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List of Total Number of Publications for the Assessment Year

Publications of Prof. (Dr.) Vijayshri Bhati :			
CHAPTER IN BOOK			
2023	A Review of Working Woman's Issues in Contemporary Indian Scenario	Authorpress, Q-2A , Hauz Khas Enclave, New Delhi-110016	ISBN 978-93-5529-694
2023	Indian Knowledge for Sustainable Happiness	Happiness & Sustainability : Implications for the Global Goals Bookman	ISBN: 978-93-5510-764-0
2024	Bridging the Gap Between Formal Education and Practical Skills	Empowering Youth with Practical Skills: Bridging The Gap Between Training & Real world Application Anupam Mindworks Pvt Ltd	ISBN: 978-81-9515916-1

Ms. Renu Rohilla			
Published Articles in Journals (National & International)			
2024	Impact of Internet and Social Networking Applications on youth	Educational Administration: Theory and Practice (SCOPUS INDEX JOURNAL)	ISSN: 2148-2403
2024	Role of National Education Policy 2020 in Reshaping the Indian School Education System	International Journal of Creative Research Thoughts (UGC CARE LISTED JOURNAL)	ISSN :2320-2882

Book Chapters:			
2025	The Future of Dalit Women's Voices	Empowerment through Education and Activism	SAAR Publications

Ms. Anshi Chandra Publications :				
Chapter in an edited book				
Year	Title	Chapter Name	Publisher	ISBN NO.
2023	Strategies for Creating an Enabling Classroom Environment	Digital Transformation : A Boom to Education	Institutional Publisher	978-81-965586-0-4

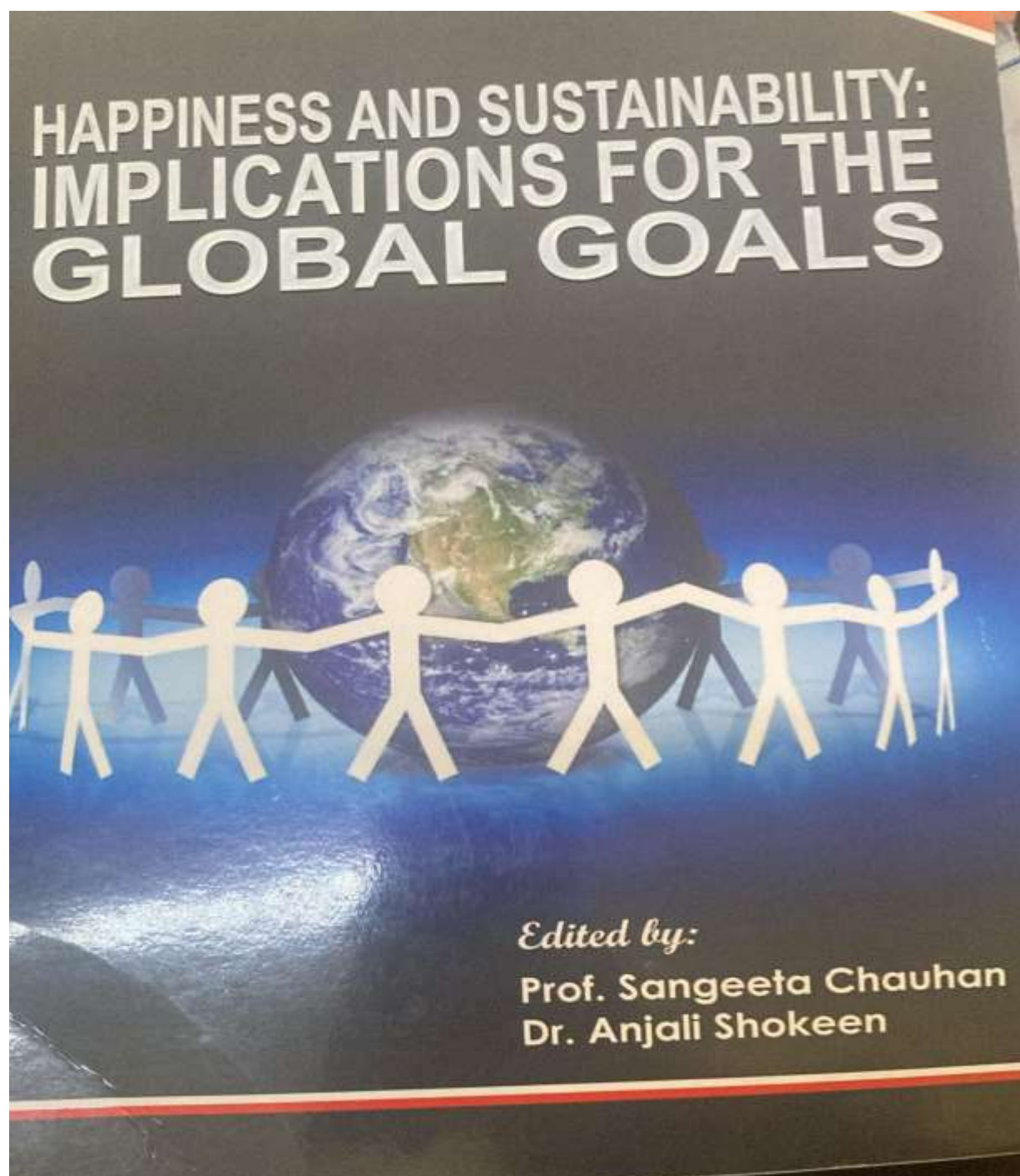
Ms. Anshi Chandra Publications			
Articles:			
Year	Title	Journal Name	ISSN No.
2023	The Study on Interdisciplinary Teaching in Classroom	Journal of Emerging Technologies & Innovative Research	2349-5162

