

Faculty Publications

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**Delhi Institute of Rural Development
Nangli Poona, Delhi-110036**

Faculty Publications during session 2022-23

Books Published

Dr. Suman Lata

- i) **Vidyalay Netritva Evam Parbandhan**, Shipra Publication, ISBN: 978-93-86262-98-9
- ii) **Patthaykarm, Shikshan Shastr evam Mulyankan**, Shipra Publication, ISBN: 978-93-86262-59-2
- iii) **Shiksha Ke Manovegyanik Prepreksya**, Shipra Publication, ISBN: 978-93-86262-56-1
- iv) **Bal Vikas**, Shipra Publication, ISBN: 978-93-86262-34-9
- v) **Shiksha ke samajik darshnik aadhar**, Paragon International Publishers, ISBN: 978-93-83154-53-1
- vi) **Socio Philosophical Perspectives of Education**, Paragon International Publishers, ISBN 978-93-83154-31-9
- vii) **Education and Society (2nd Edition)**, Paragon International Publishers, ISBN 978-93-83154-47-0
- viii) **Shiksha Aur Samaj**, Shipra Publication, ISBN 978-81-7541-830-1
- ix) **Educational Technology**, Shipra Publication, ISBN 978-81-7541-819-6
- x) **Shaikshik Taknik**, Paragon International Publishers, ISBN 978-93-83154-34-0
- xi) **Education and Society**, Doaba House, ISBN 978-93-83232-15-4
- xii) **Shiksha Ke Etihashik evam Samajik Aadhar**, Twenty First Century Publications, ISBN: 978-93-86713-45-2
- xiii) **Historical & Sociological Foundation of Education**, Twenty First Century Publications, ISBN: 978-93-86713-38-2

Ms. Soma

- i) **Inclusive Education: Creating an Inclusive School**, Neelkamal Publication, ISBN: 978-93-86725-74-5
- ii) **MCQ in Special Education**, Neelkamal Publication, ISBN: 978-93-95368—
- iii) **Inclusive Education: Creating an Inclusive School (Hindi)**, Neelkamal Publication, ISBN: 978-93-86725-98-1

Mr. Deepak Arora

- Accounting & Finance – Book Rivers year 2022, ISBN 978-93-5515-719-5

Patent

Dr. Suman Lata

- Patent the paper on the topic “Role of digital marketing using latest Technology scope opportunities and Challenges” Application no. 202211021192A, Published Date- 15/04/2022, The Patent office Journal no. 15/2022



Paper Published

Dr. Suman Lata

- Published Paper on the topic "**Impact of COVID-19 Pandemic in India: In Perspective of Education**" in International Conference Proceeding held on the theme 'Reinventing and Reimagining Post Pandemic Society: In Perspective of Education, Economy and Health' at Army Institute of Education on 21st Feb. 2023 with ISBN
- Published a Chapter on the topic "**Competency Based Education: Transformation in Teaching Learning**" in a Book on the theme 'Managing Quality in Higher Education Institution' in 2022 with ISBN: 978-93-91654-00-9 Published by EZ Education
- Published Paper on the topic "**Performance Analytic Study of the Quality Assurance Practices and Performance in Education of India**" in a Scopus Journal of Positive School Psychology, ISSN: 2717-7564, Page no.3796-3801, Vol. 6, No. 5, 2022.
- Published Paper on the topic "**Reflective Practices in Teaching & Learning: Benefits and Challenges**" in International Journal of Research and Analytical Review, ISSN: 2348-1269, Vol. 9, Issue I, March 2022, Page no. 40-47.

Dr. Garima Sharma

- Published Paper on the topic "A Study of Cyber crime & threats in Virtual Classroom" in International Research journal of Management Sociology & Humanities with ISSN 2277-9809

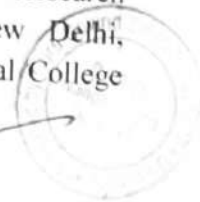
Paper Presented in International Seminar/Conferences

Dr. Suman Lata

- Presented a paper on "Impact of COVID-19 Pandemic in India: In Perspective of Education" in International Conference on Reinventing and Reimagining Post Pandemic Society: In Perspective of Education, Economy and Health held at Army Institute of Education on 21st Feb. 2023
- Presented paper entitled "NEP 2020: Relevance & challenges in 21st Century" in a National Seminar held on 30th January 2023 at Shri Madhav College of Education & Technology, Keshav Nagar, Hapur, UP
- Presented paper entitled "Vaishvik Pridrshya me Samajik Parivartan me shiksha ki bhumika" on 3rd & 4th April 2023 at Tribhuvan Vishwavidyalaya, Kathmandu, Nepal.

Mr. Deepak Arora

- "Transformation in Education Sector after Digitalisation and its Impact" in XXIV Annual International Conference on the broad theme "Nationalism, Globalisation, and Development" organised by Delhi School of Professional Studies and Research (Affiliated to Guru Gobind Singh Indraprastha University, Delhi), New Delhi, India; Deen Dayal Upadhyaya College, University of Delhi, Delhi; Shyam Lal College



(E), University of Delhi, Delhi; Shaheed Bhagat Singh College, University of Delhi, Delhi; Sri Guru Gobind Singh College of Commerce, University of Delhi, Delhi; Divine International Group of Institutions, Gwalior; Rotary Club of Delhi Maurya, Delhi, held on January 7-8, 2023

Dr. Garima Sharma

- Presented paper titled "A study of probable changes for teacher fraternity in implementation of NEP 2020" in national conference held on 18-19 July 2022 at GGSIPU.
- Presented paper titled "A study of Communication & Emotion of students in E-Learning" in national conference held on 11-12 December 2023 at GGSIPU.

Ms. Anamika Sharma

- Presented paper titled "A study of Communication & Emotion of students in E-Learning" in National conference held on 11-12 December 2023 at GGSIPU.

Dr. Suman

- Presented a paper titled " Role of education in sustainable happiness" in national conference held on 11-12 December 2023 at GGSIPU

Ms. Zara Shareef

- Presented a paper titled "Empowering India – through access, equity and quality education for sustainable development" in International Conference held on 18-19 October at GGSIPU
- Presented a paper titled "Quality enhancement and innovative pedagogical strategies in education in post pandemic era: A blendful thought" in International Conference held on 21st feb 2023 at Army Institute of Education, Greater Noida

Ms. Soma

- Presented a paper titled "Impact of Covid-19 pandemic on health & well being" in International Conference held on 21st feb 2023 at Army Institute of Education, Greater Noida.
- Presented a paper titled "Implementation of NEP 2020: Empowered Teacher" in National Conference held on 25-26 feb 2022 at Kasturi Ram College of Higher Education.



Teachers with Ph.D.

