



**K.R. MANGALAM UNIVERSITY**

**THE COMPLETE WORLD OF EDUCATION**

# SCHOOL OF EDUCATION

*FRONTIERS IN APPLIED SCIENCES*

NEWSLETTER APRIL TO JUNE- 2025



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# EDITORIAL

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Welcome to the this edition of Vidya 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.

Vidya Vimarsh is a testament to the passion, dedication, and collaborative spirit that fuel our School of Education. It serves as a celebration of our achievements, a recognition of ongoing endeavours, and a glimpse into the bright future we are collectively shaping. As you explore this edition, we hope you feel the pride and excitement that defines our community, with each story reflecting the excellence that sets our institution apart.

Thank you for being a part of this journey with us. We look forward to continuing to share our progress, celebrate our successes, and explore new horizons together.

Warm regards,

**Editorial Team**

**Prof. (Dr.) Tania Gupta**

**Dean, School of Education & Director IQAC**

**Editor-in-Chief, Vidya Vimarsh**

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## MESSAGE FROM THE VICE CHANCELLOR



***Our commitment to promoting education and fostering an environment of mutual support and collaboration lies at the heart of everything we do. Vidya Vimarsh provides an excellent platform to showcase our achievements and share our success with the wider world. I take immense pride in the collective efforts of everyone associated with our school and what we have accomplished together.***

Dear Students,

I am pleased to welcome you to this edition of Vidya Vimarsh, the quarterly newsletter of the School of Education. This publication serves not just as a compilation of updates, but as a vibrant representation of our dynamic community and its collective achievements. As you explore its pages, you will encounter the celebrations of the remarkable milestones that define our institution.

In this edition, we highlight the extraordinary efforts that propel our school forward—from groundbreaking research undertaken by our faculty to the significant accomplishments of our students, as well as the impactful initiatives led by our alumni. Vidya Vimarsh embodies the dedication and excellence that drives us all. Inside, you will find insights into recent events, articles penned by our faculty, students and alumni on relevant topics, inspiring narratives of student success, and updates about our partnerships and community outreach initiatives. Each section is thoughtfully curated to reflect the diversity and dynamism of our school, offering a comprehensive view of our collective triumphs.

Our commitment to promoting education and fostering an environment of mutual support and collaboration lies at the heart of everything we do. Vidya Vimarsh provides an excellent platform to showcase our achievements and share our success with the wider world. I take immense pride in the collective efforts of everyone associated with our school and what we have accomplished together.

I encourage you to explore the stories within this newsletter, uncover narratives that inspire you, and actively contribute to the vibrant fabric of our School of Education. Embrace innovative pedagogy, enhance your teaching skills, and engage with outcome-based education and technology in your teaching practices. Your engagement and support are crucial as we strive to create a lasting impact that resonates throughout the educational landscape.

Thank you all for your unwavering commitment and dedication. Let us continue to move forward together, consolidating our successes and building a bright future for our students and the community at large.

Warm regards,

**Prof. Raghuvir Singh**

Vice Chancellor

K. R. Mangalam University

## MESSAGE FROM THE REGISTRAR



***The School of Education  
is not just a place where  
future educators are  
trained- it is a living  
laboratory of learning.  
Here, chalkboards  
meet digital boards,  
theory intersects  
with fieldwork,  
and every lesson  
becomes a dialogue  
between tradition and  
transformation.***

Dear Students,

With great joy and a sense of purpose, I welcome you to this edition of Vidya Vimarsh — a space where ideas breathe, innovation thrives, and the spirit of education comes alive.

The School of Education is not just a place where future educators are trained- it is a living laboratory of learning. Here, chalkboards meet digital boards, theory intersects with fieldwork, and every lesson becomes a dialogue between tradition and transformation. From collaborative projects with our MoU partners, to immersive community outreach, and the integration of cutting-edge digital pedagogies, we are shaping educators who are not only professionally equipped but also socially aware and globally connected.

Our vibrant learning ecosystem is built on the pillars of reflection, inclusivity, creativity, and excellence. The Pedagogical Innovation Museum stands as a testimony to this -a curated space of curiosity where teaching practices are not just taught, but reimagined.

I am immensely proud of the efforts made by our faculty and student-teachers-their resilience, curiosity, and commitment breathe life into our mission. As we move forward, I urge every student to embrace ownership of their learning journey, and every teacher to remain a learner at heart.

Let Vidya Vimarsh be more than a newsletter -let it be a movement of ideas, a celebration of growth, and a testament to the power of education to transform lives.

**Dr. Rahul Sharma**

**Registrar**

**K.R. Mangalam University**



## MESSAGE FROM THE DEAN



***The farewell programme “Bon Voyage 2025” was a special moment of gratitude and celebration, where we bid adieu to our graduating batch with heartfelt wishes and optimism for their journeys ahead. It reminded us that education is not only about imparting knowledge but also about creating lasting memories, nurturing values, and inspiring lifelong learning.***

Dear Students and Colleagues,

It gives me immense pride to share my thoughts in this edition of Vidya Vimarsh. The School of Education has once again demonstrated its spirit of innovation, collaboration, and excellence through diverse academic, professional, and community engagement initiatives. From transformative faculty development programmes and thought-provoking seminars to impactful extension activities in local communities, our School continues to uphold its vision of preparing socially responsible, reflective, and future-ready educators.

The farewell programme “Bon Voyage 2025” was a special moment of gratitude and celebration, where we bid adieu to our graduating batch with heartfelt wishes and optimism for their journeys ahead. It reminded us that education is not only about imparting knowledge but also about creating lasting memories, nurturing values, and inspiring lifelong learning.

I wish to acknowledge the dedication of our faculty, the enthusiasm of our student-teachers, and the unwavering support of our alumni and collaborators who have made these milestones possible. Together, we are not only shaping careers but also building communities and strengthening the very foundation of education.

As we look to the future, I encourage each of you to embrace ownership of your learning, remain curious, and continue to lead with integrity and compassion. Let us collectively foster transformative experiences that extend beyond classrooms, empowering every learner to thrive in an ever-evolving world.

**Prof. (Dr.) Tania Gupta**

**Dean, School of Education & Director IQAC**

**Editor-in-Chief, Vidya Vimarsh**

# SCHOOL VISION AND MISSION

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## 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

## BEYOND DEGREES: THE URGENT CASE FOR A SKILL-BASED, HUMAN-CENTRED EDUCATION IN INDIA



**Dr. Mudasir Hamid**  
Assistant Professor, School of Education

### Introduction

Walk into any Indian household and you will hear the same story told in different ways. A proud parent shows off their child's engineering or management degree, framed and shining on the wall. Yet behind that frame often lies an uncomfortable truth: months, sometimes years, of joblessness.

Take Priya, a bright engineering graduate. She does well in her exams with 85% marks. Her family expected that a good job would follow. But a year later, she is still unemployed. In interviews, she struggles to apply theoretical concepts to real-world problems, a skill her curriculum never equipped her with. Priya is not an exception; she is part of a generation living the paradox of modern Indian education: a nation of graduates without jobs.

This is not a small issue. According to the India Skills Report 2024, only about 51% of graduates are employable (Economic Survey 2023-24). Meanwhile, data from the Centre for Monitoring Indian Economy (CMIE) shows that graduate unemployment stands at over 17%, far higher than the national average. Shockingly, those without degrees often fare better in securing work.

So, how can a country overflowing with talent also be overflowing with jobless degree-holders? The uncomfortable answer: our education system is fundamentally misaligned with the needs of the real world.

### Caplan's Warning: Degrees Are Not Enough

Economist Bryan Caplan, in his provocative book *The Case Against Education*, argues that much of higher education is about "signaling" a costly way for students to prove

discipline and intelligence rather than genuine skill-building. India's reality seems to echo his critique.

A degree, by itself, does little to guarantee productivity or employability. Employers aren't impressed by paper credentials anymore. They want problem-solvers, communicators, innovators, qualities our traditional classrooms rarely cultivate. Caplan's argument challenges us to ask: If education is not teaching us to think and act, then what exactly are we investing in?

### Beyond Degrees: Education as a Human Experience

We need to rethink education not just as a means to a job, but as preparation for life. True education should help us answer three questions:

How do I make a living?

How do I live with others?

### How do I live with myself?

This requires a shift from rote memorization and grade obsession to skill-based, human-centered learning. Education must nurture curiosity, resilience, empathy, and creativity, the qualities that make us not just good workers, but good human beings.

### The Five Pillars of Transformation

Based on my experiences in classrooms and community engagement, I believe a reimagined Indian education must rest on five strong pillars:

1. **Employability and Economic Independence:** We must close the gap between classrooms and workplaces. This means embedding communication skills, digital literacy, teamwork, and financial literacy into curricula. Mandatory internships, industry-led projects, and skill-development labs should become the norm.
2. **Learning to Live a Balanced Life:** Education should prepare students for life's uncertainties, emotional challenges, relationships, and responsibilities. Mental health awareness and emotional intelligence must be taught as seriously as mathematics. A student who knows how to solve equations but not how to solve conflicts is half-prepared for life.
3. **Being Humane and Ethical Citizens:** We need a generation that values empathy, integrity, and respect for all kinds of work. Imagine an India where a farmer, a technician, and a software engineer all command equal respect for their contributions. That is the society education must build.
4. **Fostering Innovation and Original Thinking:** India cannot afford to remain a consumer of knowledge; we must become



creators. Let students question, research, and invent rather than just memorize. When curiosity becomes the core of education, innovation will follow.

