



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION



SCHOOL OF EDUCATION

VIDHYA VIMARSH



NEWSLETTER
APRIL TO JUNE 2026



K.R. MANGALAM UNIVERSITY

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EDITORIAL

Welcome to this edition of Vidhya Vimarsh, the School of Education's quarterly magazine. It is with great excitement that we embark on this intellectual journey, showcasing the dynamic achievements of our vibrant community. This platform is more than just a newsletter. It embodies our shared commitment to driving innovation, maintaining academic excellence, and cultivating a spirit of collaboration. In this issue, we are excited to showcase a diverse collection of stories that capture the very essence of what makes our institution a shining example of excellence. From insightful messages from our leadership to a spotlight on the remarkable achievements of our esteemed faculty, enthusiastic students, and proud alumni, each section has been carefully crafted to highlight the milestones that define our School of Education. These stories not only celebrate academic success but also underscore the supportive and inclusive environment that fosters such accomplishments.

As you turn these pages, you will discover inspiring narratives of student success, cutting-edge research from our faculty, and notable contributions from our alumni. We delve into significant school events, reflect on enriching field experiences, and shed light on partnerships that expand our educational horizons. Our emphasis on career development and community engagement speaks to our holistic approach to education, preparing our students to thrive both academically and professionally.

Vidhya Vimarsh stands as a testament to the passion, dedication, and collaborative spirit driving our School of Education. It celebrates our achievements, spotlights ongoing endeavors, and previews the bright future we're shaping together. As you explore this edition, feel the pride and excitement pulsing through our community each story showcases the excellence that defines us.

Thank you for being part of this journey. Let's keep sharing progress, celebrating successes, and venturing into new horizons together.

Warm regards

Editorial Team

Prof. (Dr.) Tania Gupta

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Dean, School of Education & Director IQAC

Dr. Kanchan Khatreja and Dr. Richa Malaviya

Assistant Professor, SOED (Editors)

Dr. Shikha Dutt Sharma- IQAC Coordinator

Sulakhani, Student-Teacher, B.Ed. (Student Editor)

MESSAGE FROM THE LEADERSHIP

Dear Students,

It is my honor to welcome you to this lively edition of Vidhya Vimarsh, the School of Education's quarterly newsletter—a rich blend that captures our journey of growth, enthusiasm, and innovation. These pages represent more than achievements; they reflect every meaningful lesson, classroom insight, outreach initiative, and collaborative effort that shapes our evolving legacy of transforming education. Vidhya Vimarsh stands as a dynamic mosaic, showcasing your intellectual vibrancy and the spirit of our academic community.

Our commitment to fostering higher-order thinking, diverse learning environments, and creative pedagogy—enhanced by inclusive practices, advanced digital tools, and the vision of NEP 2020—continues to drive excellence. Our faculty and alumni exemplify dedication and purpose, leading the path toward the educators of the future.

As you explore this edition, celebrate our shared progress, ignite your curiosity, and challenge boundaries. Together, we nurture spaces where ideas thrive, questions are encouraged, and the future of education is shaped. Thank you for being at the core of this journey—your passion energizes our collective vision. Let us continue shaping tomorrow's education with creativity and inspiration.

Warm regards

PROF. (DR.) ANIL KUMAR SAINI

Vice Chancellor
K.R. Mangalam University



MESSAGE FROM THE DEAN

It gives me immense pride to present this edition of Vidhya Vimarsh, which highlights the dynamic academic environment and steady progress of the School of Education. This issue captures our shared journey through academic initiatives, research activities, skill development programs, and outreach efforts, all guided by the vision of NEP 2020 and our focus on learner-centered, outcome-driven education.

In this edition, you will find key highlights such as engaging workshops on quality improvement, mentoring practices, and innovative teaching methods, along with ongoing development programs that emphasize communication skills, life competencies, and overall well-being. Our commitment to experiential learning and community involvement is evident in initiatives like “Teaching Beyond the Classroom,” which promote practical and socially relevant teacher education.

We also take this opportunity to recognize the accomplishments of our students, faculty, and alumni, as well as important milestones, including academic honors, research achievements, placements, and collaborative ventures. Together, these successes strengthen our mission to develop capable, reflective, and future-ready educators. Let us move forward with a shared commitment to learning, innovation, and excellence in education.

Warm regards

**PROF. (DR.)
TANIA GUPTA**

Dean, School of Education & Director IQAC
Editor-in-Chief, Vidhya Vimarsh
K.R. Mangalam University



MESSAGE FROM THE REGISTRAR

Dear Students,

Step into this edition of Vidhya Vimarsh with a sense of curiosity and anticipation, where new ideas emerge and academic excellence is celebrated throughout. It reflects a forward-looking community driven by innovation, creativity, and a shared commitment to shaping the future of education. Within these pages, you will see how our dedication to growth, exploration, and continuous learning strengthens the spirit of our School of Education.

Our institution serves as a dynamic space where traditional teaching meets modern innovation—where classroom learning blends with hands-on experiences, and theory connects meaningfully with practice. Through collaborative MoU projects, outreach programs, and the use of advanced digital pedagogies such as game-based learning, simulations, and interactive learning environments, we prepare educators who are skilled, responsible, and globally aware.

At the heart of this vibrant ecosystem lie reflection, inclusivity, creativity, and a pursuit of excellence. I take immense pride in the enthusiasm, curiosity, and determination shown by our faculty and student-teachers. May this spirit continue to inspire lifelong learning and meaningful contributions to the field of education.

Let Vidhya Vimarsh grow beyond a newsletter into a platform for ideas, evolving capabilities, and a celebration of education's transformative power in shaping a better future.

Warm regards

**DR. RAHUL
SHARMA**

Registrar
K.R. Mangalam University



MESSAGE FROM THE IQAC COORDINATOR

Dear Readers,

It is a pleasure to present this edition of Vidhya Vimarsh, which reflects the School of Education's commitment to quality, innovation, and academic excellence. The achievements and initiatives showcased in this newsletter highlight our continuous efforts towards learner-centric education, research, capacity building, digital pedagogy, and community engagement in alignment with the vision of NEP 2020.

Every milestone featured in these pages is a testament to the dedication of our faculty, students, and stakeholders in fostering a culture of continuous improvement and institutional excellence. I congratulate everyone for their valuable contributions and encourage you to continue striving for excellence, innovation, and lifelong learning.

Happy Reading!

**DR. SHIKHA DUTT
SHARMA**

**IQAC Coordinator & Editor,
Vidhya Vimarsh
K.R. Mangalam University**



SCHOOL VISION AND MISSION

School Vision

The School of Education aspires to become an internationally recognized department through excellence in interdisciplinary arena of education, research and innovation, preparing socially responsible life-long learners contributing to nation-building.

School Mission

- Create socially concerned, spiritually oriented and law-abiding teachers with right attitudes and values.
- Establish the students to lead the dynamic school with the integration of theoretical and practical approach of leadership and administrative tasks.
- Make students succeed in a rapid changing society with the understanding of the challenges of the sustainability issues.
- Prepare competent, committed, and creative professionals by engaging them in innovative teaching and empirical research activities.



SPOTLIGHT

THE MIGHTY STATUS OF ENGLISH IN INDIA: A HARYANA PERSPECTIVE



Ms. Vidhi Gaur
Assistant Professor
School of Education
K.R. Mangalam University

Walk into any classroom in urban Haryana today, and one is likely to hear English spoken in ways that are distinctly local yet globally intelligible. English in India owes its presence to the British, but its subsequent rise is not fully attributable to them. The stage of English in India, its issues mainly vary with the increasing market value of English. With advances in science and technology, our world is becoming a smaller place to live. This article reflects on the growing status of English in India, with a particular focus on how it's changing the role in Haryana.

English as a Global Language

The rise of English as a global language was not a result of any well-thought-out planning. Scholars such as Crystal (1997) and Jenkins (2007) argue that the global spread of English emerged due to the historical development, such as a direct consequence of British colonization, the Industrial Revolution, and the advent of the USA as the leading, dominant economic and military power in the twentieth century.

English is today perceived as a global language (Kachru 2009) and functions as the global lingua franca. It is widely used in the spectrum of international communication, diplomacy, the official language for aerial and maritime communications, politics, commerce, travel, media, and technology. It serves as the official language of several international organizations, including the United Nations, and is used by many other international organizations, including the International Olympic Committee, the United Nations, and continues to be the most widely taught second or foreign language in the World. English is taught maximally as a foreign language around the globe. It occupies third place in the world in terms of the number of native speakers and first place as a second language.

As Kachru and Smith 2009 observed, the spread of “English is less and less regarded as a European language, and its development is less and less determined by the usage of its native speakers”. This is the reason why some linguists, such as Graddol (2006), perceive English not as a property of its native speakers. Rather, according to him, English is getting enriched by absorbing features of other languages and cultures that it meets. Hence, there is a production of new varieties of English across the globe. English is no longer viewed as the exclusive property of its native speakers. There is also an increase in the depth of societal penetration and range of functions that World Englishes have acquired, each reflecting local contexts and identities. Therefore, some linguists and native speakers are highly concerned about the purity of their language.

