



**K.R. MANGALAM UNIVERSITY**  
THE COMPLETE WORLD OF EDUCATION

# SCHOOL OF EDUCATION

## VIDYA VIMARSH

**JULY-SEPTEMBER 2024**



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## EDITORIAL

With great excitement, we embark on this intellectual journey, showcasing the dynamic achievements of our vibrant school through our newsletter- VIDYA VIMARSH. 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 probe 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**

**Editor-in-Chief, VIDYA VIMARSH**

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

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**Assistant Professors, SOED (Editors)**

**Prachi Rana and Sulakhani, SOED  
(Student Editors)**

**Dr Shikha Dutt Sharma, IQAC Coordinator**



## MESSAGE FROM THE LEADERSHIP



Dear Students,

I am pleased to welcome you to the second issue 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. (Dr.) Raghuveer Singh**

Vice Chancellor

K. R. Mangalam University



## MESSAGE FROM THE DEAN



I am excited to share my insights in this second edition of VIDYA VIMARSH, a platform committed to the exploration of progressive educational practices and innovative pedagogies. This newsletter serves as a reflection of our vibrant community, showcasing the achievements, initiatives, and experiential learning that underscore our commitment to excellence in education.

In the coming months, we will continue to focus on fostering an inclusive learning environment that empowers our students to thrive. Our faculty members are dedicated to innovation in teaching and research, and we encourage everyone to engage with the diverse opportunities available, from workshops to seminars.

I also want to take this opportunity to acknowledge the hard work and dedication of our students and staff. Your passion for education and unwavering commitment to quality are what make our School of Education a beacon of learning and development.

Let us keep inspiring each other and expanding the possibilities in education. Together, we can foster transformative experiences that extend well beyond our campus.

I sincerely hope that our student-teachers will embrace ownership of this institution and propel it toward greater growth. May each of them embark successfully on their professional journey to becoming a teacher and flourish as lifelong learners.

**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



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### Teacher Education and New Education Policy 2020

The New Education Policy (NEP) 2020 introduces a transformative approach to Teacher Education in India, aiming to enhance the quality and status of the teaching profession. Key reforms include the introduction of a 4-year integrated B.Ed. program as the minimum qualification by 2030, emphasizing multidisciplinary learning, pedagogy, and technology integration. Continuous professional development (CPD) is mandated, requiring 50 hours of annual training for teachers to stay updated with modern teaching methods. The policy promotes pedagogical innovation, experiential learning, and inclusivity, preparing educators to foster critical thinking and creativity in students. NEP 2020 also calls for the consolidation of subpar teacher education institutions, establishing multidisciplinary Teacher Education Institutions (TEIs), and ensuring transparent recruitment and career progression for teachers. The policy underscores the importance of inclusive education, training teachers to address the diverse needs of students, including those from marginalized backgrounds and students with disabilities. By enhancing teacher preparation, career opportunities, and support systems, NEP 2020 seeks to elevate the teaching profession and align it with the demands of modern education.

The New Education Policy (NEP) 2020 marks a transformative shift in India's education system, and its implications for Teacher Education are both profound and far-reaching. Recognizing that teachers are

the backbone of any educational reform; NEP 2020 emphasizes the need for a reimagined and robust system to prepare educators for the demands of a rapidly changing world.

**Keywords:** Teacher Education, Multidisciplinary Education, New Education Policy, Professional development and Technology integration.

### INTRODUCTION

Teacher Education Institutes (TEIs) play a critical role in realizing the goals of NEP 2020 by revamping teacher preparation to meet modern educational demands. They are responsible for offering high-quality, multidisciplinary B.Ed. programs, ensuring a strong blend of subject expertise, pedagogical skills, and technology integration. TEIs must also prioritize continuous professional development (CPD), providing 50 hours of annual training to keep teachers updated with new teaching methods, research, and classroom strategies.

TEIs are tasked with fostering inclusive education, preparing teachers to address diverse learners' needs, including students with disabilities and those from marginalized communities. They must ensure experiential learning and pedagogical innovation, encouraging teachers to adopt inquiry-based, holistic, and student-centered approaches. TEIs should work closely with schools, education bodies, and industries to strengthen collaborations and provide real-world field experiences. By maintaining transparency in recruitment and promoting ongoing support, TEIs are central to transforming the quality of education in India.



**NEP 2020 focus is as follows:**

### **1. Reforming Teacher Education Programs**

NEP 2020 introduces a 4-year integrated B.Ed. program as the minimum degree requirement for teaching by 2030. This program is designed to blend content knowledge with pedagogy, focusing on a multidisciplinary approach to ensure teachers are well-rounded, versatile, and reflective practitioners. The curriculum will include foundational courses in education, psychology, sociology, and ethics, along with extensive classroom practice and technology integration.

### **2. Continuous Professional Development**

A key highlight of NEP 2020 is its emphasis on continuous professional development (CPD) for teachers. It recognizes that learning does not end with a degree and mandates 50 hours of CPD each year. This training will enable teachers to stay updated with the latest teaching methods, subject knowledge, and emerging technologies, enhancing both their skills and student outcomes.

### **3. Focus on Pedagogical Innovation**

The policy advocates for a shift from traditional rote-learning to pedagogical innovation, encouraging experiential, inquiry-based, and holistic learning approaches. Teachers are expected to foster critical thinking, creativity, and problem-solving skills in their students. To achieve this, teacher education programs will be aligned with innovative pedagogies that emphasize student engagement, inclusivity, and differentiated instruction.