5. Building a Sustainable Future: True progress is sustainable which is socially, economically, and environmentally. Education must instill climate responsibility, ethical business practices, and work-life balance. A “future-ready” generation is one that knows how to thrive without depleting the world around it.

### Technology and the Future of Work

The rise of AI and automation is rewriting the job market. Routine tasks from data entry to even aspects of coding are increasingly being handled by machines. What remains irreplaceable are human skills: creativity, critical thinking, collaboration, and emotional intelligence. This is both a challenge and an opportunity for India. If we redesign our education system now, we can prepare a workforce that thrives in an AI-driven economy. If not, we risk widening the employability gap.

#### Changing the Social Mindset

Perhaps the hardest reform is cultural. Indian society continues to equate respect with degrees and government jobs. But dignity lies not in titles, but in effort and contribution. A skilled carpenter or coder deserves as much respect as a corporate executive.

Until we shed this “degree obsession,” skill-based education will always play second fiddle to paper credentials.

#### Beyond Degrees: Calls to Action

This transformation requires collective responsibility. Here’s how different stakeholders can help:

**Policymakers:** Accelerate NEP 2020’s vision. Fund vocational labs, incentivize apprenticeships, and create a national framework for internships.

**Educational Institutions:** Revamp curricula with industry partnerships. Reward teachers who foster project-based, interdisciplinary learning.

**Students:** Stop chasing degrees for their own sake. Seek skills, experiences, and challenges that sharpen your real-world readiness.

**Parents:** Encourage children to explore beyond traditional career paths. Success is not about “which degree” but about “which skills” your child can bring to life.

### Conclusion

India is at an inflection point. We cannot afford to keep producing graduates without skills, certificates without competence, and hope without opportunities. If Caplan warned us about the emptiness of degrees, the Indian story amplifies it with urgency. Our challenge is not to discard education, but to redefine it and to move beyond degrees and towards a system where learning means growing, and where students graduate as creators, innovators, and empathetic citizens. The question is no longer “How many

degrees can we produce?” but rather “What kind of humans are we nurturing?” Because in the end, true education is not about what we know but it is about what we do with what we know.

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# ALUMNI SPEAKS

## HUMAN SKILLS IN THE AGE OF MACHINES: THE TEACHER'S EMPLOYABILITY ADVANTAGE



**Ms. Mehek Aggarwal**

**B.Ed. (Alumni 2023-25) Teacher at  
Tagore Public School, Gurugram**

The rapid growth of Artificial Intelligence is reshaping the world of work, and education is no exception. In classrooms today, AI-powered tools can prepare lesson plans, evaluate assignments, generate interactive quizzes, and even provide personalized learning suggestions to students. These developments have sparked debates about whether machines might one day replace teachers. However, the truth is that while technology can transform the way we teach, it can never replicate the core human qualities that make educators invaluable. In the age of machines, a teacher's employability depends not only on the ability to adapt to new technologies but also on demonstrating human skills that remain irreplaceable in the learning process. AI excels at processing vast amounts of information, spotting patterns, and automating repetitive tasks. It can help teachers save time and work more efficiently, but it operates within the limits of algorithms and data. What AI cannot do is truly understand a child's emotions, sense the silent struggles of a student, or inspire curiosity through a heartfelt conversation. These tasks require empathy, intuition, and judgment — qualities that are deeply human and rooted in personal connection. The employability advantage of teachers, therefore, lies in their capacity to merge technological know-how with these timeless interpersonal abilities. One of the most valued human skills in education is empathy. Students do not simply absorb information; they respond to relationships. A teacher who notices the hesitation in a shy student's voice or the frustration in their body language can respond in ways that foster trust and motivation. No AI tool, however advanced, can fully replicate this relational sensitivity. In the same way, emotional intelligence allows teachers to navigate the social and emotional complexities of the classroom. Understanding when to push a learner forward and when

to offer reassurance can make the difference between disengagement and success. Alongside empathy, critical thinking remains a crucial skill for educators. AI can provide answers, but it is the teacher who helps students frame the right questions, weigh evidence, and draw their own conclusions. In a world overflowing with information — and misinformation — this ability to guide students in navigating complexity is an asset no machine can replace. Teachers who can model and encourage independent thought are preparing their learners for a future where adaptability and sound judgment will matter more than rote knowledge. Creativity also plays a central role in a teacher's employability in the AI era. Technology offers countless tools, but it is the educator's imagination that breathes life into them. A lesson becomes memorable when it is designed to spark curiosity, connect concepts to real life, and make learning a joyful experience. For instance, an AI application might suggest a simulation for a science topic, but it is the teacher who adapts it to the interests and abilities of the particular group of students in front of them. The human capacity to innovate, improvise, and engage is what transforms digital resources into meaningful learning experiences. Effective communication is another indispensable skill. In education, it is not enough to transmit information; the message must be understood, felt, and acted upon. Teachers communicate not only with students but also with parents, colleagues, and the wider school community. Their ability to explain concepts clearly, mediate conflicts, and collaborate effectively with others adds immense value to their role. Machines may be able to generate written explanations, but they cannot adjust tone, pacing, or emotional emphasis in response to the subtle cues of a real-time conversation. In a diverse and interconnected world, cultural awareness and ethical judgment are equally important. Classrooms today bring together students from varied social, cultural, and linguistic backgrounds. Teachers who can create inclusive learning environments, challenge bias, and promote respect prepare students to thrive in a global society. AI systems, on the other hand, can unintentionally reinforce biases embedded in their training data. It is the teacher's responsibility to ensure that technology is used in ways that promote fairness, equity, and inclusion.

This does not mean that teachers should resist technological change. On the contrary, those who embrace AI as a partner, rather than a threat, enhance their employability significantly. The most future-ready educators are those who can integrate AI tools into their practice while maintaining the human touch. They use technology to automate administrative work, personalize learning pathways,

and provide data-driven insights, freeing themselves to focus on what they do best — connecting with students, inspiring them, and guiding their growth. A teacher who can confidently navigate AI-powered platforms, analyze student performance data, and still deliver compassionate, engaging instruction is far more employable than one who relies solely on either traditional methods or technology alone.

For teachers to remain competitive in the AI era, continuous professional development is essential. This includes not only learning to use emerging tools but also deepening the human skills that set them apart from machines. Participating in EdTech workshops, AI literacy programs, and peer-learning communities can help teachers stay up to date with innovations while sharpening their adaptability. At the same time, reflective practice — the habit of assessing one's own teaching methods, acknowledging what works and what doesn't, and making adjustments — ensures that educators remain responsive to the evolving needs of their students.

Employability is not simply about securing a job; it is about remaining relevant, valuable, and effective in the long term. In the age of machines, the teachers who will thrive are those who see technology as a tool, not a replacement, and who double down on the qualities that only humans can bring to education. These include patience, resilience, humour, and the ability to inspire hope. Machines can simulate certain aspects of teaching, but they cannot build character, nurture dreams, or instill a sense of purpose in young learners.

As someone working in a private school environment, I have seen firsthand how technology can transform teaching when used thoughtfully. AI tools have helped me create

more personalized learning experiences, identify gaps in understanding, and even design creative classroom activities. Yet, the moments that truly stand out — the breakthrough when a struggling student finally grasps a concept, the shared laughter during a group activity, the quiet conversation that restores a child's confidence — happen because of the human connection I share with my students. These are the moments no algorithm can produce.

In the final analysis, AI will continue to evolve, becoming faster, smarter, and more capable. But the essence of teaching — the human-to-human exchange of knowledge, values, and inspiration — will remain beyond the reach of machines. The real employability advantage for teachers in this era lies in the unique blend of human skills and technological adaptability. By embracing innovation while holding firmly to the personal touch that defines great education, teachers can ensure that they remain not only employable but indispensable in shaping the minds and hearts of the next generation.

### Conclusion

In conclusion, while Artificial Intelligence is revolutionizing the educational landscape, it cannot replace the warmth, empathy, creativity, and ethical guidance that only teachers can provide. The employability of educators in this era will depend on their ability to skillfully integrate technology while nurturing the human connections that inspire learning. By embracing AI as an ally and strengthening the distinctly human qualities that make education meaningful, teachers can not only secure their place in the profession but also lead the way in shaping a future where machines support, rather than replace, the human touch in teaching.

## INSIGHTS BY STUDENTS

### FROM EVENTS TO EXPERIENCES: RETHINKING EVENTS FOR DEEPER IMPACT



**Ms. Himanshi**

**Student-Teacher (B.El.Ed. Sem V)**

**Enrolment No. 2311260005**

Across university campuses, events have long been a central aspect of student life—debates, cultural evenings, lectures, competitions, workshops, and more. They bring energy, movement, and a sense of community to an otherwise academic routine. Yet, in recent years, the question has shifted from how many events are happening to how meaningful are they for student growth? The shift from events to experiences is not simply about upgrading the format or investing in better infrastructure; it is about reimagining the entire approach so that each interaction, gathering, or activity leaves a deeper and more lasting impact on students.

