



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

SCHOOL OF EDUCATION

VIDYA VIMARSH

NEWSLETTER JULY TO SEPTEMBER- 2025



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EDITORIAL

Welcome to 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 endeavors, 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,

Prof. (Dr.) Tania Gupta

Editor-in-Chief, Vidya Vimarsh

Dean, School of Education

Dr. Kanchan Khatreja and Dr. Anshul Saluja

Assistant Professor, SOED (Editors)

Sulakhani

SOED (Student Editor)

Dr Shikha Dutt Sharma

IQAC Coordinator

MESSAGE FROM THE LEADERSHIP



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,

It is a privilege to welcome you to this vibrant edition of Vidya Vimarsh, the School of Education's quarterly newsletter—a creative tapestry capturing our journey of progress, spirit, and innovation. Within these pages, you'll encounter stories that represent more than milestones—each thoughtful lesson, classroom breakthrough, outreach event, and collaborative project forms part of a greater legacy of reimagining education. Vidya Vimarsh is not just a publication, but a living mosaic reflecting your intellectual energy and the dynamic culture of our academic community.

Our commitment to higher order thinking skills, divergent classrooms, and creative teaching strategies supported by inclusive practices, new digital tools, and the advancements of —continues to inspire excellence. With NEP 2020 guiding our emphasis on outcome-based, adaptable learning, our faculty and alumni exemplify passion and purpose, lighting the way for innovative educators of tomorrow. Explore this edition, celebrate our collective growth, and let your curiosity challenge boundaries because together, we build spaces where ideas flourish and the future of education take shape. This edition of Vidya Vimarsh opens a door to discovery inviting you to explore new ideas, celebrate collective achievements, and dream beyond the conventional. Let it ignite your courage to ask bold questions, to innovate fearlessly, and to build learning environments as vibrant and diverse as the world itself. To every one of you thank you for being the heartbeat of this journey. Together, let's continue crafting the future of education, filled by imagination and guided by inspired ideas.

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,

Step into this edition of Vidya Vimarsh with a sense of possibility and excitement, where fresh ideas take shape and educational excellence is celebrated at every turn. Here, visionary thinking and creative energy drive a community that is always moving forward, embracing the future of learning. Within these pages, discover how our shared commitment to growth, innovation, and the relentless pursuit of knowledge continues to energize our School of Education. The School of Education stands as a living laboratory, where chalkboards meet digital boards, theory interacts with immersive fieldwork, and every lesson is a dialogue between tradition and innovation. Collaborative MoU projects, outreach initiatives, and the integration of advanced digital pedagogies such as game-based learning, simulation tools, and interactive museum experiences shape our learners into educators who are professionally adept, socially responsible, and globally connected. Reflection, inclusivity, creativity, and excellence are at the core of our vibrant learning ecosystem, as showcased by them. I am deeply proud of the passion, curiosity, and resilience demonstrated by our faculty and student-teachers; may they always embrace the spirit of lifelong learning and drive educational advancement forward. Let Vidya Vimarsh continue to be more than a newsletter let it become a movement of creative ideas, evolving skills, and a testament to the power of education to shape brighter futures

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.

It brings me sincere pride to share a few reflections with you in this edition of Vidya Vimarsh, a true mirror of the passion and purpose that define our School of Education. Each day, our classrooms come alive with curiosity, questions, and the joyful sound of learning as students embrace their journey towards becoming educators. What sets us apart is our commitment to learning together—faculty, students, and our broader community—as we constantly innovate and collaborate for inclusive, meaningful education. Whether through dynamic partnerships, digital pedagogy, or creative outreach, we celebrate the spirit of discovery and shared growth in all we do. Smart Classroom—the heartbeat of inclusive, interactive, and technology-enhanced learning. In this transformative space, curiosity meets digital innovation, hands-on experimentation flourishes, and teaching practices are continuously redefined to foster meaningful engagement for all learners. Here, advanced digital tools, adaptive learning platforms, and collaborative methods work together to ensure every student’s voice is valued, and both educators and learners become co-creators in the journey of education. Thank you to our dedicated student-teachers and faculty for making this school vibrant may the joy of learning and uplifting one another always guide our path forward.

Prof. (Dr.) Tania Gupta

Dean, School of Education & Director IQAC
Editor-in-Chief, Vidya Vimarsh

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.

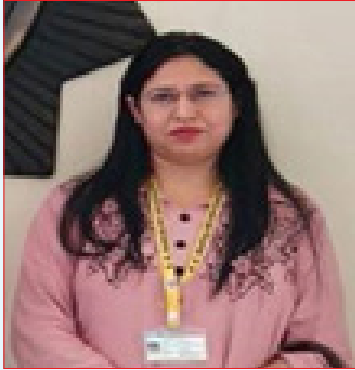
School Mission

- 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

MODERN TRENDS IN INDIAN EDUCATION AND THEIR IMPACT INTRODUCTION



Dr. Shikha

**Assistant Professor, School of Education
K.R. Mangalam University**

The Indian education system has been undergoing a significant transformation in the 21st century, driven by technological advancement, policy reforms, and the evolving needs of a global knowledge economy. With more than 248 million students and nearly 9.8 million teachers across the country (UDISE), India hosts one of the world's largest and most diverse education systems. Over the last decade, the system has increasingly shifted from traditional, exam-centric, teacher-dominated pedagogies toward more dynamic, technology-enabled, and learner-centric approaches. Considerable infrastructural developments further reinforce this shift. For instance, the proportion of schools equipped with computers has increased from 38.5% in 2019–20 to 57.2% in 2023–24, while the availability of internet facilities in schools rose from 22.3% to 53.9% in the same period (Economic Survey 2024-25). These figures reflect not only infrastructural expansion but also the commitment to integrate digital ecosystems into formal education.

Simultaneously, the rapid rise of the digital learning market in India, valued at USD 4.20 billion in 2024 and projected to grow nearly eightfold by 2033 (PTI), indicates a paradigm shift in how educational content is delivered, accessed, and consumed. The introduction of the National Education Policy (NEP) 2020 further accelerates this evolution by advocating holistic, multidisciplinary, skill-oriented, and technology-enabled learning environments. Collectively, these developments signal a decisive move toward modernizing Indian education in alignment with global educational trends.

