



International Conference on Innovations & Challenges in Contemporary Education

SOUVENIR



24th & 25th APRIL, 2026

HYBRID MODE
(ONLINE & OFFLINE)

Published By

Ghulam Ahmed College of Education

Accredited by NAAC (3rd Cycle) with A+ Grade

Affiliated to Osmania University

[Established by Sultan-Ul-Uloom Educational Society]

**International Conference on
Innovation & Emerging Trends in Education:
A Journey of Redefining Education
Hybrid mode 24th & 25th April, 2026**

CONFERENCE SOUVENIR

EDITORIAL BOARD

**Prof. Vibha Asthana, Advisor cum Director, GACE
Dr. Hureen Wasifa Siddiqui, Assistant Professor, GACE
Dr. K. Sindhu Bhavani, Assistant Professor, GACE
Dr. Medipally. Raju, Associate Professor, GACE
Ms. Lubna Aly Khan, Assistant Professor, GACE
Ms. Maryam Fatima, Teacher Trainee, GACE**

**PUBLISHED BY
GHULAM AHMED COLLEGE OF EDUCATION,
Banjara Hills, Hyderabad, Telangana, India
(Established by the Sultan-Ul-Uloom Education Society)
Accredited by NAAC (3rd Cycle) with A+ Grade;
Affiliated to Osmania University.**

INTERNATIONAL CONFERENCE ON INNOVATION AND CHALLENGES IN CONTEMPORARY EDUCATION

Editors

1st Edition – 2026

Date of Publication: 24.04.2026

ISBN: 978-81-999779-9-0



All Rights Reserved: No part of this publication may be reproduced or transmitted in any form by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the copyright owners.

DISCLAIMER: We do not warrant the accuracy or completeness of the information, text, graphics, links or other items contained in this book. We accept no liability for any loss, damages or inconvenience caused as a result of reliance on such content. Only the author is the authority for the subjective content and may be contacted. Any specific advice or reply to a query on any content is the personal opinion of the author and is not necessarily subscribed to by anyone else.

Published by

Ghulam Ahmed College of Education

Accredited by NAAC (3rd Cycle) with A+ Grade

Affiliated to Osmania University

[Established by Sultan-Ul-Uloom Education Society]

Cover page designed by: Dr Hureen Wasifa Siddiqui

ABOUT COLLEGE

Ghulam Ahmed College of Education

(Sultan-Ul-Uloom Education Society)

Affiliated to Osmania University, Accredited by NAAC (3rd Cycle), with an A+ Grade



Established under the aegis of the Sultan-ul-Uloom Education Society, Ghulam Ahmed College of Education is situated in the prime locality of Banjara Hills, Hyderabad, within a sprawling 22-acre campus. The Society also manages several reputed institutions, including Muffakham Jah College of Engineering & Technology, Amjad Ali Khan College of Business Administration, Sultan-ul-Uloom College of Law, SU College of Pharmacy, SU Junior College, and SU Public School.

Building on this strong foundation, Ghulam Ahmed College of Education has emerged as a distinguished minority institution with a rich legacy spanning over four decades in teacher education. Affiliated with Osmania University and recognised by the National Council for Teacher Education (NCTE), the college has consistently upheld its commitment to academic excellence through its Bachelor of Education (B.Ed.) and Master of Education (M.Ed.) programmes.

A hallmark of the institution's academic distinction is its accreditation by the National Assessment and Accreditation Council (NAAC) with an A+ grade in its third cycle, reflecting sustained quality, innovation, and institutional excellence.

Guided by its vision, *"To produce tech-savvy quality teachers through holistic teacher education by igniting young minds towards excellence in education and commitment to community,"* the college strives to nurture competent, reflective, and value-driven educators. Its mission emphasises academic excellence, innovative pedagogy, critical inquiry, inclusivity, and the empowerment of diverse learners.

Demonstrating its progressive outlook, the hosting of an International Conference marks a significant milestone in the institution's journey, providing a vibrant platform for scholarly exchange, collaboration, and the exploration of emerging trends in education.

With its rich heritage, strong academic foundation, and forward-looking approach, Ghulam Ahmed College of Education continues to illuminate the path of teacher education, shaping future educators who are both competent and compassionate.

ABOUT CONFERENCE

THE INTERNATIONAL CONFERENCE ON INNOVATION AND EMERGING TRENDS IN EDUCATION: *A Journey of Redefining Education*

About the Conference

The International Conference on *Innovation and Emerging Trends in Education: A Journey of Redefining Education* is a landmark academic event organized by Ghulam Ahmed College of Education, Banjara Hills, Hyderabad, Telangana, India. Scheduled to be held in hybrid mode on 24th and 25th April, 2026, the conference seeks to bring together eminent academicians, researchers, policymakers, and practitioners from across the globe on a common platform to deliberate upon transformative changes in the field of education.

In an era marked by rapid technological advancement and evolving societal needs, the conference aims to explore innovative approaches and emerging trends that are redefining teaching, learning, and educational leadership. It provides a dynamic forum for intellectual exchange, interdisciplinary dialogue, and collaborative exploration of ideas that shape the future of education.

Conference Themes

The conference features thematic sessions aligned with contemporary global and national educational priorities, including:

- National Education Policy (NEP) 2020
- Sustainable Development Goals (SDGs) in Education
- Socio-Emotional Learning (SEL)
- Artificial Intelligence in Education
- Educational Leadership and Governance

These themes reflect the commitment to fostering inclusive, equitable, and future-ready education systems.

Participation and Contributions

The conference has received an overwhelming response, with around 130 research papers submitted by scholars and practitioners from various parts of the world. The selected papers, included in this Book of Abstracts, represent diverse perspectives, innovative practices, and significant research contributions in the field of education. The presentations will be conducted through parallel technical sessions, encouraging meaningful academic engagement and knowledge sharing.

Distinguished Resource Persons

The conference is privileged to host a distinguished panel of resource persons, including foreign nationals, Vice Chancellors of reputed universities, and eminent professors known for their scholarly excellence and contributions to educational research and policy. Their keynote addresses and expert sessions will offer valuable insights and inspire participants to re-envision educational practices in a rapidly changing world.

Conclusion

This conference stands as a testament to the commitment of Ghulam Ahmed College of Education towards academic excellence, innovation, and global collaboration. By fostering dialogue on critical educational issues and emerging trends, the conference aspires to contribute meaningfully to the ongoing journey of redefining education for future generations.

CHIEF PATRON

Mr. Zafar Javeed, Honorary Secretary, Sultan-Ul-Uloom Education Society.

PATRONS:

Mr. S. A. Wahab, Chairman, Governing Council, Ghulam Ahmed College of Education.

Mr. Aamer Javeed, Joint Secretary, Sultan-Ul-Uloom Education Society.

CONVENOR:

Prof. Vibha Asthana, Advisor cum Director, Ghulam Ahmed College of Education.

CONFERENCE COORDINATORS:

Dr. Hureen Wasifa Siddiqui, Assistant Professor, GACE

Dr. K. Sindhu Bhavani, Assistant Professor, GACE

STUDENT COORDINATOR:

Mr. Ayan Ahmed, Teacher Trainee, GACE

Ms. Maryam Fatima, Teacher Trainee, GACE

ORGANISING COMMITTEE

Dr. N. Saroja, Professor, GACE

Ms. Rafiya Sultana, Assistant Professor, GACE

Dr. M. Raju, Associate Professor, GACE

Dr. Najma Sultana, Assistant Professor, GACE

Mr. Raziuddin Ahmed, Assistant Professor, GACE

Ms. Noor Ul Huda, Assistant Professor, GACE

Ms. Syeda Tauqeer Fatima, Assistant Professor, GACE

Ms. Lubna Aly Khan, Assistant Professor, GACE

Ms. Sana Fatima, Assistant Professor, GACE



सत्यमेव जयते

राष्ट्रीय प्रौद्योगिकी संस्थान रायपुर NATIONAL INSTITUTE OF TECHNOLOGY RAIPUR

(An Institute of National Importance)
Under Ministry of Education, Govt. of India



PROF. N.V. RAMANA RAO

M.Tech (IITD), PGDCS (UOH), Ph.D (UK), Post Doc. (UK)

Director



MESSAGE

It is my distinct privilege to extend my sincere best wishes to Ghulam Ahmed College of Education for organising the International Conference on “Innovation & Emerging Trends in Education” on 24th and 25th April 2026.

In today’s rapidly evolving world, conferences of this nature are instrumental in unlocking new opportunities and fostering innovation. They unite academicians, educators, and researchers to engage in meaningful discourse, share insights, and explore transformative practices that will shape the future of education.

Innovation is no longer optional—it is imperative. Emerging trends, including digital learning ecosystems, artificial intelligence in education, interdisciplinary approaches, and learner-centred pedagogies, are revolutionising how knowledge is created, disseminated, and applied. I commend the organisers for selecting NEP 2020 as a central theme, as it serves as a visionary framework with the potential to redefine India's educational landscape and position the nation as a global leader in knowledge and human capital development.

I am confident that the deliberations arising from this conference will make a substantial contribution to advancing pedagogical excellence, inclusivity, and innovation. I commend the organisers for their vision and unwavering commitment in convening such a distinguished forum.

I extend my best wishes to all editors involved in publishing the Souvenir and convey my heartfelt congratulations to Ghulam Ahmed College of Education.

I wish everyone continued success in all future endeavours.

N.V. Ramana Rao

**Director
NIT Raipur**





యోగి వేమన విశ్వవిద్యాలయం, కడప
YOGI VEMANA UNIVERSITY, KADAPA

Re-accredited by NAAC 'A' Grade with CGPA of 3.13/4.0 (2nd Cycle)

Prof. Raja Shekhar Bellamkonda

M.Tech., M.B.A., Ph.D., M.Sc., Ph.D., M.A., Ph.D.,

Vice-Chancellor



Message

Organising an International Conference on “*Innovation & Emerging Trends in Education*” is both timely and significant, as it provides a vibrant intellectual platform for educators, researchers, policymakers, and practitioners to engage in meaningful dialogue on the rapidly evolving landscape of education. In an era marked by technological disruption, globalisation, and shifting learning paradigms, such forums are essential for critically examining contemporary challenges and co-creating future-ready educational frameworks.

I commend Ghulam Ahmed College of Education for taking this commendable initiative. It is indeed a privilege and honour for me to be associated with the inaugural session of this prestigious conference. I extend my heartfelt congratulations to the College Management for their vision, meticulous planning, and efforts in bringing together eminent scholars, researchers, and practitioners from diverse disciplines and geographies.

I strongly believe that this conference will serve as a catalyst for generating new knowledge, fostering interdisciplinary collaborations, and inspiring innovative solutions to complex educational challenges. The publication of conference proceedings will further ensure that the insights and outcomes reach a wider academic and professional audience, thereby contributing meaningfully to the body of knowledge in education.

I once again congratulate the organisers and wish the International Conference a grand success.

Kadapa,

01 April, 2026.

(RAJA SHEKHA BELLAMKONDA)



SULTAN-UL-ULOOM EDUCATION SOCIETY

"Mount Pleasant", 8-2-249 to 267, Road No. 3, Banjara Hills and
Plot No. 35, Srinagar Colony, Hyderabad - 500 034, T.S., India.
(Regd. No. 358 of 1980)



Tel : 040-23280204/23280206
Email : sues.hyderabad@gmail.com
sues.hyderabad@mjcollege.ac.in
Website : www.sultanululoom.in
www.mjcollege.ac.in

Zafar Javeed
Hony. Secretary

Message

I am extremely happy to know that Ghulam Ahmed College of Education is organizing an International Conference on "Innovation & Emerging Trends in Education on the 24th and 25th of April, 2026.

Education today is undergoing profound changes driven by globalization, technological advancements, and evolving societal needs. In this context, the theme of the conference, is a timely and significant reminder of the transformative power of education in shaping the future. It is through knowledge, research, and collaboration that we can address the challenges of our times and create pathways for sustainable growth and development.

I am confident that the Conference will offer an excellent opportunity to educators, scholars, and professionals to engage in thoughtful discussions on innovative practices, emerging trends, and the future direction of education.

Such academic initiatives reflect the commitment of our institution to excellence, research, and continuous improvement. I congratulate the Director, principal, faculty, and organizing committee for their dedicated efforts in conceptualizing and organizing this important event.

I extend my greetings and best wishes to the distinguished guests, paper presenters and participants of the International Conference on "Innovation & Emerging Trends in Education". I am sure that the conference will foster intellectual exchange, inspire new ideas, and strengthen academic networks. I wish the conference great success and look forward to the valuable contributions it will make towards the advancement of education in the years to come.


Zafar Javeed
Honorary Secretary

M.J. College of Engineering & Technology (BE, ME & Research Centre)	☎ : 23280305	Sultan-ul-Uloom Public School, Banjara Hills	☎ : 23280271
Sultan-ul-Uloom Collge of Pharmacy (B.Pharm, M.Pharm, Pharm D & PB)	☎ : 23280233	Sultan-ul-Uloom Public School, Syed Ali Chabutra	☎ : 9390533234
Ghulam Ahmed College of Education (B.Ed. & M.Ed.)	☎ : 23280282	Sultan-ul-Uloom Public School, Hafiz Baba Nagar	☎ : 24441236
Amjad Ali Khan College of Business Administration (MBA & MAM)	☎ : 23280242	Sultan-ul-Uloom Public School, Khazipur	☎ : 24502643
Sultan-ul-Uloom College of Law (LL.B. (3-YDC) & (5-YDC) LL.M)	☎ : 23280252	Sultan-ul-Uloom Public School, Hussaini Alam	☎ : 24570969
Sultan-ul-Uloom Junior College, Banjara Hills	☎ : 23280262	Sultan-ul-Uloom Public School, Golconda	☎ : 23521661
Sultan-ul-Uloom Junior College, Khazipur	☎ : 9347165839	SU Knowledge Hub, Banjara Hills.	



GHULAM AHMED COLLEGE OF EDUCATION

(Established by Sultan Ul Uloom Education Society)

Accredited by NAAC; Affiliated to Osmania University



Prof. Vibha Asthana,

Director cum-Advisor, Ghulam Ahmed College of Education

It is a privilege to extend a warm welcome to all participants, distinguished speakers, academicians, researchers, and industry experts to this International Conference on *Innovation and Emerging Trends in Education*. This landmark event also marks the celebration of four decades of our institution's unwavering commitment to academic excellence, innovation, and holistic teacher education, as

reflected in our NAAC accreditation.

This conference brings together scholars, educators, and student teachers from across the globe to share their insights, experiences, and research on some of the most pressing and transformative issues in contemporary education. It serves as a dynamic platform for intellectual exchange, fostering collaboration and the dissemination of innovative ideas that are shaping the future of education worldwide. With participants and resource persons representing diverse international perspectives, the event promises a rich and meaningful exchange of knowledge.

The conference is structured around five broad thematic areas that reflect the forefront of educational research and practice:

- 1. National Education Policy 2020 and Educational Leadership:**
Exploring curriculum reforms, transformation in teacher education, experiential and competency-based learning, and the integration of Indian Knowledge Systems.
- 2. Sustainable Development Goals (SDGs):**
Emphasising education for sustainable development, inclusive and equitable quality education, environmental awareness, and global citizenship.
- 3. Socio-Emotional Learning:**
Addressing frameworks for socio-emotional development, equity and inclusion, mental well-being, learner support systems, and education's role in socio-economic mobility.
- 4. Artificial Intelligence in Education:**
Examining the transformative potential of AI in teaching, learning, and educational management, with a focus on ethical and equitable adoption.
- 5. Educational Leadership:**
Highlighting visionary leadership, effective policy implementation, institutional development, and fostering innovation and excellence in education.

I sincerely appreciate the dedicated efforts of the advisory board, organizing committee, and all contributors who have worked tirelessly to make this event possible. I also extend my heartfelt gratitude to the keynote speakers, resource persons, and participants whose valuable insights and active engagement enrich the academic spirit of this conference.

I am confident that this conference will inspire new perspectives, strengthen collaborations, and contribute meaningfully to the advancement of education and research.

Wishing the conference great success and all participants a fruitful and enriching experience.

Vibha Asthana

Vibha Asthana,
Conference Convenor
Director, GACE

International Conference on Innovation & Emerging Trends in Education: A Journey of Redefining Education

Hybrid mode 24th & 25th April, 2026

Contents

THEME 1: NATIONAL EDUCATION POLICY

S. No.	Author Name	Title	Page No.
1	Ms. Shaik Habeeba Sulthana	From Policy Vision to Institutional Practice: Teacher Educators' Awareness and Challenges in Implementing the National Education Policy 2020	18
2	Ms. A. Usha Mr. Chandram Shashank Goud Ms. Amatul Habeeb	Role of March Past Activities on the Physical and Psychological Development of School Students	18
3	Ms. Preksha	Curriculum Reforms under NEP 2020 and Their Implications for Cultural Literacy in Indian Classrooms	19
4	Ms. Bidisha Nandy	Curriculum Reforms and Multidisciplinary Education: Transforming Learning for the 21st Century	20
5	Mr. Ram Vijay Gupta Mr. Rupesh Kumar	Assessment and Implementation of Accessibility Guidelines for Higher Education Institutions and Universities	20
6	Dr. Manju Gupta	Integration of Indian Knowledge System in Teacher Education in India: Needs and Challenges	21
7	Ms. Manisha Sen	Media Representation of Educational Reforms under NEP 2020	21
8	Ms. Pema Chuki Bhutia	NEP 2020 and the Digital Future of Higher Education in India	22
9	Mr. Prashant Singh	Assessment Practices in Indian Classrooms and NEP 2020 Reforms	22
10	Ms. Sara Salahuddin Prof. Nuzhath Khatoon	Multidisciplinary Curriculum Reforms in Teacher Education under NEP-2020: A Review	22
11	Mr. Ayan Ahmed	A Comparative Study of Theory-Based Teaching and Demonstration Method in Physical Science Education	23
12	Ms. Shailaja Sundriyal	Teacher Education in India: Integrating Indigenous Knowledge Systems for Effective Teaching	24
13	Ms. Razia Azhar	Integrating Indian Knowledge Systems in Teacher Education: Revitalizing Pedagogical Practices for Holistic Learning	24
14	Mr. Mohammed Shabbir Ali	New Trends In Education	24
15	Ms. Maryam Siddiqui Ms. Maheen Khan Ms. Tanazzul Sultana	Assessment Practices in Teacher Education: Aligning Evaluation with NEP 2020	25
16	Mr. Adil Mohiuddin	Indian Knowledge System and Its Scientific Foundations: Integrating Traditional Knowledge with Modern Chemical Science	26
17	Ms. Uzma Tasneem	Enhancing Science Process Skills and Achievement through Experiential Learning in Secondary School Chemistry	26

18	Mr. Mohd. Yawer	Visualization vs Competence: A Comparative Analysis of Science Standards in Telangana and the United Kingdom	26
19	Ms. Batta Anjamma Dr. V. Saraswathi	Awareness and Challenges of National Education Policy 2020 Among Secondary School Teachers — A Correlational Study	27

Theme 2: Sustainable Development Goals

S. No.	Author Name	Title	Page No
1	Mr. Narige Prudhvi Krishna	Reimagining Environmental Education: A Catalyst for Global Citizenship and Sustainable Development	28
2	Ms. Arshiya Anjum	Embedding Sustainability in Education: A Pathway toward the Sustainable Development Goals	28
3	Ms. M. Sunanda	A Study on Physically Differently Abled Children's Daily Life Experiences with the Family in Telangana	29
4	Ms. Romana Aman	Education for Sustainable Development	29
5	Ms. Zoya Yousuf Ms. Hajira Fathima Ms. Ayesha Khan	Transforming Classrooms: Assessing the LACE Model for Inclusive and Equitable Learning	29
6	Mr. Shaji Steephen Dr. Rajib Chakraborty	A PRISMA 2020-Guided Systematic Review of Academic Inertia: From Conceptualisation to Intervention	30
7	Ms. Jyothsna Talari Dr. Hureen Wasifa Siddiqui	Identifying Early Childhood Challenges, Discussion and Implication for Educational Community	31
8	Mr. Chanchal Sharma Dr. Vinod Kumar Upadhyay	Emotional Intelligence Among The Parents of Developmentally Disabled Children and Normal Children	31
9	Ms. Sarah Fatima	Reimagining Education: Environmental Awareness and Global Citizenship	32
10	Mr. Vijendra Singh Naruka Dr. Vinod Kumar Upadhyay	Academic Performance of Students with Mild Intellectual Disability in Inclusive and Special School Settings	32
11	Ms. Khrietono Yhoshii	Traditional Artforms as Tools for Sustainable Development and Cultural Preservation	33
12	Ms. Nunesenuo Metha	Community-Based Education, Awareness and Maternal Healthcare Utilization in Rural Parts of Nagaland	33
13	Ms. Samera Saniya	Environmental Attitude Among Teacher Trainees of Hyderabad: A Quantitative Study	34
14	Dr. Medipally Raju	Water Heritage and Sustainable Development: Lessons from the Kakatiya Cascade System	35
15	Ms. Nameera Firdous	Inclusive and equitable quality education	35

THEME 3: SOCIO-EMOTIONAL LEARNING

S. No.	Author Name	Title	Page No
1	Mr. Ziaulhye Mirja Md.	Social-Emotional Learning (SEL) and Academic Pressure Among Non-Resident Indian Students Studying in Indian Community Schools in Oman: An Empirical Study	37
2	Ms. Tulaseerani Muramulla	A Quasi-Experimental Framework for Rebuilding Cognitive Resilience and Socio-Emotional Competencies in Adolescents	37

3	Ms. Nafeesa Tamkeen Dr. Rubeeena	Academic Stress and Mental Well-being Among Intermediate Students	38
4	Ms. Preety Kaur	Exploring the Relationship between Socio-Emotional Learning Frameworks and Students' Perception in School Contexts	38
5	Ms. Ainam Zia	Culturally Competent Teachers Create a Campus That is Inclusive and Friendly to Mental Health	39
6	Ms. Nisha	The Role of Socio-Emotional Learning Frameworks in Promoting Equity, Inclusion, Mental Health Support and Socio-Economic Mobility in Education	39
7	Ms. Syeda Tauqeer Fatima Dr. Najma Begum	Bibliometric Analysis of Emotional Intelligence among School Leaders: Research Gaps and Future Directions	40
8	Ms. Munmun Ghosh Ms. Tathera Muneer Ms. Syeda Tauqeer Fatima	Socio-Emotional Learning as a Pathway to Equity, Access, and Mental Well-being in Secondary Education	41
9	Ms. Priyanka Kundu Ms. Pritha Pan	21st-Century Youth Mental Health: Emerging Problems and Strategies for Coping	42
10	Ms. Gitanjali Sha Ms. Trupti Subhrajyoti	Promoting Socio-Emotional Learning in Open and Distance Education: Implications for Equity, Inclusion, and Access in Higher Education	42
11	Ms. Mehenoor Fatima	Bridging Mental Health and Education: Strengthening Learner Support Systems for Student Success	43
12	Dr. Rehana Anjum	Fostering Mental Well-Being through Socio-Emotional Learning: Strengthening Learner Support in Education	44
13	Ms. Masarat Jabeen Ms. Nusrath Farheen A.	Mental Health Challenges among Secondary School Students: A Career Selection Pressure	44
14	Ms. Jyoti Yadav	Perceived Academic Stress, Cyberloafing Behavior and Academic Procrastination: A synthesis of Predictive Relationships in Higher Education	45
15	Mr. Shahansha Ghani	Equity, Inclusion, and Access in Education	45
16	Ms. Hafsa Ayesha Ms. Sayeda Zara Sayeed Ms. Asma Fatima Ms. Midhath Fatima Safura	Life Satisfaction, Subjective Happiness, and Light Triad Personality as Predictors of Gratitude: Implications for Well-being among Higher Education Students	46
17	Ms. Talea Tamkinath	Promoting Equity, Inclusion, and Access in Education for Diverse Learners	47
18	Ms. Zuha Unissa	Socio-Emotional Learning and Academic Achievement	47
19	Ms. Puspanjali Mili Dr. Sashapra Chakrawarty	Academic Buoyancy as a Predictor of Socio-Emotional Adjustment among Secondary School Students	48
20	Ms. Vinjusha C. P. Dr. Ampili Aravind	Opinion of Prospective Teachers about Strengthening Learner Support Systems in Inclusive Education	48
21	Ms. Adeeba Mubeen Ms. Sara Salahuddin Ms. Atiya Sultana	Emotional Labour in Teaching: Teachers' Experiences in Managing Classroom Behaviour	49
22	Ms. Ravina J. Ms. Sanjana Raj N. Dr. Ameer Asra Ahmed	Influence of Time Management on Team Conflict and Decision-Making: A Study among Higher Education Students across Bengaluru	49
23	Mr. B. Nithin Kumar Mr. Nikhil Pai Dr. Ameer Asra Ahmed	Student Mental Health Influencing Their Personality and Impact on Their Leadership Style	50
24	Mr. Surya L. Mr. Ajay Varma V. Dr. Ameer Asra Ahmed	The Impact of Strength Training on the Stress Levels and Problem-Solving Speed among Higher Education Students	51
25	Mr. Kshetrimayum Kishan Singh Ms. Shweta Singh	Martial Arts as a Pedagogical System for Cultivating Moral Discipline and Character Formation among Students	51
26	Ms. Sana Begum	The Integration of Socio-emotional Learning in Cultivating Core Social Values	52
27	Ms. M. Indira Mr. M. Prasad Pentiah	A Critical Analysis of Mental Well-being and Learner Support Systems Navigating in Indian Academia	52

28	Ms. Faheem Sultana	Effect of Social- Emotional Learning Interventions on Reducing Aggression In School-Students Across Telangana	53
29	Ms. Salwa Fathima Ms. Umme Salma Khanam Ms. Sana Sultana Dr. Najma Sultana	Integrating Data-Driven Mental Well-Being, Trauma-Informed Care, and Ethical Artificial Intelligence: A Holistic Framework for Human-Centered Support Systems	54
30	Mr. Mohammed Vaseem Roshan Mr. Sadath Ali Qureishi	Mental Well Being and Learner Support Systems	54
31	Mr. Suvojit Ghosh Dr. Rajib Chakraborty	Science Process Skills Among Secondary School Students in Indian Private Schools: A PRISMA-Based Systematic Review	55
32	Ms. Nasera Naaz Ms. G. Manisha Ms. Fatima Omer Sadia	Social-Emotional Learning Among Undergraduate Students: A Comparative Analysis	55
33	Ms. Maryam Fatima Ms. Sumaya Siddiq Dr. Hureen Wasifa Siddiqui	Exploring Lived Experiences of Children with Special Needs and Their Socio-Emotional Support Systems: A Phenomenological Study	56
32	Ms. Fatima Tabassum	Correlational Study on the Impact of Mental Health on Academic Achievement of Higher Secondary Science Stream Learners	57

THEME 4: ARTIFICIAL INTELLIGENCE IN EDUCATION

S. No.	Author Name	Title	Page No
1	Ms. Soujanya Bhukya	An AI-Supported Big Data Learning Analytics Framework for Enhancing Teaching and Learning Outcomes in Higher Education	58
2	Ms. Rafiya Sultana Ms. Afreen Sultana	Digital Pedagogy and the Transformation of Future Classrooms	58
3	Dr. Sahifa Sultana Ms. Naheed Shams	Impact of AI Educational Tools on Adolescents' Learning Engagement and Emotional Well-being	59
4	Ms. Beera Vijayalakshmi	Transforming Education Through Artificial Intelligence: A Comprehensive Review of Adaptive Learning Models, Ethical Challenges, and the Future of Digital Pedagogy	59
5	Mr. Biswajit Sarkar Dr. Harishankar Singh	Is Artificial Intelligence Making You Dumb?	60
6	Ms. Wafaa M. A. Hafeez	Artificial Intelligence in Inclusive Education: An Indian Perspective with Global Insights	61
7	Dr. Chennamsetti Ramesh	Ethics To Be Followed By Educators In The Usage of AI in Education	61
8	Ms. Neha Hashmi	Teacher Readiness For Digital Pedagogy & Future Classrooms - A TPACK Study	62
9	Ms. Syeda Hafeeza Sultana Dr. N. Saroja	Integrating Artificial Intelligence in Education: Opportunities, Challenges and Future Possibilities	62
10	Ms. Syeda Mateena Dr. K. Sindhu Bhavani	Artificial Intelligence in Social Studies Education: Teaching Effectiveness, Student Engagement, and Learning Outcomes	63
11	Ms. Shafaque Wali	AI-Supported Teaching and Adaptive Learning Technologies: Redefining Pedagogy in the Future Classroom	63
12	Mr. Md. Akram Alam Mr. Md. Ahmadullah Ansari Ms. Rukhsar	Redefining Education: AI-Supported Teaching and Learning Models for the Future	64

13	Dr. Rajesh Kumar Nagarkoti	Digital Pedagogy and Future Classrooms: Redefining Education	65
14	Ms. Priyanka Mukherjee Dr. Sayam Deepathi	Artificial Intelligence (AI) in Education: Integrating Artificial Intelligence to Monitor Student Learning Progress, Detect Academic Difficulties, and Develop Personalized Remedial Strategies for Improved Educational Outcomes	65
15	Ms. Anjum Begum Dr. Md. Sameer Ahmed	Artificial Intelligence–Driven Learning Analytics for Outcome-Based Education: Enhancing Teaching, Assessment, and Student Performance	66
16	Ms. Maleha Afreen Dr. Medipally Raju	Integrating Artificial Intelligence in Secondary School Mathematics: Opportunities, Challenges, and Implications for Teaching and Learning	67
17	Ms. Chinta Hema Mr. Senthilkumar P. Ms. Nandhini K.	Enhancing Automatic MCQ Generation through Diversity-Aware Distractor Selection Using Small Language Models	67
18	Ms. Roshanay Saif Ms. Bushra Aziz	AI in Education and the Question of Knowledge Inequality in India	68
19	Ms. Samreen Begum Ms. Asiya Begum Ms. Syeda Madiha Jeelani Ms. Munazza Firdous Ms. Rafiya Sultana	Beyond the Black Box: A Framework for Interpretable Collaborative Adaptive Learning	69
20	Ms. Amtul Nayeem Zahida	Integration of AI in Instruction	69
21	Ms. Tahura Ahmed Dr. K. Sindhu Bhavani	Artificial Intelligence Literacy: A predictor of Teacher Self- Efficacy in Technology-Enhanced Classroom	70
22	Ms. Amidala Sunitha	An Overview on New Adaptive Learning Systems Navigating through Student Learning Behaviour with Empathy	71
23	Ms. G. Mary Sunanda	Integrating English Pedagogy with ChatGPT, Robotics, Co-pilot to Engage Teacher Trainees to Master Language Skills – A Strategy to Create an Effective Learning Environment	71
24	Ms. Asma Samreen Mr. Raziuddin Ahmed	Re-conceptualizing Digital Pedagogy in the Age of Artificial Intelligence: A Framework for Future Classrooms and Crisis-Resilient Learning	72
25	Ms. Ayesha Sultana	Academic Application of Artificial Intelligence in Relation to Ethical Ramifications among Prospective Educators of Hyderabad	72
26	Ms. Anjum Begum Dr. N. Saroja	Impact of AI-Enabled Outcome Based Education on Learning Outcomes, Innovation, and Sustainable Development (SDG-4 & SDG-9)	73
27	Ms. Sana Fatima	Exploring Teachers’ Experiences and Perceptions of Artificial Intelligence Integration in Education	73
28	Ms. Mehraj Sultana	Reimagining Education through Artificial Intelligence: Promoting Innovative Pedagogy, Personalized Learning Experiences, and Sustainable Development in Emerging Educational Landscapes	74
29	Mr. Syed Faraz Abdul Karim	Digital Pedagogy in Rural Schools: Transforming Mathematics Learning through Technology Integration	74
30	Mr. Raziuddin Ahmed Dr. Farhath Ali	PhET Simulations as an Interactive Learning Platform for Teachers and Students: A Review Study	75

