

3. Quality of Teachers and Teaching



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. Vinod Kumar



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Delhi Institute of Rural Development
Nangli Poon, Delhi-110036

Faculty Publications during session 2022-23

Books Published (22)

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

Dr. Suman

- **Contemporary India & Education – Amit Prakashan**, ISBN : 93-83719-13-6
- **Education, Society, Curriculum and Learners – Amit Prakashan**, ISBN : 978-93-83719-07-9
- **Understanding Language and Early Literacy – Balaji Publications**, ISBN : 978-93-82073-40-6
- **Pedagogy of Hindi – Balaji Publications**, ISBN : 978-93-82073-53-5
- **Childhood and Development- Jawahar Publications**, ISBN : 987-81-953784-3-2



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 (6)

(International – 03, Scopus – 01, National – 02)

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 Published on the topic "Digital Literacy- A boon for Autistic Kids" in Conference Proceeding held on 11th Dec 2023 with ISBN : 978-93-5510-822-7

Paper Presented in International Seminar/Conferences (18)

(International – 08 and National-10)

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 Pridrishya me Samajik Parivartan me shiksha ki bhumika" in International Conference held 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
- Paper presented on "Role of Artificial Intelligence in Human Resource Management" in the International Conference "ICASDMBW-2022" held on 16th & 17th Dec 2022 at Rukmini Devi Institute of Advance Studies

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
- Presented paper titled "Digital Literacy : A Boon for Autistic Children" in the National Conference held on 11th December 2023 at DIRD

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.
- Presented paper titled "Cyber crime : A Threat to Digital Literacy" in the National Conference held on 11th December 2023 at DIRD

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 2023 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

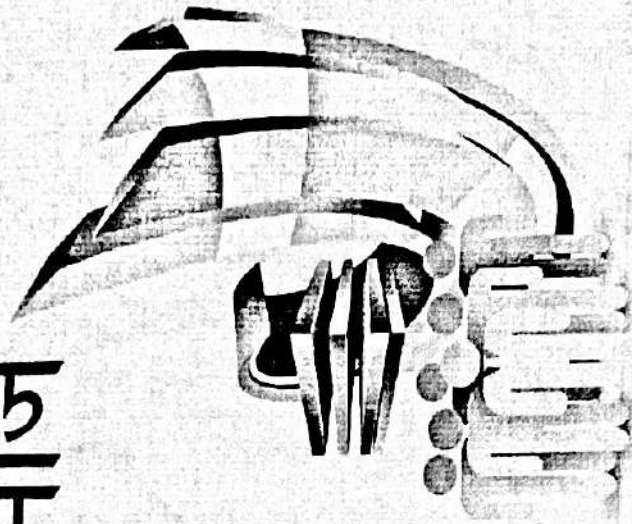
- Presented a paper titled "Impact of Covid-19 pandemic on health & well being" in International Conference held on 21st feb 2023 at Army Institute of Education, Greater Noida.
- Presented a paper titled "Implementation of NEP 2020: Empowered Teacher" in National Conference held on 25-26 feb 2022 at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

Dr. Supreet Singh

- "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
- Presented the paper titled "Digital transformation for Cloud computing : A Qualitative Review" held on 2nd & 3rd February 2024 at Gitarattan International Business School.
- Presented paper titled "The Sustainable Integration of Digital Literacy in Education" in the National Conference held on 11th December 2023 at DIRD



शिक्षा और समाज



सुमन लता • एच.एल. खत्री

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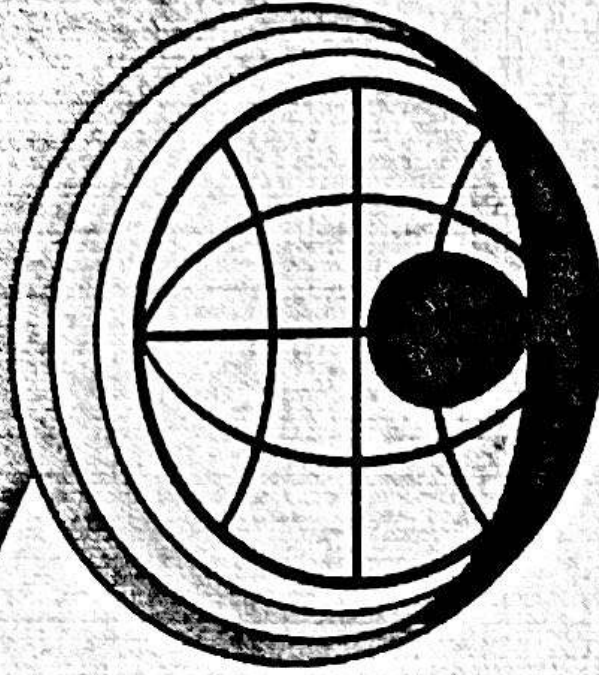
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Dr. Suman Lata, Ph.D., is working as Principal, Delhi Institute of Rural Development (DIRD), Nangli Poonia, Delhi. Dr. Lata, has to her credit several books, research paper and articles on Education. She has 14 years of teaching experience in the field of Education.

Dr. H.L. Khatri, Ph.D., has to his credit several books, research paper and articles on Education. Dr. Khatri has 19 years teaching experience in the field of Education.

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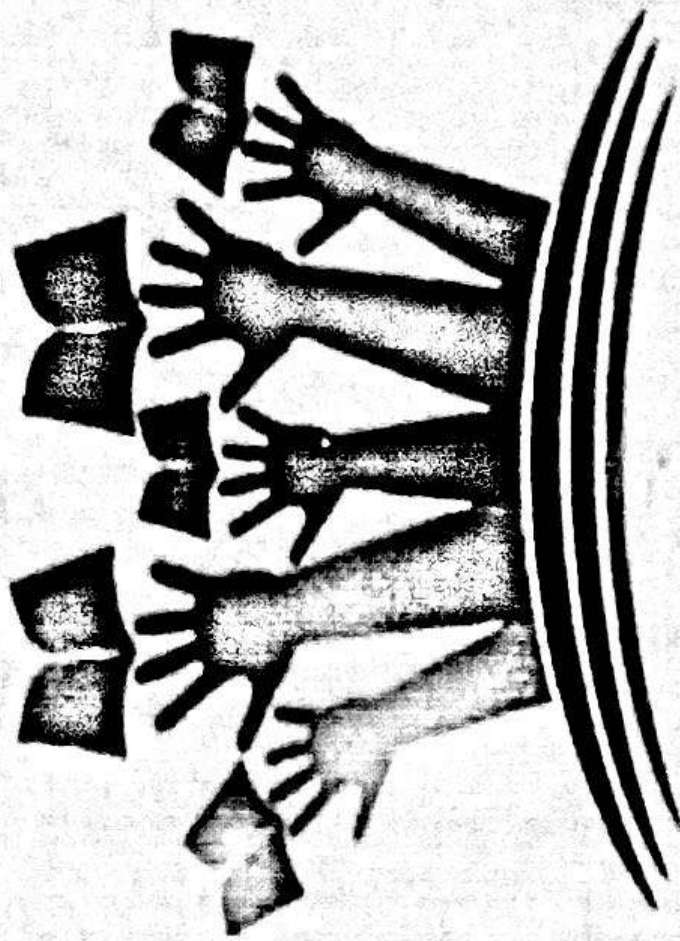
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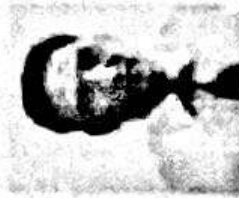
EDUCATION AND SOCIETY



Dr. Suman Lata
Dr. H.L. Khatri



Dr. Suman Lata is presently working as Assistant Professor in Education. Dr. Lata obtained her Ph.D. (Education), M.F.A., M.Sc. (Geography), B. Ed. from Kurukshetra University, Kurukshetra. She did her M. Phil. (Education) from Agartala University. She has qualified UGC, NET Exam (Education) and Haryana State Teacher Eligibility Test (Social Science). She has obtained her M.Sc. (Geography) and also works with third position in Kurukshetra University, Kurukshetra. She has published around ten research paper and articles in national and international journals. She has presented 12 research paper and article at national and international seminars. She has more than 15 years of teaching experience in the field of education.