During the twentieth century, Indian English progressed into the process of nativisation. As Krishnamurthy and Burde observe, it was after 1900 that English in India became increasingly detached from the British norms and turned to reflect Indian sociolinguistic realities (Kachru 1983).

Global Rise of English: Beyond Colonial Roots

English in India came through the British colonial rule. When the British left India, over the period, English changed its course from the variety spoken by the upper strata of British Society. The Indian media is not confined to British Channels alone. A wider coverage of various programs, such as news, cricket, talk shows, soaps, quizzes, contests, beauty pageants, dance and music shows,

etc., exposes the Indian audience to varieties of Englishes such as Australian, American, New Zealand, West Indies, and many more. All these affect the pronunciation of Indian English Speakers. This exposure has contributed to shifting preferences, with American English gaining increasing acceptance among younger generations.

Thus, even if we have been ruled by British colonies for so many years, the impact of American English has been so much. Even for higher education, students prefer American universities to British ones. Even American daily soaps are so popular among Indians that now the American accent is more often accepted by us.

Haryana Context: Language, Mobility, and Education

The transformation of English in Haryana due to the rapid urbanization of cities like Gurgaon, Sonapat, and Panipat has increased the linguistic diversity as people from different states migrated, and English functioned as a neutral link language. The growing importance of English affected the linguistic practices. As a result, the growth of bilingualism and multilingualism in English, and the emergence of code-mixing and code-switching have been introduced.

With the rapid growth of private English-medium schools in Haryana, English education is no longer confined to the elite classes. It is now within the reach of the middle classes as well in Haryana. Its widespread use and accessibility among the middle classes are shaping the new urban variety of English in Haryana

This expansion has had far-reaching implications for both education and everyday language use. While local factors have played a key role in this shift, the influence of globalization in accelerating the spread of English cannot be overlooked.

Haryanvi and English: A Dynamic Interaction

Since most Haryanvi literary figures write in Standard Hindi, the language has a long-standing, rich oral tradition, particularly in folk songs and drama. Haryanvi, a member of the Western Hindi family of languages, has often been considered a dialect of Hindi and possesses distinct linguistic features and cultural significance.

A few dialects of Haryanvi have many similarities with Khariboli, the prestige dialect of Hindi, but several other dialects are quite dissimilar. A very notable feature of this Haryanvi Dialect is often perceived as having a strong and direct tonal quality. Because of this notable feature, the Haryanvi dialect is nowadays very popular in the world of music in Bollywood.

In recent years, the Haryanvi dialect has gained visibility in popular culture, comical videos, and its growing permanence has created spaces where Haryanvi and English interact in interesting ways. For instance, contemporary songs and social media content often blend elements of both languages, resulting in a creative form of expression and lexical borrowing of English in the Haryanvi dialect. Youngsters are trying to copy the dialect; the impact of both languages is equal to each other.

Emerging Features of English in Haryana

English in Haryana is developing into a distinct urban variety, shaped by local linguistics and social influences. Under the paradigm of language variation and change, they led to noticeable variation in pronunciation and usage. This brought a contribution to the growing body of research in New Englishes or Post-Colonial Englishes.

The growth of English is evident in the range of functions it performs & in its penetration across socio-economic classes (especially the middle class). The increased usage of English, among other factors, is partly responsible for the variability in English spoken in Haryana, as follows: photo is pronounced as: photo is pronounced as /foto/, /photu/ & /fotu/; america is pronounced as /əmrɪkka/ & /əmrɪ:ka/; propose is pronounced as /propəʃə/; fortune is pronounced as /phorčunə/, madam is pronounced as /medəm/, hobby is pronounced as /obi/, negotiation is pronounced as /negosiesən/, paise is pronounced as /pi:se/.

Despite exhibiting variability in the realization of vowels, speakers show remarkable agreement in the evaluation of the variant forms and show a pattern that is indicative of the presence of new internal norms operating in Haryanvi English.

Conclusion

A long history of research on English in India since Kachru (1969) and several attempts to aim at phonetic and phonological descriptions (Lahiri 1972, Bansal 1972, Pandey 1994, Sahagal 1983, Gargesh 2004, Wiltshire 2005) on World Englishes, the emerging variety of English in Haryana reflects the dynamic interplay between global influences and regional realities.

English in Haryana, and in India more broadly, is a borrowed language. English in Haryana has become a living, evolving medium that is being reshaped by local identities, educational expansion, and socio-economic change.

Recognizing such variations is essential, not only for understanding language change but also for informing educational practices in multilingual contexts. It is important to view it not as a monolithic standard, but as a flexible and adaptive resource, one that belongs equally to all its users.

ARTIFICIAL INTELLIGENCE IN CLASSROOM INSTRUCTION



Sneha
B.El.Ed. Semester VI
(Batch 2023-27)

Artificial Intelligence (AI) has rapidly emerged as a transformative force in modern education, significantly reshaping classroom instruction, particularly in universities and higher education institutions. It refers to computer systems capable of performing tasks that typically require human intelligence, such as learning, reasoning, problem-solving, and decision-making. In today's academic environment, AI is increasingly being used to enhance teaching practices, personalize learning experiences, and boost student engagement. With the rise of digital technologies and online platforms, traditional classroom instruction is evolving into a more interactive, student-centered, and data-driven process.

In classroom settings, AI involves the integration of intelligent technologies such as tutoring systems, chatbots, adaptive learning platforms, automated grading tools, and generative

AI applications. These systems analyze large volumes of student data to identify learning patterns, strengths, and areas for improvement, enabling the delivery of customized content, real-time feedback, and personalized learning pathways. As a result, teaching becomes more flexible and responsive to individual learner needs.

AI applications in university classrooms have greatly enhanced both teaching efficiency and learning outcomes. Intelligent tutoring systems act as virtual guides, offering personalized instruction and feedback, while automated grading tools reduce the burden of assessment for educators. Chatbots and virtual assistants provide continuous academic support, even beyond classroom hours, and adaptive learning platforms tailor course content according to student progress. Additionally, AI tools assist educators in designing lesson plans, assessments, and instructional materials, making the teaching process more efficient and innovative. These advancements contribute to increased student engagement and improved learning effectiveness.

The benefits of AI in education are significant. It enables personalized learning, allowing students to progress at their own pace and according to their abilities. AI-driven tools create interactive and engaging learning environments, provide immediate feedback to support improvement, and reduce administrative workload for teachers by automating routine tasks. Moreover, AI enhances accessibility and inclusivity by supporting students with diverse needs through features such as speech recognition, text-to-speech, and language translation tools.

However, the integration of AI also presents certain challenges. Concerns related to data privacy and ethical use of student information remain critical. There is a risk of overdependence on technology, which may limit students' critical thinking and problem-solving abilities. Issues of academic integrity, including plagiarism through AI-generated content, also require careful monitoring. Furthermore, excessive reliance on AI may reduce meaningful human interaction in classrooms, and unequal access to digital resources can widen the gap between learners.

Despite these challenges, the role of teachers remains central in AI-enabled classrooms. Rather than replacing educators, AI serves as a supportive tool that enhances teaching effectiveness. Teachers must develop digital competencies to effectively integrate AI into their practices and guide students in its ethical and responsible use. They play a crucial role in ensuring that AI complements learning rather than substituting independent thought.

Looking ahead, the future of AI in education is highly promising. Emerging technologies such as virtual reality, augmented reality, and predictive analytics are expected to make learning more immersive and efficient. Educational institutions are increasingly working toward establishing policies and ethical frameworks to regulate AI use responsibly. Collaboration among educators, researchers, and policymakers will be essential to fully harness its potential.

In conclusion, Artificial Intelligence has significantly transformed classroom instruction by enabling personalized learning, streamlining assessment processes, and fostering innovative teaching methods. While it offers numerous advantages, its successful integration depends on addressing ethical concerns, ensuring equitable access, and equipping educators with the necessary skills. When implemented thoughtfully, AI has the potential to greatly enhance educational quality and prepare students for the evolving demands of the digital world.

EDUCATION AND THE RURAL-URBAN WOMEN ENTREPRENEURSHIP DIVIDE IN KERALA



Ms. Anshita Tyagi
*B.Ed. Alumna
Batch 2019-21*

Education has long been recognized as one of the most powerful catalysts for social and economic transformation. It equips individuals with knowledge, skills, confidence, and opportunities that contribute to personal growth and national development. In contemporary development discourse, educational attainment is closely linked with improved employment prospects, social mobility, gender equality, and entrepreneurial advancement. Kerala, often celebrated for its exceptional literacy rate and strong human development indicators, stands as a prominent example of how sustained investments in education, healthcare, and social welfare can positively influence societal progress.

Popularly known as the “Kerala Model” of development, the state has achieved remarkable success in ensuring educational access and reducing gender disparities in literacy. Women in Kerala enjoy significantly higher literacy rates compared to women in many other Indian states, and female participation in education has steadily increased over the years. These achievements have contributed to greater awareness, improved health outcomes, and enhanced social status among women. However, despite these encouraging indicators, an important challenge remains—the persistent rural–urban divide in women’s entrepreneurship.