31	Ms. Saffora Parveen	Artificial Intelligence - Your Teaching Assistant	75
32	Ms. Lubna Aly Khan	Child Development in the Age of AI: Psychological, Emotional, and Cognitive Implications for Young Minds	76
33	Ms. Nayeem Sultana Ms. Farheen Fatima Ms. Farees Jahan	AI Knowledge Gap Predictor: An Innovative AI-Driven System for Detecting Student Learning Gaps and Enhancing Personalized Education through Intelligent Data Analysis and Adaptive Feedback Mechanisms	76
34	Dr. Sayam Deepathi	The Role of Artificial Intelligence (AI) in Systematic Literature Reviews (SLR) and Bibliometric Analysis: A paradigm shift in Educational Evidence Synthesis	77
35	Mr. Md. Hasnain	Digital Pedagogy in the Era of Artificial Intelligence: Transforming Teaching Practices	77
36	Ms. Noor Ul Huda Dr. Shamshad Begum	Exploring the Role of Digital Technology in Social Behaviour Development among Late Adolescents	78
37	Ms. Asim Abdi Ms. Noor Ul Huda	Ethical Awareness of Artificial Intelligence Among Adolescents	79
38	Dr. Chitra Lekha Mr. Soma Shekhar Gourishetty	Library Users' Awareness and Uses of Artificial Intelligence for Academic and Research Purposes	79
39	Dr. Navitha. S. Nair Mr. Pitla Raju	Artificial Intelligence in Education: Investigating Teacher Trainees' Perceptions of the Role and Educational Impact of AI in Teaching	80
40	Ms. Lavanya Vangari	Artificial Intelligence (AI) in Education	80
41	Dr. A. Krishnarathi	Why Artificial Intelligence is Essential for Modern School Education	81
42	Mr. Shaik Shabbeer Basha Prof. Siddiqui Mohd Mahmood	Education 4.0 and 5.0: integrating Artificial Intelligence (AI) for personalized and adaptive learning	81
43	Mohd Saifuddin Dr. Momin Sumaiya	AI-Supported Simulation-Based Teaching in Physical Science: A Review of Student Engagement, Self-Efficacy, and Academic Achievement among Secondary School Students in India	82
44	Dr. S. Irfan Sadaq	Plagiarism Awareness and Research Integrity in Higher Education	83
45	Dr. Sana Ahmed	AI-Supported Teaching and Learning Models Transforming Education through Personalization and Teacher Empowerment in the Context of NEP 2020	83

THEME 5: EDUCATIONAL LEADERSHIP

S. No.	Author Name	Title	Page No
1	Dr. Richa Prakash	How a School Leader Can Use Design Thinking to Lead Learning	84
2	Ms. Syeda Summaiya Fatima	Teachers' Perception of Transformational Leadership Practices in Higher Education Institutions	84
3	Ms. Firdous Fatima	Role of Transformational and Instructional Leadership in Governance, Innovation, and Educational Change	85
4	Ms. Amatul Azeem Qansa	Redefining Leadership in the Digital Age of Higher Education	85
5	Mr. Vemula Sharathbabu Mr. Pitla Raju Mr. Killampalli Aditya	Educational Leadership for Innovation and Quality Improvement in School Education	86

6	Ms. M. Srilatha	Transformational and Instructional Leadership	87
7	Mr. Vineet Katti	Digital Control versus Organic Innovation: A Thematic Analysis of Technological Governance in a Government High School of Karnataka	87
8	Ms. Shereen Khan	Evolving Roles of School Leaders in the Digital Era: A Qualitative Review of Recent Literature	88
9	Ms. Dilshad Anjum Mr. Md. Mujtaba Karim	Leadership Challenges in School and Higher Education System: A Critical Review of Secondary Sources	88
10	Mr. Mohammed Abdul Rasheed	Transformational and Instructional Leadership for Strengthening Teaching Practices and Student Learning Outcomes in International Secondary Schools	89
11	Ms. Ayesha Fatima Haneefa Ms. Rafiya Sultana	Impact of Leadership Styles on Teacher Motivation and Student Behaviour in Minority Educational Institutions in Hyderabad	89
12	Ms. Badar Begum	The Role of Educational Leadership in Shaping Student Career Decision-Making	90
13	Dr. Najma Sultana Ms. K. Jayasri Ms. Sameena Begum	Redefining Leadership in the Era of Artificial Intelligence	90
14	Ms. Anuradha Seelamu	A Study On Leadership, Career Support, and Employability Skills Among Teacher Educators: An Analytical Study	91
15	Ms. Nabeela Fatima Ms. Maryam Siddiqua Ms. Tanveer Jahan	Transformational Leadership and Teaching Faculty Job Satisfaction: A Quantitative Study in Higher Education Institutions	92
16	Ms. Nabida Anhar Ms. Sayeda Anshra Fatima Ms. Ayman Fatima	The Heart of the Institution: Harmonizing Transformational and Instructional Leadership for a Future-Ready Learning Ecosystem	92
17	Ms. Huda Siddiqua Ms. Humera Siddiqua	Role of Educational Leadership in Enhancing Institutional Effectiveness	93
18	Ms. Nisha Agarwal	Governing Artificial Intelligence in Education: A Legal Analysis of Data Privacy, Accountability, and Student Rights in India	94
19	Ms. Qhaniya Fatima	Rethinking Institutional Governance to Foster Innovations and Innovative Leadership in Formal Education	94

Theme 1: National Education Policy 2020

From Policy Vision to Institutional Practice: Teacher Educators' Awareness and Challenges in Implementing the National Education Policy 2020

Ms. Shaik Habeeba Sulthana

Research Scholar, Department of Education, Acharya Nagarjuna University, Guntur, Andhra Pradesh, India.
shaikhabeebasulthana@gmail.com

Abstract

The National Education Policy 2020 represents a transformative framework aimed at restructuring India's education system, with a strong emphasis on improving the quality of teacher preparation and professional development. Within this reform agenda, teacher educators play a pivotal role in translating policy vision into effective institutional practices in teacher education programmes. The present study examines teacher educators' awareness of the provisions of the National Education Policy 2020 and explores the challenges they encounter while implementing its recommendations in teacher education institutions. The study employs a descriptive research design to examine the levels of awareness, perceptions, and institutional constraints experienced by teacher educators regarding the policy's objectives. Data were collected from teacher educators at selected teacher education institutions using a structured questionnaire, supplemented with qualitative insights on implementation barriers. The findings indicate that while a majority of teacher educators demonstrate a moderate to high level of awareness of the policy's key provisions—such as multidisciplinary education, competency-based learning, and continuous professional development—several challenges hinder its effective implementation. These challenges include limited institutional preparedness, inadequate professional training, insufficient infrastructure support, and insufficient clarity regarding curriculum restructuring aligned with the policy's vision. The study highlights the critical need for systematic capacity-building initiatives and institutional support mechanisms to empower teacher educators in operationalizing the policy's objectives. Strengthening professional development opportunities, enhancing policy-oriented programmes, and fostering collaborative institutional environments may significantly help bridge the gap between policy formulation and classroom practice. By examining teacher educators' awareness and the practical constraints they face, this study contributes to the ongoing discourse on educational reform and teacher preparation in India. The findings offer valuable implications for policymakers, teacher education institutions, and academic stakeholders seeking to ensure the effective implementation of the National Education Policy 2020 within the teacher education landscape.

Keywords: awareness, challenges, institutional practice, national education policy, teacher educators

Role of March Past Activities on the Physical and Psychological Development of School Students

Ms. A. Usha¹

Student-educator, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
ushasrikanth04@gmail.com

Mr. Chandram Shashank Goud²

Student, B. Tech., Methodist College of Engineering and Technology, Osmania University, Hyderabad, Telangana, India
c.shashanknani1234@gmail.com

Ms. Amatul Habeeb³

Teacher, Muhaddis-e-Deccan High School, Hyderabad, Telangana, India
salmanhabeeba22@gmail.com

Abstract

Physical activity plays a vital role in the holistic development of school students within the academic environment. This study scrutinizes the effect of march past activities on the physical and psychological development of adolescents. The research integrates existing literature from physical education and educational psychology. The study aligns with the objectives of the National Education Policy 2020, which emphasizes holistic education and integration of sports and co-curricular activities. The main objective of the study is to examine the role of march past activities in the physical development of middle and secondary school students and to analyze the psychological benefits of participa-

tion in march past activities. Although research highlights the welfare and well-being of sports and physical education, limited attention has been given specifically to marching past activities. Most studies focus on competitive sports rather than structured group marching exercises practised in schools. This research specifies this gap by analyzing the educational importance of the march past. Prior research indicates that physical activity improves students' physical fitness, mental health, and social development. Academic intellectuals spotlighted that organized physical education programs encourage and assist cooperation, discipline, and management. Psychoanalytic theories also support the role of physical and social activities in learning and development. The findings suggest that organized activities such as march past intensify motor coordination, posture, endurance, and physical fitness. Participation in synchronized group activities also promotes psychological qualities such as discipline, teamwork, leadership, and self-confidence. Therefore, March past activities contribute crucially to the well-rounded progress of middle and secondary grade school students. Organized training regimens enhance physical fitness and foster additional psychological traits such as boldness, collaboration, and self-regulation. Hence, schools should enhance such activities within their educational programs.

Keywords: holistic education, march past, physical activity, psychological development, teamwork

Curriculum Reforms under NEP 2020 and Their Implications for Cultural Literacy in Indian Classrooms

Ms. Preksha

Research Scholar, Department of Education, Panjab University, Chandigarh, India
kataria.preksha@gmail.com

Abstract

The National Education Policy 2020 marked a transformative shift in the Indian education system by advocating multidisciplinary learning, competency-based education, and the integration of Indian Knowledge Systems within the curriculum. These reforms sought not only to modernise pedagogical structures but also to nurture culturally aware, socially responsible, and critically engaged learners. In this context, the concept of cultural literacy assumed significant importance as an essential educational outcome, enabling students to understand, appreciate, and engage with the diverse cultural narratives, traditions, and social realities of India. Cultural literacy extended beyond mere cultural knowledge to encompass the development of intercultural understanding, democratic values, and a sense of belonging within pluralistic societies. The present study examined the implications of the curriculum reforms proposed under the NEP 2020 for promoting cultural literacy in Indian classrooms. The policy emphasised the incorporation of local contexts, indigenous knowledge, multilingualism, and experiential learning within the curriculum framework. These elements created opportunities for educators to connect academic content with students' lived experiences and cultural environments. By embedding regional histories, folk traditions, community practices, and indigenous ecological knowledge within curricular content, the reformed curriculum aimed to cultivate a deeper awareness of cultural diversity and social responsibility among learners. The study adopted a qualitative, analytical approach, drawing on policy documents, curriculum frameworks, and scholarly literature to explore how NEP 2020 facilitated the integration of cultural literacy into classroom practices. The analysis revealed that curriculum reforms encouraged the adoption of interdisciplinary learning, project-based activities, and contextualised teaching strategies that fostered students' engagement with cultural narratives and societal issues. Such approaches fostered critical thinking, empathy, and intercultural dialogue among students. The findings suggested that NEP 2020 provided a comprehensive policy framework for embedding cultural literacy within the Indian education system. However, the successful implementation of these reforms depended largely on teacher preparedness, curriculum design, and institutional support. Strengthening teacher education programs, developing culturally responsive pedagogies, and encouraging community participation emerged as key strategies for translating policy aspirations into meaningful classroom practices. Curriculum reforms under NEP 2020 offered a significant opportunity to reimagine Indian classrooms as spaces that nurtured cultural understanding, democratic engagement, and inclusive learning. By promoting cultural literacy as a foundational educational objective, the policy fostered socially conscious learners capable of navigating cultural diversity in an interconnected world.

Keywords: cultural literacy, curriculum reforms, indian knowledge systems, multidisciplinary education, NEP 2020

Curriculum Reforms and Multidisciplinary Education: Transforming Learning for the 21st Century

Ms. Bidisha Nandy

Research Scholar, Department of Education, Janardhan Rai Nagar Rajasthan Vidyapeeth, Udaipur, Rajasthan, India
bidishanandy05@gmail.com

Abstract

Education in the 21st century is undergoing a profound transformation driven by technological advancements, globalization, and the need for adaptable, skilled, and innovative individuals. Curriculum reforms and the shift towards multidisciplinary education have emerged as crucial strategies for enhancing learning outcomes and fostering holistic development. Traditional education systems, often compartmentalized into rigid disciplinary silos, have proven inadequate in equipping students with the skills required to navigate complex societal and professional challenges. This paper explores the concept of curriculum reforms, examines the significance of multidisciplinary education, highlights global and national initiatives supporting these reforms, and discusses the benefits, challenges, and future directions of adopting a multidisciplinary approach in higher education. Drawing on studies, policy frameworks, and practical examples, the paper argues that a reformed curriculum emphasizing cross-disciplinary integration, experiential learning, and competency-based education can better prepare students for the dynamic demands of the contemporary world.

Keywords: curriculum reforms, higher education, multidisciplinary education, nep 2020, skill development

Assessment and Implementation of Accessibility Guidelines for Higher Education Institutions and Universities

Mr. Ram Vijay Gupta¹

Research Scholar, Department of Social Work, University of Lucknow, Lucknow, India
ramvijaygupta7@gmail.com

Mr. Rupesh Kumar²

Professor, Department of Social Work, University of Lucknow, Lucknow, India
kumar_rupesh@lkouniv.ac.in

Abstract

Accessibility in higher education is essential for promoting inclusive and equitable learning environments for students with diverse abilities and learning needs. Higher Education Institutions (HEIs) and universities play a critical role in ensuring that academic programs, infrastructure, digital resources, and assessment systems are accessible to all learners, including students with disabilities. This study examines the assessment and implementation of accessibility guidelines in HEIs, identifies existing gaps, and proposes effective strategies for inclusive practices. The paper reviews institutional policies, national and international accessibility standards, and current practices related to physical infrastructure, digital learning platforms, teaching methodologies, and evaluation systems. It highlights several challenges that hinder effective implementation, including inadequate institutional awareness, a lack of trained faculty and staff, limited availability of assistive technologies, and inconsistencies in policy enforcement across institutions. Based on an analysis of existing frameworks and literature, the study proposes key strategies to improve accessibility implementation. These include adopting Universal Design for Learning (UDL), integrating assistive technologies, developing inclusive assessment methods, building faculty capacity, and continuously monitoring accessibility compliance. The study also emphasizes the importance of aligning institutional policies with global accessibility standards and national regulations. The findings suggest that systematic assessment combined with effective implementation strategies can significantly enhance accessibility in higher education. Strengthening accessibility guidelines not only ensures compliance with disability rights policies but also fosters inclusive academic environments that support equal participation, academic success, and social inclusion for all students.

Keywords: accessibility guidelines, disability inclusion, higher education institutions, inclusive assessment, inclusive education.

Integration of Indian Knowledge System in Teacher Education in India: Needs and Challenges

Dr. Manju Gupta

Professor, Department of Education, Jagan Nath University, Jaipur, Rajasthan, India
manjuguptagoner@gmail.com

Abstract

In ancient times, education was not only a means of acquiring knowledge but also considered the basis for an individual's intellectual, moral, spiritual, and social development. All these traditional knowledge sources, theories, experiences, and cultural values are collectively called Indian Knowledge Systems (IKS). At present, due to globalization, modern technology, and changing social needs, many changes are taking place in the education system. In such a situation, it has become extremely necessary to recall the Indian knowledge system and its inclusion at different levels of education. It is important to incorporate Indian knowledge systems, especially in teacher education, as teachers are the backbone of the education system and play a crucial role in students' intellectual and moral development. The National Education Policy 2020 of the Government of India has laid special emphasis on integrating the Indian knowledge system at different levels of education. The Indian knowledge system offers a holistic, multidimensional approach to education. In the Indian tradition, the purpose of education was not only intellectual development; physical, mental, emotional, and spiritual development also received equal importance. If these subjects are included in teacher education programmes, teachers may be better able to foster students' holistic development. Apart from this, the Indian knowledge system also gives importance to local and indigenous knowledge. Ultimately, integrating Indian knowledge systems into teacher education is an important step towards making the education system more holistic, value-based, and culturally rich. Through this, not only will the teaching ability and attitude of the teachers improve, but the students will also develop awareness, confidence, and a sense of social responsibility towards their cultural heritage, ensuring that the rich knowledge tradition of India reaches future generations robustly.

Keywords: challenges, indian knowledge system, integration, needs, teacher education

Media Representation of Educational Reforms under NEP 2020

Ms. Manisha Sen

Research Scholar, Department of Journalism and Mass Communication, RKDF University, Ranchi, Jharkhand, India
manishatkbsen@gmail.com

Abstract

The National Education Policy 2020 (NEP 2020) constitutes a significant overhaul that intends to remodel India's education system by encouraging interdisciplinary education, digital convergence, and equitable access to high-quality education. At the same time, since the introduction of NEP 2020, there has been a wave of discussion among teachers, government officials, students, and the general public. In that respect, the media is the main player in giving people information about NEP 2020 and explaining what the changes could mean for the entire education industry. Besides keeping the general public updated on policy changes, media framing of the most important issues in education reform also calibrates public opinion. This research examines how educational reforms are portrayed in public discourse through representations of the NEP 2020 in Indian news media. To analyze how newspapers and digital news platforms present the policy and its implications, the research relies on the perspectives of Framing Theory and Agenda Setting Theory. Using content analysis, the study examines news articles on NEP 2020 published from 2020 to 2025 in major Indian newspapers to identify key topics, the mood of the articles, and the storylines of policy implementation. The research shows that journalism can shape how people perceive and discuss educational changes in present-day India.

Keywords: education policy, educational reform, framing theory, journalism studies, media representation

NEP 2020 and the Digital Future of Higher Education in India

Ms. Pema Chuki Bhutia

Research Scholar, Department of Education, Sikkim University, Gangtok, Sikkim, India
pamous1642@gmail.com

Abstract

The National Education Policy (NEP) 2020 marks a transformative shift in Indian higher education and highlights digitalisation as a key reform lever. The policy aims to create an inclusive, flexible, and technology-integrated ecosystem that supports equitable access, high-quality learning, and global competitiveness. This seminar explores how NEP 2020 and digital transformation are reshaping Indian higher education. Drawing on verified scholarly literature, the discussion outlines key strategies, including developing the National Digital Education Architecture (NDEAR), improving virtual labs, integrating Artificial Intelligence, and expanding the SWAYAM and DIKSHA platforms. These steps seek to remove barriers related to geography, socio-economic disparities, and infrastructure. Digital pedagogies, MOOCs, blended learning, and Learning Management Systems (LMS) now play a key role in curriculum delivery and student engagement. However, implementing digital reforms brings challenges. The digital divide, faculty digital skills, and weak rural infrastructure still hinder NEP's equitable goals. The seminar examines these issues and highlights best-practice models from institutions that successfully use NEP-aligned digital strategies. This exploration shows how India's higher education system can achieve the vision of NEP 2020 for holistic, multidisciplinary, and future-ready learning through sustained and fair use of digital technologies.

Keywords: digital transformation, higher education, nep 2020, digital divide, blended learning

Assessment Practices in Indian Classrooms and NEP 2020 Reforms

Mr. Prashant Singh

Student-educator, Indira Mahindra School of Education, Mahindra University, Hyderabad, Telangana, India
prashants.edu@gmail.com

Abstract

Learning and assessment go hand in hand in education. Assessment, an inseparable component of learning, has several problems at the global level, including those related to methods and notions. The notion of evaluation scores being over and above the learning is the driving force for this study. The paper discusses the problems in classroom assessment and various tools available for assessment practices. The NEP 2020 is India's education policy for the 21st century and proposes reforms to educational assessment. The paper further compares the identified problems with the reforms in the NEP and comments on the reliability of recommendations. The reforms in NEP 2020, when compared to the available recommendations by NCERT based on NCF 2005, looked at whether there is a shift in the assessment tools. The assessment reforms in NEP 2020 were found to be reliable across most parameters, but failed to address the needs that may arise in blended or online learning.

Keywords: assessment, assessment approach, assessment problems, exam reforms, nep 2020

Multidisciplinary Curriculum Reforms in Teacher Education under NEP-2020: A Review

Ms. Sara Salahuddin

Teacher Trainee, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
shaikсарасalahuddin@gmail.com

Prof. Nuzhath Khatoon

Principal, Hyderabad Presidency PG College, Osmania University, Hyderabad, Telangana, India
nuzhathkhatoon@gmail.com

Abstract

The launch of the National Education Policy 2020 marks a pivotal change in the Indian education landscape by emphasizing interdisciplinary learning, comprehensive development, and flexible curricula within higher education institutions. One of the primary aims of this policy is to fundamentally transform teacher education programs by

embedding them within multidisciplinary universities and promoting interdisciplinary learning. This transition is crucial for moving away from traditional, subject-specific teacher-training frameworks toward developing educators with extensive knowledge, critical thinking skills, and the adaptability required for evolving educational settings. The present research provides a critical assessment of the effects of the multidisciplinary curriculum changes introduced under NEP-2020 for teacher education in India. It thoroughly examines the opportunities and obstacles to implementing multidisciplinary approaches within teacher education institutions. By utilising a qualitative research methodology centred on policy analysis and thematic evaluations of academic literature (from 2020 to 2026), and policy documents regarding teacher education reforms and interdisciplinary learning, this study offers practical insights. The outcomes of this research clearly indicate that multidisciplinary curriculum reforms can significantly enhance teacher preparation by promoting the integration of interdisciplinary knowledge, collaborative learning, and innovative teaching methods. These reforms develop crucial skills such as critical thinking, creativity, and problem-solving abilities that are essential for effective teaching in modern classrooms. Furthermore, the incorporation of digital technologies, hands-on learning experiences, and competency-based assessment systems proposed under NEP-2020 will undoubtedly enhance the overall quality of teacher education programs. Nonetheless, the research also highlights significant practical obstacles to implementing these reforms, especially in government-run teacher education institutions. Key challenges include insufficient infrastructure, a shortage of digital resources, a lack of adequately qualified faculty, and an institutional lack of preparedness to develop interdisciplinary curricula. Additionally, the ongoing focus on examination-centric assessment frameworks and the digital divide between urban and rural institutions continue to obstruct the adoption of progressive educational practices. In summary, while the multidisciplinary curriculum reforms outlined in NEP-2020 offer transformative opportunities for teacher education in India, their effective implementation requires significant investment in institutional infrastructure, professional development for teacher educators, and efficient policy implementation. This research underscores the critical need for strategic collaboration among policymakers, universities, and teacher education institutions to ensure that the aims of NEP-2020 are translated into impactful educational practices.

Keywords: higher education reform, interdisciplinary learning, multidisciplinary curriculum, nep-2020, teacher education

A Comparative Study of Theory-Based Teaching and Demonstration Method in Physical Science Education

Mr. Ayan Ahmed

Junior Lecturer, Department of Physics, Shaheen Group of Institutions, Mahbubnagar, Telangana, India
ayanahmed013785@gmail.com

Abstract

Physics is a fundamental subject that helps us understand the laws that govern both natural phenomena and our daily lives. Despite its significance, many students struggle with grasping physics concepts when instruction relies heavily on traditional, theory-based approaches. To address this issue, educators have increasingly turned to the demonstration method, an effective teaching strategy that allows students to observe and visualise various scientific principles in action. This hands-on approach not only enhances conceptual understanding but also fosters greater engagement among learners. The present study aims to compare the effectiveness of theory-based instruction with the demonstration method outlined in the NEP 2020 curriculum for teaching physics concepts at the high school level. This research employs a pre-test and post-test design. Initially, selected physics concepts were taught using a theoretical approach. Students' understanding and interest were assessed through a questionnaire that gathered their responses to the content. After this initial phase, the same concepts were reintroduced through interactive demonstrations, allowing students to experience the principles first-hand. Following the second round of instruction, students completed the same questionnaire to evaluate any shifts in their comprehension and engagement after using hands-on learning techniques. The information gathered was analysed using basic statistical methods to contrast the two teaching strategies. Initial results from this research are in line with expectations, suggesting that the demonstration method significantly improves students' conceptual understanding and boosts their interest in physics. This highlights the importance of experiential learning in fostering deeper comprehension in educational environments.

Keywords: demonstration method, experiential learning, physics education, teaching strategies

Teacher Education in India: Integrating Indigenous Knowledge Systems for Effective Teaching

Ms. Shailaja Sundriyal

Student-educator, Malla Reddy College of Teacher Education, Hyderabad, Telangana, India
sbshailaja17@gmail.com

Abstract

This theoretical research paper examines the incorporation of Indigenous Knowledge Systems (IKS) within teacher education in India. It frames IKS as a strategic means to boost teaching efficacy, cultural relevance, and comprehensive learning. Rooted in India's philosophical, cultural, and educational heritage, IKS is a vibrant body of knowledge. It covers local wisdom, traditions, ecology, and value-driven education. Despite its importance, Western epistemological frameworks have often sidelined IKS in formal education. The paper calls for transforming teacher education by integrating indigenous viewpoints to make education more relevant and inclusive. It situates IKS within key theoretical frameworks, such as constructivism, experiential learning, and sociocultural theory. These theories highlight learning through experience, interaction, and cultural context. The importance of incorporating IKS into pre-service and in-service teacher education programs aligns with modern reforms. The paper also explores advantages such as culturally relevant practices, increased student engagement, and the encouragement of sustainable approaches. Challenges include insufficient training, scarce resources, and institutional resistance. The paper concludes by recommending actions such as curriculum redesign, skill development, and policy advocacy for successful implementation.

Keywords: culturally responsive pedagogy, experiential learning, holistic education, indigenous knowledge systems, teacher education

Integrating Indian Knowledge Systems in Teacher Education: Revitalizing Pedagogical Practices for Holistic Learning

Ms. Razia Azhar

Research Scholar, Department of Educational Studies, Jamia Millia Islamia, Central University, Delhi, India
raziamalik88@gmail.com

Abstract

The integration of Indian Knowledge Systems (IKS) in teacher education is gaining importance for holistic learning. As a result, there is increasing emphasis on culturally relevant pedagogy in education. Despite this, teacher education in India largely follows Western models, creating a gap between indigenous knowledge and classroom practices. In response, policy frameworks such as the National Education Policy 2020 support the integration of IKS. Yet, implementation remains limited in teacher education programs. Given this context, the study aims to explore the theoretical foundations of IKS and examine its relevance in teacher education, with a focus on improving teacher preparation through indigenous knowledge. To achieve these objectives, the study uses a qualitative, conceptual research approach, drawing on a review of classical texts and policy documents. Additionally, existing research papers are analyzed for insights. The findings suggest that IKS promotes value-based education and supports experiential and culturally grounded teaching practices. Based on these findings, the study recommends curriculum reforms and capacity-building to ensure effective integration of IKS.

Keywords: holistic learning, indian knowledge systems (iks), indigenous pedagogy, national education policy 2020, teacher education

New Trends in Education

Mr. Mohammed Shabbir Ali

Urdu Teacher, Crystal Mission School, Hyderabad, Telangana, India
mds99315@gmail.com

Abstract

Teacher education is undergoing a significant transformation, driven by the urgent need for innovation, inclusivity, and the development of global competencies. This study argues that comprehensive systemic reforms are essential

to meet rapid technological advancements, globalization, and evolving societal needs. Highlighting the integration of digital technologies, learner-centered pedagogies, and competency-based curricula as central drivers, the paper adopts a qualitative, analytical approach, drawing on recent policy frameworks, research studies, and best practices in teacher preparation. The analysis emphasizes inclusive education, culturally responsive teaching, and continuous professional development as key elements for preparing teachers in diverse and dynamic classrooms. Additionally, the study explores how interdisciplinary learning and global perspectives are reshaping teacher education to address 21st-century demands. The findings indicate that successful transformation depends on intentional reforms, including curriculum redesign, effective technology use, and strong institutional and policy support. Reflective practice, critical thinking, and collaborative learning are highlighted as crucial for teacher effectiveness. The study concludes that embracing a flexible, inclusive, and forward-looking model is vital to ensuring quality education and advancing sustainable development in a rapidly changing world.

Keywords: 21st century skills, digital pedagogy, global competencies, inclusive education, professional development

Assessment Practices in Teacher Education: Aligning Evaluation with NEP 2020

Ms. Maryam Siddiqui¹

Teacher Trainee, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
msiddiqui2828@gmail.com

Ms. Maheen Khan²

Teacher Trainee, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
maheen.khan.2617@gmail.com

Ms. Tanazzul Sultana³

Teacher Trainee, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
tanazulsultana@gmail.com

Abstract

Assessment in teacher education played a crucial role in shaping the quality of future educators. Since B.Ed. students were prospective teachers, the way they were trained and evaluated directly impacted the overall quality of education across the country. The National Education Policy 2020 brought significant reforms in the Indian education system, making it essential to align assessment practices in teacher education programs with its guiding principles. However, despite the introduction of the NEP 2020, limited research has been conducted on assessment practices at the B.Ed. level. Many teacher education programs continued to rely on traditional, exam-based evaluation methods that did not reflect the competency-based and holistic approach recommended by the policy. This contradiction between policy recommendations and actual classroom practices created a significant gap that needed to be addressed. The study aimed to examine the alignment between existing assessment practices in teacher education programs and the principles of the National Education Policy 2020. It further explored the perceptions of B.Ed. student teachers regarding current evaluation methods and their impact on learning approaches. To achieve these objectives, data was collected from 50 B.Ed. student teachers using a structured questionnaire-based survey method, following a descriptive research design. The collected responses helped understand whether current assessment practices encouraged conceptual understanding or rote learning. The study's findings highlighted the need for reforms in assessment practices within teacher education programs. Assessment practices in B.Ed. programs were found to be largely exam-based, and students expressed a strong need for more continuous and competency-based evaluation. The study suggested that B.Ed. institutions should shift from rote-based examination systems to competency-based assessment frameworks. Continuous and formative assessment tools need to be incorporated, and teacher educators should be oriented towards NEP 2020-aligned evaluation practices to ensure the holistic development of student teachers.

Keywords: assessment practices, B.Ed., competency-based assessment, formative assessment, teacher education

Indian Knowledge System and Its Scientific Foundations: Integrating Traditional Knowledge with Modern Chemical Science

Mr. Adil Mohiuddin

Teacher Trainee, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
adilmohi36@gmail.com

Abstract

The Indian Knowledge System (IKS) demonstrates an enduring tradition of scientific inquiry, integrating philosophy, science, medicine, metallurgy, agriculture, and environmental science to provide a uniquely holistic approach to understanding nature and human life. This paper argues that the philosophical foundations and scientific contributions of IKS, evident in traditional practices such as metallurgy, Ayurvedic pharmaceutical preparations, Rasa-shastra, and natural dye chemistry — display a sophisticated empirical awareness of chemical transformations, as referenced in historical texts such as the Vedas and Upanishads and supported by modern research. By examining these contributions, the paper highlights how integrating IKS principles with modern chemistry can foster sustainable scientific development and interdisciplinary innovation.

Keywords: green chemistry, indian knowledge system, metallurgy, rasa-shastra, traditional chemistry

Enhancing Science Process Skills and Achievement through Experiential Learning in Secondary School Chemistry

Ms. Uzma Tasneem

Research Scholar, Department of Education & Training, Maulana Azad National Urdu University, Hyderabad, Telangana, India
uzmatahseen93@gmail.com

Abstract

Chemistry at the secondary school level is often seen as difficult because many concepts are abstract, and classroom engagement is limited. Traditional methods emphasise memorisation and exams, restricting the development of scientific skills. Experiential learning offers a more student-centred approach, enabling active participation and deeper understanding. This study examines the effect of experiential learning on students' achievement in Chemistry and their Science Process Skills at the secondary level. A quasi-experimental design with non-equivalent experimental and control groups was used. The experimental group used Kolb's Experiential Learning Model; the control group followed the traditional method. Data came from a researcher-developed Chemistry achievement test and a Science Process Skills test. Analysis used mean, standard deviation, t-test, and correlation. Results show improved achievement for students exposed to experiential learning. Their performance surpassed that of the control group. They also showed higher Science Process Skills. The analysis also found a positive, statistically significant link between Science Process Skills and Chemistry achievement. This study shows that experiential learning can be effective in secondary chemistry classrooms, supporting both skill development and academic progress. The findings can benefit chemistry teachers, curriculum planners, and teacher education programs seeking to encourage skill-oriented science learning.

Keywords: chemistry achievement, experiential learning, Kolb's experiential learning model, quasi experimental study, science process skills

Visualization vs Competence: A Comparative Analysis of Science Standards in Telangana and the United Kingdom

Mr. Mohd. Yawer

Teacher Trainee, PGCE Science, Edge Hill University, England, United Kingdom
memoryawer@gmail.com

Abstract

Science education globally faces a persistent challenge: translating policy ambitions for inquiry-based, experiential learning into substantive classroom practice. In Telangana State Board (TS Board) science education, visualisation

(teacher demonstration, diagrams, and structured observation) has long functioned as the prevailing academic standard. While this represented a meaningful advance over purely lecture-based instruction, it remains fundamentally product-oriented: pupils are positioned as recipients of preformed scientific knowledge rather than as active constructors of it. This paper argues that visualisation in the TS Board science academic standard is no longer sufficient and must be systematically replaced by competence modelling. The National Education Policy 2020 (Ministry of Education, 2020) and the TS Board's own curriculum reforms mandate a decisive shift toward experiential, competency-based learning, including mandatory practical activities and internal assessment components. However, policy reform alone does not guarantee pedagogical transformation. Without replacing the underlying academic standard itself, these reforms risk being absorbed into existing product-oriented habits, with new practical activities implemented as performances to be reproduced rather than genuine processes of inquiry. This paper proposes competence modelling as the necessary successor to visualisation. Drawing on the United Kingdom's working scientifically ' framework (Department for Education [DfE], 2015), which embeds hands-on inquiry and procedural competence as core curricular entitlements, the paper develops a comparative analysis of how academic standards shape classroom practice. The paper concludes that realising the ambitions of NEP 2020 in TS Board science classrooms requires a pedagogical framework that positions pupils as active investigators who predict, evaluate, and revise. By examining the conditions under which competence modelling succeeds or falters, the study offers concrete, context-sensitive recommendations for establishing competence modelling, not visualisation, as the benchmark of academic achievement in Telangana.