The difference between an event and an experience lies in intentionality. An event is something that happens; an experience is something that happens to you and in you—it leaves a mark. For students, this means moving beyond

attendance and entertainment toward active engagement, reflection, and personal growth. This shift demands a more thoughtful design, where the outcome is not just participation but transformation.

### **The Limitations of Traditional Event Thinking**

Many campus events operate within a predictable template—planning committees, promotional posters, a day or two of activity, and then moving on to the next thing. While such events may generate momentary excitement, they often lack continuity or lasting relevance to a student's academic, professional, or personal life. Some common limitations of this traditional model include:

**Passive Participation** – Students often consume rather than co-create, attending as spectators rather than contributors.

**One-off Impact** – Without follow-up or integration into larger learning goals, the effects fade quickly.

**Limited Skill Transfer** – Students may gain exposure but not the practical skills, critical thinking, or problem-solving abilities that are essential in real-world contexts.

In this sense, while events can be enjoyable, they risk becoming isolated moments instead of stepping stones in a student's developmental journey.

### **From Attendance to Immersion**

Reimagining events as experiences means putting students at the heart of the process—not just as audience members but as active participants, decision-makers, and even co-designers. An immersive experience has several key elements:

**Engagement Beyond the Event** – Activities should be linked to pre-event preparation and post-event reflection. For example, a discussion panel could be preceded by preparatory reading circles and followed by small-group debates.

**Sensory and Emotional Connection** – Experiences engage more than just the intellect; they stir curiosity, spark emotions, and create personal meaning.

**Opportunities for Application** – Students should be able to apply what they have learned to real-life scenarios, projects, or community-based initiatives.

When events evolve into immersive experiences, students do not simply “attend” them—they own them, internalize the learning, and often take initiative to carry the conversation forward.

### **Aligning Experiences with Student Learning**

For experiences to have lasting value, they should be aligned with the broader learning ecosystem of the university. This alignment works on three levels:

**Academic Integration** Events can be designed to complement classroom learning. For example, a workshop on sustainable practices can directly connect to a student's environmental science coursework, offering hands-on application of

theories. Such integration bridges the gap between theory and practice, making academic knowledge more tangible.

**Skill Development** Many experiences can be structured to build transferable skills—communication, leadership, problem-solving, and adaptability. For instance, in organizing a university festival, students develop project management abilities, negotiate budgets, and practice conflict resolution. These are competencies valued in any career path.

**Personal Growth** An impactful experience encourages self-reflection and builds resilience, empathy, and self-confidence. When students are challenged to work with diverse peers, navigate uncertainties, or address community needs, they gain perspectives that classroom teaching alone may not provide.

### **The Role of Reflection and Continuity**

One of the biggest differences between an event and an experience is what happens after it ends. In the traditional model, an event concludes when the lights are turned off and the chairs are stacked. In the experiential model, the end of the activity is the beginning of its deeper impact.

Reflection sessions, peer discussions, personal journaling, or follow-up projects help students process what they have learned. This reinforces the key ideas, draws connections to their own lives, and encourages them to act on their insights. Moreover, when experiences are part of a series or ongoing initiative, they create a sense of continuity. Students begin to see how their involvement builds over time into a richer portfolio of skills, memories, and networks.

### **Fostering Ownership and Agency**

Perhaps the most powerful transformation happens when students are given ownership of their experiences. This is not simply about assigning them roles but empowering them to lead, innovate, and make decisions.

Ownership fosters agency—the belief that one can shape outcomes through one's actions. When students are trusted with real responsibilities—budget management, program design, community partnerships—they step into leadership roles naturally. This experience of agency stays with them, influencing how they approach challenges in professional and personal contexts long after graduation.

### **Designing Experiences for Diverse Learners**

Universities are home to students from different cultural, social, and academic backgrounds. Designing inclusive experiences means ensuring that every student can participate meaningfully, regardless of their starting point. This requires:

**Multiple Entry Points** – Allowing students to engage at varying levels, from volunteering to leading.

**Interdisciplinary Approaches** – Encouraging experiences that cut across academic silos, so engineering students may collaborate with art majors, and education students with business students.



Flexibility and Accessibility – Adapting formats to accommodate different schedules, learning styles, and physical or digital access needs.

Inclusivity in experiential design not only broadens participation but also enriches the learning environment for all.

### Measuring Impact Beyond Attendance

If the aim is deeper impact, the measure of success cannot be limited to counting heads in the audience. Universities can consider indicators such as:

Student feedback on learning takeaways and skill growth

Evidence of follow-up initiatives started by participants

Demonstrated application of event learning in academic projects or internships

Peer-to-peer knowledge sharing that emerges afterward

These measures help planners refine future experiences, ensuring they are not only well-received but truly transformative.

### The Long-Term Payoff for Students

When events are reimagined as experiences, the benefits compound over time. Students leave with:

A richer skillset applicable to diverse situations

Deeper networks of peers, mentors, and collaborators

Increased confidence in leading and contributing to meaningful initiatives

A mindset of lifelong learning, where they seek out opportunities not just for entertainment but for growth

These outcomes align with the larger goals of higher education—producing graduates who are not just degree holders but adaptable, reflective, and socially responsible individuals.

### Conclusion

The shift from events to experiences is a call to reframe how we think about student engagement. It is about recognizing that what students need is not a calendar filled with activities but a series of meaningful encounters that challenge, inspire, and prepare them for life beyond the university gates.

When events are designed as immersive experiences—linked to learning objectives, reflective in nature, inclusive in participation, and empowering in execution—they become more than just dates on a schedule. They become transformative moments that shape identities, foster connections, and equip students with the tools to navigate an ever-changing world.

In the end, the question for any campus planner, faculty advisor, or student leader should not be, “What event can we hold next?” but rather, “What experience can we create that will stay with our students long after the day is over?”

## CHRONICLES: SCHOOL EVENTS

### TRAINING PROGRAMME ON IMPROVING STRUCTURE AND QUALITY OF ASSESSMENTS

The Training Programme on Improving Structure and Quality of Assessments was successfully conducted on 02–03 April 2025, jointly organized by the School of Education & IQAC, K.R. Mangalam University, and KIIT College of Education, Gurugram. The two-day programme empowered educators with strategies to design fair, valid, and innovative assessments that enhance learning outcomes. Through expert-led sessions, hands-on activities, and reflective discussions, participants gained valuable insights into improving assessment literacy and aligning practices with the evolving needs of higher education.

The programme featured enriching sessions by Prof. (Dr.) Tania Gupta, Dean, SOED & SOHS and Director, IQAC, KRMU; Prof. (Dr.) Pankaj Aggarwal, Dean, SOET, KRMU; Prof. (Dr.) Indira Bhardwaj, Dean, SOMC, KRMU; Dr. Vineet Dahiya, Controller of Examinations, KRMU; Dr. Anshul Saluja, Assistant Professor, SOED, KRMU; Dr. Kanchan Khatreja, Assistant Professor, SOED, KRMU; Prof. Seema Srivastava, KIIT College of Education; and Dr. Anupam Bansal, Associate Professor, KIIT College of Education. Guided by the vision of



Expert Speaker Prof. Indira Bhardwaj, K.R. Mangalam University discussing the Rubrics for Assessments

patrons Prof. Raghuvir Singh, Vice Chancellor, KRMU, and Prof. Indira Dhull, Director, KIIT College of Education, and convened by Prof. (Dr.) Tania Gupta and Dr. Anshu Radha Aggarwal, Principal, KIIT College of Education, the programme concluded with a strong commitment to strengthening assessment practices and fostering academic excellence.



Expert Speaker Prof. Pankaj Aggarwal, K.R. Mangalam University deliberating on Forms of Assessments.



Expert Speaker Prof. Seema Srivastava, KIIT College of Education deliberating her views on Effective Feedback Mechanisms in Assessment





Expert Speaker Dr. Anupam Bansal, KIIT College of Education, addressing the participants on Assessment Practices.

## ALUMNI TALK ON - EDUCATIONAL CONTENT CREATION TOOLS FOR TEACHERS

The School of Education at K.R. Mangalam University recently hosted an enriching Alumni Talk on “Educational Content Creation Tools for Teachers” on 2nd May 2025. The event featured alumna Ms. Priya Garg, now a TGT Science Teacher, who captivated an audience of student teachers and faculty with live demonstrations of digital tools like Canva, Google Forms, and PowerPoint. Sharing personal teaching experiences, Ms. Garg illustrated how such platforms can make classroom content more

engaging, inclusive, and effective for today’s learners. Participants left empowered with practical ideas for integrating technology in lesson planning, creating interactive assessments, and fostering creativity in their own teaching practices. The highly interactive session was marked by lively discussions, hands-on activities, and sincere appreciation for Ms. Garg’s insights. The talk concluded with a vote of thanks and a call for all educators to continue innovating in the digital age.



Ms. Priya Garg is demonstrating Educational Content Tools to participants



Ms. Priya Garg with SOED faculty members and students.

