

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.



DRONACHARYA PG COLLEGE
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Research and Extension Cell

Organizes

SAKSHAM-26

ONE DAY STUDENTS' SEMINAR

Theme: "Empowering Youth with Skills, Values, Technology, and Multidisciplinary Education under NEP 2020 for a Future ready World"



[Date: 20th May ..2026]
Venue : SVM Hall Time 10:15 am

OBJECTIVES OF THE SEMINAR

- 1.To analyze the key challenges in India's education system and their impact on learners, teachers, and policymakers.
- 2.To explore initiatives and reforms under NEP 2020 and other government policies aimed at educational transformation.
- 3.To discuss the role of technology, digital education, and innovative teaching-learning methods in modern education.
- 4.To evaluate the impact of teacher training programs and professional development in shaping quality education.
- 5.To identify future pathways for inclusive, equitable, and high-quality education in India.
- 6.To encourage active participation and discussions among students, faculty, and education experts on policy implementation.

ABOUT THE STUDENT SEMINAR

Today, we stand at a pivotal moment where education is undergoing rapid reform to meet the demands of a fast-changing world. **But with transformation comes challenges**, issues such as accessibility, quality education, outdated curricula, teacher shortages, and the digital divide still pose significant obstacles, particularly in rural and underserved areas. The COVID-19 pandemic further exposed these gaps, pushing us to rethink our approach to learning and technology integration. However, **with every challenge comes an opportunity**. The Indian education landscape is embracing **digitalization, skill-based learning, interdisciplinary studies, and research-driven education** to prepare students for the future. **New-age pedagogies, artificial intelligence in classrooms, hybrid learning models, and industry-academia collaborations** are reshaping the way knowledge is imparted and absorbed. As we look ahead, the key question is: **How can we bridge the gap between traditional education and modern innovations? How do we ensure that no student is left behind in this transition?** These are the discussions we hope to explore in the seminar. Through this platform, we aim to **critically analyze challenges, explore promising opportunities, and map out future directions** for India's education system. We encourage students, teachers, and thought leaders—to actively engage, share your perspectives, and contribute to the ongoing transformation with a focus on student's participation in quality enhancement in education. Let's work together to **envison an inclusive, progressive, and world-class education system** that empowers every learner and shapes the future of our nation.

Patrons

Sh. Gandharv Singh Pathania Managing Director
& Dr. B.S. Pathania Executive Director

Seminar Director: Dr. Parveen Kumar Sharma (Principal)

Special Guest of Honor: Dr. B.S. Pathania (Executive Director)

Chief Guest: **Sh. Gandharv Singh Pathania (Managing Director)**

Resource Persons

Dr. Anita Chandel & Asst. Prof Mr. Anish Korla

Key Note Speaker: Dr. Anita Chandel

Organized by : Research & Extension Cell

Organizing Secretary:

Dr. Ashwani Kumar
Mr. Sumit Sharma (Member)
Mrs. Shilpa Sethi (Member)

E-mail- dronacharyahp@gmail.com

TOPICS/SUB-THEMES

- Digital Pedagogy & Innovative Teaching Practices
- NEP 2020 and Multidisciplinary Learning
- Emotional Intelligence, Mindfulness & Well-being in Classrooms
- AI in Teaching and Learning
- Inclusive Education & Diversity Management
- Integrating Indian Knowledge Systems (IKS) in School Curriculum
- NEP 2020 and Future of Teacher Preparation in India
- Competency-Based Teacher Education and Skill Mapping
- Reflective Practices & Teacher as Researcher
- Building 21st-Century Classrooms: Integrating Values, Vision, and Virtuality
- Mentorship and Peer-Learning Models in Teacher Education
- Role of Chat GPT, Open AI, and Ed Tech in Pedagogy

- Gamification and Digital Tools for Student Engagement
- Blended and Flipped Classrooms: The New Normal
- Building Research Mindset and Innovation in Teaching
- Classroom Management and Student Motivation
- Sustainable Education & Global Citizenship
- Assessment for Learning & Feedback Techniques
- Values and Ethics in Teacher Education
- Youth Empowerment & Emotional Resilience
- Employability and Career Readiness in the Digital Age
- Gender Equality & Social Inclusion
- Environmental Sustainability and Green Mindset
- Innovation, Creativity & Critical Thinking for Change

List Of Participants

Sr. No	Name of Participants	Topics	Class	Micro Group
1.	Palak Choudhary	Impact of Social Media on Mental Health	B.Ed. (3446)	10
2.	Sameeksha	NEP 200and Multidisciplinary learning	B.Ed. (3488)	02
3.	Komal	Digital pedagogy and innovative teaching Practice	B.Ed. (3475)	01
	Aditi Padiyal	Assessment for learning and feedbacks Techniques .	B.Ed.(3437)	01
4.	Kamini	NEP 2020and multidisciplinary learning		08
5.	Kanish Guleria ,Nusrat Khatoon	Building 21 st century class room integrating Values Vision And Virtuality	B.Ed. (3421),(3521)	09
6.	Shivani Sharma	AI In Teaching and Learning	B.Ed. (3428)	04
7.	Anjali Thakur	Gender Equality and social inclusion	B.Ed. (3443)	07
8	Rupali	Gamification and digital for students engagement	B.Ed. (3439)	03
9	Sampuran	Mentorship and peer learning models in teacher education	B.Ed. (3458)	13
10	Disha		B.Ed.(05
11	Mannat	Integrating Indian Knowledge system in school curriculum	B.Ed.(3411)	11
12	Shreya Mahajan	Inclusive education and diversity management	B.Ed. (3406)	06
13.	Sourabh Koundal	Emotional intelligence, mindfulness and wellbeing in class room.		12

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.

Result:

Best presenter : Mannat & Suubhnam

Best Research Paper : Aditi Padiayl

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









Expenses :

Sr. No	Items	Amount Rs	Total
1.	Refreshment	3000/	3000.00
2.	Stationary	1000/	1000.00
3.	Resource Persons 1. Dr. Anita Chandel 2. Mr. Anish Korla 3. Dr. Anita Chandel Keynote speaker	1000/ 1000/ 1000/	3000.00
4.	Miscellaneous	1000/	1000.00
	Total	Rs.	8000.00

Appendixes

DRONACHARYA PG COLLEGE OF EDUCATION, RAIT

(Where knowledge is created not just communicated)

Research and Extension Cell

Organizes

SAKSHAM

COLLEGE STUDENT'S SEMINAR

Theme: "Empowering Youth with Skills, Values, Technology and Multidisciplinary Education under 2020 for a Future-Ready World"

(Date: 20th May, 2026)

STUDENT FEEDBACK

Name Class& section Micro group.....

1. What were the three major takeaways for you from the students seminar 'Saksham' ?

.....
.....

2. How relevant and effective were the theme and subthemes of the student seminar?

.....
.....

3. Rate the student seminar you attended in terms of usefulness and effectiveness?

(On a scale of 1 to 5, 1 being lowest): write your rating

4. How do you plan to implement your learning from the student seminar in your life and classroom

.....
.....