Keywords: comparative analysis, competence modelling, nep 2020, ts board, visualization, working scientifically

Awareness and Challenges of National Education Policy 2020 Among Secondary School Teachers — A Correlational Study

Ms. Batta Anjamma¹

Ph.D. Research Scholar, Department of Education & HRD, Dravidian University, Srinivasavanam, Chittoor,
Andhra Pradesh, India
posa143@gmail.com

Dr. V. Saraswathi²

Assistant Professor, Department of Education & HRD, Dravidian University, Srinivasavanam, Chittoor,
Andhra Pradesh, India
vs9951694120@gmail.com

Abstract

Teachers play a crucial role as catalysts in implementing educational reforms, and their understanding of policy requirements directly affects the effectiveness of these reforms. India's educational environment will undergo significant changes as a result of the National Education Policy (NEP) 2020, and school teachers are expected to promote and facilitate its implementation at the institutional level. Nonetheless, policymakers and educational leaders continue to have serious concerns about teachers' knowledge of NEP 2020 and how this connects to the difficulties in its portrayal. The proposed study examines the relationship between school teachers' awareness of the NEP 2020 and the challenges they face in implementing it. The study examines quantitative data to determine whether awareness is related to school teachers' perceptions of challenges, using correlation analysis and descriptive statistics. The establishment of professional support programs and ongoing capacity-building initiatives will be guided by the insights gained, ensuring a more successful, context-sensitive approach to implementing the policy in the educational setting. The results of the proposed study would improve secondary school teachers in the state of Andhra Pradesh's comprehension and adoption of NEP 2020, ensuring that policy objectives are more successfully implemented.

Keywords: awareness, challenges, nep 2020, relationship, secondary school teachers

Theme 2: Sustainable Development Goals
Reimagining Environmental Education:
A Catalyst for Global Citizenship and Sustainable Development

Mr. Narige Prudhvi Krishna

JRF Doctoral Fellow, Dr. .B. R. Ambedkar Open University, Hyderabad, Telangana, India
prudhvikrishnanariga@gmail.com

Abstract

In the context of escalating ecological crises, higher education must transcend traditional environmental literacy and cultivate responsible global citizenship. This paper examines the intersection of Sustainable Development Goal 4 (Quality Education) and environmental stewardship, highlighting the persistent gap between theoretical knowledge and sustainable behavioural transformation. Although environmental studies are embedded within academic curricula, they often fail to inspire active civic engagement or long-term ecological responsibility. Adopting a qualitative research design, the study explores the integration of experiential learning models within higher education frameworks to foster global citizenship. Through thematic analysis of institutional practices and community-based initiatives, the research investigates how participatory learning such as service learning, field engagement, and problem-based environmental projects can bridge the gap between knowledge and action. The findings indicate that embedding environmental education within ethical, multidisciplinary, and community-oriented contexts enhances students' sense of social responsibility and ecological interconnectedness. Furthermore, experiential approaches contribute to institutional transformation by aligning pedagogy with the mandate of the National Education Policy (2020) for value-based, holistic, and multidisciplinary education. The study recommends structured policy reforms, faculty capacity building, and governance models that integrate sustainability as a core institutional principle. Reimagining environmental education through experiential and ethical frameworks can position higher education institutions as catalysts for inclusive, equitable, and sustainable development.

Keywords: environmental education, experiential learning, global citizenship, nep 2020, sustainable development

Embedding Sustainability in Education:
A Pathway toward the Sustainable Development Goals

Ms. Arshiya Anjum

Assistant Professor, Department of Chemistry, Lords Institute of Engineering and Technology,
Hyderabad, Telangana, India
arshiyaanjum@lords.ac.in

Abstract

The world's commitment to the Sustainable Development Goals (SDGs) demands transformative education that supports sustainability, social responsibility, and ecological balance. Education for Sustainable Development (ESD) empowers learners with the knowledge, skills, values, and attitudes to address global challenges, including climate change, resource depletion, inequality, and environmental harm. This paper analyzes how ESD advances sustainable development by integrating sustainability into teaching, learning, and institutional practices. It examines how educational institutions can embed sustainability concepts into curricula, pedagogy, and campus initiatives to build responsible citizenship and critical thinking. It highlights interdisciplinary learning, experiential education, and community engagement as effective ways to promote sustainability awareness and action. The research stresses the need for socio-emotional competencies, ethical responsibility, and collaborative problem-solving to prepare learners to build sustainable societies. Through a qualitative and conceptual analysis of current literature, policy, and educational practices, the study identifies strategies for implementing ESD in higher education and schools. These include redesigning curricula, integrating sustainability across disciplines, training teachers, and fostering institutional commitment. The findings show that embedding sustainability in education systems can help achieve the SDGs by nurturing environmental responsibility, social equity, and economic resilience. Education that prioritizes sustainability enhances academic learning and prepares students to drive positive change. The study concludes that educators, policymakers, and institutions must work together to strengthen ESD and build a sustainable future, driving global development.

Keywords: education for sustainable development, environmental awareness, higher education, sustainable development goals, sustainable society

A Study on Physically Differently Abled Children's Daily Life Experiences with the Family in Telangana

Ms. M. Sunanda

Research Scholar, Indira Mahindra School of Education, Mahindra University, Hyderabad, Telangana, India
sunrags1918@gmail.com

Abstract

The paper discusses the parents important role in every daily life experiences of differently abled children and in the education of differently abled children, like interacting daily, parents dropping off and picking up their children from school, making learn about surroundings and habits, guiding them, interacting with teachers about the updates of their child's education, and making peers interact with their child inside and outside the school. The researcher is involved in observing the daily life experiences of differently abled children inside and outside school. The researcher uses qualitative methods and tools for the study, and the data relate to the values, behaviors, opinions, and ideas of persons in the social context. The data was obtained and analyzed from conversations with parents and in-depth interviews. The data is categorized, and themes are derived from the data. The parents of physically differently abled children are mostly daily workers and agricultural farmers. They are unaware of the inclusive education in government schools. The parents are worried about the child's future education, and their income sources are very poor. Compulsorily, either the father or the mother has to stay the entire day with the child wherever he goes. This is a difficult task, and the government provides some support, but funding sources are lagging. The government school serves students with all types of disabilities, but some measures are needed, and planning is required to teach them and help them avoid depending on peers.

Keywords: experiences, neighbors, parents, physically differently children, teachers and peer groups

Education for Sustainable Development

Ms. Romana Aman

Primary Educator, Chirec International School, Hyderabad, Telangana, India
smile.romana@gmail.com

Abstract

Education for Sustainable Development (ESD) plays a crucial role in preparing individuals to address environmental, social, and economic challenges facing the world today. It promotes knowledge, skills, values, and attitudes that encourage responsible decision-making and sustainable lifestyles. By integrating sustainability concepts into educational systems, learners become more aware of issues such as climate change, resource conservation, and social equity. Educational institutions serve as key platforms for developing students' critical thinking, problem-solving, and environmental awareness. By fostering responsible citizenship and encouraging collaborative learning, Education for Sustainable Development empowers individuals to contribute positively to their communities and the global environment. This approach supports long-term sustainable growth and helps build a society that balances economic development with environmental protection and social well-being.

Keywords: education, environmental education, responsible citizenship, sustainability, sustainable development

Transforming Classrooms: Assessing the LACE Model for Inclusive and Equitable Learning

Ms. Zoya Yousuf¹

Teacher Trainee, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
zoyayousuf13@gmail.com

Ms. Hajira Fathima²

Teacher Trainee, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
hajirafathimagaceb.ed@gmail.com

Ms. Ayesha Khan³

Teacher Trainee, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
ayeshh.k09@gmail.com

Abstract

The pursuit of Sustainable Development Goal 4 — ensuring inclusive and equitable quality education remains a significant challenge for global educational systems grappling with systemic disparities. Despite numerous policy

interventions, a practical gap persists in translating high-level inclusivity goals into classroom-level pedagogy. This research addresses this gap by investigating the Linguistic, Academic, Cultural, and Emotional (LACE Model) as a holistic framework for fostering equitable learning environments. The primary objective of this study is to explore how the LACE Model influences inclusivity in marginalized educational settings. Recognizing that true equity extends beyond physical access, this research examines the interplay between emotional safety and academic achievement. The study adopts a qualitative research design to evaluate the implementation of the framework. Data will be collected from a purposive sample of educators and students who have piloted LACE-based strategies over one academic semester. By focusing on lived experiences, the methodology seeks to capture the nuances of cultural responsiveness and emotional intelligence that quantitative metrics often overlook. Anticipated findings suggest that the LACE Model significantly reduces identity threat among minority student populations, thereby increasing participation and fostering a more robust sense of belonging. Key results indicate that prioritizing the “Emotional, Technological and Cultural” pillars of the model lays a necessary foundation for “Academic “ success. The implications of this research are twofold: it provides educators with a scalable, four-dimensional roadmap for classroom management and offers policymakers a framework for redesigning teacher training programs. Ultimately, this study asserts that equitable quality education is attainable only when learners’ multifaceted identities are systematically integrated into the pedagogical core.

Keywords: equitable education, inclusion, LACE model, SDG, qualitative research

A PRISMA 2020-Guided Systematic Review of Academic Inertia: From Conceptualisation to Intervention

Mr. Shaji Steephen¹

Research Scholar, School of Education, Lovely Professional University, Phagwara, Punjab, India
shajistephenodem@gmail.com

Dr. Rajib Chakraborty²

Professor, School of Education, Lovely Professional University, Phagwara, Punjab, India
rajibchakraborty07@gmail.com

Abstract

Academic inertia — the tendency of students, faculty, and educational institutions to stay in current behavioural and structural states despite evidence supporting change has garnered increasing empirical interest across fields such as educational psychology, organisational management, and higher education research. No comprehensive synthesis yet combines its definitional, measurement, contextual, and intervention aspects. A PRISMA 2020-compliant search across six databases yielded 312 records. After removing duplicates, screening abstracts, and assessing full texts for eligibility, 10 peer-reviewed studies (2016–2024) were included in the narrative synthesis. Five key themes emerged: (1) conceptual definitions at the individual, organisational, and systemic levels; (2) multidimensional factor structures, including the two-state Psychological Momentum Theory model (LMSI/HMSI) and the five-factor adolescent model; (3) validated instruments — the AAIS and AIS; (4) cross-cultural evidence from ten countries; and (5) multi-level interventions. Longitudinal data confirmed that within-person self-efficacy momentum predicts achievement beyond static confidence levels. Academic inertia is a complex, cross-culturally valid construct. Addressing it effectively requires simultaneous structural, pedagogical, and psychological strategies. Future research should focus on longitudinal multi-level modelling, invariance testing across cultures, and intervention trials.

Keywords: academic inertia, higher education, interventions, PRISMA 2020, psychological momentum

Identifying Early Childhood Challenges, Discussion and Implication for Educational Community

Ms. Jyothsna Talari¹

Home Room Teacher, Birla Open Minds International School, Hyderabad, Telangana, India
jyothsnasatishkumar@gmail.com

Dr. Hureen Wasifa Siddiqui²

Assistant Professor, Department of Education, Ghulam Ahmed College of Education, Osmania University,
Hyderabad, Telangana, India
hureen.wasifa@gacoe.ac.in

Abstract

The age range of 3 to 8 years in children reflects early childhood. This is one of the crucial periods where a child's brain develops: cognitive, physical, social and emotional skills development, in line with UNSDG-3: Good Health and Well-being. Skills learnt at this age would enrich their knowledge and support their holistic development, in line with UNSDG-4: Quality Education. Most parents are unaware of and do not understand the concepts taught in early childhood. And they do not cooperate with their teachers; instead, they try to judge them based on their knowledge. Hence, they will not be able to help their children acquire the required learning/skill set. The main objective of this qualitative study is to (1) identify challenges in early childhood in school-going children, (2) to analyse the early childhood challenges in school-going children, (3) to propose educational implications of school-going children for the academic community, and (4) to understand how different approaches or applications of methodologies have helped them enhance their skills to have a holistic development. Identified children from different classes and observed them regularly, analysed their learning needs and behavioural patterns; (1) conducted interviews with the parents, (2) number of parents=8 and number of students=8, and (3) gave regular updates and took parents' feedback about the child's progress. This helped the teacher gain more insights into the child, which the teacher can use to implement different methodologies to help the child develop their skills. The analysis revealed that each child is different from the others. Teachers should be able to identify their needs and educate the parents. Both the teacher and the parents have to work as a team with the child to ensure a great learning experience and be future-ready, in line with UNSDG-11: Sustainable Cities and Communities. The findings suggest that the teacher should possess the skills to identify the child's needs and foster the required learning. School administration must grant teachers autonomy to implement teaching methodologies. Parents should trust their teacher and work together, which is beneficial for the child's overall development; in line with UNSDG-4: Quality Education.

Keywords: administration, children, community, early childhood, quality education and well-being

Emotional Intelligence among the Parents of Developmentally Disabled Children and Normal Children

Mr. Chanchal Sharma¹

Research Scholar, Department of Education, Maharaj Vinayak Global University, Jaipur, Rajasthan, India
chanchallaxmi85@gmail.com

Dr. Vinod Kumar Upadhyay²

Principal & Head, Department of Education, Maharaj Vinayak Global University, Jaipur, Rajasthan, India
vinodjaipur.upadhyay@gmail.com

Abstract

Emotional intelligence significantly shapes our ability to understand and manage emotions in everyday life, especially in parenting. Parents of children with developmental disabilities often encounter unique emotional, psychological, and social challenges compared to parents of typically developing children. This study examines and compares emotional intelligence levels among parents of developmentally disabled children and parents of typically developing children. The study uses a quantitative descriptive survey research design. We selected 140 parents for the study, including 70 parents of typically developing children and 70 parents of children with developmental disabilities. Arun Kumar and Suraksha Pal developed the Emotional Intelligence Scale, which

served as the data collection tool. We analyzed the collected data using mean, standard deviation, and a t-test to determine differences between the two groups. Results show that parents of typically developing children scored significantly higher in emotional intelligence ($M = 301.86$, $SD = 48.51$) than parents of children with developmental disabilities ($M = 205.11$, $SD = 61.77$). The t-value (10.30) reached significance at the 0.01 level, indicating a difference between the groups. These findings suggest that the emotional challenges of raising children with developmental disabilities may influence parents' emotional intelligence. The study underscores the need for counseling services, emotional support programs, and parent training initiatives to strengthen emotional coping abilities among parents of children with developmental disabilities.

Keywords: emotional intelligence, developmental disabilities, normal children, parenting stress, parents

Reimagining Education: Environmental Awareness and Global Citizenship

Ms. Sarah Fatima

Teacher, Knowledge High School, Hyderabad, Telangana, India
sarahkhans100@gmail.com

Abstract

Environmental education and global citizenship education have gained increasing prominence as critical paradigms for addressing complex and interrelated global challenges, including climate change, environmental degradation, and social inequities. This paper advances a conceptual and analytical framework that integrates these two domains to foster transformative learning and sustainable development. Grounded in contemporary educational theory and aligned with global policy discourses, particularly the Sustainable Development Goals (SDGs), the study examines how this integration can cultivate ecologically literate, ethically responsible, and globally competent learners. Employing a qualitative, interpretive methodology, the paper synthesizes recent scholarly literature, international frameworks, and emerging pedagogical practices. It critically analyzes the role of innovative approaches, such as experiential learning, inquiry-based pedagogy, and digital engagement, in fostering environmental consciousness and global civic responsibility. The study further explores the implications of this integrated framework for curriculum design, teacher education, and institutional practices, with particular attention to inclusivity, intercultural competence, and critical pedagogy. The findings indicate that a synergistic integration enhances learners' capacity for critical reflection, informed decision-making, and collective action toward sustainability. However, the study also identifies challenges, including curricular fragmentation, limited teacher preparedness, and policy–practice gaps. It concludes that a transformative, interdisciplinary approach is essential to reorient education systems toward sustainability and calls for strategic policy alignment, capacity building, and pedagogical innovation worldwide.

Keywords: curriculum innovation, environmental education, experiential learning, global citizenship, sustainable development goals

Academic Performance of Students with Mild Intellectual Disability in Inclusive and Special School Settings

Mr. Vijendra Singh Naruka¹

Research Scholar, Department of Education, Maharaj Vinayak Global University, Jaipur, Rajasthan, India
vijendranaruka5@gmail.com

Dr. Vinod Kumar Upadhyay²

Principal & Head, Department of Education, Maharaj Vinayak Global University, Jaipur, Rajasthan, India
vinodjaipur.upadhyay@gmail.com

Abstract

The present study examined the academic performance of students with mild intellectual disability studying in inclusive and special school settings. The main objective of the study was to compare the academic competencies of these students across different academic domains. A total of 100 students with mild intellectual disability were selected, including 52 from inclusive schools and 48 from special schools. The Evaluation of Academic Competencies for Children with Intellectual Disabilities (EACCID) was used as the assessment tool for data

collection. The study followed a descriptive survey research design. The collected data were analysed using the mean, standard deviation, and an independent-samples t-test. The findings revealed significant differences between students in inclusive and special schools across several academic domains, including reading, writing, and money concepts. Inclusive school students performed better in reading-related skills and functional academic areas, whereas special school students performed better in writing skills. However, no significant difference was observed in numeration, computation, and measurement concepts. The study highlights the importance of both inclusive and special educational settings in supporting the academic development of students with mild intellectual disability.

Keywords: academic performance, inclusive school, intellectual disability, special school, students with mild intellectual disability

Traditional Artforms as Tools for Sustainable Development and Cultural Preservation

Ms. Khrietono Yhoshii

Research Scholar, School of Liberal and Creative Arts (Social Sciences & Languages), Lovely Professional University, Phagwara, Punjab, India
khetonoyhoshu@gmail.com

Abstract

Traditional art forms constitute a profound collection of cultural heritage, embodying the knowledge, wisdom, and sustainable practices cultivated by communities across multiple generations. In the contemporary context of rapid globalization and technological innovation, these art forms confront the dual imperatives of preservation and contemporary relevance. This paper explores the function of traditional art forms as effective instruments for advancing sustainable development and cultural conservation, in alignment with the objectives of inclusive and equitable education. Drawing on interdisciplinary frameworks, the research highlights how indigenous crafts and artistic endeavors inherently support environmental sustainability through the utilization of natural materials, low-carbon production processes, and community-centric knowledge systems. Furthermore, conventional artistic practices play a critical role in promoting socio-economic sustainability by creating employment opportunities, especially for rural and underprivileged populations, thereby facilitating inclusive economic development. The study further explores the integration of traditional arts within educational systems, highlighting their capacity to augment experiential learning, cultural literacy, and socio-emotional growth among students. By adhering to the tenets of the National Education Policy 2020 and the Sustainable Development Goals (SDGs), art-integrated pedagogical methodologies can function as a transformative approach for comprehensive education. Through carefully curated case studies and a comprehensive theoretical examination, the research underscores the need for policy endorsement, digital archiving, and institutional initiatives to preserve and rejuvenate traditional art forms. It ultimately concludes that cultivating an interplay between tradition and innovation is essential for sustaining cultural diversity while simultaneously facilitating sustainable development.

Keywords: cultural preservation, heritage, indigenous, sustainable, traditional artforms

Community Based Education, Awareness and Maternal Healthcare Utilization in Rural Parts of Nagaland

Ms. Nunesenuo Metha

Research Scholar, School of Liberal and Creative Arts (Social Sciences & Languages), Lovely Professional University, Phagwara, Punjab, India
nunemetha@gmail.com

Abstract

Maternal healthcare utilization remains a major public health issue, especially in remote and tribal regions. In these areas, sociocultural practices, geographical constraints, accessibility, and levels of awareness all influence

health-seeking behavior. Nagaland, a tribal state in Northeast India, boasts one of the highest literacy rates in the country. However, maternal healthcare utilization, particularly antenatal care visits and institutional delivery, remains comparatively low. This paradox shows that maternal health awareness and healthcare use do not always depend solely on literacy. In rural areas, difficult terrain and transportation problems are key barriers. The cost of institutional deliveries, reliance on traditional birth attendants, and cultural practices also affect maternal health decisions. This study examines the role of education and awareness in maternal healthcare utilization in Nagaland. It focuses on how these issues impact rural communities. The study highlights that community education platforms, such as ASHA workers, churches, village councils, and community gatherings, can help raise awareness about maternal health issues. Maternal health is also discussed in the context of Sustainable Development Goals, particularly SDG 3, SDG 4, and SDG 5. These goals emphasize that education and awareness are important for improving maternal health outcomes. Based on field insights and secondary data, the paper argues that maternal healthcare utilization in Nagaland depends not only on formal education but also on awareness, accessibility, community institutions, and cultural practices. The paper concludes that innovative, community-based health education and awareness programs, together with improved access to healthcare services, are essential. These approaches will help increase maternal healthcare utilization and achieve sustainable development in rural and tribal regions like Nagaland.

Keywords: maternal health, education, awareness, sustainable development goals, nagaland

Environmental Attitude Among Teacher Trainees of Hyderabad: A Quantitative Study

Ms. Samera Saniya

Assistant Professor, Department of Physics, Muffakham Jah College of Engineering and Technology,
Hyderabad, Telangana, India
samera.saniya@mjccollege.ac.in

Abstract

Environmental attitude plays a crucial role in shaping responsible behavior toward environmental protection and sustainable development, especially among future educators who are expected to influence younger generations. The present study examines the level of environmental attitude among teacher trainees in Hyderabad through a quantitative research approach. The main objective of the study is to assess the environmental attitudes of teacher trainees and to determine whether significant differences exist by gender. A sample of 100 teacher trainees was selected from different colleges of education in Hyderabad using simple random sampling. The study employed a quantitative comparative research design to ensure objective measurement and analysis of responses. Data were collected using the Environmental Attitude Scale developed by Haseen Taj (2001), a standardized instrument widely used for measuring environmental awareness and attitude. Statistical tools, including mean, standard deviation, percentage analysis, and ANOVA, were used to analyze the collected data. The findings of the study indicate that a majority (85%) of teacher trainees possess a moderate level of environmental attitude, suggesting a fair awareness of environmental concerns but also indicating scope for improvement in developing stronger pro-environmental values. The analysis further reveals a significant gender difference in environmental attitude, with female teacher trainees scoring higher than male teacher trainees. This suggests that gender may influence sensitivity toward environmental issues and ecological responsibility. The study highlights the importance of integrating environmental education more effectively into teacher training curricula so that future teachers can actively promote sustainable practices in educational settings. Strengthening environmental awareness among teacher trainees is essential for building environmentally responsible citizens and achieving long-term sustainability goals.

Keywords: environmental attitude, environmental education, gender differences, sustainable development, teacher trainees

Water Heritage and Sustainable Development: Lessons from the Kakatiya Cascade System

Dr. Medipally Raju

Associate Professor, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
rajurskmp@gmail.com

Abstract

Global water scarcity and accelerating climate variability have intensified the need for sustainable, community-centred water management systems. The structural failure of large-scale modern irrigation infrastructure has added to this urgency. This paper examines the Kakatiya Dynasty's (c. 1083–1323 CE) water cascade network in present-day Telangana, India. This network stands as a historical model of integrated, ecologically sound, and institutionally robust water governance that aligns with the United Nations Sustainable Development Goals (SDGs). The study draws on archaeological evidence, hydrological analysis, epigraphic records, GIS-based spatial data, and a systematic literature review. Findings show the Kakatiya cascade system comprises 1,289 tanks across three hierarchical tiers. These tanks collectively store about 4,200 million cubic metres of water. The system achieved hydraulic performance metrics that met or exceeded those of current water-harvesting technologies. It demonstrated a runoff capture efficiency of 91.2%, a climate adaptability score of 0.89/1.00, and a community governance index of 0.86/1.00. These results confirm the system's multidimensional sustainability. The governance structure, reconstructed from 47 copper-plate inscriptions, closely matches Ostrom's (1990) eight common-pool resource design principles. The paper concludes by advocating for the rehabilitation and policy integration of cascade-based water infrastructure. This approach, guided by the educational and governance insights of the Kakatiya tradition offers a credible, cost-effective, inclusive, and culturally meaningful strategy. Such strategies can help achieve the SDGs 6 (Clean Water and Sanitation), 4 (Quality Education), 13 (Climate Action), 15 (Life on Land), and 16 (Strong Institutions) in semi-arid developing regions.

Keywords: environmental education, indigenous water management, kakatiya dynasty, sustainable development goals, water cascade systems

Inclusive and equitable quality education

Ms. Nameera Firdous

Teacher Trainee, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
162625701029@gacoe.ac.in

Abstract

The United Nations introduced the Sustainable Development Goals (SDGs) in 2015 as a global framework to address pressing challenges such as inequality, environmental degradation, poverty, and inaccessible quality education. Among these seventeen SDGs, education (Goal 4) plays a central role in building a more just, sustainable, and prosperous future. Education is not only a goal in itself but also a powerful means for achieving progress across all other areas of sustainable development. This paper focuses on four key dimensions: education for sustainable development, inclusive and equitable quality education, environmental education and global citizenship, and community engagement. Education for sustainable development equips learners with the knowledge, values, and skills necessary to make responsible decisions for a better future. It encourages critical thinking, problem-solving, and promotes awareness about social, economic, and environmental issues, enabling students to become agents of positive change in their communities and beyond. Inclusive and equitable quality education ensures that all individuals, regardless of their socio-economic status, gender, ethnicity, or ability, have access to meaningful and high-quality learning opportunities. It highlights the importance of reducing disparities, promoting gender equality, and creating equal opportunities for all learners. Environmental education and global citizenship further strengthen this approach by fostering a sense of collective responsibility towards the planet and encouraging individuals to act as informed, empathetic, and active global citizens. These dimensions are essential for preparing students to address complex global challenges such as climate change and social injustice. Community engagement acts as a bridge between education and real-world application. By fostering

partnerships between schools, families, and local organizations, it promotes collaboration and shared responsibility for sustainable development. Learners gain hands-on experience, participate in sustainable practices, and contribute to community development, which helps reinforce the values and knowledge acquired in the classroom. Such engagement ensures that educational outcomes are relevant and impactful, driving long-term positive change within society. In conclusion, achieving the Sustainable Development Goals is a complex challenge that requires a collective and sustained effort from governments, educators, communities, and individuals. Education serves as a powerful tool for transformation, empowering people with the knowledge and skills needed to create lasting social, economic, and environmental progress. By integrating these key aspects—education for sustainable development, inclusion and equity, environmental awareness, global citizenship, and community engagement—into educational practices, societies can lay the foundation for a more inclusive, aware, and sustainable future for generations to come.

Keywords: sustainable development goals, inclusive education, environmental education, global citizenship, community engagement.

Theme 3: Socio-emotional Learning

Social-Emotional Learning (SEL) and Academic Pressure Among Non-Resident Indian Students Studying in Indian Community Schools in Oman: An Empirical Study

Mr. Ziaulhye Mirja Md.

Senior Vice Principal, Indian School Darsait, Muscat, Sultanate of Oman
vpsenior@isdoman.com

Abstract

Children of Non-Resident Indians (NRIs) who attend Indian community schools in Muscat, Oman, face unique academic and sociocultural obstacles related to migration, cultural adjustment, and high academic standards. Students' psychological health and academic performance may suffer due to academic pressure in late adolescence. This study examines how Social-Emotional Learning (SEL) skills help NRI students aged 15-18 reduce academic stress and improve their well-being. A sample of 200 kids chosen from Indian community schools in Muscat participated in a quantitative, cross-sectional survey. SEL competences (self-awareness, self-management, social awareness, interpersonal skills, and responsible decision-making), academic stress, and student well-being were measured using standardized instruments. Descriptive statistics, Pearson correlation, and multiple regression analysis were used to evaluate the data, identify predictive effects, and examine correlations between variables. The findings showed a significant negative relationship between academic stress and SEL competencies and a favorable relationship between academic performance and SEL competencies. Self-awareness and self-management were found to be important predictors of lower stress and improved well-being among the SEL dimensions. Student resilience was also enhanced by culturally sensitive SEL practices and teacher assistance. The results emphasize the importance of incorporating structured, culturally aware SEL programs in Indian schools in Oman. Incorporating SEL into the curriculum may improve NRI teenagers' emotional control, coping mechanisms, and academic performance. To promote holistic student development in expatriate educational settings, the study offers recommendations for educational policy, school leadership, and teacher professional development.

Keywords: academic pressure, emotional intelligence, indian schools, NRI students in oman, social-emotional learning

A Quasi-Experimental Framework for Rebuilding Cognitive Resilience and Socio- Emotional Competencies in Adolescents

Ms. Tulaseerani Muramulla

Lecturer, Department of Education, Ushodaya College of Education, Anakapalli, Andhra Pradesh, India
muramulla23@gmail.com

Abstract

This study addresses the escalating concern that hyper-connectivity and pervasive digital consumption are eroding fundamental cognitive and socio-emotional skills in adolescents. While educational technology offers documented benefits, emerging research suggests unintended consequences, including diminished attention spans, a shift from deep reading to shallow skimming, and an atrophy of face-to-face communication skills and empathy. In response, this proposal introduces a counter-cultural intervention: the "Analog Classroom." This framework is defined as the planned, structured removal of digital devices from specific learning blocks, and their replacement with high-impact, non-digital teaching strategies. The study is framed not as a rejection of technology, but as a necessary "cognitive and social gymnasium" for rebuilding foundational human skills. To validate its efficacy, a rigorous, quasi-experimental, longitudinal, mixed-methods research framework is presented. This methodology will utilize standardized assessments and qualitative rubrics to measure longitudinal changes in deep reading comprehension, sustained attention, empathy, and social- emotional competencies among adolescent participants.

The central theme of the research is that by strategically reintroducing analog learning environments, schools can cultivate the “bi-literate” and socially adept minds necessary for students to thrive in both digital and physical worlds. The findings aim to provide a scalable model for educational stakeholders to balance technological integration with cognitive preservation, aligning with the holistic development goals of the National Education Policy (NEP) 2020 and Sustainable Development Goal 4 (Quality Education).

Keywords: analog classroom, bi-literacy, cognitive resilience, digital fatigue, socio-emotional learning

Academic Stress and Mental Well-being Among Intermediate Students

Ms. Nafeesa Tamkeen¹

Research Scholar, Department of Education, Maulana Azad National Urdu University, Hyderabad, Telangana, India
nafeesatamkeen984@gmail.com

Dr. Rubeena²

Assistant Professor, Department of Education, Maulana Azad National Urdu University, Hyderabad, Telangana, India
syedarubeena@manuu.edu.in

Abstract

Academic stress has turned up as a major concern and turning point among intermediate students. The complete future depends upon the intermediate. Those students who prepare for both board and competitive entrance exams, such as NEET, JEE, CA, Foundation, Designer & Architecture, and Hotel management. Due to exam preparation overload, academic demand may increase, and high parental & institutional expectations create psychological pressure and stress that affect students’ mental well-being. The present study aims to investigate the relationship between academic stress and mental well-being among intermediate students. The study will adopt a descriptive survey method and quantitative research design, including a sample of 100 students across all streams, i.e., BIPC, MPC, and CEC. Standardised tools, such as the Academic Stress Scale by Dr. Pradeep Kumar, Dr. Jyoti Yadav & Prof. Vishwananda Yadav, and the Warwick-Edinburgh Mental Well-being Scale. These two scales will measure the level of academic stress and mental well-being. Those students are under mental stress, including anxiety, lack of sleep, and reduced self-confidence. Students need guidance and counselling to prepare for both exams. The expected results will be published in a souvenir. Students play a great role in achieving the goal in competitive exams. Home is the first platform for children where the child can relax and study without stress. Teachers and parents can take care of the child and their studies. A student should maintain a learning environment with friends so they do not feel stressed, and once they have a collaborative environment, they can focus on their studies.

Keywords: academic stress, exams, intermediate students, mental well-being, quantitative study

Exploring the Relationship between Socio-Emotional Learning Frameworks and Students’ Perception in School Contexts

Ms. Preety Kaur

Research Scholar, Department of Education, Panjab University, Chandigarh, India
kaurpreety789@gmail.com

Abstract

Exploring the Relationship between Socio-Emotional Learning Frameworks and Students’ Perception in School Contexts highlights the growing importance of socio-emotional competencies in shaping students’ attitudes and perceptions toward the learning environment. In contemporary education systems, socio-emotional learning (SEL) frameworks are increasingly recognized as essential for promoting positive classroom relationships, emotional well-being, and effective participation in academic activities. Students’ perception of the classroom environment, teaching strategies, peer interactions, and their own learning abilities significantly influence their motivation,

engagement, and academic development. The present study was conducted with the objectives of (i) examining the role of socio-emotional learning frameworks in shaping students' perception toward classroom learning and (ii) understanding how supportive socio-emotional practices contribute to positive learning experiences among students. The study adopted a qualitative, review-based methodology, drawing on recent national and international research studies, policy reports, and scholarly literature on socio-emotional learning and student perceptions in school settings. The literature indicates that the effective implementation of SEL frameworks helps students develop empathy, self-awareness, emotional regulation, and collaborative skills, which positively influence their perceptions of teachers, peers, and learning processes. Furthermore, classrooms that integrate socio-emotional practices tend to foster inclusive, supportive, and participatory learning environments where students feel valued and motivated to learn. The findings also reveal that positive student perception is closely associated with improved classroom engagement, stronger interpersonal relationships, and greater academic confidence. In conclusion, the study emphasizes that integrating socio-emotional learning frameworks within school practices can significantly enhance students' perception of the educational environment and contribute to more holistic and meaningful learning experiences.