2. Major Modern Trends in Indian Education

a. Digital Learning: Digital learning has emerged as one of the most transformative trends in India. With increasing internet penetration and affordable mobile devices, students now access e-content, virtual classrooms, podcasts, interactive modules, and open educational resources (OERs) seamlessly. Digital platforms complement classroom learning by offering flexibility, multimodal content, and self-paced learning opportunities. This democratizes access to quality educational resources, especially for learners in rural or marginalized communities who may lack exposure to advanced materials otherwise available only in urban settings.

b. NEP 2020 Reforms: The NEP 2020 represents a landmark policy that redefines the vision of education in India. It emphasizes conceptual clarity, experiential and competency-based learning, early childhood care, flexibility in subject choices, vocational integration, multilingualism, and the use of technology across all stages of education. With structural changes such as the 5+3+3+4 curricular design, the policy encourages holistic development and interdisciplinary learning. Additionally, the NEP underscores the role of digital platforms in teacher training, assessment, governance, and content delivery, thereby promoting a progressive, future-ready education system.

c. Artificial Intelligence (AI) in Education: AI-driven tools—such as adaptive learning systems, personalized learning dashboards, automated assessment frameworks, virtual tutors, and generative AI platforms—are increasingly finding space in Indian classrooms. AI facilitates individualized learning pathways, identifies learning gaps, supports remediation, and enhances the efficiency of administrative and pedagogic tasks. Students use AI tools to generate structured content such as flowcharts, diagrams, concept maps, reports, and presentations, which support their conceptual understanding and enhance academic output. For educators, AI-enabled analytics provide actionable insights into student performance, helping them design targeted interventions.

d. Blended Learning: Blended learning combines traditional face-to-face teaching with digital methods. This hybrid model was widely adopted during and after the COVID-19 pandemic and continues to remain relevant. It allows students to engage with digital content outside the classroom while participating in interactive, discussion-based, or experiential activities inside the classroom. Blended learning fosters flexibility while ensuring academic rigor and teacher guidance.

e. Experiential Learning: Experiential learning prioritizes hands-on experience, real-life problem-solving, and active engagement in learning activities. From laboratory experiments and field visits to project-based assignments and community engagement, experiential learning strengthens students' conceptual clarity. Initiatives such as Atal Tinkering Labs and maker spaces encourage innovation and creativity by enabling students to design prototypes, conduct experiments, and collaborate on problem-solving tasks.

f. Skill-Based Education: As the global job market evolves, there is an increasing emphasis on developing employability skills, including communication, critical thinking, digital literacy, entrepreneurship, and vocational competencies. Skill-based education bridges the gap between academic knowledge and practical application. NEP 2020 mandates vocational exposure from early grades and encourages partnerships between educational institutions and industry to ensure relevance and readiness for future careers.

g. Online Assessments and Learning Management Systems (LMS): Online assessments, e-portfolios, and LMS platforms streamline the teaching-learning process. LMS tools assist teachers in content delivery, assignment management, progress tracking, and communication. They also enable transparency, timely feedback, and efficient assessment practices. Digital assessment systems allow for diverse question formats, automated evaluation, and data-driven decision-making.

3. Benefits of Modern Trends in Education

a. Improved Accessibility and Flexibility: Modern trends significantly enhance accessibility and allow learners to engage with educational content at their convenience. Students in remote areas gain access to high-quality digital resources, while flexible learning modes support diverse learning needs.

b. Personalized Learning: AI, adaptive software, and data-driven platforms help tailor learning experiences based on students' learning pace, strengths, and weaknesses. Personalized learning reduces academic anxiety, promotes self-directed learning, and ensures deeper comprehension.

c. Enhanced Understanding through AI Tools: AI-enabled visualizations, explanations, simulations, and concept-mapping tools simplify complex concepts. Students can generate mind maps, flowcharts, and summaries that enhance comprehension and analytical thinking.

d. Improved Academic Output: The ability to create structured content such as reports, essays, presentations, and academic illustrations supports students' academic performance. AI tools improve clarity, coherence, and creativity in content creation.

e. Increased Student Engagement: Modern pedagogies, digital games, simulations, and multimedia content make learning interactive and enjoyable. Student engagement rises when multiple senses are activated through digital tools.

f. Enhanced Teacher Productivity: Teachers save time by using digital tools for grading, tracking attendance, preparing lesson plans, and analyzing learner data. This allows them to focus more on pedagogy, mentorship, and innovation in classroom practices.

g. Development of 21st-Century Skills: Critical thinking, creativity, communication, collaboration, and digital literacy are naturally embedded in technology-enabled and skill-oriented pedagogies. These competencies prepare learners for global careers and lifelong learning.

4. Impact on Students and Teachers

a. Deeper Learning and Efficient Content Creation: Students develop conceptual clarity through AI-assisted visualization and structured content. Teachers use digital tools to design enhanced lessons that integrate interactive visuals, real-life examples, and collaborative tasks.

b. Improved Classroom Management: LMS platforms help educators organize learning materials, track assignments, monitor progress, and maintain academic records efficiently. This systematic management increases accountability and improves institutional functioning.

c. Increased Dependence on Technology: While technology enhances learning, it also creates a dependency. Constant reliance on devices and AI tools may reduce learners' independent thinking if not moderated. Teachers, too, may become reliant on ready-made digital tools rather than developing their own pedagogical materials.

5. Concerns and Challenges

a. Potential Reduction in Creativity: One of the most debated concerns is whether AI can diminish creativity. Students may become passive recipients of AI-generated content rather than engaging in independent critical thinking. Without proper guidance, the ease of using AI tools may discourage original academic effort.

b. The Digital Divide: Despite infrastructural progress, disparities persist across rural-urban, socio-economic, and gender lines. Unequal access to devices, stable internet connections, and digital literacy training can widen educational inequality.

c. Over-Reliance on Gadgets: Excessive screen time and continual exposure to digital media can affect students' attention spans, social interactions, and mental well-being. Additionally, the lack of physical activity poses long-term concerns.

d. Data Privacy and Ethical Issues: Digital learning environments gather significant amounts of personal data. In the absence of strict data protection mechanisms and ethical guidelines, concerns around privacy, consent, and data misuse become critical.

6. Personal Insight

Although modern trends introduce legitimate concerns, especially regarding creativity, dependence, and privacy, it is important to emphasize that technology itself is neither inherently beneficial nor harmful. Its impact is determined by the manner in which it is used. When AI and digital tools are employed ethically and responsibly, they can greatly enhance creativity, analytical thinking, and academic productivity. AI should be understood not as a replacement for human cognition but as a complementary tool that supports intellectual growth.

Responsible use includes guiding students to build upon AI-generated ideas, question outputs critically, refine content thoughtfully, and apply their own reasoning. In this sense, AI becomes an instrument for enhancing creativity rather than suppressing it. Furthermore, digital tools free teachers from routine administrative tasks, enabling them to focus on mentoring, discussion, and meaningful interaction—areas where human intelligence remains irreplaceable

7. Conclusion

Modern trends in Indian education ranging from digital learning and NEP 2020 reforms to AI integration, blended learning, experiential approaches, skill-based curricula, and digital assessment systems are reshaping the educational landscape profoundly. These developments offer significant benefits, including increased accessibility, personalized learning, enhanced teacher efficiency, and the development of essential 21st-century competencies.

However, the challenges of digital inequality, ethical concerns, and potential over-reliance on technology require careful attention. As India moves forward, the emphasis must remain on ensuring equitable access, fostering critical thinking, and integrating technology in balanced, meaningful ways. When used judiciously, modern educational tools have the potential to strengthen creativity, deepen learning, and prepare learners for a rapidly changing world.

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ETHICS IN ACADEMIC USE OF AI



Manya
B.Ed. Semester 1
(2025-27)

Artificial Intelligence has transformed into a key element of academic world. Students, teachers and researchers use it for learning, writing and exploration. As we see greater power and ease of access to AI tools grow, it is important to see how they may be used in an ethical and responsible way. Ethical use of AI is what will keep learning meaningful, creativity personal, and academic integrity intact.

