

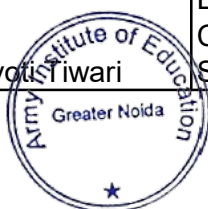


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3(d) No. of publications in any referred journal other than the above (with ISSN No.) in the assessment year

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2	Dr Abhilasha Gautam	Online International Interdisciplinary Research Journal	2249-9598	Constitution Values and Provisions for Indian Education System	52-64	13 / 02	Mar-Apr 2023
3	Dr Babita Bhardwaj	IISRR International Journal of Research	2394-6873	Relevance of Microteaching in Classroom Transaction- A Piolet Study	23-31	08 / 02	Dec 2022
4	Dr Jyoti Tiwari	The CTE National Journal: Journal of Multidisciplinary Research	0973-4457	Effect of Covid-19 Pandemic on the Society	43-52	14 / 1&2	Jan-Dec 2022
5	Dr Jyoti Tiwari	GNCE Journal of Transforming Teacher Education in Changing Scenario	2456-7922	A comprehensive Study of Changes and Challenges in Indian Education System after Covid-19	19-27	07 / 01	Jan-Dec 2022



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Value Education and its implementation in schools: recommendations of NEP2020

Dr. Abhilasha Gautam
Principal, AIEE

Abstract: More than a Policy NEP 2020 is a tool in the hands of teachers at all levels through which they can shape the destiny of our nation. A lot of activities are suggested in the policy for better learning outcomes in the classroom. Role of the teachers have already expanded across the four wall boundaries of classrooms teachers are now the supposed be around the students 24X7 some times as facilitators and other times as friends. Students and parents both expects teachers to be available for students as and when they require. No doubt, technology has increased the working space of teachers they are now always connected with the students virtually. It is the century when both students and teachers can dive deep n the personal space of each other without hesitation. It has brought up many challenges for the value system of education. NEP2020 has focused largely on value education and has also indicated towards the additional duties of at each erin the classroom. This policy has tried to make a balance between traditional and modern ways of teaching learning practices and unhesitatingly has spoken about the continuous profession development of teachers which is the dotting demand of this fast changing technology based scenario. A good educational institute is a place where students are treated equally, cared for, supported and motivated to achieve scholastic as well as non-scholastic success. It is a place where students are taught values and encouraged to discern the difference between right and wrong and discuss the importance of values such as respect, harmony, tolerance, trust, fairness and honesty. It is a place where students are trained to shape their character based on ethical principles. It is a place where not only academic but also emotional, ethical and social needs of students are addressed. It is a place where curiosity is celebrated and question ingisen couraged. It is a place where “thought” is given more importance than “content”. It is a place where people at the helm of affairs and teachers bound by ethical standards are real role models for students. NEP 2020 has given a lot of scope to teachers for implementation of value based education system in the schools and colleges. Aim of the present paper is to describe the emergence of value based education system and to focus on the role of teachers in effective implementation of value based Education system in light of NEP2020.

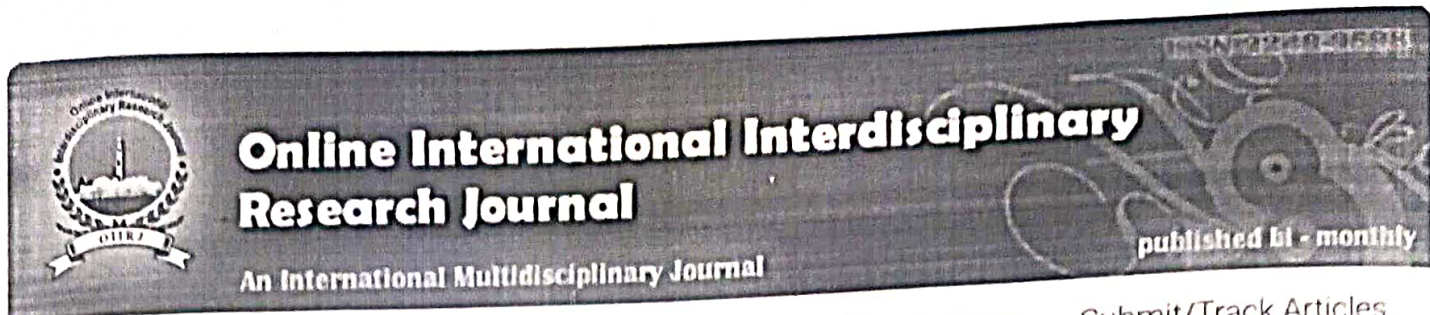
Key Words: Value Education, NEP 2020, Role of Teachers