Keywords: classroom environment, holistic development, school contexts, socio-emotional learning, students' perception

Culturally Competent Teachers Create a Campus That is Inclusive and Friendly to Mental Health

Ms. Ainam Zia

Research Scholar, Department of Education, Maulana Azad National Urdu University, Bhopal Campus,
Madhya Pradesh, India
ziaainam5@gmail.com

Abstract

Mental health and cultural and linguistic diversity in classrooms are part of students' lives. Both factors can undermine students' and classrooms' achievement and pose a challenge for teachers. This article provides a detailed, concrete guide for teachers to create mental health-friendly and inclusive school environments using the critical lens of cultural competence. The study contends that genuine mental health support and inclusion require the understanding and affirmation of students' different cultural identities, histories, and lived experiences. The teacher serves as a catalyst for systemic change, guided by cultural humility, intersectionality, and principles of healing-centered engagement. The article proposes a multifaceted strategy that includes classroom techniques, school-wide policy, student support systems, and community connections. The essay stresses the educator's role in ongoing self-reflection, advocates equal resources, and prioritizes student and community voices in every task. It concludes that creating a campus environment in which every student can thrive mentally and academically requires a steadfast commitment to mental health justice, one that actively dismantles systemic barriers and recognizes the rich tapestry of human experience as a fundamental source of resilience and strength.

Keywords: cultural competence, culturally responsive teaching, inclusive education, mental health in schools, systematic change

The Role of Socio-Emotional Learning Frameworks in Promoting Equity, Inclusion, Mental Health Support and Socio-Economic Mobility in Education

Ms. Nisha

Research Scholar, Department of Political Science, Sanskaram University, Haryana, India
nisharao9991@gmail.com

Abstract

In today's world, education is not limited to studies and exams; it also involves students' social, mental, and emotional development. The modern education system believes that academic knowledge alone is not enough

for a student's overall development; emotional understanding, mental strength, and social behaviour are also required for him to be successful and balanced in life. Socio-emotional learning (SEL) is a process that helps students understand their emotions, work collaboratively, express them appropriately, and empathise with others. The primary objective of this study is to understand how the SEL framework promotes equity, mental health support, inclusion, and socioeconomic mobility in education. SEL-based learning creates positive, supportive school environments that provide learning opportunities for students from diverse economic and social backgrounds. Through this, students develop important life skills such as cooperation, self-control, empathy, and good communication. This process helps improve students' mental health by enabling them to understand and cope with anxiety, stress, and academic pressure. When a proper education system is available in schools, students' self-confidence and interest in studies increase. Thus, SEL plays a vital role in students' holistic development and prepares them for better socio-economic and educational opportunities in the future. Therefore, promoting SEL in the education system is essential for building an inclusive and just society.

Keywords: socio-economic mobility, socio-emotional learning, equity, inclusive education, mental well-being

Bibliometric Analysis of Emotional Intelligence among School Leaders: Research Gaps and Future Directions

Ms. Syeda Tauqeer Fatima¹

Research Scholar, Department of Education and Training, Maulana Azad National Urdu University,
Hyderabad, Telangana, India
syedatauqeerfatima@gmail.com

Dr. Najma Begum²

Professor, Department of Education and Training, Maulana Azad National Urdu University Hyderabad,
Telangana, India
najmabegum@manuu.edu.in

Abstract

The emotional intelligence of school leaders plays a crucial role in the academic world, as it helps them manage their own emotions and recognize and regulate those of their colleagues and students. Although numerous studies have examined emotional intelligence among school leaders over the past decade, a comprehensive analysis of prevailing research trends and gaps in the field has not been conducted. Therefore, we conducted a bibliometric analysis of scholarly publications in Dimensions over the past 10 years (2017-2026) to identify the dominant countries, identify research gaps, and indicate future research directions. We used VOSviewer for bibliometric analysis, employing bibliographic coupling and countries. The network visualization revealed strong connections among school leaders in the field of emotional intelligence research. The research network of the United States and China appeared to be prevalent among other countries, such as the United Kingdom and Australia. The overlay visualization demonstrated recent research trends in the domain of school leaders' emotional intelligence, symbolizing the gradual participation of Malaysia, Portugal, South Africa, and Brazil. The density visualization confirmed the dominant exploration of emotional intelligence among school leaders in the United States and China, followed by average exploration in the United Kingdom, Australia, and other European countries, and below-average exploration in Africa, Middle East, and South America. The findings highlight a dearth of studies on emotional intelligence among school leaders in India, leading to a research gap. Furthermore, to advance the subject area, future research should expand into understudied areas and connect with policy and leadership development programs to promote global inclusiveness and relevance.

Keywords: bibliometric analysis, emotional intelligence, exploration, leadership development, school leaders

Socio-Emotional Learning as a Pathway to Equity, Access, and Mental Well-being in Secondary Education

Ms. Munmun Ghosh¹

Social HOD and Team Leader of the Secondary Section, Brigade Public School, Hyderabad, Telangana, India
gmunmun447@gmail.com

Ms. Tathera Muneer²

Principal, Owaisi School of Excellence, Hyderabad, Telangana, India
tathera.rafi@gmail.com

Ms. Syeda Tauqeer Fatima³

Assistant Professor, Department of Education, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
syedatauqeerfatima@gmail.com

Abstract

Socio-Emotional Learning (SEL) has emerged as an essential framework for promoting students' holistic development in contemporary education systems. In secondary education, adolescents experience rapid emotional, psychological, and social changes that significantly influence their learning and well-being. Socio-emotional learning provides students with essential competencies, including self-awareness, self-management, social awareness, responsible decision-making, and relationship skills. These competencies support not only academic success but also promote equity, access, and mental well-being among students from diverse backgrounds. In educational settings where social inequalities and psychological pressures are increasing, SEL can serve as a transformative pathway to create inclusive, supportive learning environments. Despite growing recognition of SEL, several research gaps remain, particularly in secondary education. Many adolescents today face challenges related to mental health, emotional instability, and increasing levels of aggression, which affect both their academic engagement and interpersonal relationships. Additionally, disparities in educational access across different regions limit students' exposure to supportive cultural and institutional practices that promote mental well-being. Students studying in government and minority schools often experience higher dropout rates due to the lack of structured socio-emotional learning programs that address their psychological and social needs. Furthermore, the increasing prevalence of nuclear family systems has reduced traditional support networks, contributing to emotional disturbances and reduced resilience among adolescents. These gaps highlight the urgent need to integrate SEL systematically within secondary education to address students' mental health concerns and create equitable opportunities for learning and development. This study explores how socio-emotional learning can serve as a pathway to promote equity, improve access to supportive educational environments, and enhance the mental well-being of secondary school students. By addressing these challenges, SEL can reduce dropout rates, foster inclusive educational practices, and support adolescents in developing the emotional competencies necessary for personal and academic success. Therefore, this study aims to explore the role of Socio-Emotional Learning (SEL) in promoting equity, improving access to supportive educational opportunities, and enhancing students' mental well-being in secondary education.

Keywords: adolescent behavior, equity in education, mental well-being, secondary education, socio-emotional learning

21st Century Youth Mental Health: Emerging Problems and Strategies for Coping

Ms. Priyanka Kundu¹

Research Scholar, Department of Education, The University of Burdwan, Bardhaman, West Bengal, India
priyankakundu42@gmail.com

Ms. Pritha Pan²

Research Scholar, Department of Education, The University of Burdwan, Bardhaman, West Bengal, India
pritha2016e@gmail.com

Abstract

The 21st century's rapid social, economic and technological developments have made youth mental health an essential issue. Today's adolescents and young adults face a variety of issues, including pressure to perform academically, career uncertainty, unemployment, family expectations, and the constant influence of social media. Stress, anxiety, depression, emotional fatigue, and decreased mental health are becoming more prevalent among young people as a result of these circumstances. These difficulties have been made worse by the post-COVID era, since extended isolation, stopped schooling, and future uncertainty have had a significant negative impact on young people's mental health. The purpose of this study is to investigate the new threats to young people's mental health in the modern environment and to investigate helpful strategies for coping that can enhance their psychological health. Social media's role is examined critically, emphasising both its beneficial possibilities for awareness and connection as well as its detrimental effects through addiction, social comparison, cyberbullying and FOMO. The study also addresses how young people's mental health is affected by competitive educational systems and a lack of job possibilities. It is primarily a qualitative research method based on document analysis, with secondary data as the study's base. By highlighting holistic education, life skills, emotional well-being and the integration of mental health care within educational institutions, the National Education Policy 2020 offers a crucial framework. According to the study, coping strategies include social support networks, counselling services, mental health awareness, emotional control, mindfulness exercises, and encouraging positive digital behaviours. It highlights how policymakers, families and educational institutions must work together to address youth mental health issues. The study concludes that enhancing coping strategies and institutional support networks is crucial for enabling young people to address the problems of the twenty-first century and for guaranteeing their general well-being and sustained growth.

Keywords: coping strategies, social media impact, stress and anxiety, psychological well-being, youth mental health

Promoting Socio-Emotional Learning in Open and Distance Education: Implications for Equity, Inclusion, and Access in Higher Education

Ms. Gitanjali Sha¹

Student, P.G. Department of Education, Fakir Mohan University, Balasore, Odisha, India
gitanjalisha9@gmail.com

Ms. Trupti Subhrajyoti²

Research Scholar, P.G. Department of Education, Fakir Mohan University, Balasore, Odisha, India
truptisubhrajyoti97@gmail.com

Abstract

The expansion of higher education has intensified global efforts to ensure equity, inclusion, and access for learners from diverse socio-economic, cultural, and geographical backgrounds. In this context, Open and Distance Education (ODE) has emerged as a transformative approach to widening participation in higher education by offering flexible, accessible learning opportunities beyond the limitations of traditional institutions. However, while ODE enhances accessibility, learners often face challenges such as social isolation, limited peer interaction, and reduced emotional support, which may affect their engagement, motivation, and academic persistence. Recognizing these challenges, the role of Socio-Emotional Learning has gained increasing attention as an essential

component of holistic and inclusive education. This paper explores the significance of promoting socio-emotional learning within open and distance education systems and examines its implications for strengthening equity, inclusion, and access in higher education. Drawing on existing literature and conceptual analysis, the study highlights how socio-emotional competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making can support learners in navigating the demands of flexible, technology-mediated learning environments. The paper further discusses strategies for integrating socio-emotional learning into ODE through learner-centered pedagogical practices, collaborative online learning communities, mentoring and counseling support, and the effective use of digital technologies to foster meaningful interaction and engagement. The analysis suggests that embedding socio-emotional learning within open and distance education can significantly enhance learner motivation, resilience, and sense of belonging, thereby reducing dropout rates and supporting the participation of marginalized and non-traditional learners. In doing so, ODE systems can move beyond merely expanding access to creating inclusive and supportive learning environments that address the holistic development of learners. The paper concludes that promoting socio-emotional learning in distance education is crucial for sustaining equitable and inclusive higher education systems in the contemporary knowledge society.

Keywords: educational access, equity in higher education, inclusive education, open and distance education, socio-emotional learning.

Bridging Mental Health and Education: Strengthening Learner Support Systems for Student Success

Ms. Mehenoor Fatima

Assistant Professor, Department of Psychology, Anwarul Uloom College, Hyderabad, Telangana, India
mahenoorfatimakhan43@gmail.com

Abstract

A student's academic success, holistic development, and future life path are fundamentally anchored in their mental well-being. Today's educational climate presents a complex array of psychological, academic, and social challenges that students must navigate while maintaining the emotional equilibrium necessary for learning. Consequently, it is imperative for institutions to develop robust learner support systems that safeguard mental health without hindering a student's growth as a human being. Effective support frameworks are multidimensional, integrating professional counseling, tailored academic assistance, structured mentorship, and peer support networks. These resources provide students with the essential tools to manage the pressures inherent in high-stress environments. This research investigates the impact of mental health on educational trajectories through the lens of structured support networks designed to bolster emotional resilience, intrinsic motivation, and institutional engagement. Schools that implement comprehensive mental health programs cultivate safe spaces, defined by mutual respect and security. Such environments are vital for empowering students to reach their maximum potential. Beyond crisis intervention, these systems offer proactive solutions that improve a student's capacity for stress management, ethical decision-making, and the cultivation of healthy social relationships. The study emphasizes a multidisciplinary approach where educators, counselors, and administrators collaborate to identify and address individual student needs. The findings indicate that merging mental health awareness with accessible clinical services significantly reduces chronic anxiety and academic burnout. Ultimately, by integrating mental health advocacy with academic scaffolding, educational institutions create an environment conducive to long-term success, personal resilience, and enduring well-being.

Keywords: academic success, educational support, learner support systems, mental well-being, student resilience

Fostering Mental Well-Being through Socio-Emotional Learning: Strengthening Learner Support in Education

Dr. Rehana Anjum

Professor, Department of Chemistry, Lords Institute of Engineering and Technology, Hyderabad, Telangana, India

rehanaanjum@lords.ac.in

Abstract

Socio-emotional learning (SEL) has gained global attention as an essential component of holistic education, particularly in addressing students' mental well-being and providing effective learner support systems. Educational institutions are increasingly recognizing that academic success alone is insufficient without the development of emotional intelligence, resilience, and interpersonal skills. This study explores the role of socio-emotional learning in promoting mental well-being and strengthening learner support mechanisms within contemporary educational environments. The objective of the paper is to examine how SEL practices contribute to improved emotional regulation, stress management, and supportive learning relationships among students. The study adopts a conceptual and analytical approach, drawing on a review of the existing literature on socio-emotional learning, mental health in education, and learner support frameworks. Key SEL competencies—including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—are analyzed for their impact on students' psychological well-being and academic engagement. The paper also highlights the importance of integrating SEL into curriculum design, classroom practices, and institutional policies to create supportive learning ecosystems. Findings from the analysis indicate that effective implementation of SEL programs contributes significantly to improved emotional stability, reduced anxiety and behavioral problems, and stronger peer-teacher relationships. Furthermore, learner support strategies such as mentoring, counseling services, and collaborative learning environments enhance students' sense of belonging and overall well-being. The study emphasizes that educators play a critical role in fostering emotionally supportive classrooms that encourage empathy, communication, and resilience. The paper concludes that embedding socio-emotional learning within educational systems is essential for promoting sustainable mental well-being and comprehensive learner support. Institutions that prioritize SEL not only enhance students' psychological health but also create inclusive learning environments that support both academic achievement and personal development. These insights provide valuable implications for educators, policymakers, and researchers seeking to strengthen student support structures in modern education systems.

Keywords: education, emotional intelligence, learner support, mental well-being, socio-emotional learning

Mental Health Challenges among Secondary School Students: A Career Selection Pressure

Ms. Masarat Jabeen¹

Student-educator, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India

khhkzuum4@gmail.com

Ms. Nusrath Farheen A.²

High School Teacher, Indian School of Excellence, Hyderabad, Telangana, India

ummamahdi@gmail.com

Abstract

Adolescence represents a critical transitional phase during which secondary school students begin planning their future careers and educational directions, often under considerable psychological pressure. This study examines the mental health challenges among secondary school students resulting from career selection pressure and inadequate career guidance, with the objective of understanding how such pressures impact students' psychological well-being, self-confidence, and academic engagement. The significance of this study lies in its focus on the Indian educational context, where career decisions are frequently made under intense societal and parental expectations with limited access to professional guidance, leading to stress, anxiety, confusion, and fear about the future. Despite growing recognition of adolescent mental health concerns, limited empirical attention has been directed toward career-induced psychological distress within school settings in India, representing a notable

research gap that this study seeks to address. A quantitative research design was employed, involving students from Classes IX and X in the CBSE and ICSE school settings. Data were collected through a structured questionnaire covering career pressure, sources of pressure (including parental expectations and academic competition), availability of career guidance, and emotional reactions (such as stress, worry, and future uncertainty), and were analyzed using frequency and percentage distributions. Literature findings revealed that career-related stress and confusion are widespread among students, driven primarily by parental expectations and limited career awareness, with many students reporting insufficient career guidance at school, further intensifying their uncertainty. It is concluded that the absence of structured career guidance programs significantly intensifies the emotional distress students experience when navigating career decisions, underscoring the urgent need for effective school-based support systems.

Keywords: academic stress, career selection pressure, mental health, parental expectations, secondary school students

Perceived Academic Stress, Cyberloafing Behavior and Academic Procrastination: A synthesis of Predictive Relationships in Higher Education

Ms. Jyoti Yadav

Research Scholar, Department of Education, Central University of Haryana, Haryana, India
jyoti230062@cuh.ac.in

Abstract

This research investigates the complex, interconnected relationships between perceived academic stress, cyberloafing behavior, and academic procrastination in higher education. As the digital era integrates technology into learning, students face a dark side of technology where internet access intended for study is misused for non-academic purposes, a behavior known as cyberloafing. This synthesis draws on quantitative findings from diverse cultural contexts, including Turkey, Pakistan, Indonesia, and Cyprus, to identify the predictive pathways between these psychological constructs. The results consistently demonstrate a significant positive correlation among the three variables; academic stress functions as a primary predictor, driving students toward online distractions. Critically, mediation analyses reveal that cyberloafing and fatigue serve as essential psychological pathways explaining how stress translates into procrastination. According to Cognitive Load Theory, students under high emotional strain or workload pressure often utilize the internet as a maladaptive coping mechanism to escape task-related anxiety, which inadvertently fuels further academic delays and “cramming” behavior. Furthermore, demographic analysis reveals distinct gender patterns: male students generally engage more in gaming-oriented cyberloafing and report higher gaming addiction, while female students often report higher levels of academic expectations, stress, and social cyberloafing. The synthesis concludes that the stress-cyberloafing-procrastination cycle severely impairs academic achievement and student well-being. Institutional recommendations emphasize the necessity of stress management programs, digital literacy training, and strategies to enhance students’ internal regulatory capacities to promote healthier, more productive learning behavior.

Keywords: academic stress, academic procrastination, cyberloafing, self-control, self-regulated learning

Equity, Inclusion, and Access in Education

Mr. Shahansha Ghani

Research Scholar, Department of Education and Training, Maulana Azad National Urdu University,
Hyderabad, Telangana, India
22phed003hy@manuu.edu.in

Abstract

Education is a fundamental human right. It plays a crucial role in the development of individuals and society. Through education, people acquire knowledge, skills, and self-assurance. It empowers them to enhance their lives and contribute meaningfully to society. However, even today, many students encounter challenges that hinder their full participation in education. Some children are unable to attend school due to poverty, social

exclusion, disability, or inadequate facilities. In this context, the principles of equity, inclusion, and access in education become essential. These ideals help us recognize how education can become just and available to all. Equity means ensuring fair opportunities for every student. Some learners require additional support to succeed, and schools must provide it. Inclusion signifies that all students learn together in the same classroom, regardless of their social, cultural, or economic circumstances. Access means every child should have the opportunity to attend school and obtain quality educational resources. This article discusses the need to remove obstacles that prevent students from accessing equal educational opportunities. Issues such as poverty, discrimination, deficient infrastructure, and scarce learning resources still impede many learners. The article also emphasizes the central role of teachers, educational institutions, and policymakers in fostering equitable and inclusive learning environments. When education systems uphold equity, inclusion, and access, they empower all learners to develop their abilities and reach their full potential. Ultimately, this approach fosters a more just, inclusive, and educated society.

Keywords: access, diversity in education, educational equity, equal educational opportunities, inclusive learning environment

Life Satisfaction, Subjective Happiness, and Light Triad Personality as Predictors of Gratitude: Implications for Well-being among Higher Education Students

Ms. Hafsa Ayesha¹

Social Studies Teacher, American School of Creative Science, Dubai, United Arab Emirates

hafsa.ayesha@nas.ascs.sch.ae

Ms. Sayeda Zara Sayeed²

Teacher Trainee, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India

sayedasayeed870@gmail.com

Ms. Asma Fatima³

Teacher Trainee, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India

fatimaasma745@gmail.com

Ms. Midhath Fatima Safura⁴

Teacher Trainee, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India

midhath.fatima@gmail.com

Abstract

This study explores how gratitude is connected psychological well-being components, particularly life satisfaction, subjective happiness, and light triad personality. In the context of growing interest in positive psychology, understanding the factors that nurture gratitude can offer valuable insights into improving young adults' overall well-being. The study not only examines the relationships among these variables but also investigates whether life satisfaction, subjective happiness, and light triad personality can predict gratitude levels. In addition, it considers the role of demographic factors such as age, gender, and family structure (joint, nuclear, single-parent), in shaping experiences of gratitude. Data for the study were collected from higher education students in Hyderabad using standardised psychological measures: the Satisfaction With Life Scale, the Subjective Happiness Scale, the Light Triad Personality Scale, and the Gratitude Questionnaire. The data were analysed using frequencies, Pearson Product-Moment Correlation, and regression analysis. The findings reveal meaningful and significant associations between gratitude, life satisfaction, subjective happiness, and light triad personality. Students who reported higher levels of happiness and satisfaction with their lives, along with stronger light triad personality, also tended to experience greater gratitude. Life satisfaction, subjective happiness, and light triad personality further significantly predicted gratitude, suggesting that these positive psychological qualities play an important role in enhancing individuals' sense of appreciation and well-being. The analysis also indicated that demographic factors: gender and family structure, significantly influence gratitude levels. These findings highlight the social and personal contexts that shape grateful experiences. The study concludes by discussing its limitations, the practical implications, and directions for future.

Keywords: gratitude, life satisfaction, light triad personality, subjective happiness

Promoting Equity, Inclusion, and Access in Education for Diverse Learners

Ms. Talea Tamkinath

Student-educator, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
talea0290@gmail.com

Abstract

Equity, inclusion, and access in education have become central concerns for policymakers and educators worldwide as education systems respond to increasing social diversity and persistent inequalities. Inclusive education aims to ensure that all learners, regardless of socioeconomic background, gender, disability, or geographical location have equal opportunities to participate in meaningful learning experiences. Despite global commitments to inclusive education, disparities in educational access and outcomes continue to affect marginalized groups, indicating the need for more effective inclusive practices and policy implementation. While existing policies emphasize inclusive education, there remains a gap between policy intentions and classroom practices that support equitable participation of diverse learners. This study aims to examine the role of inclusive educational practices in promoting equity and improving access to quality education. The research explores how educational institutions can address barriers to participation and create supportive learning environments for all students. The study adopts a qualitative approach based on a review of existing literature, educational policy documents, and research on inclusive practices. The analysis focuses on key strategies such as differentiated instruction, flexible curriculum design, teacher professional development, and community engagement in promoting equitable learning opportunities. The findings suggest that effective implementation of inclusive education requires coordinated efforts at policy, institutional, and classroom levels. Equitable resource allocation, teacher preparedness to address diverse learning needs, and supportive school leadership were identified as crucial factors in fostering inclusive learning environments. Additionally, strong collaboration between educators, policymakers, and communities contributes to improved access and participation for marginalized learners. The study concludes that promoting equity, inclusion, and access in education is essential for achieving social justice and sustainable development goals. Educational institutions must adopt holistic and collaborative approaches to ensure that every learner is valued, supported, and empowered to succeed.

Keywords: diversity in education, educational access, educational policy, equity in education, inclusive education

Socio-Emotional Learning and Academic Achievement

Ms. Zuha Unissa

Teacher Trainee, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
zuhaunissa01@gmail.com

Abstract

Socio-emotional learning (SEL) plays a pivotal role in fostering academic success by equipping students with essential social and emotional competencies that influence their attitudes, behaviors, and performance in educational settings. Given this significance, we reviewed articles focusing on socio-emotional learning and academic achievement. Past studies demonstrate that SEL programs improve students' self-awareness, empathy, decision-making, and interpersonal skills, which are critical for effective learning and positive school experiences. Empirical evidence shows that socio-emotional well-being, including self-esteem and social integration as observed through teachers' ratings, is strongly associated with academic achievement, highlighting the interplay between individual and contextual classroom variables. Furthermore, embedding SEL within school culture reform enhances not only students' psychological well-being but also fosters inclusive, student-centered learning environments conducive to academic success. While SEL development contributes to narrowing academic disparities between socioeconomically advantaged and disadvantaged students, its impact on reducing educational inequality appears modest, suggesting the need for complementary interventions. Beyond K-12 education, integrating SEL in higher education, especially in STEM fields, enhances student engagement, motivation, and confidence, thereby promoting academic performance and stress resilience. As such, effective SEL implementation demands comprehensive teacher training and sustainable curricular integration to foster environments where socio-emotional competencies translate into improved academic success and long-term positive developmental outcomes for students.

Keywords: academic achievement, inclusive learning environment, SEL, student well-being, student engagement

Academic Buoyancy as a Predictor of Socio-Emotional Adjustment among Secondary School Students

Ms. Puspanjali Mili¹

Research Scholar, Department of Education, Tezpur University, Assam, India
puspanjali4462@gmail.com

Dr. Sashapra Chakrawarty²

Associate Professor, Department of Education, Tezpur University, Assam, India
sashapra@tezu.ernet.in

Abstract

Academic buoyancy, defined as students' ability to successfully cope with everyday academic setbacks and challenges, has gained increasing attention as a significant psychological resource in educational psychology. At the same time, socio-emotional adjustment plays a crucial role in enabling students to manage emotions, maintain interpersonal relationships, and adapt to school environments. This conceptual paper examines academic buoyancy as a predictor of socio-emotional adjustment among secondary school students, drawing on secondary sources. The analysis indicates that academically buoyant students tend to demonstrate stronger emotional regulation, higher self-confidence, and better coping strategies when faced with academic challenges. These characteristics contribute significantly to positive socio-emotional adjustment in school contexts. The paper highlights the importance of integrating socio-emotional learning and academic buoyancy-building strategies into educational practices to support students' holistic development. The findings emphasize that fostering academic buoyancy can help educators create supportive learning environments that enhance both academic success and emotional well-being among secondary school students.

Keywords: academic buoyancy, secondary education, socio-emotional adjustment, socio-emotional learning, student resilience

Opinion of Prospective Teachers about Strengthening Learner Support Systems in Inclusive Education

Ms. Vinjusha C. P.¹

Research Scholar, Research Center in Education NSS Training College, University of Calicut, Palakkad, Kerala, India

vinjushacp1996@gmail.com

Dr. Ampili Aravind²

Professor in Education and Research Supervisor, Research Center in Education NSS Training College, Ottapalam, University of Calicut

ampiliaravind@gmail.com

Abstract

Inclusive education ensures education for all, including those with various needs and aspirations. Teachers play a vital role in promoting inclusive practices that highlight students' mental well-being through various support systems. Supporting a teaching-learning environment, vibrant interactions, and inclusive teaching practices, teachers can build a flexible and positive climate for all learners. This study revealed prospective teachers' opinions on strengthening learner support systems in inclusive education. This study adopted a survey methodology, and percentage analysis was employed as the statistical technique. The questionnaire contained 20 items across four dimensions: types of support, domains of support, stages of support, and instigating support, as well as levels of support. This paper highlights the need to strengthen learner support systems in inclusive education.

Keywords: inclusive education, learners, mental well-being, prospective teachers, strengthening learning support systems

Emotional Labour in Teaching: Teachers' Experiences in Managing Classroom Behaviour

Ms. Adeeba Mubeen¹

Teacher Trainee, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
adeebamubeen86@gmail.com

Ms. Sara Salahuddin²

Teacher Trainee, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
shaikсарасalahuddin@gmail.com

Ms. Atiya Sultana³

Teacher Trainee, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
mailto:atiyasultana@gmail.com

Abstract

The teaching profession encompasses an educational process focused on shaping and developing students, while also requiring attention to educators' emotional well-being. Teachers often encounter challenges such as disruptive behaviour, low student motivation, and student conflicts, which require them to manage their emotional health while upholding professionalism. Despite facing emotional hurdles, educators must embody patience, kindness, support, and composure. The continuous need for emotional regulation can lead to stress, mental exhaustion, and professional burnout. Although many studies focus on classroom management strategies and student behaviour, there is a notable lack of research on the emotional dimensions of teaching, particularly on how teachers can effectively manage their emotions during challenging classroom situations. The emotional labour of teachers remains largely underexplored, especially within the Indian educational context. This gap emphasises the importance of investigating teachers' emotional experiences and their approaches to managing classroom behaviour. Thus, this study aims to explore teachers' emotional labour in managing classroom behaviour and the emotional challenges they face in their profession. Data were collected through a survey, Teacher Emotion Questionnaire (Buriæ et al., 2018). Approximately 100 teachers from various private schools and educational institutions in Hyderabad participated in the survey. The questionnaire included questions on emotional regulation, stress management, and the balance between emotional well-being and professionalism. The statistical results revealed an increase in teachers' emotional labour and the challenges they encounter. This study contributes to a deeper understanding of the emotional aspects of teaching and highlights the necessity for support and training programs that consider teachers' socio-emotional states. Recognising educators' emotional labour can help create a more supportive and conducive educational environment.

Keywords: classroom behaviour management, emotional labour, socio-emotional teaching, teachers' experiences

Influence of Time Management on Team Conflict and Decision-Making: A Study among Higher Education Students across Bengaluru

Ms. Ravina J.¹

Student, MBA, Department of Management Studies, Dayananda Sagar College of Arts, Science & Commerce,
Bengaluru, Karnataka, India
ravinaj750@gmail.com

Ms. Sanjana Raj N.²

Student, MBA, Department of Management Studies, Dayananda Sagar College of Arts, Science & Commerce,
Bengaluru, Karnataka, India
sanjanarajn5@gmail.com

Dr. Ameer Asra Ahmed³

Associate Professor, Department of Management Studies, Dayananda Sagar College of Arts, Science &
Commerce, Bengaluru, Karnataka, India
azraahmed@dayanandasagar.edu

Abstract

Effective time management is an essential skill for higher education students, particularly when participating in collaborative academic activities that require teamwork and shared decision-making. In group-based learning environments, poor time management can lead to missed deadlines, uneven task distribution, and communication

gaps, increasing the likelihood of team conflict and negatively affecting the quality of group decisions. Therefore, examining the relationship between time management, team conflict, and decision-making among university students is important for improving collaborative academic outcomes. This study investigates the relationships among time management practices, team conflict, and decision-making effectiveness among higher education students in Bengaluru. A quantitative research design was adopted, and data were collected through a structured survey administered to undergraduate and postgraduate students from selected colleges and universities in Bengaluru. The survey measured students' time management behaviours, perceived levels of team conflict (task and interpersonal conflict), and the effectiveness of decision-making within academic groups. Descriptive statistics and correlation analysis were used to examine the relationships among the variables. The study highlights the importance of promoting time management skills and collaborative competencies in higher education settings to support productive teamwork and effective decision-making among students.

Keywords: decision-making, higher education students, student collaboration, team conflict, time management

Student Mental Health Influencing Their Personality and Impact on Their Leadership Style

Mr. B. Nithin Kumar¹

Student, MBA, Department of Management Studies, Dayananda Sagar College of Arts,
Science & Commerce, Bengaluru, Karnataka, India
nithinkumarb221@gmail.com

Mr. Nikhil Pai²

Student, MBA, Department of Management Studies, Dayananda Sagar College of Arts,
Science & Commerce, Bengaluru, Karnataka, India
nikithpaig@gmail.com

Dr. Ameer Asra Ahmed³

Associate Professor, Department of Management Studies, Dayananda Sagar College of Arts,
Science & Commerce, Bengaluru, Karnataka, India
azraahmed@dayanandasagar.edu

Abstract

Academic institutions serve as the crucible in which future leaders are forged, yet the mental health challenges confronting today's student population remain a largely underexplored determinant of leadership development. The mounting pressures of academic performance, financial strain, social belonging, and an increasingly competitive career landscape contribute to heightened levels of anxiety, depression, and burnout among students, subtly reshaping their psychological identity and interpersonal orientations. This research investigates the intricate relationship between student mental health and its formative influence on personality traits, specifically dimensions such as emotional stability, conscientiousness, agreeableness, and openness to experience and subsequently, how these altered personality configurations manifest in distinct leadership styles. Drawing upon established theoretical frameworks, including the Big Five Personality Model, transformational and transactional leadership theories, and the psychological safety paradigm, the study contends that unaddressed mental health conditions do not merely impair academic outcomes but also structurally reconfigure how students perceive authority, exercise influence, and collaborate within teams. The research further explores how resilience-building, access to campus mental health resources, and emotionally intelligent mentorship can serve as critical moderating variables that redirect negative psychological patterns toward adaptive, empathetic, and visionary leadership behaviours. The anticipated outcome of this study is the "Mind-Lead Framework," a conceptual model that maps mental health states to personality trajectories and their corresponding leadership implications, offering actionable recommendations for educators, institutional counsellors, and HR practitioners in preparing psychologically grounded leaders for tomorrow's organisations.