5. Give constructive suggestions for improvement for future student seminar

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Souvenir

Dronacharya PG College of Education Rait, Kangra HP

"Where knowledge is created not just communicated"

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Research Innovation and Extension Cell

Organizes

SAKSHAM-26

ONE DAY STUDENTS' SEMINAR

On

20th May, 2026

Theme: "Empowering youth Skill Values Technology and Multidisciplinary Education under NEP 2020 for future Ready world "



Patrons:

Managing Director

Sh .Gandhrav Singh Pathania

Executive Director:

Dr. B. S. Pathania

Seminar director

Principal

Dr. Parveen Kumar Sharma

Resource Persons: Dr. Anita Chandel , Assistant Prof. Anish Korla

Key note Speaker:

Dr. Anita Chandel

Organizing Secretary:

Dr. Ashwani Kumar

Assistant Professor Sumit Sharma (Member) & Assistant Prof. Shilpa Sethi (Member)

About Seminar:

Today, we stand at a pivotal moment where education is undergoing rapid reform to meet the demands of a fast-changing world. **But with transformation comes challenges.** Issues such as **accessibility, quality education, outdated curricula, teacher shortages, and the digital divide** still pose significant obstacles, particularly in rural and underserved areas. The COVID-19 pandemic further exposed these gaps, pushing us to rethink our approach to learning and technology integration. However, **with every challenge comes an opportunity.** The Indian education landscape is embracing **digitalization, skill-based learning, interdisciplinary studies, and research-driven education** to prepare students for the future. **New-age pedagogies, artificial intelligence in classrooms, hybrid learning models, and industry-academia collaborations** are reshaping the way knowledge is imparted and absorbed. As we look ahead, the key question is: **How can we bridge the gap between traditional education and modern innovations? How do we ensure that no student is left behind in this transition?** These are the discussions we hope to explore in the seminar. Through this platform, we aim to **critically analyze challenges, explore promising opportunities, and map out future directions** for India's education system. We encourage students, teachers, and thought leaders—to actively engage, share your perspectives, and contribute to the ongoing transformation with a focus on student's participation in quality enhancement in education. Let's work together to **envision an inclusive, progressive, and world-class education system** that empowers every learner and shapes the future of our nation.

Objective of the Seminar:

1. To analyze the key challenges in India's education system and their impact on learners, teachers, and policymakers.
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6. To encourage active participation and discussions among students, faculty, and education experts on policy implementation.

Sub Themes:

- Digital Pedagogy & Innovative Teaching Practices
- NEP 2020 and Multidisciplinary Learning
- Emotional Intelligence, Mindfulness & Well-being in Classrooms
- Inclusive Education & Diversity Management
- AI in Teaching and Learning
- Integrating Indian Knowledge Systems (IKS) in School Curriculum

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Message from the Managing Director

On the Occasion of Students' Seminar Theme: *“Empowering Youth with Skills, Values, Technology and Multidisciplinary Education under NEP 2020 for Future Roadmap”*

It gives me immense pleasure and a deep sense of pride to extend my heartfelt greetings on the occasion of SAKSHAM–2026, the Students' Seminar organized by the Research, Innovation and Extension Cell of Dronacharya College of Education. This academic initiative reflects our institution's unwavering commitment towards nurturing enlightened, skilled, value-driven, and socially responsible future educators and leaders.

We are living in an era of unprecedented transformation, where education is no longer confined to classrooms and textbooks alone. The implementation of NEP 2020 has opened new pathways for innovation, multidisciplinary learning, skill development, digital empowerment, and holistic education. In such a dynamic environment, it becomes our collective responsibility to prepare our youth not merely for employment, but for meaningful leadership, responsible citizenship, and lifelong learning.

The theme of this seminar, “Empowering Youth with Skills, Values, Technology and Multidisciplinary Education under NEP 2020 for a Future Ready World,” is both timely and visionary. It reminds us that true education must harmoniously integrate knowledge with character, technology with ethics, and innovation with human values. The future belongs to those who possess not only professional competence but also compassion, resilience, creativity, critical thinking, and spiritual wisdom.

I firmly believe that platforms like SAKSHAM–2026 provide our students and scholars an excellent opportunity to exchange ideas, engage in meaningful dialogue, develop research aptitude, and explore innovative solutions for the challenges of modern education. Such academic forums inspire young minds to think beyond conventional boundaries and contribute positively towards nation-building.

As a student of the timeless teachings of the Bhagavad Gita, I strongly believe that education attains its highest purpose when it inspires self-discipline, selfless service, inner growth, and the welfare of others. Knowledge becomes meaningful only when it is used for the upliftment of humanity and the betterment of society.

I congratulate the Principal, faculty members, organizing committee, resource persons, and all participating students for this commendable initiative. I am confident that SAKSHAM-2026 will emerge as a vibrant platform of intellectual exchange, innovation, and inspiration.

I extend my best wishes for the grand success of this seminar.

With warm regards and blessings,

Mr. Gandhrav Singh Pathania

Managing Director (Dronacharya PG College of education Rait Kangra HP)



Message from the Executive director

On the Occasion of Students' Seminar

Theme: *“Empowering Youth with Skills, Values, Technology and Multidisciplinary Education under NEP 2020 for Future Roadmap”*

It is a matter of great pride and pleasure to convey my best wishes on the occasion of this students' seminar organized on the significant theme “Empowering Youth with Skills, Values, Technology and Multidisciplinary Education under NEP 2020 for Future Roadmap.” This seminar reflects the collective commitment of our institution towards academic excellence and holistic development of students.

This marks a new era in the educational landscape of India by emphasizing skill-based learning, value-based education, technological integration, and multidisciplinary approaches. Its vision is to create learners who are innovative, adaptable, and capable of facing global challenges with confidence and competence.

In the present century, the role of education is not limited to acquiring degrees but extends to developing practical skills, ethical values, and technological awareness. The youth of today must be prepared to lead in a world driven by rapid technological advancement and evolving professional demands. Skill empowerment ensures employability, while value education builds character and social responsibility.

Technology has become an integral part of education, transforming traditional teaching-learning methods into more dynamic, accessible, and engaging experiences. The integration of digital tools and innovative learning platforms enables students to expand their knowledge beyond classroom boundaries. Similarly, multidisciplinary education provides flexibility and encourages learners to connect different areas of knowledge for comprehensive understanding and creative problem-solving.

This seminar offers an excellent opportunity for students to engage in meaningful discussions, share innovative ideas, and understand the broader vision of educational reforms under the . Such academic platforms help nurture leadership qualities, critical thinking, and communication skills among young learners.

I congratulate the organizers for initiating this valuable academic event and encourage all participants to make the best use of this opportunity. I am confident that the deliberations and outcomes of this seminar will contribute towards building a stronger educational foundation for our youth and shaping a brighter future for the nation.

Wishing the seminar great success and meaningful outcome

Dr. B.s Pathania

Executive Director



Message from the Principal

On the Occasion of Students' Seminar

Theme: *“Empowering Youth with Skills, Values, Technology and Multidisciplinary Education under NEP 2020 for Future Roadmap”*

It gives me immense pleasure to extend my heartfelt greetings to all students, faculty members, and participants on the occasion of this students' seminar on the theme “Empowering Youth with Skills, Values, Technology and Multidisciplinary Education under NEP 2020 for Future Roadmap.” This seminar is a timely initiative that highlights the changing dimensions of education and the vital role of youth in nation-building.

This has introduced a visionary framework aimed at transforming the educational system into one that is holistic, flexible, skill-oriented, and learner-centered. It emphasizes the development of not only academic knowledge but also practical skills, moral values, creativity, and critical thinking among students. As educators, our responsibility is to prepare students for the challenges of the modern world by equipping them with relevant skills and competencies. In today's competitive and technology-driven environment, skill development has become essential for employability and self-reliance. Along with skills, values such as honesty, discipline, compassion, and responsibility form the foundation of a strong personality and responsible citizenship.

Technology has emerged as a powerful tool in education, creating new opportunities for learning, innovation, and collaboration. The integration of digital resources and advanced educational technologies has made learning more effective and accessible. Moreover, multidisciplinary education, as envisioned in the, encourages students to broaden their horizons by connecting knowledge across different disciplines, fostering creativity and problem-solving abilities. This seminar provides a valuable platform for students to exchange ideas, enhance their understanding, and explore new perspectives on the future of education. I encourage all participants to actively engage in discussions and make this academic event meaningful and productive.

I congratulate the organizing committee for their efforts in conducting this seminar and wish all participants success in their academic journey. May this seminar inspire our youth to become skilled, value-oriented, and responsible leaders of tomorrow?