John



Delhi Institute of Rural Development
Nangli Poona, Delhi-110036

List of Ph.D holder faculty members

S.No	Name of the Faculty
1	Dr. Suman Lata
2	Dr. Farida Shahin
3	Dr. Garima Sharma
4	Dr. Kiran Kumari
5	Dr. Madhu
6	Dr. Manisha Sharma
7	Dr. Pooja Sharma
8	Dr. Sheetal Rani
9	Dr. Supreet Singh
10	Dr. Komal
11	Dr. Suman
12	Dr. C.P Sharma
13	Dr. Vinod Kumar



Books Published

John



विद्यालय नेतृत्व एवं प्रबन्धन

सुमन लता
एच.एल. खत्री

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पाठ्यक्रम, शिक्षण-शास्त्र एवं मूल्यांकन

सुमन लता
एच.एल. खत्री

शिक्षा मानव विकास का आधार है। इसके द्वारा मानव, समाज और राष्ट्र का विकास होता है। पाठ्यक्रम शिक्षा प्रक्रिया की धुरी है। शिक्षा के लक्ष्यों एवं उद्देश्यों की पूर्ति में पाठ्यक्रम महत्वपूर्ण भूमिका निभाता है। इन लक्ष्यों एवं उद्देश्यों की प्राप्ति शिक्षण-अधिगम प्रक्रिया की प्रभावशीलता पर निर्भर करती है जिसमें शिक्षण विधियाँ, व्यूह रचनाएँ एवं उपागम सम्मिलित हैं। शिक्षण-अधिगम प्रक्रिया की प्रभावशीलता एवं उद्देश्यों की पूर्ति की सार्थकता का पता लगाने में मूल्यांकन सहायक होता है।

प्रस्तुत पुस्तक सुसंगठित विषयवस्तु के साथ रोचक शैली में लिखी गई है। इस पुस्तक में पाठ्यक्रम एवं उसका विकास, शिक्षण-विज्ञान, शिक्षण सिद्धान्त एवं सूत्र, व्यूह रचनाएँ, उपागम, मापन एवं मूल्यांकन, विद्यालयी आलेखों का रखरखाव तथा क्रियात्मक अनुसंधान आदि प्रकरणों पर यथोचित प्रकाश डाला गया है।

डॉ. सुमन लता, दिल्ली इस्टिड्यूट ऑफ रूरल डेवलपमेंट, नंगली पूना, दिल्ली में प्रिंसिपल के पद पर कार्यरत हैं। इन्होंने अपने वर्षों के शिक्षण अनुभव के आधार पर शिक्षा से सम्बन्धित कई पुस्तकों एवं शोध लेखों के लेखन का कार्य किया है।

डॉ. एच.एल. खत्री, अपने वर्षों के अध्यापक शिक्षक अनुभव के आधार पर शिक्षा से सम्बन्धित कई पुस्तकों एवं शोध पत्रों के लेखन का कार्य कर चुके हैं। शिक्षा के क्षेत्र में उत्कृष्ट कार्यों के लिए आपको सन् 2016 में डॉ. राजेन्द्र प्रसाद शिक्षक पुरस्कार तथा डॉ. भीमराव अम्बेडकर राष्ट्रीय पुरस्कार से सम्मानित किया जा चुका है।



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शिक्षा के मनोवैज्ञानिक परिप्रेक्ष्य (प्राथमिक स्तर पर)

सुमन लता
एच.एल. खत्री

शिक्षा का एकमात्र लक्ष्य बालक के व्यक्तित्व का सर्वांगीण विकास करना है। प्राथमिक स्तर पर मनोविज्ञान के नियमों एवं सिद्धान्तों पर आधारित शिक्षा पद्धति, शिक्षा के इस लक्ष्य की पूर्ति में सहायक है क्योंकि मनोविज्ञान के ज्ञान द्वारा शिक्षक बालक के स्वभाव, वृद्धि एवं विकास, मानसिक प्रक्रियाओं, व्यवहार नियंत्रण, मनोगतिकी के नियमों को समझते हुए आवश्यक निर्देशन एवं परामर्श से उसके व्यक्तित्व का सर्वांगीण विकास करने व सुखी जीवन बनाने में सहायता प्रदान कर सकता है। बालको तथा शिक्षकों की अनेक समस्याओं का समाधान खोजने हेतु भी मनोविज्ञान का ज्ञान शिक्षक के लिए सहायक होता है। इस प्रकार मनोविज्ञान की विषय-सामग्री मानव व्यवहार है। शिक्षा मनोविज्ञान में हम बालक के व्यवहार का शैक्षिक वातावरण के सन्दर्भ में अध्ययन करते हैं।

प्रस्तुत पुस्तक सुसंगठित विषयवस्तु के साथ रोचक शैली में लिखी गई है। इसमें प्राथमिक स्तर पर शिक्षा मनोविज्ञान के आधारभूत प्रकरणों जैसे—अधिगम, बुद्धि, चिन्तन, आवश्यकताएँ, रुचि, अभिवृत्ति, अभिप्रेरणा, स्मृति एवं विस्मृति, सीखने अथवा प्रशिक्षण का स्थानान्तरण, भाषा अधिगम एवं भाषा विकास, निर्देशन एवं परामर्श, बालकों की व्यवहारगत समस्याएँ, अधिगमकर्ता की विशिष्ट आवश्यकताएँ, समावेशी शिक्षा, बाधित बालक आदि पर यथोचित प्रकाश डाला गया है।

डॉ. सुमन लता, दिल्ली इंस्टिट्यूट ऑफ रूरल डेवलपमेंट, नंगली पूना, दिल्ली में प्रिंसिपल के पद पर कार्यरत हैं। इन्होंने अपने वर्षों के शिक्षण अनुभव के आधार पर शिक्षा से सम्बन्धित कई पुस्तकों एवं शोध लेखों के लेखन का कार्य किया है।

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बाल विकास

सुमन लता
एच.एल. खत्री

बालकों के व्यवहार में अपेक्षित परिवर्तन लाकर उनके व्यक्तित्व का सर्वांगीण विकास करना ही किसी भी शिक्षण व्यवस्था का परम लक्ष्य होता है। बाल मनोविज्ञान के सिद्धांतों एवं नियमों पर आधारित शिक्षा पद्धति ही अपने उद्देश्यों की पूर्ति में सफल हो सकती है क्योंकि बाल मनोविज्ञान के ज्ञान की सहायता से शिक्षक बालक की मानसिक प्रक्रियाओं, व्यवहार के लक्षणों, मनोगति की के नियमों को समझते हुए शिक्षण से जुड़ी समस्याओं को हल करके कक्षा शिक्षण को प्रभावशाली बना सकता है तथा इस प्रकार यह बालकों के विकास की प्रक्रिया को सही दिशा में निर्देशित कर विद्यालय में तथा इससे बाहर सफल समायोजन में उनकी सहायता कर सकता है। गर्भ में आने से लेकर पूर्ण प्रौढ़ता प्राप्त करने की रीति बाल विकास है।

प्रस्तुत पुस्तक सुसंगठित विषयवस्तु के साथ रोचक शैली में लिखी गई है। इसमें बाल विकास से सम्बंधित आधारभूत प्रकरणों पर उचित प्रकाश डाला गया है जैसे वृद्धि एवं विकास, वंशानुक्रम एवं वातावरण, विकासोत्पन्न कार्य, बाल अध्ययन विधियाँ, विभिन्न अवस्थाओं में शारीरिक विकास, भाग्य विकास, सामाजिक विकास, संवेगात्मक विकास, संज्ञानात्मक विकास, नैतिक विकास, खेल, व्यक्तित्व, वाणी एवं भाषा का विकास, आत्म संप्रत्यय, जीवन कौशल आदि का इस पुस्तक में यथोचित वर्णन किया गया है।

डॉ. सुमन लता, दिल्ली इस्टिटेयूट ऑफ रूरल डेवलपमेंट, नंगली पूना, दिल्ली में प्रिंसिपल के पद पर कार्यरत हैं। डॉ. लता अपने वर्षों के शिक्षण अनुभव के आधार पर शिक्षा से सम्बंधित कई पुस्तकों एवं शोध लेखों के लेखन का कार्य कर चुकी हैं।