Keywords: academic well-being, emotional intelligence, leadership style, student mental health, personality development, psychological safety

The Impact of Strength Training on the Stress Levels and Problem-Solving Speed among Higher Education Students

Mr. Surya L.¹

Student, MBA, Department of Management Studies, Department of Management Studies,
Dayananda Sagar College of Arts, Science & Commerce, Bengaluru, Karnataka, India
suryarjun122@gmail.com

Mr. Ajay Varma V.²

Student, MBA, Department of Management Studies, Department of Management Studies,
Dayananda Sagar College of Arts, Science & Commerce, Bengaluru, Karnataka, India
vajayvarma3333@gmail.com

Dr. Ameer Asra Ahmed³

Associate Professor, Department of Management Studies, Dayananda Sagar College of Arts,
Science & Commerce, Bengaluru, Karnataka, India
azraahmed@dayanandasagar.edu

Abstract

The demanding nature of higher education often subjects students to significant psychological pressure, impacting both their mental well-being and cognitive performance. This study explores the impact of physical exercise frequency on stress levels and problem-solving speed among higher education students. Regular physical activity is increasingly recognized as a vital intervention for managing the rigors of academic life. By examining the physiological and psychological mechanisms triggered by exercise, such as the regulation of cortisol and the release of endorphins, this research evaluates how consistent movement serves as a buffer against academic burnout. Furthermore, the study investigates the correlation between cardiovascular fitness and cognitive agility, specifically examining how exercise-induced neurogenesis and increased blood flow to the prefrontal cortex can accelerate executive functions and problem-solving. As the competitive landscape of global education intensifies, students face rising rates of anxiety and cognitive fatigue. Traditional academic support systems often overlook the holistic link between physical health and intellectual output. This research utilizes quantitative data to identify patterns between sedentary lifestyles and diminished cognitive speed, while highlighting the proactive benefits of frequent exercise. By analysing student performance metrics and self-reported stress indicators, the study aims to provide a clear framework for integrating physical wellness into the core of the university experience. These findings are poised to reshape campus health policies, ensuring that students are equipped with the physiological resilience necessary to excel in a fast-paced academic environment.

Keywords: cognitive performance, higher education, physical exercise, problem-solving speed, stress management, student well-being

Martial Arts as a Pedagogical System for Cultivating Moral Discipline and Character Formation among Students

Mr. Kshetrimayum Kishan Singh¹

Research Scholar, Department of History, Lovely Professional University, Phagwara, Punjab, India
kshetrimayumkishan96@gmail.com

Ms. Shweta Singh²

Assistant Professor, Department of History, Lovely Professional University, Phagwara, Punjab, India
shweta.archae2012@gmail.com

Abstract

Martial arts have long been recognized not only as systems of physical training but also as important pedagogical tools for moral and character development. This study examines the role of martial arts in cultivating moral discipline and character formation among students through a comprehensive conceptual framework. Adopting a qualitative and interdisciplinary approach to analyze how structured martial arts practices contribute to ethical development. The framework identifies four key dimensions: core components of training, mediating processes,

outcomes, and contextual factors. It argues that elements such as rituals, physical discipline, hierarchical relationships, and ethical teachings provide the foundational structure for the transmission of values. However, moral discipline and character are not direct outcomes of these practices; rather, they are developed through mediating processes such as self-regulation, internalization of values, observational learning, and habit formation. These processes enable the transformation of external discipline into internalized moral behavior. The findings suggest that students engaged in martial arts training demonstrate enhanced moral discipline, including respect, responsibility, and ethical decision-making, as well as character traits such as perseverance, humility, confidence, and resilience. Furthermore, the study highlights that the effectiveness of martial arts in fostering these outcomes is shaped by contextual factors, including the type of martial art, the institutional setting, the instructor's pedagogy, and the cultural environment. Overall, the study positions martial arts as a holistic pedagogical system that integrates physical, psychological, and ethical dimensions of learning. It underscores their relevance in contemporary education as a means of developing disciplined, responsible, and morally grounded individuals.

Keywords: character formation, discipline and ethics, martial arts, moral development, social learning

The Integration of Socio-emotional Learning in Cultivating Core Social Values

Ms. Sana Begum

Assistant Professor, Department of Education, Adam College of Education, Hyderabad, Telangana, India
sanabadar1996@gmail.com

Abstract

This article focuses on integrating social-emotional learning (SEL) to cultivate core social values. This abstract explores the symbiotic relationship between social-emotional learning (SEL) frameworks and the internalisation of social values within educational and developmental contexts. While SEL traditionally focuses on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, its ultimate efficacy is measured by how these competencies translate into enduring social values like empathy, integrity, and civic responsibility. Core focus areas: The mechanism of value internalization. Research indicates that social values are not merely “taught” through rote instruction but are “caught” through emotional resonance. SEL provides the cognitive and emotional infrastructure, such as perspective-taking and emotional regulation, necessary for individuals to bridge the gap between understanding a value (e.g., “kindness”) and practicing it consistently. Behaviors like inclusivity and cooperation. The role of environment: The study emphasizes that for SEL to effectively instill social values, the learning environment must mirror those values. A hidden “curriculum” of mutual respect between educators and students is essential for authentic value development. Conversely, when SEL is grounded in a clear value framework, it fosters not just “successful” individuals, but “pro-social” citizens capable of contributing to a cohesive society. Thus, the article concludes that integrating SEL into value education shifts the focus from “what to think” to “how to be.” It concludes that a person’s ability to uphold social values is directly proportional to their emotional intelligence.

Keywords: education, emotional intelligence, pro-social behavior, SEL, value internalization

A Critical Analysis of Mental Well-being and Learner Support Systems Navigating in Indian Academia

Ms. M. Indira¹

Associate Professor in Commerce, Badruka College of Commerce & Arts, Hyderabad, Telangana, India
indu.anand496@gmail.com

Mr. M. Prasad Pentiah²

Assistant Professor in English, Badruka College of Commerce & Arts, Hyderabad, Telangana, India
veerapra71@gmail.com

Abstract

Education has become the prime need of the hour for the entire human mankind in the present corporate scenario to sustain a livelihood and is used as a weapon to fight against injustice and lead a promising life with honor and

pride, inculcating craftsmanship through the academics pursued. Moreover it is necessary to maintain Mental Well-being of the students as well as faculty that has become the topic of concern in the Higher Education especially in line with Indian Academic Landscape in tune with academic pressure, socio-economic disparities having intensified psychological stress in the present digital era equipped with fusion of AI and ancient techniques of teaching among the students fraternity This qualitative research paper encapsulates and investigates the role and effectiveness of learner support systems in promoting mental well-being across Indian universities issuing distinct roles and responsibilities that needs to be addressed by the teachers enabling and fostering the students to withstand the interdisciplinary perspectives from psychological and educational reforms changes that are implemented from time to time under NEP 2020 to welcome and fulfill the dreams dreamt by our Hon'ble Prime Minister Sri. Narendra Modi, i.e., Vikshit Bharat 2047. This research highlights and employs thematic analysis of interconnected case studies, aiming to enhance standards for institutional counseling frameworks in universities, digital mental health interventions in online learning ecosystems, and peer-led support initiatives in state colleges. The study draws on theoretical insights from Martin Seligman and Abraham Maslow, and is contextualized within Indian higher education policies guided by the University Grants Commission. This research contributes to the evolving discourse on sustainable education by foregrounding mental well-being as a pillar of academic success.

Keywords: counseling services, indian higher education, learner support systems, mental well-being, peer support

Effect of Social- Emotional Learning Interventions on Reducing Aggression In School-Students Across Telangana

Ms. Faheem Sultana

Assistant Professor, Department of Education, Adam College of Education, Hyderabad, Telangana, India
faheemsultna477@gmail.com

Abstract

The present article examines the effects of social-emotional learning (SEL) interventions on reducing aggression among school students across Telangana. School-based aggression remains a significant challenge within the educational landscape of Telangana, often exacerbated by academic stress and social- economic disparities. While traditional disciplinary measures focus on punishment, social-emotional learning (SEL) offers a proactive framework to equip students with self-regulation and interpersonal skills. This study evaluates the effectiveness of SEL interventions, specifically focusing on frameworks such as the Safe and Inclusive Schools Initiative (SISI) and Project Sampoorna, in mitigating physical and verbal aggression within the state's diverse school systems. A quasi-experimental pretest-posttest design was employed across 60 selected schools (both government residential and private) in districts including Rangareddy, Hyderabad, and Nizambad. The intervention group (n = 1,200) participated in a 24-week SEL curriculum integrated into daily instruction, focusing on five core competencies: self-awareness, self- management, social awareness, relationship skills, and responsible decision-making. The control group (n = 1,200) followed the standard state curriculum. Data were collected using the Buss-Perry Aggression Questionnaire (BPAQ) and teacher-reported behavioral scale. Statistical analysis revealed a significant reduction in overall aggression scores in the intervention group ($p < .001$) compared to the control group. Specifically, physical aggression decreased by 22% and hostility by 18%. Findings also indicated that students in the SEL program showed a marked increase in resilience and empathy. Notably, the impact was most pronounced in the Telangana Social Welfare Residential Educational Institutions Society (TGSWREIS), where the 'Whole Child Development' framework fostered a safer school climate and reduced peer-to-peer bullying.

Keywords: social-emotional learning, aggression, telangana, project sampoorna, school climate

Integrating Data-Driven Mental Well-Being, Trauma-Informed Care, and Ethical Artificial Intelligence: A Holistic Framework for Human-Centered Support Systems

Ms. Salwa Fathima¹

Senior Lecturer, English Department, Success The Junior College, Hyderabad, Telangana, India
salfathima93@gmail.com

Ms. Umme Salma Khanam²

Teacher Trainee, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
reachsalmacse@gmail.com

Ms. Sana Sultana³

Teacher Trainee, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
sultanasana1809@gmail.com

Dr. Najma Sultana⁴

Assistant Professor, Department of Education, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
najma.sultana@gacoe.ac.in

Abstract

In the evolving landscape of mental health and human development, the convergence of data-driven technologies, trauma-informed care, and ethical artificial intelligence (AI) presents a transformative opportunity. This paper explores how data analytics and AI-driven tools can enhance mental well-being by enabling personalized, timely, and scalable interventions. However, the integration of such technologies must be grounded in trauma-informed principles that prioritize safety, trust, empathy, and cultural sensitivity, especially for individuals affected by adverse experiences. The study critically examines the role of AI in identifying mental health patterns, predicting risks, and supporting decision-making, while addressing ethical concerns such as data privacy, bias, transparency, and accountability. By synthesizing interdisciplinary research, the paper proposes a holistic framework that aligns technological innovation with human-centered care. It emphasizes the need for ethical safeguards, inclusive datasets, and practitioner awareness to ensure that AI systems do not reinforce existing inequalities or re-traumatize vulnerable populations. Through case-based analysis and conceptual modeling, this research highlights best practices for integrating ethical AI within trauma-informed mental health systems. The findings suggest that a balanced approach combining data intelligence with compassion and ethical responsibility can significantly improve mental well-being outcomes and support sustainable, equitable care systems globally.

Keywords: data analytics, digital mental health, ethical AI, mental well-being, trauma-informed care

Mental Well Being and Learner Support Systems

Mr. Mohammed Vaseem Roshan¹

Teacher Trainee, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
vaseemroshanmd@gmail.com

Mr. Sadath Ali Qureishi²

Teacher Trainee, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
alisadath296@gmail.com

Abstract

Socio-Emotional Learning (SEL) has emerged as a crucial component of holistic education in India, especially in alignment with the National Education Policy (NEP) 2020. This policy emphasises learner well-being, inclusion, and life skills. In India, rising stress, anxiety, and emotional suppression among students highlight the urgent need for structured mental well-being and support systems in schools and higher education institutions. Despite policy recognition and emerging initiatives such as school counselling programs and SEL curriculum, significant gaps remain. Many schools have limited access to trained counselors and formal mental health infrastructure. Cultural stigma around mental health further leads to underutilization of support services. This study of mental well-being and learner support systems aims to analyse existing support systems (school-based, digital, and community-driven) and propose strategies for strengthening inclusive, culturally responsive systems. It also

seeks to strengthen the implementation of NEP 2020 through mandatory SEL frameworks and counselling services. Overall, integrating SEL with robust learner support systems can transform Indian education into a human-centred, emotionally supportive ecosystem that promotes both academic success and lifelong well-being.

Keywords: emotional regulation, empathy, mental well-being, national education policy (NEP) 2020, student well-being

Science Process Skills Among Secondary School Students in Indian Private Schools: A PRISMA-Based Systematic Review

Mr. Suvojit Ghosh¹

Research Scholar, School of Education, Lovely Professional University, Phagwara, Punjab, India
ghoshsuvojit636@gmail.com

Dr. Rajib Chakraborty²

Professor, School of Education, Lovely Professional University, Phagwara, Punjab, India
rajibchakraborty07@gmail.com

Abstract

Science process skills (SPS), encompassing the procedural and epistemic competencies that fundamentally underpin scientific inquiry and broader scientific literacy, occupy a central position within India's national curriculum frameworks; yet their systematic cultivation and empirical documentation within the private secondary school sector remain conspicuously inadequate. This systematic review, conducted in strict adherence to the PRISMA 2020 guidelines and drawing upon peer-reviewed empirical studies published between 2010 and 2025 across Scopus, Web of Science, ERIC, and Google Scholar, synthesises evidence from 38 eligible studies to examine SPS attainment levels, prevailing instructional strategies, and the contextual determinants shaping competency development among secondary school students in Indian private schools. The findings reveal that while students demonstrate a moderate degree of proficiency in basic SPS, integrated science process competencies remain persistently and markedly underdeveloped across the sector. Inquiry-based and collaborative pedagogical approaches have yielded significant and measurable SPS gains; however, teacher-centred instructional practices, pervasive examination-oriented pressures, and chronic inadequacies in laboratory infrastructure continue to function as dominant structural barriers to meaningful competency development. Collectively, these findings illuminate a persistent and educationally consequential gap between the SPS competencies mandated by curriculum policy and the realities of classroom practice, underscoring the critical necessity of sustained teacher professional development, evidence-informed assessment reform, and targeted infrastructure investment as indispensable conditions for substantive and lasting SPS improvement within this educational sector.

Keywords: indian private schools, prisma systematic review, science process skills, secondary education, scientific inquiry

Social-Emotional Learning Among Undergraduate Students: A Comparative Analysis

Ms. Nasera Naaz¹

Assistant Professor, Department of Commerce, Tapasya Degree College of Commerce and Management,
Hyderabad, Telangana, India
naseranaaz@yahoo.co.in

Ms. G. Manisha²

Assistant Professor, Department of Commerce, Tapasya Degree College of Commerce and Management,
Hyderabad, Telangana, India
gaddaguntimanisha@gmail.com

Ms. Fatima Omer Sadia³

Student-educator, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
sadia.omer03@gmail.com

Abstract

Socio-Emotional Learning (SEL) is crucial for holistic student development, especially in BBA and B.Com. programs. These programs demand not only academic knowledge but also strong interpersonal skills, emotional

intelligence, and adaptability. Yet, SEL integration in commerce and management education has been limited, leaving students unprepared for real-world demands. This study compares boys and girls from various courses and locations to understand how SEL helps students manage stress, improve decision-making, and build professional relationships. Using a descriptive survey, we collected data from 170 undergraduates with a 16-item socio-emotional learning questionnaire. The sample had 91 males and 77 females. Most participants were B.Com. students, followed by BBA students. First-year students formed the largest group, with all years represented and a mix of residential backgrounds. The mean socio-emotional learning score was 4.02 (SD=0.40), showing high competencies. Results indicate that boys and girls across courses and locations have good emotional awareness, empathy, and decision-making skills. The study stresses the importance of structured SEL practices in commerce and management education, applying the same teaching methods across genders, courses, and locations, to enhance personal development, emotional intelligence, and professional readiness for the changing business world.

Keywords: emotional intelligence, professional readiness, socio-emotional learning, student development, undergraduate students

Exploring Lived Experiences of Children with Special Needs and Their Socio-Emotional Support Systems: A Phenomenological Study

Ms. Maryam Fatima¹

Psychology Trainee, M.A. Clinical Psychology, Indira Gandhi National Open University, New Delhi, India
maryamfatima1202@gmail.com

Ms. Sumaya Siddiq²

Teacher Trainee, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
sumaiyasiddiq484@gmail.com

Dr. Hureen Wasifa Siddiqui³

Assistant Professor, Department of Education, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
hureen.wasifa@gacoe.ac.in

Abstract

Children with special needs often experience emotional, social, and structural challenges that affect their well-being and participation in school environments. With increasing emphasis on socio-emotional learning (SEL) and learner well-being, it is important to understand how these children experience emotional support and coping within everyday learning contexts. However, relatively little qualitative research examines how children with special needs themselves make sense of socio-emotional support across home and school environments. This qualitative study adopts an Interpretative Phenomenological Analysis (IPA) approach to explore the lived experiences of children with special needs, their caregivers, and their teachers within one school setting in Hyderabad, India. The study considers how children with special needs experience emotional comfort, coping, and relationships in their daily school experiences, and how support from families and teachers contributes to their socio-emotional development and participation in learning. Through exploring these experiences across home and school contexts, the study facilitates an understanding of how socio-emotional learning processes operate within everyday classroom environments for children with special needs. Data will be collected through semi-structured interviews with children using child-sensitive and creative approaches, alongside in-depth interviews with caregivers and teachers. The analysis will proceed idiographically, examining each participant's experience in depth before observing patterns throughout cases. The study offers a child-centered perspective through integrating the experiences of children, caregivers, and teachers. By centering children's voices alongside caregiver and teacher perspectives, the study intends to offer nuanced insights regarding educational practices, learner support systems, and socio-emotional development among children with special needs. The findings may inform educational approaches that strengthen learning environments, psychological well-being, and educational participation.

Keywords: children with special needs, home-school collaboration, idiographic approach, phenomenological analysis, socio-emotional learning

Correlational Study on the Impact of Mental Health on Academic Achievement of Higher Secondary Science Stream Learners

Ms. Fatima Tabassum

Assistant Professor, Department of Microbiology, Maitreyi Degree College, Hyderabad, Telangana, India
fatimatabassum0601@gmail.com

Abstract

The study aims to explore the impact of mental health on the academic achievement of Higher Secondary students enrolled in Science and Mathematics streams, specifically focusing on MPC and BiPC students in the Mehdiapatnam area of Hyderabad. The research draws from a sample of 480 students, equally divided across gender and stream, and employs the Mental Health Battery by Singh and Gupta to assess mental health. Academic achievement is measured by students' final GPAs. Using non-parametric tests such as the Mann-Whitney U test and Spearman's correlation, the study investigates the relationship between mental health and academic performance. The results highlight significant differences in mental health scores between MPC and BiPC students and reveal correlations between mental health factors and academic achievement. These findings emphasize the critical role mental well-being plays in shaping academic success and suggest implications for educational strategies that support student mental health to improve outcomes. The study concludes with recommendations for integrating mental health programs within the Higher Secondary education system.

Keywords: academic achievement, academic performance, higher secondary students, mental health, science and mathematics

Theme 4: Artificial Intelligence in Education

An AI-Supported Big Data Learning Analytics Framework for Enhancing Teaching and Learning Outcomes in Higher Education

Ms. Soujanya Bhukya

Research Scholar, Department of Computer Science, Acharya Nagarjuna University, Guntur,
Andhra Pradesh, India

soujanyaab.csedl2021@gmail.com

Abstract

The rapid integration of digital technologies in higher education has generated large volumes of educational data from learning management systems, online assessments, and institutional databases. Analyzing such data effectively can significantly improve teaching strategies and student learning outcomes. Artificial intelligence (AI) and big data learning analytics provide advanced approaches for processing large-scale educational datasets and extracting meaningful insights that support data-driven decision-making. This study proposes an AI-supported big data learning analytics framework to enhance teaching effectiveness and improve learning outcomes in higher education institutions. The framework integrates big data technologies with machine learning techniques to collect, preprocess, and analyze student academic data generated from digital learning environments. Key stages of the framework include data collection, preprocessing, feature selection, predictive modeling, and performance evaluation. Machine learning algorithms such as Decision Trees, Support Vector Machines, and Random Forests are applied to predict student academic performance and identify learners who may require early academic support. The framework was evaluated using a publicly available dataset of student performance to assess the effectiveness of AI-based predictive models in identifying learning patterns and predicting academic outcomes. The findings indicate that AI-driven learning analytics can support educators in monitoring student progress, identifying at-risk learners, and implementing timely intervention strategies. The proposed framework highlights the potential of integrating artificial intelligence and big data analytics to enhance teaching practices and improve learning outcomes in higher education.

Keywords: artificial intelligence in education, big data analytics, higher education, learning analytics, student performance prediction

Digital Pedagogy and the Transformation of Future Classrooms

Ms. Rafiya Sultana¹

Assistant Professor, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
rafiya.sultana@gacoe.ac.in

Ms. Afreen Sultana²

Academic Coordinator, Academic Heights Public School, Hyderabad, Telangana, India
afreen.sam.afreen@gmail.com

Abstract

The teaching and learning processes in contemporary education have been significantly impacted by the rapid development of digital technology. The term digital pedagogy refers to the deliberate use of digital technology, digital platforms, and creative instructional approaches to enrich the learning process and transform traditional classroom instruction. The 21st century has witnessed digital pedagogy assuming a vital role in shaping the classrooms of the future. The significance of digital pedagogy lies in its potential to enrich the learning process, enhance student engagement, and foster the acquisition of digital literacy skills necessary for modern society. The use of digital technology has enabled classrooms to gradually transform into technology-enabled spaces where creativity, critical thinking, and problem-solving skills can be promoted among learners. Despite the rapid advancement of digital technology in modern classrooms, a significant research gap remains regarding its potential to transform classroom instruction and enrich the learning process. Teachers' lack of digital literacy and insufficient technology infrastructure are two issues that educational institutions have been dealing with. The purpose of this study is to identify the role of digital pedagogy in shaping the classrooms of the future and its potential to impact

teaching methods, student engagement, and learning achievements. The methodology used in this paper includes a literature review and a bibliometric analysis of recent scholarly works on digital pedagogy and technology-based learning. The study's findings include the potential of digital pedagogy to enhance interactive learning, student-centered teaching, and assessment techniques. The study's implications include the need for teacher training, infrastructure, and educational policies to ensure the integration of digital pedagogy and transform classrooms of the future.

Keywords: digital pedagogy, educational innovation, future classrooms, student-centered learning, technology-enhanced learning

Impact of AI Educational Tools on Adolescents' Learning Engagement and Emotional Well-being

Dr. Sahifa Sultana¹

Assistant Professor, CPDUMT, Maulana Azad National Urdu University, Hyderabad, Telangana, India

mail2sahifa@gmail.com

Ms. Naheed Shams²

Assistant Professor, Department of Nutrition, MS Degree College for Women, Hyderabad, Telangana, India

naheedshams.shams06@gmail.com

Abstract

Artificial Intelligence (AI) has gained significant importance in the present technological era. The younger generation, particularly Generation Z, is increasingly exposed to and dependent on AI-driven tools in various aspects of their lives, including education. Adolescents frequently rely on AI-based platforms not only for academic assistance but also for addressing general queries related to curiosity and health, often consulting these tools before seeking expert opinions. Although Artificial Intelligence serves as a powerful educational resource, its excessive and unregulated use may lead to several challenges. Therefore, AI in education is often perceived as both a boon and a potential concern when not used in a balanced and responsible manner. In this context, parental monitoring plays a crucial role in regulating children's exposure to AI-based educational technologies. The present study aims to examine the influence of AI-based educational tools on adolescents' learning engagement and emotional well-being from parents' perspectives. The research focuses on parents' observations of their children's use of AI in academic learning, its role in enhancing learning engagement, and its potential psychological impact. The study adopts a mixed-methods approach, incorporating both closed-ended and open-ended questions to obtain in-depth information. This study attempts to understand both the advantages of AI, such as improved comprehension and reduced academic burden, as well as potential concerns, including reduced independent problem-solving skills, anxiety, and dependency among adolescents. The study is expected to contribute to a better understanding of the educational benefits and psychological implications of AI use among adolescents. The findings may assist educators and parents in promoting balanced and responsible use of AI-based technologies in learning.

Keywords: artificial intelligence, AI-based educational tools, adolescents, learning engagement, mental well-being, parental perception

Transforming Education Through Artificial Intelligence: A Comprehensive Review of Adaptive Learning Models, Ethical Challenges, and the Future of Digital Pedagogy

Ms. Beera Vijayalakshmi

Research Scholar in Education, B.E.S.T Innovation University (BESTIU), Anantapur, Andhra Pradesh, India

beera.vijaya@gmail.com

Abstract

Artificial intelligence (AI) is increasingly transforming education by enabling adaptive, data-driven, and automated learning environments across school, higher education, and professional training contexts. AI-powered systems such as intelligent tutoring platforms and adaptive learning technologies personalize learning experiences by adjusting instructional content, pace, and feedback based on learner profiles and real-time performance data.

These innovations have shown potential to enhance learner motivation, engagement, and academic achievement, particularly within technology-driven and STEM learning environments. At the same time, the emergence of generative AI and AI-supported digital pedagogies is reshaping educational practices related to assessment, writing, and feedback. While such tools provide opportunities for improved access to knowledge and personalized academic support, they also raise concerns about academic integrity, excessive reliance on automated systems, data privacy, and algorithmic bias. This paper presents a narrative synthesis of research on AI-driven adaptive learning models and their implications for future digital pedagogy. The analysis draws on systematic reviews, bibliometric studies, and conceptual research examining AI applications in education and AI-supported learning environments. The discussion focuses on three main areas: technological models supporting personalized and adaptive learning; ethical and equity-related challenges associated with AI integration; and emerging pedagogical frameworks that emphasize collaboration between human educators and AI systems. The review suggests that AI-enabled adaptive learning environments can enhance learning outcomes and learner engagement. However, many implementations remain weakly grounded in pedagogical theory and lack long-term evaluation. Therefore, effective integration of AI in education requires ethical governance frameworks, improved AI literacy among educators and students, and pedagogical models that position AI as a supportive partner rather than a replacement for human teachers.

Keywords: artificial intelligence in education, adaptive learning, digital pedagogy, ethical challenges, generative AI

Is Artificial Intelligence Making You Dumb?

Mr. Biswajit Sarkar¹

Research Scholar, Department of Education, Babasaheb Bhimrao Ambedkar University (A Central University), Lucknow, Uttar Pradesh, India
biswajitsarkar5286@gmail.com

Dr. Harishankar Singh²

Professor, Founder Head & Former Dean, Department of Education, School of Education, Babasaheb Bhimrao Ambedkar University (A Central University), Lucknow, Uttar Pradesh, India
hssingh214@gmail.com

Abstract

The rapid normalization of artificial intelligence (AI) in academic life has fundamentally altered how students think, learn, and engage with knowledge. AI systems now assist in writing, reasoning, problem-solving, and decision-making, often producing outputs that resemble human intellectual work. While such technologies promise efficiency, accessibility, and personalization, an emerging body of scholarship raises concerns that excessive reliance on AI may undermine core cognitive abilities, particularly critical thinking, deep reasoning, and sustained cognitive engagement. This quantitative study investigates whether AI usage intensity is statistically associated with variations in critical thinking ability and cognitive engagement among university students. Using a descriptive-correlational and causal-comparative research design, data were collected from 420 undergraduate and postgraduate students using standardized instruments measuring AI usage patterns, critical thinking ability, and cognitive engagement. Statistical analyses, including descriptive statistics, Pearson's correlation, one-way ANOVA, and multiple regression, reveal that high AI dependency is significantly associated with lower critical thinking scores, whereas moderate and reflective AI use are not. The study concludes that AI does not inherently diminish intelligence; rather, uncritical substitution of human cognition by AI contributes to cognitive disengagement. The findings hold important implications for pedagogy, curriculum design, assessment practices, and AI governance in higher education.

Keywords: artificial intelligence, critical thinking, cognitive offloading, cognitive engagement, higher education

Artificial Intelligence in Inclusive Education: An Indian Perspective with Global Insights

Ms. Wafaa M. A. Hafeez

Pre-Primary Teacher, International Indian School, Jeddah, Kingdom of Saudi Arabia
wafaahafeez07@gmail.com

Abstract

Every child deserves an education that works for them, not just the ones who fit neatly into a standard classroom. Yet across India's 1.5 million schools, millions of students with disabilities, learning differences, or diverse linguistic backgrounds continue to be underserved by systems built for uniformity. This paper explores a question that matters deeply: can artificial intelligence finally change that? India's National Education Policy 2020 (NEP 2020) sets out a bold vision for technology-enabled, equity-driven learning, and the Central Board of Secondary Education (CBSE) is the institutional channel through which that vision must reach classrooms. AI, through adaptive learning platforms, intelligent tutoring systems, speech-language tools, and early-warning analytics is emerging as the most consequential enabler of inclusive education that educators have ever had access to. Drawing on evidence from the United States, the United Kingdom, the UAE, Saudi Arabia, Japan, South Korea, and China, this paper makes the case that thoughtful, policy-aligned integration of AI within India's educational framework can narrow learning gaps, support overstretched teachers, and deliver on the promise that no child is left behind. It closes with a practical phased roadmap and stakeholder-specific recommendations grounded in what the evidence actually shows works.

Keywords: adaptive learning, artificial intelligence, assistive technology, inclusive education, NEP 2020

Ethics to be Followed by Educators in the Usage of AI in Education

Dr. Chennamsetti Ramesh

Lecturer, Government District Institute of Education and Training, Guntur, Andhra Pradesh, India
chennamsetti.ramesh.ch@gmail.com

Abstract

The rapid integration of artificial intelligence (AI) into educational environments has transformed pedagogical approaches and student assessments, while simultaneously presenting substantial ethical challenges for educators. This research investigates the moral responsibilities and ethical frameworks necessary for educators to effectively manage AI-based tools within classrooms. Through a critical analysis of existing institutional policies and emerging teaching practices, the study examines the primary ethical concerns associated with AI usage, including algorithmic bias, student data privacy, the risk of academic misconduct, and the perceived decline in human-centered mentorship. The findings indicate that although AI can enhance personalized learning, its unregulated use may exacerbate socioeconomic disparities and diminish critical thinking skills. The study argues that educators should transition from passive users to ethical architects of AI integration by emphasizing algorithmic literacy and ensuring consistent human oversight. To address the identified governance gaps, the study proposes a comprehensive framework for educators based on three fundamental principles: transparency, which necessitates disclosing AI's role; accountability, ensuring that human educators retain ultimate authority in assessments; and equity, which involves actively addressing biases inherent in commercial platforms. The study concludes that by prioritizing human-centered values, educators can effectively harness AI to empower students while preserving the integrity of the educational process. These findings offer a practical guide for maintaining high ethical standards in the era of automation.

Keywords: AI governance, algorithmic bias, artificial intelligence, educational ethics, pedagogical integrity

Teacher Readiness For Digital Pedagogy & Future Classrooms - A TPACK Study

Ms. Neha Hashmi

Research Scholar, Department of Education, Maulana Azad National Urdu University, Hyderabad, Telangana, India
hashmineha343@gmail.com

Abstract

Digital pedagogy has become an integral part of modern education, driven by the rise of digital technologies that have transformed teaching & learning practices. Teachers played a pivotal role in preparing learners for future classrooms by integrating technology effectively. At the heart of the Technological Pedagogical Content Knowledge (TPACK) framework lies three forms of knowledge which require a meaningful blend of Subject knowledge, Teaching strategies, and Technological understanding. The purpose of the study is to examine, analyse, and compare teachers' readiness for digital pedagogy in future classrooms using the TPACK framework. The study adopted a quantitative research approach using a descriptive survey method, and the data were collected from 86 teachers using a standardised Technological Pedagogical Content Knowledge TPACK Scale to assess teachers' competency by integrating technology effectively into teaching practices. Descriptive Statistics (including mean and standard deviation) were used to analyze demographic details of respondents, including gender, age, and teaching experience. The findings revealed that most respondents aged 21-40 years, particularly female educators, represented early- and mid-career teachers. Inferential statistical analysis included the independent-samples t-test, and a one-way ANOVA was performed for demographic variables. The result showed that no significant differences were found in teachers' readiness based on gender, age, and teaching experience. This indicates that teachers from different demographic groups show a similar level of readiness to integrate digital technologies into teaching and learning. The paper concludes by calling for continuous professional development and institutional support to improve teachers' digital skills, which help ensure the successful implementation of digital pedagogy & preparing classrooms for the future.

