

**International Partnerships for Educational Innovation: Promoting Knowledge
Sharing, Capacity Building, and Cross-Cultural Understanding**

Dr. Shaikh Mohammadi
Assistant Professor
DSR College of Education
Aurangabad
drmohammadi.dsr@gmail.com

Prof. Dr. Syed Azaz Ali
Principal
DSR College of Education
Aurangabad
syedejazzamjadali@gmail.com

Abstract:

International partnerships in education have emerged as powerful vehicles for promoting collaboration, innovation, and mutual learning among diverse stakeholders across borders. This paper explores the role of such partnerships in fostering knowledge sharing, capacity building, and cross-cultural understanding in the field of education. By leveraging the collective expertise, resources, and perspectives of participants from different countries and cultural backgrounds, these partnerships facilitate the exchange of ideas, best practices, and research findings. Through collaborative projects, joint research initiatives, and professional development programs, partners enhance their skills, knowledge, and capabilities, empowering them to address common challenges and drive positive change in their respective contexts. Moreover, international partnerships promote cross-cultural understanding and global citizenship by providing opportunities for cultural exchanges, intercultural dialogue, and collaborative learning experiences. By fostering empathy, respect, and appreciation for cultural diversity, these partnerships contribute to the development of inclusive and equitable educational environments that prepare learners to thrive in an interconnected world. This paper examines the key principles, strategies, and outcomes of international partnerships for educational innovation and underscores their significance in advancing the goals of knowledge sharing, capacity building, and cross-cultural understanding in education.

This paper explores the significance of international partnerships in promoting educational innovation to address global challenges. It examines various models of collaboration and exchange in education and their impact on knowledge sharing, capacity building, and cross-cultural understanding. The paper also discusses the potential benefits and challenges of international partnerships and provides recommendations for fostering effective collaboration in education.

Key words: International Partnerships, Educational Innovation, Knowledge Sharing, Capacity Building, and Cross-Cultural Understanding.

Introduction:

International partnerships for educational innovation have emerged as crucial mechanisms for promoting knowledge sharing, capacity building, and cross-cultural understanding in an increasingly interconnected world. This abstract explores the significance of such partnerships, highlighting their potential to address global educational challenges and foster inclusive and equitable learning environments. By facilitating the exchange of ideas, best practices, and resources across borders, international partnerships contribute to the development of innovative educational approaches that can enhance learning outcomes and promote sustainable development.

These partnerships promote knowledge sharing by providing platforms for educators, researchers, policymakers, and other stakeholders to collaborate, learn from each other's experiences, and co-create new knowledge. Through joint research projects, workshops, conferences, and exchange programs, participants have the opportunity to explore diverse



International Journal of Trend in Scientific Research and Development

Online Open Access Journal ISSN: 2456-6470

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Dr. Syed Azaz Ali

Principal, DSR College of Education, B.Ed. & M.Ed., Dr. Babasaheb Ambedkar
Marathwada University, Chhatrapati Sambhajanagar, Maharashtra, India

For Paper title "*Exploring the Impact of Hemispheric Dominance on the
Academic Achievement of 9th Class Students in Aurangabad City*"

Published in International Journal of Trend in Scientific Research and Development (IJTSRD),
Vol - 8 | Issue - 5 (Sep-Oct 2024). With Impact Factor 8.125, issued in the year of 2023 by SJIF

IJTSRD69348
Unique Paper ID

www.ijtsrd.com
Available Online



M. M. Patel

Dr. M. M. Patel
Chief Editor

Exploring the Impact of Hemispheric Dominance on the Academic Achievement of 9th Class Students in Aurangabad City

Shaikh Saima Shakeel¹, Dr. Syed Azaz Ali²

¹Research Scholar, Department of Education,

²Principal, DSR College of Education, B.Ed. & M.Ed.,

^{1,2}Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar, Maharashtra, India