डॉ. एच.एल. खत्री, अपने वर्षों के अध्यापक शिक्षक अनुभव के आधार पर शिक्षा से सम्बंधित कई पुस्तकों एवं शोध पत्रों के लेखन का कार्य कर चुके हैं। शिक्षा के क्षेत्र में उत्कृष्ट कार्यों के लिए आपको सन् 2016 में डॉ. राजेन्द्र प्रसाद शिक्षक पुरस्कार तथा डॉ. भीमराव अम्बेडकर राष्ट्रीय पुरस्कार से सम्मानित किया जा चुका है।



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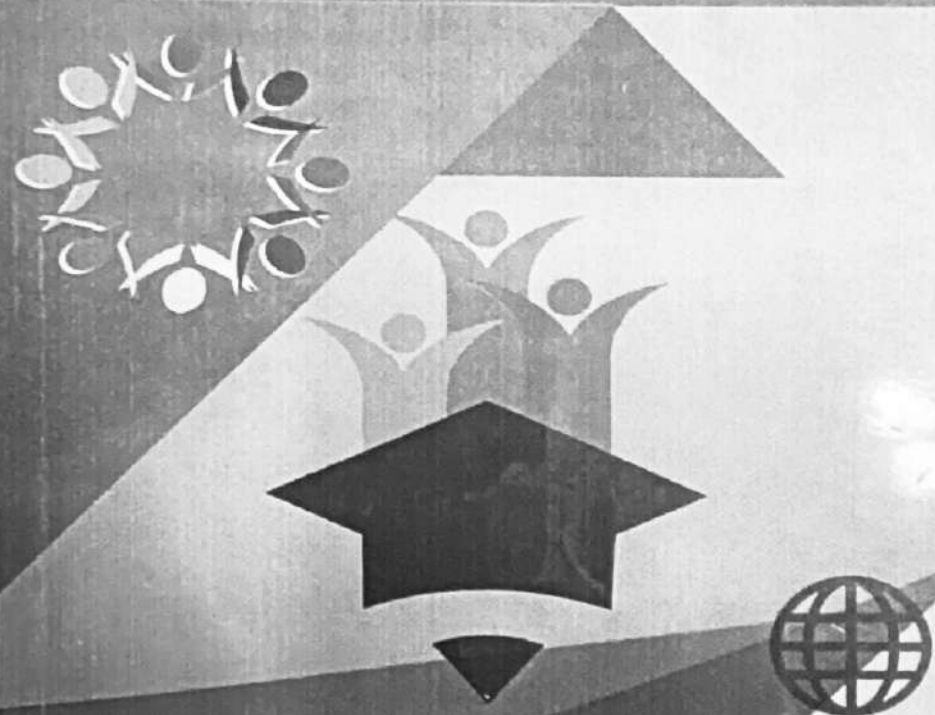
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शिक्षा के सामाजिक-दार्शनिक आधार



डॉ. सुमन लता
डॉ. एच.एल. खत्री

शिक्षा के सामाजिक-दार्शनिक आधार

डॉ. सुमन लता • डॉ. एच.एल. खत्री

शिक्षा मानव विकास का आधार है इसके द्वारा मानव, समाज और राष्ट्र का विकास होता है। शिक्षा, समाज तथा दर्शन घनिष्ठ रूप से सम्बन्धित है। शिक्षा एवं दर्शन एक दूसरे के पूरक हैं तथा दोनों एक दूसरे को प्रभावित करते हैं। शिक्षा समाज में, समाज के लिए और समाज द्वारा संचालित एक प्रक्रिया है। समाज के अस्तित्व पर ही शिक्षा का अस्तित्व निर्भर करता है। शिक्षा सामाजिक विकास का एक मात्र साधन है।

प्रस्तुत पुस्तक सुसंगठित विषयवस्तु के साथ रोचक शैली में लिखी गयी है। शिक्षा के सामाजिक-दार्शनिक परिपेक्ष्यों के विभिन्न पहलुओं जैसे शिक्षा और दर्शन, आदर्शवाद, प्रकृतिवाद, प्रयोजनवाद, मानववाद, महान शिक्षा शास्त्रियों जैसे महात्मा गांधी, रविन्द्रनाथ टैगोर, स्वामी विवेकानन्द, जे. कृष्णमूर्ति, गिजुभाई बभेका, मारिया मॉन्टेसरी, फ्रैडरिक फ्रोबेल का जीवन एवं शैक्षिक विचार, शिक्षा और समाजशास्त्र, सामाजिकीकरण और शिक्षा, समसामयिक समाज, शिक्षा और संस्कृति, मूल्य शिक्षा, शिक्षा एवं सामाजिक परिवर्तन, मानव अधिकार तथा शांति शिक्षा आदि का इस पुस्तक में यथोचित वर्णन किया गया है।

डॉ. सुमन लता, दिल्ली इन्स्टिट्यूट ऑफ़ रूरल डेवलपमेंट, नंगली पूजा, दिल्ली में प्रिंसिपल के रूप में कार्यरत हैं। डॉ. लता अपने वर्षों के अनुभव के आधार पर शिक्षा के क्षेत्र में कई पुस्तकों एवं शोध लेखों के लेखन का कार्य कर चुकी हैं।

डॉ. एच.एल. खत्री, अपने वर्षों के अध्यापक शिक्षक अनुभव के आधार पर शिक्षा से सम्बन्धित पुस्तकों एवं शोध पत्रों के लेखन का कार्य कर चुके हैं। शिक्षा के क्षेत्र में उत्कृष्ट कार्यों के लिए सन् 2016 में डॉ. राजेन्द्र प्रसाद शिक्षक पुरस्कार तथा डॉ. भीमराव अम्बेडकर राष्ट्रीय पुरस्कार से किताबें जी चुका है।

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SOCIO-PHILOSOPHICAL PERSPECTIVES OF EDUCATION

DR. SUMAN LATA
DR. H.L. KHATRI

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The socio-philosophical dimensions influence education as a whole and are reflected in the aims, processes and practices of education. This book focuses on The Concept of Education; Philosophy and Education; Idealism; Naturalism; Pragmatism; Humanism; Educational thoughts of: Mahatma Gandhi; Rabindranath Tagore; Gijubhai Badheka; Froebel; Montessori; Swami Vivekananda; J. Krishnamurthy; Sociology; Socialization; Contemporary Society and Child Rearing Practices; Culture; Values Education; Education and Social change; Human Right and Education for Peace.

Dr. Suman Lata, obtained her Ph.D. (Education), M.Ed., and M.Sc. (Geography), from Kurukshetra University, Kurukshetra. She did her M.Phil. (Education) and P.G.D.C.A. from Aligappa University. She had qualified UGC- NET (Education) Exam and Haryana STET (Social Science). Dr. Lata, a scholar, passed her M.Sc. (Geography) with third position in Kurukshetra University, has to her credit several research papers/articles and books on education.

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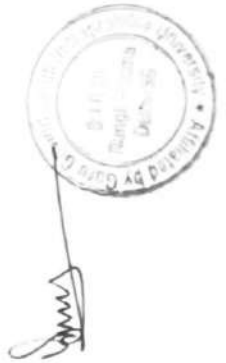
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Across the Curriculum

Suman Lata • H.L. Khatri



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Dr. H.L. Khatri obtained his Ph.D. from Jamia Millia Islamia, New Delhi, and M.P.E.S., P.G.D.P.Ed., B.Sc. (PE) from the IGIPSS, University of Delhi. He did his M. Phil. (Physical Education) and M.A. (Education) from Kurukshetra University and P.G.D.S.M. from Aligappa University. He has to his credit three books and several research papers/articles published in reputed journals. Dr. Khatri has more than 16 years teaching experience in the field of education/teacher education.