## ORIENTATION PROGRAMME ON - QUALITY AND ACADEMIC INTEGRITY IN HIGHER EDUCATION

The School of Education, in collaboration with the Internal Quality Assurance Cell (IQAC), K.R. Mangalam University, organized an insightful Orientation Programme on “Quality and Academic Integrity in Higher Education” on 24th April 2025. The programme aimed to raise awareness about the importance of maintaining quality and integrity in academic practices. The event was graced by Prof. (Dr.) Mehraj-ud-Din Mir, Chair Professor, Moti Lal Chair, KRMU, who delivered a powerful lecture rooted in his vast

academic and research experience. His address highlighted key concerns related to ethical conduct, accreditation, and institutional excellence. The programme saw enthusiastic participation from faculty members and student teachers. An interactive Q&A session followed the lecture, allowing attendees to reflect on and Discuss key insights. The event was convened by Prof. (Dr.) Tania Gupta, Dean, SOED & Director, IQAC, and coordinated by Dr. Mudasir Hamid, Assistant Professor, SOED.



Group Photograph of SOED Faculty Members with Prof. (Dr.) Mehraj-ud-Din Mir





Insightful Moments During the Lecture on Academic Integrity.

## 7-DAY FACULTY DEVELOPMENT PROGRAMME

The School of Education, in collaboration with IQAC and Shiksha Shastram Circle, CTPD India, successfully hosted a 7-Day Online Faculty Development Programme (1st–7th May 2025) on the theme:

“Building Excellence: Strategies for Lifelong Learning and Continuous Professional Development in Enhancement of Quality Higher Education.” Highlights: Engaging sessions by eminent speakers like Dr. Yukti Sharma, Prof. Ananda Padhan, Prof. Tapan Kumar Basantia, Prof. Tania Gupta, Prof. Balbir Kaur, and Prof. Indira Dhull. Rich discussions on lifelong learning, research excellence, industry-academia collaboration, teacher innovation, technology integration, and future-ready educators.

Enthusiastic participation from over 190 educators via Zoom and YouTube Live.

Active Q&A, assignments, and feedback to ensure meaningful engagement and learning outcomes.

Special thanks to Prof. Tania Gupta (Convener) and all organizing committee members including Dr. Kanchan Khatreja, Dr. Pooja Verma, Dr. Rachna Sharma (CTPD India), for their seamless coordination and commitment.

The FDP inspired educators to embrace continuous learning, innovation, and collaboration as pillars of academic excellence.





Organizes

**Online Faculty Development Programme**

on

**Building Excellence: Strategies for Lifelong Learning and Continuous Professional Development in Enhancement of Quality Higher Education**

**Our Resource Persons**



**Prof. (Dr.) Yukti Sharma**  
Department of Education Joint Director Institute of Lifelong Learning University of Delhi  
Topic: Foundational Perspectives on Lifelong Learning in Higher Education  
Date: 01 May, 2025



**Prof. (Dr.) Ananda Padhan**  
HOD, School of Education, Apeejay Satya University, Gurugram, Haryana  
Topic: Research Excellence and Academic Writing  
Date: 02 May, 2025



**Prof. (Dr.) Tapan Kumar Basantia**  
Department of Education Central University of Jharkhand, Ranchi, Jharkhand  
Topic: Industry-Academia Collaboration and Professional Networking  
Date: 03 May, 2025



**Prof. (Dr.) Tania Gupta**  
Dean, School of Education Dean, School of Humanities Director IQAC, K.R. Mangalam University, Gurugram, Haryana  
Topic: Leadership, Mentorship, and Faculty Well-being  
Date: 04 May, 2025



**Prof. (Dr.) Sambit Kumar Padhi**  
Head, Department of Education, Guru Ghasidas Vishwavidyalaya (A Central University), Bilaspur, Chhattisgarh  
Topic: Quality Assurance and Accreditation in Higher Education  
Date: 05 May, 2025



**Prof. (Dr.) Balbir Kaur**  
PG Studies Department, School of Education, Shri Guru Ram Rai University, Dehradun, Uttarakhand  
Topic: Pedagogical Innovations Technology Integration  
Date: 06 May, 2025



**Prof. (Dr.) Indira Dhull**  
Director, KIIT College of Education Gurugram, Haryana  
Topic: Future-Ready Educators: Policies, Ethics, and Sustainability  
Date: 07 May, 2025



Date  
**1-7 May, 2025**

**NO REGISTRATION FEES**



Time  
**1:30PM Onwards**



[www.krmangalam.edu.in](http://www.krmangalam.edu.in)

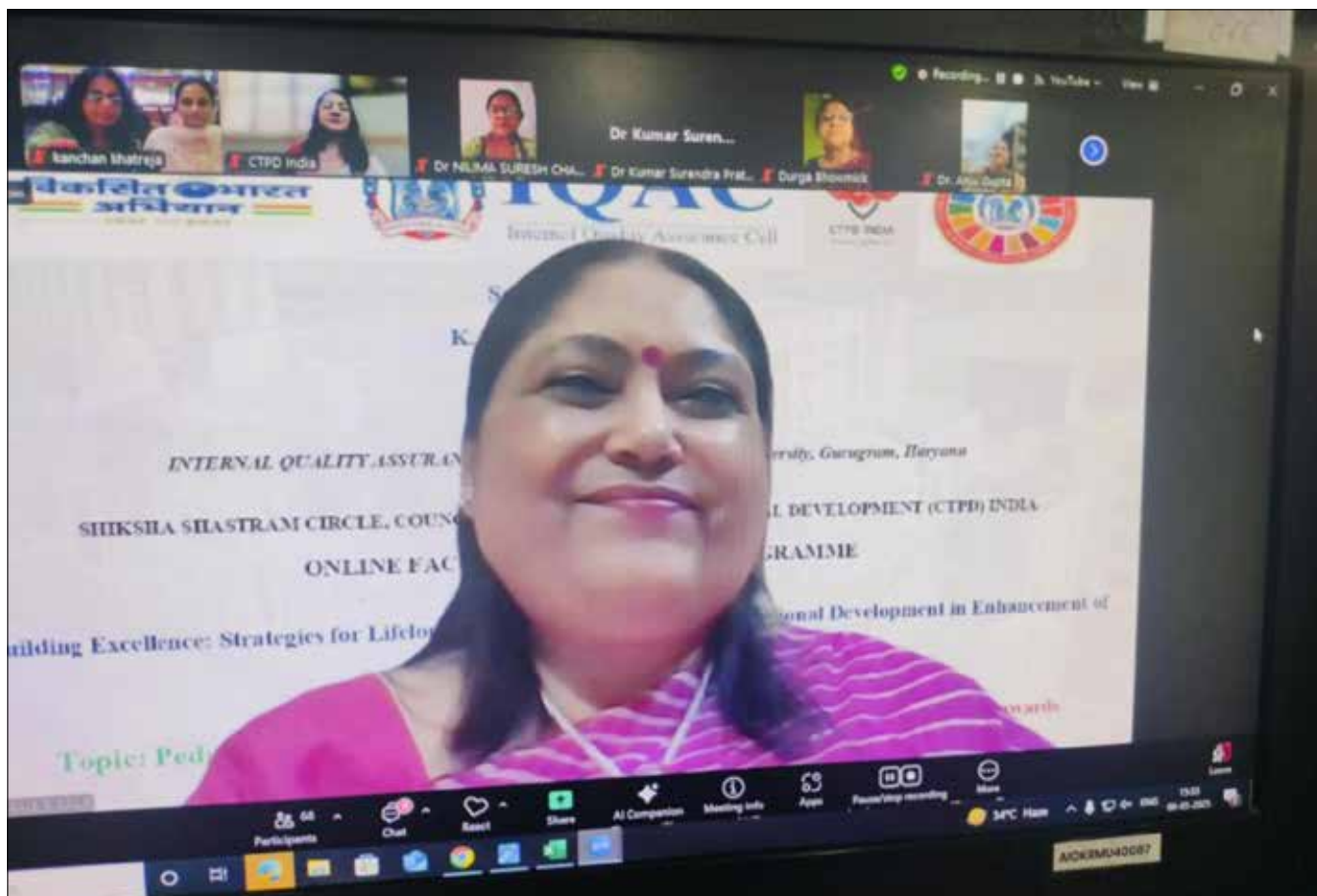


[welcome@krmangalam.edu.in](mailto:welcome@krmangalam.edu.in)

