

DRONACHARYA PG COLLEGE OF EDUCATION, RAIT

Where knowledge is created, not just communicated

Research and Extension Cell



COLLEGE STUDENT'S SEMINAR

SEMINAR REPORT — PART 1 & PART 2

Theme

“Empowering Youth with Skills, Values, Technology and Multidisciplinary Education under NEP 2020 for a Future-Ready World”

Part 1: 20th May, 2026 | Part 2: 29th May, 2026

1. Introduction

The SAKSHAM College Student's Seminar was organized by the Research and Extension Cell of Dronacharya PG College of Education, RAIT, across two sessions — part 1 on 20th May 2026 and Part 2 on 29th May 2026. The seminar brought together B.Ed. students, faculty, and a distinguished Chief Guest to engage in a rich academic exploration of themes shaping Indian education in the 21st century.

The theme — “Empowering Youth with Skills, Values, Technology and Multidisciplinary Education under NEP 2020 for a Future-Ready World” — was carefully chosen to align with the transformative vision of the National Education Policy 2020. Part 1 (20th May) featured five student-led paper presentations with the full inaugural ceremony, while Part 2 (29th May) continued with eight presentations and concluded with the valedictory ceremony recognizing outstanding contributions.

3. Objectives of the Seminar

- To provide a platform for B.Ed. students to present original research papers and ideas on contemporary educational issues.
- To explore the vision, framework, and practical implications of NEP 2020 for teachers and learners.
- To build awareness about the role of Artificial Intelligence and digital technology in transforming pedagogy.
- To promote value-based education, emotional intelligence, and holistic well-being as non-negotiable dimensions of schooling.

- To encourage multidisciplinary thinking by exposing students to diverse topics spanning technology, ecology, psychology, and culture.
- To foster a spirit of academic inquiry, research, and collaborative learning among teacher trainees.
- To recognize and reward excellence in academic presentation and research among student participants.

PART 1

20th May, 2026 — 5 Student Paper Presentations

4. Programme Layout — Part 1 (20th May 2026)

S.No.	Activity	Duration
1	Introduction about the seminar by Asst. Prof. Madhuri	10:15am – 10:25am
2	Lighting of the lamp ceremony	10:25am – 10:28am
3	Saraswati Vandana	10:28am – 10:33am
4	Floral welcome and badge ceremony	10:33am – 10:35am
5	Welcome address by Principal, Dr. Parveen Kumar Sharma	10:35am – 10:40am
6	Introduction of Chief Guest (Managing Director), Sh. G.S. Pathania	10:40am – 10:48am
7	Commencement of Technical Session-1 with introduction of Resource Persons	10:48am – 11:03am
8	Technical Session-1: Student Paper Presentations (5 Groups)	11:03am – 1:00pm
9	Lunch Break	1:00pm – 1:50pm
10	Address by the Chief Guest	1:50pm – 2:05pm
11	Felicitation of the Chief Guest	2:05pm – 2:10pm
12	Remarks about the presentations by Resource Person	2:10pm – 2:15pm
13	Vote of Thanks by Dr. Ashwani Kumar	2:15pm – 2:25pm

5. Inaugural Ceremony

The seminar commenced on 20th May 2026 at 10:15 AM with a formal introduction by Assistant Professor Madhuri, who set the context for the day's proceedings by outlining the significance of the SAKSHAM seminar and its alignment with NEP 2020 goals.

The traditional lamp-lighting ceremony followed, symbolizing the dispelling of ignorance and the pursuit of knowledge. Saraswati Vandana was then recited to invoke the blessings of the goddess of learning — a fitting tribute to the academic spirit of the occasion.

A warm floral welcome and badge ceremony was conducted for the Chief Guest and dignitaries. Principal Dr. Parveen Kumar Sharma then delivered the welcome address, emphasizing the institution's motto — "Where knowledge is created, not just communicated" — and highlighting the critical role of teacher trainees in shaping the future of Indian education.

Sh. G.S. Pathania, Managing Director of the institution and Chief Guest of the event, was formally introduced by the organizing team. His presence lent a sense of institutional vision and leadership to the proceedings.



6. Technical Session (Part 1) — 11:03 AM to 1:00 PM

The first technical session was inaugurated at 10:48 AM with the formal introduction of Resource Persons. From 11:03 AM to 1:00 PM, five groups of B.Ed. students presented their research papers before a panel of evaluators. The presentations were diverse, well-researched, and reflected the intellectual depth of the participating students.