Introduction:

It is a very famous proverb that man is a social animal. Education teaches man to live the life systematically, it is the medium which differentiates man from animals. Values' education is about inculcating values among learners with the help of education. The term 'Value' used to names ever all things, and there is much academic controversy surrounding it. Some regard it as all aspect soft he process by which teachers (and other adults) transmit values to pupils. Others see it as an activity that can take place in any organization during which people are assisted by others, who may be older, in a position of authority or are more experienced.

Values are associated with the behaviors. It helps in to the long term well being and help to recognize the duties of human beings for the benefit of self and others. Value education may not require a systematic class setting every time but it can take place at home, as well as in schools, colleges, universities, offender in situations and voluntary youth organizations.

It is right from the beginning during the up bringing of a child that parents start teaching him/her good manners and try to teach their child best of the manners. Same happens in the school, teachers start



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Constitution values and Provisions for Indian Education System

Abhilasha Gautam

Principal, Army Institute of Education, Greater Noida, UP, India

Abstract

The constitution is the fundamental law or rules of a country, nation or a state that determine the form of the government and the relationship between the government and citizen. The objectives to be achieved by the state are laid down by it. The constitution framework describes the rights and duties of citizens.

The constitution is a source of legislation and is a prime and primary document. It provides a direction to the nation to achieve its target and helps the society to move on. The Constitution of a country serves many purposes. It formulates certain ideals that built the foundation of the country where we as citizens desire to live in. The Constitution is a set of rules, principles, values and procedures by which harmony is established in the country.

Indian constitution has a large number of articles and clauses, which affects education directly or indirectly. The Preamble of Indian Constitution shows core constitutional values, national ethos and aspirations.

After independence, the need was felt to frame the constitution of India. For this purpose, a constitution committee was made under the chairmanship of Dr B.R. Ambedkar. Dr Rajendra Prasad was appointed as the head of the committee. The Indian constitution was drafted by the committee after two years, eleven months and eighteen days. It was implemented in the country on 26th January 1950. The present article focuses on the provisions for Education in Indian Constitution. The articles as quoted in the constitution has been taken without any paraphrasing or rephrasing to maintain the sanctity of the written constitution. Hence, secondary data has been focused to write the article. Objective of writing the article is to focus on the constitutional provision for education.

KEYWORDS: Indian Constitution, Articles, Clauses, Education.

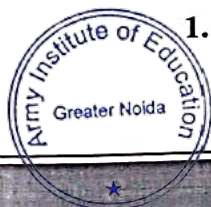
Introduction: Institutional values

The values enshrined in the constitution are the core values and are reflected in the various provisions and articles. The power of vision of the constitution lies in its preamble. Values are worthwhile for the existence and development of human society. The values mentioned in the preamble are, in fact, the aims and goals of the constitution. The constitution of India involves all the values which are democratic, human and universal. The values which are reflected in the preamble are sovereignty, socialism, secularism, and democracy, the republican character of the Indian state, justice, equity, liberty, equality, fraternity, human dignity and the unity and integrity of the nation.