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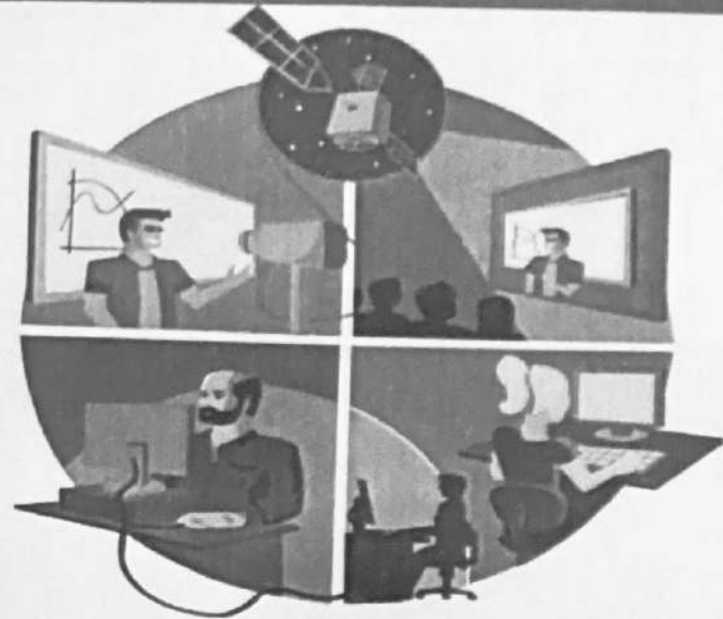
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शैक्षिक तकनीकी

(Educational Technology)

डॉ. सुमन लता
डॉ. एच. एल. खत्री

शैक्षिक तकनीकी

डॉ. सुमन लता • डॉ. एच. एल. खत्री

प्रगत पुस्तक सुसंगठित विषयवस्तु के साथ रोचक शैली में लिखी गई है। इसकी भाषा अत्यंत सरल, बोधगम्य तथा परिष्कृत है। इसमें शिक्षा तकनीकी से संबंधित आधारभूत प्रकरणों पर उचित प्रकाश डाला गया है। विषयवस्तु को सुसंगठित तथा रोचक बनाने के लिए इसमें कला संबंधित चित्रकारी, विभिन्न तरह के उपकरणों का समावेश किया गया है। यह पुस्तक टी.एल.एड., तथा बी.एड. के अभ्यर्थियों के लिए अत्यंत सहायक रहेगी।

शिक्षा तकनीकी के क्षेत्र में आधुनिक विद्यार्थी तथा नवीनतम प्रयोग जैसे—कम्प्यूटर, ब्रॉडबैंड सॉफ्टवेयर, इंटरनेट, प्रणाली तथागत, सत्रियता तकनीकी, बहु तकनीकी प्रौद्योगिकी, रीडिंग, दूरदर्शन, प्रभावी सहायक माध्यम, सूक्ष्म शिक्षण, अनुकूलित शिक्षण, अभिक्रमित अधिगम, कम्प्यूटर सहायक अधिगम, अत्याधुनिक कक्षा कक्ष, सूचना एवं संचरण प्रौद्योगिकी, शिक्षा तकनीकी की सतत एवं विस्तृत अनुसंधान में पूर्णिकता, समावेशी के लिए अनुकूल एवं सहायक प्रौद्योगिकी, ऑटोमो-पीडियो इलेक्ट्रॉनिक जटिल का इस पुस्तक में पर्याप्त वर्णन किया गया है। लेखकों ने इस पुस्तक में लेखन में अपने दृष्टिकोण को शिक्षण अनुभव एवं विषयों को ज्ञान का प्रयोग किया है। लेखकों की कई पुस्तकें एवं शोध पत्र-लेख भी प्रतिष्ठित पत्रिकाओं में प्रकाशित हो चुके हैं।

डॉ. सुमन लता ने बी.ए.एड., एम.एड.सी. (भूगोल), एम.एड. तथा पी.एच.डी. (शिक्षा) की उपाधि कुम्भकोट विश्वविद्यालय, कुम्भकोट से, एम.फिल. (शिक्षा) तथा पी.जी. डिप्लोमा इन कम्प्यूटर एप्लीकेशन की उपाधि अलग्ग्या विश्वविद्यालय से प्राप्त की। आर्य यू.जी.सी. नेट (शिक्षा) एवं अध्यापक पदक पश्चिम की उपाधि का चुकी है।

डॉ. एच.एल. खत्री ने बी.एड.सी., पी.जी.डी.पी.एड., एम.पी.ई.एम., डॉरल सीधी शैक्षणिक शिक्षा एवं उच्च विज्ञान सम्मान, दिल्ली विश्वविद्यालय से, एम.फिल. (शैक्षणिक शिक्षा), एच.ए. (शिक्षा), कुम्भकोट विश्वविद्यालय, कुम्भकोट से एच.पी.एच.डी. की उपाधि जयिया मिलिया इन्वैरसिटी, नई दिल्ली से प्राप्त की।



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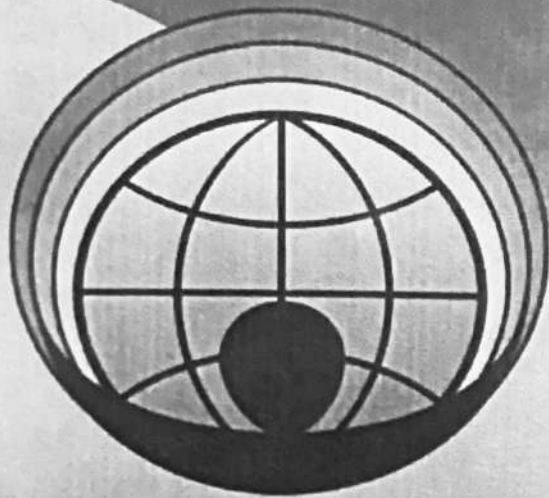
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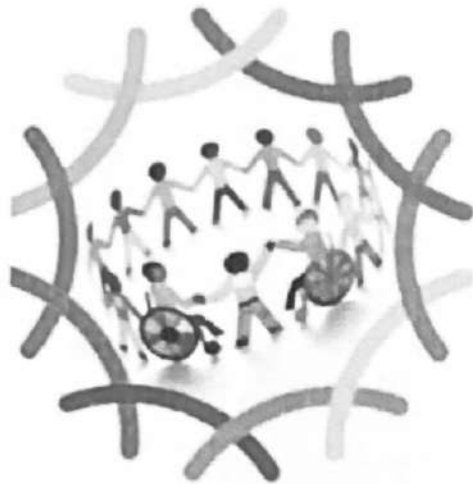
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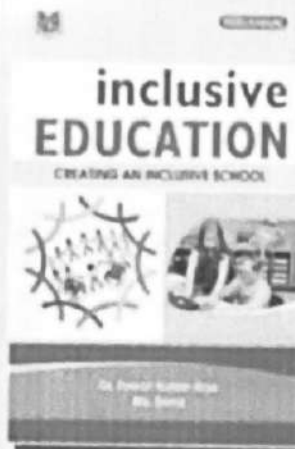
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About the Authors

Dr. Pawan Kumar Arya holds Ph.D. in education. He completed his M.Phil in education and M.Ed with first division. He qualified UGC-NET in education. He did M.A. (Hindi), M.A. (Economics) and M.A. (Psychology) with first divisions. He also holds PG diploma in Guidance and Counselling and Diploma in Computer Applications. He has presented many papers in national and international seminars and conferences and has published research papers/articles in various journals. He has attended many faculty development programmes in various institutions. He has seven year teaching experience in educational institutions. Presently he is working as Assistant Professor in Delhi College of Education, DIRD Delhi.