Dr. H.L. Khatri is working as Lecturer in DIET/SCERT Delhi since August 1999. Dr. Khatri obtained his Ph.D. from Jamia Millia Islamia, New Delhi, and M.P.E.S., P.G.D.P.E.D., B.Sc. (P.E.) from the IGEPSS, University of Delhi. He did his M. Phil. (P.E.) and M.A. (Education) from Kurukshetra University, Kurukshetra and P.G. Diploma in Sports Management, from Aligarh University. He has co-ordinated several in-service training programmes being organized by SCERT/DIET for teachers belonging to Directorate of Education and MCD, (GNCT Delhi), PGIs, TGIs and PRIs. He has published several research paper and article in reputed journals. He has 15 years experience of teaching ETE (Elementary Teacher Education) Course.



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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, मनोवैयक्तिकी 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। गर्म में आने से लेकर पूर्ण प्रौढ़ता प्राप्त करने की स्थिति 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 दृष्टि एवं विकास, यंत्रानुक्रम एवं यातायात, विकासालसक कार्य, बाल अध्ययन विधियाँ, विभिन्न अवस्थाओं में शारीरिक विकास, श्रमिक विकास, सामाजिक विकास, सव्येगालसक विकास, संज्ञानालसक विकास, नैतिक विकास, खेल, व्यक्तित्व, वाणी एवं भाषा का विकास, आत्म संरक्षण, जीवन कौशल आदि का इस पुस्तक में बखूबी वर्णन किया गया है।

डॉ. सुमन लता, दिल्ली इन्स्टिट्यूट ऑफ सरल डेवलपमेंट, नगली पूना, दिल्ली में प्रिंसिपल के पद पर कार्यरत हैं। डॉ. लता अपने बच्चों के शिक्षण अनुभव के आधार पर शिक्षा से सम्बंधित कई पुस्तकें एवं शोध लेखों के लेखन का कार्य कर चुकी हैं।

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

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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, नगली 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 लला
एच.एल. खत्री

शिक्षा का एकमात्र लक्ष्य बालक के व्यक्तिगत का सर्वांगीण विकास करना है। प्राथमिक स्तर पर मनोविज्ञान के नियमों एवं सिद्धांतों पर आधारित शिक्षा पद्धति, शिक्षा के इस लक्ष्य की पूर्ति में सहायक है। तथैव मनोविज्ञान के ज्ञान द्वारा शिक्षक बालक के स्वभाव, वृद्धि एवं विकास, भावनात्मक प्रक्रियाओं, व्यवहार नियंत्रण, मनोवैज्ञानिकी के नियमों को समझते हुए अध्ययनक निर्देशन एवं परामर्श का उचित व्यक्तित्व का सर्वांगीण विकास करने व सुखी जीवन बनाने में सहायता प्रदान कर सकता है। बालकों तथा शिक्षकों की अनेक समस्याओं का समाधान करने हेतु भी मनोविज्ञान का ज्ञान शिक्षक के लिए सहायक होता है। इस प्रकार मनोविज्ञान की विषय-सामग्री मानव व्यवहार है। शिक्षा मनोविज्ञान में इन बालक के व्यवहार का शैक्षिक व्याकरण के सन्दर्भ में अध्ययन करते हैं।

प्रसूत पुस्तक सुसंगठित विषयवस्तु के साथ साथक शैली में लिखी गई है। इनमें प्राथमिक स्तर पर शिक्षा मनोविज्ञान के अन्तर्गत 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 विशेष आवश्यकताएँ, समावेशी शिक्षा, बाधित बालक आदि पर यथोचित प्रकाश डाला गया है।

डॉ. सुमन लला, दिल्ली इंस्टिट्यूट ऑफ सरल डेवलपमेंट, नगवली पूना, दिल्ली में प्रिंसिपल के पद पर कार्यरत हैं। इन्होंने अपने वर्षों के शिक्षण अनुभव के अन्तर्गत 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 अन्तर्गत शिक्षण 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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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 PG.D.C.A. from Aligarh 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.

Dr. H.L. Khatri obtained his Ph.D. from Jamia Millia Islamia, New Delhi, and M.P.E.S., PG.D.P.Ed., B.Sc. (H.E.D.E. & S.) from the IGPSS, University of Delhi. He did his M.Phil. (Physical Education) and M.A. (Education) from Kurukshetra University and PG.D.S.M. from Aligarh University. He has to his credit several research papers/articles and books on Health & Physical Education and Education. Dr. Khatri has more than 16 years teaching experience in the field of teacher education.

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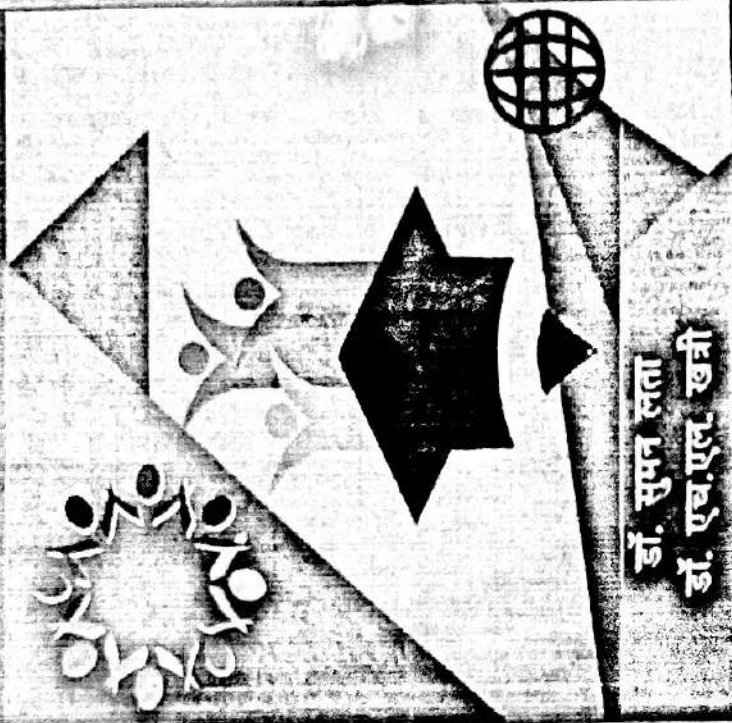
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DR. H.L. KHATRI**



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 व्यक्ति अपने अंतर्गत क्षमताओं को विकसित करता है। शिक्षा एक ऐसी प्रक्रिया है जो व्यक्ति को उसके जीवन में उपयोगी बनाती है। शिक्षा के माध्यम से व्यक्ति अपने जीवन में बदलाव ला सकता है। शिक्षा के माध्यम से व्यक्ति अपने जीवन में नैतिकता और सामाजिक उत्तरदायित्व का विकास कर सकता है। शिक्षा के माध्यम से व्यक्ति अपने जीवन में सफलता प्राप्त कर सकता है।