The Preamble of India

Values mentioned in the preamble are described below:

1. **Sovereignty:** Sovereignty means having complete political freedom. It means India is internally and externally sovereign. It is internally powerful and externally



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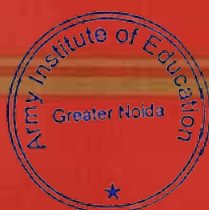
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Relevance of Microteaching in Classroom Teaching-Learning Process: A Pilot Study

Babita Bhardwaj

Abstract:

Microteaching is an effective student teachers' behaviour modification technique that allows them to improve their teaching skills. This study explored the transfer of microteaching skills, learnt during the Bachelor of Education (B.Ed) programme, in real classroom teaching after joining as a full time school teacher. The study used a mixed style of research approach. Purposive random

sampling was used to select 45 teachers who pursued their B.Ed. in the academic session 2020-2021 and 2021-2022 from a self-financed institute affiliated to Guru Gobind Singh Indraprastha University. They are working as Primary Teachers (PRTs), Trained Graduate Teachers (TGTs), and Post Graduate Teachers (PGTs) in various schools pan India. The researcher developed a questionnaire comprising of 15 questions to collect data from the sample. The microteaching skills learnt during B.Ed. programme were assessed using a questionnaire. The quantitative data gathered from the sample, was analyzed, and interpreted. The findings revealed that microteaching skills are quite relevant in honing teachers' teaching skills and beneficial for reflecting on their teaching performances in real classroom teaching.

Keywords: Microteaching, Teaching skills, Student Teachers, Feedback

Abbreviations: B.Ed.= Bachelor of Education, PRT= Primary Teacher, TGT= Trained Graduate Teacher, PGT= Post Graduate Teacher

1. Introduction:

The art of teaching is a complex process. It involves transfer of knowledge from one person to other that facilitates and influences the process of learning. Competence of a teacher is decided based on students' understanding on the concept taught in the class. Bachelor of Education programme is meant to train graduate or post graduate students in teaching profession. Student teachers are imparted theoretical and practical knowledge required for inculcating teaching competence among them. The pedagogic skill for teaching can be acquired only through more structured and systematic teaching techniques. Microteaching is one of the behavioural modification techniques which is practiced in a planned manner in teacher education institutes.

It is a remarkably effective teacher training technique that has been implemented since

1960s in teacher education. It was first designed and used in Stanford University by Dwight Allen and his colleagues (Kochhar, 1997)¹ with the intention of increasing the quality of teacher education. The microteaching developed at Stanford University was characterized by the following aspects:

- i) Focus on discrete teaching skills
- ii) Modeling of the skills,
- iii) Short teach session with real conditions
- iv) Feedback with help of video tape recorder and
- v) Re-teach session with different pupils.

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¹ Kochhar S.K. (1977). *Methods and techniques of teaching*. New Delhi: Sterling Publishers Pvt. Ltd.



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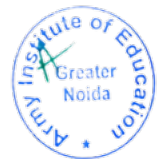
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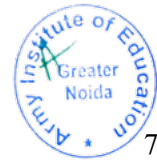
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Effect of COVID-19 Pandemic on the Society

¹Dr. Jyoti Tiwari

Abstract

Human being is a social animal and we can't live without the society. Centuries ago Aristotle mentioned the we all need society and if someone don't need it either he is an animal or God. Society faced many challenges from the time of its formation, it is not like that the Covid-19 is the first challenge. Earlier also many medical emergencies were faced by the society like the great plague 1665, Spanish flu 1918 and many but none of it as diverse effect on the society as Covid-19 pandemic did. The World Health Organization (WHO) announced Covid-19 as a pandemic because of it giant spread and the only way to control or defeat this pandemic was social distancing. From closing of school to destroying the industrial structure and millions of jobs lost makes the social economic cost of this pandemic much severe. This paper will provide the clear understanding about the impacts of Covid-19 on the society including the negative impact of isolation, school closure, job loss, panic buying, disruption of normal life, shortage of medical supplies, infodemic, xenophobia and difficulties for poor people, migrant laborers and refugees are some of the negative impacts of Covid-19. As each coin has two faces likewise the Covid-19 has also some favorable and contradictory impacts on the society, this paper has covered all the positive sides too like people have valued the health, hygiene, family relation and societal importance. Environment benefits has also come under the positive sides.

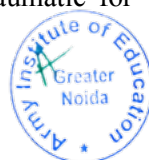
Keywords- Pandemic, Social Distancing, Infodemic and Xenophobia.