Best wishes for the grand success of the seminar.

Dr. Parveen Kumar Sharma



Message from the Dean Academics

It gives me immense pleasure to extend my warm greetings to all participants, faculty members, researchers, and students on the occasion of this seminar focused on the vital theme, *“Empowering Youth with Skills, Values, Technology and Multidisciplinary Education under NEP 2020 for Future Roadmap.”*

The National Education Policy (NEP) 2020 marks a transformative step toward reshaping the educational framework of our country. It emphasizes holistic, flexible, multidisciplinary, and skill-oriented education that prepares students not only for employment but also for responsible citizenship and lifelong learning. In today's rapidly evolving world, empowering youth has become the cornerstone for national development and global competitiveness.

Youth are the greatest strength of our nation. Their creativity, enthusiasm, and innovative potential can lead the country toward progress and prosperity. However, to unlock this potential, education must move beyond traditional boundaries and focus on developing practical skills, critical thinking, problem-solving abilities, and ethical values. NEP 2020 strongly advocates experiential learning, vocational training, entrepreneurship, and digital literacy, enabling students to become self-reliant and future-ready.

Technology has emerged as a powerful tool for learning, communication, and innovation. Digital platforms, smart classrooms, artificial intelligence, virtual laboratories, and online resources have transformed the educational landscape. The integration of technology into education not only enhances accessibility and efficiency but also equips students with the competencies required in the modern workforce. It is essential that our youth learn to use technology responsibly, creatively, and productively for the betterment of society.

At the same time, value-based education remains equally important. Knowledge without values can never create a strong and harmonious society. Qualities such as integrity, compassion, discipline, respect, and social responsibility are fundamental for shaping responsible citizens. Educational institutions must strive to nurture both intellectual growth and moral character among students. One of the most significant aspects of NEP 2020 is its focus on multidisciplinary education. The future demands professionals who possess diverse knowledge and the ability to connect ideas across different fields. A multidisciplinary approach encourages creativity, innovation, collaboration, and adaptability. It enables students to explore their interests freely and develop a broader understanding of the world around them.

As educators and mentors, it is our responsibility to create an environment that encourages inquiry, innovation, inclusiveness, and excellence. We must guide our students to become skilled professionals, ethical leaders, and socially conscious individuals capable of contributing positively to the nation and humanity.

I am confident that this seminar will provide an excellent platform for meaningful discussions, exchange of ideas, and exploration of innovative strategies aligned with the vision of NEP 2020. May it inspire all of us to work collectively toward building a brighter, empowered, and sustainable future for our youth?

I convey my best wishes for the grand success of this seminar and congratulate the organizers for their dedicated efforts.

Thank you.

Dr. Anita Chandel
Dean Academics



Message from the HOD B.Ed.

Theme: “Empowering Youth with Skills, Values, Technology and Multidisciplinary Education under NEP 2020 for Future Roadmap”

It gives me great pleasure to extend my heartfelt greetings to all participants, educators, scholars, and students on the occasion of this seminar based on the highly relevant theme, “*Empowering Youth with Skills, Values, Technology and Multidisciplinary Education under NEP 2020 for Future Roadmap.*”

Education plays a vital role in shaping the future of society, and the youth of today are the architects of tomorrow's world. The National Education Policy (NEP) 2020 has opened new avenues for transforming the educational system by focusing on holistic development, skill enhancement, value-based learning, and

multidisciplinary approaches. It aims to prepare students not only for academic success but also for life, leadership, and nation-building.

As future educators, B.Ed. students hold a special responsibility in implementing the vision of NEP 2020. Teachers are the guiding force behind social transformation, and it is essential that they are equipped with modern teaching skills, technological competence, and strong moral values. Today's classrooms demand innovative teaching methods, critical thinking, creativity, communication skills, and digital literacy. Therefore, teacher education institutions must continuously evolve to meet the changing educational needs of society.

Skill development has become one of the most important aspects of education in the 21st century. Practical knowledge, problem-solving abilities, adaptability, and leadership qualities help students become confident and self-reliant individuals. NEP 2020 encourages experiential learning and competency-based education that bridges the gap between theory and practice.

Technology has revolutionized the education sector by making learning more interactive, accessible, and effective. Smart classrooms, online learning platforms, digital resources, and educational technologies have created new opportunities for both teachers and learners. It is important for youth to use technology constructively and responsibly to promote innovation and lifelong learning.

Equally significant is the importance of values in education. Knowledge without ethics and humanity cannot contribute positively to society. Values such as honesty, respect, empathy, discipline, cooperation, and social responsibility are essential for creating compassionate and responsible citizens. Teachers must serve as role models who inspire students to uphold these values in their personal and professional lives.

The multidisciplinary approach promoted under NEP 2020 encourages students to explore different fields of knowledge and develop a broader perspective. It fosters creativity, flexibility, and innovation, enabling learners to adapt successfully to future challenges and opportunities.

I am confident that this seminar will provide an excellent platform for intellectual exchange, thoughtful discussions, and innovative ideas regarding the future roadmap of education under NEP 2020. I congratulate the organizers for their dedicated efforts and wish the seminar great success.

Let us work together to empower our youth with knowledge, skills, values, and vision for a brighter and stronger nation.

Thank you.

Mr. Sumit Sharma

HOD, B.Ed. Department



Message from the Organizing Secretary

On the Occasion of Students' Seminar Theme: *"Empowering Youth with Skills, Values, Technology and Multidisciplinary Education under NEP 2020 for Future Roadmap"*

It is my privilege to welcome all participants, respected dignitaries, faculty members, and students to this seminar on the theme "Empowering Youth with Skills, Values, Technology and Multidisciplinary Education under NEP 2020 for Future Roadmap." I feel honored to be a part of this academic initiative that aims to create meaningful dialogue on the future of education and youth empowerment.

This has brought a progressive and transformative vision for education in India. It emphasizes the importance of skill development, value-based learning, technology integration, and multidisciplinary education to prepare students for the demands of the modern world. The policy seeks to build an education system that nurtures creativity, critical thinking, innovation, and ethical responsibility.

In today's changing global environment, empowering youth with practical skills and strong values is essential. Skills enhance employability and self-confidence, while values guide

individuals in making responsible and ethical decisions. Together, they form the foundation of personal and professional growth.

Technology has become a powerful force in education, transforming traditional methods of learning into more interactive, accessible, and effective experiences. The integration of digital tools and innovative platforms has opened new opportunities for students to learn, explore, and grow. At the same time, multidisciplinary education encourages learners to gain knowledge across different fields, helping them develop broader perspectives and problem-solving abilities.

This seminar is an opportunity for students to exchange ideas, learn from experts, and understand the relevance of the in shaping their future. I encourage every participant to actively engage in discussions and make the most of this learning experience.

I express my sincere gratitude to the management, principal, faculty members, and all contributors for their support in organizing this seminar. I hope this event will inspire our students to move forward with knowledge, skills, values, and confidence to build a brighter future.

Wishing the seminar fruitful discussions and grand success.

Dr. Ashwani Kumar (HOD M.Ed.)