Ms. Debductta Pal Chowdhury Publications			
Articles:			
Year	Title	Journal Name	ISSN No.
2024	Role of National Education Policy 2020 in Reshaping the Indian School Education System	International Journal of Creative Research Thoughts	2320-2882

Ms. Mahima Jain Publications				
Articles:				
Year	Title	Journal Name	ISSN No.	
2025	From Ahimsa To Academic Integrity: Jain Values In Contemporary Learning	International Journal of Creative Research Thoughts (IJCRT)	2320-2882	
Book Chapter:				
Year	Title	Chapter Name	Publisher	ISBN NO.
2025	The Future of Dalit Women’s Voices	Empowerment through Education and Activism	SAAR Publications	.978-81-984840-5-5

Ms. Jaleen Kaur Kohli Publications :				
Chapter in an edited book				
Year	Title	Chapter Name	Publisher	ISBN NO.
2025	The Subaltern Speaks: Dalit Women's Voices and Visions	Empowerment through Education and Activism	SAAR Publications	.978-81-984840-5-5
2025	Gender Justice through Feministic Approach: A Pathway to Sustainable Future	Advancing Gender Justice: Women's Empowerment for Sustainable Growth in Management, Commerce, and Economic Development	National Press Associate, Ludhiana, Punjab.	978-81-989671-7-6

Ms. Deepti Singh Publications :				
Chapter in an edited book				
Year	Title	Chapter Name	Publisher	ISBN NO.
2025	The Subaltern Speaks: Dalit Women's Voices and Visions	Empowerment through Education and Activism	SAAR Publications	.978-81-984840-5-5



Chapter 58

Indian Knowledge For Sustainable Happiness

Dr. Vijayshri Bhati

Introduction

Since the dawn of civilization, the alluring and dazzling bluish green planet earth took billions of years to become mother earth endowed with nature's gifts like clear blue sky, oceans, rivers, white snow clad mountains and deep green forests. Thus after adapting and accommodating journey mother earth gave birth to life in various diverse forms including man – the most blessed one with a thinking mind. Ironically it was this thinking mind that led him to do rampant exploitation of natural resources in the name of industrialization and technological advancement. The unending process of nature's resources being continuously and speedily exploited to meet the material needs of the people under the garb of greediness (to make more and more money) has today ultimately threatened the very existence of human life.