The existence of this divide raises critical questions about the relationship between education and entrepreneurial participation. While educational attainment has increased across both rural and urban regions, the translation of education into entrepreneurial success has not occurred uniformly. Urban women appear to benefit more effectively from educational opportunities due to their greater access to financial institutions, business networks, digital technologies, market information, and infrastructure. In contrast, many rural women continue to encounter barriers that limit their ability to transform educational qualifications into sustainable entrepreneurial ventures. One of the major reasons behind this disparity is the distinction between formal literacy and entrepreneurial readiness. Although education enhances academic knowledge, it does not automatically provide the practical competencies required for entrepreneurship. Many educational pathways remain degree-oriented rather than skill-oriented, emphasizing theoretical learning over business application. Consequently, women may complete higher levels of education without acquiring essential entrepreneurial skills such as financial management, digital marketing, business planning, leadership, innovation, and risk assessment.

Furthermore, rural women often face structural challenges that extend beyond education. Limited access to credit facilities, inadequate digital connectivity, restricted mobility, socio-cultural expectations, and fewer networking opportunities can significantly constrain entrepreneurial aspirations. Even when educational qualifications are comparable, these contextual factors influence the extent

to which women can utilize their knowledge for economic advancement. Urban areas, with their stronger entrepreneurial ecosystems and institutional support mechanisms, provide women with more opportunities to establish and expand businesses.

The growing digital economy has further highlighted this divide. Modern entrepreneurship increasingly relies on technology-driven platforms for marketing, communication, and financial transactions. Urban women generally have better access to digital infrastructure and training opportunities, enabling them to leverage educational achievements more effectively. Rural women, however, may struggle with limited digital exposure, thereby reducing their competitiveness in an increasingly technology-oriented marketplace.

Addressing this gap requires a broader understanding of education as a tool for empowerment rather than merely a pathway to academic achievement. Educational institutions must integrate entrepreneurship education, vocational training, financial literacy, and digital competency into learning experiences. Community-based training programs, mentorship initiatives, self-help group networks, and targeted government interventions can further strengthen entrepreneurial capacities among rural women.

Kerala’s experience offers valuable insights for policymakers and educators across India. It demonstrates that while education is a necessary foundation for women’s empowerment, it is not sufficient on its own to ensure equitable entrepreneurial participation. Bridging the rural–urban entrepreneurship divide requires a comprehensive approach that combines quality education with skill development, institutional support, technological access, and enabling socio-economic environments.

As India moves toward inclusive and sustainable development, empowering women entrepreneurs across both rural and urban regions must remain a priority. By transforming education into a practical instrument of entrepreneurial capability, states like Kerala can further strengthen their developmental achievements and create more equitable opportunities for women to contribute to economic growth and social progress.

CHRONICLES: SCHOOL EVENTS

APRIL EVENTS

CLASSROOM SKILL MASTERS- PEDAGOGY TALENT HUNT- DIGITAL VIDEO LESSON CREATION INTER-UNIVERSITY COMPETITION

The School of Education, K.R. Mangalam University successfully organized an Inter-University Competition titled “Classroom Skill Masters – Pedagogy Talent Hunt: Digital Video Lesson Creation” on 2nd April 2026. The event witnessed active and enthusiastic participation from students of various colleges, showcasing their creativity, pedagogical understanding, and effective use of digital tools in teaching-learning processes.

Participants designed engaging digital lessons using a variety of tools such as NotebookLM, Canva, Edpuzzle, PowerPoint, Google Slides, Mentimeter, Kahoot, Quizizz, and interactive whiteboard applications. They incorporated multimedia elements including videos, animations, and visuals, along with in-built assessment strategies like quizzes and reflective questions to enhance learner engagement and understanding.

The competition provided a dynamic platform for students to demonstrate their instructional design skills through digital video lessons, promoting innovation and learner-centric approaches in education. It also encouraged inter-institutional collaboration and healthy academic competition among participants.

The event was conducted successfully under the valuable guidance and continuous support of Prof. (Dr.) Tania Gupta, Dean, School of Education. The smooth execution and coordination of the event were ensured by Dr. Monika Bishnoi, Event, Assistant Professor, K.R. Mangalam University. Cash prizes and certificates were awarded to participants in recognition of their efforts and performance. Overall, the event proved to be highly enriching and impactful, contributing towards the development of digital pedagogy skills and fostering a culture of innovation and excellence in teaching.



Aspiring educators demonstrating their teaching skills with confidence and clarity



Digital Video Lesson Creation Participants with Faculty members

EDUTECH INNOVATORS CHALLENGE- DIGITAL TEACHING AID PREPARATION: INTER UNIVERSITY COMPETITION

The School of Education, K.R. Mangalam University organized the Inter-University Competition “EduTech Innovators Challenge – Digital Teaching Aid Preparation” on 2nd April 2026. The event witnessed participation from 25 students representing different institutions. The competition aimed to enhance creativity and techno-pedagogical skills by preparing

innovative digital teaching aids. Participants showcased multimedia instructional tools that integrated animations, visuals, presentations, and interactive elements. The program was conducted under the guidance of Prof. (Dr.) Tania Gupta and coordinated by Dr. Pooja Verma. Certificates and cash prizes were awarded to participants and winners.



Group Photo with Inter-University Competition participants



Participants presenting during the Inter-University Competition

SOED & KEIC IDEA TO STARTUP MEGA PITCH EVENT

The School of Education organized the SOED & KEIC Idea to Startup Mega Pitch Competition for Idea Development & Pitch Session on 30 April 2026 at the KEIC Incubation Centre. The event was designed to nurture entrepreneurial thinking and innovation among future educators by providing a platform to develop and present startup ideas addressing real-world educational challenges.

During the event, students at the School of Education presented their innovative startup ideas and actively engaged in collaborative teamwork to refine their concepts. The session provided students with an opportunity to apply creative thinking, identify real-life problems in the field of education, and propose practical and sustainable solutions.

Students worked in teams to brainstorm, document, and develop their ideas while receiving guidance and mentorship from the expert. The activity created a dynamic and interactive environment that encouraged critical thinking, communication, and problem-solving skills.

The session also exposed students to the startup ecosystem and incubation opportunities available at the KEIC Incubation Centre. The mentor provided valuable insights and feedback, motivating students to explore entrepreneurship as a potential career pathway within the education sector.

The event strongly aligned with key Sustainable Development Goals. It promoted Quality Education (SDG 4) by encouraging innovative solutions in teaching and learning. It supported Decent Work and Economic Growth (SDG 8) by fostering entrepreneurial skills and startup thinking. The focus on innovation and incubation aligned with Industry, Innovation and Infrastructure (SDG 9). Additionally, collaboration with the KEIC Incubation Centre strengthened Partnerships for the Goals (SDG 17) through industry-academia engagement.

The event successfully cultivated creativity, collaboration, and entrepreneurial thinking among students of the School of Education. Participants gained exposure to startup culture, improved their problem-solving and presentation skills, and developed confidence in transforming ideas into potential ventures. The session served as a significant step toward building an innovation-driven mindset among future educators.



Glimpses from the SOED & KEIC Idea to Startup Mega Pitch Event held at the KEIC Incubation Centre, K.R. Mangalam University on 30 April 2026.



SOED students showcased their startup ideas, interacted with mentors, and explored the world of innovation and entrepreneurship at the KEIC Incubation Centre.

MAY EVENTS

CAPACITY DEVELOPMENT PROGRAMME ON COMMUNICATION SKILLS

The School of Education, K.R. Mangalam University, successfully organized a 30-Hour Capacity Development Programme on Communication Skills from January to May 2026 for B.Ed. and B.El.Ed. Semester II students. Conducted in offline mode, the programme aimed to enhance the communication competencies of future educators through a series of expert-led sessions and activity-based interventions.

A total of 35 students participated in the programme coordinated by Dr. Shikha, Assistant Professor, School of Education, under the guidance of Prof. (Dr.) Tania Gupta, Dean, School of Education. The sessions focused on verbal and non-verbal communication, active

listening, public speaking, professional writing, body language, and confidence-building. Eminent resource persons from diverse disciplines enriched the learning experience through interactive activities, role-plays, simulations, and reflective exercises.

The programme resulted in noticeable improvements in students' confidence, articulation, listening abilities, professional writing, and classroom participation. The initiative aligned with the objectives of NEP 2020 and reinforced the institution's commitment to holistic learner development and employability enhancement. The successful completion of the programme transformed participants into more confident and effective communicators, preparing them for their future roles as educators.



Participating students actively engaged in the baseline assessment activities under the guidance of Dr. Shikha



Dr. Pooja Verma guiding students during classroom communication and instructional activities.