ABSTRACT

This study explored the relationship between hemispheric dominance (left, right, whole- brain) and academic performance in 9th class students in Aurangabad, analyzing 200 participants through a survey. It aimed to determine if brain dominance affects academic success. Results showed no significant link between hemispheric dominance and better academic outcomes, challenging the belief that brain dominance is key to educational success. Students of all dominance types showed average academic performance, suggesting other factors are more critical for academic achievement. The study underscores the importance of diverse instructional strategies to support different learning styles, potentially improving educational results. It indicates that educators and policymakers should prioritize inclusive, adaptive teaching methods over focusing on hemispheric dominance. This approach emphasizes cognitive diversity and advocates for educational practices that serve all students, aiming to enhance learning experiences and outcomes. The study contributes to educational discussions by promoting a holistic, inclusive approach to teaching that acknowledges and values students' cognitive diversity.

KEYWORDS: *Hemispheric Dominance, Learning Styles, Academic Achievement, Ninth Class Students in Aurangabad, Cognitive Styles, Teaching Strategies*

How to cite this paper: Shaikh Saima Shakeel | Dr. Syed Azaz Ali "Exploring the Impact of Hemispheric Dominance on the Academic Achievement of 9th Class Students in Aurangabad City"

Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-8 | Issue-5, October 2024, pp.261-265, URL: www.ijtsrd.com/papers/ijtsrd69348.pdf



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1. INTRODUCTION

Gates and other scholars suggest that learning can be understood as the gradual evolution of behavior, influenced by repeated exposure to situations and the individual's efforts to respond effectively. In a classroom setting, teachers who tailor their teaching styles to match students' learning preferences foster a conducive learning environment. Conversely, failure to do so can lead to a decline in student achievement levels. Individuals demonstrate various learning and thinking styles across different contexts, thereby diversifying their information processing methods and improving decision-making skills. Students absorb and process information through various means such as writing, reading, observation, listening, reasoning, analysis, visualization, and experimentation. It's important to recognize that there isn't a single prescribed way for learners to perceive and respond to information. Most people exhibit flexibility in adapting their learning styles based on circumstances, as the human mind is

adaptable to diverse tasks. Therefore, it's crucial for parents, teachers, and students to comprehend and recognize the intricacies of the mind and its functions across different styles of learning and thinking.

1.1. Definitions of Learning Styles:

According to Sigel and Coop (1974), learning style integrates an individual's personality and cognitive dimensions. Gibson (1976) equates learning style with cognitive style, while Lay Cock (1978) defines it as an individual's characteristic response to instructional variables. Kalsbeek (1989) describes learning style as a person's preferred approach to information processing, idea formation, and decision-making, influenced by attitudes and interests. Kirby (1979) introduced the term "learning style" to match course presentations and materials with individual learners' needs. Claxton and Ralston (1978) define learning style as a student's consistent approach to using stimuli