### **4. Technology Integration**

In line with the growing importance of technology in education, NEP 2020 places a strong emphasis on digital literacy and technology integration in teacher education. Future teachers will be trained in using educational technology tools to enhance learning experiences, create inclusive classrooms, and manage digital resources effectively. This is especially important

in today's context of blended and online learning.

### **5. Strengthening Teacher Recruitment and Career Progression**

To attract talented individuals to the teaching profession, NEP 2020 outlines reforms in teacher recruitment and career progression. Teachers will be recruited through rigorous, transparent processes, and their performance will be regularly reviewed through transparent and robust evaluation systems. Career progression will be based on merit, including the option for teachers to progress into leadership roles within schools or districts.

### **6. Establishment of Teacher Education Institutions (TEIs)**

NEP 2020 aims to consolidate the large number of subpar teacher education institutions. Only multidisciplinary institutions offering a variety of programs, including teacher education, will be allowed to offer B.Ed. degrees. This move ensures that teacher preparation is in sync with broader educational and societal goals, and that teachers are exposed to diverse perspectives beyond their own discipline.

### **7. Focus on Inclusive Education**

One of the critical aspects of teacher education under NEP 2020 is its focus on inclusive education. Teachers will be trained to cater to diverse classrooms, addressing the needs of students from marginalized communities, students with disabilities, and those with varying learning abilities. This holistic approach ensures that future educators are equipped to create classrooms where all learners feel valued and supported.

### **8. Enhancing the Status of the Teaching Profession**

NEP 2020 aims to elevate the status of the teaching profession by offering more support, better career opportunities, and increased respect for teachers. By improving working conditions, providing ongoing professional development, and creating clear career paths, the policy aims to make teaching an attractive and fulfilling profession.

## CONCLUSION

NEP 2020 is a visionary step toward improving teacher education in India. Its holistic approach that emphasizing quality, inclusivity, and continuous growth ensures that teachers are not only well-prepared for the classrooms of tomorrow but also capable of shaping the future of education in a globalized and technologically driven world. NEP 2020 focuses on skill development, preparing students with essential 21st-century abilities like critical thinking, communication, problem-solving, and digital literacy. As we move forward, the success of NEP 2020 will largely depend on how effectively these teacher education reforms are implemented and embraced across the country.

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# SOCIO-ECONOMIC SUSTAINABLE PRACTICES AND MENTAL HEALTH AMONG TEACHERS

Sustainability considers how we might live in harmony with the natural environment around us while also guarding it from harm and destruction. All programmes for sustainable development must take into account the three sectors of sustainability: environment, society, and economy-as well as a cultural dimension. It will take many different shapes throughout the world since

sustainable development addresses the local settings of these three sectors (ibid, UNESCO,2012). So that, when people pursue different careers, their sustainable habits and lifestyles will influence civic making plans, ecologic advisory (both built and natural environments), food production, strategic initiatives, nutrition assessment and planning and even legislation and decision-making. Good health depends on the state of mind and body. Each exerts a direct influence on the other but owing to the power of the mind over nature, good health is of supreme importance. Kumar (1992) stated that mental health is an index that shows the extent to which the person has been able to meet his environmental demands social, emotional or physical.

Sustainable Habit is a juxtaposition of two elements of major importance. The first term "durable" represents durability and sustainability, while the word "habit" aimed at automatic or repetitive behaviours ; bring gradually to a fuller, greater, or better state. The concept of sustainability is a complex approach which is spoken in a period when environmental problems caused by various human activities require serious solutions. Most definitions of Sustainable development integrate many buildings under development: expansion, growth, progress, development and satisfaction. So, all conceptualizations show a direct proportional relationship



**Dr. Anupam Bansal**  
**Ph.D. (Alumni 2024)**

between economic growth and population satisfaction. Global impacts including climate change, ozone layer thinning, global warming, and others have the world in a state of anxiety. Many of these issues are caused by people's careless environmental behaviour, which is greatly impacted by their views (Meinhold and Malkus, 2005; Ramsey and Rickson, 1976). Good health

depends on the state of mind and body. Each exerts a direct influence on the other but owing to the power of the mind over nature, good health is of supreme importance. The Health Education Authority (1997) described mental health as emotional and spiritual resilience, which enables us to survive pain, disappointment and sadness. Kumar (1992) stated that mental health is an index that shows the extent to which the person has been able to meet his environmental demands social, emotional or physical.

## Importance of Socioeconomic Sustainable Habits, Mental Health and Their Impact on Secondary School Teachers

The socio-economic element of education for sustainable development demands a decided discourse with normativity, which can be found even in seemingly value-free issues. If this education is supposed to achieve more than just an adaptation of externally determined values, then the 'sustainable teachers' has to be endowed with the ability to reflect on prevalent standards and principles in complex situations against the backdrop of a globalized society. The complexity of these situations also conveys the limitations of socio-economic education. In light of increasing value pluralism and the realization that culture is a constantly changing, fluid system, interwoven with conflicting standards and values (Geertz,



1995, p. 9), the educational goal cannot be a lesson in good and timeless values. Rather, the individual needs to acquire the capability to make better judgements and decisions regarding his/her own social actions (cf. Gewecke & Huse, 2011, p. 109). A socio-economically substantiated education for sustainable development claims to form economically responsible citizens capable of reflecting complex economic and social interrelations as well as the role of economic rationality. We emphasize the necessity of comprehensive basic economic knowledge, since economism might very well be the last major ideology of our times (cf. Ulrich, 2000, p. 556).

