for their rights. This paper explores women's pivotal role in shaping society through education, discussing the problems they face and the status they achieve through educational empowerment. In this paper, qualitative research design is used to collect and analyse data. The population under study consisted of adults aged 18 and above residing in Southwest Delhi. A sample of 30 participants was selected by using snowball non-probability sampling. Structured interviews were the primary tool used for data collection. The findings emphasize that empowered and self-reliant women are the driving force behind building an Atma nirbhar Bharat. They break obstacles, and empower innovation, entrepreneurship, and independence, contributing to a progressive nation. This study is restricted to people residing in southwest Delhi.

Keywords: Empower women; Self-reliant; Atma nirbhar Bharat

I. Introduction

Education has always been a transformative force, shaping societies and individuals. Over the years, women's access to education has emerged as a critical challenge of societal progress. This study involves the profound importance of women's education, examining its far-reaching impact on individuals, communities, and the broader landscape of society. In a world where knowledge is power, the empowerment of women through education is an important force for change. Throughout history,

Appendix

Appendix 1: Interview Questions

1. In the context of women's education, what does Atmanirbhar Bharat mean?
2. Explain the concept of women's empowerment through Education?
3. What are the challenges faced by women's access to education in India?
4. How does women's education contribute to economic development?
5. How can education empower women to take on more active roles in shaping the future and unlocking the potential?
6. How has education contributed to improving the status and conditions of women?
7. How can education empower women to make informed decisions about their rights, financial independence and overall wellbeing?

ISBN: 978-91-41-00111-4

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**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? And what steps can be taken to improve the quality of education and standards of schools. The NEP 2020 has talked about the quality and 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

quality and relevance of Indian education to international standards. However, addressing challenges and leveraging technology will be critical to realizing the full potential of accreditation in driving India towards its educational aspirations.

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Dr. Vijayshree
(Principal)



Ms. Anshi Chandra

(Assistant Professor)

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4.	Academic Counsellor (approved from IGNOU)	20.08.2023 to till date



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: -



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Published in Volume 10 Issue 11 , November-2023 | Date of Publication: 2023-11-30

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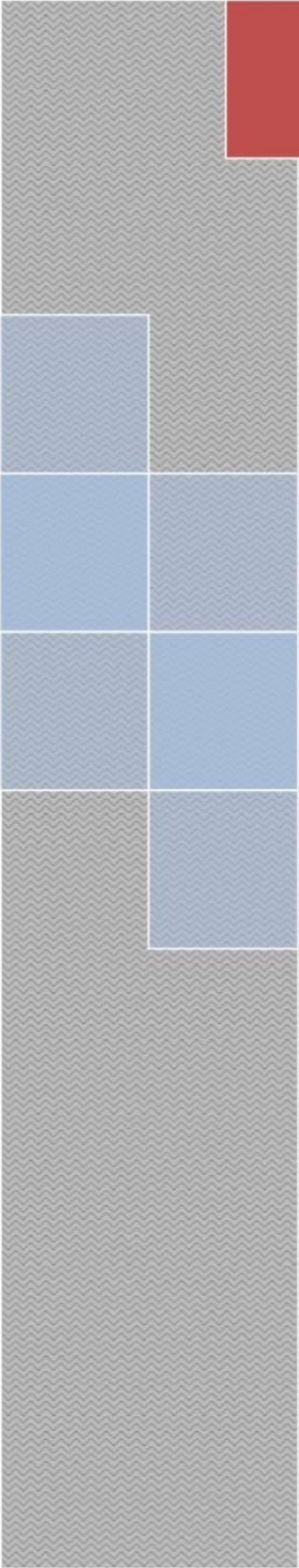


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Strategies for Creating an Enabling Classroom Environment

DR. PRINCE PARMAR
DR. PARUL MAHESHWARI



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 fir 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 worlds economics 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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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



GURU GOBIND SINGH
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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 (GGSIU), 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
GGSIU University, New Delhi