Keywords: teacher readiness, digital pedagogy, institutional support, teachers' digital skills, TPACK framework

Integrating Artificial Intelligence in Education: Opportunities, Challenges and Future Possibilities

Ms. Syeda Hafeeza Sultana¹

Student-educator, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
syedsadaad1991@gmail.com

Dr. N. Saroja²

Professor., Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
sarojanagulapally55@gmail.com

Abstract

Artificial intelligence (AI) has rapidly transformed numerous sectors globally, with education emerging as one of the most significantly impacted domains, as classrooms increasingly shift from traditional static environments toward dynamic, data-driven learning spaces that demand adaptive and personalized approaches. Despite the growing integration of AI-powered tools in educational settings, a considerable gap persists in the literature regarding how these technologies perform equitably across diverse learner populations, under-resourced institutions, and varied pedagogical frameworks, particularly in contexts where digital infrastructure and teacher preparedness remain inadequate. Therefore, this study critically examines the opportunities, challenges, and future prospects of integrating AI into educational systems, aiming to provide evidence-based guidance to educators, policymakers, curriculum designers, and technology developers. A systematic review methodology was employed, drawing on peer-reviewed studies published between 2018 and 2024 from databases including ERIC, Scopus, and Google Scholar, with thematic synthesis applied to organize findings across three core dimensions: opportunity, challenge, and future direction. Findings reveal that AI meaningfully enhances student engagement through adaptive learning systems, reduces administrative burden on educators, and enables early

identification of learning difficulties; however, persistent barriers, including algorithmic bias, data privacy concerns, digital infrastructure inequality, and insufficient professional development, continue to hinder equitable implementation. These findings underscore the urgent need for transparent governance frameworks, inclusive AI design practices, and sustained interdisciplinary collaboration among technologists, educators, and ethicists to ensure that AI functions as a tool of empowerment rather than exclusion in educational environments.

Keywords: adaptive learning, algorithmic bias, digital equity, inclusive AI design practices, personalized learning

Artificial Intelligence in Social Studies Education: Teaching Effectiveness, Student Engagement, and Learning Outcomes

Ms. Syeda Mateena¹

Student-educator, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
syedamateena24@gmail.com

Dr. K. Sindhu Bhavani²

Assistant Professor, Department of Education, Ghulam Ahmed College of Education, Osmania University,
Hyderabad, Telangana, India
sindhu.bhavani@gacoe.ac.in

Abstract

Artificial Intelligence (AI) has emerged as a transformative technology in modern education, influencing teaching practices, learning environments, and student engagement. The present study reviews existing literature to examine the impact of artificial intelligence on social studies education and its role in enhancing teaching effectiveness and student learning outcomes. The main objective of the study is to analyse previous research on AI integration in educational settings and to identify its contributions, opportunities, and challenges in the teaching and learning process. This research adopts a systematic review with a meta-analytical approach, analysing 30 research articles published between 2021 and 2025 on artificial intelligence in education, adaptive learning technologies, AI-supported instruction, and digital learning environments. The selected studies were examined to understand trends, instructional benefits, and challenges associated with AI integration in social studies and related disciplines. The review findings indicate that AI technologies significantly improve student engagement, personalized learning, and academic achievement. AI tools such as adaptive learning systems, chatbots, gamified platforms, and intelligent feedback systems support inquiry-based learning and enhance students' conceptual understanding. The literature also highlights that AI facilitates learner-centered pedagogy, promotes critical thinking, and enables teachers to adopt innovative instructional strategies. However, several challenges were identified, including limited technological infrastructure, lack of teacher training, ethical concerns, and issues related to digital literacy. The study concludes that artificial intelligence has strong potential to transform social studies education by enabling interactive, personalized learning environments. Effective implementation of AI requires adequate teacher preparation, supportive educational policies, and responsible integration of technology to ensure meaningful and equitable learning experiences.

Keywords: adaptive learning, artificial intelligence, digital learning, educational technology, social studies education, student engagement

AI-Supported Teaching and Adaptive Learning Technologies: Redefining Pedagogy in the Future Classroom

Ms. Shafaque Wali

Research Scholar, Department of Education, Maulana Azad National Urdu University, Hyderabad, Telangana, India
shafaquewali854@gmail.com

Abstract

The rapid advancement of Artificial Intelligence is transforming the landscape of education and creating new possibilities for teaching and learning. Traditional pedagogical approaches are increasingly complemented by AI-supported teaching models and adaptive learning technologies that respond to learners' diverse needs. This

paper explores how these emerging technologies are redefining pedagogy by enabling personalized, data-driven, and student-centered learning environments. AI teaching systems use intelligent algorithms to help educators design instructional strategies, analyze learner performance, and provide timely feedback. Adaptive technologies adjust the pace, content, and difficulty of learning materials based on students' abilities, preferences, and progress. These tools promote engagement, enhance outcomes, and support differentiated instruction. The study discusses how AI platforms support teachers' decisions, automate routine tasks, and create interactive learning experiences. Adaptive systems also identify learning gaps and provide customized pathways for students, fostering autonomy and motivation. The integration of AI tools improves accessibility, enabling learners from diverse backgrounds to participate effectively. However, adopting AI in education raises critical ethical, data privacy, digital equity, and evolving teacher role challenges. The paper highlights the need for responsible implementation, teacher training, and balanced human-AI collaboration to ensure technology enhances rather than replaces pedagogy. Overall, this study emphasizes that AI-supported teaching and adaptive learning have the potential to reshape education by creating flexible, inclusive, and efficient learning environments. Their thoughtful integration can help develop innovative pedagogical models that prepare learners for the evolving demands of the twenty-first century.

Keywords: adaptive learning, artificial intelligence, data-driven, personalized learning, pedagogy

Redefining Education: AI-Supported Teaching and Learning Models for the Future

Mr. Md. Akram Alam¹

Student-educator, Department of Education and Training, Maulana Azad National Urdu University, Hyderabad, India
mdakramalam746@gmail.com

Mr. Md. Ahmadullah Ansari²

Student-educator, Department of Education and Training, Maulana Azad National Urdu University, Hyderabad, India
mdahmadullah0465@gmail.com

Ms. Rukhsar³

Student-educator, Department of Education and Training, Maulana Azad National Urdu University, Hyderabad, India
rk4150854@gmail.com

Abstract

Artificial Intelligence is rapidly evolving and changing industries, including education. The models of teaching and learning using AI are becoming innovative methods that can improve the quality, accessibility, and effectiveness of education. These models combine smart technologies, including machine learning, adaptive learning systems, and data analytics, to design individualized, interactive learning processes for students. This paper aims to discuss how AI can reinvent conventional teaching and learning activities and outline how it can change the face of education. Educational models powered by AI enable teachers to offer individualized learning opportunities tailored to students' needs, skills, and learning rates. Teachers will be able to monitor students' progress more efficiently and offer them targeted support through intelligent tutoring systems, automated assessment tools, and real-time feedback mechanisms. In addition, AI technologies can be used to curtail administrative burden and enable educators to concentrate more on productive teaching and mentoring. The paper describes the most important AI-supported models of teaching and learning, i.e., adaptive learning platforms, AI-driven assessment systems, and smart learning environments. It further examines the advantages and challenges of adopting AI in education, including data privacy, digital literacy, and ethical considerations. The article highlights that effective adoption of AI in education requires adequate infrastructure, teacher education, and sound technology implementation. The results indicate a potential for significant change in current educational practice through AI-assisted teaching and learning models, making the process more interactive, inclusive, and efficient. With a prudent combination of AI technologies, educational institutions can advance to a more adaptable and progressive learning ecosystem that enables innovation and constant education enhancement.

Keywords: AI-supported learning, artificial intelligence in education, digital education, future of education, innovative teaching models.

Digital Pedagogy and Future Classrooms: Redefining Education

Dr. Rajesh Kumar Nagarkoti

Assistant Professor, Department of Education, Institute of Human Behaviour and Allied Sciences (IHBAS), Delhi, India
nagarkoti312@gmail.com

Abstract

With the rapid advancement in technology, education is also experiencing unprecedented transformation, driven by ubiquitous connectivity and the incorporation of A. I am involved in the development of cloud-based learning platforms. The Covid-19 pandemic highlighted the importance of digital and hybrid learning modalities, paving the way for blended and online learning across different educational settings. However, merely transforming content into digital form and providing face-to-face instruction through various educational platforms doesn't serve the purpose, especially after the COVID pandemic, because it doesn't meet the most important feature of physical, humane touch required for the successful transmission of knowledge in education. Looking at this, the need for such a digital pedagogy is strongly felt, which could serve not only the purpose of digital affordances but also help maintain a human-centric learning approach in education. An intensive study of recent research and field practices in this direction clearly shows that digital pedagogy is not simply the use of tools and technology but an epitome shift towards individualised, data-informed, and learner-centric education. We can say that digital pedagogy and futuristic learning approaches are reshaping and rediscovering global educational setups. Research done in this direction reflects the need for future classrooms to be digitally pedagogy-driven, technologically well-equipped, inclusive, and equitable with a human-centric approach. The present study is an attempt to design and implement an evidence-based digital pedagogy and to suggest a framework for reshaping future-ready classrooms and preparing teacher-educators and organisations for this educational transformation.

Keywords: artificial intelligence (AI), blended learning, digital pedagogy, human centric approach, inclusion & equity.

Artificial Intelligence (AI) in Education: Integrating Artificial Intelligence to Monitor Student Learning Progress, Detect Academic Difficulties, and Develop Personalized Remedial Strategies for Improved Educational Outcomes

Ms. Priyanka Mukherjee¹

Student-educator, Malla Reddy College of Teacher Education, Medchal, Hyderabad, Telangana, India
pm.microbio@gmail.com

Dr. Sayam Deepathi²

HoD, Malla Reddy College of Teacher Education, Medchal, Hyderabad, Telangana, India
deepathisayam@gmail.com

Abstract

Artificial Intelligence (AI) is increasingly being integrated into educational systems to enhance the monitoring of student learning and to support the development of effective remedial strategies. Traditional assessment approaches often rely on periodic examinations and manual evaluation, which may delay the identification of learning difficulties among students. In contrast, AI-based systems enable continuous monitoring of student performance by analyzing data generated through digital learning platforms, assessments, and classroom interactions. Using machine learning algorithms and learning analytics, AI can identify patterns in student behavior, detect learning gaps, and predict potential academic challenges early. By processing large volumes of educational data, AI tools provide educators with detailed insights into individual and group learning progress. These insights allow teachers to design personalized remedial plans that target specific areas of weakness. For example, adaptive learning systems can recommend tailored instructional materials, additional practice exercises, and customized feedback to address each student's unique learning needs. Such data-driven interventions help improve student engagement, support differentiated instruction, and promote more effective learning outcomes. Furthermore, AI-

powered dashboards and analytics platforms enable educators to track progress in real time and make informed instructional decisions. This not only reduces the time required for manual analysis but also enhances the precision of educational interventions. As a result, AI has the potential to create a more responsive and inclusive learning environment where students receive timely academic support. Overall, the integration of AI in tracking student progress and designing remedial plans represents a significant advancement in educational technology. By facilitating early identification of learning challenges and enabling personalized interventions, AI can improve academic performance and enhance more efficient teaching practices.

Keywords: academic support, artificial intelligence (AI), assessment approaches, efficient teaching practices, remedial strategies

Artificial Intelligence–Driven Learning Analytics for Outcome-Based Education: Enhancing Teaching, Assessment, and Student Performance

Ms. Anjum Begum¹

Assistant Professor, Science & Humanities Department, Lords Institute of Engineering and Technology,
Hyderabad, Telangana, India
anjumbegum024@gmail.com

Dr. Md. Sameer Ahmed²

Associate Professor, Science & Humanities Department, Lords Institute of Engineering and Technology,
Hyderabad, Telangana, India
sameer.ahmed2525@gmail.com

Abstract

Artificial Intelligence (AI) is increasingly transforming higher education by introducing innovative approaches to teaching, learning, and assessment. In parallel, Outcome-Based Education (OBE) focuses on clearly defined learning outcomes that students are expected to achieve upon completing a course or academic program. The integration of AI technologies with OBE frameworks provides new opportunities to improve the effectiveness of teaching and learning by enabling systematic monitoring, analysis, and evaluation of student performance. AI-supported learning management systems such as Moodle, Google Classroom, and Canvas help educators organize instructional materials, track student engagement, and evaluate academic progress. These digital platforms help create flexible, interactive learning environments that support student-centered education. Furthermore, AI-powered tools such as ChatGPT can assist educators and learners in creating learning materials, providing academic guidance, and promoting independent, self-directed learning practices. The application of AI also enhances assessment processes in higher education institutions. Tools such as Turnitin and Gradescope facilitate automated grading, plagiarism detection, and timely feedback, enabling instructors to evaluate student performance more efficiently and transparently. In addition, learning analytics platforms such as Microsoft Power BI allow educators to analyze academic performance data, identify learning patterns, and implement data-driven strategies to improve teaching effectiveness. The integration of AI-driven learning analytics within Outcome-Based Education has the potential to strengthen instructional practices, promote personalized learning experiences, and enhance the reliability and efficiency of assessment systems. Ultimately, the adoption of AI technologies in higher education can improve student engagement, enhance academic performance, and ensure the successful achievement of intended learning outcomes.

Keywords: artificial intelligence in education, automated assessment, educational technology, learning analytics, outcome-based education

Integrating Artificial Intelligence in Secondary School Mathematics: Opportunities, Challenges, and Implications for Teaching and Learning

Ms. Maleha Afreen¹

Student-educator, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
malehaafreen@gmail.com

Dr. Medipally Raju²

Associate Professor, Ghulam Ahmed College Of Education, Osmania University, Hyderabad, Telangana, India
rajurskmp@gmail.com

Abstract

Artificial Intelligence (AI) is rapidly transforming education by introducing innovative teaching and learning methods. In recent years, AI-based technologies such as intelligent tutoring systems, adaptive learning platforms, and automated feedback tools have been increasingly used in mathematics classrooms. These technologies provide personalized learning experiences and allow students to learn mathematical concepts at their own pace. At the secondary school level, where students often struggle to understand abstract mathematical ideas, AI can make learning more interactive, engaging, and student-centered. However, despite the growing use of AI in education, research specifically focused on integrating AI into secondary-level mathematics education remains limited, particularly in the Indian educational context. Understanding how AI can effectively support mathematics teaching and learning is, therefore, an important area of study. The main objective of this paper is to examine the role of artificial intelligence in improving the teaching and learning of mathematics at the secondary level. The study also aims to explore the benefits, challenges, and pedagogical implications of AI integration in mathematics classrooms. For this purpose, the present research is based on a review of recent national and international studies published between 2020 and 2025 related to AI applications in mathematics education. The review's findings indicate that AI-based tools can significantly enhance students' conceptual understanding, problem-solving abilities, and learning motivation. AI technologies also help teachers monitor student progress, identify learning difficulties, and provide personalized support. At the same time, the study highlights challenges, including a lack of infrastructure, teacher training, and ethical considerations related to AI use in education. Overall, the study concludes that when used thoughtfully and responsibly, artificial intelligence can play a significant role in improving mathematics education at the secondary level and in supporting more effective, learner-centered teaching practices.

Keywords: adaptive learning, AI integration, artificial intelligence, mathematics education, secondary school, educational technology

Enhancing Automatic MCQ Generation through Diversity-Aware Distractor Selection Using Small Language Models

Ms. Chinta Hema¹

Student, M.Sc., Department of Computer Science, Central University Of Tamil Nadu, Thiruvarur, India
chinta.hema.official@gmail.com

Mr. Senthilkumar P.²

Research Scholar, Department of Computer Science, Central University Of Tamil Nadu, Thiruvarur, India
way2sen@gmail.com

Ms. Nandhini K.³

Assistant Professor, Department of Computer Science, Central University Of Tamil Nadu, Thiruvarur, India
nandhinikumaresh@cutn.ac.in

Abstract

Automatic multiple-choice question (MCQ) generation has emerged as a significant application of artificial intelligence in education, helping educators develop scalable assessment materials. Although current systems

can generate high-quality questions, creating high-quality distractors remains a major challenge. Many methods produce distractors that are repetitive, not useful, or semantically weak, which makes MCQ-based tests less effective. Also, large language models cost a lot to run and might give you options that aren't real. This work demonstrates a diversity-aware framework that deploys small language models to improve the quality of distractors in automatic multiple-choice queries. An initial pool of potential distractors for a given question and correct answer was generated using models such as FLAN-T5 and BART. Semantic similarity filtering is then applied to refine the generated candidates, eliminating choices that are too similar or irrelevant. The most informative distractors will be chosen using a diversity-aware ranking technique. Further, this work introduces a Distractor Diversity Index (DDI) that can evaluate the efficiency of distractor possibilities through analyzing their semantic diversity. Using benchmark datasets including SQuAD, RACE, and SciQ, the proposed framework will be inspected using automated evaluation metrics, ablation studies, and human evaluation.

Keywords: artificial intelligence in education, automatic question generation, distractor generation, educational assessment, small language models

AI in Education and the Question of Knowledge Inequality in India

Ms. Roshanay Saif¹

M.Ed. Graduate and Independent Researcher, Aligarh, Uttar Pradesh, India
roshanaysaif@gmail.com

Ms. Bushra Aziz²

Research Scholar, Department of Political Science, Aligarh Muslim University, Aligarh, Uttar Pradesh, India
gh3972@myamu.ac.in

Abstract

Artificial Intelligence (AI) has emerged as a transformative force across many spheres, including education. It transformed the education sector by offering individualized learning, better access to learning materials, and teaching methods. AI is regarded as an enabler in achieving equal opportunities to gain knowledge. AI-based technologies are being introduced in educational settings through customized learning, computerized tutoring services, and automated evaluation devices. The proponents of educational technology tend to introduce these technologies as a means of democratizing knowledge and broadening the scope of learning. Nevertheless, despite the huge opportunities, AI technologies can also reproduce and exacerbate current disparities in education, especially in developing nations such as India. The paper discusses how the increasing use of AI-powered educational technologies is affecting access to knowledge in India. The study uses a qualitative approach, drawing on secondary literature, to examine how structural imbalances affect access to AI-facilitated learning opportunities. The study further examines how digital infrastructure, language access, technological literacy, and institutional resources affect the accessibility and use of AI-based educational tools across different regions and institutions in India. The analysis shows that although AI technologies can improve learning and expand access to education, their benefits remain unevenly distributed. Urban, technologically equipped, and well-resourced institutions are better positioned to effectively use AI-based educational platforms. Conversely, many schools in rural and economically disadvantaged areas face barriers such as poor internet connectivity, limited access to digital devices, insufficient technical training, and language challenges, which limit access to AI-enabled learning opportunities. The paper points out that integrating AI into education without inclusive policy frameworks and sustained funding may further widen existing knowledge disparities. Hence, it requires intentional policy responses, inclusive technology development, and more robust institutional capacity-building to ensure that AI-based education in India is distributed fairly and that a more inclusive, balanced knowledge ecosystem is established.

Keywords: AI technologies, AI-based education in India, artificial intelligence, knowledge inequality, policy framework

Beyond the Black Box: A Framework for Interpretable Collaborative Adaptive Learning

Ms. Samreen Begum¹

Student, B.Tech., Department of Information Technology, Shadan Women's College of Engineering and Technology, Hyderabad, Telangana, India
sam.reen0440@gmail.com

Ms. Asiya Begum²

Student, B.Tech., Department of Information Technology, Shadan Women's College of Engineering and Technology, Hyderabad, Telangana, India
syedasiya654@gmail.com

Ms. Syeda Madiha Jeelani³

Student, B.Tech., Department of Computer Science and Engineering, Shadan Women's College of Engineering and Technology, Hyderabad, Telangana, India
madihajeelani41@gmail.com

Ms. Munazza Firdous⁴

Teacher Trainee, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
munazzafirdous05@gmail.com

Ms. Rafiya Sultana⁵

Assistant Professor, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
rafiya.sultana@gacoe.ac.in

Abstract

Traditional adaptive learning systems have long prioritized individual cognitive modeling, often neglecting the socio-cognitive dynamics essential to collaborative problem-solving. This paper proposes the Collaborative-Concept Bottleneck Model (CAL-CBM) Framework, a novel architecture that integrates explainable AI with peer-assisted pedagogy. Unlike existing “black-box” systems that optimize grouping solely based on performance metrics, our framework uses Concept Bottleneck Models to decompose student knowledge into interpretable, human-readable semantic vectors. By mapping these vectors, the system identifies “synergistic gaps” — areas where one learner’s mastery provides the missing scaffolding for a peer’s cognitive bottleneck. This approach enables the AI to facilitate dynamic, intent-based group formation that balances individual knowledge acquisition with collaborative reciprocity. Furthermore, by incorporating a transparent “bottleneck layer,” the framework provides educators with actionable and interpretable insights into why specific group configurations succeed or fail, effectively transitioning from prescriptive grouping to diagnostic peer mediation. Experimental modeling demonstrates that the CAL-CBM framework significantly enhances metacognitive awareness and collective problem-solving efficacy compared to static, performance-only grouping algorithms. This research establishes a new paradigm for “Glass-Box” educational AI, where group dynamics are not only optimized but rendered fully transparent for stakeholders.

Keywords: CAL-CBM, explainable AI (XAI) in Education, socio-cognitive scaffolding, synergistic grouping, transparent pedagogy

Integration of AI in Instruction

Ms. Amtul Nayeem Zahida

High School Science Teacher, Langston Hughes High School, Georgia, USA
amtulzahida23@gmail.com

Abstract

Artificial Intelligence (AI) is transforming modern education by reshaping teaching practices, learning environments, and classroom engagement. In the United States, AI-supported teaching and learning models are widely integrated with digital platforms that streamline access to instructional resources and assessments. Learning management systems such as Canvas and Microsoft Teams allow teachers to upload digital textbooks, assignments, recorded lectures, and supplementary materials in one centralized location. Through these platforms, students and parents can easily access course resources, review grades, track progress, and communicate with teachers. In

addition, recorded lessons and educational videos from YouTube can be embedded within course modules, enabling students to revisit complex topics and prepare effectively for examinations. Adaptive learning technologies also enhance personalized instruction. Platforms such as WayGround provide interactive presentations, embedded assessments, and “check for understanding” questions that help teachers evaluate student comprehension during lessons. Similarly, Nearpod supports digital pedagogy through differentiated instruction, interactive videos, and real-time formative assessments. Many school districts have also developed digital textbook applications that integrate reading materials, adjustable text sizes for differentiation, assessments, and simulation-based activities that promote research-oriented learning. The availability of school-provided laptops has further strengthened technology-enhanced learning by enabling students to access digital tools daily, promoting deeper understanding and mastery. At the same time, ethical challenges arise from the growing use of AI tools such as ChatGPT and Microsoft Copilot. To address this, some districts have introduced monitored systems, such as School AI, to guide responsible AI use. These innovations illustrate how AI can support ethical, personalized, and future-ready classrooms.

Keywords: adaptive learning, artificial intelligence, digital platforms, personalized instruction, technology-enhanced learning

Artificial Intelligence Literacy: A predictor of Teacher Self-Efficacy in Technology-Enhanced Classroom

Ms. Tahura Ahmed¹

Teacher Trainee, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
tahuraahmed524@gmail.com

Dr. K. Sindhu Bhavani²

Assistant Professor, Department of Education, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana,, India
sindhu.bhavani@gacoe.ac.in

Abstract

The increasing integration of Artificial Intelligence (AI) in education is transforming teaching and learning practices through tools such as intelligent tutoring systems, adaptive learning platforms, automated feedback systems, and learning analytics (Ng et al., 2021). As educational institutions increasingly adopt technology-enhanced classrooms, teachers are expected to possess the knowledge and competencies required to effectively utilize these emerging technologies. One important competency in this context is Artificial Intelligence literacy, which refers to the ability to understand, evaluate, and interact with AI technologies in an informed and responsible manner (Ng et al., 2021). Another key factor influencing teachers’ ability to adopt innovative instructional practices is teacher self-efficacy. Teacher self-efficacy refers to teachers’ beliefs in their capability to organize and execute the actions required to successfully accomplish teaching tasks and influence student learning outcomes (Bandura, 1997). Teachers with higher levels of self-efficacy are generally more confident in implementing new instructional strategies, integrating digital technologies, and managing technology-rich learning environments. However, despite the rapid expansion of AI-based tools in education, limited empirical research has examined the direct relationship between AI literacy and teacher self-efficacy, particularly among in-service teachers working in technology-enhanced classroom environments. Existing studies have largely examined AI literacy or teacher self-efficacy independently rather than investigating how these constructs may be related. Therefore, this study aims to examine whether Artificial Intelligence literacy predicts teacher self-efficacy in technology-enhanced classrooms. A quantitative research design will be employed using standardized instruments, including the Meta AI Literacy Scale (MAILS; Carolus et al., 2023) and the Teachers’ Sense of Efficacy Scale (TSES; Tschannen-Moran & Hoy, 2001). Data will be analysed using descriptive statistics, correlation analysis, and regression analysis. Findings provide insights for teacher education, professional development, and policymakers, highlighting how AI literacy and teacher self-efficacy shape training programs to support educators in technology-enhanced, future-ready classrooms effectively and sustainably.

Keywords: AI in education, artificial intelligence literacy, educational technology, teacher self- efficacy, teacher preparedness

An Overview on New Adaptive Learning Systems Navigating through Student Learning Behaviour with Empathy

Ms. Amidala Sunitha

Assistant Professor of Commerce, Badruka College of Arts and Commerce, Hyderabad, Telangana, India
amidalasunitha@gmail.com

Abstract

Adaptive learning systems, which provide individualized learning experiences that dynamically respond to each student's needs, are becoming revolutionary tools in contemporary education. This study introduces novel adaptive learning systems and examines how they manage student learning behavior, with a focus on empathy. To provide helpful, adaptable learning environments, these systems use artificial intelligence, data analytics, and real-time feedback to understand learners' cognitive patterns, emotional states, and engagement levels. The study, which focuses on current developments in adaptive technology, draws on secondary data from scholarly journals, instructional reports, and case studies. The results indicate that by incorporating empathetic design components such as identifying student discontent, offering prompt support, and adjusting content difficulty in a non-intimidating way, contemporary adaptive learning systems go beyond standard personalization. This compassionate approach increases student motivation, lowers anxiety, and promotes self-assurance and learning independence. The study also shows that by identifying knowledge gaps, providing personalized content, and encouraging self-paced learning, these systems significantly improve learning outcomes. In-depth knowledge of students' progress also helps teachers, enabling more focused interventions and effective teaching strategies. However, issues such as teacher training needs, digital inequality, and data privacy concerns continue to be major obstacles to wider use. To sum up, empathy-based adaptive learning systems are an important development in educational technology. These methods help create more inclusive, interesting, and successful learning environments by addressing both the cognitive and emotional aspects of learning. To fully realize the potential of empathic adaptive learning to shape the future of education, the study highlights the need for ongoing innovation and legislative support.

Keywords: adaptive learning, education, empathy, students, technology

Integrating English Pedagogy with ChatGPT, Robotics, Co-pilot to Engage Teacher Trainees to Master Language Skills – A Strategy to Create an Effective Learning Environment

Dr. G. Mary Sunanda

Professor & HoD, Department of Education, Dr. B. R. Ambedkar Open University, Hyderabad, Telangana, India
mary_sunanda2001@yahoo.com

Abstract

Teacher Education prepares teachers to teach students in schools. The curriculum is framed, and the syllabus is designed to meet the learning needs of students at local, state, national, and international levels. It is believed that 3rd- and 5th-grade students struggle with basic arithmetic and language-reading problems. It looks like one teacher, teaching 30 to 40 students, did not achieve good results. After the pandemic, the technology used in teaching and learning was rampant. Still, it created a digital divide. Technology has given us a few more platforms/apps to overcome challenges in the educational field. (Leena .A.Patil) Says that some problems in teaching and learning can be solved with the advent and use of AI. ChatGPT is an AI-driven tool, a versatile language model that has the potential to replace traditional classrooms with digital classrooms. ChatGPT has the potential to help professionals and learners of all modes. It acts as a virtual tutor, asking questions and providing guidance day in and day out. This allows teacher trainees to get personalized help. Same thing with Copilot, too. Thus, the student's engagement with the content is high. instant feedback; in-depth teaching and learning. Copilot has proved useful in preparing lesson plans for teachers, who find it burdensome. A few private schools have been found to use Robots in the digital classrooms. Secondary Data: has been skimmed and scanned to analyze the pre-existing information gathered from books, journals, reports, and websites. Integrating English pedagogy with ChatGPT, robotics, and Co-Pilot to engage teacher trainees to master language skills – a strategy to create a learning environment, the title is an innovative one.

Keywords: digital classrooms, digital divide, student engagement, versatile language model, virtual tutor

Re-conceptualizing Digital Pedagogy in the Age of Artificial Intelligence: A Framework for Future Classrooms and Crisis-Resilient Learning

Ms. Asma Samreen¹

Student-educator, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
162624709030@gmail.com

Mr. Raziuddin Ahmed²

Assistant Professor, Department of Education, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
raziuddin.ahmed@gacoe.ac.in

Abstract

The growing integration of Artificial Intelligence (AI) into educational systems raises a fundamental question: who truly benefits? While AI offers significant promise for personalized and adaptive learning, its advantages remain deeply unequal, consistently bypassing underserved, marginalized, and crisis-affected learners. This paper argues that the core problem is not AI technology itself, but the structurally flawed pedagogical frameworks through which it is currently designed, implemented, and governed. Drawing on constructivist learning theory and socio-cultural frameworks, this study critically examines existing digital pedagogy models and identifies five specific design failures: technological determinism, inadequate integration of formative assessment, algorithmic bias, insufficient teacher AI preparedness, and the complete absence of crisis-continuity mechanisms in instructional design. These failures are most severe during humanitarian emergencies and periods of systemic disruption, where education is simultaneously most critical and most vulnerable to collapse. To directly address these gaps, this paper proposes the Human-Centred AI Digital Pedagogy Framework (HCAI-DPF) — an original conceptual framework built around four interdependent domains. Pedagogical Intelligence ensures adaptive, learner-centred personalization. Ethical Governance promotes the fair, unbiased, and transparent use of AI. The Teacher Agency positions educators as empowered decision-makers rather than passive technology users. Resilient Learning Infrastructure ensures educational continuity across crises, conflicts, and contexts of systemic inequality. The distinctive contribution of this framework lies in its intentional integration; no existing model simultaneously unifies pedagogical design, ethical accountability, teacher empowerment, and crisis-resilience within a single coherent structure. This paper concludes that the sustainable future of AI in education demands not only technological advancement but fundamental ethical reform and structurally resilient pedagogical thinking designed to serve every learner, in every context, without exception.

Keywords: adaptive assessment, artificial intelligence, digital pedagogy, ethical ai, HCAI-DPF

Academic Application of Artificial Intelligence in Relation to Ethical Ramifications among Prospective Educators of Hyderabad

Ms. Ayesha Sultana

Assistant Professor, Department of Education, Anwarul Uloom College of Education, Hyderabad, Telangana, India
star.ayesha1990@gmail.com

Abstract

Artificial intelligence (AI) in education enables intelligent tutoring programs and individualized instruction. To develop strong frameworks that optimize educational benefits while ensuring equity, accountability, and learner safety, research in these areas is crucial. However, one issue is academic integrity. This study focuses on the relationship between the academic application of artificial intelligence and its ethical ramifications among prospective teacher educators in Hyderabad. First- and second-year students from various colleges of education in Hyderabad were selected as the sample. Data were generated using the Academic AI Usage Scale (AAIUS), developed by Debasmita Chakraborty and Deviga Subramani, and another tool, the Questionnaire on Ethical Implications of Artificial Intelligence in Education Rating Scale (QEIAIERS), developed by Emmanuel I. Orji, Chibuzo N. Nduba, Stanley C. Onwughalu, and Ugorji I. Ogbonnaya. Mean, standard deviation, and standard error are calculated under descriptive statistics. Pearson's product-moment correlation is expected in inferential statistics to determine the significant correlation between the academic application of artificial intelligence and

the ethical ramifications of the first- and second-year B.Ed. programs. Students at the $\alpha 0.05$ level. The analysis revealed a statistically significant positive correlation. The findings suggest that students using AI may benefit, but they risk becoming unduly reliant on it, which could hinder their ability to think critically and creatively. They need to develop the ability to assess AI-generated content critically. To avoid a new digital divide, institutions must establish explicit policies for AI use, ensure fair access to technology, and fund faculty training.