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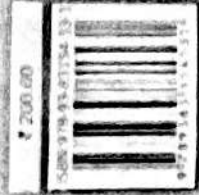
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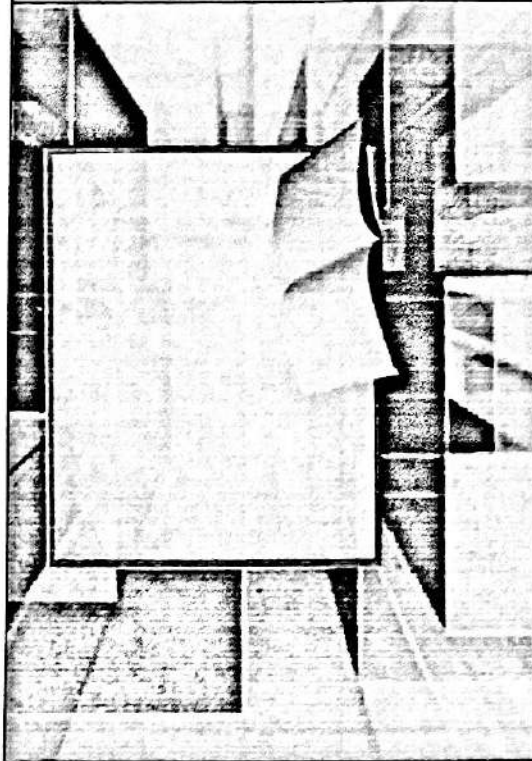
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सोमपारो लव सम्पत्तों के अपने लव प्रकृत लिए हैं लव इन्दी के
पुनः 'मपपारिह रिता' विषय पर प्रदर्शित हो चुकी है मप विन्दी-पिन
मपपारो में संशय विषय शान्क में भी लवपन की है इन्दी
निशान के लव में ३, ४ में प्रथम पर मपपार लव है लवपन में
प्रदर्शित इन्दी लवित अल लवपन (मो पुन मोद्वि निर
इन्दी लवपनपार दारा लवपन है) व अस्मिन् लवपन के लव पर
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inclusive EDUCATION

CREATING AN INCLUSIVE SCHOOL



Dr. Powan Kumar Arya
Ms. Sonja



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The main aim of this book "Inclusive Education: Creating an Inclusive School" is to give a vivid account of inclusive education. It covers all topics of inclusive education which has been prescribed in National Council for Teacher Education's (NCTE) two year B.Ed. programme. The book will be very helpful for B.Ed. and M.Ed. students. The focus of the book is to provide different strategies of inclusive education for differently abled children. It also gives an account of various national laws and international conventions for rights of disabled persons. It also provides a framework for creating an inclusive school and how to provide guidance and counselling for disabled children.

About the Authors

Dr. Powan 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. (Languages) and M.A. (Psychology) with first division. 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 years teaching experience in higher secondary institutions. Presently he is working as Assistant Professor in Ladakh College of Education, DIRD Delhi. Ms. Sonja holds M.Ed. and M.A. (Literary). She has presented a number of papers in national seminars and conferences. She has published research articles in various national and international journals. She has attended many faculty development programmes in various institutions. Presently she is working as a teacher in a school in Delhi.



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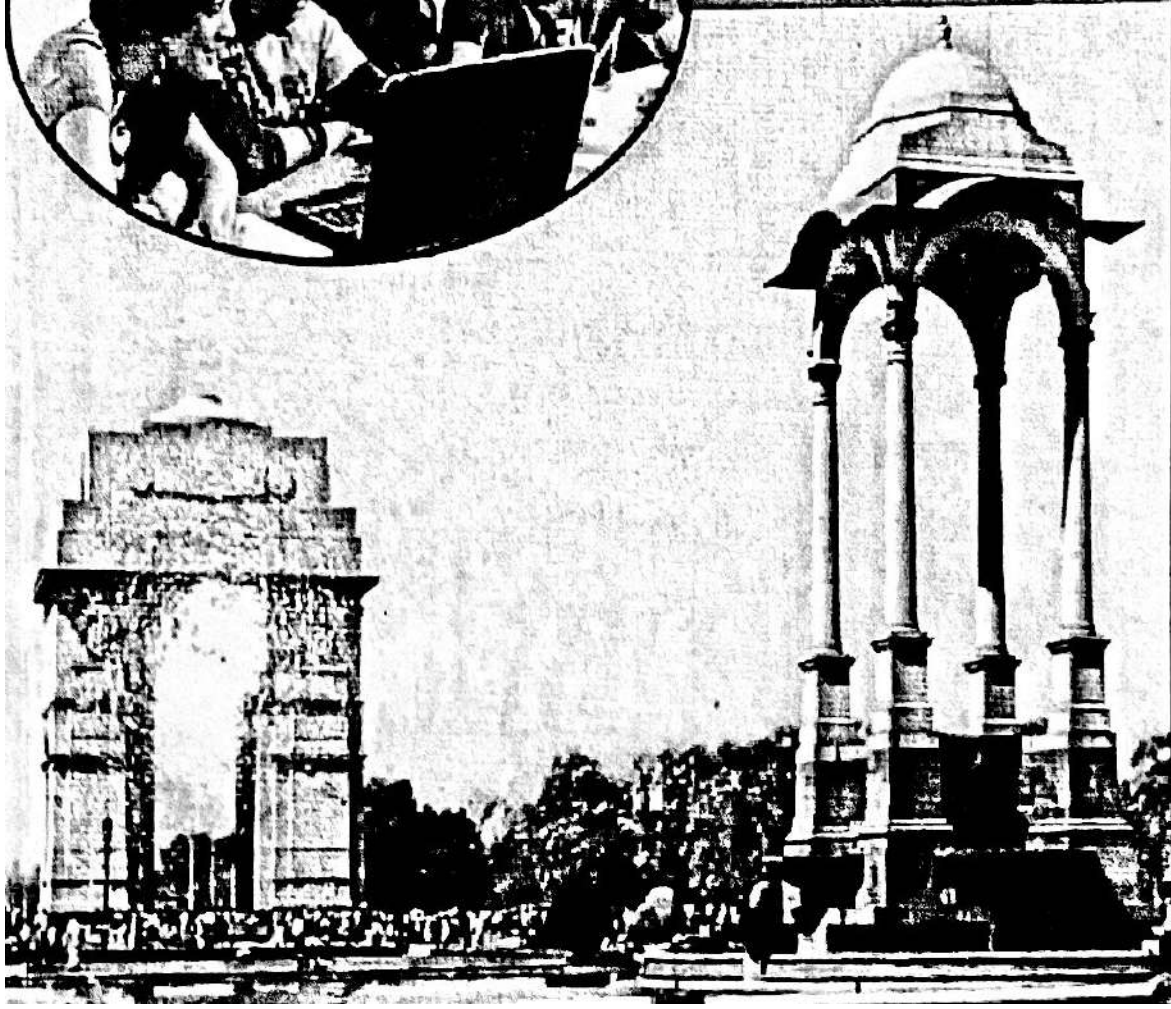
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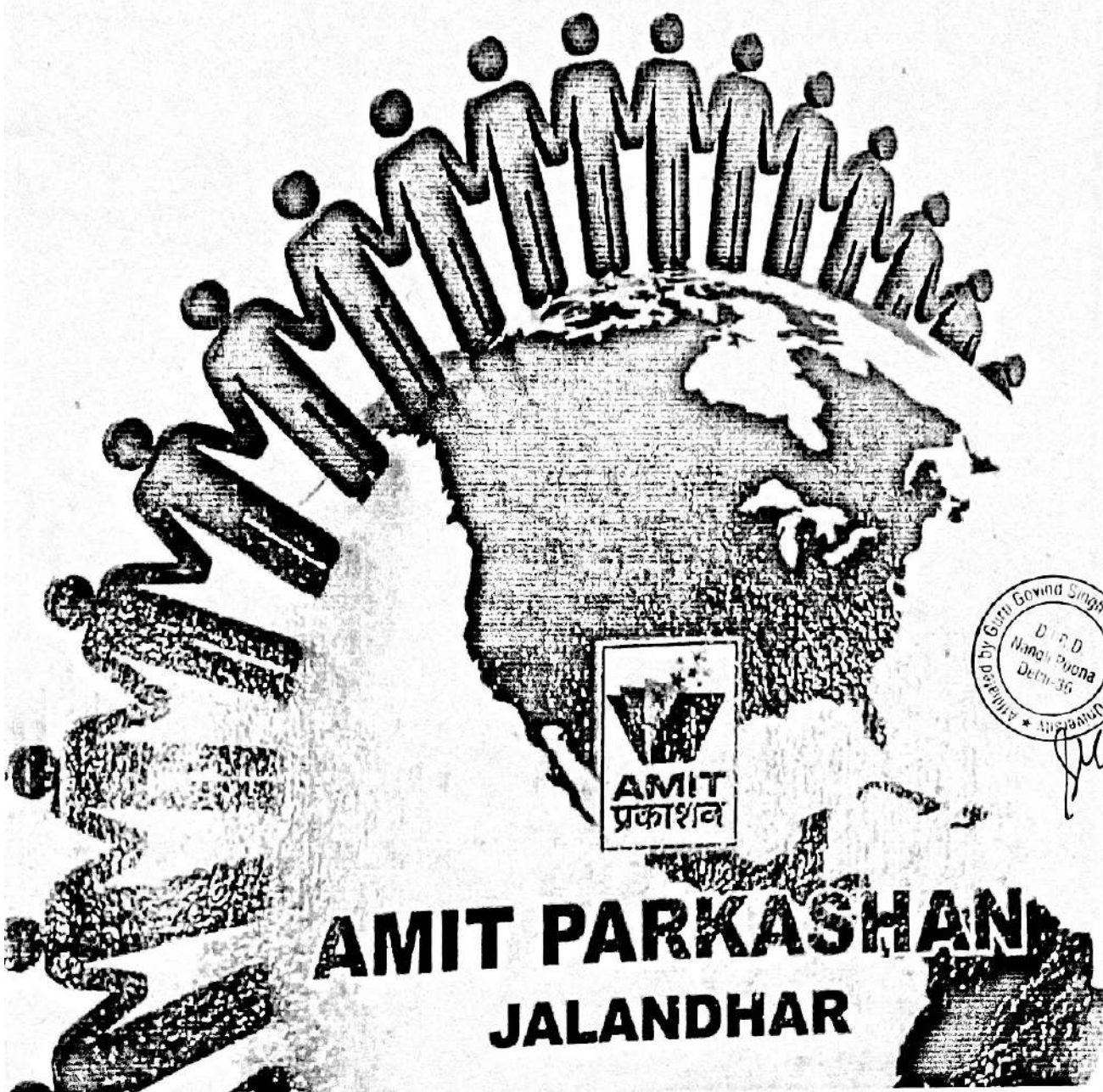
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- उषा डागर