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“एथनीक्यू - विशेष शिक्षा में बहुवैकल्पिक प्रश्न” इस पुस्तक का उद्देश्य विशेष शिक्षा प्रशिक्षुओं को नियमित अभ्यास के माध्यम से उनके सोचने की प्रारम्भिकता और योजना बनाने में सहाय्य करना है। पुस्तक में विशेष शिक्षा विषय पर बड़ी संख्या में बहुवैकल्पिक प्रश्न हैं। सभी पाठने में “बहुवैकल्पिक प्रश्न बैंक” के दौरान अच्छे मूल्य का निर्माण एक जति विशिष्ट कार्य है। हमने ऐसा कि यह पुस्तक विशेष शिक्षा के शिक्षक प्रशिक्षुओं को उपयोगी जानकारी प्रदान करती है। इसलिए यह उत्तर के रूप में विशेष शिक्षा के शिक्षकों की अपेक्षाओं को पूरा करती है। सामग्री को विशेष शिक्षा के पाठ्यक्रम के साथ सभी पाठने में शामिल करने के लिए डिजाइन किया गया है। पुस्तक उपयोगकर्ता के अनुकूल है और अच्छी तरह से संरचित तरीके से जानकारी प्रदान करती है। यह विशेष शिक्षा विषय वस्तु की विभिन्न अवधारणाएं प्रदान करती है। यह महत्वपूर्ण किया गया है कि विशेष शिक्षा पर आधारित एथनीक्यू एकदम सफल है। पुस्तक को सम्पत्ती घटोकर रूप में विशेष शिक्षा से संबंधित सभी पाठुओं को एक व्यापक और संपूर्ण रूप में शामिल करने के साथ पैरा को जल्दी है।

लेखक परिचय

सोमा, एम ए. (इतिहास), बी एड. (सांख्यिक विज्ञान एवं हिन्दी) तथा एम.एड., शिक्षा शास्त्र है। जिसने बी.बी.एड. उत्तर निर्धारित की जाने वाली सी.टी.ई.टी. दोनों परीक्षाओं भी उत्तीर्ण की है। इसीने राष्ट्रीय सर्वेक्षणों तथा सम्मेलनों में अपने पाठ प्रस्तुत किए हैं एवं इनकी दो पुस्तकें “समावेशी शिक्षा” विषय पर प्रकाशित हो चुकी है तथा विन्ध्य-विन्ध्य संस्थाओं में संकाय विभागाध्यक्षों में भी उपस्थित रही है। इनका शिक्षिका के रूप में छः वर्ष से अधिक का अनुभव रहा है। वर्तमान में वे “सीआईआईटी, दिल्ली कनिष्ठ और गुरुकुलन (को मुक्त संरचित शिक्षा इन्द्रप्रस्थ विश्वविद्यालय द्वारा स्थापित है) में अधिस्तन प्रोफेसर के रूप में कार्यरत हैं।



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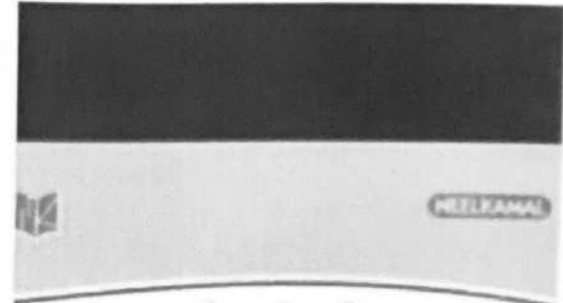


पुस्तक के संदर्भ में

पुस्तक 'समावेशी शिक्षा - समावेशी विद्यालय का सृजन' का सृजक/लेखक/संपादक 'समावेशी शिक्षा की राह का एक आदर्शगत काल्प' है जो समावेशी शिक्षा की राह 'अज्ञान' का पथ है। इस पुस्तक की लक्ष्य 'सर्वशिक्षा समावेशी शिक्षा' (एन.सी.ई.टी.) द्वारा निर्दिष्ट दिशाओं के रूप में, भारतीयों के अनुभव की रूप है। यह पुस्तक की रूप, 'समावेशी शिक्षा' का ज्ञान को जितने विद्यार्थियों के लिए खुलने के लिए है। इस पुस्तक का सृजक/लेखक/संपादक सोमल सोमल है। समावेशी शिक्षा की दिशाओं/समावेशी विद्यालय का सृजन है। यह पुस्तक समावेशी विद्यालय की मांगों के लिए/समावेशी शिक्षा के लिए/समावेशी विद्यालय को निर्माण/समावेशी विद्यालय का सृजन का सहायक है, जो शिक्षा के लिए/समावेशी विद्यालय का सृजन है, जो शिक्षा के लिए/समावेशी विद्यालय का सृजन है।

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(57) Abstract :

Digital Marketing has become more famous after the involvement of the latest technologies in businesses. It has completely changed the old marketing methods and compelled marketers to stay connected with their buyers or customers via the internet for selling their products and services. Consequently, the marketers must consider and analyse both advantages and disadvantages of digital marketing while planning the best marketing and setting business goals. Due to its high efficiency and effectiveness, Digital Marketing has been recognised by all business entities, and now it is growing faster with every passing day. Soon, it will become easier for small businesses to compete with their large-scale competitors on the same platform. So digital marketing has become a crucial need of small and large scale businesses in today's digital environment.

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Sumanlata



CHAPTER 1

Impact of Covid-19 Pandemic in India: In Perspective of Education

Dr. Suman Lata and Dr. H. L. Khatri

ABSTRACT

The impact of pandemic COVID-19 is observed in every sector around the world. The education sectors of India as well as world are badly affected by COVID-19. It has enforced the world wide lock down creating very bad effect on the student's life. Learners stopped to move schools/colleges and all educational activities halted in India and all over the world. The outbreak of COVID-19 has taught us that change is inevitable. It has worked as a catalyst for the educational institutions to grow and opt for platforms with technologies, which have not been used before. The education sector has been fighting to survive the crises with a different approach and digitizing the challenges to wash away the threat of the pandemic. This paper highlights some measures taken by Govt. of India to provide seamless education in the country. Both the positive and negative impacts of COVID-19 on education are discussed and some fruitful suggestions are also pointed to carry out educational activities during the pandemic situation.

Keywords: Impact, COVID-19, Pandemic, Digitalization, Technology

INTRODUCTION

In the second week of March 2020 the government of India shutting down schools and colleges across the country began temporarily as a measure to contain the spread of the novel coronavirus. It's close to a month and there is no certainty when they will reopen. This is a crucial time for all sectors as well education sector also – board examinations, nursery school admissions, entrance tests of various universities and competitive examinations, among others, are all held during this period. As the days pass by with no immediate solution to stop the outbreak of Covid-19, school and university closures will not only have a short-term impact on the continuity of learning for young learners in India but also engender far-reaching economic and societal consequences.