Teaching is one of the most stressful professions. An educator work-life survey of FTE teachers across the US found 1.86 million described their mental health as 'not good'. 61% reported they are always or often managing high levels of stress over a 30-day period. Given the pressures teachers are required to work under – economic inequality, increasing mental health issues for students, declining resources and increasing demands of their job – it's not surprising many teachers struggle with their own mental health along with that of their students. The poor mental health of teachers isn't only a personal concern for them, it adversely affects their student's levels of achievement and increases costs for schools. Given the important role that teachers play in the lives of children, young adults, and wider society, it's imperative that their mental health is supported to prevent issues, and help is provided when problems do arise.

### How to improve mental health in schools

Improving mental health in schools has a number of benefits – a higher rate of teacher retention, increasing levels of achievement for students and lower dropout rates for students to name a few. Focusing on the need for improving mental health in schools is just the start. Looking after our mental health can begin at school (or at home) but should be a part of all aspects of our lives.

Teaching stress reduction techniques, removing the stigma around mental health with open discussions on these topics, prioritizing wellness by ensuring we get enough sleep, adopting a growth mind-set towards learning and teaching, focusing on gratitude and having clear boundaries between school and the rest of our lives can all help to improve mental health in our schools for students and teachers alike.

### Conclusion

Experience might have acquired certain solution skills for mental illness (Borthwick, Thornell and Wilkinson, 1982; Robin, Saffer and Kornitzer, 2000). The good mental health of teachers is positively related to job satisfaction. (Ray, 1982; Srivastava and Asthana, 2008; Stepal, Cropley, Griffith and Kirschbaum, 2000). Mental health positively related with personality traits of teachers (Kumar, 2003). Psychological stress generated problems that affect teachers' mental health (Singh and Singh, 2006). On the basis of the above studies conducted in the past years, it may be summed up that teacher effectiveness in relation to job satisfaction, personality and mental health has remained an area of interest among researchers in the field of education. Above all, teacher effectiveness with special reference to job satisfaction has too been the focus of researchers. The investigator did not find many studies in the area of teachers' sustainable habits in relation to job satisfaction, personality and mental health. Keeping in view, the above conclusions the study of secondary school teachers' sustainable habits and its correlates with mental health is significant in its need and spirit.

# "THE RISE OF SHORT ATTENTION SPANS AND ROLE OF EDUCATION"



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



**Prachi Rana, Student-  
Teacher, (B.Ed. Semester III)**

We live in the twenty-first century. Social media is utterly popular, and it has been a significant part of our lives. From young toddlers to elderlies, everyone has changed and accepted change in some way or another. The use of reels and short films has just grown, and pupils find themselves chained to brief pieces of information that may make them accustomed to quick, shallow attention, decreasing their attention span. This may be problematic for traditional educational practices that sometimes require extensive lectures and reading. Things go so much quicker today. Human beings are multitasking, and their attention span is deficient. Some studies indicate that the current human has an average attention span of 8 seconds. That's less than what a goldfish has! That has significantly affected how people take in information, especially students. Short videos can also be surfaced on Instagram Reels and YouTube Shorts; does traditional schooling stand a hope of ever keeping up with lessons in bite-sized morsels?

While fast-paced reels, TikToks, and short videos comprise the influx of much of social media, students are increasingly being pulled to fast-paced content that provides instant gratification. This has fuelled concerns that students' ability to sit through more challenging or longer-form instructional materials is eroding. Research has indicated that frequent

exposure to rapid media leads to decreased attention spans in pupils. It might well be that the ability of students to sit through or concentrate on more traditional lectures or more extensive reading tasks is waning. Short, digestible information is something of a rare commodity in the traditional setting of learning. Instagram Reels and YouTube Shorts offer for that possibility. You can learn practically anything in less than 10 minutes—from math tricks to historical facts. This would work perfectly for kids who have problems focusing on drawn-out lessons. The more students spend time on social media, the more their attention span shrinks. According to a study by Microsoft, there has been a decrease in the ability to focus in the last ten years, mainly due to spending too much time on devices. This is particularly evident within the classroom. Traditional lectures take around 30 to 60 minutes, but kids are accustomed to short, interesting content and can consume the same within shorter time frames. The high prevalence of reels and short films has accustomed learners to consuming fast content that easily goes down well and therefore negatively impacts their desire to focus for long periods. This takes a toll on established educational programs, which mostly depend on long lectures and intensive study sessions. This would also help in microlearning methods where the classes have been broken down into small chunks representing the exact

form of content accessed by students in a micro duration. There can also be the inclusion of multimedia type of materials like animations, short films, and quizzes, which can also attract the students toward learning. Giving regular breaks and generating interest through gamification can be some other key points to keep students attracted to the lessons. Hybrid learning, which includes traditional study and modern digital modes of analysis, also offers far more flexibility. Even with the short attention span of people nowadays, methods of learning could still prove to be effective through innovation and adaptation. The rapid pace of presentation and constant interruption of information decreases our ability to hold attention; we are wired to brief films and soundbites. On the other hand, studies conducted by the University of California indicate that students have a better retention of learned information with shorter films as compared to their peers who attend longer lectures. No wonder YouTube and Instagram find a niche as learning platforms in many respects because students can quickly absorb the gist of material without being overwhelmed. Another study conducted by Common Sense Media reveals that over 80 percent of teenagers are nowadays using YouTube and other similar sites to help them with their homework assignments. Educational Instagram influencers and YouTube influencers have millions of followers. It indicates that the students engage themselves with these media sources in their journey as learning tools. Greater engagement is witnessed towards creators offering short-form educational content rather than regular long videos. Can traditional education? How does this affect traditional education, for one? Can it still keep its place in the raising of Instagram Reels and YouTube Shorts, shortening attention spans? Short-form videos are already being implemented into lessons by some schools. Teachers have adopted using Reels and Shorts for quick introductions to new topics as well as reviewing what pupils have learned. But there are problems. When one is using such short films too much,