6.1 Palak Choudhary | Impact of Social Media on Mental Health

Roll No.	B.Ed. (3446)
Micro Group	10
Summary	This paper examined the growing influence of social media platforms on the psychological well-being of young people. It explored how excessive use of platforms such as Instagram, YouTube, and WhatsApp contributes to anxiety, depression, loneliness, and distorted self-image among students, while also acknowledging the positive aspects such as peer support and awareness communities.
Objectives	<ol style="list-style-type: none"> 1. To analyze the relationship between social media usage patterns and mental health outcomes among youth. 2. To identify risk factors such as cyberbullying, FOMO (Fear of Missing Out), and screen addiction that harm well-being. 3. To suggest evidence-based strategies for schools and families to promote healthy digital habits.
Outcomes	The presentation concluded that while social media offers connection and information, unregulated use poses serious mental health risks for adolescents. It was recommended that digital literacy and screen-time awareness be incorporated as part of health education in school curricula.



6.2 Sameeksha & Tamanna | NEP 2020 and Multidisciplinary Learning

Roll No.	B.Ed. (3488)
Micro Group	02
Summary	This paper explored the vision of NEP 2020 in dismantling rigid disciplinary boundaries in higher education. The presenters discussed how allowing students to combine subjects across streams — arts, sciences, and commerce — fosters holistic intellectual development.
Objectives	<ol style="list-style-type: none"> 1. To examine the multidisciplinary framework proposed under NEP 2020. 2. To identify benefits of flexible course structures for student employability. 3. To explore successful models of multidisciplinary education globally.
Outcomes	The paper concluded that multidisciplinary education prepares students for a VUCA (Volatile, Uncertain, Complex, Ambiguous) world by developing adaptability and cross-domain competencies.



6.3 Aditi Padiyal & Shikha | Assessment for Learning and Feedback Techniques

Roll No.	B.Ed. (3437, 3413)
Micro Group	01
Summary	The paper critically reviewed various formative and summative assessment methods and their role in improving student learning. Special focus was given to feedback loops — how timely, specific feedback can transform student performance and motivation.

Objectives	<ol style="list-style-type: none"> 1. To distinguish between assessment of learning and assessment for learning. 2. To explore the role of continuous and comprehensive evaluation (CCE). 3. To identify effective feedback strategies that promote metacognitive skills.
Outcomes	It was established that when feedback is actionable and learner-centred, it functions as a powerful instructional tool. The paper recommended integration of peer and self-assessment practices in teacher training programmes.



6.4 Kamini & Ameesha | NEP 2020 and Multidisciplinary Learning

Roll No.	B.Ed. (3510, 3491)
Micro Group	08
Summary	This presentation provided a complementary perspective on NEP 2020's multidisciplinary vision, focusing on its implementation challenges and opportunities at the institutional level. It discussed curriculum redesign, faculty readiness, and student preparedness.
Objectives	<ol style="list-style-type: none"> 1. To analyze structural reforms required in institutions for multidisciplinary adoption. 2. To study the role of faculty development in enabling interdisciplinary teaching. 3. To examine student perceptions toward choosing subjects across disciplines.
Outcomes	The paper recommended that institutions invest in faculty training and infrastructure upgrades to make multidisciplinary education a practical reality, not just a policy aspiration.



6.5 Kanish Guleria & Nusrat Khatoun | Building 21st Century Classrooms Integrating Values, Vision and Virtuality

Roll No.	B.Ed. (3421, 3521)
Micro Group	09
Summary	This paper presented a compelling vision of the future classroom where physical infrastructure, moral education, and virtual/digital technologies coexist. It argued that values such as empathy, integrity, and social responsibility must be embedded in technologically advanced learning environments.
Objectives	<ol style="list-style-type: none"> 1. To envision the design of future-ready classrooms integrating technology and values. 2. To explore how virtual reality (VR) and augmented reality (AR) can enhance experiential learning. 3. To discuss the importance of moral education alongside digital education.
Outcomes	The presentation concluded that the ideal 21st-century classroom is not merely tech-enabled but is anchored in human values. It called for a blended approach combining digital tools with ethical, empathetic pedagogy.



PART 2

29th May, 2026 — 8 Student Paper Presentations

7. Programme Layout — Part 2 (29th May 2026)

S.No.	Activity	Duration
1	Welcome and Introduction by Asst. Prof. Madhuri	10:15am – 10:25am
2	Commencement of Technical Session-2 with introduction of Resource Persons	10:25am – 10:40am
3	Technical Session-2: Student Paper Presentations (8 Groups)	10:40am – 1:00pm
4	Lunch Break	1:00pm – 1:50pm
5	Commencement of Technical Session-3 with introduction of Resource Persons	1:50pm – 3:00pm
6	Address by the Chief Guest	3:00pm – 3:15pm
7	Felicitation of the Chief Guest	3:15pm – 3:20pm
8	Remarks about the presentations by Resource Person	3:20pm – 3:25pm
9	Valedictory Ceremony (Distribution of certificates, Announcement of Best Paper Presentation & Best Research Paper)	3:25pm – 3:40pm
10	Vote of Thanks by Dr. Ashwani Kumar	3:40pm – 3:50pm