डॉ. प्रेम चन्द गुर्जर सहज सरल एवं उर्जावान लेखक का जन्म 2 मार्च 1924 को राजस्थान के जयपुर जिले में हुआ। लेखक ने शिक्षा काष्ठ में विद्यावाचस्पति की उपाधि अजमेरपालिका द्वारा विद्यापीठालय से प्राप्त किया तथा शिक्षा शास्त्र में मेंट, प्रो. आर. एक. व सेट प्राप्त करीका उत्तीर्ण की है। विभिन्न विषयों में बाल मनोविज्ञान, अंग्रेजी साहित्य, भूगोल, इतिहास एवं अर्थशास्त्र लगातार है। लेखक मनोविज्ञान के क्षेत्र में अपनी गहन रुचि रखता है वर्तमान में लेखक भारतीय प्रविज्ञान संस्थान बरौट में विभागाध्यक्ष पद पर कार्यरत है।



डॉ. सुमन लता सहज, सरल एवं अर्जावान लेखिका का जन्म 4 फरवरी 1981 को सोनीपत हरियाणा में हुआ। लेखिका ने एम.फिल (हिन्दी) की उपाधि कुटुम्ब विद्यापीठालय, कुटुम्ब से प्राप्त की। आप ने UGC-NET (शिक्षाशास्त्र) में किया पी. एच. डी की उपाधि बाल मनोविज्ञान विद्यापीठालय, से प्राप्त की। मनोविज्ञान के क्षेत्र में आपकी गहरी रुचि है। वर्तमान में लेखिका इंदिरा विद्यापीठालय, बहाल मनोनीत (दिल्ली) Delhi Institute of Rural Development College में सहपाठ प्रवक्ता के पद पर कार्यरत है।

बाल्यावस्था एवं विकास

डॉ. प्रेम चन्द गुर्जर • डॉ. सुमन लता

बाल्यावस्था एवं विकास

Childhood and Development

डॉ. प्रेम चन्द गुर्जर
डॉ. सुमन लता



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बाल्यावस्था एवं विकास

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डॉ. सुमन लता



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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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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



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

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Abstract

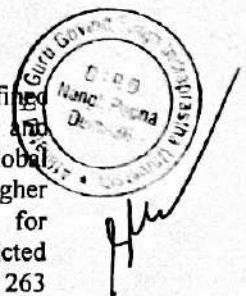
Higher education is the focal point of society. The Higher Education Program in India is one of the most extensive in the world. Several universities, technicians, research centres, and other institutions were established around India following the country's independence to develop and share knowledge 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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Reflective Practices in Teaching & Learning: Benefits and Challenges

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Abstract

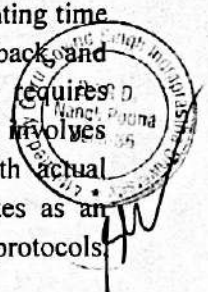
"We do not learn from experience we learn from reflecting on experience." John Dewey.

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.



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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Digital Literacy—A Boon for Autistic Kids

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Abstract

Technology has shaped the definition of literacy from the traditional meaning of having the ability to read and write to being a social practice that enables individuals to learn and interact with the world. With this notion of literacy, technology has become a tool to motivate and engage all learners through broad practices and platforms that could effectively strengthen a student's learning experience. The shifting from printed content to digital form is a transfer point of the traditional understanding of literacy to a new and modern meaning. This has led to a new term known as digital literacy, whereby perceiving information, gaining knowledge, and expressing understanding for the purposes of learning are delivered through a digital format

Introduction

Literacy goes beyond the ability of reading and writing; it is a social practice that enables people to learn and interact with the world. The traditional meaning of literacy meant enabling individuals to read and write to increase the levels of proficiency necessary to interact in society (The Workforce Investment Act, 1998). Holistically, from the perspective of a student, literacy is an essential skill that enables students to (a) learn about the world (Street, 2003), (b) participate in society (Jalkanen & Vaarala, 2013; Labbo, Reinking, & McKenna, 1998), (c) complete tasks for supporting betterment (Wolfe & Flewitt, 2010), and (d) interact with surrounding environment through exchange of ideas and knowledge sharing (Kolb, 2014). Creeden (2010) further explains that only when a child has developed these basic literacy skills will he or she be able to take part in social discussions and occupy space in the societal group. Considering English, French, Chinese, Arabic, or any other language to be the mode of communication, literacy can be expressed as the ability to think, communicate, and rationalize within, and if bilingual across, language. The new shift of traditional literacy from a printed word format toward a more integrated approach poses new challenges as well as various benefits for the education system, especially for those individuals with disabilities.

Autistic Spectrum Disorder (ASD) Autistic disorder, Asperger Syndrome, and Pervasive Developmental Disorder - Not otherwise Specified (PDD-NOS; American Psychiatric Association, 2000) are all Pervasive Developmental Disorders that fall under the umbrella term of Autism Spectrum Disorders (ASD). The large range of impairment in abilities that kids with ASD have is referred to as their "spectrum" of conditions. Even for students with high functioning autism syndromes like Asperger (AS), social interaction and social communication are key areas of weakness. Even though they may be skilled in academic and professional duties, students with AS frequently struggle in class at work due to social pressures.