that may lead to shallow learning. Indeed, Instagram Reels and YouTube Shorts are great for picking out students' interest in the subject matter, but they hardly ever let one go deep into a certain subject. More complex topics require more time and effort that are not feasible using short films. A recent survey showed the ideal TikTok movie to run between 21 and 34 seconds, and many committed viewers said longer videos made them "stressful." In the past, users always looked for information and education from conventional sources, such as academic institutions or news organizations. The information or education today is very different; users now depend on social media and short-form videos for their knowledge. This immensely changes how we receive and retain information. Knowing the drivers behind it can help us better understand how the short-form video boom has been changing our consumption patterns and how it's been eating up our attention span as well. And while we start getting accustomed to this new space, we must be concerned about what kind of uncalculated consequences our actions might entail and see to it that we achieve a harmonious balance between all these short-form contents and longer, more comprehensive contents. Reels and shorts are made to convey information within a short period, normally between 15 to 60 seconds. This leads learners to feel immediately gratified and prevents them from giving much concentration to longer, complex activities. The new model of concentration clashes with the older version of sustained attention. Rather than demonize the educators, the power of these short films should be captured by them. Adding short, dynamic video content to a course could hold educational depth while engaging students in formats they are accustomed to. For example, brief video formats could be used for "learning nuggets" or micro-lessons that can then lead to critical-thinking tasks or debates. In this sense, the brief, captivating style of reels can be a springboard for further in-depth engagement. In addition, teachers can instruct their students on how to



balance these periods of high stimulation through concentrated, thoughtful activities. They can learn ways such as timed study sessions, physical breaks, and long immersed projects that refocus attention. Educators can engage their students in discussions about media consumption and its impact on their attention, which will increase consciousness; students will make informed choices regarding how much enjoyment they need balanced with learning. As an upcoming educator, I consider hope in using the likes of Instagram Reels and YouTube Shorts as avenues through which learning becomes fun. Still, they must add and not replace a proper school setting. While at my internship, I used short films to spike the interest of students and then had them discuss

further and carry out practical activities. This way, it both captivated and enabled the mind to think. I have enjoyed learning from short-form content. It has enabled me to learn comprehensive concepts in shorter periods and has assisted me with class preparation. At the same time, I realize the importance of deeper learning over just memorization. To summarize, Instagram Reels and YouTube Shorts transform how students learn, becoming accustomed to their short attention spans. Conversely, while such media make knowledge more accessible and entertaining, teachers must retain a distinction between making use of the short-form information tool and proper studying. As a future teacher, we must be flexible to these new trends but not forget the value of full-scale education by tradition.



## CHRONICLES: SCHOOL EVENTS

### 1. Faculty Development Programme on “Transformative Teaching for Educators Building VIKSIT BHARAT”

From 26-31 July 2024, the School of Education organized a Faculty Development Program (Hybrid Mode) on “Transformative Teaching for Educators Building VIKSIT BHARAT”. The FDP was inaugurated by Prof. Raghuvir Singh, Vice Chancellor, K.R Mangalam University and Prof. Mehraj Uddin Mir, Chair Professor, Motilal Nehru Chair. Prof. Tania Gupta, Dean, School of Education delivered the welcome address.

Throughout the FDP, a series of enlightening sessions were held. On the first day, Prof. Ananda Padhan Head, School of Education, Apeejay Satya University discussed “Innovative Pedagogies and Experiential Learning,” followed by Prof. Varuna Tyagi, Dean Academics, K.R Mangalam University on “Interdisciplinary Curriculum Design.” Subsequent days included presentations by Prof. Saroj Yadav, Former Dean Academics, NCERT, New Delhi on “Sustainability in Education,” Prof. S. K. Yadav, Former Head, Department of Teacher Education on “Tools and Techniques for Assessment and Evaluation,” Prof. G. R. Angadi, HOD & Dean, Department of Education, School of

Education and Training, Central University of Karnataka on “Equity and Inclusion in Education,” and Prof. Nighat Basu Former Head & Dean, School of Education, Central University of Kashmir, Jammu & Kashmir on “Teacher Learner Autonomy for Self-Reliant Education.” An interactive quiz and an assignment were also incorporated to reinforce learning.

On 30 July 2024, Prof. Vinod Kumar Shanwal, Former Head, Department of Education and Training, Gautam Buddha University delivered insights on “Educational Research and Innovation.” The final day featured Dr. Shweta Bansal, Head of Department (CSE), School of Engineering & Technology discussing “Integrating Technology in the Classroom: Digital Tools, AI, ML, VR, and AR.”

The valedictory session was graced by Prof. Mehraj Uddin Mir, who shared his experiences and motivated the participants to embrace the teaching and learning process with passion and dedication. Dr. Mudasir Hamid, Assistant Professor, SOED presented a detailed report of the FDP, and Mr. Saket Bihari, Assistant Professor, SOED extended the vote of thanks. The program was marked by active participation and insightful discussions, making it a resounding success.







