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(AN ISO: 9001:2008 certified "A" Rated B.Ed. College for Girls Only)
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REPORT ON MOCK RECRUITMENT & TEACHER INTERVIEW DRIVE

Activity / Event Name:	Mock Recruitment Drive (Written Screening, Panel Interview & Teaching Demo)
Date of Conduct:	19th February 2026
Organized & Evaluated By:	Faculty Members & Internal Assessment Committee
Venue:	Examination Hall, Interview Chambers & Pedagogy Labs

Objectives of the Activity

• To familiarize prospective educators with the three-tier hiring processes implemented by modern academic institutions.
• To evaluate fundamental conceptual understanding of child psychology, educational policies (including NEP 2020), and pedagogy through a written screening.
• To build self-efficacy, professional interview etiquette, and structured verbal articulation during multi-expert panel interactions.
• To test live blackboard management, teaching-learning material (TLM) integration, instructional pacing, and classroom management in a simulated teaching environment.
• To identify diagnostic strengths and gap areas for each teacher trainee prior to formal recruitment drives.

Structure and Execution of the Drive

Stage 1: Written Screening Examination

The drive commenced with a formal written examination conducted under standardized invigilation in the examination hall. The question paper tested core educational concepts, application-based child psychology problems, instructional design principles, and classroom situation ethics. This round served as a rigorous baseline assessment of conceptual clarity and timed analytical expression.

Stage 2: Professional Panel Interview & Document Verification

Candidates appeared individually before multi-member faculty evaluation panels. The panels evaluated candidates across multiple parameters, including professional grooming, curriculum vitae organization, internship portfolios, lesson-plan rationale, and handling difficult classroom contingencies (e.g., student disengagement, inclusive education needs, parent-teacher collaboration). The panels probed candidates on their teaching philosophies and mastery of modern educational methodologies.

Stage 3: Teaching Demonstration (Demo Session)

In the final round, teacher trainees delivered live micro-teaching sessions before peers and faculty evaluators in the pedagogy practice rooms. Candidates demonstrated specialized lesson plans, utilized self-crafted teaching-learning materials (TLMs) such as creative star/graphic models and chart displays, and executed interactive chalkboard/whiteboard presentations. Evaluators scored candidates on voice modulation, instructional opening hooks, content breakdown, learner questioning, and effective lesson summarization.

Photographic Documentation of the Event

The following photographic records document the chronological progression of the Mock Recruitment Drive across the Written Examination, Faculty Panel Interviews, and Live Teaching Demonstrations:

Stage 1: Written Screening Examination Hall



Figure 1.1: B.Ed. teacher trainees writing the screening test in the examination hall.



Figure 1.2: Trainees completing the timed pedagogical & aptitude question paper.

Stage 2: Panel Interviews & Viva Voce



Figure 2.1: Multi-member faculty interview panel scrutinizing trainee credentials and pedagogical readiness.



Figure 2.2: Candidate responding to situational questions and curriculum inquiries before the panel.



Figure 2.3: In-depth individual viva and portfolio scrutiny session with senior faculty interviewer.

Stage 3: Practical Teaching Demonstrations (Demo Sessions)



Figure 3.1: Candidate delivering live demonstration showcasing whiteboard skills and instructional pedagogy.



Figure 3.2: Trainee teacher presenting interactive Teaching-Learning Materials (TLMs) during the micro-lesson.

DATE: 23RD SEPTEMBER, 2025 (TUESDAY)

Report on Pedagogical Role Play Sessions

Key Objectives of the Activity:

- To bridge theoretical principles of educational psychology with active, simulated classroom teaching experiences.
- To enhance student-teachers' communicative fluency, emotional empathy, and spontaneous responsiveness in instructional environments.
- To train prospective educators in addressing classroom behavioral challenges differentiated learning needs, and conflict resolution.
- To evaluate the pedagogical efficacy of socio-drama and role reversal as active learning strategies under NEP 2020.

Introduction & Theoretical Context

Role play in teacher education serves as an experiential bridge between theoretical pedagogy and actual schoolroom dynamics. On 23rd September 2025, St. Lawrence College of Higher Education conducted intensive, structured Role Play Sessions for B.Ed. Semester-I student-teachers. The exercise was designed to move prospective educators away from rote lecture delivery toward empathetic, participatory classroom leadership. In alignment with constructive pedagogical models, dramatized simulations enable prospective teachers to inhabit multiple perspectives—experiencing firsthand the emotional, cognitive, and social realities faced by diverse learners in contemporary Indian classrooms.

Session Execution & Simulated Scenarios

The class was organized into collaborative learning cohorts of six members each, guided by faculty facilitators. A curated array of authentic school scenarios was assigned to each team, demanding quick situational judgment and pedagogical diplomacy:

- Scenario 1 (Addressing Academic Reluctance & Truancy): Trainees simulated a high-school counseling room where an adolescent learner was falling behind due to socio-economic distress. The teacher-in-role practiced active listening, non-judgmental validation, and structured goal-setting.
- Scenario 2 (Inclusive Education & Differentiated Instruction): A simulated primary classroom featuring children with distinct learning speeds and sensory sensitivities. The student-teacher demonstrated differentiated instruction, utilizing multi-sensory teaching aids and peer-tutoring scaffolds.
- Scenario 3 (Navigating Difficult Parent-Teacher Meetings): Enacting a high-tension meeting with demanding parents regarding academic assessments. The scenario tested emotional regulation, assertive diplomacy, and collaborative problem-solving.
- Scenario 4 (Managing Peer Bullying and Group Friction): Resolving playground conflict through restorative justice circles rather than punitive disciplinary measures.