So this story goes on like this that once upon a time man had a beautiful dream of blissful world to live but insatiable greed of man to accumulate materialistic position has led to erosion of moral values in men's life and adversely affecting man's peace and happiness in life.

The Crux of Indian knowledge is to ensure that man moves from negativity to positivity, cynicism to understanding, knowledge to wisdom, and happiness to bliss. Keeping this in view the essence of education must be help one to reinvent oneself and therefore, educational curricula must include *vidya* and *apara vidya*.

In essence, we need to think of ways to consistently blend profits with purpose and make money a mission – in life and for living which was probably best stated in ancient Indian scriptures, where four *Prususharthas* or goals of human life – *Dharma*, *Artha*, *Kama* and *Moksha*, had to be achieved in pairs – Earn *Artha* (wealth) through *Dharma* (righteous means), and have *Kama* (desire) for *Moksha* (higher life / liberation).

Education and Kosha-s

Man is not just the physical body, the mind and the senses but also the soul or spirit which makes it functional. Any discourse on personality development must focus on the total man which has

Dr. Vijayshri Bhati, Principal, St. Lawrence College of Higher Education, Geeta Colony, New Delhi



Dr. Anjali...

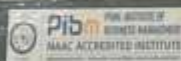
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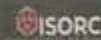
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BRIDGING THE GAP BETWEEN FORMAL EDUCATION AND PRACTICAL SKILLS

Prof. (Dr.) Vijayshri Bhati¹

ABSTRACT

Inadvertently, the transition from an agrarian society to an industrialized society has resulted in sea changes in the economic, social, educational and even the philosophical aspects of life. Historically and traditionally, Indian caste system divided work among different people based on their castes whereby menial labour, use of hands, was not for the upper classes rather boys from upper classes concentrated in the higher education. As a result this mismatch continues even in present time even today, wherein theoretical understanding and their practical applications have not coming led to produce a beautiful synergy that is so very necessary for generation of new employment by those who, in fact, should have created them. Even today most highly educated in our country are used to stand in the beeline for getting jobs and thus a very skewed situation has occurred in India where the major responsibility of providing jobs rests on the government and the organized sectors and educated persons do not think at all about their responsibility in the terms of creation of employment. Moreover our education system has not yet felt the need to inculcate such a value in the minds of the educated youth of this country, which is the biggest stumbling block in the path of creating new jobs. Therefore when new jobs are not in sight and old jobs are in the process of dying out, a crisis has set in and the present moment in our country leading to literate unemployability.

Keywords: Employability, Entrepreneurship Education, Enterprise Behaviours & Intrapreneurship.

INTRODUCTION

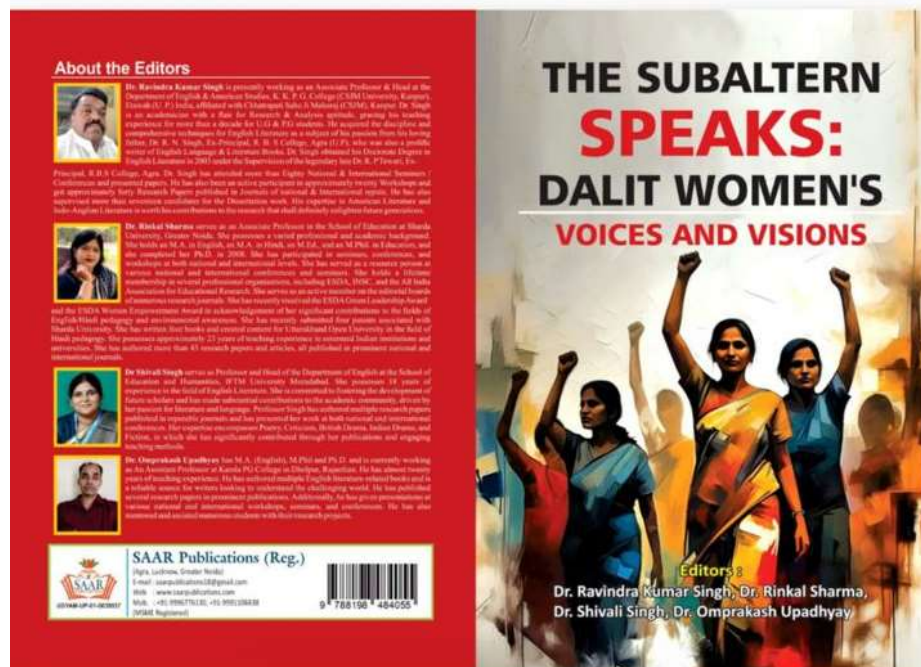
Educationally, the idealistic philosophy has given way to pragmatic philosophy by John Dewey which has changed the educational mission, objectives, curriculum programs, pedagogy and the educational outcome of graduates. Employment has become the buzz word for all our graduates for getting educated. Thus, higher education in India has undergone transformation due to the rapid changes happening in the environmental and the globalization of education across the countries. The last decade had seen a phenomenal growth in the number of institutions offering higher education. Which has led to a manifold increase in the number of graduates being churned out. Yet, industry and other organizations face problems in finding the right people for the diverse jobs with varying levels of complexity. Complexity leading to big growing gap between organizational requirements and the skills possessed by the graduates i.e. there is a demand supply mismatch qualitatively. This necessitates the need for bridging the gap between formal education and practical skills which is also the need of the hour.

