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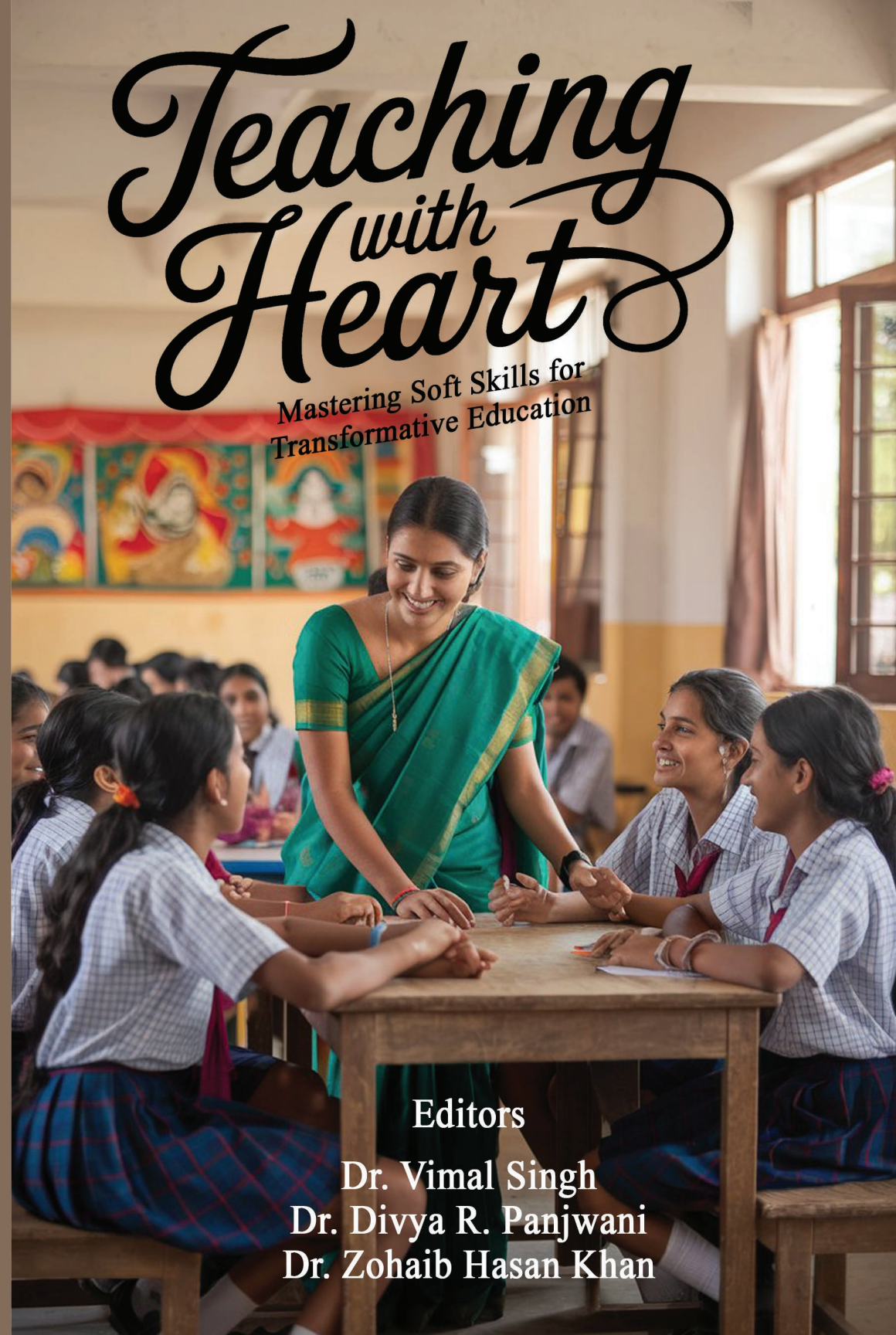


Dr. Zohaib Hasan Khan is an Assistant Professor in the Faculty of Engineering at Integral University, Lucknow, with over 12 years of teaching and research experience. He holds a Ph.D. in Electronics & Communication Engineering from Integral University, alongside an M.Tech. in Wireless Communication Engineering and an LL.B. specializing in Cyber Law. His research spans Cybersecurity, Cyber Law, Wireless Communication, Nanoelectronics, Renewable Energy, and Artificial Intelligence for Cybercrime Detection. He has published numerous papers in SCI and Scopus indexed journals, presented at international conferences, and contributed book chapters on emerging technologies and legal-technical intersections. Dr. Zohaib Hasan Khan is also an inventor with multiple patents, including innovations in AI-driven cybercrime detection and wearable health monitoring systems. He is an IEEE member and actively mentors undergraduate and postgraduate students, fostering research and innovation. With a strong interdisciplinary background bridging engineering and law, Dr. Khan brings a unique perspective to the evolving landscape of technology, security, and society.

Teaching with Heart

Mastering Soft Skills for Transformative Education

Teaching with Heart Mastering Soft Skills for Transformative Education



Editors

Dr. Vimal Singh
Dr. Divya R. Panjwani
Dr. Zohaib Hasan Khan



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FOREWORD



**Prof. Amita Bajpai, Former Dean and Head
Department of Education, Faculty of Education, University of Lucknow**

Education, at its core, is a deeply human endeavour. Beyond curricula, assessments, and methodologies lies a far more powerful force—the teacher’s heart. It is this spirit that the book *Teaching with Heart* so thoughtfully brings to the foreground.

