



Dr. Vimal Singh serves as an Assistant Professor at the School of Teacher Education, Chhatrapati Shahu Ji Maharaj University, Kanpur. Originally from a rural village in Hardoi, Uttar Pradesh, his early education in a rural setting deeply influenced his dedication to educational equity, innovation, and digital transformation. He holds a Ph.D. in Education, along with degrees in Public Administration, B.Ed., and M.Ed., and has successfully qualified UGC-NET in both Public Administration and Education, earning the Junior Research Fellowship (JRF). His research lies at the intersection of Artificial Intelligence (AI), Machine Learning (ML), and Teacher Education, with a particular focus on Digigogy—the digital evolution of pedagogy. Dr. Singh works on integrating AI-driven tools and emerging technologies to enhance teaching-learning processes, mental health support, adaptive learning, and policy reforms in education. His interdisciplinary approach bridges technology, policy, pedagogy, and psychological well-being, aiming to create future-ready teacher education systems. With over 8 years of academic and research experience, he has authored a book, published 20+ research papers, contributed to 7+ book chapters, filed 2 patents, and presented 18 papers at national and international platforms. He has delivered 40+ invited lectures, organized 25+ academic events, and actively contributes to faculty development and institutional growth. Through his scholarly work and innovative practices, Dr. Vimal Singh aspires to build a technologically empowered, inclusive, and progressive teacher education ecosystem that meets the evolving demands of 21st-century education.



Dr. Divya R. Panjwani is Assistant Professor in Department of Education, Integral University, Lucknow. Her educational repertoire includes B.Ed., M.Ed., M.Com., M.B.A., M.A. (Sociology), MA (Economics) and Ph.D. (Educational Psychology). She has six years as a Team Leader and Manager. Fourteen years of Teaching Experience in Higher Secondary School and Higher Education. She has 10 Research Papers in National and International Journal, 18 Chapter in Edited Book and 15 Edited book into her account. She has attended more than 15 National and International Conferences, Convenor in more than fifteen Faculty Development Programs and workshops. She is working as a Subject Matter Expert for Life Skills Education, Work Education and Adult Education under Tata Consultancy Services. Divya Panjwani has been selected as a member of Flying Squad for ISC Board Examination for four consecutive years from 2019 to 2022. She has published Academic Buoyancy Scale and 1 Indian Patent. Her expertise spans are Information and Communication Technology, Positive Psychology, Statistical Analysis, Research, Teaching Methodologies, Career Counselling to Students, Commerce and Accountancy. She has been appointed as an Academic Consultant in SCERT, Patna.