MINDSET OF AVERSION TO MACHINE TOOLS

Traditional Indian mind goes more by verbal and written documents rather than exploration, experimentation and experience. A person not intending to experiment will have an inherent aversion to machine and tools. The age-old division of labour accentuates such aversion. An educated man does not like to make his hands dirty, an uneducated man does not like to understand theory behind a machine and this is another source of disconnect. This disjointed education has been causing harm to our education system as a whole. Employability and entrepreneurship do not happen without

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Publications of Ms. Renu :



THE SUBALTERN SPEAKS:
DALIT WOMEN'S VOICES AND
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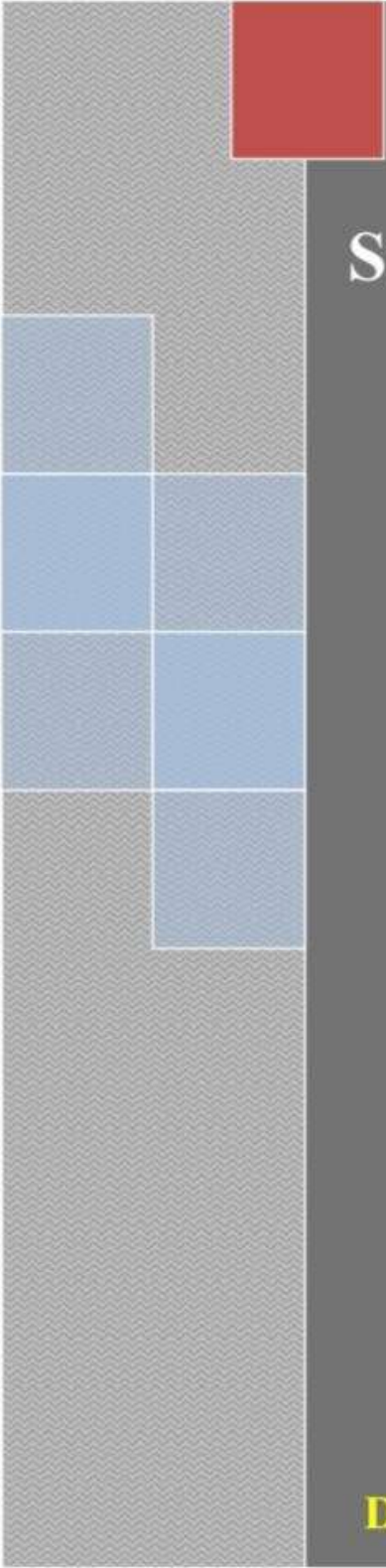
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**Chapter
12****The Future of Dalit Women's Voices****Renu***Research Scholar, School of Education,
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Sharda University, Greater Noida Email: rinkal.sharma@sharda.ac.in***Mahima Jain***Assistant Professor, St. Lawrence College of Higher Education,
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Abstract: Throughout history, women of the Dalit faith in India have been subjected to both cast and gender discrimination, leading to systematic exclusion from various sectors; however, even under Indian constitution, they are still victims of discriminations, violence, and marginalization, which continue to perpetuate poverty, illiteracy, disempowering, stigmatizations, harassment, sexual misconduct, mistreatment, institutional neglect, prostitution, domestic assault, child abuse, adultery, juvenile criminalistic crimes, parental alcoholism, genetic engineering, postgraduate education, maternal intervention, mentoring, parenting, etc. The chapter examines the evolving role of Dalit women in expressing their opinions, emphasizing the difficulties they face and the progress made, including an examination of current laws and policies aimed at safeguarding the rights of female Dalits, their visibility in politics, local movements led by Dalit women, and how social media and online platforms have impacted their activism.