CAPACITY DEVELOPMENT PROGRAMME ON LIFE SKILLS

The School of Education, K.R. Mangalam University successfully organized a 30-Hour Capacity Development Programme on Life Skills for B.Ed. and B.El.Ed. Semester II students from January to May 2026. The programme aimed to promote holistic development, emotional well-being, physical fitness, self-

awareness, and professional preparedness among future educators. Various expert-led sessions on life skills, yoga, health and hygiene, stress management, physical fitness, and entrepreneurship were conducted through interactive discussions, practical activities, wellness exercises, and reflective learning tasks.

The sessions were conducted by distinguished experts including Dr. Priya Sharma, Dr. Aditi, Dr. Anupam Bansal, Dr. Monika Bishnoi, Mr. Jitender, Mr. Mukram, Ms. Bablesh, and Ar. Akanksha Singh. Students actively participated in yoga sessions, fitness drills, breathing exercises, group discussions, and self-reflection activities, which enhanced their confidence, emotional balance, communication skills, and healthy lifestyle awareness.

The programme was coordinated by Dr. Shikha, Assistant Professor, School of Education, under the guidance of Prof. (Dr.) Tania Gupta, Dean, School of Education. The initiative successfully aligned with the vision of NEP 2020 and contributed towards developing competent, confident, and socially responsible future teachers.



Students and faculty members attending the health and hygiene awareness programme organized at the school campus.



Students actively participating in yoga and stretching exercises under the guidance of Sports Trainer Mr. Jitender.

FAREWELL - “VUELA ALTO” 2026

The School of Education organized a Farewell ceremony titled on 08 May 2026 to bid a heartfelt farewell to the outgoing students of B.El.Ed. Semester VIII. The event was filled with enthusiasm, emotions, joy, and nostalgia as students and faculty members came together to celebrate the journey, achievements, and cherished memories of the graduating batch. The farewell served as a beautiful occasion to honor the seniors and wish them success in their future endeavors.

The programme commenced with the warm welcome of faculty members and students. The event was smoothly and enthusiastically coordinated by the student coordinators — Tanushree, Himanshi, Vanshika, and Nupur — under the guidance of the faculty coordinators Dr. Shikha and Dr. Anupam Bansal. The programme was convened under the leadership of Prof. (Dr.) Tania Gupta, Dean, School of Education, whose constant support and encouragement added great value to the celebration.

The venue was beautifully decorated, creating a lively and cheerful atmosphere for the farewell celebration. The programme featured a variety of cultural performances including energetic dance performances, melodious singing performances, interactive games, fun activities, and memory-sharing sessions. The juniors made special efforts to express their love, gratitude, and admiration for their seniors through heartfelt speeches, performances, and thoughtful gestures. The event reflected the strong bond shared among students and faculty members of the department.

One of the major highlights of the event was the title competition organized for the outgoing students. Different fun-filled and personality-based titles were awarded to students, making the event more engaging and memorable. Ms. Sulakhani was crowned with the title of Miss Farewell, Ms. Chetna received the title of Miss Charming, and Ms. Shalika won the title of Ms. All-Rounder from B.El.Ed. Semester VIII. The winners were appreciated and congratulated with titles and gifts amidst loud cheers, applause, and excitement from the audience.

Prof. (Dr.) Tania Gupta, Dean, School of Education blessed the outgoing students with her inspiring words and extended her best wishes for their bright, successful, and fulfilling future ahead. The outgoing students also shared their experiences, memorable moments, and heartfelt gratitude towards the department for their continuous guidance, motivation, and support throughout their academic journey. Their emotional words created a nostalgic atmosphere and highlighted the meaningful relationships built during their years in the institution.

The programme concluded on a joyful and emotional note with group photographs, informal interactions, and best wishes for the graduating students. “Vuela Alto” 2026 truly became a memorable and meaningful occasion filled with happiness, appreciation, togetherness, and hopes for a bright and successful future for the outgoing batch.



Faculty members crowned Ms. Farewell to Ms. Sulakhani (B.El.Ed. VIII), celebrating her grace, confidence, and vibrant personality



The final year batch capturing memories of a journey filled with learning, friendship, and growth

EXTENSION AND OUTREACH ACTIVITIES

TEACHING BEYOND THE CLASSROOM: SCHOOL OF EDUCATION-LED COMMUNITY PROBLEM-SOLVING THROUGH DESIGN THINKING PEDAGOGY

The School of Education at K. R. Mangalam University successfully organized an extension activity at PM Shri Government Senior Secondary School as a core component of the B.El.Ed. Semester VI program titled “Teaching Beyond the Classroom: School of Education-Led Community Problem-Solving through Design Thinking Pedagogy,” the initiative was spearheaded by Dr. Anupam Bansal and Dr. Richa Malaviya under the strategic guidance of Prof. (Dr.) Tania Gupta, Dean, School of Education. The program is a field-based case study, January- June 2026, aiming to bridge the gap between academic theory and real-world application by utilizing Design Thinking to address critical community health and hygiene challenges.

In the case study, student-teachers were engaged with school learners through interactive sessions to identify specific hygiene-related hurdles within the school context. They focused on building rapport and establishing a baseline for health awareness. The student-teachers moved away from traditional, one-way instruction, instead opting for participatory dialogues that encouraged school students to voice their own observations regarding sanitation and personal well-being.

The initiative was significantly bolstered by a collaboration with the Sath Chale NGO Foundation, which facilitated the distribution of sanitary pads to female students and the

donation of an almirah to the school to ensure the sustainable storage of hygiene supplies. To reinforce these practical measures, B.El.Ed. students performed slogan-based role plays and presented posters centered on the Beti Bachao Beti Padhao campaign, effectively linking girls education with health empowerment and preventive behaviors.

The program is ongoing till June 2026 and showing a visible impact on both the student-teachers and the school community. By applying pedagogical concepts in a real-world setting, the student-teachers developed vital competencies in collaborative learning design and reflective practice. Aligned with Sustainable Development Goals 3 (Good Health), 4 (Quality Education), and 6 (Clean Water and Sanitation), the activity succeeded in co-creating practical hygiene action plans. This ongoing case study stands as a testament to K. R. Mangalam University’s commitment to socially responsive education, fostering sustainable behavioral change through experiential and inquiry-based strategies.

Aligned with the Sustainable Development Goals, the programme contributed meaningfully to SDG 3 (Good Health and Well-Being) by promoting preventive health awareness, SDG 4 (Quality Education) through experiential and transformative pedagogy, and SDG 6 (Clean Water and Sanitation) by emphasizing hygiene and sanitation practices.



Student-teachers and school students together after the successful completion of the health and hygiene awareness programme.



Role plays that resonate! Our student-teachers using drama to spark conversations on sanitation and girls' education.



Presentation given by Sath Chale NGO in collaboration to promote menstrual hygiene awareness.

PROUD MOMENTS: STUDENT SUCCESS

SCHOOL OF EDUCATION STUDENTS FROM K.R. MANGALAM UNIVERSITY EXCEL IN CTET EXAMINATION

The School of Education at K.R. Mangalam University proudly celebrates the outstanding achievement of its students who have successfully qualified the Central Teacher Eligibility Test (CTET) 2026, marking a significant milestone in their journey toward becoming professional educators. This accomplishment reflects the institution's strong commitment to academic excellence, quality teacher preparation, and competency-based learning.

The CTET qualification of these students highlights the effectiveness of the School of Education's rigorous academic framework, practice-oriented pedagogy, and continuous mentoring support. Through a blend of theoretical foundations, school internships, and skill-based training, the university equips future teachers with the knowledge and professional competencies required to excel in national-level eligibility examinations and real classroom environments.

The following students from the B.El.Ed. and B.Ed. programmes have successfully cleared the CTET examination:

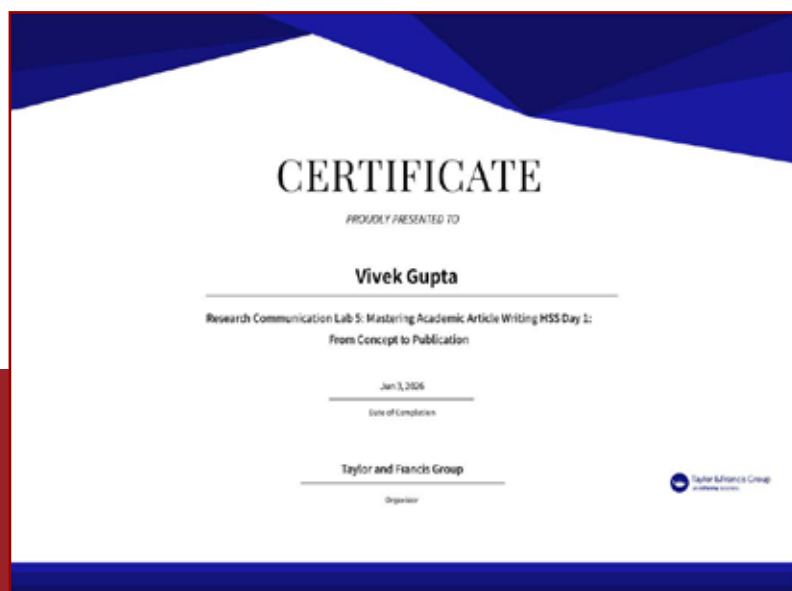
- Chetna Narwal – B.El.Ed. (2022–2026)
- Aarushi Katariya – B.El.Ed. (2022–2026)
- Riya – B.El.Ed. (2022–2026)
- Sulakhani – B.El.Ed. (2022–2026)
- Sarita – B.El.Ed. (2021–2025)
- Priti Yadav – B.Ed. (2025–2027)

Their success stands as a testament to their dedication, perseverance, and passion for the teaching profession. It also reflects the supportive learning ecosystem nurtured by the faculty, which encourages students to pursue excellence and achieve national standards of teacher eligibility.