Introduction

To control the Covid-19, Indian government started taking a strong stand and announced the complete lockdown from 22 March 2020. All the external and internal borders were sealed and all activities had to be stopped to minimize the human interaction. This lockdown created multiple issues related to education, politics, Social, Economic, Psychological, emotional and many more which create adverse impact on the lives of the people. If we analyze the social distancing word sociologically it creates many social issues in the society although it was the only way to control this pandemic. Being isolated from family, friends, and colleagues can be unbalancing and traumatic for

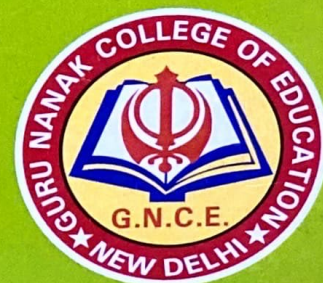
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A Comprehensive Study of Changes and challenges in Indian Education System After Covid-19

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ABSTRACT

COVID-19 impacted every part of the world, affecting every person and their surroundings. It had a drastic effect on every sector around the world. The education sector was also impacted by the Pandemic crisis and like other sectors, the education sector also struggled for its survival and adopted all necessary changes. India is a vast and diverse country but with limited resources for its citizens thus the education system of India adopted many changes during covid-19 crisis. The Indian education sector is one of the largest education sectors with 1043 Universities, 42343 Colleges and 11779 Standalone Institutions listed on the AISHE web portal. The Indian education system was totally based on an offline system, thus covid-19 brought a shift towards online classes, empowering the students with knowledge. But this shift was not beneficial to all, as a large number of students were facing the problems of digital divide, internet issue, cost of internet, and lack of devices. The Government along with other institutions had taken several steps to counter the losses by Covid-19 on the education sector. They tried to fill this gap of learning by creating Digital infrastructure through DIKSHA Portal, e-Pathshala, Swayam and National Repository of Open Educational Resources(NROER). This paper tries to evaluate the changes adopted by the education system of India due to Covid-19 Crisis.

Keywords: - Covid-19, Indian Education System, AISHE, Digital Divide, Digital Infrastructure, DIKSHA Portal, NROER, e-Pathshala, Swayam.

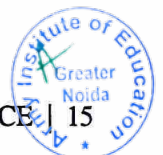
Important definition

All India Survey of Higher Education (AISHE): It was started in India in 2010–11. It was established by the Ministry of Human Resource Development for conducting an annual web-based survey, to know the current condition of higher education in the country. The survey is conducted for all educational institutions in India

And this survey focused on the following points: teachers, student enrolment, programmes, examination results, education finance, and infrastructure. This survey helped the authorities to make decisions and policies, to make the Indian education system more strong and efficient.

Digital Divide: In the era of technological advancements, the term digital divide is used to denote the unequal access to digital technology, including smartphones, tablets and the internet. The concept of digital divides exists between developed and developing countries, urban and rural populations, young and educated versus older and less educated individuals, and men and women.

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Research Paper

Exploring the Role of Teachers in Changing Educational Scenario from Teacher Centric to Child Centric Education

Dr. Jyoti Tiwari^{1*}, Alok Kumar Yadav²

ABSTRACT

Education is the key for the growth and development of any nation and teachers are also the backbone of any education system. Teachers are responsible for the holistic development of students. Overall holistic development cannot be achieved in a single day, it requires professional skills and patience of teachers to inculcate all necessary skills in students. Making such capable and skilful teachers is a challenge for every education system, especially in India where Bachelor of Education do not hold much importance among masses. For the past few decades the number of teacher training institutions has increased drastically, but their quality of teacher training decreased even more drastically. Earlier teachers were the centre of education in the classroom, almost every policy and guideline were totally focused on teachers for education. But with changing time and education scenario, are policy makers realise this mistake and begin to focus on 'Child Centric Education'. Even during Covid-19 lockdown the role of teachers changed drastically. New education policy 2020, also focuses on Childs and education. This paper tries to analyse the role of teachers in this changing educational scenario, whether the teachers are able to achieve the goal of child centric education or not.

