



IILM UNIVERSITY

GURUGRAM

CAMPUS CHRONICLES

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AI Summer School 2.0 for kids



Organized by the School of Computer Science and Engineering from 3–6 June 2026, the residential programme combined hands-on learning, robotics, entrepreneurship, ethics and collaborative problem-solving, culminating in the Inter-School Future Innovator Challenge, where participants presented AI-powered projects before an expert jury.

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Why a Generation Stopped Reading
And How It Can Start Again

Hands-on AI Summer School 2.0



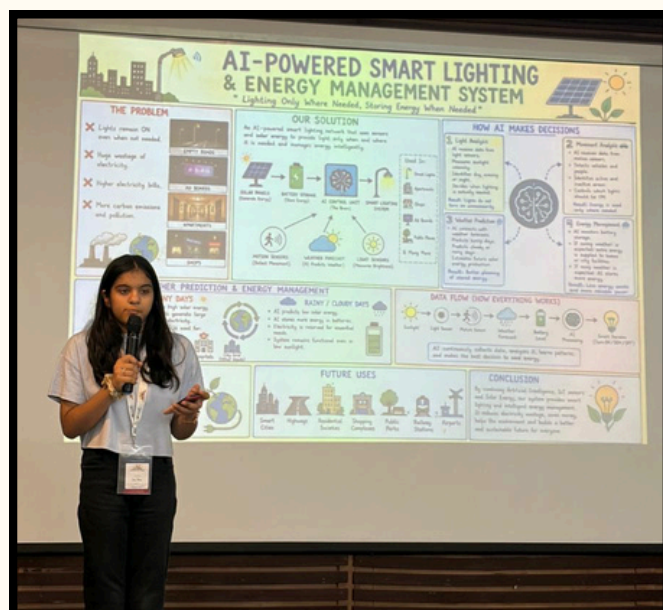
Designed for students from Grades VIII to XII, the programme sought to move participants beyond simply using AI tools to understanding how they work and how they can be responsibly applied.

More than a summer camp, AI Summer School 2.0 transformed IILM University, Gurugram into a living laboratory of innovation as school students from across India spent four days designing, debating and developing artificial intelligence solutions to real-world challenges. Organized by the School of Computer Science and Engineering from 3–6 June 2026, the residential programme combined hands-on learning, robotics, entrepreneurship, ethics and collaborative problem-solving, culminating in the Inter-School Future Innovator Challenge, where participants presented AI-powered projects before an expert jury.

Designed for students from Grades VIII to XII, the programme sought to move participants beyond simply using AI tools to understanding how they work and how they can be responsibly applied. Through expert-led sessions, laboratory experiences, creative workshops and interdisciplinary activities, students explored artificial intelligence, robotics, computational thinking,



Equips Young Minds to Build Future



Throughout the programme, students engaged in robotics demonstrations, AI challenges, innovation workshops and collaborative learning activities that encouraged teamwork, creativity and problem-solving.

innovation, entrepreneurship and ethical technology while experiencing university life in a residential setting. Each day offered a distinct learning experience. The opening day, Ignite & Connect, introduced participants to AI through sessions such as From Using AI to Understanding AI: Build, Break and Question It, alongside creative design-thinking workshops and networking activities. The second day shifted to experiential learning with robotics laboratory sessions, AI competitions and discussions on critical thinking. On the third day, students examined AI's growing influence across business, branding, psychology, music, entrepreneurship and personal branding, while the final day showcased their learning through project exhibitions, poster presentations and the Future Innovator Challenge.

The programme's highlight was the Future Innovator Challenge, where student teams developed practical AI solutions addressing contemporary societal problems. Projects were evaluated on innovation, technical feasibility, applicability, teamwork and presentation.

Winning teams received cash awards of ₹11,000, ₹5,000 and ₹3,000, while institutions were also recognised through honours such as the AI Visionary School of the Year and Future Innovator Excellence Award.

Participants represented several leading schools, including Scottish High International School, St. Paul's School, Banyan Tree School, Summer Fields School, SBM Senior Secondary School, DAV Public School and Atul Memorial High School. Throughout the programme, students engaged in robotics demonstrations, AI challenges, innovation workshops and collaborative learning activities that encouraged teamwork, creativity and problem-solving.