The School of Education extends its heartfelt congratulations to the achievers and wishes them continued success in their professional journey.



This achievement further strengthens the university's vision of preparing competent, compassionate, and future-ready educators who can contribute meaningfully to the field of education and nation building.

**Vivek Gupta***Certificate of Participation*

Vivek Gupta, Ph.D. Scholar, actively participated in the webinar “Research Communication Lab 5: Mastering Academic Article Writing – HSS Day 1: From Concept to Publication”, organized by Taylor & Francis Group on 3 June 2026. The webinar provided valuable insights into the academic publishing process, covering key aspects of transforming research ideas into publishable scholarly articles. His participation reflects a commitment to strengthening research communication skills and advancing scholarly excellence.

**Priti Yadav***Certificate of participation and paper presentation*

Priti Yadav, a B.Ed. Semester I Student-teacher, Batch 2025–2027, has demonstrated commendable academic involvement. She participated in the one-day national seminar at M.D.S.D College Ambala City and presented a paper entitled “India and the Global South: Strategic Autonomy and Leadership in Multipolar World” on April 09, 2026.

India and the Global South: Strategic Autonomy and Leadership in a Multipolar World

¹Priti Yadav, ²Dr. Shailja

¹Student, K R Mangalam University,
Gurgaon, Haryana,

²Assistant Professor, DPG Degree College
Gurugram Affiliated with MDU, Rohtak,
Haryana

Email: pritiy0203@gmail.com

Abstract

India is one of South Asia's fastest growing economies and is projected to become 4th largest economy in the world. India being a growing economy is not just interacting with world developed or western countries and securing its own interest but it also very tactfully balances the interaction within the global south region by providing them with resources, trade, investment, acting as the first responder during crisis like Maitri Vaccine campaign by India during Covid19 pandemic and donating vaccines to its neighbor and other countries as well. India acts as the voice of the global south on international platform putting the concerns of the region to gain the attention of the developed countries one of the instances was organizing Voice of the Global South Summit prior to G20 summit in 2023 when India secured the presidency of G20. This paper briefly discusses about the India's firm stand to its foreign policy to

Global South refers to the developing nations who are economically weak, lack infrastructure, technology, however, it is not associated with geographical location in literal sense. A line called Brandt Line was drawn to bifurcation between the Global North countries and Global South countries (also known as developing nations or third world countries).

The map below shows the divide between Global North and Global South it is not literally based on geographical location but the on-development bases. Brandt Line reflects economic disparity and acknowledge the North-South gap. Global South countries such as Latin America, Asia, Africa and Caribbean share the similar experiences of colonialism who were once colonies of the imperialist countries, economic dependency and socio-political struggle. The Global North stands strong today because of the resources they extracted from the Global South countries which left them economically weak, there is a power imbalance and Global South is left behind by Global North in decision making. However, there is one country in global south who acts a bridge between the global north and global south along with being the voice of the global advocates for equitable development and amplify the concerns of global south at the global platform. This paper explores the role of India as being the voice of Global South Nation while strategically balancing its relations with western countries for inclusive development of the region. The paper incorporates qualitative method and descriptive approach using secondary sources like government reports, PIB release reports, journals, articles, interviews to study the India's engagement with Global South.

*Research Paper presentation titled "India and the Global South: Strategic
Autonomy and Leadership in a Multipolar World"*



Shalika Kapoor



Certificate of Participation

Shalika Kapoor student of B.El.Ed. Semester VIII student teacher participated in informative session on Montessori Teachers Training conducted by up Educators. The webinar was conducted on 22nd May 2026 which is equivalent to 1 hour of Continuing Professional Development (CPD) for educators.

**Himanshi Lohmod***Certificate of Participation*

Himanshi Lohmod student of B.El.Ed. Semester VI student teacher participated in the Virtual Symposium on the theme “From Potential to Purpose: Empowering the Next Generation of Leaders” held on 06 June 2026, organized by the Commonwealth Council for Educational Administration and Management- India Affiliate.

**Sanjana***Certificate of Participation*

Sanjana student of B.El.Ed. Semester VI student teacher participated in the Virtual Symposium on the theme “From Potential to Purpose: Empowering the Next Generation of Leaders” held on 06 June 2026 organized by Commonwealth Council for Educational Administration and Management- India Affiliate.

PLACEMENTS

Students from the School of Education at K.R. Mangalam University have successfully secured placements under the B.Ed. programme, reflecting the institution's strong academic preparation and career support.

We are proud to share that Ms. Shalika Kapoor has been successfully placed as an Assistant Teacher at Lancers International School, Gurugram. Her achievement reflects her dedication, professionalism, and commitment to excellence in education. We congratulate her and wish her great success in her professional journey.

The consistent placement success of the students demonstrates the effectiveness of the university's industry-aligned curriculum, practical teaching exposure, and continuous mentorship provided by experienced faculty members. Through school internships, classroom simulations, and skill-based workshops, students gain hands-on experience that equips them with the confidence and professional competencies required in modern classrooms.

The university also provides dedicated placement support through career guidance sessions, interview preparation, and strong institutional partnerships with leading schools and educational organizations. Such initiatives ensure that graduate's transition smoothly from academic training to professional teaching roles.

These accomplishments not only showcase the employability of the university's graduates but also reinforce its mission to nurture passionate, skilled, and future-ready educators who contribute meaningfully to the field of education.



Ms. Shalika Kapoor on being placed as an Assistant Teacher at Lancers International School, Gurugram.

S.No	Name of the Student	Designation	Placement	Date of Joining
1	Shalika Kapoor	Assistant Teacher	Lancers International School, Gurugram	23 April 2026

ACHIEVING MILESTONES: FACULTY ENDEAVOUR



Prof. (Dr.) Tania Gupta
Dean, School of Education &
Director IQAC Editor-in-Chief
Vidhya Vimarsh

As Director IQAC, Nodal Officer AIU-AADC, Member Secretary, and Coordinator, Prof. (Dr.) Tania Gupta successfully led the planning and execution of the Five-Day Online Capacity Building Workshop on “Leadership in the Digital Era for Quality-Driven University Governance” (07–11 April 2026), organized by AIU–AADC in collaboration with IQAC, K.R. Mangalam University.

The workshop brought together 55 participants and eminent academicians from leading institutions across India, facilitating knowledge exchange on digital governance, e-governance systems, data-

driven decision-making, policy frameworks, and quality assurance in higher education. The initiative contributed significantly to strengthening leadership competencies and promoting quality-driven institutional transformation aligned with NEP 2020.





Virtual inaugural session of the Five-Day Online Capacity Building Workshop on “Leadership in the Digital Era for Quality-Driven University Governance,” coordinated by Prof. (Dr.) Tania Gupta, Director, IQAC and Nodal Officer & Member Secretary, AIU-AADC, K.R. Mangalam University.





Prof. (Dr.) Tania Gupta, Dean, School of Education and Director IQAC, K.R. Mangalam University, was invited as a speaker at the CONNECT 360 International Conference 2026, organized by the School of Emerging Media and Creator Economy in collaboration with Jamia Hamdard University and Bennett University from 22-24 April 2026.

During her insightful address, Prof. Gupta highlighted the relevance of Indian Knowledge Systems (IKS) in addressing contemporary challenges

posed by rapid digital transformation. She emphasized how the principle of “Dharma” can serve as a foundation for ethical decision-making, while “Vasudhaiva Kutumbakam” inspires a vision of collective well-being and global responsibility.

Her presentation underscored the need to integrate traditional wisdom with modern innovation to build a sustainable, inclusive, and purpose-driven media and creator economy. The session was well received by scholars, academicians, researchers, and industry professionals, fostering meaningful discussions on sustainability, innovation, and the enduring value of Indian knowledge traditions.

The School of Education, K.R. Mangalam University, proudly celebrates a significant academic milestone with the successful Ph.D. viva-voce examination of Ms. Deepa Khatri on 29 April 2026. Ms. Khatri completed her doctoral research under the esteemed supervision of Prof. (Dr.) Tania Gupta, Dean, School of Education and Director, IQAC.

Her research, titled “A Study of the Role of Career Guidance and Counselling in Stream Selection in Relation to Interest, Aptitude and Personality of Secondary School Students,” examined the influence of career guidance and counselling on students’ academic stream choices, with particular emphasis on their interests, aptitudes, and personality traits.