In the field of ethics AI use should be as a tool which supports rather than a substitute for academic work. AI is a great resource which presents concepts, stimulates thinking and organizes ideas but it should not do the work for the student. What we advocate is that students first put in independent thought. Once they have done that, they may use AI to develop their ideas, check their work or improve presentation. This approach protects the process of learning and sees to it that students gain real value from the material.

Another key issue is that of honesty. Students and researchers must report what role AI plays in their academic work. Also, it is the case that academic institutions put out particular guides on AI supported work. We must play by these rules which in turn helps to maintain the trust within the academic community. When students do report that they have used AI for the purposes of idea generation, editing or research support they prove to be honest and sincere in their work. AI also has to be used in a way which respects that which is original. Academic work is a reflection of one's own thinking

and personal style. Should some put out a piece that they've just copied from AI without at least a level of editing and personal touch, the work's originality is lost. Ethical use of AI is when it is used as a raw material which the individual then shapes through their reason and logic. This in turn puts out a final product that is at once authentic and better because of the tech.

Another major practice is fact checking. AI at times puts out wrong info. What we as ethical users do is check facts via reliable sources before we add to academic work. This in turn protects the accuracy of assignments, essays and research papers. Also, it is a chance for students to critically think about info from both digital and traditional resources.

Privacy is also a key issue in terms of ethics. In the use of AI tools, we ask that students and staff do not put forward sensitive personal info. Also, it is important they are aware of what happens to this data collection, storage, use. By familiarizing themselves with privacy policies they will be using tech in a safe and responsible way.

At the same time, we see that which is ethical in AI's use is to recognize its limits. AI is powerful for sure, but it does not fully grasp context, emotion or the in depth meaning of certain subjects. It also doesn't replace human creativity, moral judgment or lived experience. Users should look at AI as a supportive player in the learning process and not as a source which has all the answers.

When put into responsible practice AI expands access to information, improves skills and enhances the engagement in the learning process. Ethical use of AI preserves integrity, originality and human thought. It supports true academic growth which at the same time we embrace the benefits of our present technology.

ARTIFICIAL INTELLIGENCE: REVOLUTIONISING DAILY LIFE AND THE GLOBAL FUTURE



Aarushi

**B.El.Ed Alumni Batch
(2020-2024)**

Artificial Intelligence, or AI, is no longer a distant concept from science-fiction movies. It has quietly woven itself into our daily routines, guiding everything from the maps we use to travel, to the suggestions we see while shopping online. AI simply means machines that can learn from data, understand patterns, and make decisions the way humans do sometimes even faster.

Over the last decade, AI has grown at an extraordinary pace. Hospitals now rely on intelligent systems to read medical scans, helping doctors spot illnesses earlier than ever

before. In classrooms, students use learning apps that adjust the difficulty of lessons based on their progress, making education more personalised. Offices, too, are changing AI helps companies analyse huge amounts of information in seconds, detect online fraud, and improve customer services through chatbots.

Farmers are also benefiting, as smart tools help predict weather changes, identify plant diseases, and guide them on when to irrigate their fields. Even local governments are turning to AI to manage traffic, provide quicker public services, and handle citizen complaints more efficiently.

While AI brings convenience and speed, it also brings new challenges. People worry about how much of their data is being collected, and whether machines might replace certain jobs in the future. There are also concerns about misinformation and deepfake technology, which can misuse AI to mislead the public.

Despite these challenges, experts believe that with proper rules, transparency, and responsible use, AI can become one of the greatest tools for progress. As India and the world continue to invest in digital innovation, AI is expected to play a major role in shaping economies, improving public services, and creating new opportunities.

Artificial Intelligence is not just a technology—it is a growing force that is gradually reshaping the world we live in. The real question now is not whether AI will impact our lives, but how wisely we choose to use it in the years ahead.

CHRONICLES: SCHOOL EVENTS

ORIENTATION PROGRAMME ON KNOW YOUR CONSTITUTION: A CIVIC AWARENESS INITIATIVE: COMMEMORATING SADBHAWNA DIWAS

The School of Education, K. R. Mangalam University, organized a Sensitization Programme titled “Know Your Constitution: A Civic Awareness Initiative (Commemorating Sadbhawna Diwas)” on 22nd August 2025. The session aimed to celebrate India’s linguistic and cultural diversity, promote inclusion of underrepresented communities, foster appreciation of oral traditions, and integrate cultural heritage into education. The event began with a warm welcome to the faculty and students, followed by an introduction to the speaker, Mr. Thomas Monteiro, Assistant Professor, School of Legal Studies, known for his contributions to contemporary socio-political scholarship. Special acknowledgment was given to Prof. (Dr.) Tania Gupta, Dean, SOED, for her motivating leadership.

Mr. Monteiro delivered an engaging and interactive session, addressing themes of secularism, constitutional morality, and marginalized voices. Students actively participated, asking insightful questions, to which he responded with clarity and inspiration.

The programme concluded with a Vote of Thanks by Dr. Mudasir Hamid, appreciating the speaker, Dean, faculty, administration, and student coordinators for their support in making the event a success.



Token of Appreciation Presented to Mr. Thomas Monteiro by Dean of the School of Education Prof. (Dr.) Tania Gupta.

DEEKSHARAMBH 2025 -STUDENT INDUCTION PROGRAMME

Deeksharambh Student Induction Programme warmly welcomes new entrants, helping them adjust and feel comfortable in the university environment. It introduces students to campus life, institutional values, and fosters early bonds among peers and faculty members. As part of Deeksharambh from 25-29 August 2025, the School of Education organized an induction visit for newly admitted students at K.R. Mangalam World School, Gurugram, on 26th August 2025. The session began with a formal welcome and orientation by the school authorities. Student-teachers observed the morning assembly, classroom teaching methodologies, classroom management, and use of teaching aids. They also explored how co-curricular activities integrate with academics and understood the importance of continuous assessment. Interactions with teachers highlighted the holistic role of educators. The visit provided valuable first-hand exposure to real classrooms, bridging theory and practice, and concluded with student reflections.



Induction visit for newly admitted students at K.R. Mangalam World School, Gurugram during Deeksharambh



Dr. Vineet Dahiya, Controller of Examinations, addressed the new students about the examination scheme of the university during Deeksharambh

ORIENTATION SESSION ON CODE OF CONDUCT FOR STUDENTS

The School of Education, K.R. Mangalam University, organized an expert session titled “Orientation Session on Code of Conduct for Students” on August 29, 2025. Prof. (Dr.) Tania Gupta, Dean, School of Education conducted the session emphasizing the importance of integrity, ethical behavior, and professional responsibility among student-teachers. The session included interactive discussions and case studies on ethical dilemmas. Dr. Monika Bishnoi coordinated the event. The program successfully enhanced students’ understanding of academic integrity and the KRMU Code of Conduct, promoting ethical awareness in professional life.