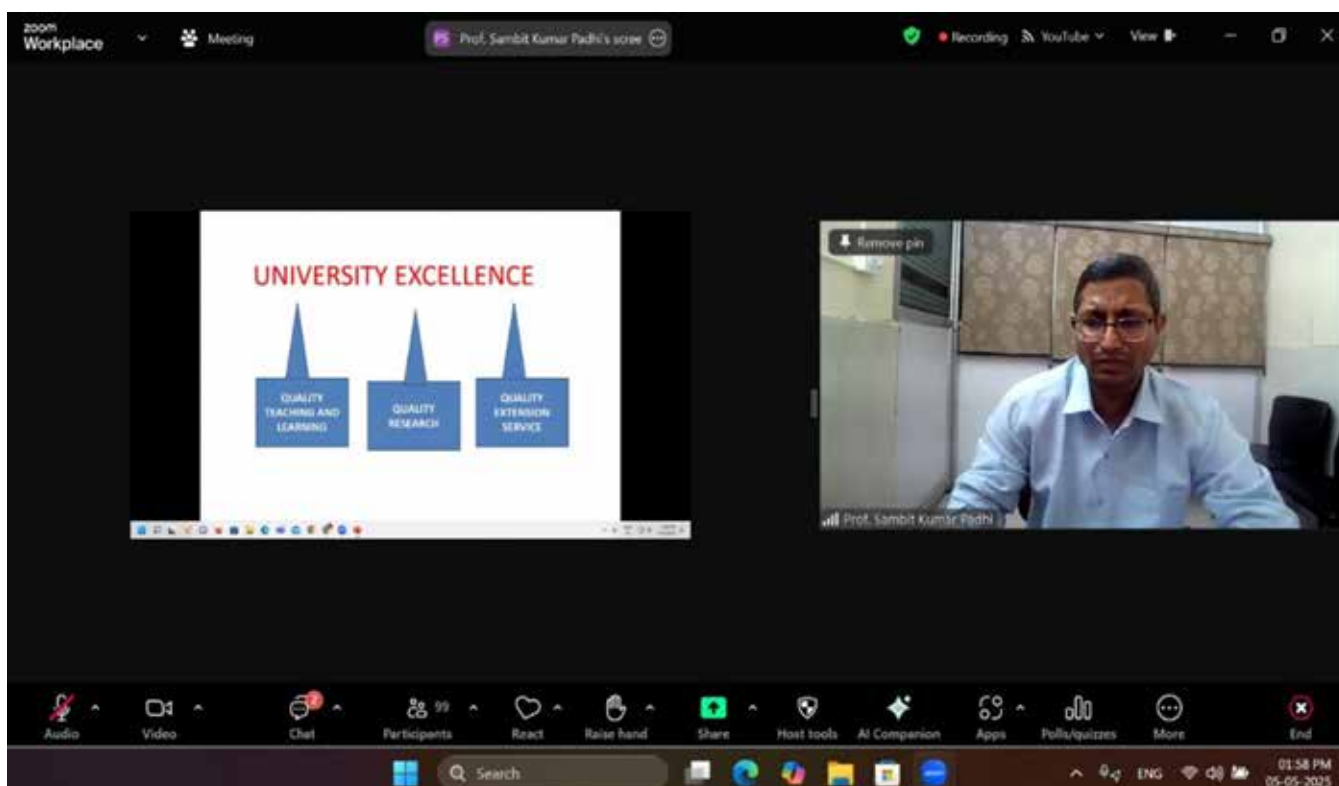


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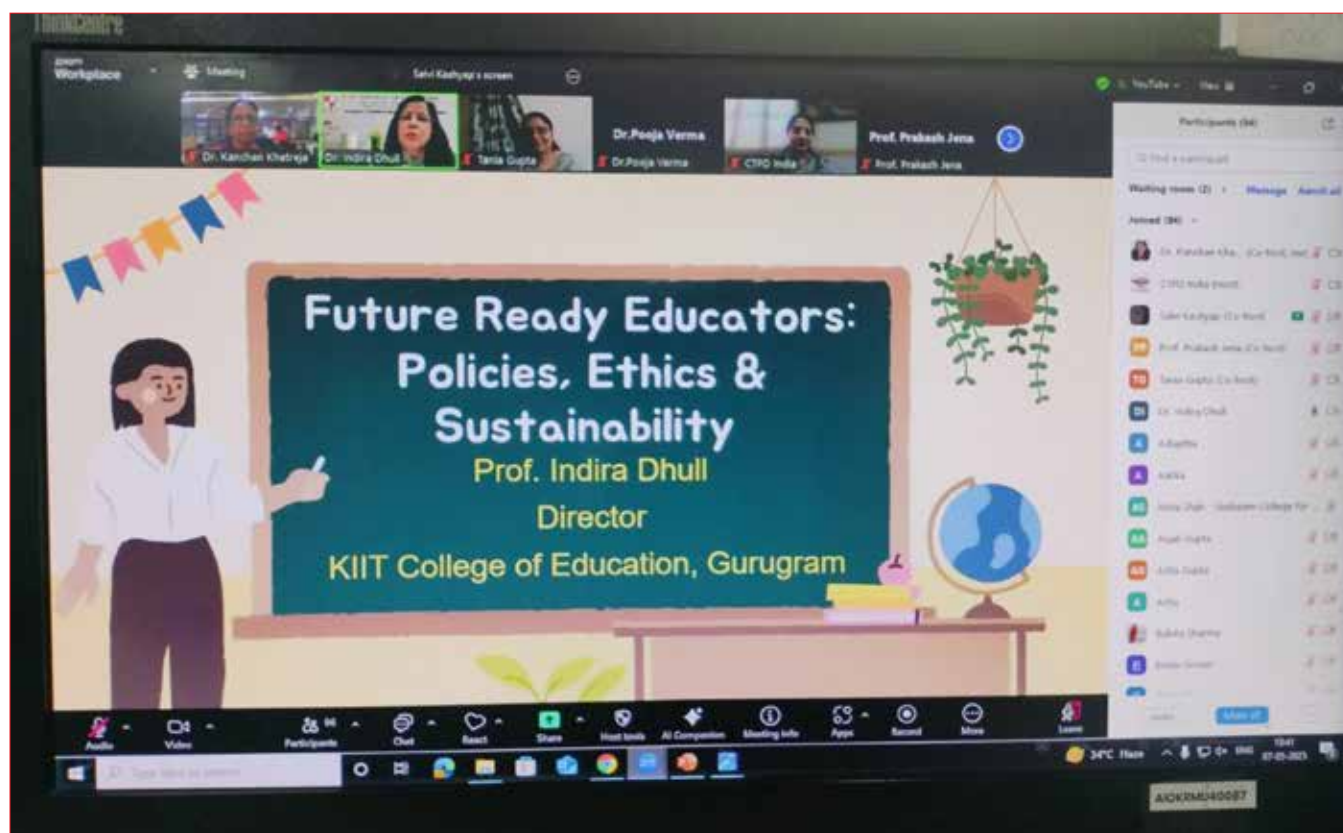




Welcoming FDP Speaker Prof. Balbir Kaur on FDP



Discussion on University Excellence by Prof. Sambit Kumar Padhi



Session on Future Ready Educators: Policies, Ethics and Sustainability by Prof. Indira Dhull



Session expert Prof. Tanja Gupta highlighting key leadership competencies





Session Expert Prof. Anand Padhan explaining means of enhancing research quality.

## BON VOYAGE 2025

The School of Education, K.R. Mangalam University, organized a warm and memorable farewell programme, “Bon Voyage 2025,” on 16th April 2025 in the Dance Room, C-Block, to bid adieu to the Graduating Batch 2024–25. The event commenced at 10:00 AM and was filled with heartfelt wishes, joyful reflections, and

celebratory moments as faculty and students came together to cherish shared memories and mark new beginnings. The farewell created an atmosphere of gratitude, pride, and optimism, leaving an indelible impression on the graduating class as they step forward into their professional and personal journeys.



Session Expert Prof. Anand Padhan explaining means of enhancing research quality.

# COMMUNITY CONNECT

## EXTENSION AND OUTREACH PROGRAMME IN NEIGHBORHOOD COMMUNITY ON PROMOTING ENVIRONMENTAL AWARENESS AND SUSTAINABLE WASTE MANAGEMENT IN LOCAL COMMUNITIES: SCHOOL OF EDUCATION-LED INITIATIVE

The School of Education, K.R. Mangalam University, Gurugram, conducted an Extension and Outreach Programme on “Promoting Environmental Awareness and Sustainable Waste Management in Local Communities” from January to May 2025 in Village Alipur, under the guidance of faculty coordinators Dr. Shikha, Dr. Monika Bishnoi, and Ms. Shalvi Kumari, with the active participation of 30 student-teachers from B.Ed. IV and B.El.Ed. IV, VI & VIII Semesters. Throughout the programme, student-teachers engaged the community through interactive awareness sessions, rallies, demonstrations, and a Nukkad Natak (street play), focusing on eco-friendly practices such as waste

segregation, composting, recycling, and reducing plastic usage. Residents, particularly women and children, actively participated by sharing their experiences and adopting new waste management practices. Baseline and post-surveys revealed significant improvement in environmental awareness and behavioral change within the village, while reflection activities at the university strengthened student-teachers’ experiential learning and social responsibility. The initiative successfully empowered the local community with sustainable waste management solutions and demonstrated the positive impact of school-led outreach in promoting environmental consciousness and community development.



SOED Student-teachers engaging with school students to spread awareness on environmental conservation and sustainable waste practices





Student-teachers promoting environmental awareness through a rally with impactful slogans and placards in Village Alipur.



Dustbins contributed by K. R. Mangalam University as part of the environmental outreach programme in Village Alipur.