In an era where education is often measured through outcomes, rankings, and standardisation, this book serves as a timely reminder that meaningful learning is rooted in empathy, values, and authentic human connection. The chapters presented in this volume reflect a sincere commitment to understanding teaching not merely as a professional responsibility, but as a moral and social calling.

I would like to place on record my deep appreciation for the editors of this book Dr. Vimal Singh, Dr. Divya R. Panjwani and Dr. Zohaib Hasan Khan, whose academic insight, dedication, and meticulous efforts have shaped this work into a coherent and meaningful contribution to the field of education. Their careful selection, organisation, and refinement of the content have ensured that the book maintains both scholarly rigour and practical relevance. Such editorial leadership plays a crucial role in transforming individual ideas into a collective academic vision.

Teaching with Heart draws attention to the emotional, ethical, and reflective dimensions of teaching that are often overlooked in formal teacher education. It encourages educators to be sensitive to learners’ needs, reflective in their practice, and committed to

nurturing inclusive and humane classrooms.

I am confident that this book will be of immense value to student-teachers, practicing teachers, teacher-educators, and researchers in education. The combined efforts of the contributors and editors align closely with the broader vision of holistic and value-based education that our institutions strive to promote.

I congratulate the editors and contributors for their commendable work and wish this publication every success in inspiring educators to teach with purpose, compassion, and heart.



Prof. Amita Bajpai
Former Dean and Head
Department of Education,
Faculty of Education,
University of Lucknow

PREFACE

In an age marked by rapid technological change, evolving learner needs, and increasing complexity in educational environments, teaching is no longer confined to the transmission of information alone. Today, educators are called upon to be facilitators of growth, nurturers of emotional intelligence, and architects of meaningful learning experiences. *Teaching With Heart* emerges from this understanding—placing compassion, mindfulness, communication, and human connection at the center of modern pedagogy.

This volume brings together diverse voices from across disciplines, institutions, and educational contexts, united by a shared belief: that effective education begins with empathy, presence, and purpose. While academic excellence remains essential, the deeper mission of teaching lies in shaping thoughtful, resilient, and ethically grounded individuals. The chapters in this book explore how soft skills, mindfulness, emotional awareness, and innovative practices—such as artificial intelligence and integrated arts—can enrich both teaching and learning.

The twenty carefully curated chapters address some of the most pressing dimensions of contemporary education. Topics such as time management, emotional intelligence, communication skills, teacher well-being, and student–teacher relationships highlight the human side of education, while discussions on AI, language learning, NEP reforms, and interdisciplinary approaches reflect the evolving academic landscape. Together, they create a balanced framework that blends heart-centered values with practical strategies for classroom success.

A distinguishing feature of this book is its interdisciplinary and applied nature. Contributors draw from fields including education, literature, economics, geography, language studies, and the sciences, demonstrating that heart-centered teaching is not confined to any one subject area. Whether addressing mindfulness in classrooms, empathy in communication, or innovation in pedagogy,

each chapter offers insights that are both theoretically grounded and practically relevant.

Teaching With Heart is intended for teacher educators, school and college teachers, researchers, administrators, and all those who believe that education is, at its core, a deeply human endeavor. We hope this volume will inspire educators to reflect on their practice, reconnect with the purpose of teaching, and cultivate classrooms where both minds and hearts are engaged.

The editors sincerely thank all contributors for their thoughtful scholarship and dedication to this collective vision. Their work reflects a commitment not only to academic rigor but also to the transformative power of compassionate education. We also express our gratitude to the publishers for supporting this meaningful initiative.

May this book serve as a gentle reminder that while curricula may shape knowledge, it is the heart of the teacher that truly shapes lives.

Editors

Dr. Vimal Singh

Dr. Divya R. Panjwani

Dr. Zohaib Hasan Khan

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Chapter 10

Building Student-Teacher Relationship – Challenges and Strategies

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Ms. Saba Parveen, *Lecturer, Department of Education, Integral University, Lucknow*

Abstract :

The student-teacher relationship is critical to academic success, emotional well-being, and overall student development. Positive connections, which are based on trust, empathy, respect, and communication, increase student engagement, reduce behavioural concerns, and promote helpful learning environments (Hamre & Pianta, 2001). These interactions are particularly crucial for at-risk kids, as they foster resilience and academic perseverance (Roorda et al., 2011). The relationship changes throughout time, from emotional support in the beginning to mutual respect and collaboration later on (Pianta, 1999). Teachers that demonstrate emotional intelligence and cultural responsiveness are better able to interact with various students and promote inclusive education (Gay, 2010). To sustain strong ties in today's digital landscape, educators must use new strategies like personalised feedback and hybrid communication. Finally, the student-teacher relationship is a critical component of good education, considerably contributing to students' lifelong learning and overall development.

Introduction :

Student-teacher relationship is considered to have tangible significances. The qualities inherent in the essence of connection - knowing, trust, respect, and mutuality - create a transformative