Prof. (Dr.) Tania Gupta orienting students on Code of Conduct

ORIENTATION SESSION ON PROFESSIONAL ETHICS FOR STUDENTS

The School of Education, K.R. Mangalam University, organized an expert session on “Professional Ethics for Students” on August 29, 2025. The session was conducted by Prof. (Dr.) Tania Gupta, Dean, SOED, who emphasized the importance of integrity, respect, and accountability in the teaching profession. Through interactive discussions and case-based learning, students explored ethical challenges in education and ways to address them. Coordinated by Dr. Monika Bishnoi, the session helped new entrants to understand their ethical responsibilities and commit to professional conduct, promoting moral values essential for their academic and future teaching careers.



Prof. (Dr.) Tania Gupta with faculty members of the Orientation Session on Professional Ethics for Students

ORIENTATION SESSION ON NEXT GEN ASSESSMENT PRACTICES: ENHANCING QUALITY, EQUITY, AND STUDENT ENGAGEMENT IN TEACHING-LEARNING

In alignment with NEP 2020 and the evolving demands of modern education, the School of Education and IQAC at K.R. Mangalam University hosted an Orientation Session on "Next-Gen Assessment Practices: Enhancing Quality, Equity, and Student Engagement in Teaching-Learning" on 17 September 2025. The programme aimed to shift assessment culture away from rote-based exams towards competency-driven evaluation, equity, and meaningful engagement, fostering deep learning and holistic student development.

Session I, delivered by Prof. (Dr.) Amit Chawla, spotlighted the transition from traditional exams to rubric-based and competency-driven assessment practices. Dr. Chawla emphasized NEP 2020's role in promoting continuous and authentic evaluation, moving learners beyond marks towards mastery and reflective growth. Session II, led by Prof. (Dr.) Tanaya Verma, focused on formative and continuous assessment styles that enhance student engagement, underscoring the impact of timely feedback and peer/self-assessment. Practical examples illustrated how regular formative evaluation strengthens daily teaching and learning outcomes.



Prof. Tanaya Verma discussing about the strategic changes in the methods of assessments



Prof. Amit Chawla discussing about what assessments with student-teachers

ALUMNI TALK TITLED “FROM CHALKBOARDS TO SMARTBOARDS: THE JOURNEY OF A MODERN TEACHER” ON 22ND SEPTEMBER 2025

The School of Education at K.R. Mangalam University organized a highly engaging and insightful Alumni Talk titled “From Chalkboards to Smartboards: The Journey of a Modern Teacher” on 22nd September 2025, in Block-A, Room No. C013. The event was conducted in offline mode and saw the participation of 11 student-teachers from the School of Education. The talk featured Dr. Anupam Bansal, Associate Professor at KIIT College of Education, Gurugram, Haryana, as the esteemed resource person. Dr. Bansal, an accomplished alumna of the university, brought her vast academic and professional experience to the session, providing a compelling narrative on the evolution of teaching methodologies from the conventional use of chalkboards to the integration of smartboards and other digital tools in modern classrooms. Her discourse emphasized the importance of adaptability, continuous learning, and the integration of technology to meet the dynamic needs of 21st century learners. Event was Coordinated by Dr. P.C. Jena, Professor at the School of Education, the event successfully aligned with the School’s broader goals of academic excellence, holistic development, and fostering a dynamic learning environment rooted in technological relevance and pedagogical innovation.



Participants with Alumni Dr. Anupam Bansal during engaging and insightful Alumni Talk on From Chalkboards to Smartboards: The Journey of a Modern Teacher

EMPOWERING TEACHERS THROUGH INNOVATION AND ENTREPRENEURSHIP IN EDUCATION IN COLLABORATION WITH KEIC

The School of Education, K.R. Mangalam University, in collaboration with the K.R. Mangalam Entrepreneurship and Incubation Cell (KEIC), organized a workshop on “Empowering Teachers Through Innovation and Entrepreneurship in Education” on 26th September 2025 at 1:30 PM in Room A210. The keynote speaker, Dr. Lalit Kumar Sharma, Professor & Associate Dean, School of Business, Galgotias University, led an engaging and interactive session. The workshop began with a profile reading by Dr. Kanchan Khatreja and focused on the changing role of teachers, promoting the idea of the teacher as an entrepreneur. Dr. Sharma discussed innovative teaching methods such as flipped classrooms, design thinking, project-based, and experiential learning, supported by real-life examples involving chocolates and juice. He also conducted an Entrepreneurship Inventory, encouraging participants to assess their entrepreneurial mindset.

Special thanks were extended to Mr. Anurag Tiwari, Incubation Manager, KEIC, for his collaborative support in organizing the workshop. The event concluded with a Vote of Thanks by Prof. (Dr.) P.C. Jena and heartfelt appreciation to Prof. (Dr.) Tania Gupta, Dean, School of Education, for her visionary leadership.



Participants of workshop along with Speaker Mr. Anurag Tiwari Dr. Lalit Kumar Sharma, Professor & Associate Dean, School of Business, Galgotias University,

EXTENSION AND OUTREACH PROGRAMME

The School of Education, K.R. Mangalam University conducted a field visit as part of the case study titled Digital Saathi – Empowering Teachers through Technology in September 2025. The visit was undertaken at Govt. Middle School Prakash Puri and GHMS Alipur to collect preliminary information related to the schools and their teaching staff.

During the visit, information was gathered regarding teachers’ digital awareness, use of educational technology, available resources, and challenges faced in integrating digital tools in teaching. Interaction with

teachers helped in identifying their training needs and weak areas related to digital skills.

The objectives of the case study were to equip teachers with digital knowledge and skills, promote the use of educational technology for effective teaching and learning, create awareness about emerging digital platforms, and build confidence in using ICT tools for lesson planning, assessment, and communication. The findings of the visit provided the foundation for designing the intervention and training programme.



Academic discussion with school leadership during the preliminary phase of the Digital Saathi case study.



Dr. Shikha interacting with the Head of Shaheed School to discuss the Digital Saathi case study and planned intervention activities.

PROUD MOMENTS: STUDENT SUCCESS

C.P.S.M. College of Education, Gurugram, celebrated Hindi Diwas by organizing a State-Level Online Story Writing Competition from 5th to 14th September 2025. The event aimed to foster creative expression and promote the use of Hindi among students. Certificates were awarded to students Sanjana, Chanchal and Himanshi for their enthusiastic participation and

commendable efforts in the competition. The awards were presented by Principal Dr. Sangita Yadav and Assistant Professor Ms. Saroj Devi, recognizing the creative talent and active involvement of the participants. This initiative highlights the college's commitment to encouraging literary activities and celebrating the cultural significance of Hindi Diwas.