The impact of the programme was reflected in an overwhelmingly positive participant feedback. Most students rated the sessions as "Excellent" or "Very Good," with the Robotics Lab Experience and AI Showdown emerging among the most appreciated activities. Participants also praised the programme's practical, interactive learning model and expressed a strong willingness to recommend the experience to others.



Left: Dept of Media and Journalism's Assistant Professor Ms Aymun Kaleem during her session titled "AI and the Future of Music Videos". Above: Students with their certificates at the end of the AI Summer School.

IILM Signs MoU with Nairatmya Foundation to Advance Mental Health and Community Well-being

Strengthening its commitment to mental health advocacy and community engagement, IILM University Gurugram signed a Memorandum of Understanding (MoU) with the Nairatmya Foundation (I am Wellbeing) on 1 June 2026. Organised by the Department of Psychology, School of Liberal Arts and Social Sciences, the signing ceremony was held in the University's First Floor Boardroom. The partnership seeks to create a collaborative platform for education, research, training, and community outreach in the fields of trauma-informed care, psycho-social support, and mental well-being.

The collaboration will provide students and faculty with opportunities to engage directly with contemporary mental health challenges through internships, fieldwork, community-based projects, and experiential learning initiatives. It also aims to strengthen academic engagement with evidence-based mental health practices while fostering meaningful connections between higher education and social sector.

As part of the agreement, IILM University and Nairatmya Foundation will jointly undertake training and capacity-building programmes in trauma-informed care, collaborative research and publications, workshops, awareness campaigns, and knowledge dissemination initiatives.



IILM Gurgaon team with the Nairatmya Foundation team.

The partnership will also promote community resilience through psychosocial support programmes and initiatives designed to create safe, inclusive, and supportive environments.

The MoU reflects IILM University's broader vision of integrating academic excellence with social responsibility. By working closely with organisations dedicated to mental health and community well-being, the University aims to bridge the gap between classroom learning and real-world practice while preparing students to contribute meaningfully to society.

Faculty conveners Dr. Aanchal Chaudhary and Ms. Aradhya Sharma coordinated the event, which marked the beginning of a long-term collaboration focused on advancing mental health awareness, emotional well-being, and sustainable community development through education, research, and outreach.

6 High-Impact Ventures Showcased at Startup Open Mic at IILM University

IILM University Gurugram, in association with Beyond Next Ventures, hosted a Startup Open Mic on 18 June 2026, bringing together six emerging startups that showcased innovations across cybersecurity, legal technology, healthcare, artificial intelligence, and animal identity infrastructure. The event provided founders with an opportunity to present their ventures before investors, mentors, and ecosystem stakeholders while refining their market positioning and investment pitches. Among the participating ventures was QNNX, an IILM Innovation Lab-incubated startup led by Sidharth Kumar, which presented a quantum-safe cybersecurity infrastructure designed for defence and critical systems. Fintolit, founded by Abhishek Tripathi, demonstrated its AI-powered legal infrastructure platform, which has achieved an annual recurring revenue



The MoU reflects IILM's commitment to deliver socially responsible, industry-relevant, and impact-driven education.

of ₹1.5 crore. Dhruv Rangan's Animitr showcased an animal identity infrastructure platform aimed at transforming livestock and pet identification in India.

The healthcare sector was represented by CureFleet, led by Nikhil Gupta, which highlighted its scalable healthcare delivery model. Agnistoka Technology, led by Sachin Yadav, demonstrated the integration of AI into wearable health technology, while Heal24/7, founded by Dhruv Godara, presented its preventive healthcare platform.

The Startup Open Mic served as a structured platform for entrepreneurial exchange, enabling founders to receive feedback from industry experts while strengthening connections with the broader startup ecosystem.

IILM Gifts Nutritional Kits to TB Patients Under Nikshay Mitra Initiative

Reaffirming its commitment to the Government of India's TB Mukht Bharat Abhiyan, IILM University, Gurugram, in collaboration with the German Leprosy & TB Relief Association (GLRA) India and the National Tuberculosis Elimination Programme (NTEP), organized a Nutritional Kit Distribution Drive for government-recognized tuberculosis (TB) patients on 25 June 2026 at the Primary Health Centre, Suncity (Ghata), Gurugram.

Organized by the School of Psychology under the coordination of Dr. Divya Rawat, the initiative was conducted as part of the Nikshay Mitra Initiative, through which IILM University adopted 10 active TB patients and committed to providing them with six months of nutritional support. A total of ₹33,055 was mobilized through institutional efforts to support the programme, reflecting the university's commitment to community engagement, public health, and social responsibility.