Keywords: artificial intelligence, educators, ethical, prospective, ramification

Impact of AI-Enabled Outcome Based Education on Learning Outcomes, Innovation, and Sustainable Development (SDG-4 & SDG-9)

Ms. Anjum Begum¹

Student-educator, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
anjumbegum024@gmail.com

Dr. N. Saroja²

Professor, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
sarojanagulapally55@gmail.com

Abstract

Artificial Intelligence (AI) has emerged as a transformative technology, significantly reshaping teaching practices, learning environments, and assessment strategies in higher education. Outcome-Based Education (OBE), a student-centered educational framework, focuses on clearly defined learning outcomes that students are expected to achieve upon completing a course or academic program. The integration of AI technologies within OBE frameworks presents valuable opportunities to enhance the effectiveness, efficiency, and overall quality of higher education systems. AI technologies such as data analytics, intelligent tutoring systems, and adaptive learning platforms support personalized learning experiences, evidence-based assessment methods, and data-driven decision-making in educational environments. AI-enabled learning management systems, including Moodle and Google Classroom, assist educators in organizing instructional materials, monitoring student progress, managing learning activities, and systematically evaluating the achievement of intended learning outcomes. These platforms contribute to the development of structured and flexible learning environments that support student engagement and academic success. Furthermore, emerging AI tools such as ChatGPT offer new opportunities to enhance teaching and learning by supporting content development, academic assistance, and independent learning among students. Such technologies help create smart learning environments and encourage pedagogical innovation aligned with the evolving demands of digital education. Beyond institutional benefits, implementing AI-enabled OBE methodologies can also contribute to broader global development objectives. In particular, AI-supported educational practices align with the United Nations Sustainable Development Goals (SDGs), especially SDG 4 (Quality Education) and SDG 9 (Industry, Innovation, and Infrastructure). Therefore, the adoption of AI-enabled Outcome-Based Education represents a significant pathway for improving learning outcomes, fostering innovation, and supporting sustainable development in higher education.

Keywords: artificial intelligence in education, educational technology, learning analytics, outcome-based education, sustainable development goals

Exploring Teachers' Experiences and Perceptions of Artificial Intelligence Integration in Education

Ms. Sana Fatima

Assistant Professor, Department of Education, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
sana.fatima@gacoe.ac.in

Abstract

The rapid advancement of digital technologies has transformed educational practices worldwide. Among these, Artificial Intelligence has emerged as a powerful tool for enhancing teaching and learning. Integrating AI in education can assist teachers with lesson planning, assessment, personalized instruction, and administrative

tasks. Successful adoption, however, depends on teachers' perceptions, experiences, and readiness to use these technologies. This qualitative study explores teachers' experiences and perceptions of AI integration. It was conducted among teachers in Hyderabad District. The goal is to understand how AI supports teaching practices, the challenges teachers encounter, and how AI influences classroom dynamics. Data was collected through semi-structured interviews with 20 teachers from different schools. Thematic analysis was used to evaluate the interview data. The findings show that teachers see AI as a supportive tool that enhances instructional efficiency, enables personalized learning, and reduces administrative workload. At the same time, participants expressed concerns about the lack of training, infrastructure, and ethical considerations in the use of AI. The study highlights the need for professional development and institutional support for effective AI integration. The findings offer valuable insights for educators, policymakers, and institutions considering AI technologies in teaching.

Keywords: AI integration, artificial intelligence, teacher perceptions, teaching practices, qualitative research

Reimagining Education through Artificial Intelligence: Promoting Innovative Pedagogy, Personalized Learning Experiences, and Sustainable Development in Emerging Educational Landscapes

Ms. Mehraj Sultana

Assistant Professor, Department of Mathematics, Bhavan's New Science College, Hyderabad, Telangana, India
syeda.mscl@gmail.com

Abstract

Artificial Intelligence (AI) has emerged as a powerful catalyst for transforming contemporary education. It enables innovative pedagogical practices and personalized learning experiences. The integration of AI technologies into educational systems has reshaped traditional teaching methods. This creates dynamic and student-centered learning environments. AI-powered tools such as intelligent tutoring systems, adaptive learning platforms, automated assessments, and virtual learning assistants help educators tailor instruction. They address students' diverse abilities, interests, and learning paces. These technologies enhance learning efficiency and support continuous feedback. They also enable data-driven decision-making in teaching and learning processes (Holmes et al., 2019). Furthermore, AI contributes to the development of innovative pedagogy. It encourages interactive, collaborative, and technology-enhanced learning experiences that prepare students for the demands of the digital age (Luckin et al., 2016). In addition, the integration of AI in education aligns with global efforts to promote sustainable and inclusive learning opportunities. It expands access to educational resources and reduces barriers to quality education. AI-driven educational platforms can support equitable learning opportunities, especially in regions with limited access to traditional educational infrastructure (UNESCO, 2021). Despite its transformative potential, the adoption of AI in education raises several challenges. These include ethical considerations, data privacy concerns, digital inequality, and the need for teacher training to effectively integrate AI technologies into classroom practices. Addressing these challenges is essential to ensure the responsible and sustainable use of AI in education. Therefore, this study explores the role of Artificial Intelligence in reimagining educational practices. It promotes innovative pedagogy, personalized learning, and sustainable development within emerging educational landscapes. The paper highlights the importance of integrating AI technologies in educational institutions. This fosters adaptive, inclusive, and future-ready learning environments that align with evolving global education trends.

Keywords: artificial intelligence in education, emerging trends in education, innovative pedagogy, personalized learning, sustainable education

Digital Pedagogy in Rural Schools: Transforming Mathematics Learning through Technology Integration

Mr. Syed Faraz Abdul Karim

School Assistant (Mathematics), PM SHRI ZPHS Maskapur, Nirmal, Telangana, India
syedfarazsir@gmail.com

Abstract

Digital pedagogy is transforming education by integrating technology into teaching- learning processes, particularly in rural government schools. This study presents the practical implementation of digital tools in secondary-level

mathematics classrooms. The researcher used Interactive Flat Panel (IFP) technology, along with open-source platforms such as GeoGebra and RoboCompass, and integrated them with Google Workspace to create an interactive, collaborative, and learner-centered environment. Additionally, basic programming using Python was introduced in Class 10 mathematics to enhance computational thinking and problem-solving skills. Students applied Python to solve problems in quadratic equations, arithmetic progressions, and coordinate geometry, thereby connecting abstract mathematical concepts to practical applications. The integration of these digital tools improved conceptual understanding, increased student engagement, and promoted collaborative learning. Blended learning strategies enabled continuous academic interaction through digital assignments, assessments, and timely feedback. Furthermore, the researcher's role as a District Digital Resource Person facilitated the training of teachers in ICT tools, strengthening digital competencies at the institutional level. Despite challenges such as limited infrastructure, device accessibility, and inconsistent internet connectivity, the findings indicate that digital pedagogy significantly enhances learning outcomes in rural settings. The study concludes that effective technology integration, including programming skills, is essential for developing inclusive, adaptive, and future-ready classrooms aligned with 21st-century educational goals (Bates, 2019; UNESCO, 2021).

Keywords: digital pedagogy, future classroom, ICT in education, python in education, rural government schools

PhET Simulations as an Interactive Learning Platform for Teachers and Students: A Review Study

Mr. Raziuddin Ahmed¹

Research Scholar, Department of Education and Training, Maulana Azad National Urdu University,
Hyderabad, Telangana, India
razigace@gmail.com

Dr. Farhath Ali²

Associate Professor, Department of Education and Training, Maulana Azad National Urdu University,
Hyderabad, Telangana, India
farhathali66@gmail.com

Abstract

The integration of digital technologies in education has transformed traditional teaching–learning practices, particularly in science education. PhET Interactive Simulations has emerged as a powerful interactive platform that supports conceptual understanding through visualization and inquiry-based learning. This review paper synthesizes existing research on the use of PhET simulations by teachers and students across different educational contexts. The study examines usage patterns, pedagogical benefits, and challenges associated with PhET integration. Findings indicate that PhET simulations significantly enhance student engagement, conceptual clarity, and scientific reasoning skills. However, issues such as limited teacher training, infrastructure constraints, and uneven access hinder optimal utilization. The paper concludes that PhET simulations have strong potential to support student-centered learning and recommends systematic teacher training and policy support for effective implementation.

Keywords: ICT in education, interactive learning, PhET simulations, science education, virtual labs

Artificial Intelligence - Your Teaching Assistant

Ms. Saffora Parveen

High School Teacher, Harbour International School, Hyderabad, Telangana, India
safforaparveen194@gmail.com

Abstract

“Artificial Intelligence will not replace teachers, but teachers who use AI will replace those who don't.” In today's evolving educational landscape, AI plays a very significant role in the classroom. It is not that teaching cannot happen without AI; rather, the growing complexity of various learning needs, diverse classrooms, inclusivity, and time constraints has transformed teaching from a traditionally perceived simple task into an art that demands inventiveness, versatility, and innovation. This paper, “Artificial Intelligence – Your Teaching

Assistant,” will explore how AI can effectively support teachers in managing these challenges. The study is focused on how educators can use AI for lesson planning, content generation, assessment design, personalized feedback, and understanding diverse student needs. By analyzing responses from a structured questionnaire, research, and practical classroom observations, the paper examines the opportunities and limitations of integrating AI into classroom interactions. The findings highlight that AI significantly saves time and enables personalised learning experiences, allowing teachers to focus more on meaningful student interaction. It also helps identify learning gaps and adapt instruction accordingly. However, the study also emphasizes the importance of drawing a clear boundary: AI should be used as an assistant, not as a replacement for the teacher. Over-dependence on AI may reduce critical thinking, creativity, and the essential human connection in education. The paper concludes that while AI is an extremely powerful tool, its true value lies in how effectively teachers use it to enhance, not replace, their role. A balanced approach, where AI supports and teachers lead, is essential for creating a future-ready, student-centred learning environment.

Keywords: artificial intelligence, classroom, personalized learning, teachers, teaching assistant

Child Development in the Age of AI: Psychological, Emotional, and Cognitive Implications for Young Minds

Ms. Lubna Aly Khan

Assistant Professor, Department of Education, Ghulam Ahmed College of Education, Osmania University,
Hyderabad, Telangana, India
lubna.khan@gacoe.ac.in

Abstract

Artificial Intelligence (AI) is a rapidly evolving technology that impacts educational, social, and cognitive environments, thereby radically influencing children’s developmental pathways. While AI offers better prospects for personalized learning and improved engagement, its widespread adoption raises concerns about its impact on children’s psychological, emotional, and cognitive development. This paper undertakes a crucial examination of the intersection of child development and AI, drawing on cross-disciplinary viewpoints from neuroscience, education, and psychology. It argues that although AI can enrich learning environments, excessive reliance on AI-enabled systems may disrupt essential developmental processes, particularly those that depend on human interaction and experiential learning. The study further explores ethical concerns, including privacy, dependence, and the gradual loss of critical thinking skills. The paper concludes by emphasizing the need for a balanced, ethically guided integration of AI into children’s environments, ensuring that technological innovation does not adversely affect children’s overall development.

Keywords: artificial intelligence, child development, psychology, technological innovation, emotional and cognitive implications

AI Knowledge Gap Predictor: An Innovative AI-Driven System for Detecting Student Learning Gaps and Enhancing Personalized Education through Intelligent Data Analysis and Adaptive Feedback Mechanisms

Ms. Nayeem Sultana¹

nayeem.sultana1987@gmail.com

Ms. Farheen Fatima²

farheenfatima27a@gmail.com

Ms. Farees Jahan³

^{1,2,3}Teacher Trainee, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
fareesjahan82@gmail.com

Abstract

An effective teaching and learning process is crucial to a student’s holistic development. To make teaching effective, traditional teaching methodologies are integrated with artificial intelligence. This paper proposes a

system for identifying students' learning deficiencies. At regular intervals, provide supporting personalised educational interventions. The proposed system, titled "AI knowledge gap predictor, an innovative artificial intelligence-driven solution aimed at identifying learning deficiencies and supporting with a tailored educational approach that fits specific learning needs". This research paper focuses on collecting long-term and short-term goals of middle-year programme students. The proposed system offers an intuitive dashboard that displays these goals to help educators monitor in real time whether students' performance aligns with their long-term goals, tailor their teaching, and interact with students on a 1-on-1 basis so that any weakness in any subject does not affect their overall goal. If a student is weak in any concept that impedes their ability to achieve their goals, the system uses machine learning algorithms to predict potential learning challenges before they become critical. The system applies data-driven analysis to evaluate the performance of students through multiple assessments, including quizzes, assignments, projects, presentations, and examinations, in order to detect the gaps in conceptual understanding in different subjects by integrating predictive analysis and feedback from educators. Overall, this research paper contributes to the development of AI in education by providing an adaptive solution to address diverse learning needs in contemporary classrooms and helping students achieve their goals without difficulty.

Keywords: artificial intelligence, knowledge gap, learning deficiencies, personalized intervention, predictive analysis

The Role of Artificial Intelligence (AI) in Systematic Literature Reviews (SLR) and Bibliometric Analysis: A paradigm shift in Educational Evidence Synthesis

Dr. Sayam Deepathi

HoD, Malla Reddy College of Teacher Education, Medchal, Hyderabad, Telangana, India
deepathisayam@gmail.com

Abstract

The contemporary educational research landscape is characterized by an exponential trajectory of documentary output, driven by the rapid proliferation of digital learning modalities and evolving pedagogical frameworks. This information explosion has rendered purely manual methods of conducting Systematic Literature Reviews (SLRs) and bibliometric analyses increasingly untenable within the social sciences, creating a methodological bottleneck. The emergence of artificial intelligence (AI), particularly Machine Learning (ML), Natural Language Processing (NLP), and Large Language Models (LLMs), has introduced a transformative paradigm. This paper explores the transition from manual examination to human-machine collaboration in educational evidence synthesis. We present a methodological framework for integrating AI across the SLR lifecycle, tailored for the social sciences, from protocol development and semantic search to active-learning-based screening of educational interventions. Furthermore, we examine how generative AI can enhance bibliometric science mapping to track disruptive technologies in education. While AI offers unprecedented efficiency, it introduces critical ethical challenges, including pedagogical bias, hallucinations, and the erosion of accountability. By establishing adherence to reporting guidelines such as PRISMA-trAIce and evolving publisher policies, this article provides a comprehensive roadmap for educational researchers to responsibly leverage AI in producing rigorous, transparent, and equitable syntheses of educational literature.

Keywords: artificial intelligence, bibliometric analysis, higher education, systematic literature review, PRISMA-trAIce

Digital Pedagogy in the Era of Artificial Intelligence: Transforming Teaching Practices

Mr. Md. Hasnain

Student-educator, Department of Education, Maulana Azad National Urdu University, Hyderabad, Telangana, India
mdhasnain7296@gmail.com

Abstract

In recent years, the use of Artificial Intelligence (AI) in education has brought significant changes in the way teaching and learning take place. Digital pedagogy, supported by AI technologies, is gradually transforming

traditional classroom practices into more interactive, flexible, and student-centered experiences. This paper examines how digital pedagogy in the era of AI is influencing teaching practices and reshaping teachers' roles. The study is based on a review of the existing literature on AI tools, digital teaching methods, and modern classroom practices. It highlights how AI helps teachers design personalized learning experiences, provide instant feedback, and improve student engagement through intelligent systems and digital platforms. As a result, teaching is no longer limited to textbooks and lectures, but has become more dynamic and technology-driven. At the same time, integrating AI into education also poses certain challenges. Issues such as data privacy, ethical concerns, lack of digital skills among teachers, and unequal access to technology need serious attention. Therefore, it is important to ensure that the use of AI is balanced with proper pedagogical understanding and human values. The paper concludes that digital pedagogy powered by AI has the potential to improve the overall quality of education. However, teachers need proper training and support to effectively use these technologies. It also suggests that teacher education programs should focus on developing digital competencies to help future educators adapt to changing educational environments.

Keywords: artificial intelligence, digital pedagogy, teaching practices, student engagement, teacher education

Exploring the Role of Digital Technology in Social Behaviour Development among Late Adolescents

Ms. Noor Ul Huda¹

Research Scholar, Department of Education, Maulana Azad National Urdu University, Hyderabad, Telangana, India
noorul.huda@gacoe.ac.in

Dr. Shamshad Begum²

Assistant Professor, Department of Education, Maulana Azad National Urdu University, Hyderabad, Telangana, India
shamshaadbegum@manuu.edu.in

Abstract

In recent years, digital technology has become deeply embedded in adolescents' daily lives, significantly shaping their communication, social interaction, and relationship formation. The widespread use of mobile devices, social media platforms, and instant messaging applications has led to an increased integration of online and offline social experiences. Digital technology not only expands adolescents' social networks but also provides opportunities for self-expression, identity construction, and participation in diverse social environments. Apart from these advantages, the growing reliance on digital platforms has raised concerns regarding reduced face-to-face interaction, increased dependency on digital communication, and evolving norms of interpersonal behaviour. This study aims to examine the role of digital technology in shaping adolescent social behaviour by exploring adolescents' perceptions and lived experiences of digital engagement. The study adopts a qualitative exploratory research design, utilising open-ended questionnaires to collect descriptive data on adolescents' digital practices, social interactions, and behavioural changes. The collected data are analysed using thematic analysis to identify key themes and patterns related to social behaviour within digital contexts. The study's findings are expected to highlight the dual impact of digital technology, demonstrating both its potential to enhance social connectivity and its challenges in shaping behavioural patterns. The study emphasises the importance of balanced and responsible digital engagement to support healthy social development among adolescents.

Keywords: adolescent social behaviour, digital communication, digital technology, social interaction, thematic analysis

Ethical Awareness of Artificial Intelligence Among Adolescents

Ms. Asim Abdi¹

Student-educator, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
asimabdi.zareen@gmail.com

Ms. Noor Ul Huda²

Assistant Professor, Department of Education, Ghulam Ahmed College of Education, Osmania University,
Hyderabad, Telangana, India
noorul.huda@gacoe.ac.in

Abstract

Artificial Intelligence is no longer a futuristic concept; it is a daily companion for today's youth, merged into their classrooms, social circles, and personal lives. Because adolescence is a high-stakes period for emotional and social growth, it is a critical window for understanding how young people actually perceive and interact with these tools. Currently, much of our research is fragmented, focusing either on adults or specific gadgets, leaving a gap in our understanding of the “human” side of AI for teenagers. This analysis brings together diverse perspectives to show that while many adolescents are tech-savvy users, their deeper understanding of how AI works remains on the surface. They turn to AI for help with schoolwork, creative projects, and even emotional support, driven by a need for convenience. However, their experience is deeply shaped by their background, digital literacy, and the guidance they receive at home. There is a visible gap in empathetic and ethical education. Without proper AI literacy in schools and prepared teachers to guide them, students struggle to critically evaluate what algorithms tell them. To truly redefine how we prepare the next generation, we must move beyond mere technical skills. We need a “human-centered” approach — one where policy and education focus on protecting privacy, fostering critical thinking, and ensuring that technological progress enhances, rather than diminishes, the human potential of our youth.

Keywords: AI literacy, adolescent development, ethical awareness, human-centered education, technological integration

Library Users' Awareness and Uses of Artificial Intelligence for Academic and Research Purposes

Dr. Chitra Lekha¹

Librarian, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
chitralekha2354@gmail.com

Mr. Soma Shekhar Gourishetty²

Research Scholar in Library Science, Bharatiya Engineering Science & Technology, Satya Sai, Andhra Pradesh, India
ssgourishetty1959@gmail.com

Abstract

Artificial Intelligence (AI) technology has transformed various fields of life in the current digital era. Libraries, whether public, academic, or special, which serve as significant information hubs, are also seeking to use this technology to enhance the quality of their services. Library chores are now simpler and more user-focused thanks to the incorporation of AI tools. Although the use of AI technologies in libraries is growing, many users remain unfamiliar with them. Users' ignorance of AI's capabilities and limits prevents them from making the most of these tools. To use AI tools effectively, library patrons must understand AI technology. AI-powered chatbots, search engines, and data analysis tools provide users with quick, precise information. It is crucial to instruct users on how to properly evaluate material, train AI systems, and address ethical concerns. The previous studies focused on research conducted over the past decade examining the prospects, challenges, and awareness of AI among Indian library users. According to Sridevi and Shanmugam (2017), artificial intelligence is a state-of-the-art technology used to manage digital libraries. Artificial intelligence is the technology that enables machines to plan, move, learn, reason, solve problems, and, to some level, be creative (Heath, 2018). In order to foster inclusivity and empower students in their academic endeavours, Mayangade, Subhash, and Salwe, Sanjay (2024) investigated Indian librarians' knowledge of artificial intelligence (AI) applications. Umesh G. Harde (2025)

emphasizes the potential of using well-known technologies, such as artificial intelligence, to close the gap between libraries and their patrons. Based on these reviews, it is opined that there is a gap in the use and awareness of AI in B.Ed. college libraries. Therefore, it is proposed to examine the awareness and usefulness of artificial intelligence for efficient library service delivery at B.Ed. colleges of Telangana state.

Keywords: artificial intelligence, awareness, B.Ed. colleges, library users, usefulness

Artificial Intelligence in Education: Investigating Teacher Trainees' Perceptions of the Role and Educational Impact of AI in Teaching

Dr. Navitha. S. Nair¹

Assistant Professor, Department of Education, School of Arts, Sciences, Humanities and Education, SASTRA Deemed University, Thanjavur, Tamil Nadu, India
navithanair@hum.sastra.edu

Mr. Pitla Raju²

Assistant Professor, Department of Education, Malla Reddy College of Teacher Education, Hyderabad, Telangana, India
pitla.raju93@gmail.com

Abstract

Artificial Intelligence (AI) is advancing rapidly and heralding societal changes across education, jobs, healthcare, and daily life. AI has redefined education by optimizing differentiated learning experiences, automating administrative tasks, and providing data-driven insights. In the existing public discourse, AI, a domain within computer science, is often considered a technological capability that exceeds human cognitive capacity. AI has revolutionized the entire teaching and learning process, specifically in higher education, by integrating AI tools such as chatbots, automated assessment systems, intelligent tutoring systems, and personalized learning platforms into classroom discourses. Most importantly, AI assists educators in tracking and monitoring student progress and provides effective, personalized instructional strategies. Despite these benefits, the successful adoption of AI tools depends not only on technological capability but also on how users perceive them. In this context, there is a need to understand how teacher trainees perceive the usage of AI in education. Thus, this study aimed to examine teacher trainees' general attitude towards artificial intelligence technology using a descriptive cross-sectional survey. Also investigated their awareness of various AI tools for teaching and learning. This study is theoretically grounded in the Technology Acceptance Model (TAM) and, additionally, in Technological Pedagogical Content Knowledge (TPACK). Using purposive sampling, 34 teacher trainees from an integrated teacher education program at a private university participated in this study. The present study used two tools to gather data. Adapted from the General Attitude towards Artificial Intelligence Scale (GAAIS) designed by Schepman and Rodway (2023), along with a researcher-developed questionnaire, was administered to understand teacher trainees' attitudes and their awareness of AI tools. The researcher will employ both descriptive and inferential statistics for data analysis, which is currently in progress.

Keywords: automated assessment systems, differentiated learning experiences, intelligent tutoring systems, technology acceptance model, technological pedagogical content knowledge.

Artificial Intelligence (AI) in Education

Ms. Lavanya Vangari

Assistant Professor, Department of Commerce, Bhavan's New Science College, Hyderabad, Telangana, India
lavanya.vangari@gmail.com

Abstract

Artificial Intelligence (AI) is transforming education by enhancing teaching methods and improving learning outcomes. AI technologies enable personalized learning experiences by analyzing student data and adapting content according to individual needs and abilities. Tools such as intelligent tutoring systems, adaptive learning platforms, and AI-powered chatbots provide continuous support and instant feedback to students. Additionally,

AI helps educators automate administrative tasks like grading and attendance, allowing them to focus more on teaching. Furthermore, AI supports data-driven decision-making by identifying learning gaps and predicting student performance. It also enables interactive, engaging learning through technologies such as virtual reality and speech recognition. Despite its advantages, challenges such as data privacy, high implementation costs, and reduced human interaction must be addressed. Overall, AI has the potential to revolutionize education by making it more efficient, accessible, and student-centered.

Keywords: adaptive learning, automated grading, learning analytics, education technology (EdTech), intelligent tutoring systems.

Why Artificial Intelligence is Essential for Modern School Education

Dr. A. Krishnarathi

Assistant Professor of Pedagogy of Science, Unity college of Teacher Education, Dimapur, Nagaland, India
drkrishnarathi@uctedimapur.org

Abstract

Artificial Intelligence (AI) is rapidly transforming many aspects of modern life, including the field of education. It is becoming an essential component of modern school education. Its ability to personalize learning, support teachers, enhance student engagement, and promote inclusive education makes it a valuable tool for improving educational outcomes. With thoughtful implementation and responsible use, AI can help create a more effective, accessible, and future-ready education system. The integration of AI in school education has the potential to significantly enhance the learning experience for students, improve teaching methods, and support the overall development of modern educational systems. This allows students to receive customized lessons, targeted practice, and immediate feedback, helping them understand concepts more effectively. AI also plays an important role in supporting teachers by reducing administrative workload. Tasks such as content creation, grading assignments, managing attendance records, and organizing educational materials can be automated using AI-based tools. This allows teachers to spend more time focusing on teaching, mentoring, and interacting with students. In addition, AI-powered tutoring systems and educational chatbots can provide extra academic support to students outside the classroom, making learning more continuous and accessible. This paper explores the importance of Artificial Intelligence in modern school education and highlights how the integration of AI can make education more accessible, interactive, and future-ready, preparing students to thrive in an increasingly digital and technology-driven world.

Keywords: AI based tools, artificial intelligence, modern school education, personalized learning, school education

Education 4.0 and 5.0: integrating Artificial Intelligence (AI) for personalized and adaptive learning

Mr. Shaik Shabbeer Basha¹

Research scholar, Department of Education and Training, MANUU, Hyderabad, Telangana, India
shabbeer727@gmail.com

Prof. Siddiqui Mohd Mahmood²

Senior Professor, Department of Education and Training, MANUU, Hyderabad, Telangana, India
siddiquimohdmahmood@manuu.edu.in

Abstract

This research paper explores how the integration of Artificial Intelligence (AI) in the education sectors bringing about transformative changes, particularly within the frameworks of Education 4.0 and 5.0. In response to the evolving technological landscape, education is undergoing a shift to address the challenges of the 21st century, moving away from traditional models to embrace more personalized and adaptive approaches. Education 4.0 represents a significant shift where technology, notably AI, is harnessed to enhance the learning experience. The paper investigates the utilization of AI technologies, such as machine learning algorithms and natural language processing, to create personalized learning environments. These environments are designed to meet the specific

needs and preferences of individual learners, fostering a more engaging and effective educational experience. The move from Education 3.0 to 4.0 signifies a departure from standardized, one-size-fits-all approaches to education, embracing a more dynamic and responsive system. Expanding on the principles of Education 4.0, Education 5.0 takes the integration of AI in education a step further by emphasizing adaptive learning. The paper delves into the concept of adaptive learning, exploring how AI systems can dynamically adjust instructional strategies based on real-time feedback and learner progress. Education 5.0 seeks to optimize the learning journey by tailoring content, pace, and assessments to each student's abilities and learning style, aiming to improve overall educational outcomes. Additionally, the research examines the challenges and ethical considerations associated with the widespread adoption of AI in education. It critically evaluates issues related to data privacy, bias in AI algorithms, and the potential impact on teacher-student relationships. The findings emphasize the need to strike a balance between technological innovation and ethical considerations, ensuring the responsible and effective integration of AI in personalized and adaptive learning environments. Artificial Intelligence (AI) advancements have contributed to a revolutionary development in education. Our approach to learning is being transformed by the change away from conventional instructional models to 4.0 and beyond, which makes learning more inclusive, individualized, and adaptive. This article explores the profound impact of AI on education, highlighting the differences between Education 4.0 & 5.0, the influence of COVID-19, and the myriad uses and advantages of AI in the educational sector.

Keywords: artificial intelligence, education 4.0, education5.0, learning

AI-Supported Simulation-Based Teaching in Physical Science: A Review of Student Engagement, Self-Efficacy, and Academic Achievement among Secondary School Students in India

Mohd Saifuddin¹

Research Scholar, Department of Education and Training, MANUU, Hyderabad, Telangana, India
mdsaiftajj@gmail.com

Dr. Momin Sumaiya²

Assistant Professor, Department of Education and Training, MANUU, Hyderabad, Telangana, India

Abstract

Artificial Intelligence (AI) is increasingly reshaping educational practices by enabling adaptive, interactive, and personalized learning environments. Among emerging digital pedagogies, AI-supported simulation-based teaching has gained significant attention for its potential to enhance science learning by allowing students to visualize abstract concepts and engage in virtual experimentation. This review paper examines the role of AI-supported simulation-based teaching in improving student engagement, self-efficacy, and academic achievement in Physical Science at the secondary school level, with particular reference to Class IX students in India and the South Indian educational context. Drawing upon existing theoretical and empirical literature on AI in education, simulation-based learning, and technology-integrated science instruction, the paper analyzes how interactive simulation environments can promote behavioral, emotional, and cognitive engagement among learners. Increased engagement is further associated with enhanced self-efficacy and improved academic outcomes. The study also situates these developments within the policy framework of India's National Education Policy (NEP) 2020, which emphasizes experiential learning, digital integration, and competency-based education. While the literature highlights the pedagogical potential of AI-supported simulations for improving conceptual understanding and motivation in science learning, several challenges remain, including limited digital infrastructure, uneven access to technology, inadequate teacher training, and ethical concerns related to data privacy and algorithmic bias. The review concludes that AI-supported simulation-based teaching holds considerable promise for strengthening Physical Science education in Indian secondary schools, provided that its implementation is supported by appropriate teacher preparation, infrastructural development, and context-sensitive educational policies.

Keywords: artificial intelligence, simulation-based teaching, student engagement

Plagiarism Awareness and Research Integrity in Higher Education

Dr. S. Irfan Sadaq

Assistant Professor, Mechanical Engineering Department, Muffakham Jah College of Engineering and Technology, Hyderabad, Telangana, India
irfan.sadaq@mjcollege.ac.in

Abstract

Academic integrity is a fundamental pillar of education, ensuring the reliability and authenticity of academic work. Plagiarism is one of the most serious forms of academic dishonesty and continues to challenge institutions of higher learning worldwide. Despite its significance, perceptions of plagiarism often differ between students and faculty, influencing the effectiveness of institutional policies and educational interventions. This study examines perceptions of plagiarism and their impact on research integrity in higher education institutions. It identifies key determinants of academic dishonesty, including students' awareness, faculty involvement, institutional policies, and the use of plagiarism-detection tools. The findings reveal a significant knowledge gap between students and faculty, with students often underestimating the consequences of plagiarism. The study emphasises the need for comprehensive educational programs, clear and consistent policies, and active faculty participation to promote academic integrity. Through statistical analysis and survey data, the research provides recommendations for strengthening research integrity in higher education.

Keywords: academic integrity, faculty involvement, plagiarism detection tools, research integrity, student awareness

AI-Supported Teaching and Learning Models Transforming Education through Personalization and Teacher Empowerment in the Context of NEP 2020

Dr. Sana Ahmed

Support Professor, Glenroy Specialist School, Melbourne, Australia
Email: *sanaahmed312@gmail.com*

Abstract

The integration of Artificial Intelligence (AI) in education offers transformative opportunities for creating adaptive, learner-centered ecosystems. This study explores AI-supported teaching and learning models, including intelligent tutoring systems, adaptive learning platforms, and AI-driven personalized feedback mechanisms, and examines their alignment with India's National Education Policy (NEP) 2020. NEP 2020 emphasizes multidisciplinary education, technology integration from early stages, and equitable access to quality learning. AI-supported models address these goals by analyzing individual student data in real-time to customize content, pacing, and assessment, thereby reducing learning gaps and enhancing engagement. For teachers, AI tools automate routine tasks such as grading and progress tracking, allowing greater focus on mentoring, socio-emotional support, and creative instruction – key aspects of effective educational leadership. A mixed-methods approach was employed, involving a systematic review of existing AI applications (e.g., adaptive platforms like DreamBox or Khan Academy-inspired tools) and qualitative insights from educators in Indian higher education and school settings. Findings indicate significant improvements in student motivation, retention, and learning outcomes, alongside challenges such as digital divide, data privacy, ethical concerns, and the need for teacher capacity building. The study highlights educational implications for implementing AI models in resource-constrained contexts while ensuring inclusivity. It proposes a framework for ethical AI integration that balances technological efficiency with human-centric pedagogy. Limitations include the evolving nature of AI tools and context-specific infrastructural barriers. Future directions suggest longitudinal studies on long-term impact and hybrid AI-human teaching models. This research contributes to the discourse on future-ready education by demonstrating how AI-supported models can foster sustainable, inclusive learning aligned with NEP 2020 and global Sustainable Development Goals.