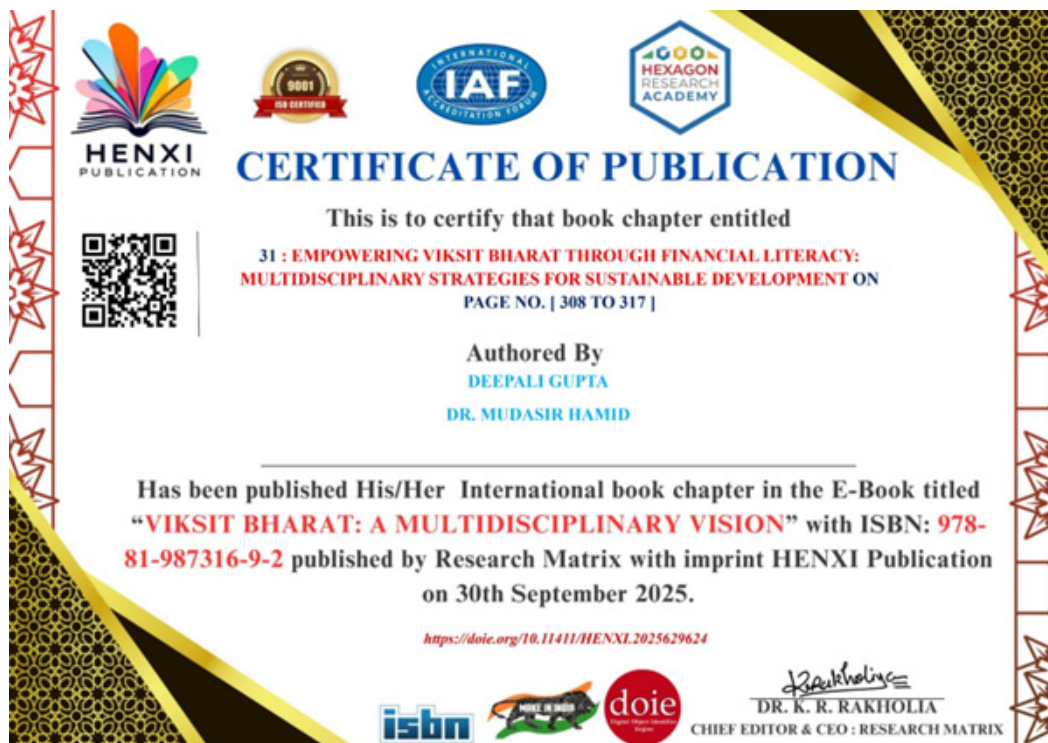
Deepali Gupta

Ph.D. Research Scholar
K.R. Mangalam University

Deepali Gupta, Ph.D. Research Scholar at K.R. Mangalam University, brought laurels to the institution by presenting a research paper at the Two Days International Multidisciplinary Conference hosted by Pt. Deen Dayal Upadhyay Management College, Meerut. Her paper, titled "Financial Literacy as a Collective Resource: Conceptualising Its Role in Community Well-Being and Economic Vitality," offered an insightful exploration into how financial awareness can foster holistic community flourishing and sustainable development. The conference, organized on the occasion of Teachers' Day in collaboration with the International Council for Education, Research and Training (ICERT), provided a platform for sharing pioneering ideas on community well-being, economic vitality, and interdisciplinary action.



Deepali Gupta with Dr. Mudasar Hamid, Ph.D. Supervisor, has achieved international recognition with the publication of a book chapter titled "Empowering Viksit Bharat Through Financial Literacy: Multidisciplinary Strategies for Sustainable Development" in the e-book "Viksit Bharat: A Multidisciplinary Vision" (ISBN: 978-81-987316-9-2). Published by Research Matrix with HENXI imprint, the chapter was officially released on 30th September 2025. This accomplishment highlights the innovative multidisciplinary approach and research excellence of the authors in promoting financial literacy for sustainable progress on a national platform.





Ms. Isha Puri
Research Scholar
K.R. Mangalam University

Ms. Isha Puri, Research Scholar under the supervision of Dr. Pooja Verma, has successfully completed a Two-Day National Level Online Workshop on “Empowering Gen Z Teachers to Innovate Classrooms,” organized by Chezhan College of Education, Thiruvannamalai, in collaboration with CEDAAR, Chennai, on 25th and 26th September 2025. The workshop focused on equipping educators and researchers with contemporary pedagogical approaches tailored to the needs of Gen Z learners, who thrive in interactive, technology-integrated, and learner-centered environments.





Ms. Isha Puri

Research Scholar

K.R. Mangalam University

Vaishali Yadav, Ph.D. Scholar, has been awarded a certificate of publication from the International Journal of Advanced Research and Multidisciplinary Trends (IJARMT) for her research paper titled "Menstrual Health and Hygiene: A Comprehensive Analysis of Global Challenges, Socio-Cultural Barriers, and Policy Interventions." The paper was published in Volume 2, Issue 4 (Oct–Dec 2025) of IJARMT, a peer-reviewed, open access journal recognized for its multidisciplinary and scholarly contributions. This achievement highlights Vaishali's commitment to advancing research on crucial health topics and addresses important global and socio-cultural issues through policy analysis.

International Journal of Advanced Research and Multidisciplinary Trends (IJARMT)
An International Open Access, Peer Reviewed, Refereed Journal
Website: www.ijarnt.com Email: ijarntjournal@gmail.com
E-ISSN: 3048-9458

Certificate of Publication

The Board of IJARMT (E-ISSN: 3048-9458) is hereby awarding this certificate to
Vaishali Yadav

In recognition of the publication of the paper titled
Menstrual Health and Hygiene: A Comprehensive Analysis of Global Challenges, Socio-Cultural Barriers, and Policy Interventions

Volume-2, Issue-4, October–December 2025
Published in IJARMT, Impact Factor 6.4

Dr. Anjali Khokhar
Editor-in-Chief

Sandeep Kumar
Chief Coordinator, Publication and Advance Research Welfare Society

An International Scholarly Open Access Journal, Peer Reviewed, Refereed, Journal Impact Factor calculated by Google Scholar and Semantic Scholar AI Powered Research tool, Multidisciplinary Quarterly, Multilingual Journal Indexing in all Major Databases, Metadata and Citation Generator
Published by: **Publication and Advance Research Welfare Society**

IN FOCUS: OUR ALUMNI ACHIEVEMENTS AND CONTRIBUTIONS



Dr. Anupam Bansal,

Ph.D. Alumni

Associate Professor

KIIT College of Education, Gurugram

Anupam.bansal.120684@gmail.com

- Completed the NEP 2020 Orientation & Sensitization Programme under the Malaviya Mission Teacher Training Programme (MM-TTP) of the University Grants Commission (UGC), organised by MMTTC, Shri Lal Bahadur Shastri National Sanskrit University (Central University), New Delhi, from 14–23 July 2025.
- Published the paper titled “AI in Indian Higher Education: Opportunities, Challenges, and the Road Ahead – Shaping the Future: AI-Enhanced Assessments in Schools” in a national publication by Kunal Books, July 2025 (ISBN: 976-93-4389-404-4)
- Contributed the case study “Sustainable Education Practices and Green Initiatives at KIIT, Gurugram” to the book “Integrating Sustainability into Education for a Greener Future,” published in collaboration with UNESCO (Greening Education Partnership) by Kunal Books, August 2025 (ISBN: 978-93- 6389-207-1)
- Published the article “Educational Policies Transition: Reforms & Future Pathways” in the International Journal of Innovative Research in Technology (IJIRT), Volume 12, Issue 4, September 2025 (Impact Factor: 8.017).
- Served as a Resource Person for the alumni. talk “Chalk Boards to Digital Boards: Journey of a Modern Teacher” at K.R. Mangalam University, Gurugram, on 22nd September 2025.