عصر حاضر میں آزادی نسواں

نگراں: ڈاکٹر شیخ محمدی
اسسٹنٹ پروفیسر،
ڈی۔ ایس۔ آر۔ کالج آف ایجوکیشن،
اورنگ آباد

صدیقی فرحین
ریسرچ اسکالر

اسلام میں عورت کا مقام بہت اہم ہے اور اسے عظیم اور احترام کے لائق جگہ دی گئی ہے۔ اسلامی تعلیمات میں عورت کو انسانیت کا حصہ اور معاشرتی روابط کی بنیاد کہا گیا ہے۔ عورت کو اسلام میں تعلیم کی اہمیت بھی سمجھائی گئی ہے اور اسے تعلیم حاصل کرنے کی حکمت عطا کی گئی ہے۔ ساتھ ہی، اسلام میں عورت کے اندر ذاتی حیثیت اور احترام کے لئے بھی بہت زور دیا گیا ہے۔ ایک مشہور حدیث میں کہا گیا ہے کہ ”جنت ماں کے قدموں کے نیچے ہے“، جو عورت کے مقام کی اہمیت کو ظاہر کرتا ہے۔ اسلامی تعلیمات میں عورت کو انسانیت کی اعلیٰ قدرتوں کا ذریعہ اور خدمت کرنے والی شخصیت تصور کیا گیا ہے، جس کی بنا پر اس کا مقام انسانیت میں بہت بلند ہے۔ صراحتاً، بہت سے ملکوں نے قانونی توسیعات کی ہیں جو عورتوں کو مختلف شعبوں میں حقوق فراہم کرتے ہیں۔ ان میں عورتوں کے حقوق کی حفاظت، جنسیتی برابری، اور زیادہ سے زیادہ عورتوں کی شمولیت شامل ہیں۔ اسلام نے عورتوں کو بہترین حیثیت دی ہے۔ اسلامی تعلیمات میں عورتوں کو تعلیم، صحت، معاشی حقوق، اور ان کے سماجی حقوق کی اہمیت کو منجیدہ طور پر لیا گیا ہے۔ البتہ، عملی زندگی میں ان حقوق کی ترقی اور عمومی طور پر ان کی پیش رفت کے لئے کام کرنا ضروری ہے۔ مذہبی اور فحشی بے بنیاد تشویشات کو حل کرنے کیلئے تعلیم، تربیت، اور سماجی تبدیلی کی ضرورت ہوتی ہے تاکہ عورتوں کو ان کے معیشی، سماجی، اور مذہبی حقوق مل سکیں۔

دیتے ہیں وہ اصل میں غموں اور مصائب کی ناپائیداری سے دوچار ہو چکے ہوتے ہیں۔ جو احساس بن کر ان کے اسلوب میں ڈھل جاتے ہیں۔ کلام یوسف میں موضوع کی نیرنگی، معنی آفرینی، مشاہدہ، تجزیل اور دوسرے شعری لوازم بدرجہ اتم پائے جاتے ہیں۔

یوسف نے جو تجربہ زندگی سے حاصل کیا ہے حیات و کائنات پر جس طور وسیع و گہری نظر ڈالی ہے اس سے ان کے کلام میں ندرت و چمک پیدا ہوئی ہے۔ اپنے مقطعوں میں جس میں وہ اکثر خود سے مخاطب ہوئے ہیں ان تجربات نے علاحدہ ہی لطف پیدا کیا ہے۔ یہاں یوسف کی شخصیت کی اس پرت سے ملاقات ہوتی ہے جو اندھیری راتوں میں بھی یوسف کے ہر کاب رہا کرتی ہے۔

اندھیری رات ہے سایہ تو ہو نہیں سکتا
یہ کون ہے جو میرے ساتھ ساتھ چلتا ہے

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International Journal of Trend in Scientific Research and Development

Online Open Access Journal ISSN: 2456-6470

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B.Ed. & M.Ed., Aurangabad, Maharashtra, India

For Paper title *“Impact of Disability on Self-Image, Confidence, Independence
& Social Experiences of Physically Disabled Students: A Qualitative Study”*

Published in International Journal of Trend in Scientific Research and Development (IJTSRD),
Vol - 8 | Issue - 4 (Jul-Aug 2024). With Impact Factor 8.125, issued in the year of 2023 by SJIF

IJTSRD67110
Unique Paper ID

www.ijtsrd.com
Available Online



A handwritten signature in red ink, appearing to read 'M M Patel', located above the printed name of the Chief Editor.

Dr. M. M. Patel
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Impact of Disability on Self-Image, Confidence, Independence & Social Experiences of Physically Disabled Students: A Qualitative Study

Ansari Bushra Batool¹, Dr. Syed Azaz Ali Amjad Ali²

¹Research Scholar, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, Maharashtra, India

²Research Guide & Principal, DSR College of Education, B.Ed. & M.Ed., Aurangabad, Maharashtra, India

ABSTRACT

This qualitative study aims to understand the impact of physical disability on self-image, confidence, independence, and social experiences of disabled students. In-depth interviews were conducted with 20 physically disabled students studying in various colleges. The findings suggest that disability significantly impacts self-image and confidence of students. They feel conscious about their body and looks which affects social interactions. Lack of accessibility and inclusion in colleges and social circles further reinforces this. However, family support and finding true friendships provides emotional strength. More counselling services in colleges, sensitization programs and inclusive infrastructure is required for the holistic development of disabled students.