The event began with an awareness session by the District Coordinator of the National Tuberculosis Elimination Programme, who emphasized the importance of strict adherence to anti-tuberculosis medication, timely follow-up consultations, and completing the prescribed treatment regimen to ensure successful recovery and



The IILM team handed over of the Nutritional kits at the Primary Health Centre, Suncity, on June 25. The team mobilised a total of Rs 33,055 through institutional efforts.



prevent drug resistance.

Dr. Divya Rawat conducted an interactive session highlighting the vital role of balanced nutrition in tuberculosis management. She explained how a protein-rich diet, along with good personal hygiene and sanitation practices, strengthens immunity, supports recovery, and complements medical treatment. Beneficiaries were encouraged to adopt healthy dietary and lifestyle habits throughout their treatment.

Following the awareness sessions, nutritional kits were distributed to the adopted beneficiaries in the presence of representatives from GLRA India, NTEP, and IILM University. The programme demonstrated the impact of collaboration between academia, government agencies, and civil society organizations in addressing public health challenges while contributing to the national mission of eliminating tuberculosis.

The initiative strengthened IILM University's role as a socially responsible institution by supporting vulnerable communities, promoting health awareness, and reinforcing the importance of nutrition as a key component of successful TB treatment.

Photo Essay: A Day in a Labourer's Life

All photos by Navya Rao



Getting ready for the day



Final Touches



The good luck knot



Meagre Earnings

Faculty Achievements



Dr. Archana Sehrawat and Dr. Harshita Jain served as the editors of the book **Constitutional Visions for a Just Indian Higher Education System**, published in June 2026 by Sahitya Kalash Publication. The book carries the ISBN 978-81-69058-40-7 and is a national-level publication, contributing to scholarly discourse on the role of constitutional values in shaping an equitable and inclusive higher education system in India.



Dr. Pooja Gupta, School of Liberal Arts and Social Sciences, served as a Session Chair at the 3rd International Conference on Mind, Brain and Consciousness held at IIT Mandi in June 2026. She chaired the special session titled "Exploring Consciousness: Bridging Science, Philosophy, and Indian Knowledge Systems for an Inclusive and Sustainable Society." The conference brought together over 500 national and international researchers, scientists, academicians, and experts. The session featured multidisciplinary research spanning artificial intelligence, Indian Knowledge Systems, neuroscience, language, literature, and the scientific study of consciousness, fostering dialogue across diverse fields of inquiry.



Dr. Pooja Gupta published a research paper titled **"Rethinking Vocational Education through AI: Global Best Practices for Empowering Persons with Disabilities"** in the Springer Nature series Intelligent Computing and Automation. The paper examines how artificial intelligence and intelligent automation can enhance vocational education by creating more inclusive learning opportunities for persons with disabilities.

Dr. Pooja Gupta presented her research paper, "Bhakti as a Transformative Agent: Integrating Knowledge, Devotion, and Action in the Bhagavad Gita," at the International Conference on Academic Exploration of Bhakti in Indian Philosophy hosted by the University of Oxford. The paper explored the integration of knowledge, devotion, and action as outlined in the Bhagavad Gita, offering a contemporary interpretation that bridges Indian philosophical traditions with modern academic inquiry. The presentation contributed to global discussions on the enduring relevance of Indian philosophical thought in addressing contemporary societal challenges.

The Last Page: Why a Generation Stopped Reading — And How It Can Start Again



Prof. (Dr) Roshni Sengupta

There was a time, not so long ago, when a long train ride meant a paperback with a cracked spine, a dog-eared corner, and a world you could disappear into.

Today, that same ride is spent thumb-scrolling through a feed that never ends and never asks you to remember anything. Somewhere between the smartphone and the six-second video clip, an entire generation quietly put down its books — and few noticed until the numbers came in.

The data is difficult to ignore. Surveys from literacy foundations and national reading councils have tracked a steady decline in sustained reading among teenagers and young adults over the past decade. Fewer than half of young people report reading for pleasure at all, a sharp drop from previous generations.

Attention spans, according to multiple studies, have shrunk in step with the rise of short-form digital content. Teachers report that students increasingly struggle not with decoding words, but with sustaining focus across a full chapter, let alone a full book. This is not merely a cultural inconvenience. It is, as literacy experts increasingly argue, a crisis with consequences for how young people think, empathize, and reason.