Dr. Anupam Bansal received National Teachers Award 2025 at the National Teachers' Day Celebration held on 30th August, 2025 at the NDMC Convention Centre, Connaught Place, New Delhi, conferred by Justice Gyan Sudha Misra (Former Judge, Supreme Court of India), Sh. Vijay Gaur (Chairperson, Bhagidari Jan Sahyog Samiti), along with other distinguished dignitaries, in the presence of esteemed guests from the judiciary, academia, and Delhi Police.



PLACEMENTS

K.R. Mangalam University proudly announces the successful placement of its School of Education graduates in reputed institutions across India. Our talented students have embarked on their professional journeys as educators and teachers, reflecting the strength of our academic and professional training.

These achievements reflect our commitment to nurturing skilled, confident, and innovative educators. The School of Education congratulates our students on their outstanding achievements and wishes them continued success as they inspire young minds nationwide.

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“
Kudos for an Outstanding Achievement !
#KRMUPlacements

Smriti K
B.Ed.

Designation
Montessori Teacher

Placement
Sunbeam Group of Schools, Tamil Nadu

Sohna Road, Gurugram, Delhi-NCR | www.krmangalam.edu.in



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Kudos for an Outstanding Achievement !
#KRMUPlacements



Kevika Bali

B.Ed.

Designation
TGT Science

Placement
Lotus Valley International School Gurugram



Sohna Road, Gurugram, Delhi-NCR | www.krmangalam.edu.in



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Annu Sehrawat

B.El.Ed.

Designation
Assistant Teacher

Placement
Lancer international school Gurugram



Sohna Road, Gurugram, Delhi-NCR | www.krmangalam.edu.in



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Simran

B.El.Ed.

Designation
Educator

Placement
Dibber International
Pre School Gurugram



Sohna Road, Gurugram, Delhi-NCR | www.krmangalam.edu.in



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“
Kudos for an Outstanding Achievement !
#KRMUPlacements



Ishika Chandola

B.El.Ed.

Designation
Assistant Teacher

Placement
Lancer international
school Gurugram



Sohna Road, Gurugram, Delhi-NCR | www.krmangalam.edu.in

ACHIEVER'S SPOTLIGHT

The Central Teacher Eligibility Test (CTET) is a national-level examination conducted by the Central Board of Secondary Education (CBSE) to evaluate the eligibility and quality of candidates aspiring to become teachers for classes I to VIII in government and private schools across India. CTET certification is mandatory for teaching positions in central government schools and highly preferred in many state and private institutions, ensuring teachers possess essential pedagogical skills and subject mastery. By setting high benchmarks for teaching aptitude and knowledge, CTET helps maintain standardized quality and professionalism in schools nationwide.

K.R. Mangalam University's School of Education, several B.Ed. and B.El.Ed. students have accomplished notable success by qualifying CTET in recent years:

S. No.	Name of the Student	Examination	Level
1.	PRACHI RANA	CTET	CTET LEVEL II
2.	KEVIKA BALI	CTET	CTET LEVEL II
3.	JEETIKA	CTET	CTET LEVEL II
4.	AARUSHI	CTET	CTET LEVEL I
5.	AASHI	CTET	CTET LEVEL II
6.	VISHAKA LOHIA	CTET	CTET LEVEL I

These achievements reflect outstanding dedication and readiness to contribute as competent educators. CTET-qualified students set an inspiring example for their peers, and their success enhances the reputation of the School of Education, supporting the vision of quality school education in India



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Heartiest *Congratulations*
to our young Achievers

"CTET Qualified Students"
School of Education



Aarushi
B.El.Ed. 2022-2026



Aashi
B.El.Ed. 2021-2026



Vishaka Lohia
B.El.Ed. 2022-2026

Wishing the Best in future Endeavours

University Gurugram Campus: ☎ 011-4884888 / 8800697010-15 📍 8800697012 🌐 www.krmangalam.edu.in 📧 welcome@krmangalam.edu.in



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to our young Achievers

"CTET Qualified Students"
School of Education



Prachi Rana
B.Ed. 2023-2025



Kevika Bali
B.Ed. 2023-2025



Jeetika
B.Ed. 2023-2025

Wishing the Best in future Endeavours

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ACHIEVING MILESTONES: FACULTY ENDEAVOUR



Prof. (Dr.) Tania Gupta

Dean, School of Education

K.R. Mangalam University

Prof. (Dr.) Tania Gupta, Dean, School of Education, K.R. Mangalam University was invited on 18 August 2025 as a Keynote Speaker for the Orientation and Interaction Session on “Quality First: Academic Excellence & Institutional Best Practices” hosted by the School of Emerging Media & Creator Economy (SEMCE) in collaboration with IQAC, K.R. Mangalam University.



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

School of Emerging Media & Creator Economy

presents

QUALITY FIRST

Orientation on Academic Excellence & Institutional Best Practices



Co-ordinator

Prof (Dr.) Amit Chawla
Dean and Professor – SEMCE, KRMU



Keynote Speaker

Prof (Dr.) Tania Gupta
Director IQAC – KRMU & Dean SOED



Keynote Speaker

Dr. Vineet Dahiya
Controller of Examinations, KRMU

C-104, C-Block, KRMU Campus

Venue



Organizing Partner

18 AUG 2025 | 1:15 PM Onwards

Date & Time



Prof. (Dr.) Tania Gupta, Dean, School of Education, K.R. Mangalam University was invited as a Resource Person for the GURU-DAKSHTA Faculty Induction Programme (18 Aug–19 Sept 2025), organized by STRIDE, IGNOU under the Malaviya Mission Teacher Training Programme. On 20 August 2025, she delivered a session on “The Focus of the Higher Education System in the 21st Century,” highlighting NEP 2020 priorities, the role of AI and digital transformation, research and interdisciplinarity, quality assurance and inclusivity, and preparing learners for employability, global citizenship, and lifelong learning.