Even though there are still challenges, such as caste-related violence, patriarchal pressures, and limited resources, the growing presence of Dalit women in literature, media channels...[clarification] reflects an increasing movement towards empowerment and agency indeed, it is urgent that we continue the social reforms taking place, intersecting feminist movements occurring, or at



Strategies for Creating an Enabling Classroom Environment

**DR. PRINCE PARMAR
DR. PARUL MAHESHWARI**



Digital Transformation: A Boom to Education

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

Abstract: -

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

Introduction: -

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

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

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

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

objectives. Digitalization in education sector is an issue that concerns many educational stakeholders. In this Globalized era, ICT skills are becoming increasingly relevant in every context, especially for the educational institutions. Different policies, initiatives and strategies has been proposed by the Government to address the Educational Technology innovations in Education Sector with huge responsibility in Digital Technology Prime Minister Modi has Introduced initiatives Like "Digital India". It is a Concept to Change the education system in India. It gives opportunity to access learning courses to a global platform. The



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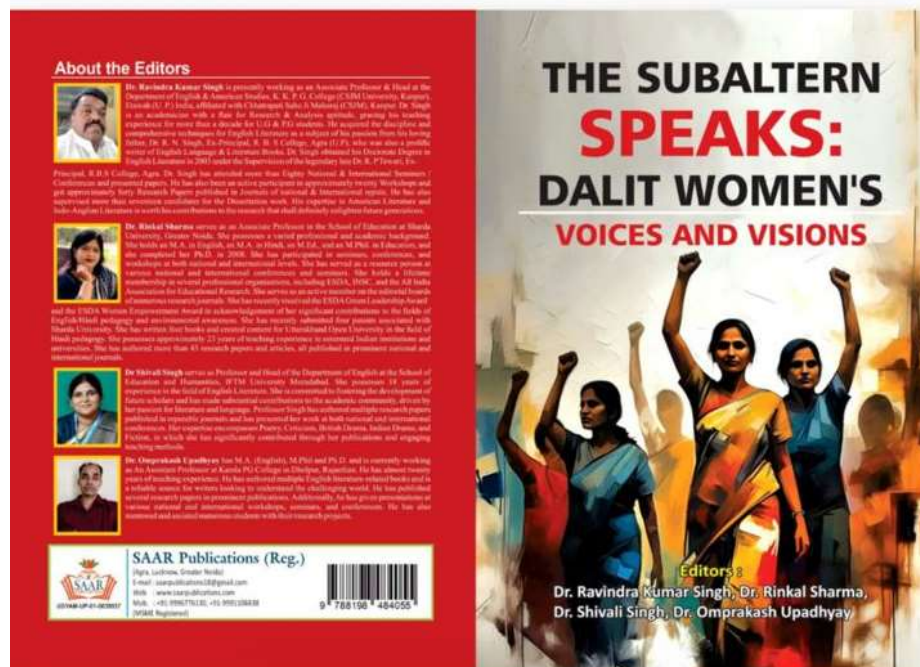