The structure of schooling and learning, including teaching and assessment methodologies, was the first to be affected by these closures. The pandemic has significantly disrupted the higher education sector as well, which is a critical determinant of a country's economic future. A large number of Indian students – second only to China – enroll in universities abroad, especially in countries worst affected by the pandemic, the US, UK, Australia and China. Many such students have now been barred from leaving these countries. If the situation persists, in the long run, a decline in the demand for international higher education is expected.

The bigger concern, however, on everybody's mind is the effect of the disease on the employment rate. Recent graduates in India are fearing about withdrawal of job offers



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Dr. Suman Lata

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Chapter-10

Competency-Based Education : Transformation in Teaching Learning

¹Dr. Suman Lata

Abstract
 Competency-based education, an educator led reform is taking root in school education and higher education across the country. The concept behind competency-based education is simple learning best measured by students demonstrating mastery of learning, rather than the number of hours spent in a classroom. By redesigning the education system about actual student learning, we will prepare each student more efficiently for a future in an increasingly worldwide and competitive economy. Competency-based education is a major shift in school culture and higher education, structures and pedagogy focused on ensuring that all students succeed and addressing basic shortcomings of the traditional model. Schools and higher education institutions turn to competency-based education for various reasons to help students learn most effectively, to achieve greater equity, foster deeper learning, and to build a system of continuous improvement. The objective of competency-based education is to train individuals for the challenges of the future and empower students with knowledge and skills in various fields of study in a flexible educational program modified to each student.

Keywords: Competency-based education, Transformation, Equity, Mastery & learner-centric.

Introduction
 Competency-based education is an approach to education that focuses on the student's expression of desired learning outcomes as a centre of the learning process. The concept of competency-based learning focuses on three key characteristics, first is learner-centric, second is differentiation and third is learning outcomes. It is concerned chiefly with a student's succession through the curriculum at their own velocity, depth, etc. As competencies are confirmed, students continue to progress. It is like mastery-based learning, with the primary difference being that competency-based learning often focuses on noticeable skills or competencies, while mastery learning may be scholastic as likely to focus on concepts as skills. There is a disagreement about what competency-based

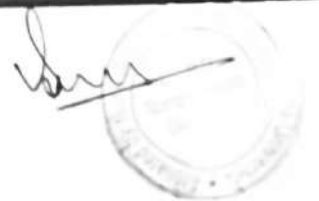
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Performance Analytic Study Of The Quality Assurance Practices And Performance In Education Of India

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Abstract

Higher education is the focal point of society. The Higher Education Program in India is one of the most extensive in the world. Several universities, technicians, research centres, and other institutions were established around India following the country's independence to develop and share knowledge targeted at giving indigenous Indians with the simplest access to higher education. The new difficulties confronting the education system in this nation cannot be solved until the institution of administration of higher education institutions is fully completed. This is especially vital in light of globalisation, which necessitates skill, competence, drive, action, and comfort on several levels. Because quality can be maintained at that level if higher education administration is robust, the National Academic Accreditation Council (NAAC) was founded to ensure quality in higher education. The current article is on the quality of higher education and the role of NAAC. The essential ideals of NAAC addressing higher education in India are stressed in this study. In addition, the quality aspects of higher education have been described in terms of product, software, and service dimensions as a whole. Finally, NAAC mentions various quality evaluation measures to ensure quality in higher education institutions.

Keywords: Core Value of NAAC, Quality assessment, Higher Education, Pedagogy, Concept of Quality, Quality dimensions, sustainability

Overview

Higher education delivers in-depth information and comprehension in order to grow learners in new knowledge frontiers in various ways of living. It improves the student's capacity to inquire and seek the truth, as well as assess contemporary events. It expands an individual's intellectual ability with a little technology and gives them a greater perspective on the world

around them. Higher education is often defined as a combination of teaching, research, and growth. However, despite addressing global education difficulties, exporting to higher education has led to the demand for accountability and transparency. The predicted demand for higher education might exceed 263 million students by 2025. As the need for excellent education grows, so does the demand for quality assurance for international





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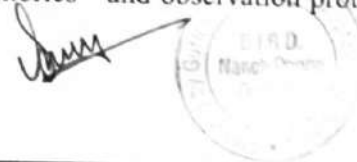
Abstract

“We do not learn from experience we learn from reflecting on experience.” John Dewey. Reflection is a basic part of teaching and learning. It aims to make you more aware of your own professional knowledge. The reflective process encourages you to work with others as you can share best practice and draw on others for support. Ultimately, reflection makes sure all students learn more effectively as learning can be tailored to them. Reflective practice develops your ability to understand how your students learn and the best ways to teach them. By reflecting on your teaching, you identify any barriers to learning that your students have. You then create lessons which re-teach any content which your students have not been able to access to allow them to overcome any obstacles and develop. Reflecting on your teaching will help you to understand how your students’ best learn and will allow you to be accountable for their progress. By assessing the strengths and weaknesses in your own teaching, you will develop an awareness of the factors that control and prevent learning. Reflective practice allows you to adapt lessons to suit your classes. You can create and experiment with new ideas and approaches to your teaching to gain maximum success.

Keywords: - Reflection, Practices, Challenges.

Introduction

When teaching reflectively, instructors think critically about their teaching and problem-solve for recurring issues rather than relying on unchanging established personal norms. This critical analysis can draw on a variety of sources: Brookfield (2017) lays out four crucial sources, including students’ eyes, colleagues’ perceptions, personal experience, and theory and research. Instructors can use various tools and methods to learn from these sources and reflect on their teaching, ranging from low-key to formal, and personal to inter-collegial. When instructors engage in reflective teaching, they are dedicating time to evaluate their own teaching practice, examine their curricular choices, consider student feedback, and make revisions to improve student belonging and learning. This self-assessment process requires information gathering, data interpretation, and planning for the future. Reflective teaching involves examining one’s underlying beliefs about teaching and learning and one’s alignment with actual classroom practice before, during and after a course is taught. Reflective teaching operates as an umbrella term denoting various approaches, including teaching inventories and observation protocols, self-assessments, and consideration of student evaluations.



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A Study of Cyber Crime and Threats in Virtual Classroom.

Dr.Garima Sharma

Assistant Professor, DIRD College, Delhi ,

Dr.Madhu Srivastava ,

Professor ,Lingya's Vidyapeeth

Abstract

The last two years of pandemic has changed our perspective of education and schooling. Virtual classrooms and online classes are the need and part of our new education system. But as we know everything in this world has its own positive and negative aspects. Virtual classes were a blessing in times of pandemic but it has its own issues of network connectivity, screen time, and cyber security. With the advent of online classes the issues of cybercrime and cyberbullying were reported. The present study is an attempt to study the aspects of cyberbullying and provides suggestions for dealing and preventing such cases in future.