A Crisis Hiding in Plain Sight

Reading, unlike scrolling, demands patience. It asks the brain to hold a thread of meaning across pages, to infer, to imagine, to sit with ambiguity before resolution arrives. Neuroscientists who study “deep reading” — the kind required by novels and long-form nonfiction — note that it activates different cognitive pathways than the rapid-fire visual processing trained by social media. When deep reading atrophies, so too, some researchers warn, does the capacity for sustained critical thought.

The causes are not mysterious. Smartphones arrived in the pockets of children earlier than any previous technology. Algorithms engineered for maximum engagement compete for attention with a precision that a printed book on a shelf cannot match. Schools, under pressure to prepare students for standardized tests, often reduce reading to comprehension drills rather than cultivating genuine love of story. And parents, themselves glued to screens, model the very habits they hope their children avoid.

The pandemic didn't help. Years of disrupted schooling left learning gaps that libraries and literacy nonprofits are still working to close. Reading scores among school-age children in several countries have yet to recover to pre-pandemic levels, compounding a decline that was already underway.

What Is Lost When Reading Fades

The stakes extend well beyond nostalgia for the smell of old books. Reading fiction, research says, is linked to stronger empathy — the ability to imagine another person's interior life. Reading nonfiction builds the patience for complex argument, the willingness to follow evidence to an uncomfortable conclusion. A society that reads less, educators argue, risks becoming a society more vulnerable to oversimplified narratives, shorter tempers, and shallower debate. There is also a quieter loss: reading has long been one of the few truly private, unmonitored acts of imagination available to a person. A book asks nothing of you in return — no likes, no algorithmic feedback, no performance. In an age of constant visibility, that solitude may be exactly what a generation needs and is least equipped to seek out.

The Fix Is Not Nostalgia — It's Redesign

Solving this crisis will not come from shaming young people for preferring their phones, nor from pretending the clock can be turned back. The fix lies in redesigning how reading is introduced, modelled, and rewarded. Schools are experimenting with promising approaches: dedicated silent reading periods with a choice of material, rather than assigned classics alone; graphic novels and audiobooks treated as legitimate on-ramps rather than lesser substitutes; and curricula that prioritise finishing a book a student loves over finishing a syllabus a student dreads.

Libraries, too, are reinventing themselves — not as quiet storage rooms but as community spaces with book clubs, gaming nights, and teen advisory boards that put young readers in charge of what gets recommended. Some publishers are experimenting with serialized fiction delivered through apps, meeting readers where their habits already live rather than demanding they abandon them entirely.

Parents may hold the most underrated lever of all: visible reading. Children who see adults reading — not lecturing about reading but actually doing it — are far more likely to pick up the habit themselves. Bedtime reading rituals, family “reading hours” with devices set aside, and simply talking about books at the dinner table can rebuild a culture of reading one household at a time.

None of this promises an overnight reversal. But literacy, like any endangered habit, can be relearned. The generation raised on scrolling is not lost to books — it simply needs to be reintroduced to them, on terms that respect both the old pleasures of the page and the new realities of attention in a digital age. The story of reading's decline is real. But it is, encouragingly, still being written.

Prof. (Dr) Roshni Sengupta, Head of the Department of Liberal Arts, IILM University, Gurugram

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Interested students can submit their articles, poems, photographs, artwork, or any other creative content by emailing us at campuschroniclesggn@gmail.com

SUBMISSION TIMELINE: 01st to 10th of every MONTH

Accepted File Formats for submission:

Text-based submission: Word/Google Doc (.doc/.docx)

Visual Content: High-quality .jpg or .png

What to submit:

Poems, essays, thought pieces, photographs, art work, book reviews, movie reviews

Who are welcome to submit: Faculty and students both

Remember:

- Submit using your IILM student ID only.
- Include your name in full as it would be used for publication credits.
- Submit original content that has not been published anywhere else before. Plagiarised/AI-generated content won't be accepted for publication.
- Looking forward to sharing your perspective with our diverse audiences by publishing relevant content!

- Campus Chronicles' Editorial Board

PHOTO FRAME



Navya Rao

Sudoku Puzzle

8				6	5			9
6		4		9	2		5	7
5		2	7	1	8	4	3	
	5	3	9	8	6			1
			5	3				2
9	4		2	7		5	6	
			1		9			
		6	8	5		2	9	
			6					