Keywords: *Child Centric Education, Covid-19, NEP2020, Holistic development and Indian Education System*

Education has been the backbone of human society, with teachers traditionally playing a central role in imparting knowledge to students. But with the duration of time the landscape of education has undergone a profound transformation shifted from teacher centric approach to one that places the child at the centre of the learning process that is child centric education. This paradigm shift is not only changing the role of teachers but also redefining the goals and methods of the learning process. For centuries, education has been teacher centric, where the role of teachers to serve as the family source of knowledge and authority learning process. In this traditional method, students were expected to follow the instructions of teachers and passively observe the information delivered by teachers. The teacher's role was that of an expert who delivered knowledge to students and success was often measured by how well students replicate this knowledge in tests and exams. Child centric education recognises the diverse learning needs in the classroom and plans the

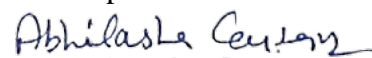
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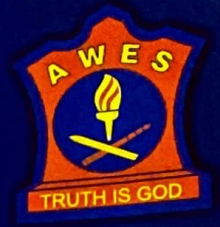
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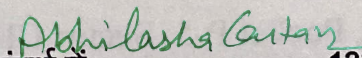
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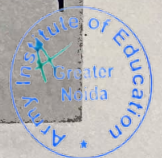
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SELF-RELIANT EDUCATION: TRANSFORMATION HELD DURING THE COVID-19 PANDEMIC PERIOD

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Abstract

This paper is all about how the pandemic affected the education system and what the transformative changes happened. Pandemic taught us about the importance of being self-reliant in all sectors including education. The Government of India initiated steps on how the country can be self-reliant. Covid-19 pandemic accelerated the use of technology in education. Teaching and learning became more ICT oriented, as the integration of technology in education. Traditional methods were replaced by innovative strategies, and classes became smarter. Online learning, blended and flipped classes, proctored examination, open book examinations, MCQ pattern etc were initiated to overcome the challenges due to Covid-19.

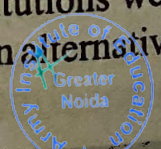
Keywords: *Self-reliant Education, Pandemic, Blended and Flipped Classes.*

Introduction

Covid-19 brought drastic changes in the education system across the level. School education system as well as higher education system undergone through various structural changes in this period. The functioning of the entire education industry got affected by the pandemic as like it affected other industries as well. Admissions were delayed, academic sessions got disrupted, examinations were not conducted timely and properly. To overcome these challenges, educationists suggested various alternative formulas such as online learning, blended classes, flipped class, proctored examination, open book examinations, MCQ pattern etc. In this paper the author looks into how the pandemic affected the education system and what the transformative changes happened.

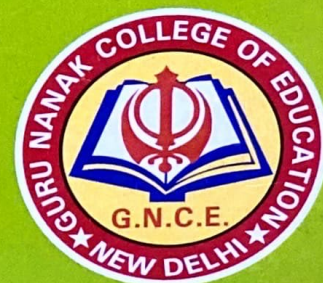
As a preliminary step to stop the pandemic, authorities were suggested for maintaining social distancing and ensuring hygiene. The country has gone to complete lockdown; schools, and colleges were shut down along with other industries. When commercial industries are unlocked, educational institutions remain closed for a while until all the employees get fully vaccinated. Meanwhile, educational institutions were given timely instructions regarding academic plannings and schedules. As an alternative, educational stakeholders initiated an online mode of teaching and learning.