LIST OF STUDENTS PARTICIPANTS IN SEMINAR

Sr. No	Name of Participants	Topics	Class	Micro Group
1.	Palak Choudhary	Impact of Social Median on Health	B.Ed. (3446)	10
2.	Sameeksha & Tammna	NEP 200and Multidisciplinary learning	B.Ed. (3488)	02
3.	Aditi Padiyal and Shikha	Assessment for learning and feedbacks Techniques.	B.Ed.(3437,3413)	01
4.	Kamini & Amisha	NEP 2020and multidisciplinary learning	B.Ed.(3510,3491)	08
5.	Kanish Guleria ,Nusrat Khatoon	Building 21 st century class room integrating Values Vision And Virtuality	B.Ed. (3421),(3521)	09
6.	Shivani Sharma & Shalika Rana	AI In Teaching and Learning	B.Ed. (3428)	04
7.	Heena Thakur & Sakshi	Environmental Sustainable	B.Ed. (3443)	07
8	Preeti And Akshita Chouhan	Gamification and digital for students engagement	B.Ed.(3503,3403)	03
9	Sampuran	Mentorship and peer learning models in teacher education	B.Ed. (3458)	13
10	Priyanka and Himani	NEP-2020 and future of teachers preparation in India	B.Ed.(3493,3529)	05
11	Mannat & Shabnam	Integrating Indian Knowledge system in school curriculum	B.Ed.(3411,)	11
12	Shreya Mahajan Ritarshi	Inclusive education and diversity management	B.Ed. (3406)	06

13.	Sourabh Koundal & Suryavanshi Paryag Singh	Emotional intelligence, mindfulness and well being in class room.	B.Ed. (3423,3512)	12
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Integrating Indian Knowledge System in School Curriculum

Mannat & Shabnam (B.Ed.)Roll no – 3411 Micro – 11
 Dronacharya PG College of Education, Kangra, India
 Teacher Name: Dr. Ashwani Kumar & Mr Sumit Sharma

Abstract

The Indian Knowledge System (IKS) exists as a complete intellectual system which has existed through time and developed across various fields which include philosophy mathematics medicine environmental science and ethical philosophy. The educational system has started to explore methods that connect traditional knowledge systems with modern teaching practices to create complete educational experiences which respect local cultural traditions. The current research study investigates how Indian Knowledge Systems should be implemented in school programs because these systems will bring value to current educational methods. The study uses a qualitative and descriptive research design which analyzes secondary materials that include research articles and books and policy documents and educational reports that contain the National Education Policy (NEP) 2020. The study found that Indian knowledge traditions which include yoga and value-based education and traditional ecological knowledge create benefits for students who develop their intellectual and emotional and moral qualities. The research study shows that multiple problems exist about designing curriculums and training teachers and providing academic materials. The research paper shows that Indian Knowledge Systems should be included in school programs because they enhance the educational experience by connecting ancient wisdom with contemporary knowledge and building a comprehensive educational model which respects cultural values.

Key words: Knowledge, Contemporary, Education, Experience, Intellectual.



Assessment for Learning and Feedback Techniques in Education

Aditi Padiyal (3437) Shikha B.Ed. (3413) B. Ed
 Teacher Name: Mrs. Anjna
 Dronacharya PG College of Education, Rait, HP

Abstract

Assessment for Learning represents a transformative approach in education that emphasizes the use of assessment as a continuous process to enhance student learning, rather than simply evaluating academic performance at the end of instruction. This study aims to examine the effectiveness of assessment for learning and various feedback techniques in improving students' academic achievement, engagement, and overall learning experience. The research focuses on key formative assessment strategies; including self-assessment, peer assessment, teacher feedback, and continuous evaluation practices, all of which play a crucial role in identifying students' strengths and areas for improvement. By integrating these strategies into classroom teaching, educators can provide timely and constructive feedback that supports active learning and encourages students to take responsibility for their own progress. A mixed-method research design was adopted to ensure a comprehensive understanding of the topic. Properly planned questionnaires were dispensed among the students for quantitative data collection and students and teachers were interviewed for getting the qualitative insights. The collective data was analyzed statistically for getting a clear interpretation of effect of feedback techniques on learning outcomes. The findings of the study indicate that formative assessment practices significantly enhance students' conceptual understanding, motivation, participation, and confidence in the classroom. Moreover, effective feedback was found to promote critical thinking, self-reflection, and continuous improvement among learners. The study concludes that assessment for learning, when implemented effectively, serves as a powerful tool for improving educational outcomes. It highlights the need for educators to adopt student-centered assessment practices and emphasizes that ongoing feedback and evaluation are essential for creating meaningful and effective learning environments in modern education systems.

Keywords: Assessment for Learning, Formative Assessment, Feedback Techniques, Student Engagement, Academic Achievement, Continuous Evaluation.



Artificial Intelligence in Teaching and Learning: A Review of Applications, Challenges, and Future Directions

Shivani Sharma (3428) Shalika Rana (3404) B.Ed.

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Teacher -Name: Mr. Abhishek Kumar

Abstract

The unprecedented rate at which Artificial Intelligence (AI) technologies are being incorporated into the educational ecosystem has significantly changed the face of teaching and learning. This paper provides a detailed review of AI-based technologies in various educational settings, including Intelligent Tutoring Systems (ITS), adaptive learning systems, Natural Language Processing (NLP)-based technologies, and generative AI systems. This paper also explores the pedagogical advantages, implementation difficulties, and ethical issues that AI technologies pose in educational settings. This paper provides a systematic review of

various AI technologies in various educational settings. This paper identifies various aspects that AI technologies affect in educational settings. This paper concludes that AI technologies have significant potential to benefit teaching and learning but that various ethical issues need to be addressed to ensure effective AI technology use in various educational settings. This paper concludes with a five-pillar framework that can be used to ensure effective AI use in various educational settings.

Keywords—Artificial intelligence, educational technology, intelligent tutoring systems, adaptive learning systems, natural language processing, machine learning, personalized education, e-learning, ethical AI.



Mentorship and Peer Learning in Teacher Education

Sampuran (B.Ed. Students)

Teacher Incharge: Mr. Amit Kumar

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Dronacharya PG College of Education Rait, Kangra HP

Abstract:

Mentorship and peer learning have emerged as significant approaches in teacher education for enhancing professional development among pre-service and in-service teachers. This paper examines the concept, models, benefits, and challenges of integrating mentorship and peer learning in teacher education. Teacher education has undergone significant transformations in recent decades, shifting from traditional lecture-based instruction to more participatory and practice-oriented approaches. Drawing on recent research, the study highlights how mentorship bridges the gap between theory and practical, while peer learning promotes collaboration, reflection, and mutual growth. This paper concludes that the integrated mentorship-peer learning model leads to more effective teacher preparation and improved educational outcomes.

Key words: Mentorship, peer Learning, Growth, Transformation and Collaboration.



Building 21st-Century Classrooms: Integrating Values, Vision, and Virtuality

Nusrat Khatoon (3421), Kanishk Guleria (3521)

B.Ed 3rd SEMESTER

Teacher Incharge :Mrs. Parul Sharma

Abstract

Education in the 21st century demands learning spaces that respond to technological growth and social change. This paper explains how the integration of values, vision, and virtuality can strengthen modern classrooms. Values help students develop ethical awareness and inclusivity, vision provides clear educational goals, and virtuality supports learning through images, media, and digital tools. Together, these components encourage active learning, creativity, collaboration, and critical thinking. NEP 2020 envisions 21st-century classrooms as learner-centered, holistic, and future ready. This paper examines how these integrations create meaningful, future-ready classrooms and highlights the need to align teaching practices with contemporary educational demands to foster socially responsible, innovative learners.

Keywords: 21st-century classrooms, *Integrating Values, Vision, and Virtuality* .



Impact of Social Media on Mental Health

Name: Palak Choudhary (B.Ed.)
Roll No: 3446
Teacher Incharge : Ms. Bhawna Sharma

Abstract

Social media profoundly shapes the mental health of Generation Z and millennial, blending opportunities with significant risks. Based on surveys of students, this study highlights the negative effects dominating young people's lives. Depression, anxiety, and FOMO (fear of missing out) often arise from endless comparisons. Youth tend to chase curate "ideal" lifestyles, overshare personal lives, and ignore their own strengths. Cyberbullying further intensifies these issues. Online harassment, doxxing, body-shaming, and trolling have led to tragic consequences, pushing victims into isolation and reducing real-life interactions. In India, mental health is still considered a taboo topic, often ignored by families, although awareness and open discussions are gradually increasing. On the positive side, social media promotes careers and self-expression by allowing individuals to showcase talents in dance, arts, and modeling on a global platform. However, research suggests that using social media for more than three hours daily can increase stress levels by 20–30%. In India, B.Ed. students face additional pressure due to academic responsibilities combined with social media usage. Girls, in particular, struggle with body image issues due to filtered photos and unrealistic beauty standards. To address these challenges, better habits are essential. Setting time limits, taking digital detox breaks, and organizing school workshops on safe usage can help. Parents and teachers should guide youth toward mindful scrolling, and encouraging real-life interactions can significantly improve mental well-being.