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

Date of Issue: September 30, 2025

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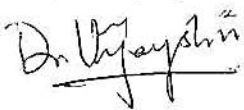
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FDP Coordinator, GRDCE



Dr. Neeraj Priya
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Rainu Gupta

Prof. Rainu Gupta
Dean, SOE,
Sanskriti University,
Mathura Chair of SFDP

Abhilasha Gautam

Dr. Abhilasha Gautam
Principal, AIE
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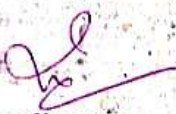
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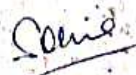
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**THIS CERTIFICATE IS PROUDLY PRESENTED TO ANSHI CHANDRA,
ASSISTANT PROFESSOR, SLCHE, GGSIPU
for participation in the national conference held on 27.04.2024, Saturday.**


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Principal





KAMAL INSTITUTE OF HIGHER EDUCATION AND ADVANCE TECHNOLOGY

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CERTIFICATE OF PARTICIPATION **5 DAYS FACULTY DEVELOPMENT PROGRAMME** **ON** **“ICT FOR QUALITY TEACHING LEARNING ”**

This is to Certify that .. **Ms. Anshi Chandra** Faculty of
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Development Programme on “ICT for Quality Teaching Learning ” from 12.03.2024 to
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Priti Srivastava
16/3/2024

DR. PRITI SRIVASTAVA
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Preeti Sharma

DR. PREETI SHARMA
Coordinator

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Certificate of Participation

This Certificate is awarded to Ms. Anshi Chandra

Assistant Professor of Varun Dhaka Institute of Technology

for participating/attending

One Day National Seminar on

“National Education Policy of India: NEP 2020”

Organised By

Sri Ram Institute of Teacher Education

Bamnoli, Dwarka Sec 28, New Delhi - 110077.

on

03rd May, 2023, (Wednesday).



Mr. Mukesh Lochau
(Chairman, SRJTE)

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Dr. Sonu
Co-ordinator
(Asst. Prof., SRJTE)

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 fir 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 worlds economics 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



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: -



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Anushi Chandra

of *St. Lawrence College of Higher Education.*

in recognition for participating in the One Week Faculty Development Programme on the theme "Outcome Based Education"
held from 02nd to 08th April, 2024. His/her active participation is highly appreciated.

Dr. Mandira Gupta
Principal

Mr. Khalid Hashmi
Director



**GITARATTAN INSTITUTE OF ADVANCED STUDIES
AND TRAINING**

CERTIFICATE OF APPRECIATION

THIS CERTIFICATE IS PRESENTED TO

Ms. Anshi Chandra

In appreciation of her outstanding contribution and exemplary dedication
during SCERT Swachhata Drive from August 1, 2025-August 30, 2025
in her capacity as Assistant Professor.