Prof. (Dr.) Tania Gupta invited for talk at the CONNECT 360 International Conference 2026 on “Sustainability and Innovation Incorporating Indian Knowledge Systems” at K.R. Mangalam University



A Proud Research Milestone: Ph.D. Viva-Voce Conducted Under the Guidance of Prof. (Dr.) Tania Gupta

Prof. (Dr.) Tania Gupta, Dean, School of Education and Director IQAC, K.R. Mangalam University, was conferred the prestigious International Membership of the International Council for Education, Research and Training (ICERT), USA & India on 18 May 2026. This recognition acknowledges her significant contributions to the fields of education, research, academic leadership, and quality assurance in higher education.

Prof. (Dr.) Tania Gupta, Dean, School of Education, and Director IQAC, K.R. Mangalam University, was conferred the Life Membership of the FATER Academy of India (FAI) on 30 May 2026. This recognition reflects her continued commitment to advancing educational excellence, research, teacher development, and academic leadership.



Prof. (Dr.) Tania Gupta honoured with the Life Membership of FATER Academy of India (FAI)



Prof. (Dr.) Tania Gupta honoured with ICERT International Membership for outstanding contributions to education, research, and academic leadership

Prof. (Dr.) Tania Gupta, Dean, School of Education and Director IQAC, K.R. Mangalam University, participated as an invited panelist in the ICERT G-DEEP 2026 World Environment Day Special Panel on “Climate Action & Environmental Sustainability Integration in Global Curricula” held on 05 June 2026. During the session, she highlighted the critical role of education in addressing climate change and emphasized the integration of sustainability, climate literacy, experiential learning, and responsible use of technology across educational systems. Her contributions underscored the importance of preparing future generations to become environmentally responsible global citizens through transformative and sustainability-focused education.

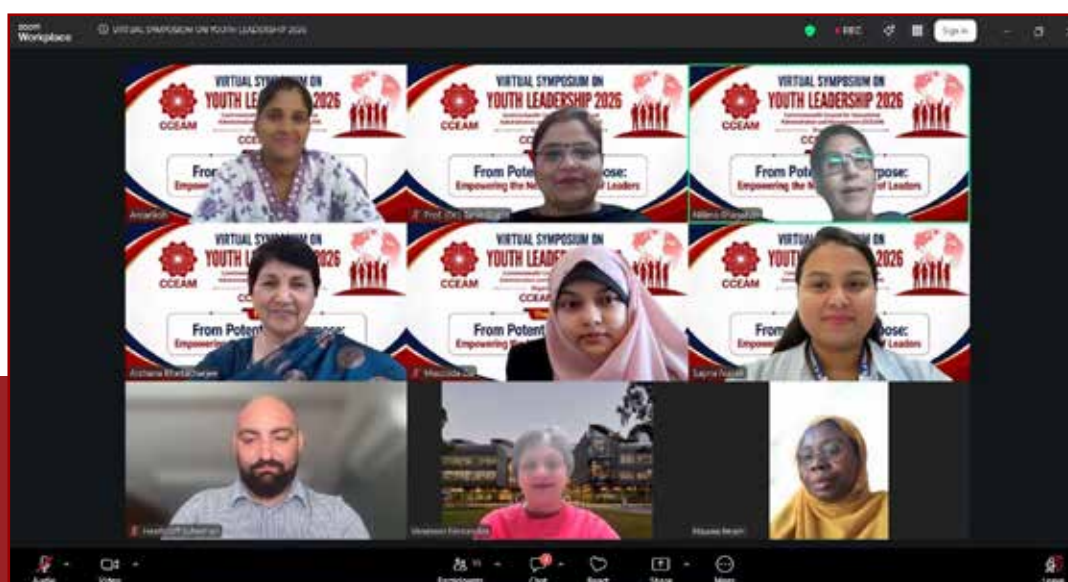




Prof. (Dr.) Tania Gupta delivering her expert perspectives on climate literacy and sustainability-focused education at ICERT G-DEEP 2026.

Prof. (Dr.) Tania Gupta, Dean School of Education & Chairperson, Commonwealth Council for Educational Administration and Management (CCEAM India-North Zone), played a key role in organizing the International Virtual Symposium on Youth Leadership 2026 on the theme “From Potential to Purpose: Empowering the Next Generation of Leaders.” The symposium brought together over 200 participants from

across India and featured distinguished international experts who engaged youth in meaningful discussions on leadership, purpose, integrity, and social impact. Through her leadership and coordination, the event provided a vibrant platform for nurturing future leaders and promoting global perspectives on youth empowerment and educational leadership.



Prof. (Dr.) Tania Gupta with international education leaders during the Virtual Symposium on Youth Leadership 2026, promoting global perspectives on leadership, purpose, and youth development

Prof. (Dr.) Tania Gupta, Dean, School of Education and Director IQAC, K.R. Mangalam University, was recognized as a Resource Person at the Faculty Development Programme on "Science of Learning for Evidence-Based Teaching," organized by Academic Affairs and IQAC in collaboration with the Learning Design Collaborative during June 2026. She delivered

an insightful session on "Inclusive Classroom and Differentiated Instruction," emphasizing learner-centered pedagogies and strategies for addressing the diverse learning needs of students. Her expert guidance inspired faculty members to adopt inclusive teaching practices that foster equitable and effective learning environments.





Prof. (Dr.) Tania Gupta delivering an expert session on "Inclusive Classroom and Differentiated Instruction" as a Resource Person at the Faculty Development Programme on "Science of Learning for Evidence-Based Teaching



Prof. (Dr.) Tania Gupta participating in the Five-Day Faculty Development Programme from 08-12 June 2026 on "Learning Science in Action: Evidence-Based Practices for Teaching Excellence," organized by Zista Education 3E4I



Dr. Kanchan Khatreja
Assistant Professor (Selection Grade), School of Education

Dr. Kanchan Khatreja, Assistant Professor (Selection Grade), School of Education, K.R. Mangalam University, received a Certificate of Appreciation from the Internal Quality Assurance Cell (IQAC) and the Academic and Administrative Development Centre (AADC), K.R. Mangalam University, in collaboration with the Association of Indian Universities (AIU).

The certificate acknowledges her valuable contribution as a member of the organizing committee for the Five-Day Online Faculty

Development Programme on “Quality-Driven Curriculum Design, Development and Pedagogical Innovation for Future-Ready Higher Education.” The programme was jointly organized by AIU, AADC, and IQAC from 30 March to 3 April 2026.



Dr. Kanchan Khatreja, Assistant Professor (Selection Grade), School of Education, was awarded a Certificate of Appreciation for serving as a member of the Organizing Committee of the Five-Day Online Capacity Building Workshop on “Leadership in the Digital Era for Quality-Driven University Governance”, jointly organized by AIU-AADC and IQAC, K.R. Mangalam University, in collaboration with the Association of Indian Universities (AIU), held from 07–11 April 2026.



Certificate of Appreciation

Dr. Kanchan Khatreja, Assistant Professor (Selection Grade), School of Education, K.R. Mangalam University, was awarded a Certificate of Appreciation by the Internal Quality Assurance Cell (IQAC) and the Academic and Administrative Development Centre (AADC), K.R. Mangalam University, in collaboration with the Association of Indian Universities (AIU).

The certificate recognizes her valuable contribution as a member of the organizing committee for the Five-

Day Online Capacity Building and Training Programme on "Strengthening Knowledge Domains, Library Resources, and Academic Integrity for Quality Learning in Higher Education Institutions." The programme was jointly organized by AIU, AADC, and IQAC from 27 April to 1 May 2026.

Dr. Kanchan Khatreja, Assistant Professor (Selection Grade), School of Education, K.R. Mangalam University, Gurugram, successfully participated in a Five-Day Faculty Development Program titled "Learning Science in Action: Evidence-Based Practices for Teaching Excellence" organized by Zista Education 3E4I from 1st June to 5th June 2026. The programme focused on evidence-based teaching strategies, learning sciences, and innovative pedagogical practices aimed at enhancing teaching

effectiveness and student learning outcomes. The FDP provided valuable insights into contemporary educational approaches and strengthened professional competencies in higher education teaching.



Certificate of Appreciation



ZISTA EDUCATION 3E4I

Organises

Five Days Faculty Development Programme

on

“Learning Science in Action: Evidence-Based Practices for Teaching Excellence”

Date: 01st June – 05th June 2026

CERTIFICATE OF PARTICIPATION

This is to certify that DR. KANCHAN KHATREJA, ASSISTANT PROFESSOR,
K.R. Mangalam University, Gurugram, Haryana participated in Five-Days Faculty Development
Programme on the theme “Learning Science in Action: Evidence-Based Practices for Teaching
Excellence” organized by Zista Education 3E4I from 01st June – 05th June 2026.