8. Technical Session (Part 2) — 10:40 AM to 3:00 PM

The second part of the SAKSHAM seminar was held on 29th May 2026 and continued with eight more student group presentations. Resource Persons were formally introduced at 10:25 AM before the

session commenced. The presentations covered a rich variety of topics including gamification, mentorship, NEP 2020, Indian Knowledge Systems, inclusive education, and emotional intelligence, reflecting the broad intellectual curiosity of the B.Ed. participants.

8.1 Shivani Sharma & Shalika Rana | AI in Teaching and Learning

Roll No.	B.Ed. (3428)
Micro Group	04
Summary	This paper focused on practical applications of AI tools — such as ChatGPT, Grammarly, and AI-based quiz generators — in everyday teaching and learning. The presenters provided a demonstration-based analysis of how these tools can be used responsibly by teachers and students.
Objectives	<ol style="list-style-type: none"> 1. To introduce AI tools currently applicable in school and college settings. 2. To discuss responsible and ethical usage of AI by learners and educators. 3. To assess the readiness of the Indian education system for AI integration.
Outcomes	The paper recommended teacher orientation workshops on AI tools and the development of an AI literacy curriculum. It emphasized critical thinking as a safeguard against over-reliance on AI.



8.2 Heena Thakur & Sakshi | Environmental Sustainability

Roll No.	B.Ed. (3443)
Micro Group	07
Summary	This presentation linked education with ecological responsibility, arguing that schools and colleges must become agents of environmental change. The paper examined how sustainability can be woven into the school curriculum, teacher behaviour, and institutional practices.
Objectives	<ol style="list-style-type: none"> 1. To highlight the role of educational institutions in promoting environmental awareness. 2. To explore how sustainability themes can be integrated across subjects. 3. To propose actionable eco-friendly practices for schools and colleges.
Outcomes	The paper called for a green curriculum framework and eco-club activities as mandatory components of school life. Environmental sustainability was framed as both a civic responsibility and a survival imperative.



8.3 Preeti & Akshita Chouhan | Gamification and Digital Tools for Student Engagement

Roll No.	B.Ed. (3503, 3403)
Micro Group	03
Summary	This paper explored how game-based learning elements — points, badges, leaderboards, challenges — can dramatically increase student motivation and participation. Digital tools like Kahoot, Quizlet, and Classcraft were discussed as practical classroom instruments.
Objectives	<ol style="list-style-type: none"> 1. To define gamification and distinguish it from game-based learning. 2. To examine empirical evidence supporting gamification in K-12 and higher education. 3. To demonstrate practical gamification strategies that teachers can adopt immediately.



8.4. Priyanka & Himani | NEP 2020 and Future of Teacher Preparation in India

Roll No.	B.Ed. (3417)
Micro Group	05

Summary	This paper critically examined how NEP 2020 redefines the profile of the teacher in India — moving from knowledge transmitter to facilitator, guide, and reflective practitioner. It explored proposed changes in teacher education such as the 4-year integrated B.Ed. programme and continuous professional development.
Objectives	<ol style="list-style-type: none"> 1. To analyze NEP 2020's vision for teacher education and training. 2. To examine the proposed 4-year integrated B.Ed. programme and its implications. 3. To discuss the role of teachers as lifelong learners in a rapidly changing world.
Outcomes	The paper called for a systemic overhaul of teacher education institutions, including revised curricula, school-university partnerships, and regular in-service training. It argued that the quality of education cannot exceed the quality of its teachers.



8.5 Mannat & Shabnam | Integrating Indian Knowledge System in School Curriculum

Roll No.	B.Ed. (3411)
Micro Group	11
Summary	This paper explored the rich intellectual heritage of India — including Vedic mathematics, Yoga, Ayurveda, ancient philosophy, and traditional crafts — and argued for their thoughtful integration into the modern school curriculum as envisioned by NEP 2020.
Objectives	<ol style="list-style-type: none"> 1. To highlight the scope and significance of India's Indigenous Knowledge Systems (IKS).

	<p>2. To examine NEP 2020's provisions for integrating IKS in school education.</p> <p>3. To propose pedagogical strategies for teaching IKS without marginalizing scientific temper.</p>
Outcomes	The presentation emphasized that IKS integration fosters cultural pride, environmental wisdom, and holistic well-being. It cautioned against uncritical glorification and recommended a balanced, evidence-based approach.