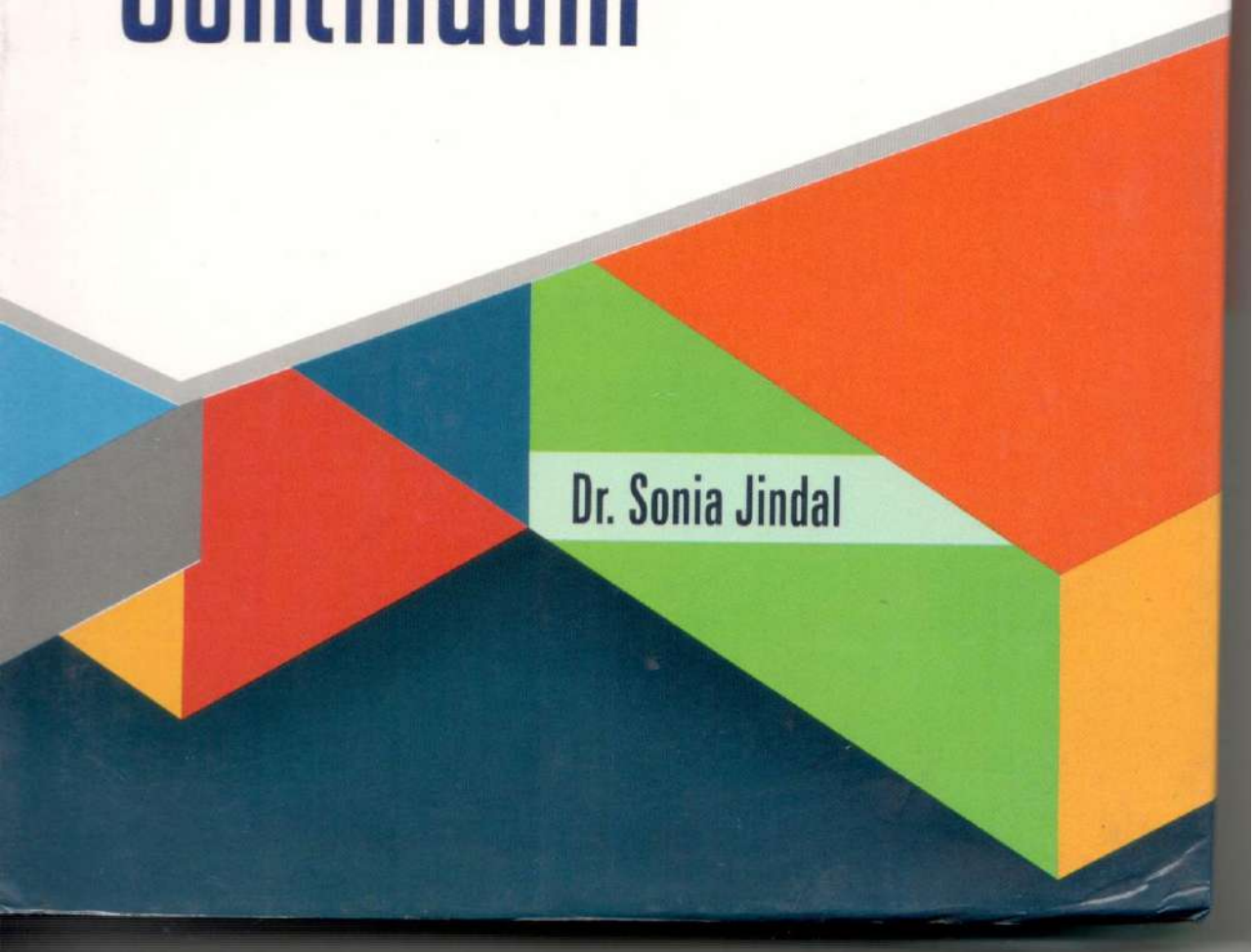
Solvia

Principal's Sign



Improving School Practices Through Leadership Continuum

Dr. Sonia Jindal

An abstract geometric design at the bottom of the book cover. It consists of several overlapping triangles and polygons in various colors: orange, green, red, blue, yellow, and dark blue. The design is composed of sharp, angular shapes that create a sense of movement and depth.

Improving School Practices Through Leadership Continuum

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

BOOKMAN
DELHI

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Edition**

A Textbook on Assessment of Learning

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

A Text Book on Assessment of Learning

(Second Edition)

Dr. S.K. Bhatia

M.Com., M.Ed., Ph.D.
Former Associate Professor,
Department of Education (CIE),
University of Delhi, Delhi

Prof.(Dr.) Sonia Jindal

MA (Eng.), M.Ed., MBA, Ph.D.
Principal
Gitarattan Institute of Advanced Studies and Training,
Rohini, Delhi



Paragon International Publishers

New Delhi - 110 002 (India)



A TEXT BOOK ON ASSESSMENT OF LEARNING

Dr. S.K. Bhatia
Prof. (Dr.) Sonia Jindal
M. L. Choudhary

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

11.	Quality Assurance in Higher Education: Practices & Issues	Conference Proceeding , National	ISBN:978-93-86238-72-6	34	EXCELLENT PUBLISHINGHOUSE, New Delhi
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12.	When hands are on minds are on.	Gitarattan Journal of Education	ISSN:2581-9581 Vol:02. Issue: 01, July)	67-69	GRJE, Sector-7 Rohini, Delhi-85
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SHIKHA SHARMA

Paper Published

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

Teacher: A liberator of Soul

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

Abstract

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

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

Introduction

Prescribing the importance of a teacher Sant Kabirdas says that:

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

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

Varun Kumar

Mangalmay Institute of Management and Technology, Shimla

Ashima Dhiman

Himachal Pradesh University, Shimla

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

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

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

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

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

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

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

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

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

photos and videos, data generated by online interactions etc.