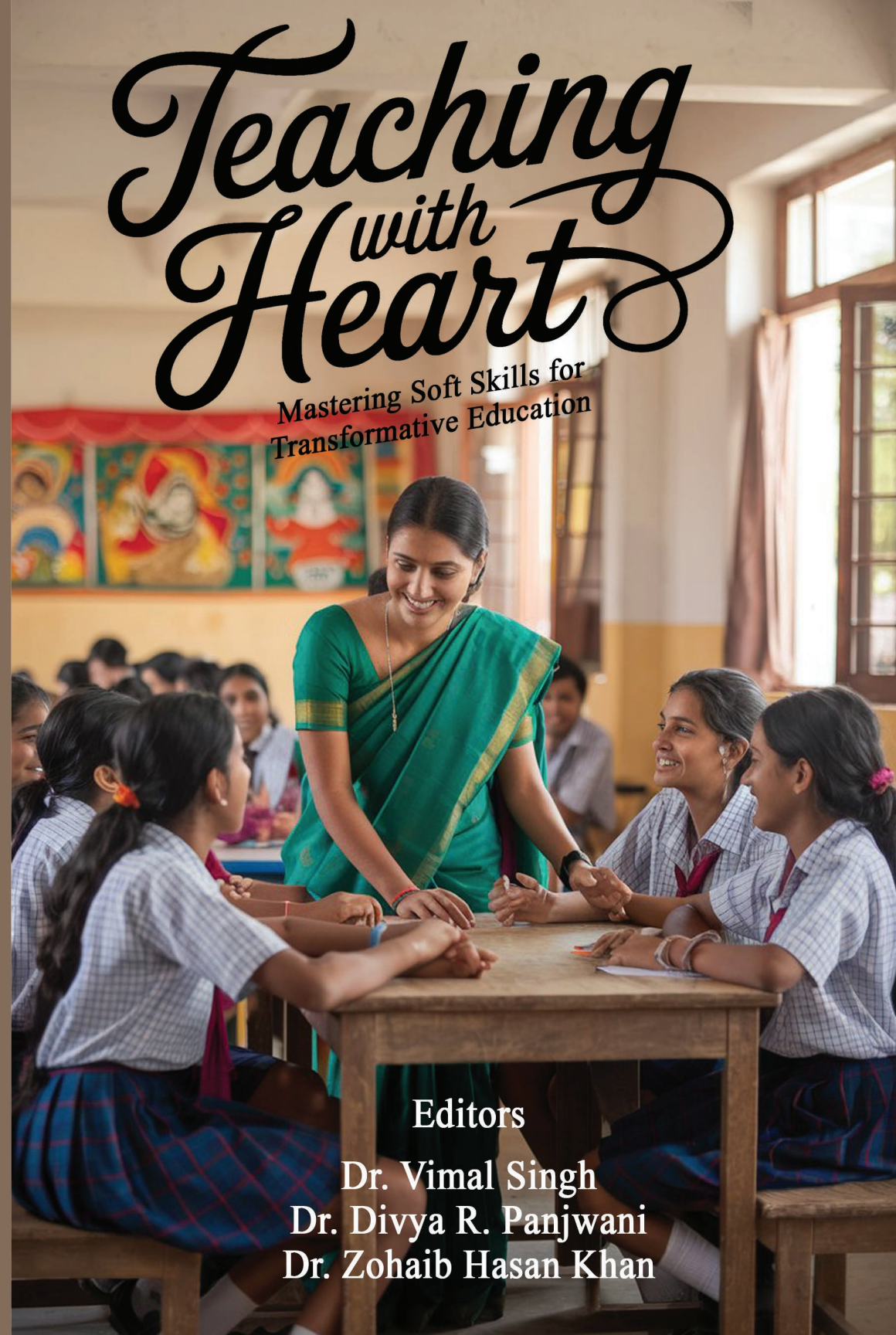


Dr. Zohaib Hasan Khan is an Assistant Professor in the Faculty of Engineering at Integral University, Lucknow, with over 12 years of teaching and research experience. He holds a Ph.D. in Electronics & Communication Engineering from Integral University, alongside an M.Tech. in Wireless Communication Engineering and an LL.B. specializing in Cyber Law. His research spans Cybersecurity, Cyber Law, Wireless Communication, Nanoelectronics, Renewable Energy, and Artificial Intelligence for Cybercrime Detection. He has published numerous papers in SCI and Scopus indexed journals, presented at international conferences, and contributed book chapters on emerging technologies and legal-technical intersections. Dr. Zohaib Hasan Khan is also an inventor with multiple patents, including innovations in AI-driven cybercrime detection and wearable health monitoring systems. He is an IEEE member and actively mentors undergraduate and postgraduate students, fostering research and innovation. With a strong interdisciplinary background bridging engineering and law, Dr. Khan brings a unique perspective to the evolving landscape of technology, security, and society.

Teaching with Heart

Mastering Soft Skills for Transformative Education

Teaching with Heart Mastering Soft Skills for Transformative Education



Editors

Dr. Vimal Singh
Dr. Divya R. Panjwani
Dr. Zohaib Hasan Khan



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Dr. VIMAL SINGH

Dr. DIVYA R. PANJWANI

Dr. ZOHAIB HASAN KHAN



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Mindfulness in Education: Staying Present in All Fields

Shipra Tripathi

Research Scholar, Department of Languages, Integral University

Dr. Fatima Sahrish

Assistant Professor, Department of Languages, Integral University

In this fast-changing world, our education system has evolved rapidly. The modern techniques and policies dominated the traditional way of learning and teaching methods. The aim of education shifts from grades and accomplishments towards the holistic development of students. It focuses not only on students' achievements but also on their emotional and social well-being. The growing competition and pressure put stress on students and to recognize these factors is quite significant for their overall development. One of the leading phenomena that cater students' well-being and holistic development is mindfulness. Mindfulness in education has a profound impact on one's learning experiences. Educators believe that mindfulness, which is characterized by a non-judgmental approach and a deep awareness of one's thoughts and behaviors, helps students in developing life skills necessary to face the real world (SpringerLink, n.d.).

Mindfulness is a term which is originated from Eastern and Buddhist philosophy. It is an English translation of the Pali word 'sati' which connotes awareness, attention and remembering, recognition, recollection, calling to mind and alertness. In the context of contemplative practices, it refers to a quality of conscious awareness and the repeated application of this awareness to each experience of life. Moreover, it refers to being fully attentive to the domains of existence: body, feelings, cognition and mental constituents. According to Buddhist teachings, mindfulness helps to regulate