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THE SUBALTERN SPEAKS:
DALIT WOMEN'S VOICES
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The Future of Dalit Women's Voices

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Abstract: Throughout history, women of the Dalit faith in India have been subjected to both cast and gender discrimination, leading to systematic exclusion from various sectors; however, even under Indian constitution, they are still victims of discriminations, violence, and marginalization, which continue to perpetuate poverty, illiteracy, disempowering, stigmatizations, harassment, sexual misconduct, mistreatment, institutional neglect, prostitution, domestic assault, child abuse, adultery, juvenile criminalistic crimes, parental alcoholism, genetic engineering, postgraduate education, maternal intervention, mentoring, parenting, etc. The chapter examines the evolving role of Dalit women in expressing their opinions, emphasizing the difficulties they face and the progress made, including an examination of current laws and policies aimed at safeguarding the rights of female Dalits, their visibility in politics, local movements led by Dalit women, and how social media and online platforms have impacted their activism.

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From Ahimsa To Academic Integrity: Jain Values In Contemporary Learning

Mahima Jain

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Abstract

Jainism, an ancient Indian philosophical and religious tradition, offers profound insights into knowledge, non-violence (ahimsa), and self-discipline. These principles, when integrated into contemporary education, can foster a culture of mindfulness, ethical responsibility, and holistic well-being. In today's fast-paced and competitive educational environment, where stress, ethical dilemmas, and lack of emotional intelligence are pressing concerns, Jain philosophical tenets provide a unique and relevant framework for cultivating a balanced and enlightened learning atmosphere.

This article explores how Jain epistemology, ethics, and mindfulness align with modern educational paradigms and contribute to personal and societal development. Furthermore, it discusses practical applications of Jain principles in classrooms and how they can address contemporary educational challenges while fostering lifelong learning.

Keywords: Jain Epistemology, Jain Principles, Contemporary education, Mindfulness, Holistic well-being.

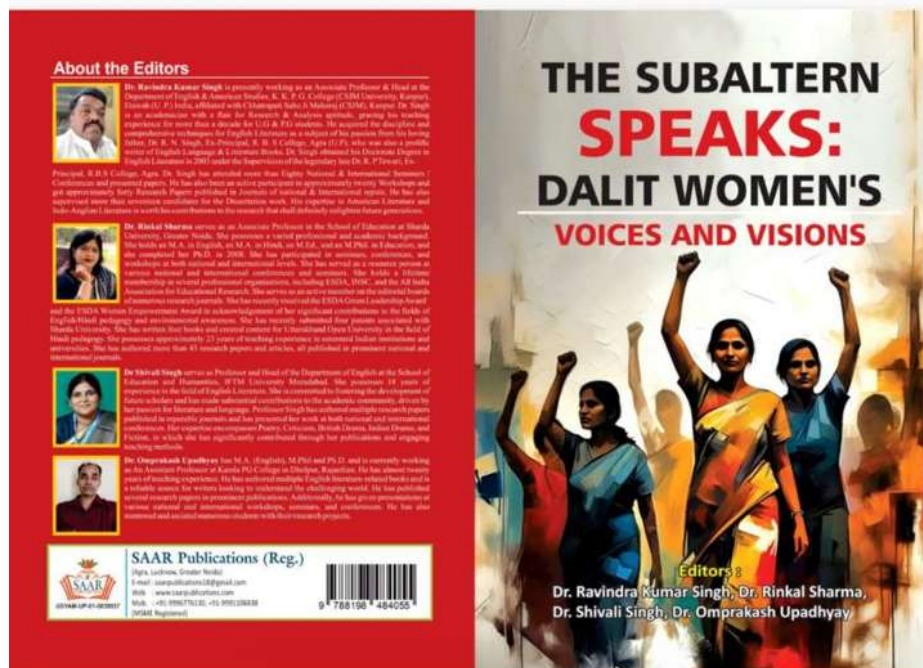
INTRODUCTION

In an era of rapid technological advancements and increasing ethical dilemmas, education must evolve beyond knowledge acquisition to include moral and ethical development. Jainism, one of the world's oldest philosophical traditions, offers timeless principles that can enhance contemporary education. Its core values—ahimsa (non-violence), satya (truthfulness), aparigraha (non-possessiveness), and anekantavada (pluralism)—resonate deeply with modern discussions on academic integrity, mindfulness, and holistic learning.