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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 केंद्रीय विभाग), श्री राम सुहाग तिलक कॉलेज ऑफ एजुकेशन, जहानाबाद, बिहार, भारत तथा 'हिमालिनी' डॉ० कृष्णचंद्र 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।

संजीता वर्मा
संरक्षक

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

अमित कुमार दुबे
संयोजक

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

साचिदानंद मिश्र
संरक्षक

डॉ० साचिदानंद मिश्र
निदेशक
डॉ० कृष्णचंद्र मिश्र पब्लिकेशन
काठमाण्डू, नेपाल



XXIV ANNUAL INTERNATIONAL CONFERENCE
on
NATIONALISM, GLOBALISATION, AND DEVELOPMENT
Sponsored by Indian Farmers Fertiliser Cooperative Limited

January 7-8, 2023
under the joint auspices of

Delhi School of Professional Studies and Research (DPSR)

Affiliated to Guru Gobind Singh Indraprastha University, New Delhi

Deen Dayal Upadhyaya College, University of Delhi, Delhi

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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
& its impact" jointly authored by Dr. Supreet Singh, Associate Professor, Delhi
Institute of Rural Development, Delhi & Mr. Deepak Kumar


Professor B. P. Singh
Chairman - GB, DPSR


Dr. Sima Kumari
Director - DPSR


Dr. Hem Chand Jain
Organising Secretary - XXIV AIC 2023





RUKMINI DEVI
Institute of Advanced Studies
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ICTACADEMY


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International conference


On
Applications of AI and Statistical Decision Making for Business World (ICASDMBW-2022)

December 16-17, 2022 (Hybrid Mode)

Certificate of Presentation

This is to certify that Mr. / Ms. / Dr. / Prof. **Deepak Kumar**
from **Delhi Institute of Rural Development** contributed/presented a paper titled
..... **Role of Artificial Intelligence in Human Resource Management**
in the International Conference "ICASDMBW-2022", organized by Rukmini Devi Institute of Advanced Studies.


Dr. Anand Kumar
Convenor


Prof. Dr. Ramani Gang
Director



University School of Education

GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY
NATIONAL CONFERENCE
ON
NATIONAL EDUCATION POLICY 2020:
IMPLICATIONS FOR HIGHER EDUCATION



आजादी का
अमृत महोत्सव

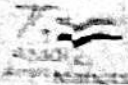
Certificate of Participation

This is to certify that Dr. Garima Sharma Presented a paper
titled A Study of Probable Challenges for Teacher Fraternity in Implementation of
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
University, New Delhi (India)

Dr. Anjali Shokeen
Conference Coordinator

Prof. Sangeeta Chauhan
Dean & Conference Chair





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on

CERTIFICATE OF PARTICIPATION

[Signature]

Sangreeta

2

DELHI INSTITUTE OF RURAL DEVELOPMENT (DIRD)

G.T Karnal Road, Nangli Poona, Delhi-110036 (Affiliated to GGSIP University, Dwaraka)

Organizes

NATIONAL CONFERENCE

On

“Sustainable Integration of Digital Literacy in Higher Education”

This is to certify that Mr./Ms./Dr. *Geetima Sharma, Asst. Prof. DIRD* presented paper on the topic

Digital literacy: A Boon for Rhetoric Children at

DIRD college Delhi, in the National Conference held on 11th December 2023.

Mr. Rafi Lal

MR. RAFI LAL
CHAIRMAN



Dr. Anilata
PRINCIPAL



Azadi Ka
Amrit Mahotsav

University School of Education

Guru Gobind Singh Indraprastha University

National Conference

on

Happiness and Sustainability around the Globe:
Implications for the SDGs

CERTIFICATE OF PARTICIPATION

This is to certify that Mr./Ms./Dr. Anamika Sharma, Assistant Professor from BIRD College

presented a paper
on the study of communication and Emotions of students in e-learning
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
Indraprastha University, New Delhi, India

Dr. Anjali Shokeen

Conference Coordinator

Prof. Sangeeta Chauhan

Conference Convener

Prof. Vivek Sachdeva

Conference Director & Dean



DELHI INSTITUTE OF RURAL DEVELOPMENT (DIRD)

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Organizes

NATIONAL CONFERENCE

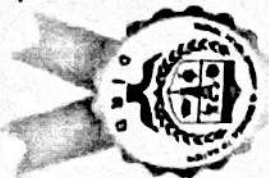
On

“Sustainable Integration of Digital Literacy in Higher Education”

This is to certify that Mr./Ms./Dr. *Anamika Sharma, Asst. Prof. from DIRD, Nangli Poonia*
cyber crime : A threat to digital literacy Presented paper on the topic

DIRD college Delhi, in the National Conference held on 11th December 2023. at

Mr. RAFI LAL
CHAIRMAN



Dr. SUMAN LATA
FEDERAL



Azadi Ka
Amrit Mahotsav

University School of Education

Guru Gobind Singh Indraprastha University



National Conference

on

Happiness and Sustainability around the Globe:
Implications for the SDGs

CERTIFICATE OF PARTICIPATION

This is to certify that Mr./Ms./Dr. Anuman Katar, Assistant Professor from Institute of Rural development titled Role of Education in Sustainable Happiness presented a paper 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 Indraprastha University, New Delhi, India

Dr. Anjali Shokeen
Conference Coordinator

Prof. Sangeeta Chauhan
Conference Convener

Prof. Vivek Sachdeva
Conference Director & Dean

25



भारत 2023
ONE EARTH - ONE FAMILY - ONE FUTURE



Sustainable Development Goals, Education Opportunities & Challenges
ON
International Conference
18th-19th October, 2023

CERTIFICATE OF MERIT

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

ZARA SHARAF

Delegate/Faculty/Student of **DRD...Nargi...Poona...Dilli...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
Affairs, GSSIPU

Prof. Saroj Vyas
Director, FIMT

Dr. Anjali Shokeen
Associate Director,
International Affairs



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CERTIFICATE

Ref. No: AIE/IC/2023/ 10....

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

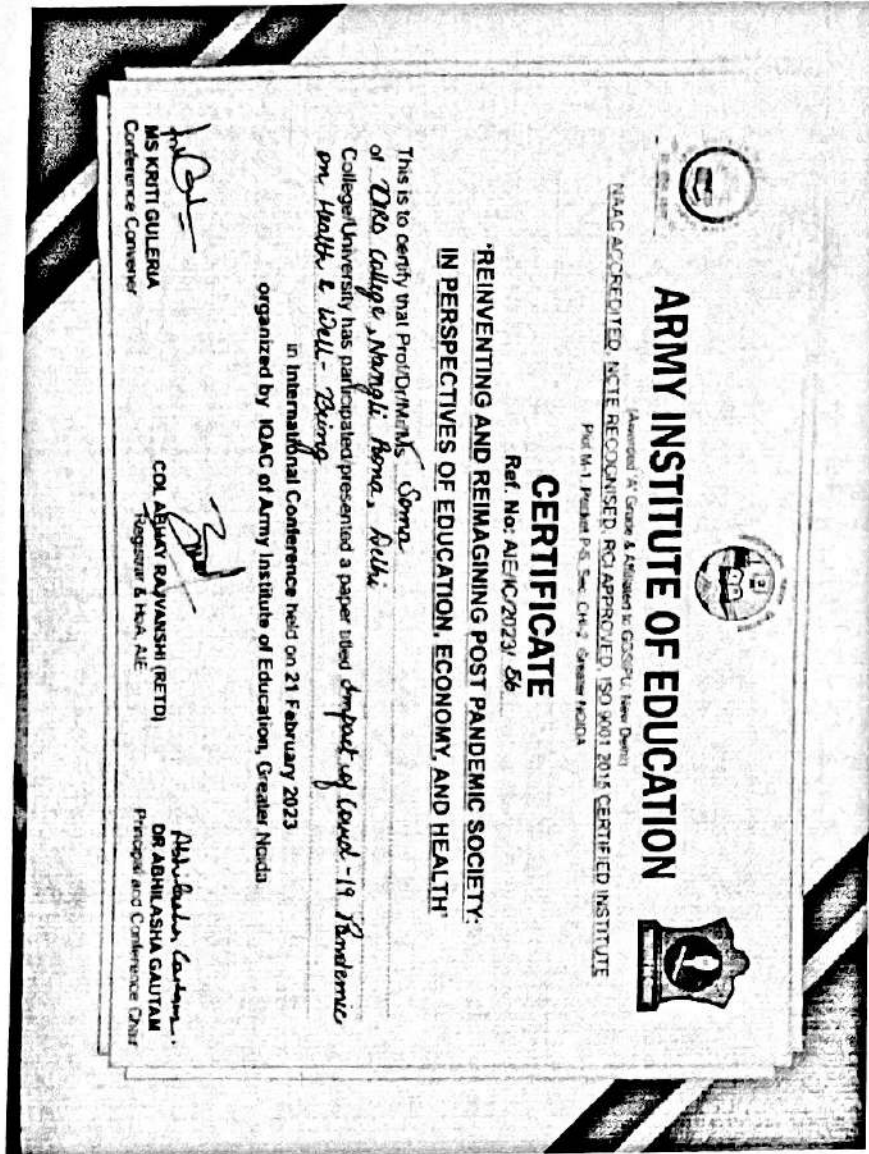
This is to certify that Prof/Dr/Mr/Ms *Zoya Shariq*
of *Assistant Professor, Delhi Institute of Rural Development, Delhi*
College/University has participated/presented a paper titled *Quality Enhancement & Innovative Pedagogical Strategies in Education in Post Pandemic Era: A Blendful Thought*
in International Conference held on 21 February 2023
organized by IQAC of Army Institute of Education, Greater Noida.