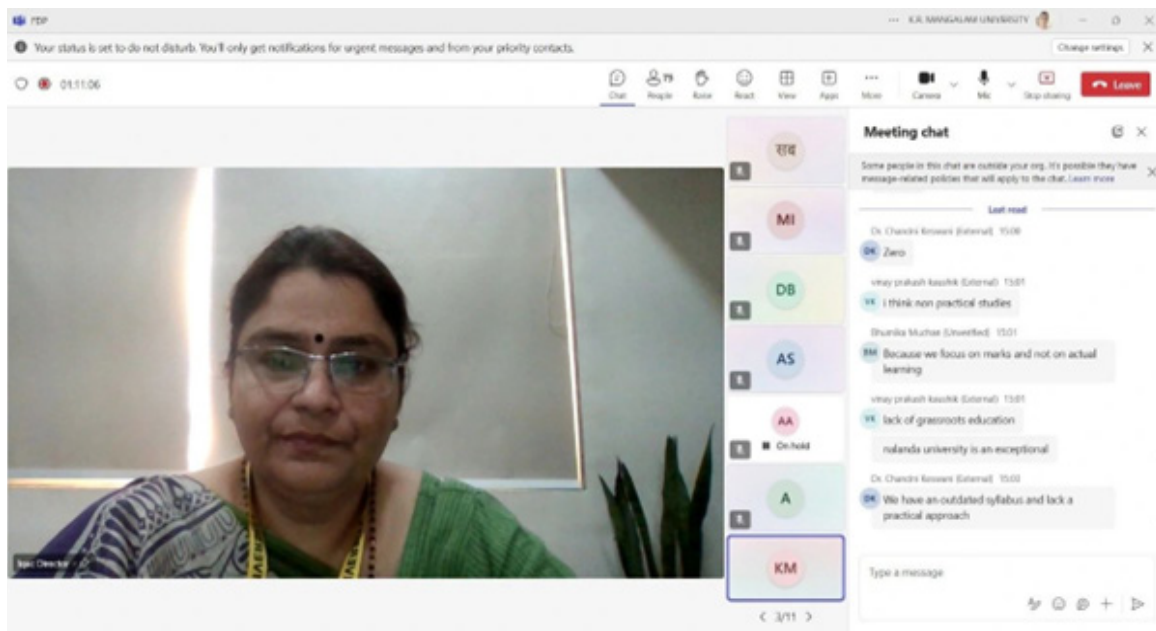
On 21 August 2025, Prof. (Dr.) Tania Gupta, participated in the Press Conference organized by K.R. Mangalam University ahead of the Orientation Programme ‘AARAMBH’. As Director IQAC & Dean, School of Education, she highlighted the University’s initiatives in Indian Knowledge Systems (IKS)—through dedicated courses, research, and the IKS Museum—along with KRMU’s strong alignment with NEP 2020 and Mission Viksit Bharat 2047, reflecting our commitment to quality, innovation, and holistic education.



Prof. (Dr.) Tania Gupta, Dean, School of Education, delivered a session on 26 August 2025 under the GURU-DAKSHTA Faculty Induction Programme (MMTTP) organized by IGNOU–STRIDE on “Students with Learning Difficulties/Extraordinary Abilities and Inclusive Teaching–Learning Strategies”. The session focused on NEP 2020–aligned inclusive pedagogies, understanding classroom diversity, and designing equitable teaching, assessment, and digital inclusion strategies aligned with SDG 4 & SDG 10.



Prof. (Dr.) Tania Gupta, Dean, School of Education, conducted a session on 08 September 2025 on the topic “Indian Knowledge Systems for Nation Building and Global Relevance” as part of the Two-Week FDP on Indian Knowledge Systems: Transforming the Landscape of Higher Education, organized by the School of Legal Studies, K.R. Mangalam University in collaboration with IQAC, KRMU and the Central University of Haryana. The session explored the foundations of IKS under NEP 2020, its global relevance, and practical ways to embed IKS in curriculum, pedagogy, and research, addressing contemporary challenges such as sustainability, mental health, and ethics.



Prof. (Dr.) Tania Gupta, Dean, School of Education was invited as a Resource Person on 12 September 2025 by the School of Medical and Allied Sciences (SMAS), K.R. Mangalam University, I conducted the session “Fostering Excellence Together: Orientation on Quality Practices for Curriculum Delivery” for the B. Pharm students and faculty. The session blended quality-focused academic insights with interactive activities, feedback survey reflections, motivational elements, and personal anecdotes—making the learning experience engaging and reflective.



Prof. (Dr.) Tania Gupta, Dean, School of Education was invited as a Resource Person by the School of Engineering & Technology, in collaboration with IQAC, K.R. Mangalam University, to conduct the Orientation Programme on Quality Enhancement for Curriculum Delivery on 26 September 2025. She engaged faculty and students in meaningful discussions on building a culture of quality, enhancing curriculum delivery, and strengthening effective teaching-learning practices, reinforcing the University's commitment to quality-driven higher education.





Dr. Kanchan Khatreja
Assistant Professor, School of Education

Dr. Kanchan Khatreja, Assistant Professor, School of Education, K.R. Mangalam University successfully completed the OE4BW-UNESCO Chair MOOC on "Intellectual Property Rights and Digital Tools: Promoting Education and Awareness" earning an 'A' grade for the accomplishment. Offered by Khalsa College of Education, Amritsar, this program focused on open educational resources and innovative digital learning strategies. The initiative was part of the global UNESCO International Online Mentoring Programme aimed at advancing sustainable and open technologies in education. Dr. Khatreja's dedication to digital pedagogy reflects ongoing efforts to empower educators and foster quality education for a better world.



Dr. Kanchan Khatreja, Assistant Professor, School of Education Received a prestigious Certificate of Appreciation for the Best Teacher Award on Teachers' Day September, 2025

FACULTY PARTICIPATION IN IP AWARENESS/TRAINING PROGRAMME

Dr. Monika Bishnoi, Faculty of School of Education at K.R. Mangalam University, successfully participated in the IP Awareness/ Training Programme conducted by the Intellectual Property Office, India on July 02, 2025. This national-level initiative aims to strengthen understanding of Intellectual Property Rights (IPR), including patents, copyrights, trademarks, and related procedures essential for academic research and innovation. The training supports the University's commitment to promoting a culture of creativity, legal awareness, and responsible knowledge production. This participation reflects the faculty's ongoing efforts toward professional development and contribution to the intellectual ecosystem of the institution.



Dr. Monika Bishnoi, Assistant Professor, K.R. Mangalam University successfully completed the NEP Orientation and Sensitization Programme organized by the Indian Institute of Technology (Indian School of Mines), Dhanbad. The programme, held from August 11 to August 23, 2025, focused on key components of the National Education Policy (NEP) 2020, including curriculum transformation, multidisciplinary education, outcome-based teaching, and innovative pedagogical approaches.



She has successfully completed a Two-Week Faculty Development Programme (FDP) on “Indian Knowledge System: Transforming the Landscape of Higher Education.” The programme was held from 1st September to 12th September 2025, jointly organized by the School of Legal Studies and IQAC, K.R. Mangalam University, in collaboration with the Central University of Haryana. Faculty achieved an exemplary Grade A+, reflecting her dedication to academic enrichment and commitment to integrating the Indian Knowledge System into higher education practices.



INTERNSHIPS

The School of Education, K. R. Mangalam University, has commenced the School Internship Programme for the B.El.Ed. Semester VII students for the academic session 2025–26. This internship is an essential component of the teacher education curriculum, offering student-teachers an opportunity to gain real classroom experience, observe teaching practices, and develop professional competencies. This year, the students have been placed in 11 reputed schools across Delhi NCR, including leading institutions such as Lancers International School, Springdales School Pusa Road, Modern Public School Shalimar Bagh, Modern Convent School Dwarka, Salwan Public School Old Rajinder Nagar, Tagore Senior Secondary School Mayapuri, Holy Innocents Public School Vikaspuri, as well as government and semi-government schools in Palwal and Muzaffarnagar.