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

Popular Social Networking Sites in India

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

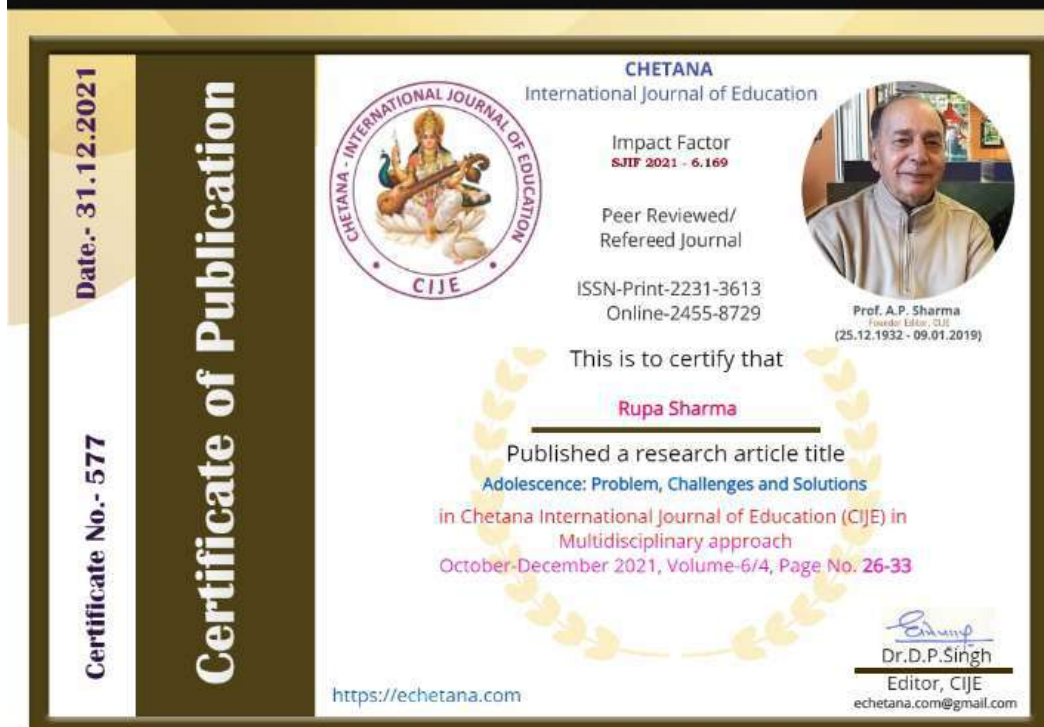
- 1) Facebook

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

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

Objectives of the Study

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



Date:- 30.09.2021

Certificate No.- 560

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)

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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

Teacher: A liberator of Soul

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

Abstract

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

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

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Ms.RUPA SHARMA

PAPER PUBLISHED:

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

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

RESEARCH EXPERIENCE:

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

Paper Presented:

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

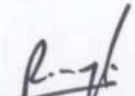


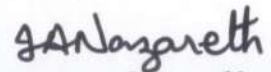
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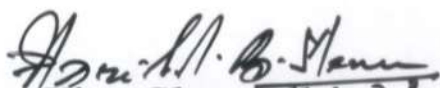


**UGC – SPONSORED SHORT TERM PROGRAMME - RESEARCH
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This is to certify that Ms. Shikha Sharma, Assistant Professor from Gitarattan Institute of Advanced Studies and Training, Rohini, Delhi, Guru Gobind Singh Indraprastha University, Delhi, participated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