In today's academic world, maintaining integrity has become increasingly challenging due to issues such as plagiarism, academic dishonesty, and the misuse of information. The fast-paced digital era has made access to knowledge easier, but it has also raised ethical concerns regarding the responsible use of information. Jain principles provide valuable guidance in addressing these challenges by fostering honesty, critical thinking, and respect for knowledge. For instance, ahimsa, which traditionally emphasizes non-violence in thought, word, and action, can be interpreted in academic settings as avoiding intellectual dishonesty and respecting the intellectual contributions of others. Similarly, anekantavada encourages openness to diverse viewpoints, promoting academic discourse that is inclusive and respectful of multiple perspectives.

By integrating Jain values into contemporary learning, students and educators can cultivate a culture of ethical scholarship, where truth and integrity are prioritized over shortcuts and dishonesty. This paper explores the relevance of Jain principles in modern education, examining how they can help create an academic environment that values honesty, responsibility, and a deeper understanding of knowledge. Through this discussion, we aim to highlight how ancient wisdom can provide meaningful solutions to the ethical challenges faced in contemporary education.

Publications of Ms. Jasleen Kaur Kohli :



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Empowerment through Education and Activism

Ms. Kanika Arora

(Assistant Professor, SLCHE)

Ms. Deepti

(Assistant Professor, SLCHE)

Ms. Jasleen Kaur Kohli

(Assistant Professor, SLCHE)

Introduction

In India, Dalit women are subjected to caste, gender, and class-based oppression, positioning them uniquely and extremely marginally (Dhar & Eknath, 2018), thus making their discrimination complex and multidimensional (Sôã, 2007). The rest have found themselves at the brute end of the social divide, consigned to the bottom of the pile for generations, denied the basic opportunities of social, political and economic mobility that the rigid hierarchies of caste and a widespread patriarchal status quo which prevail in the larger Indian society have imposed upon them. Their subjection and marginalization is further aggravated by their status as lower-class individuals who are more vulnerable and prone to exploitation and poverty. Amidst these entangled layers of marginalisation, Dalit women have demonstrated incredible resilience, and education and activism have emerged as vital tools in their empowerment. It has given them not just weapons to fight existing systems of inequality, but voices to describe their own struggles and claim their rights. As Sharmila Rege (2006), social theorist and activist, made clear, "It is important to reiterate that Dalit Women's experiences are shaped by the predicament of both caste and gender, which indicates that the struggles of Dalit Women cannot



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ADVANCING GENDER JUSTICE: WOMEN'S EMPOWERMENT FOR SUSTAINABLE GROWTH IN MANAGEMENT, COMMERCE, AND ECONOMIC DEVELOPMENT

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ABSTRACT

The term Gender is not something that is natural in occurrence in fact it is a socially fabricated notion that mandates women and men to act in a particular manner, to abide by the certain set of norms which are set by the society, and to stay in these confined roles as per one's own gender. The web of gender spares no one which implies that people belonging to all genders are affected by this gendered nature of our society. In the existence of such socially fabricated world, it becomes apparent to put forward the idea of gender justice. Advancing gender justice is essential for achieving sustainable growth. The focal area of this chapter are the spheres of management, commerce, and economic development. This chapter tries to explore the pivotal role of women's empowerment as a transformative catalyst for fostering sustainable development, leadership, and economic progress. It highlights the profound impact of women's active participation in managerial and commercial sectors, where their diverse perspectives contribute to sustainable growth. The chapter also addresses barriers being faced by women especially in the Indian society that ultimately hinder their full participation. Recognizing and understanding these structural impediments is vital for designing effective strategies that advance gender equity and lay the foundation for a just and fair society; a society where the term 'gender' will no longer has to be a barrier in achieving something.