KEYWORDS: *Self-image, Confidence, Independence, Social Experiences, Physically Disabled Students, Impact of Disability*

How to cite this paper: Ansari Bushra Batool | Dr. Syed Azaz Ali Amjad Ali "Impact of Disability on Self-Image, Confidence, Independence & Social Experiences of Physically Disabled Students: A Qualitative Study" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-8 | Issue-4, August 2024, pp.27-31, URL: www.ijtsrd.com/papers/ijtsrd67110.pdf



IJTSRD67110

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INTRODUCTION

Physically disabled students face several challenges in their academic journey and personal lives due to the stigma and misunderstanding associated with disability. These students have to constantly negotiate with issues related to self-image, confidence, dependency and prejudiced social attitudes which impact their performance and wellbeing. The college environment and experience hold special significance as it is a crucial junction of socialization, learning, exploration of interests which shapes their transition into adulthood. This study aims to qualitatively analyse the experiences of physically disabled students with respect to the effect of their disability on various psychosocial aspects.

Physically disabled students in India face numerous challenges in their academic journey and personal lives due to the stigma and misunderstanding associated with disability. A study by the World Bank

estimates that over 2.2% of India's population lives with some form of physical disability.

While policies for equal rights and inclusion of disabled people exist in India, significant barriers continue to persist especially in educational spaces. Colleges form a crucial environment for socialization, self-exploration and learning - shaping one's identity and transition into adulthood. However, students with physical impairments in colleges of Maharashtra face several issues that impact their participation and college experience.

A survey of colleges in major cities found only 34% of colleges to be partially accessible to wheelchair users. Lack of disabled-friendly infrastructure, assistive equipment, library resources combined with lack of inclusivity and discriminatory attitudes within college spaces exacerbate challenges already faced by disabled students. Maharashtra having a significant



ROLE OF ARTIFICIAL INTELLIGENCE IN ENHANCING EDUCATION AND SOCIAL LIFE

Dr. Mohammadi Shaikh¹, Shaikh Summaiya Naznin²

¹ Assistant Professor, DSR College of Education, Aurangabad

² Research Scholar, Milind College of Arts, Aurangabad

ABSTRACT

This paper seeks to understand approach and pattern of Artificial Intelligence (AI). It examines the contemporary approaches to Artificial Intelligence.

Artificial Intelligence (AI) is a branch of Science which deals in development of modern machines, which can find solutions to complex problems in human. Artificial intelligence basically works on human intelligence characteristics and algorithms so that machine can behave like human.

KEYWORDS: Artificial Intelligence, Enhancing, Education and Social Life.

INTRODUCTION

AI in Education

Education can be defined as a process where teachers and students give and receive systematic instructions, respectively. Learning can take place in either a formal or informal setting. More commonly, students receive education in a formal setting such as a high-school, college, university, etc. Education is often considered as a significant determinant of an individual's future success rate. Justifiably, there are various efforts to improve the current education systems in multiple countries worldwide.

Among the many methods employed by various countries to improve the education sector includes the use of AI (Artificial Intelligence). AI systems are defined by the use of computers to accomplish tasks that had previously required human intellect. AI utilizes algorithms that collect, classify, organize, and analyze information to conclude it, which is also called machine learning. As such, the use of machine learning has the potential to bring about several benefits for the various industries, including the education system.

Artificial Intelligence in Education Sector enabled solutions and tools empower teachers and students with a wide area of learning and teaching opportunities in various formats. The technology assists institutions in bringing about significant changes in their processes and designing a curriculum based on knowledge. AI, in any form, offers a fascinating way for teachers to teach and help students learn through customized study materials in a friendly environment.

With the advancement of technology, the education sector has stepped into a new digital era. Along with the various digital tools, artificial intelligence (AI) has had a major impact on the education sector for both students and teachers, and it has revolutionized how we teach and learn new concepts. Here's why it has become a game changer for the education industry.