Director
UGC-MMTTC


Course Coordinator


Vice-Chancellor
Goa University

Date: 29.07.2024

THE IMPORTANCE OF VALUE BASED EDUCATION & ROLE OF TEACHER

¹Shweta Grover, ²Dr. Pushpavati Kochrekar

¹Research Scholar, Ph.D. (Education)

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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,

TEACHER EDUCATION IN INDIA: TRENDS AND CONCERNS

¹Shweta Grover*, ²Dr. Pushpavati Kochrekar

¹Research Scholar, Ph.D. (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.

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

Emerging Trends:

National Curriculum Framework 2005

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

Paper Identification



*Corresponding Author

Introduction

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

Reflective Practice : A Tool for Reflective Teacher

Shikha Sharma

Abstract

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

Introduction

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

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

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

CHAPTER 10

Lifelong Learning for Holistic Development: A Pathway to Flourishing

Shikha Sharma

Abstract

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

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

Publication Ethics: A Long way to go

Shikha Sharma

Abstract

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

Keywords: Publication Ethics, knowledge driven community, informed consent

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

Introduction

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

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

Publication Ethics

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

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

CHAPTER 10

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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 .

Paper published

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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,

photos and videos, data generated by online interactions etc.

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

Popular Social Networking Sites in India

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

- 1) Facebook

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

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

Objectives of the Study

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



Prof. A.P. Sharma
Founder Editor, CIJE
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8	डॉ चित्रा जितेंद्र सिंह	ज्ञान के क्षेत्र में तकनीकी आत्मनिर्भरता
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10	रूपा शर्मा	शिक्षा का बदलता स्वरूप : ई-लर्निंग और शिक्षक शिक्षा



CHAPTER-17

Distinction among Attitude,
Aptitude and Interest

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

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

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

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

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

Attitude

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

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

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

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

Published by :

KALINDI PRAKASHAN

Air, Buzurg, Azamgarh, U.P.

Mo. : +91 9140270320; +91 9453904139

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Understanding Disciplines and Subjects

© Author

First Published: 2023

ISBN : 978-81-965014-6-4

Price : ₹ 570/-

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Type Setting :

Sameer Computer, Delhi

PRINTED IN INDIA

Published by Dr. Anil Kumar Dubey for KALINDI PRAKASHAN, Azamgarh, (U.P.), Laser Typesetting at Sameer Computers Delhi, Printed at Balaji Offset, Delhi.

Acknowledgement

"Alone we can do so little; together we can do so much." -Very well said by Helen Keller and truly applicable on making this book.

I am pleased to express my sincere acknowledgement and deep regards to all the inspirational efforts, scholarly contributions and loving support of many people in completing this book "Understanding Disciplines and Subjects"

I express my heartfelt gratitude to my parents, teachers and all family members to inspire me towards this direction.

I gratefully thanks to all the academicians, educationists, research scholars and authors who have contributed their valuable chapters to make this book possible.

I am grateful to the publisher for putting all the efforts to bring out the book in physical shape.

With Warm Regards,

Dr. Jyoti Tiwari



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

Dr. Shikha Ranjan

Introduction

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

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Creating an Inclusive Educational Society

Edited by
Jyoti Tiwari



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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



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.

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

Introduction

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

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



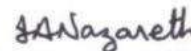
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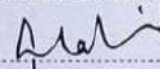
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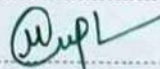
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05 September, 2024

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.

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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

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 ethical principles and standards, such as honesty, integrity, and fairness. Along with it, Valuing and respecting the diversity, opinions, and contributions of colleagues, students, and as a whole of the wider community. Communicating effectively, clearly, and respectfully in all interactions. Being collaborative, high-spirited Working well with others, sharing knowledge, and contributing

Code: MMC-01-2024-DEC-B-02951



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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 fulfilment. 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 laziness. 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.