Keywords: Social Media, Mental Health, Students



NEP 2020 and Multidisciplinary learning

Kamini (B.Ed.) & Amisha (3510, 3591)
Teacher Incharge : Mrs. Shalini Sharma
Dronacharya PG College of education Rait, Kangra

Abstract:

The present paper analyses India's National Educational Policy 2020 and its promotion of a multidisciplinary approach in higher education. The NEP-2020 of India is to mesh the new learning outcomes with a changing world on the verge of globalization and technological advancement. The 21st century has witnessed a sea change in education, especially the promotion of a multidisciplinary educational approach in higher education after the implementation of NEP-2020. Exploring multidisciplinary approach in higher education creates golden opportunities for students to develop and enhance all human capacities. With the help of a multidisciplinary educational approach, Indian students should be able to develop their creative abilities, vocational skills, professional capabilities and soft Skills.

Keywords: Education, Skills, vocational, Opportunity.



NEP 2020 and the Future of Teacher Preparation in India

Priyanka. (3493) Himani (3529) B. Ed
Teacher Incharge: Mrs. Shikha Koundal

Abstract

The National Education Policy (NEP) 2020 marks a transformative shift in India's education system, with teacher education positioned as a central pillar of reform. This paper examines the major provisions of NEP 2020 related to teacher preparation and analyzes their implications for the future. Using a qualitative review of recent literature (2020–2026), the study highlights key reforms such as the introduction of the four-year Integrated Teacher Education Programme (ITEP), emphasis on multidisciplinary education, continuous professional development, and digital integration. It also identifies challenges including uneven implementation, infrastructural gaps, and faculty shortages. The paper concludes that while NEP 2020 has strong potential to improve teacher quality, its success depends on effective execution and systemic support.

Keywords: Transformation, Multidisciplinary, Quality, Education.



NEP 2020 and Multidisciplinary Learning

Samiksha B. Ed. (3488)

Teacher Incharge : Mr. Vikas Pathania

Abstract

The National Education Policy (NEP) 2020 is a comprehensive framework approved by the Indian government in July 2020 to reform the country's entire education system. It is the first education policy of the 21st century and aims to address the many growing developmental imperatives of the country. The pursuit of knowledge (Jnam), wisdom (Pragyaa), and truth (Satya) has always been considered in Indian thought and philosophy as the highest human goal. Key aims include making education more accessible, equitable, and high quality, and preparing students for 21st-century challenges through a more holistic and flexible system. NEP 2020 sets targets such as achieving a Gross Enrolment Ratio (GER) of 100% in school education by 2030 and 50% in higher education by 2035. The policy emphasizes multidisciplinary education, holistic development, and skill-based education. Moving away from rigid disciplinary boundaries, NEP 2020 envisions an education system that integrates arts, science, technology, vocational studies, and value-based education to prepare learners for complex challenges of the 21st century. NEP 2020 differentiates between Disciplinary learning: Focused on a single subject Interdisciplinary learning: Integration of related disciplines ,Multiple disciplinary learning: Exposure to diverse and unrelated disciplines. The study highlights how Multidisciplinary learning promotes critical thinking, problem solving among students. NEP 2020 and Multidisciplinary Framework – flexible curricula with choice-based credit systems; academic Bank of Credits multiple entry and exit system; Emphasis on experimental and research based learning. The research analyzes the challenges associates with the implementation of multidisciplinary education such as curriculum restructuring, teacher training. It also highlights the role of teacher education institutions in implementing NEP 2020 and curriculum restructuring 5+4+4+3 coverage

Keywords : *NEP 2020, multidisciplinary approach, higher education reform, teacher education, holistic development.*



Gamification and Digital Tools for Student Engagement

Preeti And Akshita Chouhan (3503,3403) B.Ed.

Teacher Incharge : Mrs. Shilpa Sethi

Abstract

Gamification and digital learning tools have emerged as transformative approaches in modern education, significantly enhancing student engagement, motivation, and learning outcomes. Gamification refers to the integration of game elements such as points, badges, leaderboards, rewards, challenges, and interactive activities into educational environments to create enjoyable and meaningful learning experiences. Combined with digital technologies, these strategies encourage active participation, collaboration, creativity, and problem-solving skills among learners. The growing use of online platforms, mobile applications, virtual simulations, and interactive multimedia has reshaped traditional teaching methods and promoted learner-centered education. This study explores the role of gamification and digital tools in increasing student engagement across different educational settings. It highlights how game-based learning techniques foster intrinsic motivation by making learning more interactive and competitive while reducing boredom and passive participation. Digital platforms enable personalized learning experiences, immediate feedback, and continuous assessment, allowing students to learn at their own pace and improve academic performance. Tools such as quizzes, educational games, virtual reality, augmented reality, and collaborative online activities also support communication and teamwork among students. Furthermore, gamification enhances cognitive and emotional involvement by creating immersive learning environments that sustain student interest and improve knowledge retention. Teachers benefit from digital analytics and performance tracking systems that help monitor learner progress and adapt instructional strategies accordingly. However, successful implementation requires proper technological infrastructure, teacher training, digital literacy, and balanced use of technology to avoid overdependence and distractions. Challenges such as unequal access to digital resources and varying learner preferences must also be addressed. The study concludes that gamification and digital technologies play a vital role in promoting student engagement and improving the overall quality of education. By integrating innovative digital practices into teaching and learning, educational institutions can create dynamic, inclusive, and future-ready learning environments that support academic success and lifelong learning.

Keywords: Gamification, Digital Learning, Student Engagement, Educational Technology, Game-Based Learning, Interactive Learning, Online Education, Motivation, E-learning, Digital Pedagogy.



Inclusive Education And Diversity Management

Shreya Mahajan(3406), Reetarshi(3415)B.Ed.
Teacher incharge : Mr. Shashi Kumar
Dronacharya PG College of Education, Rait

Abstract

Inclusive Education and Diversity Management have become essential components of modern educational system. It represents foundational strategies for building equitable learning environments that recognize and supports all learner's rights and potentials. The aim is to ensure equal opportunities for all learner's regardless

of their socio-economic background, gender, ability or cultural identity. This paper explores the concept, importance, principles, challenges, and strategies related to inclusive education and diversity management. Diversity management extends this principle to education institutions human and organizational structures, ensuring equity, participation, and engagement among educators, administrators and learners alike. Interacting with diverse perspectives helps people learn more deeply and broadly. Diversity can include not only race and ethnicity but also language, religion, ideology, physical ability, culture, cognitive ability, religion, socio-economic status, age, gender, sexual orientation. Because much of the education is designed for groups of students with individual strengths and weaknesses it is difficult to respond to diversity in robust educational ways. This paper introduces important insights from educational psychology on how to use diversity to enhance critical thinking, help students feel at home at their learning environment, encourage students to suit different student needs.

Key words: Inclusive education, diversity management, equity, student with disabilities.



Environmental Sustainability and Green Mindset

Heena thakur (B. Ed.)