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In Changing Scenario



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ग्रामीण क्षेत्रों में शिक्षा का महत्त्व

संजना

छात्र शिक्षक

आर्मी इंस्टिट्यूट ऑफ एजुकेशन ग्रेटर नोएडा भारत

डॉ अजकिया खान

सहायक प्रोफेसर

आर्मी इंस्टिट्यूट ऑफ एजुकेशन ग्रेटर नोएडा भारत

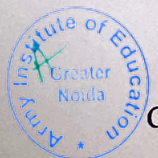
सार – भारत के विकास के लिए पूरा देश का विकास होना बहुत जरूरी है। देश के विकास पर गांव अपनी महत्वपूर्ण भूमिका निभाता है। देश के विकास की शुरुआत ग्रामीण क्षेत्रों से ही होती है। ग्रामीण क्षेत्रों का विकास वहां की शिक्षा से होती है क्योंकि एक शिक्षा ही है जो हमें एक पहचान देती है व आगे बढ़ती है और हमने यहां ग्रामीण क्षेत्रों में शिक्षा के महत्त्व को देखा गया है। गांव शिक्षा का क्या भूमिका है। उसके सुविधाओं और व्यवस्था में ध्यान दिया है। ग्रामीण क्षेत्रों में शिक्षा के महत्त्व पर बहुत लोगों ने अपने अपने विचार रखे हैं। जो आज की शिक्षा के लिए बहुत जरूरी हैं और हमारे ग्रामीण क्षेत्र के विकास को आगे बढ़ाने के लिए महत्वपूर्ण हैं।

प्रस्तावना – आधुनिक युग में शिक्षा पर विशेष ध्यान दिया जा रहा है। चाहे वह शहर की शिक्षा हो या ग्रामीण की। सरकार ने शिक्षा के लिए अनेक नीतियाँ अधिनियम बनाए हैं। जिससे शिक्षा के क्षेत्र में विकास हो सके। हम अगर ग्रामीण क्षेत्र में शिक्षा की बात करें तो वह शिक्षा के लिए सरकारी सरकारी विद्यालयों की स्थापना की है। जिससे वहाँ के बच्चों शिक्षा प्राप्त कर सकें और अपना लक्ष्य हासिल कर सकें। गांवों में शिक्षा की व्यवस्था देखी जाये तो इतनी उचित नहीं है जितनी होना चाहिए। व्यवस्था ना होने के कारण ये भी है की बच्चे स्कूल ज्यादा नहीं जाते हैं और उनका पढ़ाई से ध्यान भटक जाता है स्कूल में अध्यापक भी कभी कभी नहीं जाती जिससे भी शिक्षा पर प्रभाव पड़ता है। ग्रामीण क्षेत्र में देखें तो शिक्षा को ले के बहुत सी परिस्थिति है जो गांव में ठीक हो बहुत जरूरी और आवश्यक है।

2018 के रिपोर्ट के अनुसार पूरे देश भर में 596 जिलों में तीन लाख से ज्यादा ग्रामीण परिवार और जहाँ 16 हजार विद्यालय है। जिससे सर्वे करने पर यह ज्ञात हुआ की वहाँ के विद्यालयों जरूरतों के आकड़े तैयार किये गए हैं। भारत के उत्तराखंड राज्य की बात करें तो वहाँ 13 जिले जिसके अंदर 16 हजार से अधिक गांव है।

उन गांवों में स्कूल तो हैं पर वहाँ सरकार का ध्यान ना होने के कारण कहे या व्यवस्था और सुविधा पूर्ण रूप से ना होने के कारण कहे पर वहाँ की ग्रामीण शिक्षा उतनी अच्छी नहीं है। गांव विकास और वहाँ के बच्चों और व्यक्तियों का विकास होने के लिए।

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GNCE

EXPLORING THE RELATIONSHIP BETWEEN PROBLEM-SOLVING ABILITIES AND ACADEMIC ACHIEVEMENT AMONG HIGHER SECONDARY STUDENTS: A COMPARISON OF MALE AND FEMALE STUDENTS IN URBAN AND RURAL AREAS

P.Karthikeyan Research Scholar Bharathiar University, Coimbatore
Dr. R. JOHN LOUIS
MANOHARAN Research Supervisor Bharathiar University, Coimbatore

Abstract

This study explores the relationship between problem-solving abilities and academic achievement among higher secondary students, comparing male and female students in urban and rural areas. The ability to solve problems effectively is essential for academic success and future readiness. Data from standardized exams, self-reports, interviews, and focus groups are all examined in the combination of methods study. Results indicate potential gender and geographic disparities in problem-solving abilities and their impact on academic performance. These findings have significant implications for educational policymakers, teachers, and parents, enabling targeted interventions to enhance problem-solving skills and academic success. The research contributes to understanding educational equity and student outcomes in diverse settings