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at the National Seminar on "India @ 75: AtmaNirbhar Women for AtmaNirbhar Bharat"
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CONTEXT OF NEP 2020

IN THE PEER-REVIEWED EDITED BOOK ENTITLED

"NATIONAL EDUCATION POLICY 2020: TRANSFORMING EDUCATION IN INDIA"

Edited by Dr. Tania Gupta, Dr. Shikha, Dr. Parminder Kaur

October, 2024 (An International Edition)

ISBN: 978-91-41-00111-4 | ISBN-10: 91-41-00111-7 | DIP: 18.10.9141001117 | DOI: 10.25215/9141001117



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Edited by: Dr. Arti Bhatnagar, Dr. Devender, Dr. Sumita Mandal, Dr. Shashikant S. Shende, Dr. Debashis Mandal, Dr. Shubhajit De

July, 2025 (An International Edition)

ISBN: 978-93-5879-151-8 | ISBN-10: 93-5879-151-9 | DIP: 18.10.9358791519 | DOI: 10.25215/9358791519



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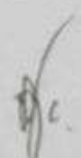
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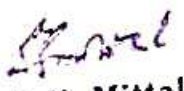
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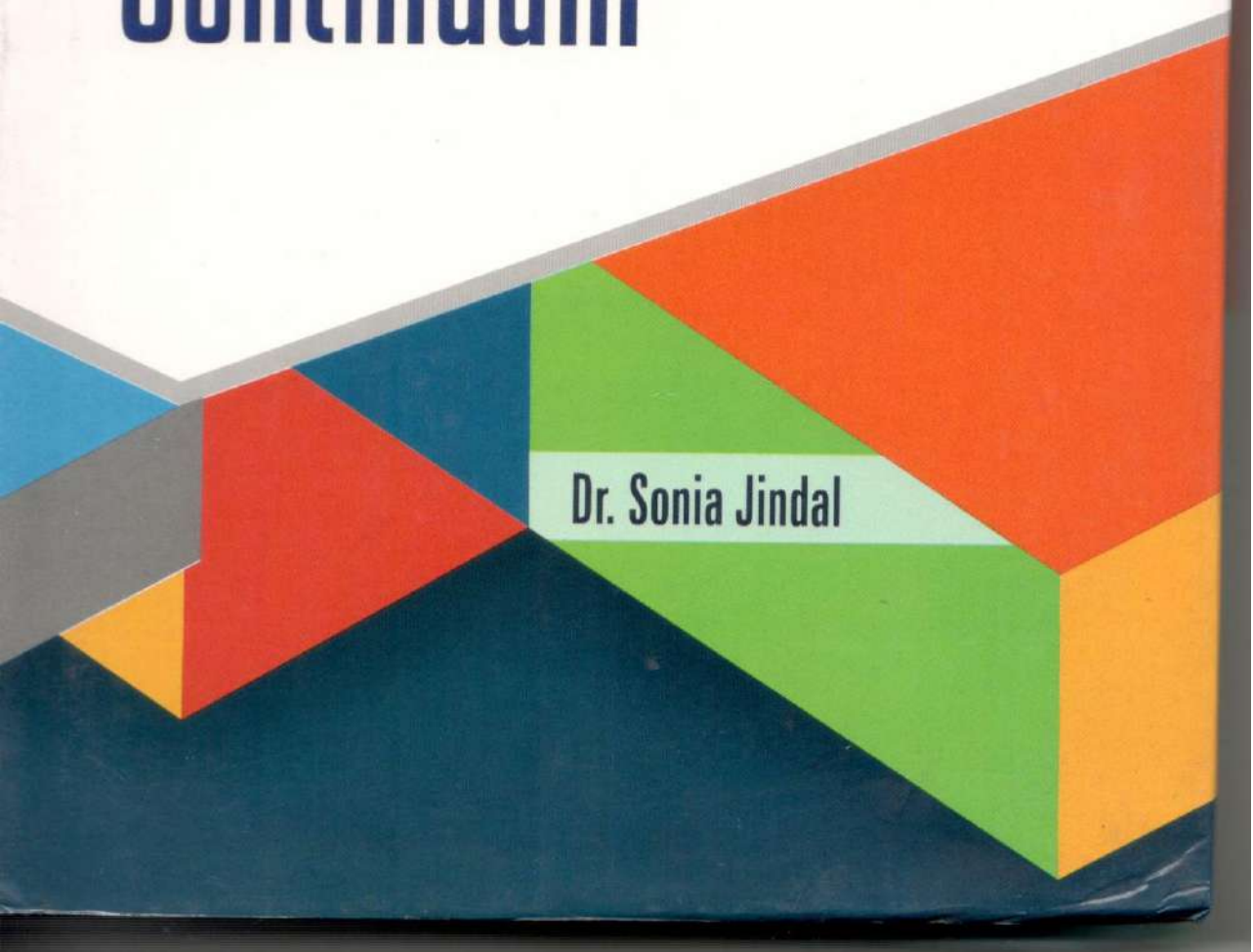