AI allows the personalization of education for students in ways that they find interesting and by tailoring it to their needs. Thus, as education adapts to the students' needs, it has become easier for them to set and achieve their educational goals.

Today's way of teaching students and their study is very different from what it was some years ago. AI-enabled technology has also allowed administrative tasks to be automated, enabling organizations to reduce the time required to complete tedious tasks and everyday processes.

While AI has been in the education technology space for a while, adoption has been slow. However, during the COVID-19 pandemic, virtual learning forced the industry to shift. AI helps streamline the student education process by offering access to suitable courses, bettering communication with tutors, and giving them more time to focus on other life aspects.

AI is a booming technological domain capable of changing various aspects of the education system. The global Artificial intelligence market in education is forecasted to reach \$3.68 billion. That's a 47% boost of CAGR (Compound annual growth rate) from 2018 to 2023.

AI enhances the personalization of student learning programs and courses, promotes tutoring by helping students improve their weak spots and sharpen their skills, ensures quick responses between teachers and students, and enhances universal 24/7 learning access. Educators can use AI for task automation including administrative work, evaluating learning patterns, grading papers, responding to general queries, and more.

AI can automate grading, giving educators more time. It can assess students and adapt to their needs, helping them work at their own pace. AI tutors can provide additional support to students, ensuring they stay on track. And it could char

International Journal of Trend in Scientific Research and Development

Online Open Access Journal ISSN: 2456-6470

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Principal, DSR College of Education,
B.Ed. & M.Ed., Aurangabad, Maharashtra, India

For Paper title *“The Impact of Educational Background and Professional Training on Human Rights Awareness among Secondary School Teachers”*

Published in International Journal of Trend in Scientific Research and Development (IJTSRD),
Vol - 8 | Issue - 1 (Jan-Feb 2024). With Impact Factor 8.125, issued in the year of 2023 by SJIF

IJTSRD64529
Unique Paper ID

www.ijtsrd.com
Available Online



A handwritten signature in red ink, appearing to read 'M M Patel', located above the printed name of the Chief Editor.

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The Impact of Educational Background and Professional Training on Human Rights Awareness among Secondary School Teachers

Baig Ameer Bee Mirza Abdul Aziz¹, Dr. Syed Azaz Ali Amjad Ali²

¹Research Scholar, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, Maharashtra, India

²Principal, DSR College of Education, B.Ed. & M.Ed., Aurangabad, Maharashtra, India

ABSTRACT

This study investigated the impact of educational background and professional training on human rights awareness among secondary school teachers in the Marathwada region of Maharashtra, India. The key findings reveal that higher levels of education, particularly a master's degree, and fields of study related to education, humanities, or social sciences are associated with greater human rights awareness among teachers. Additionally, both pre-service teacher training and in-service professional development programs focused on human rights education significantly enhance teacher's knowledge, skills, and competencies in promoting human rights principles in their classrooms.

KEYWORDS: Educational Background, Professional Training, Human Rights Awareness, Secondary School, Teachers

How to cite this paper: Baig Ameer Bee Mirza Abdul Aziz | Dr. Syed Azaz Ali Amjad Ali "The Impact of Educational Background and Professional Training on Human Rights Awareness among Secondary School Teachers" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-8 | Issue-1, February 2024, pp.992-998, URL: www.ijtsrd.com/papers/ijtsrd64529.pdf



IJTSRD64529

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INTRODUCTION

Human rights education plays a crucial role in promoting and protecting fundamental human rights, fostering respect for diversity, and encouraging social cohesion. It empowers individuals to recognize and assert their rights, while also instilling a sense of responsibility towards respecting the rights of others. In the context of schools, human rights education is vital for nurturing an inclusive and just learning environment, enabling students to develop into active and responsible citizens.