## A CASE STUDY ON EXTENSION AND OUTREACH PROGRAMME IN NEIGHBORHOOD COMMUNITY ON - EMPOWERING VILLAGE COMMUNITIES: ADVANCING DIGITAL LITERACY THROUGH OUTREACH AND EXTENSION ACTIVITIES

The School of Education, K.R. Mangalam University, Gurugram, conducted an Extension and Outreach Programme on “Empowering Village Communities: Advancing Digital Literacy through Outreach and Extension Activities” from January to May 2025 in Village Alipur, under the guidance of faculty coordinators Dr. Anshul Saluja and Dr. Kanchan Khatreja, with the active participation of student-teachers from B.El.Ed. V Semester. The initiative was designed to bridge the digital divide in rural communities by equipping residents with essential digital skills to enhance access to government schemes, financial services, online learning, and entrepreneurial opportunities. Following a baseline needs assessment survey of the village, participants were categorized according to age, interest, and current level of digital usage. Student-teachers engaged the community through hands-on training sessions, demonstrations, and awareness workshops, covering areas such as:

- Accessing e-governance services and online applications.
- Using digital payment systems (UPI, mobile banking).
- Safe and responsible internet usage.
- Promoting small businesses through digital platforms and social media.

Special attention was given to empowering women, youth, and marginalized groups, ensuring inclusive participation. Interactive methods such as group discussions, peer learning, and role-play activities enabled villagers to practice new skills in real-life contexts. Post-training surveys and feedback sessions revealed significant improvements in digital awareness, confidence, and application of skills. Women participants reported greater independence in using mobile phones for digital payments and accessing welfare schemes, while local entrepreneurs gained insights into promoting their products online.

Reflection sessions at the university provided student-teachers with valuable experiential learning in community engagement, capacity-building, and social responsibility. The programme successfully fostered a sustainable digital ecosystem in the village by encouraging continued community participation, peer mentoring, and linkages with local institutions. It demonstrated the transformative role of educational institutions in promoting digital empowerment and highlighted how outreach and extension activities can bridge the digital divide, leading to economic independence, social inclusion, and enhanced quality of life in rural communities.



Students explaining the questions of pre training questionnaire



Explaining about digital tools importance





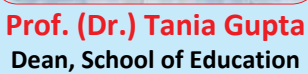
Students clearing doubts related to digital tools



Interacting with community members and discussing about usage of digital tools



Hands on experience of using digital tools



**Invited as Panellist for National Psychology Conclave  
on - Indian Psychology and Mental Health: A  
Paradigm Shift in Education and Practice organized  
by School of Psychology & Education, Rishihood  
University, Haryana on 5 April 2025.**





**INVITED AS EXPERT AND DELIVERED A SESSION ON EXPERIENTIAL LEARNING AND INTERDISCIPLINARY RESEARCH INTEGRATION IN AGRICULTURAL EDUCATION” DURING FDP ORGANIZED BY THE SCHOOL OF AGRICULTURAL SCIENCES & IQAC , K.R. MANGALAM UNIVERSITY ON 11 APRIL 2025**



**INVITED AS CHIEF GUEST IN THE CONVOCATION CEREMONY OF UNNATI TEACHER TRAINING PROGRAMME HOSTED BY PW GURUKULAM SCHOOL, GURUGRAM ON 26 APRIL 2025.**



## INVITED AS EXPERT AND DELIVERED A LECTURE ON “PROFESSIONAL ETHICS: UPHOLDING STANDARDS IN ACADEMICS” ORGANIZED BY THE SCHOOL OF MEDICAL AND ALLIED SCIENCES, K.R. MANGALAM UNIVERSITY ON 26 APRIL 2025.



## INVITED AS SESSION CHAIR IN NATIONAL SEMINAR ON “NEXT GENERATION MEDICINE AND IP STRATEGY” ORGANIZED BY SCHOOL OF MEDICAL AND ALLIED SCIENCES, K.R. MANGALAM UNIVERSITY IN COLLABORATION WITH HARYANA STATE COUNCIL FOR SCIENCE, INNOVATION, AND TECHNOLOGY, GOI ON 6 MAY 2025.

<b>School of Medical &amp; Allied Sciences</b> <i>(in collaboration with IPR, Legal &amp; Ethical Matters Cell and KEIC Foundation)</i> <b>Organizes</b> <b>One Day National Seminar</b> <b>on</b> <b>Next-Generation Medicine and IP Strategy</b> <b>(NEXMED-IP 1.0)</b> <b>Sponsored by</b> <b>Haryana State Council for Science, Innovation and Technology, Government of Haryana</b> <b>6<sup>th</sup> May 2025, Tuesday 09:00 AM to 4:00 PM</b> <b>Venue: Multipurpose Hall, Aryabhata Block.</b>	
<b>PROGRAM SCHEDULE</b> <b>REGISTRATION 09:00 am to 10:00 am</b> <b>INAUGURATION 10:00 am to 10:35 am</b>	
10:00 am - 10:05 am	Welcome by EMCEE Dr. Parakh Basit and Ms. Santosh Mishra
10:05 am - 10:10 am	Inviting the Honorable Guests on Dias
10:10 am - 10:15 am	Lamp Lighting & Saraswati Vandana
10:15 am - 10:20 am	Inaugural Address by Prof. (Dr.) Hemu Choudhary, Dean, School of Medical & Allied Sciences, K.R. Mangalam University
10:20 am - 10:25 am	Inaugural Address by Prof. (Dr.) Anshika Prakash Aggarwal, Director, KEIC Foundation at KRMU
10:25 am - 10:30 am	Address by Prof. (Dr.) Raghuvar Singh Vice-Chancellor, K.R. Mangalam University
10:30 am - 10:35 am	Address by Shri Abhishek Gupta, Pro-Chancellor, K.R. Mangalam University

<b>SCIENTIFIC SESSION-I</b>			
10:35 am - 11:15 am	IPR, Its Importance and Supporting Schemes in India	Mr. Satish Kumar Assistant Director, Office of Development Commissioner (MSME), Ministry of Micro Small & Medium Enterprises, Government of India	Session Chair Dr. Indrajit Kaur, Chairperson, IPR Cell
11:15 am - 11:55 am	An Overview of Intellectual Property Rights	Dr. Rahul Taneja Scientist B, Haryana State Council for Science, Innovation and Technology, Directorate of Science and Technology (Haryana), and Registered Patent & Trademark Agent	Session Chair Prof. (Dr.) Virendra Tyagi Dean Academic, KRMU
<b>HIGH TEA (11:55 am to 12:10 PM)</b>			
12:10 pm - 12:50 pm	Next generation therapeutics: hope or hype??	Dr. Rajdeep Dhal Project Research Scientist-III, Centre for Immunobiology and Immunotherapy, BRIC-Translational Health Science and Technology Institute (THSTI), DBT, Government of India	Session Chair Dr. Sonam Raj, Dean, Research
<b>LUNCH</b> <b>12:50 pm to 01:30 pm Venue: Moot Court</b> <b>POSTER PRESENTATION COMPETITION</b> <b>01:30 pm to 02:00 pm Venue: 3<sup>rd</sup> Floor, Aryabhata Block</b> <b>Jury Member: Dr. Sucheta &amp; Dr. Khalid Basbir Mir</b>			
<b>SCIENTIFIC SESSION-II</b>			
02:00 pm - 02:40 pm	Medical device's Indigenous safety data very focused in achieving ATMANIRBHAR BHARAT	Dr. V. Kalasehvan Senior Principal Scientific Officer, Indian Pharmacopoeia Commission (IPC), Ministry of Health & Family Welfare, Govt. of India, Ghazipur, U.P., India	Session Chair Prof. (Dr.) Tania Gajra, Director, KRMU
02:40 pm - 03:20 pm	Molecule to Market: Power of Pharma Analytics and AI	Mr. Vikas Dhal Associate Director, New Product Development - MIDAS, Global Market Insights - IQVIA, Gurgaon 122003, Haryana, India	Session Chair Dr. Shweta A. Bansal, Member, IPR Cell
<b>VALEDICTORY SESSION</b> <b>(Announcement of Winners for Poster/Oral Competition)</b> <b>Ms. Hemu Yadav and Ms. Meenakshi Attri</b> <b>03:20 pm - 03:30 pm</b> <b>VOTE OF THANKS</b> <b>(Dr. Khalid Basbir Mir)</b> <b>03:30 pm - 03:45 pm</b>			



**Invited as Expert Speaker on 15 May 2025 and deliberated on the topic “Focus of Higher Education in 21st Century”, an Online Training programme on ‘NEP Orientation & Sensitization’ under the Malaviya Mission Teacher Training Programme (MMTTP) from 28 14-23 May, 2025, STRIDE, IGNOU, New Delhi.**



**Invited as Expert Speaker on 19 May 2025 and deliberated on the topic “Student Diversity & Inclusive Education”, an Online Training programme on ‘NEP Orientation & Sensitization’ under the Malaviya Mission Teacher Training Programme (MMTTP) from 14-23 May, 2025, STRIDE, IGNOU, New Delhi.**



**Invited as Expert Speaker and delivered an address on “Differentiated Teaching Strategies for Diverse Learners” on 21 May 2025 by the School of Humanities & IQAC, K.R. Mangalam University.**