**Glimpses of Session on Innovative Research by Prof. Vinod Kumar Shanwal.**



**Glimpses of the sessions conducted by Prof. Saroj Yadav and Prof. S.K Yadav.**

## **2. Training Programme on Professional Ethics for Students**

The School of Education (SOED), K.R. Mangalam University, Gurugram organized a training programme on Professional Ethics for students of SOED on 23 August 2024. The program was led by the esteemed Prof. (Dr.) Satyendra Gupta, Dean, School of Education, Galgotias University, Greater Noida, Uttar Pradesh, who provided an insightful lecture on the significance of professional ethics for students. He emphasized key ethical principles that future educators should embody to uphold integrity and professionalism in their careers. The students actively participated in discussions, reflecting on the ethical challenges they might encounter in their professional lives. The training program

was meticulously coordinated by Dr. Shikha and Ms. Shalvi Kumari, Assistant Professors, the School of Education, who ensured the seamless execution. This was further supported by the efforts of the student coordinators, Sulakhani and Shikha, B.El.Ed. Semester V, who skillfully moderated the proceedings. Dr. P.C Jena, School Coordinator, also played a crucial role in assisting with the functioning of the training program. The program concluded with a vote of thanks delivered by Prof. (Dr.) Tania Gupta, Dean, School of Education, K.R. Mangalam University. She expressed her gratitude to Prof. (Dr.) Satyendra Gupta for his enlightening session, the faculty and student coordinators for their dedicated efforts, and all the participants for their active engagement.





**Prof. Satyendra Gupta enlightened student teachers of SOED on Professional Ethics.**



**Prof. (Dr.) Tania Gupta, Dean, School of Education delivered the Vote of Thanks.**



**Student-Teachers and Faculty of the School of Education with Prof. (Dr.) Satyendra Gupta, Dean, School of Education, Galgotias University**



### 3. Teaching with Integrity: Professional Ethics Training for Educators

School of Education, K R Mangalam University organized an expert session entitled Teaching with Integrity: Professional Ethics Training for Educators on 30 August 2024 by inviting Dr. Niradhar Dey, Associate Professor, School of Education, Indira Gandhi National Open University, New Delhi, as a resource person. It was a momentous occasion dedicated to fostering professional ethics in the teaching profession. Dr. Niradhar Dey highlighted key principles such as commitment to students' well-being, integrity, and respect for diversity, professional development, the role of School Management Committees, and the significance of professions in

shaping mankind's destiny. Dr. Niradhar Dey's expertise and dedication to the field left a lasting impression on all participants. The event was a resounding success, emphasizing the critical role of professional ethics in the education sector and reaffirming the commitment of K R Mangalam University's School of Education to promoting ethical excellence among educators.

All the faculty members of the School of Education attended the lecture. Empowering educators with the principles of professional ethics: Our speaker leads an engaging session on 'Teaching with Integrity,' fostering a culture of trust, fairness, and responsibility in education.



**Dr. Niradhar Dey speaking on Common Unethical Research Practices.**



**Faculty School of Education with Invited Speaker Dr. Niradhar Dey.**

#### 4. Harnessing Artificial Intelligence and Machine Learning in Education: A Capacity Development Training Program, Awareness in Trends and Technology in Collaboration with CDC

On September 9, 2024, School of Education at K.R. Mangalam University, in collaboration with the Career Development Centre (CDC), organized a Transformative Capacity Development Training Program "Harnessing Artificial Intelligence and Machine Learning in Education." The program aimed to explore the potential of AI and ML in reshaping educational practices and enhancing learning outcomes. The session was conducted by Dr. Shweta A. Bansal, Associate Professor, School of

Engineering and Technology, K.R. Mangalam University. She shared her insights on the growing impact of AI and ML in education, emphasizing how these technologies can personalize learning experiences, enhance administrative efficiency, and enable data-driven decision-making in schools and universities.

Key highlights of the program included discussions on AI-driven adaptive learning platforms that cater to individual students' needs, the use of machine learning algorithms to analyze student performance data, and the development of smart content that dynamically adjusts to different learning styles.



#### Interactive Discussion on Artificial Intelligence and Machine Learning in Education

#### 5. Integrity in Action: Code of Conduct Training for Students

On 16 September 2024, the School of Education (SOED) organized an expert session titled "Integrity in Action: Code of Conduct Training for Students." This program aimed to foster a deep understanding of ethical conduct, integrity, and professional behaviour among students. The session focused on enhancing the moral responsibility of students in academic and professional environments. The expert session was led by Ms. Gargi Singh, Assistant Professor at the School of Legal Studies, K R Mangalam University. She highlighted the significance of maintaining integrity in academic life and how adherence to

a code of conduct shapes responsible future professionals. The presentation included interactive discussions on real-life case studies, providing students with practical insights into ethical decision-making. The event was coordinated by Dr. Mudasir Hamid and Mr. Saket Bihari, who ensured smooth execution and student participation. Prof. P. C. Jena, the School Coordinator, delivered the vote of thanks, expressing appreciation for Ms. Gargi Singh's insightful session. He extended heartfelt gratitude to Prof. Dr. Tania Gupta, Dean of SOED, for her constant support and guidance, and thanked the student coordinators and participants for their active engagement in making the event a success.