Despite the recognized importance of human rights education, there is a lack of comprehensive understanding of the factors that influence teacher's awareness and knowledge of human rights principles. This study aims to investigate the impact of educational background and professional training on human rights awareness among secondary school teachers in the Marathwada region of Maharashtra, India. Specifically, the research objectives are:

1. to examine the relationship between teacher's level of education and their human rights awareness,
2. to assess the effect of pre-service teacher training and in-service professional development programs on human rights awareness, and
3. to explore other potential factors that may influence teacher's human rights awareness.

This research holds significance for several stakeholders. For educational policymakers, the findings can inform the development of teacher education curricula and professional development programs that effectively integrate human rights education. For school administrators, the study can provide insights into creating institutional policies and initiatives that foster a culture of human rights within educational settings. Furthermore, the research contributes to the broader discourse on human rights education by shedding light on the specific factors



“INTERNATIONAL”
JOURNAL OF INTERDISCIPLINARY AND MULTIDISCIPLINARY RESEARCH

E-ISSN:1936-6264| Impact Factor: 8.886| UGC CARE GROUP 2

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This is to certify that the paper entitled

Mental health awareness among teachers and its effect on student well-being



Authored By

Dr. Shaikh Mohammadi,

Assistant Professor, DSR College of Education, Chh. Sambhajinagar

UGC APPROVED JOURNAL

Has been published in

Volume 11, Issue 1, January 2025

www.jimrjournal.com



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Double-Blind Peer Reviewed Refereed Open Access and UGC CARE International Journal



“INTERNATIONAL”
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E-ISSN:1936-6264| Impact Factor: 8.886| UGC CARE GROUP 2

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This is to certify that the paper entitled

Impact of mindfulness practices on classroom behavior and focus

Authored By

Dr. Shaikh Mohammadi,
Assistant Professor, DSR College of Education, Chh. Sambhajinagar

UGC APPROVED JOURNAL

Has been published in

Volume 10, Issue 11 November 2024

www.jimrjournal.com



Z. Sebastian

FRANCIS J. KEEFE
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Journal of the Oriental Institute



CERTIFICATE OF PUBLICATION

This is to certify that the article entitled

**International Partnerships for Educational Innovation: Promoting Knowledge Sharing,
Capacity Building, and Cross-Cultural Understanding**

Authored By

Prof. Dr. Syed Azaz Ali
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DSR College of Education
Aurangabad

Published in

Journal of the Oriental Institute ; ISSN: 0030-5324

Vol. 73, Issue. 04, Oct-Dec 2024

UGC Care Approved, Group I,
Peer Reviewed and Referred Journal

Impact Factor: 7.1


Sweta Prajapati
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CERTIFICATE OF PUBLICATION

This is to certify that the article entitled

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Vol. 73, Issue. 04, Oct-Dec 2024

UGC Care Approved, Group I,
Peer Reviewed and Referred Journal

Impact Factor: 7.1


Sweta Prajapati
Editor-in-Chief
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Dr. Shaikh Mohammadi
Assistant Professor
DSR College of Education
Aurangabad
drmohammadi.dsr@gmail.com

Prof. Dr. Syed Azaz Ali
Principal
DSR College of Education
Aurangabad
syedejazamjadali@gmail.com

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E-ISSN:1936-6264| Impact Factor: 8.886| UGC CARE GROUP 2

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This is to certify that the paper entitled

Influence of parental involvement on students' academic success

Authored By

Dr. Syed Azaz Ali Amjad Ali,
Associate Professor, DSR College of Education, Chh. Sambhajinagar

UGC APPROVED JOURNAL

Has been published in

Volume 11, Issue 1, January 2025

www.jimrjournal.com



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E-ISSN:1936-6264| Impact Factor: 8.886| UGC CARE GROUP 2

CERTIFICATE OF PUBLICATION



This is to certify that the paper entitled

Role of digital literacy in enhancing student academic performance

Authored By

Dr. Syed Azaz Ali Amjad Ali,

Associate Professor, DSR College of Education, Chh. Sambhajinagar

UGC APPROVED JOURNAL

Has been published in

Volume 10, Issue 11 November 2024

www.jimrjournal.com



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Double-Blind Peer Reviewed Refereed Open Access and UGC CARE International Journal