**Invited as Keynote Speaker by Maharishi Dayanand Vidyapeeth Intermediate College, Ghaziabad and conducted a session on 24 May 2025 for PRT, TGT and PGT teachers on the topic” Learning How to Learn: Making Education Holistic, Enjoyable and Engaging”.**





**Invited on 23 May 2025 as an Expert Speaker on the topic “Role of IKS in Global Education” during one-week FDP on IKS organized by School of Basic and Applied Sciences & IQAC,**

**K. R. Mangalam University**



**Convened and organized successfully the National Level UGC “NEP Orientation and Sensitization Programme” from 4-13 June 2025 in collaboration with MMTTC, DAVV Indore**





## Online NEP - Orientation and Sensitization Programmes

Organized by Malviya Mission Teachers Training Centre,  
Devi Ahliya Vishwavidyalaya, Indore in Collaboration with  
K.R. Mangalam University, Sohna Road, Gurugram, Haryana

### ORGANIZING COMMITTEE



**PROF. RAGHUVIR SINGH**  
Vice Chancellor  
K.R. Mangalam  
University, Gurugram



**PROF. NAMRATA SHARMA**  
Director  
MMTTC  
DAVV, Indore



**PROF. TANIA GUPTA**  
Director IQAC  
K.R. Mangalam  
University, Gurugram

### Registration Process

Please Fill the Form for Registration using below link or By  
Scanning the QR Code  
<https://mmc.ugc.ac.in>  
Registration Manual  
<https://mmc.ugc.ac.in/S/MTTP%20User%20Manual%20Participants.pdf>  
(No Registration Fee)

**Eligibility:** - This programme is for Any faculty member from any subject/discipline, any designation and having any nature of appointment i.e Full Time, Part Time, Contractual, Adhoc, Temporary, Guest, along with Research Scholars, Research Assistant, Research Associates.

Scan to  
Registration



@ugcasindore@gmail.com    0731 - 2467065    www.brdindoreuniv.in





## Online NEP - Orientation and Sensitization Programmes

Organized by Malviya Mission Teachers Training Centre,  
Devi Ahliya Vishwavidyalaya, Indore in Collaboration with  
K.R. Mangalam University, Sohna Road, Gurugram, Haryana

### PROGRAM VISION

To build competencies in the faculty for better teaching, learning and research by exposing them to Indian values, updating knowledge and skills, and aligning teaching, learning and research with the needs of society and NEP 2020.

### THEMES COVERED

- Holistic and Multidisciplinary Education
- Indian Knowledge Systems
- Academic Leadership, Governance, and Management
- Higher Education and Society
- Research and Development
- Skill Development
- Student Diversity and Inclusive Education
- Information and Communication Technology

### PROGRAM VISION

1. Every day only 2 Session of 90 Mins will be there for specific 8 day from the given duration. Attendance in every session is mandatory.
2. An online assessment test consisting of MCQ will be taken on the Last Day.
3. Each participant is required to actively participate in all sessions.
4. Upon successful completion of the 8-day program and passing the assessment test, an online certificate will be awarded.

### Program Dates :

**04-06-2025 to 13-06-2025**  
**Timing : 02:00 PM to 05:00 PM**

### PROGRAM SCHEDULE

\*\* This Course is equivalent to Short Term Course and will be considered in CAS requirement \*\*

@ugcasindore@gmail.com    0731 - 2467065    www.brdindoreuniv.in

**Contributed as Content Writer and published on 10 June 2025, the following Self-Learning Material in Economics and in Mathematics for Secondary and Senior Secondary Classes for Board of Open Schooling and Skill Education (BOSSE), Sikkim.**

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**Awarded the Best Paper Presentation under the Faculty Category at the International Conference on Recent Trends in Management, Engineering, and Technology (ICMET 2025). The award recognizes her research paper titled "Emerging Trends in Mathematics Education: Integrating Technology, Equity and Critical Pedagogy", presented on April 29-30, 2025**



**Dr. Kanchan Khatreja**  
Assistant Professor  
School of Education



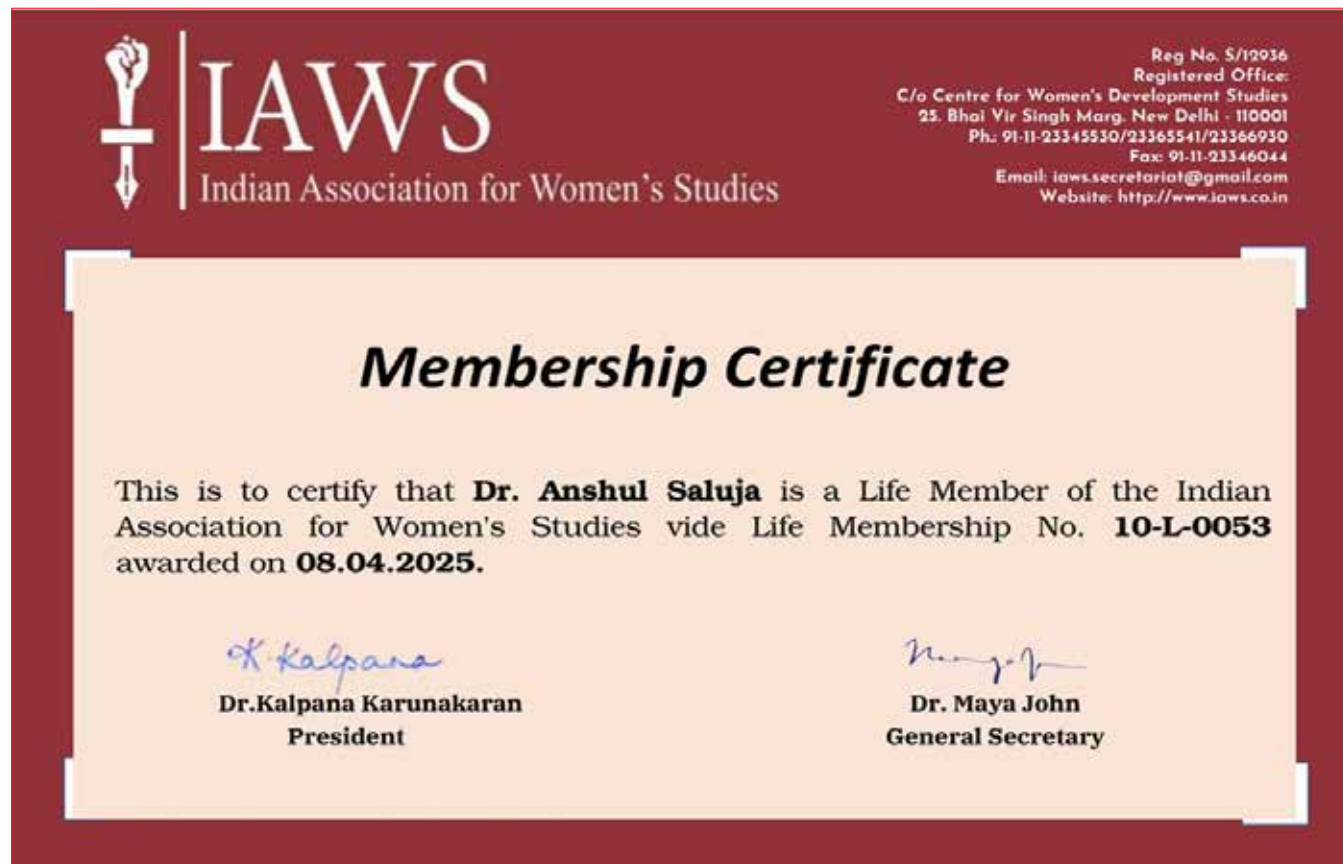


**Successfully volunteered in the Vidyanjali Program, contributing her expertise in teaching vocational skills at MCD Pratibha Vidyalaya (Co-ed), GP-Block, Pitampura, Delhi, from April 2 to April 30, 2025. Her efforts are recognized and appreciated by the Ministry of Education, encouraging her continued participation in initiatives that empower students**



**Dr. Anshul Saluja**  
Assistant Professor  
School of Education

## Joined Indian Association for Women's Studies as Life time Member



Attended Short Term Training Program on “Artificial Intelligence & Internet of Things: From Theory to Practice” conducted by MMTTC, IIT Patna from April 21 to April 26, 2025.





**Dr. Monika Bishnoi**  
Assistant Professor, School of  
Education

**Successfully completed Training Programme on 'Improving Structure and Quality of Assessments' organised by School of Education, K.R. Mangalam University in collaboration with Internal Quality Assurance Cell (IQAC), K.R. Mangalam University & KIIT College of Education, Gurugram held on 2nd-3rd April 2025.**



**Successfully participated in 7-day National Workshop on Indian Knowledge system organised by Department of Sanskrit, Deshbandhu Mahavidyalaya Chittaranjan, in collaboration with Department of Sanskrit, Kulti College, Asansol from 16th-22nd April 2025.**





**Participated in 5-day FDP on 'Research Methods and Data Analysis Using SPSS' organised by Department of Management Studies, Swami Keshvanand Institute of Technology, Management & Gramothan, Jaipur (Rajasthan) held on 26th-30th May 2025.**



**Dr. Shikha**

Assistant Professor, School of  
Education





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# ENRICHMENT ACTIVITIES: SCHOOL EXPOSURE AND ENGAGEMENT

As a part of their professional training, the B.El.Ed. students of Semester IV and VI undertook the School Exposure, Community Living, and Engagement Programme from 28th April to 9th May 2025 at Government Girls Middle School, Village Alipur, Sohna, District Gurugram. This programme, conducted in phases under the guidance of faculty members, provided student-teachers with an opportunity to bridge theoretical knowledge with practical school experiences while developing deeper insights into the functioning of schools and communities.