Anand Krishnaswamy

MR. ANAND KRISHNASWAMY

Chief Education Officer,
Zista 3E4I

Bela Brahmhatt

MS. BELA BRAHMBHATT

Founder & CEO
Zista 3E4I

Participation certificate of FDP on Learning Science in Action: Evidence-Based
Practices for Teaching Excellence” organized by Zista Education 3E4I

To

18/04/2026

Vidhi Gaur and Dr Anupam Bansal
K.R. Mangalam University, Gurugram

This letter from the UDEI Chair certifies that Vidhi Gaur and Dr Anupam Bansal have presented a research paper titled "Faculty Digital Competency and Readiness in Pre-recorded Video Integration in Blended Higher Education", in one of the sessions at the International Conference on Digital Education for All (ICDEA) 2026, scheduled from March 20 to April 12, 2026, and offline on 23rd March at the CHRIST (Deemed to be University), Bangalore Bannerghatta Road campus, and helped in the smooth conduction of the event

The conference was hosted by-

- Bahrain Polytechnic (Government Institute at the Kingdom of Bahrain)
- CHRIST (Deemed to be University), Bangalore Bannerghatta Road Campus, India (Offline Host)
- Kalinga Institute of Industrial Technology (formerly KIIT), Bhubaneswar
- The Learners' University

The conference is organised by Universal Digital Education Initiatives (UDEI) in collaboration with: Association of Digital Universities (ADU), Digital University Ranking (DUR), Digital Education Forum (DEF), Association of Digital Education Providers (ADEP), Association of Digital Education Institutions (ADEI), and Indian Internet Observatory (IOI).

We sincerely thank you for your contribution, and your presence and guidance at this global gathering of scholars and institutional leaders committed to advancing equitable digital education. You may reach out to UDEI at contact@udei.org

Wishing you the best.



Prof. Abirul Mukherjee
Convener and Chair, IC DEA 2026

Chair UDEI, DEF



Dr. Rajeev Vats
Assistant Director of School Education

Government of Haryana



**CHRIST
UNIVERSITY**
BENGALURU, INDIA
Deemed to be University under Section 3 of UDEI Act 1985



Certificate of Paper Presentation titled "Faculty Digital Competency and Readiness in Pre-recorded Video Integration in blended Higher Education"



Dr. Anupam Bansal
Assistant Professor
School of Education



Ms. Vidhi Gaur
Assistant Professor
School of Education

Dr. Anupam Bansal, Assistant Professor & Ms. Vidhi Gaur School of Education, presented a research paper titled “Faculty Digital Competency and Readiness in Pre-recorded Video Integration in Blended Higher Education” on 3rd April 2026 during the 10th day of the 1st International Conference on Digital Education for All, organized by Universal Digital Education Initiatives (UDEI). The session was hosted by Learners’ University.

Dr. Anupam Bansal, Assistant Professor School of Education, received the Dr. Sarvepalli Radhakrishnan Global Educator Award 2026. This prestigious recognition by the International Council for Education, Research and Training (ICERT), USA & India, acknowledges contributions toward excellence in education, social welfare, and the academic community.

Dr. Anupam Bansal, Assistant Professor, School of Education, K.R. Mangalam University, Gurugram, successfully participated in a Five-Day Faculty Development Programme titled “Science of Learning for Evidence-Based Teaching” organized by K.R. Mangalam University, Gurugram, from 8th June to 12th June 2026 under the aegis of Academic Affairs and Internal Quality Assurance Cell (IQAC) in collaboration with Learning Design Collaboratives. The programme focused on evidence-based teaching strategies, learning sciences, and innovative pedagogical practices aimed at enhancing teaching effectiveness and student learning outcomes. The FDP provided valuable insights into contemporary educational approaches and strengthened professional competencies in higher education teaching.



Dr. Sarvepalli Radhakrishnan Global Educator Award 2026



Participation certificate of FDP on "Science of Learning for Evidence-Based Teaching" organized by K.R. Mangalam University, Gurugram

Dr. Anupam Bansal, Assistant Professor, School of Education, K.R. Mangalam University, Gurugram, participated and presented a research paper entitled "NEP 2020 and Beyond: Addressing Equity, Quality, and Employability, Global Best Practices & its implementation" at the Annual International Conference: ICERT G-DEEP 2026, ICERT Global Digital Education & Ethics Paradigm from June 05-06, 2026, organized by ICERT Pennsylvania, USA, & New Delhi, India.



Certificate of Participation and Paper Presentation titled "NEP 2020 and Beyond: Addressing Equity, Quality, and Employability, Global Best Practices & its implementation"

Dr. Richa Malaviya, Assistant Professor, School of Education, K.R. Mangalam University, Gurugram, successfully participated in a Five-Day Faculty Development Programme titled “Learning Science in Action: Evidence-Based Practices for Teaching Excellence” organized by Zista Education 3E4I from 11th June to 16th June 2026. The programme focused on evidence-based teaching strategies, learning sciences, and innovative pedagogical practices aimed at enhancing teaching effectiveness and student learning outcomes. The FDP provided valuable insights into contemporary educational approaches and strengthened professional competencies in higher education teaching



Participation certificate of FDP on Learning Science in Action: Evidence-Based Practices for Teaching Excellence" organized by Zista Education 3E4I



Dr. Shikha
Assistant Professor
School of Education



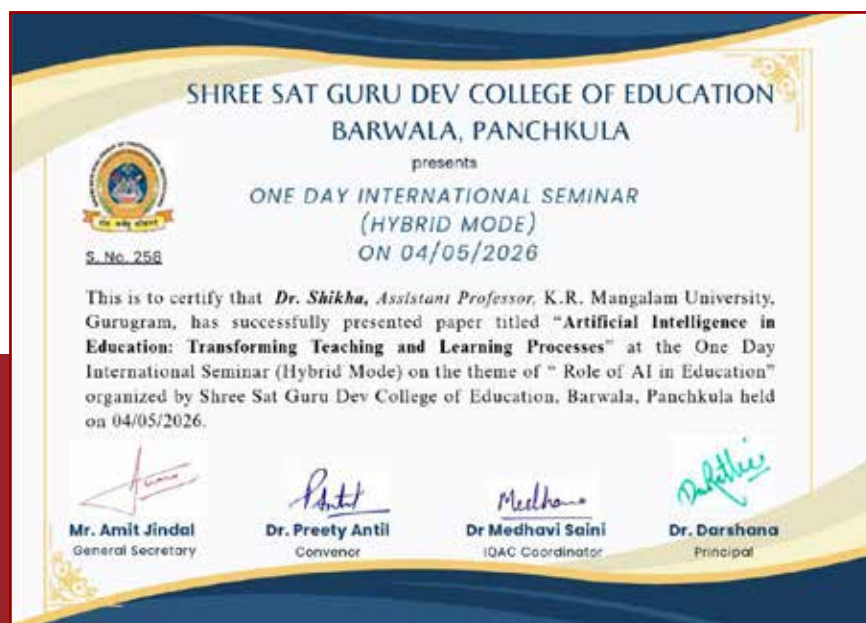
Certificate of Participation and Paper Presentation

Dr. Shikha, Assistant Professor at the School of Education, K.R. Mangalam University, participated in an online International conference on Reimagining Lifelong Learning and Community Service: Potentials of AI for Inclusive and Sustainable Social Transformation and presented a paper titled “Academic Resilience as a protective factor against procrastination and its impact on Mental Health” held on 7th & 8th April, 2026, conducted by Department of Adult and Continuing Education and Extension, Faculty of Social Sciences Jamia Millia Islamia in collaboration with Tribhuvan University, Nepal and Aloysian Publications, Philippines.

Dr. Shikha participated in a Five-Day Faculty Development Programme titled “Learning Science in Action: Evidence-Based Practices for Teaching Excellence” organized by Zista Education 3E4I from 1st June to 5th June 2026. The programme focused on evidence-based teaching strategies, learning sciences, and innovative pedagogical practices aimed at enhancing teaching effectiveness and student learning outcomes. The FDP provided valuable insights into contemporary educational approaches and strengthened professional competencies in higher education teaching.



Participation certificate of FDP on Learning Science in Action: Evidence-Based Practices for Teaching Excellence” organized by Zista Education 3E4I



Paper Presentation Certificate “Artificial Intelligence in Education: Transforming Teaching and Learning Processes” at the One-Day International Seminar (Hybrid Mode)

Additionally, Dr. Shikha presented paper titled “Artificial Intelligence in Education: Transforming teaching and Learning Processes” at the One-Day International Seminar (Hybrid Mode) on the theme of “Role of AI in Education” organized by Shree Sat Guru Dev College of Education, Barwala, Panchkula held on 04/05/2026.



Dr. Monika Bishnoi
Assistant Professor
School of Education

Dr. Monika Bishnoi, Assistant Professor, School of Education, K.R. Mangalam University, Gurugram, participated in a Five-Day Faculty Development Programme titled “Science of Learning for Evidence-Based Teaching” organized by K.R. Mangalam University, Gurugram from 8th June to 12th June 2026 under the aegis of Academic Affairs and Internal Quality Assurance Cell (IQAC) in collaboration with Learning Design Collaboratives. The programme focused on

evidence-based teaching strategies, learning sciences, and innovative pedagogical practices aimed at enhancing teaching effectiveness and student learning outcomes.