(thakurheena679@gmail.com)

Teacher Incharge: Mrs. Poonam Manhas

Dronacharya PG College of Education Rait, Kangra HP

Abstract

Environmental sustainability requires a significant change in the way people think and act, often referred to as a “Green Mindset.” This paper examines the psychological, social, technological, and educational factors that support sustainable development. A green mindset focuses on long-term environmental well-being rather than short-term benefits. The study uses theories such as the Theory of Planned Behaviour (TPB) and the Value-Belief-Norm (VBN) model to explain how environmental awareness can influence human behaviour. However, there is often a gap between awareness and action, known as the value-action gap, caused by factors like economic constraints, lack of awareness, and eco-anxiety. To address these challenges, the paper highlights

strategies such as Community-Based Social Marketing (CBSM) and social norms to encourage environmentally responsible behaviour. Education plays a crucial role in developing sustainable habits, especially among young learners by promoting a growth-oriented mindset. In the business sector, organizations are shifting from traditional practices to Corporate Environmental Responsibility (CER). Emerging technologies like Green Technology Transmission (GTT) and the Artificial Intelligence of Things (AIoT) are helping reduce carbon emissions and support the Sustainable Development Goals (SDGs). The paper also presents a case study from Kangra district in Himachal Pradesh, focusing on local waste management, climate changes, and policy interventions. It emphasizes that effective environmental sustainability depends on community participation, technological innovation, and decentralized governance.

Keywords: Environmental Sustainability, Green Mindset, Sustainable Development, Environmental Awareness, Pro-environmental Behaviour.



Emotional Intelligence, Mindfulness and Wellbeing in Classrooms:

Sourabh Koundal & Suryavanshi Pryagraj (3423,3512) B.Ed.

Teacher Incharge : Mrs. Manju Pathania

Abstract

The present research paper examines the relationship between emotional intelligence, mindfulness, and wellbeing in classroom settings by reviewing and synthesizing findings from previous studies. The reviewed literature suggests that emotional intelligence and mindfulness significantly contribute to students' psychological wellbeing, academic success, emotional regulation, and positive classroom behaviour. Research findings indicate that emotionally intelligent students demonstrate better self-esteem, social involvement, stress management, and overall wellbeing. Similarly, mindfulness programmes implemented in schools promote self-regulation, resilience, attention, emotional balance, and positive teacher-student relationships. Teachers also view mindfulness practices favourably and consider them useful for improving classroom management and student wellbeing. The paper concludes that integrating emotional intelligence and mindfulness practices into classroom teaching can create healthier learning

environments, improve emotional and social competencies, and support long-term psychological wellbeing among students and teachers.

Keywords: Wellbeing, Psychology, emotional, management, Mindfulness.

Glimpse of Last year(2024-25)



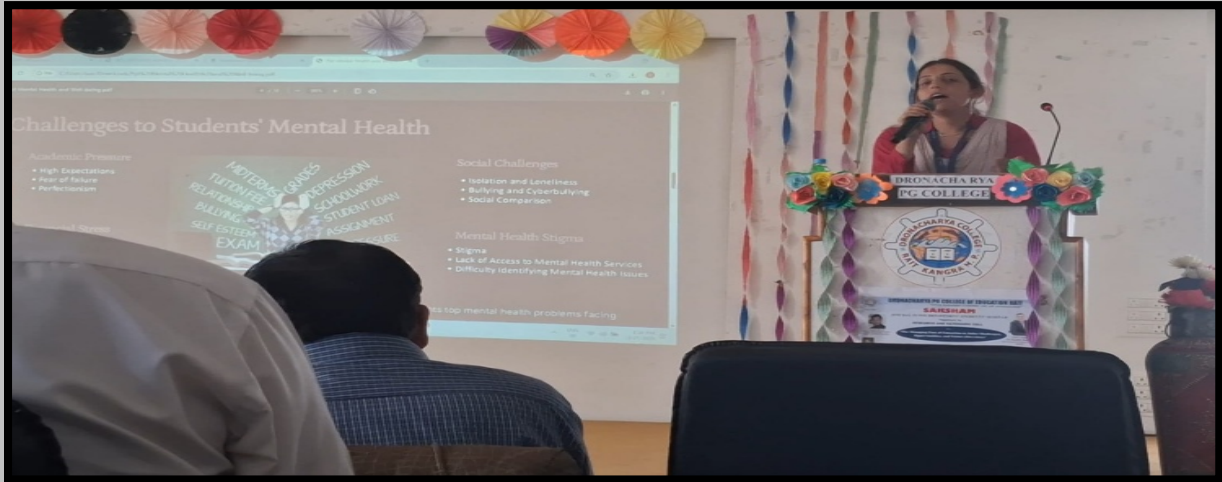
Student hosting the Programme



Floral welcome of Keynote speaker



Floral welcome of Resource Persons



Students represent their paper presentation



Valedictory(2024-25)

द्रोणाचार्य कालेज रैत में छात्रों ने पेश किए शोधपत्र



शाहपुर : द्रोणाचार्य कालेज रैत में सेमिनार के दौरान होनहार और शिक्षक

शाहपुर। द्रोणाचार्य शिक्षण स्नातकोत्तर महाविद्यालय रैत में रिसर्च एंड एक्सटेंशन सेल के सौजन्य से छात्र सेमिनार का आयोजन किया गया। जिसमें महाविद्यालय के प्रबंधक निदेशक जी एस पटानिया ने मुख्यातिथिए कार्यकारिणी निदेशक डॉ बी एस पटानिया विशिष्ट अतिथि के रूप में शिरकत की। वहीं डॉ प्रवीण शर्मा ने सेमिनार निदेशकए डॉ अनीता चंदेल मुख्य वक्ताए अनिल कोरला ने रिसोर्स पर्सन के रूप में मौजूद रहे। वहीं अतिथियों को पुष्प गुच्छ भेंटकर सम्मानित किया गया। वहीं महाविद्यालय के छात्रों ने शोध पत्र प्रस्तुत किए। जिसमें बेस्ट रिसर्च पेपर अदितिए प्रियंका बेस्ट प्रेजेंटर मन्नतए शबनम को चुना गया। वहीं मुख्यातिथि द्वारा प्रमाण पत्र देकर मेधावियों को सम्मानित किया गया। प्राचार्य डॉ प्रवीण शर्मा ने बताया कि शिक्षा का असली मकसद सिर्फ डिग्री हासिल करना नहींए बल्कि ज्ञान की गहराई में जाकर नई संभावनाओं को तलाशना है। द्रोणाचार्य कॉलेज हमेशा से छात्रों को व्यावहारिक और शोध आधारित शिक्षा देने के लिए प्रतिबद्ध रहा है। ताकि बच्चों का सर्वांगीण विकास हो। इस अवसर पर महाविद्यालय के प्रबंधक निदेशक जी एस पटानियाए कार्यकारिणी निदेशक बी एस पटानिया प्राचार्य डॉ प्रवीण शर्मा सहित समस्त स्टाफ़ विभागाध्यक्ष और भारी संख्या में छात्र छात्राएं मौजूद रहे।

Attendance of participants:

Roll No	Name	Class	Signature
3459	PAYALGARG	B.Ed II (Sec-C)	<u>Payal</u>
511	Meenu Kapoor	B.Ed II (Sec-C)	<u>Meenu Kapoor</u>
470	Megha Dadwal	B.Ed II (Sec-B)	<u>Megha Dadwal</u>
544	Geetika	B.Ed II (Sec-D)	<u>Geetika</u>
32	Inara	B.Ed II (Sec-D)	<u>Inara</u>
32	Neha	B.Ed II (Sec-D)	<u>Neha</u>
09	Kalpna	B.Ed II (Sec-D)	<u>Kalpna</u>
	Divya	B.Ed II (Sec-D)	<u>Divya</u>
	Disha	B.Ed II (Sec-D)	<u>Disha</u>
	Mannat	B.Ed II (Sec-C)	<u>Mannat</u>
	Akshita Chouhan	B.Ed II (Sec-C)	<u>Akshita</u>
	Preeti	B.Ed II (Sec-C)	<u>Preeti</u>
	Priyanka	B.Ed II (Sec-A)	<u>Priyanka</u>
	Meenakshi	B.Ed II (Sec-D)	<u>Meenakshi</u>
	Himani	B.Ed II (Sec-A)	<u>Himani</u>
	Neha	B.Ed II (Sec-A)	<u>Neha</u>
	Ankita	B.Ed II (Sec-A)	<u>Ankita</u>
	Shikha	B.Ed II (Sec-D)	<u>Shikha</u>
	Deepika	B.Ed II (Sec-A)	<u>Deepika</u>
	Ankita	B.Ed II (Sec-B)	<u>Ankita</u>
	Rupali	B.Ed II (Sec-C)	<u>Rupali</u>
	Shalika	B.Ed II (Sec-A)	<u>Shalika</u>
	Diksha	B.Ed II (Sec-D)	<u>Diksha</u>
	Heehika	B.Ed II (Sec-C)	<u>Heehika</u>
	Alisha	B.Ed II (Sec-C)	<u>Alisha</u>
	Shabham	B.Ed II (Sec-B)	<u>Shabham</u>