Introduction

The last two years (2020-22) has changed the teaching learning patterns with virtual and blended learning as new norms because of the Covid 19 pandemic. It is a new normal to have classes on various online platforms such as Google meet, Microsoft teams, zoom and many more. But everything has its pros and cons the blended learning approaches helped us as teachers and students to become more tech savvy but on the other hand we have become vulnerable to the world of cybercrime as our information is disclosed and open at these platforms. Various such cases have been reported very bullying and teasing was noticed during online classes of universities and higher education institutes. These new platforms are very comfortable and fruitful for social interactions but they may serve as authentic tools for individuals to bully on each other. In this virtual or digital world offenders can use various tools to bully others such as emails, chatrooms, cellphone,PDA instant messaging, images and picture tools etc. This is called electronic or online bullying, cyber harassment or cyber bullying it involves the use of information and communication technology to intentionally harm others. What is more threatening is that in traditional bullying victims and bullies know each other whereas in online or electronic bullying the offenders can hide their identities using some nickname and fake profiles. Further the online communication tools make the cyberbullying possible anywhere and at any time.

Willard's (2005) defines cyberbullying as "sending or posting harmful or cruel text or images using the Internet or other digital communication devices (p.2)" and lists the ways in which cyberbullying occurs as follows: Flaming is sending angry, rude or vulgar messages. Harassment means repeatedly sending offensive messages. Cyber stalking refers to harassment that is highly



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THIS CERTIFIES THAT
DR.GARIMA SHARMA
HAS/HAVE WRITTEN AN ARTICLE / RESEARCH PAPER ON
A STUDY OF CYBER CRIME AND THREATS IN VIRTUAL CLASSROOM
APPROVED BY THE REVIEW COMMITTEE, AND IS THEREFORE PUBLISHED IN
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**'REINVENTING AND REIMAGINING POST PANDEMIC SOCIETY:
IN PERSPECTIVES OF EDUCATION, ECONOMY, AND HEALTH'**

This is to certify that Prof/D^r/Mr/Ms *Dr. Suman Lata*
of *DIRD, Delhi*

College/University has participated/presented a paper titled *Impact of Covid-19 Pandemic
in India: In Perspective of Education*

in International Conference held on 21 February 2023
organized by IQAC of Army Institute of Education, Greater Noida.

[Signature]
MS KRITI GULERIA
Conference Convener

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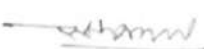
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30TH JANUARY 2023

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This is to certify that Prof./Dr./Ms./Mr....Suman Lata.....(Principal).....
of Delhi Institute of Rural Principal Development has participated/(Resource Person) presented paper in the
National Seminar on Integration of Technology in Teaching Learning Process organized by
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Dr. Sachin Kumar
Convener


Dr. Munesh Kumar Sharma
Principal


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'हिमालिनी' डॉ० कृष्णचन्द्र मिश्र पब्लिकेशन, काठमाण्डू, नेपाल
के संयुक्त तत्त्वावधान में द्विदिवसीय

अंतरराष्ट्रीय संगोष्ठी

दिनांक : 03 एवं 04 अप्रैल 2023

विषय : वैश्विक परिदृश्य में शिक्षा, साहित्य, संस्कृति और समाज की भूमिका
ROLE OF EDUCATION, LITERATURE, CULTURE AND SOCIETY IN THE GLOBAL SCENARIO

प्रमाण-पत्र

सहर्ष प्रमाणित किया जाता है कि सुश्री/श्री/डॉ० सुमन लता
.....संस्थान का नाम दिल्ली इंस्टीट्यूट ऑफ रूरल
डेवलपमेंट, नंगली पूना, दिल्ली-36 ने
त्रिभुवन विश्वविद्यालय काठमाण्डू, नेपाल (हिन्दी केन्द्रीय विभाग), श्री राम सुहाग तिलक कॉलेज ऑफ एजुकेशन,
जहानाबाद, बिहार, भारत तथा 'हिमालिनी' डॉ० कृष्णचन्द्र मिश्र पब्लिकेशन, काठमाण्डू, नेपाल के संयुक्त तत्त्वावधान
में वैश्विक परिदृश्य में शिक्षा, साहित्य, संस्कृति और समाज की भूमिका विषय पर 03 एवं 04 अप्रैल 2023 को आयोजित
द्विदिवसीय अंतरराष्ट्रीय संगोष्ठी में सहभागिता की तथा " वैश्विक परिदृश्य में सामाजिक
परिवर्तन में शिक्षा की भूमिका " विषय पर
अध्यक्षीय-वक्तव्य/अतिथि-वक्तव्य/ मुख्य-वक्तव्य/ विषय-विशेषज्ञ/ वक्तव्य/ शोध-पत्र प्रस्तुत किया। एतदर्थ यह
प्रमाण-पत्र प्रदान किया जाता है। हम आपके हृदय से आभारी हैं एवं आपके उज्ज्वल भविष्य की कामना करते हैं।

संरक्षक

डॉ० संजीता वर्मा
विभागाध्यक्ष, हिन्दी केन्द्रीय विभाग
त्रिभुवन विश्वविद्यालय
काठमाण्डू, नेपाल

संयोजक

डॉ० अमित कुमार दुबे
प्राचार्य
श्री राम सुहाग तिलक कॉलेज ऑफ एजुकेशन,
ओवा, जहानाबाद, बिहार, भारत

संरक्षक

डॉ० सच्चिदानंद मिश्र
निदेशक
डॉ० कृष्णचन्द्र मिश्र पब्लिकेशन
काठमाण्डू, नेपाल



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Prof./Dr./Ms./Mr. Deepak Kumar, Assistant Professor
Organization Delhi Institute of Rural Development, Delhi
Presented paper entitled "Transformation in Education Sector after Digitalisation
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Institute of Rural Development, Delhi & Mr. Deepak Kumar

B. P. Singh

Professor B. P. Singh
Chairman - GB, DSPSR

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अमृत महोत्सव

Certificate of Participation

This is to certify that Dr. Garima Sharma Presented a paper
titled A Study of Probable Challenges for Teacher Fraternity in Implementation of
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in the National Conference on National Education policy 2020: Implications for Higher Education held
from 18th -19th July, 2022 at University School of Education, Guru Gobind Singh Indraprastha
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Conference Coordinator



Prof. Sangeeta Chauhan
Dean & Conference Chair



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Happiness and Sustainability around the Globe:
Implications for the SDGs

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This is to certify that Mr./Ms./Dr. Sarima Sharma, Assistant Professor from
DIRD College presented a paper
titled A Study of Communication and Emotions of Students in E-learning
at the National Conference on Happiness and Sustainability around the Globe: Implications for the SDGs
held on 11th and 12th October 2023, organized by the University School of Education, Guru Gobind Singh
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Conference Coordinator



Prof. Sangeeta Chauhan
Conference Convenor

Prof. Vivek Sachdeva
Conference Director & Dear



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Implications for the SDGs

CERTIFICATE OF PARTICIPATION



This is to certify that Mr./Ms./Dr. Anamika Sharma, Assistant Professor from
DIRD College presented a paper
titled A Study of Communication and Emotions of Students in E-learning
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held on 11th and 12th October 2023, organized by the University School of Education, Guru Gobind Singh
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This is to certify that Mr./Ms./Dr. Suman Lata, Assistant Professor from
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at the National Conference on Happiness and Sustainability around the Globe: Implications for the SDGs,
held on 11th and 12th October 2023, organized by the University School of Education, Guru Gobind Singh
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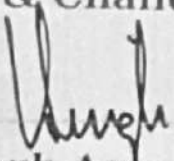
18th-19th October, 2023

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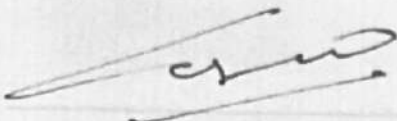
This is to certify that Prof./Dr./Mr./Ms.