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A TEXT BOOK ON ASSESSMENT OF LEARNING

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1	Effect of Mycotoxin on germination of paddy Seeds.	J. Plant Science	Vol.1No.1	7-9	MD.Publication Pvt. Ltd
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7	Constructivism :A Sustainable Learning Approach	Gitarattan Journal of Education	RNINo. deleng/2018/76325 (Vol:01.Issue:01,July	37-44	GRJE, Sector- 7 Rohini, Delhi-85
9	Virtual Reality as a Tool in Education	Meri Journal of Education	ISSN-0974-2085	86-95	Management Education and Research Institute.
10	Impact of Reflective Practices for a Wholistic Teacher Education Program	Conference Proceeding	Department of Education, CIE, Delhi	50	Central Institute of Education

11.	Quality Assurance in Higher Education: Practices & Issues	Conference Proceeding , National	ISBN:978-93-86238-72-6	34	EXCELLENT PUBLISHINGHOUSE, New Delhi
12.	Effective Teaching Strategy: Field Trips as a Part of Curriculum Enhance the Learning	Gitarattan Journal of Education	RNINo. deleng/2018/76325 (Vol:1, Issue:02 Jan 2019)	27-38	GRJE, Sector-7 Rohini, Delhi-85
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- **“Publication Ethics: A long way to go”** published in Gitarattan Journal of Education Vol. 4, Issue – 1, July 2022. ISSN: 2581-9518
- **“Impact of Multimedia Instructional Module and Traditional Method on Academic Achievement of Secondary School Students”** published in Gitarattan Journal of Education Vol. 3, Issue – 2, Jan 2021. ISSN: 2581-9518
- **Reflective Practice: A tool for Reflective Teacher** published in MERI Journal of Education Vol. XIII, No.2, October 2018
- **“ICT in School Education: Key Issues and Concerns”** Published April - September 2015 Edition in International Journal of Humanities and Social Sciences. ISSN: 2348-7429 Authors: Ms. Shikha Sharma & Ms. Madhu Shrivastava
- **Effectiveness of Multimedia Instructional Module and Traditional Method on Academic Achievement of Senior Secondary Commerce Students”** Published in September 2013 Edition in International Journal of Education and Humanities (AITEA). ISSN: 2231-380X Authors: Ms. Shikha Sharma & Dr. Renuka Sharma
- **“Inclusive Education and Teacher Preparation: A Journey Not Destination”** Published in December 2012 Aaroja Journal of Education and Management. ISSN: 2320-1266 Author: Ms. Shikha Sharma
- **“Pedagogical Perspectives of ICT & Bridging the Gaps”** Published in December 2013 Aaroja Journal of Education and Management. ISSN: 2320-1266 Authors: Ms. Shikha Sharma & Ms. Madhu Shrivastava
- UGC Sponsored International Conference held from 19th to 21st October 2011 organized by Department of Physical Education & Sports Sciences & IGIPES (University of Delhi) titled **“Role of Information & Communication Technology in Physical Education: An Overview”** ISBN: 978-81-902282-0-6 Authors: Dr. Sushil Kumar & Ms. Shikha Sharma

Teacher: A liberator of Soul

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

Abstract

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

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

Introduction

Prescribing the importance of a teacher Sant Kabirdas says that:

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

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

Varun Kumar

Mangalmay Institute of Management and Technology, Shimla

Ashima Dhiman

Himachal Pradesh University, Shimla

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

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

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

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

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

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

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

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

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

photos and videos, data generated by online interactions etc.