8.6 Shreya Mahajan & Ritarshi | Inclusive Education and Diversity Management

Roll No.	B.Ed. (3406)
Micro Group	06
Summary	This paper addressed the imperative of inclusive education in a diverse country like India, covering physical, cognitive, linguistic, cultural, and socio-economic dimensions of diversity. It discussed the Rights of Persons with Disabilities Act (2016) and NEP 2020's provisions for inclusion.
Objectives	<ol style="list-style-type: none"> 1. To understand the principles and legal framework of inclusive education in India. 2. To explore Universal Design for Learning (UDL) as a framework for diverse classrooms. 3. To discuss strategies for teachers to manage diverse learner needs effectively.
Outcomes	The paper concluded that inclusion requires institutional commitment, teacher training, resource support, and community involvement. It highlighted that diversity in classrooms is an asset, not a challenge, when properly supported.



8.7 Sourabh Koundal, Suryavanshi & Paryag Singh | Emotional Intelligence, Mindfulness and Wellbeing in Classroom

Roll No.	B.Ed. (3423, 3512)
Micro Group	12
Summary	This paper examined the growing importance of social-emotional learning (SEL) and mindfulness practices in schools. It argued that academic achievement without emotional well-being is incomplete, and proposed concrete practices — breathing exercises, journaling, empathy circles — for classroom use.
Objectives	<ol style="list-style-type: none"> 1. To understand Goleman's model of Emotional Intelligence and its relevance for teachers and students. 2. To explore evidence-based mindfulness practices suitable for school settings. 3. To make the case for integrating student well-being as a core educational outcome.
Outcomes	The presentation concluded that emotionally intelligent teachers create psychologically safe classrooms where students thrive academically and socially. It recommended making mindfulness a daily 5-minute ritual in schools across all grade levels.



9. Address by the Chief Guest

Sh. G.S. Pathania, Managing Director of the institution, addressed the gathering on 29th May 2026 at 3:00 PM. His address was both inspiring and forward-looking. He commended the Research and Extension Cell for organizing a two-part seminar that placed student voices at the centre of academic discourse across both sessions.

He emphasized that in a rapidly changing world, the ability to learn, unlearn, and relearn is the most vital skill. He spoke on the importance of NEP 2020 in bridging the gap between education and employability, and urged the students to be not just academically competent but socially responsible citizens. His words left a lasting impression on all participants.

10. Valedictory Ceremony

The valedictory ceremony commenced at 3:25 PM on 29th May 2026. The Chief Guest was felicitated with a memento, and a Resource Person provided constructive remarks about the quality and themes of the student presentations across both Part 1 and Part 2. Certificates were distributed to all paper presenters, and the Best Paper Presentation and Best Research Paper awards were announced and conferred.



Dr. Ashwani Kumar delivered the Vote of Thanks at 3:40 PM, expressing heartfelt gratitude to the Chief Guest, Principal Dr. Parveen Kumar Sharma, all resource persons, faculty members, and students for making SAKSHAM a resounding academic success across both sessions. The seminar concluded at 3:50 PM.

11. Overall Outcomes of the Seminar

- 13 student groups presented research papers across Part 1 (20th May) and Part 2 (29th May), covering 12 distinct topics.
- Topics spanned social media & mental health, NEP 2020, assessment techniques, gamification, Indian Knowledge Systems, inclusive education, environmental sustainability, emotional intelligence, mentorship, AI in education, 21st-century classrooms, and multidisciplinary learning.
- Certificates of participation were distributed to all presenters at the valedictory ceremony on 29th May 2026.
- Best Paper Presentation and Best Research Paper awards were conferred at the valedictory ceremony.
- Students demonstrated significant awareness of NEP 2020 and its implications for teacher education and school reform.
- The two-part seminar format deepened the culture of research and academic presentation among B.Ed. trainees.

- Faculty and resource persons provided constructive feedback, enhancing the learning experience beyond the classroom.

12. Conclusion

The SAKSHAM Seminar — held across 20th and 29th May 2026 — stands as a testament to the intellectual vitality and academic ambition of the B.Ed. students of Dronacharya PG College of Education, RAIT. The diversity of topics, the rigour of research, and the passion evident in every presentation affirmed that India's future teachers are not merely absorbing knowledge — they are creating it.

By anchoring the event in the vision of NEP 2020, the Research and Extension Cell ensured that the seminar was not just an academic exercise but a lived experience of the future of education. The event embodied its name: SAKSHAM — capable, empowered, and ready to shape a better world through education.

Research & Extension Cell

Dronacharya PG College of Education, RAIT

Date: 18th May, 2026

Principal

Dr. Parveen Kumar Sharma

Dronacharya PG College of Education, RAIT

Glimpse of the Event









Report Submitted by Asst. Prof. Bhawna Sharma