ZARA SHAREEF

Delegate/Faculty/Student of DIRD... Nangli... Poona... Delhi... 36...
has participated as the author of the Research Paper titled as Empowering India - Through
... Access... Equity... and... Quality... Education... for... Sustainable... Development
in the International Conference on Sustainable Development Goals, Education
Opportunities & Challenges.


Prof. Vijita Singh Aggarwal

Director, International
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Pedagogical Strategies in Education in Post Pandemic Era: A Blendful Thought*
in International Conference held on 21 February 2023
organized by IQAC of Army Institute of Education, Greater Noida.

MS KRITI GULERIA
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This is to certify that Prof/Dr/Mr/Ms Soma
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on Health & Well-Being

in International Conference held on 21 February 2023
organized by IQAC of Army Institute of Education, Greater Noida.


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has participated/ presented/ contributed a paper entitled

IMPLEMENTATION of NEP 2020: EMPOWERED TEACHER

in the 2 Day NAAC Sponsored National Conference on
"Changing Dynamics in Teaching Learning Process: A Challenge or an
Opportunity to Sustain the Quality in Higher Education"
held on 25th & 26th February, 2022.

Dr. Jagannath Patil
Adviser, NAAC

Rajesh Kumar Aggarwal
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This certificate is presented to

SOMA

DIRD college

for attending national level workshop on the topic "Creating a strategic plan and its Effective Deployment"
organized by Quality Circle of CTPD India and CTEF Delhi-NCR Chapter on 26 March, 2023.

Prof. Satyendra Gupta
Chairperson
CTEF Delhi-NCR Chapter

Dr. Sanjay Kumar
President
CTPD India

Prof. Tania Gupta
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Certificate No. KIIT/Edu./FDP/IPR/115

THIS CERTIFICATE IS PRESENTED TO

Ms. Soma

Assistant Professor,DIRD, Delhi



*For attending FDP on the topic "Intellectual Property Rights" organised by KIIT
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Prof. Indira Dhull
Director
KIIT College of Education
Sohna Road, Gurugram

Dr. Anshu Radha Aggarwal
Principal
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Sohna Road, Gurugram

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**'REINVENTING AND REIMAGINING POST PANDEMIC SOCIETY:
IN PERSPECTIVES OF EDUCATION, ECONOMY, AND HEALTH'**

It is to certify that Prof/Dr/Mr/Ms Soma
DIRD College, Nangli Pona, Delhi
College/University has participated/presented a paper titled Impact of Covid-19 Pandemic on Health & Well-Being

in International Conference held on 21 February 2023
organized by IQAC of Army Institute of Education, Greater Noida.


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Conference Convener


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This is to certify that Dr./Mr./Ms. Ms. Soma Assistant Professor
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Five - Day Faculty Development Programme on **CORPORATE LEGISLATIONS - A TOOL FOR
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Council for Teachers Professional Development in collaboration with
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For attending Digital Training Program on 'Digital Content Creation for Teachers' organized by
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Dr. Jugnu Khatter Bhatia
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School of Education, SOHSE
GD Goenka University Gurugram


Dr. Parvesh Lata
Associate Professor and Head,
School of Education, SOHSE
GD Goenka University, Gurugram



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School of Education
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Certificate of Participation

This certificate is presented to

Ms. Soma

DIRD college

for attending Panel Discussion on the topic "**Implementation of NEP 2020 in Higher Education**" organized by School of Education, SOHSE GD Goenka University, Gurugram in collaboration with Council for Teachers Professional Development(CTPD), India on 16th April-2023.

Dr. Sanjay Kumar
President
CTPD India

Dr. Jugnu Khatter Bhatia
Secretary General
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Dr. Pooja Chopra
Assistant Professor
School of Education, SOHSE
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Dr. Parvesh Lata
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This certificate is presented to

Dr. Supreet Singh

Associate Professor , Delhi Institute of Rural Development (Affiliated to
G.G.S.I.P University)
For Attending

*2-Day International Conference on Innovative Practices in Education, Management and
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Email: info@ndimdelhi.in www.ndim.edu.in

Certificate ID F4H5H8-CE000037

This certificate declares that

Dr. Supreet Singh

Associate Professor, Delhi Institute of Rural Development

participated in

Two Day

Management Development Programme

on

“MOOCs- The Learning Should Never Stop”

from September 15-16, 2022


(Convenor)


(Convenor)


(Chairperson)

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PROUDLY PRESENTED TO

Dr. Supreet Singh

Participating in one week Faculty Development Program on Intellectual Property Rights- Patents & Design Process organized by School of Management and Commerce, K.R. Mangalam University, Gurugram with AV IP Solution, New Delhi from 22nd August - 27th August 2022.



Mr. Venkatesh Bharti
Co-Founder, CEO
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Certificate of Engagement

This is to acknowledge with pride

Dr. Supreet Singh

Participated In Faculty Knowledge Exchange Program

Interactive Agenda

“Academic Leadership – The Keystone For Excellence In Professional Education”

Leader Speaker : Prof. Prapti Paul
(IBS Gurgaon Campus)

Host : IBS Information Team – North
Date : 29-July-2022
Mode : Online

Prof. S.C. Sharma
(Senior Director – IBS Gurgaon Campus)

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FACULTY DEVELOPMENT PROGRAMME

IN COLLABORATION WITH



Handwritten signature



CERTIFICATE OF PARTICIPATION

This is to certify that

Mr. Deepak Kumar

has participated in the 7 Days Faculty Development Programme on
Strengthening Technical Skills for Enhancing Competencies
from 13th - 19th June, 2022.

Rajesh K

Rajesh Kumar Aggarwal
Executive Chairperson
KRCHE

Kavita

Kavita Rastogi
Center Head
APTECH



Delhi Institute of Advanced Studies

Plot No. - 6, Sector - 25, Rohini, Delhi - 110085

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For B.Com (H), BBA, MBA & MBA (FM) Programmes)

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CERTIFICATE OF PARTICIPAITION

THIS IS TO CERTIFY THAT

Mr. Deepak Arora



Assistant Professor , Delhi Institute of Rural Development has participated in One Week Online Faculty Development Programme on “Financial Econometrics With E-Views And R” organized by the Institute from 18th- 23rd June 2022.

The Institute places on record its appreciation for his contribution.

Dr. Kavita & Ms. Sakshi Anand
Convener(s)

Dr. Shilki Bhatia
IQAC Coordnator

Dr. N. Malati
Director



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CERTIFICATE OF PARTICIPAITION

THIS IS TO CERTIFY THAT

Ms. Rima Alagh

Assistant Professor , Delhi Institute of Rural Development has participated in One Week Online Faculty Development Programme on “Financial Econometrics With E-Views And R” organized by the Institute from 18th- 23rd June 2022.

The Institute places on record its appreciation for her contribution.

Dr. Kavita & Ms. Sakshi Anand
Convener(s)

Dr. Shilki Bhatia
IQAC Coordnator

Dr. N. Malati
Director




Kamal Institute of Higher Education and Advance Technology
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Certificate of Participation

This is to certify that Dr./Mr./Ms. Dr.Suman Lata, **Assistant Professor**
of DIRD nangali poona has participated in
Five - Day Faculty Development Programme on **CORPORATE LEGISLATIONS - A TOOL FOR
FINANCIAL PLANNING** held on 16th- 20th January, 2023.



Dr. Anudeep Arora
Director





Mr. Arunodaya Ojha
Convenor



Mr. Davinder Singh
Convenor