During the internship, student-teachers engage in classroom observations, prepare and deliver lesson plans, participate in school activities, develop teaching-learning materials, maintain reflective diaries, and collaborate with mentor teachers. This hands-on experience helps them understand school functioning, learner diversity, and pedagogical practices more deeply. The School of Education wishes all the interns a meaningful and enriching internship journey, hoping that this real-world exposure strengthens their confidence, professional identity, and readiness to enter the teaching profession.





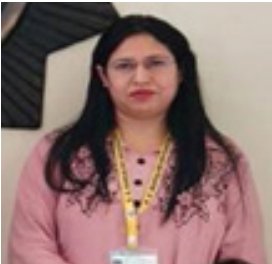
Student-Teacher Delivering an Engaging Classroom Lesson



Classroom Interaction Between Student-Teacher and Learners

S. No.	Enrollment No	Name of the Students	Name of the School for Internship
1.	2211260002	Shamiksha	Tagore Sr Sec School, Maya puri, New Delhi
2.	2211260003	Shikha Yadav	Lancers International School, Gurugram
3.	2211260004	Megha Jain	GGPS Ferozepur, Palwal, Haryana
4.	2211260005	Shalika Kapoor	Lancers International School, Gurugram
5.	2211260007	Vishakha Lohia	Lancers International School, Gurugram
6.	2211260009	Sneha Singh	Lancers International School, Gurugram
7.	2211260010	Lavanya Bist	Modern Public School, Block B, West Shalimar Bagh, New Delhi
8.	2211260011	Chitra Singh	Lancers International School, Gurugram
9.	2211260012	Chetna	Modern Convent School Dwarka Sec -4, New Delhi
10.	2211260013	Kritika	Springdales School Pusa Road, New Delhi
11.	2211260014	Aarushi	Salwan Public School, Old Rajinder Nagar block –11, New Delhi
12.	2211260015	Ritu	GGPS Ferozpur, Palwal, Haryana
13.	2211260016	Riya	Springdales School Pusa Road, New Delhi
14.	2211260017	Swati	Prathmik Vidyalaya, Chandpur, Muzaffarnagar, Uttar Pradesh.
15.	2211260018	Sulakhani	Holy innocent public school, Vikaspuri, New Delhi

KNOWLEDGE IN PRINT: LATEST PUBLICATIONS

 <p>Prof. (Dr.) Tania Gupta, Dean SOED</p>	<p>Published a research paper entitled Streamlining Futures: A Literature Review on Career Counselling and the Use of Psychometric Tests in Educational Stream Selection in Acta Scientiae, 26(2), 334–345, Lutheran University of Brazil. with ISSN:1517-4492(Date?)</p>
 <p>Dr. Monika Bishnoi Assistant Professor, SOED</p>	<p>Published a research paper entitled Assessing Environmental Awareness and Waste Management Practices Among Rural Communities: A Pre-Intervention Study in Alipur Village, Gurugram in International Journal of Environmental Sciences with ISSN: 2229-7359, Vol. 11 No. 20s. 2025. (Date?)</p>
 <p>Dr. Mudasir Hamid Assistant Professor, SOED</p>	<p>Published a research paper entitled Assessing Environmental Awareness and Waste Management Practices Among Rural Communities: A Pre-Intervention Study in Alipur Village, Gurugram in International Journal of Environmental Sciences with ISSN: 2229-7359, Vol. 11 No. 20s. 2025. (Date?)</p>
 <p>Dr. Shikha Assistant Professor, SOED</p>	<p>Published a research paper entitled Assessing Environmental Awareness and Waste Management Practices Among Rural Communities: A Pre-Intervention Study in Alipur Village, Gurugram in International Journal of Environmental Sciences with ISSN: 2229-7359, Vol. 11 No. 20s. 2025. (Date? Or Month)</p>

Assessing Environmental Awareness And Waste Management Practices Among Rural Communities: A Pre-Intervention Study In Alipur Village, Gurugram

Dr. Mudasir Hamid¹, Dr. Monika Bishnoi², Dr. Shikha³, Dr. Santosh Yadav⁴, Mr. Saket Bihari⁵, Ms. Sushila Devi⁶

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³Assistant Professor, School of Education, K. R. Mangalam University, shikha@krmangalam.edu.in.

⁴Principal, Oxford College of Education, santosh@dpgitm.com

⁵Assistant Professor, Teachers Training College, Bhagalpur, saket15ghosh@gmail.com

⁶Assistant Professor, CPSM College of Education, sushila@dpgitm.com

Abstract

This research paper investigates the level of environmental awareness and sustainable waste management knowledge among the residents of Alipur Village, located in Sohna Tehsil of Gurugram District, Haryana. The study is based on the pre-intervention phase of a broader case study and aims to identify the community's awareness gaps before implementing educational or behavioral interventions. Using a structured questionnaire, data was collected from 120 residents representing diverse demographic categories-gender, education level, and economic status. The survey covered three core dimensions: general environmental awareness, knowledge of waste segregation, and practices regarding waste management. The findings revealed that approximately 75% of respondents lacked basic environmental knowledge, 80% were unfamiliar with waste segregation practices, and 70% admitted to poor waste disposal habits. Notably, higher awareness levels were observed among respondents with graduate-level education and those from economically stable households. The paper concludes with suggestions for targeted sensitization and education programs to build community capacity for sustainable environmental practices. This baseline assessment highlights the need for urgent attention toward environmental literacy in rural areas and serves as a model for similar studies in other regions.

Key words: Environmental Awareness, Sustainable Waste Management, Rural Community Engagement.

Authors

1. INTRODUCTION

Environmental degradation due to improper waste disposal and low awareness of sustainable practices is a global concern. The situation is particularly critical in rural regions where environmental consciousness is limited, and infrastructure for waste management is often inadequate or completely absent. As India continues to urbanize and develop, the rural-urban divide in environmental awareness has become more apparent. Villages, while rich in natural resources, are often at the receiving end of poor planning and lack of information dissemination regarding environmental protection.

This study was undertaken in Alipur Village, situated in the rapidly developing Sohna Tehsil of Gurugram District, Haryana. The focus of the study was to assess the level of environmental awareness and waste management practices among local residents before any interventions were introduced. While the broader project included awareness campaigns and infrastructure installation, this paper specifically examines the pre-test (baseline) survey to understand the foundational knowledge and practices of the community. The assessment was carried out through a structured questionnaire that captured three main dimensions: general awareness about environmental issues, understanding of waste segregation, and actual household waste management behaviors. The results form the foundation for future educational and behavioral interventions and are critical in understanding how awareness gaps vary across gender, education levels, and income categories.

By focusing only on the pre-intervention phase, this research aims to offer insights into the pressing need for environmental education in rural India. It emphasizes that without foundational knowledge, sustainability efforts are likely to fail. This paper presents not only a data-driven baseline but also makes the case for integrating environmental studies into rural outreach programs and policy-making.



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