INTRODUCTION

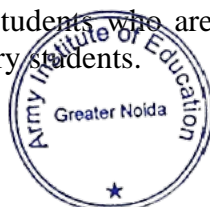
In today's rapidly changing world, the ability to solve problems is essential for academic achievement and future endeavors. This study explores the relationship between problem-solving abilities and academic achievement among higher secondary students, with a focus on comparing male and female students in urban and rural areas. Understanding this connection is vital for educators and policymakers to design effective strategies that foster student success. Problem-solving skills have broad applications across subjects and real-world scenarios, impacting cognitive development and enhancing adaptability and creativity. Investigating potential gender and geographic disparities in problem-solving abilities is essential to promote educational equity. Employing a mixed-methods approach, the study combines quantitative assessments and qualitative insights to provide a comprehensive understanding. The findings will inform evidence-based interventions to enhance problem-solving skills and academic achievements, contributing to more equitable educational practices

NEED FOR THE STUDY

This study is important for a number of reasons. It compares male and female students in urban and rural settings to examine the association between problem-solving skills and academic achievement among higher secondary students. By understanding this connection, educators and policymakers can develop targeted interventions to enhance students' cognitive abilities and improve academic performance. Addressing potential gender disparities in problem-solving skills promotes gender equity in education and fosters inclusive learning environments. Additionally, comparing academic achievement and problem-solving abilities between urban and rural students can help close the achievement gap and ensure that everyone has a chance at success. Strengthening problem-solving skills prepares students for future challenges in a rapidly evolving world. The study's findings will contribute to educational research and evidence-based policy formulation, promoting cognitive development and academic excellence in educational practices. Ultimately, the research endeavors to advance education and equip students for success in their academic journey and beyond.

OPERATIONAL DEFINITIONS

- (i) **Problem solving ability:** In the current study, it refers to each student's results on the test measuring problem-solving ability.
- (ii) **Academic achievement:** In the current study, it refer to total marks secured by the students in the tenth student
- (iii) **Higher Secondary Students:** The students who are studying in the XI-standard program have been considered higher secondary students.



The Influence of Gender and Parental Qualification on Intelligence Scores in Adolescents

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ABSTRACT

A wide range of cognitive skills, such as reasoning, remembering, reading, learning, problem-solving, and language use, are included in the concept of human intelligence. But there are many other factors that can affect intelligence in people, including genetics, environment, manner of birth, parental education, and even gender. This research paper delves into the intricate interplay among gender, parental qualification, and intelligence scores in adolescents. The study aims to uncover potential gender-related disparities in intelligence test scores and investigate how parental education and occupation impact adolescents' cognitive capabilities. The objective of this research is to offer insights that enlighten educators and policymakers about the multifaceted factors molding cognitive development during this pivotal life stage.

Keywords: *Intelligence, Gender, Parental Qualification*

This research aims to explore the relationship between gender, parental qualification, and intelligence scores among adolescents, aiming to understand how these factors interact to shape cognitive abilities during this critical phase of development. Gender disparities in intelligence have long intrigued scholars, and parental qualification, reflecting caregivers' educational background and attainment, is a crucial factor influencing children's cognitive development. The adolescent period is marked by significant cognitive growth and identity formation, and understanding how gender and parental qualification intersect can impact cognitive outcomes. This study aims to bridge the gap by examining how intelligence scores are affected by both gender and parental background. By delving into this multidimensional analysis, the study contributes to the broader discourse on educational equality and provides insights that can inform educational policies and practices to ensure equitable cognitive development opportunities for all adolescents, regardless of their gender or parental qualification.

Need of the Study

This study is crucial to address the persisting gender-based intelligence disparities in adolescence and to understand how parental qualification interacts with these differences. It fills a gap in research by examining the multifaceted impact of both variables. Insights

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