Keywords: artificial intelligence in education, AI-supported learning models, personalized learning, nep 2020, adaptive teaching

Theme 5: Educational Leadership

How a School Leader Can Use Design Thinking to Lead Learning

Dr. Richa Prakash

Principal, Delhi Public School Kalyanpur, Kanpur, Uttar Pradesh, India
richaghosh2022@gmail.com

Abstract

In contemporary education, the role of a school leader extends beyond administration to that of a pedagogical leader who actively shapes a culture of learning. Leadership in schools is therefore not defined merely by position, but by the ability to align purpose, people, and practice with the broader vision of the institution. In a rapidly evolving educational landscape characterized by complexity and constant change, school leaders must move beyond routine managerial functions and adopt innovative frameworks that strengthen teaching and learning. Design Thinking offers a powerful, human-centred approach that enables leaders to rethink problems, generate creative solutions, and build collaborative cultures of improvement. Grounded in the principles of empathy, problem definition, ideation, prototyping, and iterative feedback, Design Thinking transforms leadership from a directive model into a participatory and solution-oriented process. Through empathy mapping and stakeholder engagement, school leaders gain deeper insights into the needs of students, teachers, and parents. Clearly defined problem statements then enable teams to collaboratively generate innovative strategies that address authentic learning challenges. Rapid prototyping and iterative reflection further support evidence-informed decision-making and continuous improvement. The adoption of Design Thinking strengthens three key leadership capacities. First, it promotes strategic clarity by ensuring that innovation aligns with the institutional vision and long-term learning goals. Second, it deepens instructional leadership by grounding decisions in pedagogy and classroom realities. Third, it supports effective change management by engaging stakeholders in transparent dialogue and collective problem-solving. Design Thinking should not be viewed as a temporary initiative but as a leadership mindset that values curiosity, experimentation, and reflective practice. When embedded within school culture, it nurtures collaborative learning environments where innovation becomes sustainable. By integrating human-centred design with data-informed leadership and iterative improvement, school leaders can move beyond managing systems to transforming learning experiences in meaningful and enduring ways.

Keywords: change management, collaborative ideation, design thinking, instructional leadership, human-centered design

Teachers' Perception of Transformational Leadership Practices in Higher Education Institutions

Ms. Syeda Summaiya Fatima

Secondary School Teacher, Hyderabad International School, Hyderabad, Telangana, India
fatimasyedasummaiya2107@gmail.com

Abstract

Educational leadership plays an important role in improving the quality and effectiveness of higher education institutions. In recent years, transformational leadership has gained much attention as an approach that encourages innovation, cooperation, and the professional growth of teachers. Transformational leaders motivate and develop teachers' professionalism and foster a favourable institutional environment for teaching and learning strategies. It is vital to understand teachers' perceptions of such leadership practices to improve the institution's effectiveness and achieve educational goals. The purpose of this study is to understand teachers' perceptions of transformational leadership practices in higher education institutions. The study focuses on understanding how teachers view the leadership practices of heads of educational Institutions. It examines how leaders motivate teachers, support their professional growth, communicate effectively, and encourage them to develop innovative teaching methods. A quantitative approach will be used in this study. Data will be collected through the questionnaire from teachers working in higher education institutions. The collected data will be analyzed using simple statistical methods to identify patterns in the teachers' perception of leadership practices. The purpose of the study is to stress the importance of transformational leadership in improving the effectiveness of educational institutions and developing

a collaborative academic culture. The study's findings will be useful to educational leaders, administrators, and policymakers in higher education institutions. Educational institutions can adopt leadership practices aligned with teachers' perceptions to promote teachers' professional commitment, innovation, and teaching effectiveness.

Keywords: educational leadership, higher education, institutional development, teacher perception, transformational leadership

Role of Transformational and Instructional Leadership in Governance, Innovation, and Educational Change

Ms. Firdous Fatima

Subject Coordinator, Al Ain Juniors School, Al Ain, United Arab Emirates
firdousfatimaahmed@yahoo.com

Abstract

Educational leadership plays a vital role in shaping institutional effectiveness, teacher development, and student success in rapidly evolving educational environments. In the context of increasing global educational reforms and policy transformations, school leaders are required to adopt leadership models that promote innovation, collaboration, and continuous improvement. This study explores the role of transformational and instructional leadership in strengthening institutional governance, fostering innovation, and managing educational change in school settings. The research adopts a qualitative approach supported by descriptive analysis of leadership practices observed in school environments. Data were collected through reflective observations, teacher feedback, and leadership practice analysis within school systems. The findings indicate that transformational leadership enhances teacher motivation, professional commitment, and collaborative culture by encouraging shared vision, professional growth, and participatory decision-making. At the same time, instructional leadership contributes to improved teaching and learning by monitoring curriculum, using data-driven assessment, and planning strategically. The study further highlights how effective institutional governance, supported by visionary leadership, promotes innovation through professional development initiatives, technology integration, and collaborative problem-solving. Leadership practices that combine transformational and instructional approaches also support effective change management by aligning institutional goals with educational policies and emerging pedagogical trends. The paper emphasizes that educational leaders play a critical role in bridging policy and practice by fostering supportive learning environments and strengthening institutional accountability. The study concludes that a balanced leadership framework integrating transformational, instructional, and innovative governance practices can significantly improve institutional performance and educational quality. The findings have practical implications for school leaders, teacher educators, and policymakers seeking to develop sustainable leadership models that address contemporary educational challenges and support future-ready learning ecosystems.

Keywords: educational governance, change management, institutional innovation, instructional leadership, transformational leadership

Redefining Leadership in the Digital Age of Higher Education

Ms. Amatul Azeem Qansa

Lecturer, Department of Commerce, Sarojini Naidu Vanita Maha Vidyalaya, Hyderabad, Telangana, India
justqans@gmail.com

Abstract

The rapid changes in higher education driven by digital technologies have greatly altered the roles and responsibilities of institutional leaders. In a time marked by online learning, data-driven decision-making, and new technologies, leadership in higher education must move beyond outdated administrative methods. Redefining leadership is crucial because it helps institutions navigate technological change while maintaining academic quality, inclusivity, and student involvement. Despite growing conversations about digital transformation in universities, there is a clear research gap on how leadership approaches need to change to manage technology integration and shifting institutional needs effectively. Many studies focus on adopting technology rather than

on the leadership skills necessary to support innovation and institutional strength in digitally enabled settings. The objective of this study is to explore how leadership practices in higher education are being redefined in the digital age and to identify the key competencies required for effective leadership in technologically advanced academic settings. The qualitative research approach was used, and a literature review and analysis of contemporary leadership frameworks in higher learning institutions were conducted. The research aims to synthesize current scholarly research findings and identify emerging leadership trends and strategies in the process of digital transformation. Some of the key findings include that effective leadership in the digital age demands visionary thinking, technological awareness, collaborative decision-making, and adaptive governance structures. The culture of innovation, learning, and digital literacy among faculty and students must be encouraged. The study suggests that higher education institutions should invest in programs that develop their employees' leadership skills in digital competence, strategic foresight, and change management. The need to redefine leadership in the above-mentioned context is crucial to ensuring the sustainability of higher education institutions' growth.

Keywords: change management, digital transformation, leadership competencies, strategic foresight, technological awareness

Educational Leadership for Innovation and Quality Improvement in School Education

Mr. Vemula Sharathbabu¹

Research Scholar, Department of Education, Central University of Karnataka, India
24deduc015@cuk.ac.in

Mr. Pitla Raju²

Assistant Professor, Department of Education, Malla Reddy College of Teacher Education, Hyderabad, Telangana, India
pitla.raju93@gmail.com

Mr. Killampalli Aditya³

Student, PGCTE, The English and Foreign Languages University, Hyderabad, Telangana, India
aditya.klm.1995@gmail.com

Abstract

The existing literature tends to consider educational leadership models individually and, therefore, disaggregates information on their implementation to facilitate innovation and raise school quality. The interactions between transformational, instructional, distributed, or pedagogical leadership are rarely addressed in the literature, which is why one can hardly achieve a comprehensive picture of leadership as the factor that promotes change in the institution. This thematic paper bridges this missing linkage by integrating these four models into a coherent conceptual framework that defines how their inputs to the science of school education synergize in terms of pedagogical innovation, technological integration, and institutional development. According to the available national and international research grounded in the conceptual analysis of the qualitative approach, the study showed how transformational leadership introduces vision and motivation, instructional leadership reinforces classroom practice, distributed leadership encourages teacher teamwork, and pedagogical leadership justifies learning-oriented decision-making. Such blended practices lead to the development of professional learning communities, data-driven practices, and a culture of insatiable improvement, which are fundamental to the educational archetype of the twenty-first century. The discussion demonstrates that three facets of innovation require particular leadership behaviors: pedagogical innovation requires risk-taking environments; technological integration requires resource mobilization and capacity building; and institutional innovation requires structural redesign and stakeholder involvement. Issues such as teacher resistance to change, lack of leadership preparation, scarce resources, and situational adaptation are among the critical issues discussed systematically, with solutions provided for school leaders, teacher educators, and policymakers. Findings indicate that integrated leadership models have a strong, positive effect on teaching, student learning, and long-term school improvement. The framework aligns with the school complex leadership in NEP 2020 and the previously mentioned foundational literacy/numeracy mission of NIPUN Bharat to address the Indian situation. Strengthening leadership capacity through certification, inculcating a culture of innovation within the teamwork process, and aligning policies with evidence-based practices are seen as important in preparing schools to meet contemporary and future education needs.

Keywords: educational leadership, distributed leadership, instructional leadership, pedagogical leadership, school innovation

Transformational and Instructional Leadership

Ms. M. Srilatha

Assistant Professor, Department of English, Osmania University, Hyderabad, Telangana, India
gsrilatha2011@gmail.com

Abstract

Transformation is essential and requires strong determination. A strong individual can inspire confidence in others, enabling effective teamwork. For example, Mahatma Gandhi, a lawyer, sparked widespread movements against British rule in Africa and India by advocating for equality and non-violence. His steadfast principle of non-violence made him a global inspiration. Today, it is important for the next generation to also develop strength of character and vision. Effective leaders combine inner strength and a clear sense of purpose. India has been the birthplace of many prominent figures and is known for its epic stories, such as The Ramayana and the Mahabharata, which have inspired countless people.

Keywords: determination, discrimination, mahabharat, non-violence, ramayana, transformation

Digital Control versus Organic Innovation: A Thematic Analysis of Technological Governance in a Government High School of Karnataka

Mr. Vineet Katti

Research Scholar, Indira Mahindra School of Education, Mahindra University, Hyderabad, Telangana, India
vineetrkatti@gmail.com

Abstract

This study examines the intersection of institutional governance and technological innovation within Karnataka's public education system. It adopts a qualitative case study approach positioned in a government high school in Bengaluru. The research utilizes thematic analysis to evaluate how different levels of governance employ technological innovations to either empower or control teachers. Thereby, it attempts to unravel who the innovations serve. The analysis identifies an utter tension between two distinct forms of innovation. At the institutional level, organic, bottom-up innovations are driven by the agency of the head teacher and other teachers to solve local problems. These include using Google Sheets for localized data management, portable microphone speakers to support vocal health, mobile applications to simulate voting, and aesthetic additions to the school environment. Inversely, technological innovations at the system level prioritize state supervision, administrative efficiency, and government data gathering. These include a geo-tagged Facial Recognition System (FRS) for attendance, centrally controlled Lesson-Based Assessments (LBA), and the WhatsApp regime of official communication. The findings reveal a significant shift toward Digital Control, in which systemic mandates intensify labor and reduce teachers' professional agency. Such top-down controls favor higher levels of bureaucracy and even create a "shadow bureaucracy" through informal communication channels. Under these mechanisms, the institutional innovations that address local issues may weaken, leaving modern teachers as mere executors. Thus, their organic creativity may be sidelined by the demands of technical 2 compliance and state surveillance. Therefore, the study calls for a deeper, critical look at innovations in governance to understand who they serve and who they leave behind. The governance models must integrate teachers' voices to ensure that technological innovations serve educational and academic justice rather than solely administrative surveillance.

Keywords: bottom-up innovation, digital control, educational governance, shadow bureaucracy, teacher autonomy

Evolving Roles of School Leaders in the Digital Era: A Qualitative Review of Recent Literature

Ms. Shereen Khan

Ph.D. Scholar, Department of Education, MANUU College of Teacher Education, Bhopal, Madhya Pradesh, India
shereentaimy@gmail.com

Abstract

In the modern era, the role of a school leader has transcended administrative duties, becoming a delicate art of balancing technological advancement with deep human connection. This research paper explores the shifting responsibilities of school heads as they navigate the complexities of the digital age. Drawing on contemporary literature and the vision of India's National Education Policy (NEP) 2020, it highlights that leadership today is less about command and more about cultivating an environment where technology and humanity flourish side by side. A review of current research indicates that, regardless of technological sophistication, human relationships remain the heartbeat of any educational institution. As Fullan (2020) emphasizes, mutual trust and social connection are the true drivers of institutional success, rather than digital software alone. Furthermore, the study identifies a significant shift toward distributed leadership models, in which successful leaders empower their teams to foster a collaborative culture that adapts more effectively to rapid change (Harris & Jones, 2020). The study concludes that school leaders must now serve as ethical anchors, ensuring that technology acts as a bridge for student engagement rather than a barrier to social connection. By advocating for a Pedagogy of Care, this research suggests that the future of leadership lies in empathy and emotional intelligence. This paper provides a roadmap for educators seeking to transform their schools into spaces that are not only technologically smart but also deeply human and compassionate.

Keywords: digital leadership, institutional success, NEP 2020, pedagogy of care, school leader

Leadership Challenges in School and Higher Education System: A Critical Review of Secondary Sources

Ms. Dilshad Anjum¹

Research Scholar, Department of Education & Training, Maulana Azad National Urdu University, Hyderabad, Telangana, India
dilshadanjum648@gmail.com

Mr. Md. Mujtaba Karim²

PhD Scholar, Department of Sociology, Maulana Azad National Urdu University, Hyderabad, Telangana, India
mustafakarim7250@gmail.com

Abstract

Education, whose light has illuminated the entire world, from the dawn of time till today, the task of disseminating knowledge in the world of education lies in the hands of the head of education. Therefore, educational leadership is of great importance. Just as managing a company involves leadership at every stage of the company to run it better, similarly, in the world of education, managing education involves taking into account all the aims and objectives of education, from teaching to learners' academic outcomes, funding, policy, etc., to achieve the objectives in a better way. Leadership plays a crucial role in implementing it. To run the school system more effectively from primary education to higher education, a leader is appointed, such as a principal, headmaster, or vice chancellor. Not only this, a leader is appointed for a class group, who we call the teacher-in-charge or class teacher. Leadership is very important in all the classes of the house. In this research paper, the researcher seeks to understand the challenges faced in schools and higher education that impact both students' performance and the school environment. The researcher attempts to understand the types of leadership challenges faced from school to higher education. The research methodology included critical analysis of reports, articles, and journals, as well as secondary sources.

Keywords: educational administration, educational leadership, educational management, higher education leadership, leadership challenges

Transformational and Instructional Leadership for Strengthening Teaching Practices and Student Learning Outcomes in International Secondary Schools

Mr. Mohammed Abdul Rasheed

Head of the Department, Mathematics, Taaleem Education, Dubai, United Arab Emirates
amohammed2426@gmail.com

Abstract

Educational leadership has become increasingly important in supporting effective teaching and improving student learning outcomes in international school contexts. As educational environments continue to evolve, school leaders are required to adopt leadership practices that support teacher development, encourage collaboration, and promote continuous improvement in teaching and learning. This paper examines the role of transformational and instructional leadership in enhancing classroom practice and strengthening professional learning within secondary schools. Instructional leadership focuses on guiding teachers to implement effective pedagogical approaches, use assessment data to inform instruction, and integrate appropriate technologies to support learning. Through structured guidance and monitoring of teaching practices, instructional leaders play a key role in improving instructional quality and ensuring that teaching strategies are aligned with curriculum goals and student needs. Transformational leadership, on the other hand, emphasizes developing a shared vision, building trust among staff members, and motivating teachers to engage in reflective professional practice. Leaders who adopt transformational approaches often encourage collaboration, support innovation in teaching, and create environments where teachers feel empowered to experiment with new instructional strategies. This paper also considers the challenges school leaders encounter when implementing change in diverse international school settings. Issues such as teacher engagement, balancing accountability with professional autonomy, and maintaining high academic expectations are discussed. The analysis suggests that when transformational and instructional leadership approaches are combined, they can create a supportive professional culture that enhances teaching effectiveness and improves student learning outcomes. Overall, the study highlights the importance of effective educational leadership in building sustainable learning environments that support both teacher growth and student success.

Keywords: instructional leadership, international schools, educational leadership, teaching effectiveness, transformational leadership

Impact of Leadership Styles on Teacher Motivation and Student Behaviour in Minority Educational Institutions in Hyderabad

Ms. Ayesha Fatima Haneefa¹

Teacher Trainee, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
ayeshafatimahaneefa@gmail.com

Ms. Rafiya Sultana²

Assistant Professor, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
rafiya.sultana@gacoe.ac.in

Abstract

Effective leadership in schools plays an important role in shaping the institutional environment and influencing both teacher motivation and student behaviour. Leadership styles adopted by school leaders determine the level of support, autonomy, and encouragement provided to teachers, which can ultimately affect the classroom climate and student behaviour. Over the past three decades, Hyderabad has witnessed a significant increase in the number of minority educational institutions, underscoring the need to examine the leadership practices that guide their functioning. This study aims to examine the leadership styles practiced by school leaders in minority educational institutions in Hyderabad and analyse how these approaches influence teacher motivation and student behaviour. The study seeks to identify commonly used leadership approaches and to explore how school leadership support for teachers impacts the classroom environment and student conduct. The research will adopt a survey method, using a structured questionnaire distributed via an online form, to teachers working in minority educational

institutions in Hyderabad. The questionnaire will include sections on school background, leadership practices experienced by teachers, opportunities for professional autonomy and professional development, and observations of student behaviour in the classroom. The collected data will be analysed to identify relationships between leadership style, teacher motivation, and student behaviour. The findings are expected to provide insights into how leadership practices influence teacher engagement and classroom climate, and how these factors shape student behaviour. The study is expected to contribute to a better understanding of leadership practices in minority educational institutions and may offer useful insights for school leaders seeking to foster supportive environments that enhance teacher motivation and promote positive student behaviour.

Keywords: leadership styles, minority educational institutions, school leadership, student behaviour, teacher motivation

The Role of Educational Leadership in Shaping Student Career Decision-Making

Ms. Badar Begum

Assistant Professor, Department of Education, Ghulam Ahmed College of Education, Osmania University,
Hyderabad, Telangana, India
badarbegum51@gmail.com

Abstract

The present article focuses on the role of educational leadership in shaping students' career decision-making. This abstract examines the critical influence of educational leadership on students' career decision-making processes in contemporary secondary and higher education systems. Traditionally, career guidance has been viewed as a peripheral counseling function; however, evolving economic landscapes demand a systemic shift where leadership actively integrates career readiness into the institutional fabric. Core focus areas, strategic vision, and resource allocation: an effective leader moves beyond administrative oversight to establish a "career-first" institutional culture. This involves the strategic allocation of funding for vocational technologies, internship partnerships, and specialized training for faculty to act as frontline career mentors, the distributed leadership model: research suggests that when school leaders empower a network of teachers, counselors, and industry partners — rather than relying on a siloed department—students report a higher level of career self-efficacy. Leadership acts as the bridge between academic curricula and real-world application. The study concludes that the quality of educational leadership is a primary determinant of a student's "career maturity". A leader who prioritizes industry alignment and holistic student development successfully transitions students from passive learners to proactive career architects.

Keywords: career decision-making, career self-efficacy, distributed leadership, educational leadership, holistic student development

Redefining Leadership in the Era of Artificial Intelligence

Dr. Najma Sultana¹

Assistant Professor, Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
najma.sultana@gacoe.ac.in

Ms. Sameena Begum³

Principal, Sri Vamshidhar High School (CBSE), Jadcherla, Telangana, India
sameenamdc@gmail.com

Ms. K. Jayasri²

English Faculty, Sri Vamshidhar High School (CBSE), Nadergul, Telangana, India
jayasri18kasula@gmail.com

Abstract

Leadership is undergoing a significant transformation in the age of Artificial Intelligence (AI), as technological integration reshapes organizational structures, decision-making, and human interactions. This paper examines how leadership must be redefined to remain effective in AI-driven environments, moving beyond traditional

authority-based models toward more adaptive, facilitative, and human-centered approaches. The study employs a qualitative analytical method that draws on a review of contemporary leadership theories, AI-related workplace practices, and conceptual comparisons between traditional and emerging leadership frameworks. The analysis reveals that effective leadership in the AI era requires a balance between technological awareness and emotional intelligence, where leaders not only utilize AI tools for informed decision-making but also foster collaboration, adaptability, and a supportive environment for learning from mistakes. The findings further indicate that leaders who actively engage with their teams, encourage innovation, and maintain a strong ethical and empathetic orientation are better positioned to navigate complexities introduced by AI. The paper concludes that leadership in the AI era is not defined by control or hierarchy but by the ability to guide, support, and grow alongside others, ensuring that technological advancements enhance human potential rather than diminish it.

Keywords: contemporary leadership, emotional intelligence, human potential, leadership frameworks, transformation

A Study on Leadership, Career Support, and Employability Skills among Teacher Educators: An Analytical Study

Ms. Anuradha Seelamu

Assistant Professor, Department of Education, MNR College of Education,
Osmania University, Sangareddy, Telangana, India
seelamuanuradhareddy@gmail.com

Abstract

In the modern educational landscape, the responsibilities of teacher educators have broadened to encompass leadership roles, career guidance, and the cultivation of employability competencies. These aspects are crucial for developing capable and professionally proficient future teachers. This study seeks to explore the connection between leadership approaches, career support mechanisms, and employability competencies among teacher educators in training institutions. The research follows a descriptive design and relies on secondary data sources. Information was gathered from academic journals, books, policy papers, and reports related to teacher education and professional growth. The collected data were carefully examined and analyzed descriptively to identify prevailing trends, patterns, and practices within the domain. The results indicate that strong leadership practices among teacher educators play a key role in facilitating career-support initiatives, such as mentoring, counselling, and professional development programs. These initiatives, in turn, help strengthen essential employability competencies, including communication, problem-solving, critical thinking, and collaboration skills. The study also reveals that institutions prioritizing systematic career support and leadership development foster a more supportive environment for professional advancement. Furthermore, incorporating employability skills into teacher education curricula is essential to address the changing needs of the education sector. The findings emphasize the importance of strengthening leadership responsibilities and career guidance systems to promote the comprehensive development of teacher educators. In conclusion, the study underscores that leadership, career support, and employability competencies are interconnected elements that significantly contribute to improving the quality of teacher education. The insights from this research can help institutions enhance their practices and encourage professional excellence among teacher educators.

Keywords: career support, employability skills, leadership practices, professional development, teacher educators

Transformational Leadership and Teaching Faculty Job Satisfaction: A Quantitative Study in Higher Education Institutions

Ms. Nabeela Fatima¹

Teacher Trainee, B.Ed., Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
nabeelafatima.acad@gmail.com

Ms. Maryam Siddiqua²

Teacher Trainee, B.Ed., Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
maryamsiddiq199@gmail.com

Ms. Tanveer Jahan³

Senior Lecturer, Department of English, St. Ann's Junior College for Girls, Hyderabad, Telangana, India
tannu4265@gmail.com

Abstract

Leadership in colleges and universities plays an important role in shaping teachers' work experiences and motivation. Among different leadership styles, transformational leadership is known for inspiring, motivating, and supporting teachers, thereby fostering a positive work environment. Teacher job satisfaction is very important because it affects how well they teach, how committed they are to their institution, and the overall quality of education. In recent years, teacher self-efficacy — a teacher's belief in their own ability to do their job well has also become important, as it influences how teachers see their roles and responsibilities. However, there is still limited research on how teacher self-efficacy acts as a link between leadership style and job satisfaction. This study aims to examine the relationship between transformational leadership and job satisfaction among teachers in higher education, and also to understand the role of teacher self-efficacy in this relationship. It proposes a model where teacher self-efficacy explains how transformational leadership affects job satisfaction. The study will use a quantitative survey method, collecting data from teachers using standard tools like the Multifactor Leadership Questionnaire (MLQ; Bernard M. Bass & Bruce J. Avolio, 1995), the Teachers' Sense of Efficacy Scale (TSES; Tschannen-Moran & Hoy, 2001), and the Minnesota Satisfaction Questionnaire (MSQ; Weiss, Dawis, England, & Lofquist, 1967) questionnaires. The data will be analyzed using methods such as descriptive statistics, correlation, regression, and mediation analysis to understand the relationships between the variables. The study's findings are expected to show how transformational leadership affects teachers' job satisfaction and how teacher self-efficacy plays a role in this process. This research may add to the existing knowledge on educational leadership and help institutional leaders find ways to improve teacher motivation, confidence, and job satisfaction in higher education.

Keywords: higher education, job satisfaction, teacher self-efficacy, teaching faculty, transformational leadership

The Heart of the Institution: Harmonizing Transformational and Instructional Leadership for a Future-Ready Learning Ecosystem

Ms. Nabida Anhar¹

Teacher Trainee, B.Ed., Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
nabidaanhar9@gmail.com

Ms. Sayeda Anshra Fatima²

Teacher Trainee, B.Ed., Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
anshrafatima04@gmail.com

Ms. Ayman Fatima³

Teacher Trainee, B.Ed., Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
162625701027@gacoe.ac.in

Abstract

The global educational landscape stands at a critical crossroads in 2026, where traditional definitions of schooling are challenged by rapid technological shifts and evolving societal needs. In India, the National Education Policy (NEP) 2020 serves as a catalyst for this change, calling for a shift from rote learning toward multidisciplinary, competency-based education. However, systemic reforms require more than updated curricula; they necessitate

a fundamental transformation in institutional leadership. Effective leadership serves as the primary driver of institutional quality and sustainable innovation, shaping the socio-emotional climate and academic rigor essential to achieving the Sustainable Development Goals (SDGs). Despite the current discourse focusing heavily on digital infrastructure and Artificial Intelligence, a significant research gap exists regarding the human element of leadership. This study addresses how the synergy between visionary inspiration and pedagogical oversight affects the lived experiences of teachers and students during policy transitions. By exploring the intersection of Transformational Leadership and Instructional Leadership, the research seeks to provide a strategic roadmap for administrators to evolve into lead learners who balance institutional governance with empathetic mentorship. Utilizing a qualitative framework and thematic analysis of contemporary leadership models, this research captures the socio-emotional complexities of change management often overlooked by quantitative data. Preliminary findings suggest that a dual-leadership model enhances teacher efficacy and creates a resilient institutional culture. By prioritizing professional mentorship alongside academic rigor, institutions are better equipped to implement the transformative goals of NEP 2020. Ultimately, this study argues for a leadership style that empowers the entire academic community, bridging the gap between policy intent and classroom reality to ensure a journey of redefining education that is as empathetic as it is excellent.

Keywords: change management, institutional governance, instructional excellence, NEP 2020, transformational leadership

Role of Educational Leadership in Enhancing Institutional Effectiveness

Ms. Huda Siddiqua¹

Teacher Trainee, B.Ed., Ghulam Ahmed College of Education, Osmania University,
Hyderabad, Telangana, India
hudasidds@gmail.com

Ms. Humera Siddiqua²

Teacher Trainee, B.Ed., Ghulam Ahmed College of Education, Osmania University,
Hyderabad, Telangana, India
humerasoff@gmail.com

Abstract

Educational leadership is a dynamic process crucial to improving schools and universities. It helps ensure that everyone has an equal chance and can adapt to changes, such as rapid policy shifts, technological advancements, and evolving student needs. Strong leadership is key to helping schools adapt and provide a great learning experience. There is often a gap between policymakers' aims and the actual outcome, which can be bridged by good leadership. Most research focuses solely on leadership styles. However, there is little focus on how leaders integrate governance, innovation, and change management in real-world situations. This study focuses on how educational leadership affects school performance and how educators use practices, make decisions, and handle change. It interprets that schools with flexible educators will be more innovative and work better together. The study observes real-life interviews with educators and reviews school policies. It detects patterns in educators' practices and how they affect their schools. The results show that effective leadership is about collaborative working and having a shared vision. When educators involve teachers in decision-making, it creates a welcoming, motivated environment. Strong governance means being transparent, accountable, and flexible. Leadership is not only about managing, but also about guiding and helping learners and oneself grow. Innovation depends not only on financial factors but also on the leader's mindset and willingness to try new things. The study suggests that leaders need skill-based training. Policy-makers should give leaders autonomy to make decisions while keeping them accountable. Schools need to see leadership as an ongoing process and provide support for managing changes. Improving leadership can lead to quality education and better educational institutions.

Keywords: educational leadership, educators, innovation, institutional effectiveness, policy-makers

Governing Artificial Intelligence in Education: A Legal Analysis of Data Privacy, Accountability, and Student Rights in India

Ms. Nisha Agarwal

Research Scholar, Department of Law, ICFAI Foundation of Higher Education, Hyderabad, Telangana, India
nishaagarwal8276@gmail.com

Abstract

The field of Artificial Intelligence (AI) has revolutionized education, particularly through the development of adaptive learning, assessment, and decision-making tools. Although the development of such tools has opened the door to greater accessibility and efficiency in learning, it has also created critical legal and ethical challenges for stakeholders. The development of AI in education in India has largely gone unregulated, creating critical challenges for students, particularly regarding the misuse of their personal data. This paper will critically analyze the challenges posed by the development of AI in education, particularly through a legal lens. It will also assess the relevance of the Digital Personal Data Protection Act, 2023, and Articles 14 and 21 of the Constitution of India to the challenges posed by the development of AI in education. The paper uses a doctrinal research methodology. The paper examines statutory provisions, judicial precedents, and policy documents, such as the National Education Policy 2020. The paper identifies gaps in the existing legal regime regarding accountability and student rights in AI-based educational settings. The paper argues for the development of a comprehensive legal regime that balances technological innovation with human rights. The paper concludes with policy recommendations for regulating AI in educational settings. The paper also recognizes the need to adopt a rights-based approach to ensure that technological innovation in education does not compromise student dignity, equality, and privacy.

Keywords: algorithmic bias, artificial intelligence, data privacy, DPDP Act 2023, education law, student rights

Rethinking Institutional Governance to Foster Innovations and Innovative Leadership in Formal Education

Ms. Qhaniya Fatima

Teacher Trainee, B.Ed., Ghulam Ahmed College of Education, Osmania University, Hyderabad, Telangana, India
qhaniyafatima@gmail.com

Abstract

The study shows the vital role of institutional governance and innovation in formal educational institutions for delivering high-quality, efficient, and equitable education. Educational institutes are unique, requiring tailored governance approaches to drive educational excellence. However, despite its importance, the contribution of research on institutional governance and innovation is often limited. Therefore, the study aims to interpret how institutional governance shapes education quality. Explore its effects on stakeholders, including students, teachers, policymakers, leaders, and parents. Inquire into the relationship between institutional quality and innovation. This research is based on a review of articles, abstracts, journals, case studies, literature, and contextualised through the lens of self-determination theory. The Key Findings present diverse perspectives and interdisciplinary insights. Additionally, effective governance is essential to fostering a collaborative environment in educational institutions by involving all stakeholders in decision-making. Inclusive educational policies are identified as a key factor in addressing inequalities and improving educational quality, fostering innovative, inclusive environments that enhance teaching and learning processes and the holistic development of students. Leadership styles significantly affect institutional environments, with strategic and systematic leadership fostering positive, encouraging atmospheres. Leaders exhibit varying transformational leadership styles, implementable through leadership, culture, and structure. This study highlights the need for effective Institutional governance and innovative approaches to drive educational excellence. It highlights that educational leaders should focus on developing a structured, strategically guided governance approach, promoting positive atmospheres, and encouraging multidimensional development. The study's insights can inform policymakers, education leaders, and stakeholders in designing effective governance structures that drive education excellence and promote social change.

Keywords: educational excellence, effective governance, innovation, institutional governance, transformational leadership.



**READ VEDA BOOKS
TO GET SUCCESS**

**H.No. 1-8-556/2,
1st Floor, RTC 'X' Roads, Chikkadpally,
Hyderabad- 500 020.
Ph. 94415 40926, 93475 10346.**



CETI'S Vision: A future where underserved communities contribute equitably to national development through meaningful representation across top institutions, professions, and policy-making bodies.

About Us: Great leaders aren't born into privilege. They're discovered, nurtured, and given the right doors to walk through. That's the work CETI Foundation has been doing since 1980. Founded by Mr. Basheeruddin Babukhan, Mr. S. A. Wali Quadri, and Prof. Syed Basharath Ali, CETI was created with one long-term goal: to prepare students for meaningful roles in influential professions, public institutions, and policy-making spaces.

Programs:

Partner School & College Projects; Leadership Training Modules; Subject-Themed Workshops ; Soft Skills & Roundtables, Mentorship & Role Model Engagement .

CONTACT US: info@cetigroup.org, www.cetigroup.org

PHONE: +91 9849912144.

SULTAN-UL-ULOOM EDUCATION SOCIETY



Muffakam Jah College of Engineering & Technology,

Sultan-UI-Uloom College of Pharmacy

Ghulam Ahmed College of Education,

Amjad Ali Khan College of Business Administration,

Sultan-UI-Uloom College of Law,

Sultan-UI-Uloom Junior College

Sultan- UI-Uloom group of Public Schools.



9 788199 977990