Keywords: Gender, Gender Justice, Management, Commerce, Economic Development.

INTRODUCTION:

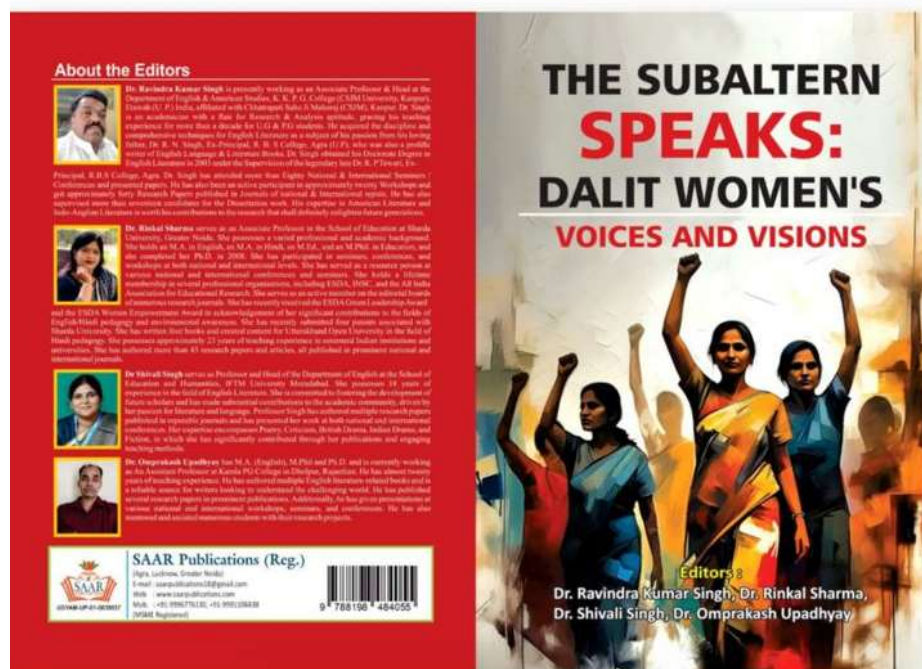
ਸੇਕਿਉਂਮੰਦਾਅਖੀਐਜਿਤੁਜੰਮਹਿਰਾਜਾਨ॥

"Why call that woman inferior, from whom great emperors are born?"

-Sri Guru Nanak Dev Ji

In recent years, the conversation around gender equality and women's empowerment has gained strong momentum across various fields, especially in management, commerce, and economic development. While there have been notable strides in giving women a more visible presence, the ground reality check looks like it reveals that true gender balance in leadership roles is still a work in progress and we still have a long road ahead to reach at a point where the socially fabricated gender norms will no longer exist. The reality is that women continue to be underrepresented in decision-making positions, and this gap not only limits individual growth but also restricts the overall potential of the economies.

Publications of Ms. Deepthi Singh :



THE SUBALTERN SPEAKS: DALIT WOMEN'S VOICES AND VISIONS



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Empowerment through Education and Activism

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Introduction

In India, Dalit women are subjected to caste, gender, and class-based oppression, positioning them uniquely and extremely marginally (Dhar & Eknath, 2018), thus making their discrimination complex and multidimensional (Sóã, 2007). The rest have found themselves at the brute end of the social divide, consigned to the bottom of the pile for generations, denied the basic opportunities of social, political and economic mobility that the rigid hierarchies of caste and a widespread patriarchal status quo which prevail in the larger Indian society have imposed upon them. Their subjection and marginalization is further aggravated by their status as lower-class individuals who are more vulnerable and prone to exploitation and poverty. Amidst these entangled layers of marginalisation, Dalit women have demonstrated incredible resilience, and education and activism have emerged as vital tools in their empowerment. It has given them not just weapons to fight existing systems of inequality, but voices to describe their own struggles and claim their rights. As Sharmila Rege (2006), social theorist and activist, made clear, "It is important to reiterate that Dalit Women's experiences are shaped by the predicament of both caste and gender, which indicates that the struggles of Dalit Women cannot