[Signature]
MS KRITI GULERIA
Conference Convener

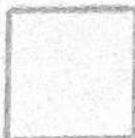
[Signature]
COL ABHAY RAJANSHI (RETD)
Registrar & HoA, AIE

[Signature]
DR ABHILASHA GAUTAM
Principal and Conference Chair





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Ref. No. KRCHE/NAAC/2021-22/016

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'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"**



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

SOMA KAJLA

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 Paul
Advisor, NAAC

Rajesh Kumar Aggarwal
Executive Chairperson
KRCHE

Prof. (Dr.) G. P. Singh
Director
KRCHE



XXIV ANNUAL INTERNATIONAL CONFERENCE
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Prof./Dr./Ms./Mr. Subreet Singh, Associate Professor

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Professor B. P. Singh
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Dr. Sima Kumari
Director - DSPSR

Dr. Hem Chand Jain
Organising Secretary – XXIV AIC, 2023





Gitarattan International Business School

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G/IBS/IC24/10391



CERTIFICATE OF PARTICIPATION

Creating Agility in Business and Technology

with special reference to Innovative Legal and Managerial Strategies

THIS CERTIFICATE IS PRESENTED TO

Dr. Supreet Singh

of Alkhavivstitute of Rural development for presenting the paper titled

Digital transformation for cloud computing: A qualitative review.

during the two day International Conference ICCIBS 2024 held on

2nd & 3rd February 2024.

DIRECTOR

Organised by :

Gitarattan International Business School, New Delhi



DELHI INSTITUTE OF RURAL DEVELOPMENT (DIRD)

G.T Karnal Road, Nangli Poonna, Delhi-110036 (Affiliated to GGSIP University, Dwarka)

Organizes

NATIONAL CONFERENCE

On

“Sustainable Integration of Digital Literacy in Higher Education”

This is to certify that Mr./Ms./Dr. *Subroto Singh, Asst. Prof., DIRD, Nangli Poonna* Presented paper on the topic

“*The Sustainable Integration of Digital Literacy in Education*” at

DIRD college Delhi, in the National Conference held on 11th December 2023.

MR. RAFI LAL
CHAIRMAN



DR. SUMAN LATA
PRINCIPAL

Course/Teaching Plan



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Bachelor of Education

SEMESTER I

Course: Critical Understanding of ICT

Credits: 4

Course Code: BED109

MM: 100
(External 60+ Internal 40)

Objectives of the course

- To equip student – teachers in the effective use of ICT tools, software applications and digital resources.
- To familiarize them with the understanding and skills of integration of ICT in teaching learning, evaluation and management of an institution.
- To acquire the skill of organizing and creating her/his own digital resources.
- To sensitize them to practice safe, ethical and legal ways of using ICT.
- To enable them to use ICT for making classroom processes more inclusive and supportive in addressing multiple learning abilities.

Course Content:

Unit-I: ICT: Connecting with World

1	National Policy on ICT in School Education	1 hour
2	Accessing the Web-Introduction to the Browser, Browsing and Web	1 hour
3	Search and Retrieval: Strategies and Techniques	1 Hour
4	Internet as a Learning Resource: Using Websites, Web based Learning objects, Simulations, Tutorials.	1 hour
5	Computing in Indian Languages – Fonts and Keyboard	
6	Using ICT to Create-Text, Data, Media	1 hour
7	Combining text, Graphics and Audiovisuals to create communication	
8	Web as a space for continuous learning	1 hour
	Total hours	6 Hours



Bachelor of Education

Unit-II: ICT for Teaching-Learning: Possibilities and Concerns

1	ICT for Supporting Teaching-Learning and Inclusive Education	
a	Exploration of ICT resources for Teaching – Learning, Appropriate ICT Infusion in developing of a lesson plan on a given topic using ICT resources.	1 hour
b	Critiquing and Curation of ICT resources: Need, Relevance, Validity, Appropriateness and Use	1 hour
c	ICT – based teaching-learning approaches in schools	1 hour
d	Educational Applications of ICT using appropriate hardware and software: Hardware:(CD/DVD, Projectors, Interactive boards etc. Software:(Single and multiple media, animations and simulations)	2 hours
e	Gaming Environments for Education – Range and Scope. Infusing games into Teaching –Learning and Creating appropriate Classroom environments, Evaluating Games and Gaming Environments	1 hour
f	Role of ICT in fostering the Creation of an Inclusive School and Classroom Environment	1 hour
g	Assistive Technologies and Devices to foster Inclusion	
h	Computing in Indian Languages to foster Inclusion	1 hour

2	Social, Ethical and Legal aspects:	
a	Impact of ICT on Work, Socialising and Other Areas	1 hour
b	Cyber Crimes: Concerns and Implications, Software Piracy and Legal Remedies, Plagiarism and Fair Use	1hour
c	Proprietary and Open Source Software;	1hour
d	Licencing of Software and Content, OER	
e	Intellectual Property and Copyright and Related Issues of Plagiarism and Fair Use.	1hour
f	Indian Initiatives in Open Source Software and Sharing of Digital Content	1hour
	Total Hours	13 hours



Unit-III: ICT for Evaluation, Documentation and Communication

1	ICT for Evaluation:	
a	ICT: Scope and Techniques for Evaluation	1 hour
b	Exploring and using appropriate Software tools for Evaluation	1 hour
c	Constructing and Implementing ICT based Tests / Quizzes using ICT Resources	1 hour
d	Managing Data, Analysis of results and tracking student achievement using ICT Software tools.	1 hour
2	Documentation and Communication	
a	Documenting and Communicating events and processes using ICT: Tools and Techniques	1 hour
b	Digital Story Telling and Storyboarding	1 hour
c	Publishing on the Web: Possibilities and Scope; Evaluating Choices	
	Total Hours	6 hours

Unit-IV: ICT for Building Communities, Collectivising and Administration & Management of an Institution:

1	Building Communities and Collectives:	
a	Online Communities and Collectivising: Participating, Analysing Interaction and Evaluating Social Networking Forums	1 hour
b	Sharing thoughts and Ideas: Blogs, Social networking Websites, Discussion forums and Mailing lists	1 hour
c	Virtual Communities: Educational Applications	1 hour
2	ICT for Educational Administration and Management	
a	Role of information management, process and tools in Educational Administration and Management	1 hour
b	Tools and Techniques for Automation of Data Sources in Schools, Collection, Analysis and Interpretation	1 hour
c	UDISE: State and National Level Databases in Education	1 hour
	Total Hours	6 hours



Course : Bachelors of Arts (Honors) English
Credits: 5
Course Code: BAENG 301
Nomenclature of the paper: Twentieth Century British Poetry
Semester 5
Maximum Marks: 100

(External 75+Internal 25)

Objectives of the course

To introduce students to major trends in contemporary British Poetry and to facilitate a broad understanding of modern Britain.