**Expert Speaker Ms. Gargi Singh addressing Students on Integrity in Action**



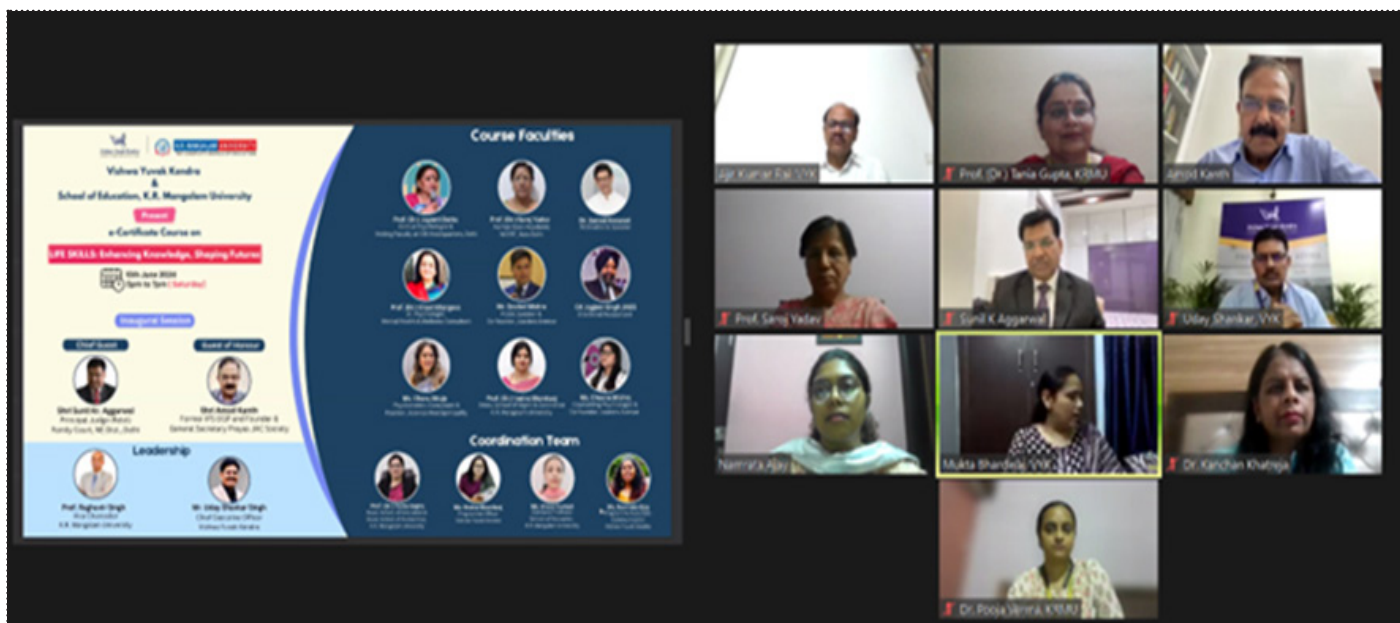
**Interactive Discussion on Ethical Conduct with SOED Student-Teachers**

## 6. Integrity in Action: Code of Conduct Training for Students

The online e-Certificate Course "Life Skills: Enhancing Knowledge, Shaping Futures" was an initiative collaboratively organized the School of Education, K.R. Mangalam University in collaboration with Vishva Yuvak Kendra, New Delhi. This comprehensive program commenced on 15 June 2024 and was scheduled to run weekly every Saturday until 19 October 2024, with each session taking place from 5 P.M to 7 P.M. Over 400 participants received gainful certification through this life skills course.







**Glimpses of the E-Certificate Course Sessions**

## PROUD MOMENTS: STUDENT SUCCESS



Ms. Anita Kumari, Ph.D. research Scholar, participated in Two days National Level online Workshop on System Approach to Research & Systematic Literature Review organized by CEDAAR, Chennai India on 20 & 21 September 2024.

Ms. Shubhangi Taneja, Ph.D. Research Scholar presented Paper entitled “Role of Techno Pedagogical Approach in Enhancing Learning Outcomes of Students” at the Second International e-Conference CTPDCON-ERA 2024 held on 28-29 September 2024.



Ms. Alka Dogra Sahni, Ph.D. Research Scholar presented paper entitled “Art Integrated Learning and its impact on Students Stress and Coping Management” at the Second International e-Conference CTPDCON-ERA 2024 held on 28-29 September 2024

Ms. Isha Puri, Ph.D. Research Scholar presented paper entitled “Development of Interactive Digital Learning Art Integrated Learning Materials for Secondary school Curriculum” at the Second International e-Conference CTPDCON- ERA 2024 held on 28-29 September 2024.





Ms. Deepa Khatri, Ph.D. Research Scholar presented paper entitled “The Role of Career Guidance and Counselling in Equitable Education” at the Second International e-Conference CTPDCON- ERA 2024 held on 28-29 September 2024.

Ms. Jyoti Mishra, Ph.D. Research Scholar presented paper entitled “Spiritual well-being among Children through Indian Perspective” at the Second International e-Conference CTPDCON- ERA 2024 held on 28-29 September 2024.



Ms. Nahida, Ph.D. Research Scholar presented paper entitled “Exploring the Possibilities of Strengthening the Role of IKS in fostering Creativity and Social innovations among Indian Youth Building a Vivid Path for Viksit Bharat” at the Second International e-Conference CTPDCON- ERA 2024 held on 28-29 September 2024.

Ms. Priti Sharma, Ph.D. Research Scholar presented paper entitled “Role of IKS in promoting Mental Health, Emotional Intelligence and Self Actualization” at the Second International e-Conference CTPDCON- ERA 2024 held on 28-29 September 2024.





## IN FOCUS: OUR ALUMNI ACHIEVEMENTS AND CONTRIBUTIONS



Dr. Anupam Bansal, Ph.D. Alumni Presented Paper entitled “A Study of Comparison of Dimensions of Sustainable Development in Education among Teachers at the Second International e-Conference CTPDCON- ERA 2024 held on 28-29 September 2024.