During the School Attachment phase, students observed classroom teaching, use of ICT in lessons, student participation, and classroom management techniques. They also engaged in teaching different subjects across classes, participated in sports, cultural activities, and maintained observation records of their experiences. In the Community

Living component, students worked closely with the local community, prepared school development plans, conducted cultural and safety education programmes, and understood community perspectives and aspirations regarding education. Further, during the School Engagement II programme, students actively conducted awareness sessions on Beti Bachao Beti Padhao, health and hygiene, nutritious diet practices, and water conservation. They interacted with the village Panchayat and families to learn about their lifestyle, beliefs, and traditions, while also taking community feedback for improving school-community partnerships. These engagements not only enhanced their professional competencies and reflective practices but also nurtured a sense of social responsibility, inclusivity, and commitment towards the larger goals of education as envisaged in the NCTE framework.

## GLIMPSES



Student-teacher conducting an interactive lesson with active student participation.





Student-teachers presenting a thought-provoking skit on Beti Bachao, Beti Padhao, spreading awareness about the importance of girls' education and gender equality.



Student-teacher delivering a lesson with focused classroom interaction.





Student-teacher delivering a lesson



Student-teacher delivering a lesson



Student-teachers engaging the classroom

# KNOWLEDGE IN PRINT: LATEST PUBLICATIONS

## FACULTY

Faculty Name	Publications
<b>Prof. (Dr.) Tania Gupta, Dean, School of Education &amp; Director IQAC</b>	<p>Khatttri, D. &amp; Gupta, T. (2025). Streamlining Futures: A Literature Review on Career Counselling and the Use of Psychometric Tests in Educational Stream Selection. <i>Acta Scientiae</i>, 26(2), 334–345, Lutheran University of Brazil. SCOPUS -Indexed, Q2 Journal. ISSN:1517-4492.</p> <p>Man Mohan &amp; Gupta. T. (2025). Enhancing Mathematical Problem-Solving in Diverse Learners Using Constructivist Approaches. <i>International Journal of Environmental Sciences</i>, Vol 11(9), 582-592. SCOPUS -Indexed, Q4 Journal. ISSN: 2229-7359.</p> <p>Kumar, S. &amp; Gupta, T. (2025). The Impact of Teaching Calculus through Vedic Mathematics Techniques on Problem-Solving Skills of Students – An Analysis. <i>International Journal of Environmental Sciences</i>, Vol 11(9), 576-581. SCOPUS -Indexed, Q4 Journal. ISSN: 2229-7359.</p> <p>Bihari, S. &amp; Gupta, T. (2025). Teachers' Attitudes towards Mobile Learning: Exploring Impacts and Challenges in Senior Secondary Schools. <i>Educational Administration: Theory and Practice</i>, 30(6), 5141–5146. SCOPUS -Indexed Journal. ISSN: 2148-2403</p> <p>Sharma, N. &amp; Gupta, T. (2025). Cross-Cultural Hermeneutics: Comparing Western and Indian Interpretive Models in Understanding Female Divinity. <i>Annals of the Bhandarkar Oriental Research Institute</i>, CV (2), 237-244. UGC CARE Group 1 Journal. ISSN: 0378-1143.</p> <p>Man Mohan &amp; Gupta, T. (2025). The Need for Innovation in Teacher Education Programs in the 21st Century: Best Practices and Challenges in Creating Inclusive Classrooms. <i>ShodhKosh: Journal of Visual and Performing Arts</i>, Vol. 5(5), 491–495. UGC CARE Listed Journal. ISSN: 2582-7472.</p> <p>Khatttri, D. &amp; Gupta, T. (2025). Mapping Career Interests in Secondary School Students Using the RIASEC Model: Single vs Multiple Dominant Types. <i>Annals of the Bhandarkar Oriental Research Institute</i>, CV (2), 228-236. UGC CARE Group 1 Journal. ISSN: 0378-1143. Gupta, T. (2025). <i>Narratives of Change: Exploring Elementary Education through Research</i>. Crosby Books (Imprint) Published by EZ Education, India. ISBN: 9789391654979.</p>
<b>Dr. Anshul Saluja</b> Assistant Professor, School of Education	Published a paper: Saluja, A. (2025). Inclusive Global Education Policy: Strategies, Challenges AND Evolving Frameworks. <i>International Journal of Environmental Sciences</i> , 1248-1259. <a href="https://doi.org/10.64252/pc2twd70">https://doi.org/10.64252/pc2twd70</a> (Scopus Indexed)
<b>Dr. Kanchan Khatreja</b>	<p>Published a paper: Khatreja, Kanchan. <i>Emerging Trends in Mathematics Education: Integrating Technology, Equity, and Critical Pedagogy</i>. <i>International Research Journal on Advanced Engineering and Management</i>, e-ISSN: 2584-2854, Vol. 3, Issue 5, May 2025, pp. 1736–1743.</p> <p>Published a Book Chapter: Khatreja, Kanchan. Role of Artificial Intelligence in Research in Scopus Indexed Book entitled <i>Progressive Computational Intelligence, Information Technology and Networking (Conference Proceedings)</i>, ISBN 978-1-04109-427-2, CRC Press, June 30, 2025.</p>
<b>Dr. Mudasir Hamid</b>	<p>Published a paper: Mudasir. A., &amp; Hamid, M., Female Literacy and Sex Ratio: A District-Wise Study of Kashmir Division. <i>International Journal of Research Publication and Reviews</i>. Vol 6, Issue 6, pp 2812-2817. ISSN No. 2582-7421.</p> <p>Published a paper: Hamid. M., &amp; Mudasir, A., (2025). Technology Integration For Inclusive Education: Opportunities and Challenges. Vol. 05, Issue 06. ISSN No. 2583-1062.</p>



# PAPER PRESENTATIONS

## FACULTY

Faculty Name	Paper Presentations
Prof. (Dr.) Tania Gupta, Dean, School of Education & Director IQAC	Presented paper entitled <b>“Unravelling the Selves Entwined with Doping: An Interpretative Phenomenological Analysis”</b> in 34th Annual Conference of Sports Psychology Association of India- International Conference on Psychology for Sporting Success: Enhancing Performance and Wellness, organized by Manipal University Jaipur, from 17-18 April 2025.
Dr. Anshul Saluja  Assistant Professor  School of Education	Presented paper entitled <b>“Media Education as a Means for Ensuring Sustainability and Innovation in Incorporating IKS”</b> in 3-Day International Conference on “Connect 360: Sustainability & Innovation Incorporating Indian Knowledge System” organized by School of Journalism and Mass Communication, K. R. Mangalam University in collaboration with Department of Design and Innovation, Jamia Milia Islamia from 15-17 April 2025.  Presented paper entitled <b>“Embracing Technology &amp; Innovations for Educational Entrepreneurship: Paving the Way for a Greener Future”</b> in the International Conference on “Innovative Technologies for Sustainable Business Transformation (ITSBT-25)” organized by K. R. Mangalam University in collaboration with University of Sydney, Jammu and Kashmir Economic Association, S.S. International and Belarus State Economic University on 12 April 2025.
Dr. Kanchan Khatreja  Assistant Professor  School of Education	Presented paper entitled <b>“Construction and Standardization of Parenting Style Scale”</b> in International Conference on Multidisciplinary Approach to Humanities and Social Sciences Organized by School of Liberal Arts, Noida International, University, Greater Noida on 17-18 June 2025
Dr. Shikha  Assistant Professor  School of Education	Presented paper entitled <b>“Philosophical Explorations of yogic principals in language and literature”</b> in ICPR sponsored two-day international seminar on celebrating International Day of Yoga 2025, exploring the philosophy of yoga: the pursuit of health, happiness, harmony and beyond. organised by the Department of Philosophy in collaboration with IQAC, Lilabati Mahavidyalaya, Jateswar, Alipurduar West Bengal, India, from 22-23 July 2025
Dr. Monika Bishnoi, Assistant Professor, School of Education	Presented paper entitled <b>“Role of Ayurveda, Yoga and Traditional Sciences in Vocational Education and Skill Development”</b> in National Seminar on Antyodaya: Reaching the Last Mile- Strategies for Inclusive Development organized by MDU Centre for Professional and Allied Studies, Gurugram (sponsored by R.K. Foundation Fund, DSW, MDU-Rohtak) on 25 <sup>th</sup> May 2025.
Dr. Pooja Verma, Assistant Professor, School of Education	Presented paper entitled <b>“Multilingualism: An intercultural competence for Science classroom”</b> in International Conference on Multidisciplinary Approach to Humanities and Social Sciences Organized by School of Liberal Arts, Noida International, University, Greater Noida on 17-18 June 2025



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