- To equip the students with critical skills to understand and appreciate poetry.
- To enhance the oral and written communicative competence of the students
- To enable the students to communicate effectively in a professional context.
- To study, understand and appreciate poetry as a literary form and to equip students with critical acumen to understand the aesthetic, social and political dimensions of English Poetry.
- To study, understand and appreciate the literary text.
- To introduce students to important trends in social and literary history and thereby enable the students to read and interpret British literary perspectives.

Course Content

Unit 1

Introduction to Twentieth Century British Poetry (1 hours)

- (1 hours): Introduction to the 20th century literary landscape, major themes, and societal influences on poetry.
- (1 hour): Dive into T.S. Eliot's life, works, and discussion on his poems "Hollow Men"
- (1 hour) Discussion on the poem "The Love Song of J. Alfred Prufrock".

Unit 2

W.B. Yeats

- (1 hour) Explore the life and poetic vision of W.B. Yeats,
- (1 hour) : discussing poems "The Second Coming".
- (1 hour): sailing to byzantium.
- (1 hour): Analyze Yeats' use of symbolism, his role in the Irish Literary Revival, and his influence on modern poetry.

Unit 3

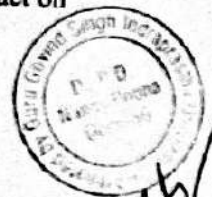
W.H. Auden

(1 hour): Study W.H. Auden's life and engage with poems like "O What is that sound",

(1 hour) discussion and explanation on "Shield of Achilles"

(1 hour) Unknown citizen, "In memory of W.B Yeats".

(1 hour) Discuss Auden's poetic form, exploration of societal themes, and his impact on later poets.



Unit 4

Ted Hughes

- (1 hour): Introduction to Ted Hughes, discussion on his nature-centric poetry
- (1 hour) poems like "Jaguar", " Thrushes", "Crow"
- (1 hour) Discussion and explanation of "cat and Mouse", "after Lorca".
- (1 hour): Delve deeper into Hughes' portrayal of nature, mythological elements, and his relationship with Sylvia Plath.



Course Title: Understanding Discipline and Subjects

Course Code: BED107

External-60

Internal-40

Credits: 4

MM: 100

Course Content:

S.No.	Topic	No. Of Periods	Sessions
1.	Unit I: Knowledge and Methods of Enquiry Disciplinary Knowledge :Nature and Scope, Interdisciplinary Knowledge: Nature ,Scope and Need	2	4
2.	• Subjects: Concept, Meaning, Definition, Characteristics • Academic Disciplines and School Subjects: Differences and Relationship	2	4
3.	Disciplinary, Interdisciplinary, Multidisciplinary, and Trans disciplinary	2	4
4.	• Studying School Subjects: Need and Importance • Curriculum: Concept, Meaning and Principles	2	4
5.	Unit II: Concept Formation • Meaning of Concept and Concept making process	1	2
6.	Concept of methods and strategies of teaching with the various disciplines.	1	2
7.	Child and Adult Misconceptions :Meaning, Scope in a Classroom, Processes to be used to Dispel Misconceptions	2	3
8.	Inter-relationships between and among the Disciplines • Formation of School Subjects: Scholastic and Pedagogical Considerations, Need of reframing school subjects	3	6
9.	Unit III: Pedagogic Practice and the Process of Learning • Pedagogical and curricular structure of school education according to NEP2020	2	4
10.	<input type="checkbox"/> Pedagogical Perspective and Concerns of Inclusive Education in Schools	1	2

11.	• Factors responsible for the effective learning of various disciplines	1	2
12.	Critical Examination of Terminology and Notions associated with Child-centered Education. • Implementation Strategies for Including Specific Areas of Knowledge in the Teaching Learning Process.	2	4
13.	Unit IV: Selection of Subjects based on Attitudes, Aptitudes and Interests of Learners • Distinction among Attitudes, Aptitudes and Interests	2	4
14.	Identifying Students' Attitudes, Aptitudes and Interests during the students' School Life • Role of teachers in identifying Students' Attitudes, Aptitudes and Interests at various school level	2	4
15.	Keeping longitudinal records of students' Attitudes, Aptitudes and Interests during their school years. • Aptitude Tests and their application for assigning different subjects at the senior secondary level	3	6

Practical Assignments/Field Engagement

- Analysis of school text books to construct and discuss nature and types of knowledge and pedagogic elements
- Collating and analyzing child and adult conceptions of social and natural phenomena

Suggested Readings:

- Batra, P. (Ed.) (2010). *Social Science Learning in Schools: Perspective and Challenges*. New Delhi: Sage.
- Bruner, J. (1996). In *The Culture of Education*. Cambridge: Harvard University Press, 2: Folk Pedagogy, 44-65.
- Dewey, J. (1897). *My Pedagogic Creed*. School Journal, Vol. 54.
- Driver, R. (1981). Pupils' Alternative Frameworks in Science. *European Journal of Science Education*. 3(1), 93-101.
- Holt,



Delhi Institute of Rural Development, Nangli Poona, Delhi

COURSE PLAN

Faculty Name : Dr. Komal Arora

Department:	Management		
Course Name:	Course Code	L-T-P	Credits:
Management Accounting	BBA 207	4-0-0	04

Pre-requisite(s), if any:

- The students must know the fundamental concepts of accounting and management.

Semester	Third
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Objective of the Course

- The objective of the course is to familiarize the learners with the basic management accounting concepts and their applications in managerial decision making.
- Another objective of the course to examining the impact of different ratios on the financial performance of a company.

Lectures: 56	M.M 100	External 75+ Internal 25
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Course Outcomes (COs)

CO1	Understand the nature and scope of Management Accounting.
CO2	Analyse and interpret the accounting financial statements of a company and its limitations.
CO3	Executing skills to prepare various Budgets.
CO4	Examining the impact of different ratios on the financial performance of a company.
CO5	Compute cash flow analysis and its likely impact on the company

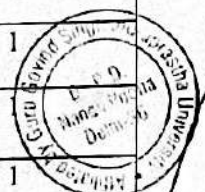


Lesson Planning

SessionNo	Topic	Teaching Pedagogy	Duration of session for topic
	UNIT 1		
L1	Introduction: Meaning, Objectives, and Scope of management accounting. Advantages and Limitations of Management Accounting	Lecture and Discussion	1
L2	Difference between financial accounting, cost and management accounting	Lecture and Discussion	1
L3	Ratio Analysis: Meaning and Classification of Ratios, Ratio Analysis.	Flipped Learning	1
L4	Profitability Ratios	Discussion and Practical Demonstration	1
L5	Financial Ratios: Debt- Equity Ratio Proprietary ratio	Discussion and Practical Demonstration	1
L6	Coverage Ratios Current ratio	Discussion and Practical Demonstration	1
L7	Turnover Ratios Inventory Ratio, Debtors Turnover Ratio, Collection period	Discussion and Practical Demonstration	1
L8	Practical questions on preparing Balance sheet with help of Ratio's	Discussion and Practical Demonstration	1
L9	Cash flow statement: Meaning, Sources and Application of Cash. Difference between Cash Flow Analysis and Fund Flow Analysis. Format	Lecture and Discussion	1
L10	Practical Question on Cash Flow Statement based on operating activities	Discussion and Practical Demonstration	1
L11	Practical Question on Cash Flow Statement based on investing activities	Discussion and Practical Demonstration	1
L12	Practical Question on Cash Flow Statement based on financing activities	Discussion and Practical Demonstration	1
L13	Cash Flow Statement as per AS-3	Flipped Learning	1
L14	Comparative financial statements vs. Common size financial and Trend analysis	Lecture and Discussion	1
L15	Concept and types of budgeting & Budgetary Control Meaning, Objectives, Merits & Limitations	Lecture and Discussion	1