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

Popular Social Networking Sites in India

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

- 1) Facebook

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

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

Objectives of the Study

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



Date:- 30.09.2021

Certificate No.- 560

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

रूपा शर्मा

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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
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Teacher: A liberator of Soul

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

Abstract

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

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

Introduction

Prescribing the importance of a teacher Sant Kabirdas says that:

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

Ms.RUPA SHARMA

PAPER PUBLISHED:

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

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

RESEARCH EXPERIENCE:

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

Paper Presented:

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

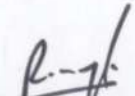


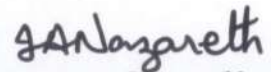
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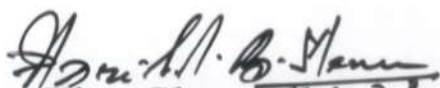


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THE IMPORTANCE OF VALUE BASED EDUCATION & ROLE OF TEACHER

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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,

TEACHER EDUCATION IN INDIA: TRENDS AND CONCERNS

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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.

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

Emerging Trends:

National Curriculum Framework 2005

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

Paper Identification



*Corresponding Author

Introduction

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

Reflective Practice : A Tool for Reflective Teacher

Shikha Sharma

Abstract

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

Introduction

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

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

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

CHAPTER 10

Lifelong Learning for Holistic Development: A Pathway to Flourishing

Shikha Sharma

Abstract

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

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

Publication Ethics: A Long way to go

Shikha Sharma

Abstract

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

Keywords: Publication Ethics, knowledge driven community, informed consent

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

Introduction

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

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

Publication Ethics

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

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

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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 .

Paper published

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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,

photos and videos, data generated by online interactions etc.

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

Popular Social Networking Sites in India

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

- 1) Facebook

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

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CHETANA

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7	डॉ. बी.एल. श्रीमाली	संस्कृत में पठन एवं लेखन कौशल के विकास हेतु क्रिया (टास्क) आधारित उपागम : एक प्रायोगिक नवाचार
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10	रूपा शर्मा	शिक्षा का बदलता स्वरूप : ई-लर्निंग और शिक्षक शिक्षा



CHAPTER-17

Distinction among Attitude,
Aptitude and Interest

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

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

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

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

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

Attitude

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

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

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

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

Published by :

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Understanding Disciplines and Subjects

© Author

First Published: 2023

ISBN : 978-81-965014-6-4

Price : ₹ 570/-

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Type Setting :

Sameer Computer, Delhi

PRINTED IN INDIA

Published by Dr. Anil Kumar Dubey for KALINDI PRAKASHAN, Azamgarh, (U.P.), Laser Typesetting at Sameer Computers Delhi, Printed at Balaji Offset, Delhi.

Acknowledgement

"Alone we can do so little; together we can do so much." -Very well said by Helen Keller and truly applicable on making this book.

I am pleased to express my sincere acknowledgement and deep regards to all the inspirational efforts, scholarly contributions and loving support of many people in completing this book "Understanding Disciplines and Subjects"

I express my heartfelt gratitude to my parents, teachers and all family members to inspire me towards this direction.

I gratefully thanks to all the academicians, educationists, research scholars and authors who have contributed their valuable chapters to make this book possible.

I am grateful to the publisher for putting all the efforts to bring out the book in physical shape.

With Warm Regards,

Dr. Jyoti Tiwari



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

Dr. Shikha Ranjan

Introduction

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

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Creating an Inclusive Educational Society

Edited by
Jyoti Tiwari



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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

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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.

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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.



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Date of Issue: September 30, 2025



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