Dr. Anupam Bansal, Ph.D. Alumni Assistant Professor from KIIT College of Education has completed the NEP 2020 Orientation & Sensitization Programme under Malaviya Mission Teacher Training Programme (MM-TTP) of University Grants Commission (UGC) organized by MMTTC of Shri Lal Bahadur





Shastri National Sanskrit University (Central University), New Delhi from 05.08.2024 to 14.08.2024.

Dr. Anupam Bansal, Ph.D. Alumni, Assistant Professor, Department of Education, KIIT College of Education, Gurugram, Haryana has participated in One Week Online National Faculty Development Programme (FDP) on Artificial Intelligence: Teaching, Assessment & Research organized by MMTTC of Shri Lal Bahadur Shastri National Sanskrit University (Central University), New Delhi from 09th to 16th July 2024.

# ACHIEVING MILESTONES: FACULTY ENDEAVOUR

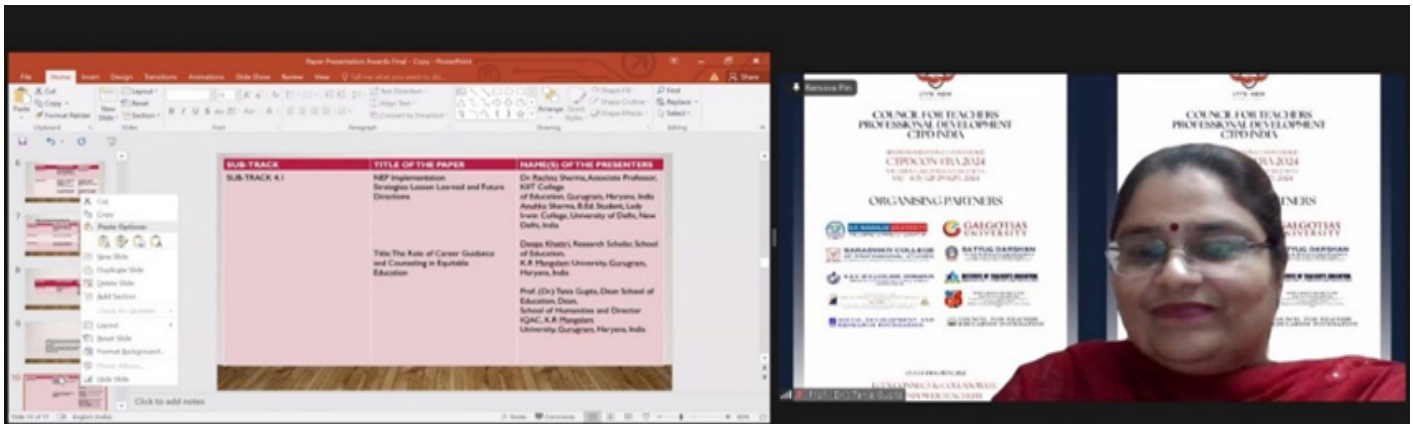
FACULTY NAME	AWARD
Prof. Tania Gupta Dean, School of Education	Conferred with Excellence in Accreditation & Institutional Ranking by K.R Mangalam University on 05 September 2024 Conferred with Exemplary Leadership Award by Council for Teachers Professional Development on 29 September 2024
Dr. Anshul Saluja, Assistant Professor, School of Education	Received Excellence in Event Management Award 2024 by K.R. Mangalam University on Teacher's Day, 2024
Ms. Shalvi Kumari, Assistant Professor, School of Education	Received CTPD Junior Fellowship Award on 29 September 2024
Dr. Mudasir Hamid, Assistant Professor, School of Education	Received CTPD – SDRF Facilitation in Education Leadership Award on 5 September, 2024 Received CTPD Fellowship Award on 29 September, 2024
Dr. Pooja Verma, Assistant Professor, School of Education	Received CTPD Fellowship Award on 29 September 2024

## PLACEMENTS

Photo	Student Name	School Name	Designation
	Ashish Yadav B.Ed. 2022-24	New Hope Public school, Lucknow	Assistant Teacher
	Sangita K. Singh B.Ed. 2022-24	Luburnum public school, Bhondsi	TGT teacher
	Sheena B.Ed. 2022-24	B.R.Ambedkar Aadarsh Vidyalaya	Primary Teacher
	Reena B.Ed. 2022-24	Jocund heart school, Gurugram	Preschool teacher

# PARTNERSHIPS IN PROGRESS: COLLABORATIVE VENTURES

## International e-Conference on "Educational Reforms and Advancements"



### Inaugural Session of the International e-Conference.

28-29 Sep 2024

The second international e-conference, "CTPD CON-ERA 2024: Educational Reforms and Advancements," was successfully organized by K. R. Mangalam University in collaboration with the Council for Teachers Professional Development (CTPD) on 28-29 September 2024. The conference provided a dynamic platform for educators, researchers, and policymakers to discuss the latest advancements and challenges in education. The conference began with a welcome address by Prof. (Dr.) Tania Gupta, Dean, School of Education, and featured five key tracks, including Indian Knowledge Systems, Quality Education, Online and Digital Education, Inclusion, and Sustainable Development. In

Track 1, 47 presenters presented their papers, Track 2 had 59, Track 3 featured 36, Track 4 had 23 and Track 5 had 31, totalling 196 paper presentations. This remarkable turnout, with international participants contributing to each track, underscored the conference's success. The Convener of the Conference was Prof. Gupta and co-conveners Dr. Pooja Verma and Dr. Mudasar Hamid, and moderated by Ms. Shalvi Kumari, the conference showcased innovative strategies for educational reform, lifelong learning, and inclusion, while fostering collaboration among participants from diverse backgrounds. The conference offered a comprehensive platform for sharing knowledge, solutions, and best practices in educational advancement.