	of Budgetary Control Budget Administration, it's types		
L16	Preparation of Different Budgets: Operating Budget, Sales Budget, Production Budget, Administration Overheads Budget.	Lecture and Discussion	1
L17	Meaning and Concept: Fixed and Flexible Budgeting and Performance Budgeting.	Lecture and Discussion	1
L18	Practical Questions on Flexible Budgeting	Practical Demonstration	1
L19	Practical Questions on Flexible Budgeting	Practical Demonstration	1
L20	Zero-based budgeting; Performance budgeting, difference between performance & traditional budgeting	Lecture and Discussion Practical Questions	1
L21	Introduction : Meaning of Variance and Variance Analysis – Types, Advantages and Limitations	Lecture and Discussion	1
L22	Introduction to Material Variance and types	Lecture and Discussion	1
	UNIT 2		
L23	Practical Questions on Material Variance and types	Practical Demonstration	1
L24	Introduction to Labor Variance	Lecture and Discussion	1
L25	Practical Questions on Labor Variance: Labor cost , labor rate and efficiency variance, Labor variance: mix and ideal time variance	Practical Demonstration	1
L26	Practical Questions on Overhead Variance	Practical Demonstration	1
L27	Practical Questions on Fixed and Variable	Practical Demonstration	1
L28	Computation of Disposition of Variances, Control Ratios.	Discussion and Practical Demonstration	1
L29	Marginal Costing: Meaning and Concept.	Lecture and Discussion	1
L30	Difference between Marginal Costing and Absorption Costing	Lecture and Discussion	1
L31	Profit Planning: Cost Volume Profit Analysis	Practical Demonstration	1
L32	Introduction to on Profit/Volume Ratio	Practical Demonstration	1
L33	Practical Question on Profit/Volume Ratio	Practical Demonstration	1
L34	Advantages and Limitations of Profit-Volume Ratio	Lecture and Discussion	1
L35	Introduction to Break Even Analysis	Lecture and Discussion	1
L36	Practical Questions of Break-Even Analysis	Practical Demonstration	1
L37	Break Even Analysis - Algebraic And Graphic Methods	Practical Demonstration	1
L38	Angle of Incidence	Practical Demonstration	1



L39	Introduction of Margin of Safety.	Lecture and Discussion	1
L40	Practical Questions of Margin of Safety	Practical Demonstration	1
L41	Advantages and Limitations of Margin of Safety	Practical Demonstration	1
	UNIT 3		
L42	Numerical Exercise on CVP Analysis and Break Even Point	Practical Demonstration	1
L 43	Introduction to Decision making based on Marginal Cost Analysis - profitable product mix	Lecture and discussion	1
L 44	Practical Questions on profitable product mix	Practical Demonstration	1
L45	Numerical Questions on Profitable Product Mix	Practical Demonstration	1
L46	Introduction of Make or Buy Decision	Lecture and discussion	1
L47	Practical Questions on Make or Buy Decision	Lecture and discussion	1
L48	Numerical Exercises on Make or Buy	Lecture and practical exercise	1
L49	Practical Questions on Addition of a product line	Lecture and practical exercise	1
	UNIT 4		
L50	Practical Questions on Elimination of a product line	Lecture and practical exercise	1
L51	Introduction to Sell or process further decision	Lecture and practical exercise	1
L52	Practical Questions on Sell or process further	Lecture and practical exercise	1
L53	Introduction to Operate or shut down decision	Lecture and practical exercise	1
L54	Practical Questions on Operate or shut down	Lecture and practical exercise	1
L55	Managerial Decision-making using spreadsheets	Practical exercise	1
L56	Managerial Decision-making using spreadsheets in Excel	Practical exercise	1

Book Bank Details

BB: Maheshwari. S. N. (2018). An Introduction to Accountancy, 12th Edition, Vikas Publishing House.

Reference Books

R1 :M.N.Arora. (2021), Cost And Management Accounting, 11th Edition, Vikas Publishing House

R2: Bhattacharyya. S. K. (2017), Accounting for Management, 3rd Edition, Vikas Publishing House

R3: Goyal. V. K. (2012), Financial Accounting, 1st Edition, PHI Publication



SEMESTER I

Course: Introduction To Sensory Disabilities
Course Code: BEDSE100105

Credits: 02
MM: 100
(External 60 + Internal 40)

Objectives of the course

- Name the different types of sensory impairments and its prevalence and describe the process of hearing & implications of various types of hearing loss.
- Explain the issues & ways to address challenges in educating students with hearing loss.
- Describe nature, characteristics & assessment of students with low vision & visual impairment.
- Suggest educational placement and curricular strategies for students with low vision & visual impairment.
- Explicate the impact of deaf-blindness & practices for functional development.

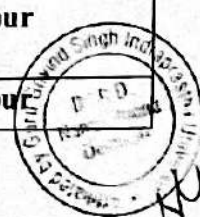
Course Content:

Unit-I: Hearing Impairment: Nature & Classification

1.1	Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) & Dual sensory impairment (Deaf-blindness)	2 hour
1.2	Importance of hearing	1 hour
1.3	Process of hearing & its impediment leading to different types of hearing loss	1 hour
1.4	Definition of hearing loss, demographics & associated terminologies: deaf/ Deaf/ deafness/ hearing impaired/ disability/ handicapped	2 hour
1.5	Challenges arising due to congenital and acquired hearing loss	1 hour
	Total hours	7 hours

Unit-II: Impact of Hearing Loss

2.1	Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication	2 hour
2.2	Language & communication issues attributable to hearing loss and need for early Intervention	1 hour
2.3	Communication options, preferences & facilitators of individuals with hearing loss.	1 hour
2.4	Issues & measures in literacy development and scholastic achievement of students with hearing loss.	1 hours
2.5	Restoring techniques using human (interpreter) & technological support (hearing devices)	1 hour
	Total hours	6 hour



Unit-III: Visual Impairment—Nature and Assessment

3.1	Process of Seeing and Common Eye Disorders in India	1 hour
3.2	Blindness and Low Vision—Definition and Classification	1 hour
3.3	Demographic Information—NSSO and Census 2011	1 hour
3.4	Importance of Early Identification and Intervention	1 hour
3.5	Functional Assessment Procedures	1 hour
	Total Hours	5 hours

Unit-IV: Educational Implications of Visual Impairment

4.1	Effects of Blindness—Primary and Secondary	2 hour
4.2	Selective Educational Placement	1 hour
4.3	Teaching Principles	1 hour
4.4	Expanded Core Curriculum—Concept and Areas	1 hour
4.5	Commonly Used Low Cost and Advanced Assistive Devices	1 hour
	Total Hours	6 hours

Unit-V: Deaf-blindness

5.1	Definition, causes, classification, prevalence and characteristics of deaf-blindness	2hour
5.2	Effects and implications of deaf-blindness on activities of daily living & education	1 hour
5.3	Screening, assessment, identification & interventional strategies of deaf-blindness	1 hour
5.4	Fostering early communication development: Methods, assistive devices and practices including AAC	1 hour
5.5	Addressing orientation, mobility & educational needs of students with deaf-blindness	1 hour
	Total hours	6hours