Additionally, Dr. Monika Bishnoi presented a paper titled “Artificial Intelligence in Education: Transforming Teaching and Learning Processes” at the One-Day International Seminar (Hybrid Mode) on the theme of “Role of AI in Education” organized by Shree Sat Guru Dev College of Education, Barwala, Panchkula held on 04/05/2026.



Participation certificate of FDP on “Science of Learning for Evidence-Based Teaching” organized by K.R. Mangalam University, Gurugram



Paper Presentation Certificate “Artificial Intelligence in Education: Transforming Teaching and Learning Processes” at the One-Day International Seminar (Hybrid Mode)



Dr. Mudasir Hamid
Assistant Professor
School of Education

Additionally, Dr. Mudasir Hamid, Assistant Professor, School of Education, K.R. Mangalam University, was recognized as a Distinguished Resource Person in the Five-Day Online Capacity Building and Training Programme on “Strengthening Knowledge Domains, Library Resources and Academic Integrity for Quality Learning in Higher Education Institutions.” Organized jointly by AIU-AADC and IQAC, KRMU, the programme was held from 27 April to 01 May 2026. Dr. Hamid delivered an expert session on “Learning Resource Optimization Strategies” contributing significantly to academic excellence and quality enhancement initiatives in higher education.

Dr. Mudasir Hamid, Assistant Professor, School of Education, K.R. Mangalam University, participated in a Five-Day Faculty Development Programme on “Learning Science in Action: Evidence-Based Practices for Teaching Excellence” organized by ZISTA Education 3E4I from 01 June to 05 June 2026. The FDP focused on evidence-based teaching strategies, innovative pedagogical practices, and enhancing instructional effectiveness. The programme provided valuable insights for improving teaching-learning processes and promoting academic excellence in higher education.



Participation certificate of FDP on Learning Science in Action: Evidence-Based Practices for Teaching Excellence” organized by Zista Education 3E4I



Certificate of Appreciation



Dr. Pooja Verma
Assistant Professor
School of Education

Dr. Pooja Verma, Assistant Professor (Senior Grade), School of Education, was awarded a Certificate of Appreciation for serving as a member of the Organizing Committee of the Five-Day Online Capacity Building Workshop on “Quality Driven Curriculum Design, Development and Pedagogical Innovation for Future Ready Education”, in collaboration with the Association of Indian Universities (AIU), held from 30 March – 03 April 2026.

Dr. Pooja Verma, Assistant Professor (Senior Grade), School of Education, was awarded a Certificate of Appreciation for serving as a member of the Organizing Committee of the Five-Day Online Capacity Building Workshop on “Leadership in the Digital Era for Quality-Driven University Governance”, jointly organized by AIU-AADC and IQAC, K.R. Mangalam University, in collaboration with the Association of Indian Universities (AIU), held from 07–11 April 2026.



Certificate of Appreciation

Dr. Pooja Verma, Assistant Professor (Senior Grade), School of Education, was awarded a Certificate of Appreciation for serving as a member of the Organizing Committee of the Five-Day Online Capacity Building Workshop on “Strengthening Knowledge Domains, Library Resources, and Academic Integrity for Quality Learning in Higher Education Institutions”, jointly organized by AIU-AADC and IQAC, K.R. Mangalam University, in collaboration with the Association of Indian Universities (AIU), held from 27 April – 1 May 2026.



Dr. Pooja Verma, Assistant Professor (Senior Grade), School of Education, Gurugram, participated in a Five-Day Faculty Development Programme titled "Science of Learning for Evidence-Based Teaching" organized by K.R. Mangalam University, Gurugram from 8th June to 12th June 2026 under the aegis of Academic Affairs and Internal Quality Assurance Cell (IQAC) in collaboration with Learning Design Collaboratives. The programme focused on evidence-

based teaching strategies, learning sciences, and innovative pedagogical practices aimed at enhancing teaching effectiveness and student learning outcomes.



Participation certificate of FDP on "Science of Learning for Evidence-Based Teaching" organized by K.R. Mangalam University, Gurugram

PARTNERSHIPS IN PROGRESS: COLLABORATIVE VENTURES

SOED AND MOU PARTNER GURU365 COLLABORATE FOR AI-INTEGRATED TEACHING CERTIFICATION PROGRAMME

The School of Education, K.R. Mangalam University, in collaboration with Guru365, successfully conducted the “Four-Week Competency-Based Certification Programme in AI-Integrated Teaching” for B.Ed. and B.El.Ed. student-teachers from 2nd April to 30th April 2026.

The programme provided hands-on exposure to AI tools, digital pedagogy, interactive lesson design, video creation, and AI-based

assessments, empowering future educators with 21st-century teaching competencies. Through engaging sessions, practical activities, mentoring, and project-based learning, participants enhanced their digital readiness and professional skills aligned with NEP 2020 and SDG 4 – Quality Education. The programme was conducted under the guidance of Prof. (Dr.) Tania Gupta, Dean, School of Education, and coordinated by Dr. Monika Bishnoi, Assistant Professor, SOED, in collaboration with Guru365.



Student-teachers exploring the future of education with EdTech tools

INTERNSHIP

SCHOOL ENGAGEMENT II PROGRAMME CONDUCTED AT LOTUS PETAL SR. SECONDARY SCHOOL

The School of Education, K.R. Mangalam University, successfully organized the School Engagement II (Course Code: SEED362A) programme from 27 April to 01 May 2026 at Lotus Petal Sr. Secondary School, Gurugram. The programme was conducted under the Memorandum of Understanding (MoU) between K.R. Mangalam University and Lotus Petal Sr. Secondary School, strengthening the collaborative efforts of both institutions in promoting quality teacher education and experiential learning.

Fourteen student-teachers of the B.El.Ed. Semester VI programme participated in this field engagement activity under the guidance of Dr. Pooja Verma and Dr. Mudasir Hamid, Internship Coordinators, and the leadership of Prof. (Dr.) Tania Gupta, Dean, School of Education. The programme provided aspiring teachers with valuable opportunities to experience the

realities of school life and classroom teaching.

During the engagement period, student-teachers prepared lesson plans, developed innovative teaching-learning materials, observed classroom processes, interacted with students and teachers, and participated in various academic and co-curricular activities. These experiences enabled them to connect theoretical concepts learned at the university with practical classroom situations.

The programme significantly enhanced the professional competencies, communication skills, classroom management abilities, and reflective practices of the student-teachers. The successful completion of School Engagement II under the MoU framework demonstrates the School of Education's commitment to fostering strong school-university partnerships and preparing competent, reflective, and socially responsible future educators.



School Engagement II participants at Lotus Petal Sr. Secondary School under the MoU partnership with K.R. Mangalam University

KNOWLEDGE IN PRINT: LATEST PUBLICATIONS



Prof. (Dr.) Tania Gupta
Dean School of Education &
Director IQAC

Prof. (Dr.) Tania Gupta published a research paper titled "Advancing Quality Education in Students with Respect to Their Scientific Aptitude", in TANZ Research Journal, an UGC-CARE Approved Group-II Journal, Volume: 12, Issue: 6, Month & Year: June 2026, ISSN: 1869-7720



Dr. Anupam Bansal
Assistant Professor
School of Education

Dr. Anupam Bansal, published a research paper titled "An Investigation into the Determinants of Quality in School Internship Program During B.Ed. Courses for Strengthening Teacher Education in Alignment with NEP 2020" has been successfully published in the International Journal of Innovative Science and Research Technology. <https://www.ijisrt.com/an-investigation-into-the-determinants-of-quality-in-school-internship-program-during-bed-courses-for-strengthening-teacher-education-in-alignment-with-nep-2020>

Volume: 11, Issue: 4, April 2026 ISSN: 2456-2165



Dr. Richa Malaviya
Assistant Professor
School of Education

Dr. Richa Malaviya published a Research Paper entitled "Structures of biology: History of biology teaching, basic conceptual structures of biology" in International Journal of Multidisciplinary Education Research, ISSN:2277-7881(Print); Impact Factor :10.16(2026); IC Value:5.16; ISI Value:2.286 Volume:15, Issue:4(4), 89. Scopus Review ID: A2B96D3ACF3FEA2A

[https://s3-ap-southeast-1.amazonaws.com/ijmer/pdf/volume15/volume15-issue4\(4\)/10.pdf](https://s3-ap-southeast-1.amazonaws.com/ijmer/pdf/volume15/volume15-issue4(4)/10.pdf)

Date of Publication: April 4, 2026



Dr. Kanchan Khatreja,
Assistant Professor
(Selection Grade),
School of Education

Dr. Kanchan Khatreja published a chapter entitled "Integration of AI with the Models of Self-regulated Learning: A Theoretical Perspective Innovations in Artificial Intelligence and Computing Proceedings of ICAIC 2025, Volume 2 ISSN 2367-3370 Lecture Notes in Networks and Systems ISBN 978-981-95-7240-3 ISSN 2367-3389 (electronic) ISBN 978-981-95-7241-0 (eBook) <https://doi.org/10.1007/978-981-95-7241-0> 8th May 2026





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