20/5/2026

Roll No	Name	Class	Signature
3523	Karishma Thakur	B.Ed (II) (Sec-A)	Karishma
3579	Shanari	B.Ed (II) (Sec-B)	Shanari
3536	Riya	B.Ed (II) (Sec-C)	Riya
3424	Palak	B.Ed (II) (Sec-D)	Palak
3590	Kajal	B.Ed (II) (Sec-B)	Kajal
3527	Sonali	B.Ed (II) (Sec-A)	Sonali
3419	Megha	B.Ed (II) (Sec-D)	Megha
3494	Aditi Kapoor	B.Ed (II) (Sec-A)	Ananya
3471	Ananya	B.Ed (II) (Sec-C)	Sunil
3409	Sunil	B.Ed (II) (Sec-A)	Shruti
3562	Shruti	B.Ed (II) (Sec-D)	Akshita
3515	Akshita	B.Ed (II) (Sec-A)	Nancy
3452	Nancy	B.Ed (II) (Sec-A)	Pallavi
3561	Pallavi	B.Ed (II) (Sec-B)	Kirna
3514	Kirna Dwi	B.Ed (II) (Sec-D)	Muskan
3402	Muskan	B.Ed (II) (Sec-A)	Shreya
3406	Shreya	B.Ed (II) (Sec-C)	Vaishali
3430	Vaishali	B.Ed (II) (Sec-C)	Sakshi Sharma
3478	Sakshi Sharma	(B.Ed II) Sec-D)	Sejal
3528	Sejal	B.Ed (II) (Sec-A)	Diya
3555	Diya	B.Ed (II) (Sec-B)	Chaswile
3431	Chaswile	B.Ed (II) (Sec-C)	Nikita
3566	Nikita	B.Ed (II) (Sec-C)	Richa
3512	Richa	B.Ed (II) (Sec-A)	Preeti
3423	Preeti	B.Ed (II) (Sec-D)	

20/05/26

Roll No	Name	Class	Signature
3516	Nikita	B.Ed II (Sec-C)	Nikita
3468	Kanika	B.Ed II (Sec-C)	Kanika
3553	Shreya	B.Ed II (Sec-A)	Shreya
3476	Kishita	B.Ed II (Sec-B)	Kishita
3464	Kajal	B.Ed II (Sec-A)	Kajal
3573	Aditi Kapoor	B.Ed II (Sec-B)	Aditi
3549	Somil	B.Ed II (Sec-D)	Somil
3487	Aarushi	B.Ed II (Sec-D)	Aarushi
3482	Pooja	B.Ed II (Sec-D)	Pooja
3430	Kritika	B.Ed II (Sec-A)	Kritika
3416	Ankita	B.Ed II (Sec-A)	Ankita
3509	Megha	B.Ed II (Sec-B)	Megha
3440	Palak	B.Ed II (Sec-C)	Palak
3563	Pooja	B.Ed II (Sec-A)	Pooja
3558	Shubhay	B.Ed II (Sec-C)	Shubhay
3582	Pallavi	B.Ed II (Sec-D)	Pallavi
3570	Mansi	B.Ed II (Sec-B)	Mansi
3575	Sejal	B.Ed II (Sec-C)	Sejal
3474	Sakshi Devi	B.Ed II (Sec-A)	Sakshi
3551	Nancy	B.Ed II (Sec-A)	Nancy
3585	Binna Thakur	B.Ed II (Sec-C)	Binna
3413	Preeti	B.Ed II (Sec-B)	Preeti
3577	Vandana	B.Ed II (Sec-A)	Vandana
3481	Sakshi	B.Ed II (Sec-C)	Sakshi
3600	Richa	B.Ed II (Sec-D)	Richa
3450	Abhy a	B.Ed II (Sec-A)	Abhy

Roll No	Name	Class	Date	Signature
3583	Minakshi	B.Ed II (Sec-A)	20/5/26	Minakshi
3559	Alisha	B.Ed II (Sec-A)		Alisha
3548	Diya	B.Ed II (Sec-D)		Diya
3486	Preeti	B.Ed II (Sec-D)		Preeti
3501	Savita	B.Ed II (Sec-B)		Savita
3569	Kalpna	B.Ed II (Sec-B)		Kalpna
3522	Anisha	B.Ed II (Sec-C)		Anisha
3422	Sayna	B.Ed II (Sec-C)		Sayna
3534	Diya	B.Ed II (Sec-A)		Diya
3435	Shivani	B.Ed II (Sec-B)		Shivani
3538	Nikita	B.Ed II (Sec-D)		Nikita
3426	Ridhima	B.Ed II (Sec-C)		Ridhima
3546	Meenakshi	B.Ed II (Sec-B)		Meenakshi
3438	Mohit	B.Ed II (Sec-B)		Mohit
3489	Pooja	B.Ed II (Sec-A)		Pooja
3477	Disha	B.Ed II (Sec-A)		Disha
3472	Kumal	B.Ed II (Sec-C)		Kumal
3507	Swati	B.Ed II (Sec-B)		Swati
407	Shreyas	B.Ed II (Sec-D)		Shreyas
465	Georgi Rama	B.Ed II (Sec-A)		Georgi Rama
539	Ruchi	B.Ed II (Sec-A)		Ruchi
488	Shilpa	B.Ed II (Sec-A)		Shilpa
564	Varshika	B.Ed II (Sec-B)		Varshika
101	Muskan	B.Ed II (Sec-D)		Muskan
76	Simran	B.Ed II (Sec-B)		Simran

Roll No	Name	Class	Signature
3515	Sharmila	B.Ed(II)(A)	Shr
3519	Meenu	B.Ed(II)(C)	Ms
3525	Kritika	B.Ed(II)(D)	Krit
3551	Shivani	B.Ed(II)(A)	Shivani
3543	Alisha	B.Ed(II)(B)	Alisha
3571	Payal	B.Ed(II)(B)	Pay
3583	Kalpna	B.Ed(II)(C)	Kal
3559	Prueti	B.Ed(II)(A)	Prueti
3567	Nikhil	B.Ed(II)(D)	Nikh
3484	Mohit	B.Ed(II)(A)	Mohit
3512	Pryag	B.Ed(II)(B)	P
3516	Kunnal	B.Ed(II)(C)	Kun
3496	Disha	B.Ed(II)(D)	Kun
3504	Ridham	B.Ed(II)(A)	Rid
3456	Kushal	B.Ed(II)(B)	Ku
3472	Anjali	B.Ed(II)(C)	An
3516	Rishita	B.Ed(II)(B)	Ris
3544	Geetika	B.Ed(II)(D)	Geetika