### Valedictory Session of International e-Conference 2024.



# SCHOOL INTERNSHIP 2024-25

Students of B.Ed. III semester and B.El. Ed. VII commenced their School Internship from August-December 2024. This 16-week internship began with a one-week pre-internship orientation, where student-teachers were introduced to essential topics such as lesson planning, unit tests, and Continuous Comprehensive Evaluation (CCE). During this phase, they also observed demonstration lessons by experts, which prepared them for classroom interactions and critical discussions.

Students have got opportunity to pursue their internship in reputed Schools like Army Public School, Delhi Cantt. Lancers International School, Gurugram etc. Over the last few weeks, the student-teachers have engaged in diverse teaching activities, including the preparation and delivery of lesson plans for two pedagogy subjects. Each student-teacher is required to teach a minimum of 80 periods, ensuring equal distribution between their pedagogy subjects. Lesson plans include both traditional methods and multimedia integration, fostering a

blended approach to teaching.

Additionally, student-teachers are actively involved in school life beyond the classroom. They participate in and organize extracurricular activities such as sports, quizzes, and cultural events, which contribute to their understanding of school dynamics and student engagement. They are also responsible for maintaining records related to their participation in these activities, lesson planning, and assessments like the Achievement Test Report (ATR).

Furthermore, student-teachers are engaged with various stakeholders, such as parents, teachers, and members of the School Development and Monitoring Committee (SDMC), enhancing their communication and administrative skills. Reflective journals and case studies have encouraged introspection and professional growth. Overall, the internship has been a holistic and enriching experience, aimed at fostering the development of competent and reflective teachers.



**Student-Teachers Demonstrating Practical Skills in the Classroom**

## LIST OF SCHOOLS

S. No.	School Names
1.	Army Public School, Delhi Cantt., New Delhi
2.	The Dev Public School, Najafgarh, New Delhi
3.	Lotus Petal School, Dhunela Village, Gurugram
4.	K.R. Mangalam World School, Gurugram
5.	Notre Dame School, Badarpur New Delhi
6.	Sainik Public Senior Secondary School, Ballabgarh, Faridabad, Haryana
7.	Euro International School, Sector 109, Dwarka Expressway, Sector-109, Gurugram
8.	Excellere World School, Gurgaon, Haryana
9.	Dwarka International School, Sector 12, Dwarka, New Delhi
10.	GLT Saraswati Bal Mandir Senior Secondary School, Ring Road, Nehru Place, New Delhi
11.	Sohan Rai Public School. F-108, Chhattarpur Ext Rd, Block D, Chhatarpur, New Delhi
12.	Central Academy International School, Dwarka sector-10, New Delhi
13.	Harmandir Public Higher Secondary School, Trikuta Nagar Extension, Jammu, J ammu & Kashmir
14.	Angel Place International School, Sohna, Gurugram, GD Goenka High School, Sohna, Gurugram, Haryana
15.	Sri Chaitanya School, Sector-56 Sushant Lok Phase-II Gurugram
16.	Yaduvanshi Shiksha Niketan, Sector 92, Gurugram
17.	K.R Mangalam School, Vaishali, Ghaziabad, U.P
18.	Mata Shiv Devi Public School, Keshav Puram, Delhi
19.	Educational Academy School, Gurgaon, Haryana



**Engaging Students with Hands-On Learning Through the Project Method.**



### Interactive Demonstration Sessions for Enhanced Learning

## KNOWLEDGE IN PRINT: LATEST PUBLICATIONS



**Prof. (Dr.) Tania Gupta**  
Dean, SOED & SOHS  
Director IQAC

- Published book titled “**Emerging Scholars in Education-Undergraduate Research Insights**”, EZ Education, ISBN 978-93-91654-58-0 in September 2024
- Published book titled “**Revolutionizing Education: A Comprehensive Exploration of Influential Educational Thinkers and Their Paradigm-Shifting Ideas**”, Crosby Books, ISBN 978-93-91654-46-7 in September 2024
- Published Book Chapter titled “**Evolution of Assessment in Education: Policy and Practice**” in book “**Assessment and Evaluation in Education**”, ABS Books, Delhi, ISBN 978-81-19708-73-4 in September 2024



**Prof. P.C Jena**  
School Co-ordinator, SOED

- Published Edited Book title “**G20 Opportunity for Shaping Global Governance**”, ABS Books Publications, New Delhi, ISBN-978-81-19708-24-8 in September 2024



**Dr. Kanchan Khatreja,**  
Assistant Professor, SOED

Published Paper entitled “**A Study of Anxiety among Elementary School Students**” in UGC CARE I Journal *Sanshodhak*, Vol.10 ISSN (print): 2394-5990 (August 2024 )



**Dr. Mudasir Hamid**  
Assistant Professor, SOED

Published Research Paper entitled “**Cultural Reflections: Reimagining Education and Leadership in Conflict Situations and Post-COVID-19 in Kashmir**”, in UGC CARE Journal *Humanities and Social Science Studies*, Vol. 13(1). ISSN 2319-829X (August 2024 )



# BULLETIN BOARD: UPCOMING EVENTS AND NEW INITIATIVES

## October Month Activities

- Field Project on "Exploring Biodiversity Conservation Strategies at Yamuna Biodiversity Park: A Study on Ecological Sustainability and Community Engagement"
- Alumni Talk on "Work-Life Balance and Well-being"
- KEIC Activity: Workshop on "Pitching and Communication Skills for Entrepreneurs"







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