Roll no	Class	Name	Signature
3552	B.Ed(II)(A)	Akshita	<u>Akshita</u>
3433	B.Ed(II)(B)	Mannat	<u>Mannat</u>
3445	B.Ed(II)(D)	Kanika	<u>Kanika</u>
3453	B.Ed(II)(A)	Shiyya	<u>Shiyya</u>
3572	B.Ed(II)(C)	Neha	<u>Neha</u>
3491	B.Ed(II)(B)	Swabhi	<u>Swabhi</u>
3584	B.Ed(II)(A)	Riya	<u>Riya</u>
3596	B.Ed(II)(B)	Gargi Rana	<u>Gargi</u>
3412	B.Ed(II)(D)	Sakshi	<u>Sakshi</u>
3462	B.Ed(II)(C)	Kajol	<u>Kajol</u>
3444	B.Ed(II)(A)	Asiti	<u>Asiti</u>
3448	B.Ed(II)(C)	Manisha	<u>Manisha</u>
3500	B.Ed(II)(D)	Kajal	<u>Kajal</u>
3521	B.Ed(II)(A)	Urvashi	<u>Urvashi</u>
3505	B.Ed(II)(C)	Shivani	<u>Shivani</u>
3561	B.Ed(II)(B)	Pallavi	<u>Pallavi</u>
3513	B.Ed(II)(D)	Meenakshi	<u>Meenakshi</u>
3437 3437	B.Ed(II)(A)	Rashi	<u>Rashi</u>
3415	B.Ed(II)(C)	Ankita	<u>Ankita</u>
3461	B.Ed(II)(B)	Simran	<u>Simran</u>
3578	B.Ed(II)(A)	Payal	<u>Payal</u>
3410	B.Ed(II)(B)	Rimpi	<u>Rimpi</u>
35	3423	Preeti	B.Ed(II)(SLL-D)

Check List :

DRONACHARYA COLLEGE
 Village & P.O. Rait, Tehsil Shahpur, District Kangra, Himachal Pradesh
 Affiliated to H.P. University | Recognized by NCTE & UGC

Checklist for Students' Seminar

Research and Extension Committee

Purpose: This checklist is prepared to ensure systematic planning, smooth conduct, proper evaluation, complete documentation of students' seminar activities, especially for B.Ed 2nd Year students.

Pre-Seminar Planning Checklist

Sr. No.	Particulars	Yes/No	Remarks
	Seminar theme finalized	Yes	
	Date, time and venue decided	Yes	
	Approval obtained from Principal/Management	Yes	
	Notice issued to students and faculty	Yes	
	Agenda prepared for the seminar	Yes	
	Seminar topics finalized	Yes	
	Students/groups allotted topics	Yes	
	Faculty mentors assigned to students/groups	Yes	
	Seminar schedule prepared	Yes	
	Registration/attendance format prepared	Yes	
	Evaluation format prepared	Yes	
	Feedback form prepared	Yes	
	Certificates planned, if required	Yes	
	Budget/resource requirement finalized	Yes	
	ICT support arranged	Yes	

Abstract Writing Checklist

Particulars	Yes/No	Remarks
Seminar topic finalized before abstract writing	Yes	
Abstract title clearly written	Yes	
Name of student/group members mentioned	Yes	
Class/semester/roll number mentioned	Yes	
Name of faculty mentor mentioned	Yes	
Abstract written in 150-250 words	Yes	
Introduction/background of the topic included	Yes	

Particulars	Yes/No	Remarks
Drinking water arranged	Yes	
Stationery arranged	Yes	
Photography responsibility assigned	Yes	
Stage/anchoring duty assigned	Yes	
Discipline duty assigned	Yes	
Attendance duty assigned	Yes	
Evaluation duty assigned	Yes	
Feedback collection duty assigned	Yes	

Seminar Conduct Checklist

Particulars	Yes/No	Remarks
Seminar started on time	Yes	
Welcome address delivered	Yes	
Objectives of seminar explained	Yes	
Attendance of students and faculty marked	Yes	
Presentations conducted as per schedule	Yes	
Time limit followed by presenters	Yes	
Question-answer session conducted	Yes	
Evaluation sheets filled by evaluators	Yes	
Discipline maintained during seminar	Yes	
Photographs taken for record	Yes	
Feedback collected from students/faculty	Yes	
Vote of thanks delivered	Yes	
Certificates/appreciation given, if applicable	Yes	

Evaluation Checklist for Student Presentation

Evaluation Parameter	Marks/Grade	Remarks
Relevance of topic	Yes	
Quality of content	Yes	
Clarity of explanation	Yes	
Research orientation/originality	Yes	
Use of PPT/teaching aid	Yes	
Confidence and communication skill	Yes	
Time management	Yes	

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Sr. No.	Particulars	Yes/No	Remarks
8	Drinking water arranged		
9	Stationery arranged	Yes	
10	Photography responsibility assigned	Yes	
11	Stage/anchoring duty assigned	Yes	
12	Discipline duty assigned	Yes	
13	Attendance duty assigned	Yes	
14	Evaluation duty assigned	Yes	
15	Feedback collection duty assigned	Yes	

E. Seminar Conduct Checklist

Sr. No.	Particulars	Yes/No	Remarks
1	Seminar started on time	Yes	
2	Welcome address delivered	Yes	
3	Objectives of seminar explained	Yes	
4	Attendance of students and faculty marked	Yes	
5	Presentations conducted as per schedule	Yes	
6	Time limit followed by presenters	Yes	
7	Question-answer session conducted	Yes	
8	Evaluation sheets filled by evaluators	Yes	
9	Discipline maintained during seminar	Yes	
10	Photographs taken for record	Yes	
11	Feedback collected from students/faculty	Yes	
12	Vote of thanks delivered	Yes	
13	Certificates/appreciation given, if applicable	Yes	

F. Evaluation Checklist for Student Presentation

Sr. No.	Evaluation Parameter	Marks/Grade	Rem
1	Relevance of topic	Yes	
2	Quality of content	Yes	
3	Clarity of explanation	Yes	
4	Research orientation/originality	Yes	
5	Use of PPT/teaching aid	Yes	
6	Confidence and communication skill	Yes	
7	Time management	Yes	

Sr. No.	Evaluation Parameter	Marks/Grade	Remarks
8	Response to questions		
9	Overall presentation	Yes/Good Good	

G. Post-Seminar Documentation Checklist

Sr. No.	Particulars	Yes/No	Remarks
1	Seminar report prepared		
2	Attendance sheet attached	Yes	
3	Photographs with captions attached	Yes	
4	Evaluation sheets collected	Yes	
5	Feedback forms collected and analyzed	Yes	
6	Result/list of best presentations prepared, if applicable	Yes	
7	Certificates record maintained, if issued	Yes	
8	Action taken report prepared	Yes	
9	Documents submitted to IQAC	Yes	
10	Records preserved in committee file	Yes	

H. Suggested Abstract Format for Students

Title of the Paper/Presentation:	
Name of Student/Group Members:	
Class/Semester:	B.Ed 2nd Year
Roll No.:	
Faculty Mentor:	
Keywords:	
Abstract:	The abstract should briefly explain the topic, its important main points, and expected learning outcome. It should be simple academic language within 150-250 words. Student unnecessary details, copied material, long quotations, and language.

I. Final Submission File Should Contain

1. Notice
2. Agenda
3. Approval/permission note
4. Seminar schedule
5. List of students/topics
6. Abstracts submitted by students
7. Attendance sheet
8. Evaluation sheet
9. Feedback form and analysis
10. Photographs with captions
11. Seminar report

12. Action taken report
13. Certificate record, if any

J. Suggested Certificate Categories

1. Best Paper Presentation ✓
2. Best PPT Presentation ✓
3. Best Research-Oriented Presentation
4. Best Communication Skill
5. Active Participation Certificate
6. Appreciation Certificate for Student Coordinators

Important Instructions

All seminar records should be maintained in both physical and digital form. Each record should clearly mention the objective, date, venue, participants, outcome, feedback, and evaluation. These records will be used for IQAC and NAAC documentation.