Reflective Debriefing & Feedback Mechanism

Following each enactment, an interactive debriefing session was facilitated by the teacher-educators. Observers from peer groups provided constructive feedback utilizing a structured evaluation rubric focusing on body posture, voice modulation, pedagogical clarity, empathy index, and resolution efficacy. Student-teachers analyzed what went well and identified alternative pedagogical interventions that could have been implemented. The resource faculty highlighted that effective role-playing fosters reflective practitioners who think on their feet rather than rigidly following lesson plans.

Learning Outcomes & Pedagogical Impact

The session yielded significant learning outcomes for the future educators:

1. Enhanced Situational Adaptability: Trainees reported a noticeable reduction in performance anxiety when addressing unexpected classroom disruptions.
2. Empathetic Perspective-Taking: By stepping into the shoes of struggling students and concerned parents, trainees internalized the necessity of compassionate pedagogy.
3. Pedagogical Tool Mastery: Participants acquired the methodology required to replicate role play as an engaging instructional technique in their own pedagogy subjects during upcoming school internships.

Photographic Documentation:







DATE: 14TH OCTOBER, 2025 (TUESDAY)

Report on Structured Group Discussion Sessions on Contemporary Educational Trends

Key Objectives of the Activity:

- To promote critical inquiry, evidence-based argumentation, and articulate discourse on evolving educational policies.
- To cultivate active listening habits, intellectual tolerance, and cooperative discourse among prospective educators.
- To critically analyze the implementation roadmaps, equity challenges, and digital transformations outlined in NEP 2020.
- To groom teacher-trainees for academic conferences, recruitment interviews, and participatory staffroom deliberations.

Context & Rationale

Effective teacher preparation demands not merely subject mastery, but the intellectual ability to critically dissect educational philosophies, systemic challenges, and policy transformations. On 14th October 2025, St. Lawrence College of Higher Education organized comprehensive Group Discussion Sessions in the Multipurpose Hall. The initiative was conceptualized to transition student-teachers from passive recipients of educational doctrine into articulate, reflective stakeholders capable of engaging in rigorous academic dialogue on 21st-century schooling.

Structural Framework & Deliberation Themes

The participant body was divided into four distinct deliberative circles, each overseen by a faculty moderator to evaluate thematic relevance, team participation, and depth of analysis. The topics assigned represented pivotal crossroads in contemporary Indian education:

- Circle A: 'Digital Classrooms vs. Humanistic Pedagogy: Navigating Screen Time, Equity, and the Loss of Human Touch.' Participants debated whether excessive gamification and AI tutors undermine social-emotional learning, highlighting empirical findings from post-pandemic classrooms.
- Circle B: 'Universal Inclusion under NEP 2020: Assessing Institutional Readiness, Resource Gaps, and Teacher Training Realities.' The cohort critically evaluated infrastructural bottlenecks and emphasized pedagogical accommodations needed for Children with Special Needs (CWSN).
- Circle C: 'Abolishing High-Stakes Board Exams: The Viability and Challenges of Continuous and Comprehensive Competency-Based Evaluation.' Trainees examined holistic progress cards, continuous diagnostic assessments, and student mental wellness.
- Circle D: 'Mother Tongue and Regional Language as the Medium of Instruction: Cultural Pride vs. Global Competitiveness.' A vibrant discussion regarding early linguistic development, cognitive ease, and socio-economic realities in metropolitan schooling.

Faculty Moderation & Discussion Dynamics

Faculty moderators maintained strict academic decorum while encouraging dissenting viewpoints backed by data, commission reports (Kothari Commission, NEP 2020), and psychological theories (Vygotsky, Piaget). Students exhibited remarkable discipline, learning the vital etiquette of interjecting respectfully, synthesizing disparate views, and yielding space to quieter peers. The discussion moved beyond theoretical posturing into ground-level pedagogical solutions that future teachers can execute in actual school environments.

Outcomes & Academic Enrichment

The session succeeded in fostering higher-order intellectual competencies:

1. Articulate Expression: Student-teachers honed the ability to structure spontaneous thoughts into clear, persuasive, and professional academic speech.
2. Democratic Professional Disposition: Trainees learned to navigate disagreement professionally, a competency crucial for harmonious school staff meetings.

3. Policy Literacy: The participants demonstrated sophisticated command over policy frameworks, preparing them thoroughly for viva-voce examinations and competitive teacher recruitment interviews.

Photographic Documentation:





WORKSHOP | DATE: 02ND APRIL, 2025

Art & Craft Pidilite Workshop (Traditional Block Printing on Fabric)

Resource Person / Facilitator: Ms. Shikha (Pidilite Expert) | **Core Theme:** Block Printing on Dupattas, T-Shirts & Cushions

On the 2nd of April 2025, a highly engaging and creative Art & Craft workshop students. The workshop, organized in collaboration with Pidilite Industries, was led by Ms. Shikha, a Pidi lite expert, who provided invaluable guidance to the participants throughout the event. The primary focus of the workshop was on the traditional art of block printing, a technique that allows individuals to express their creativity through intricate designs on fabric. During the session, students had the opportunity to explore various block printing designs and apply them to a range of items such as dupattas, t -shirts, cushion covers, and more. The hands -on experience not only enhanced the students' understanding of the technique but also encouraged them to experiment with color combinations and patterns. Under Ms. Shikha's expert supervision, the students learned how to effectively use the blocks to create aesthetically pleasing designs, showcasing their talents in the process. The workshop was a perfect blend of learning and creativity, providing the students with a deeper appreciation for traditional art forms. The experience left the participants with a sense of accomplishment, as they took home their hand - crafted items, each piece reflecting their unique interpretation of the block printing technique. The session was highly appreciated by all involved, and it successfully brought out the artistic potential of the B.Ed. students.

Workshop Photographic Documentation:


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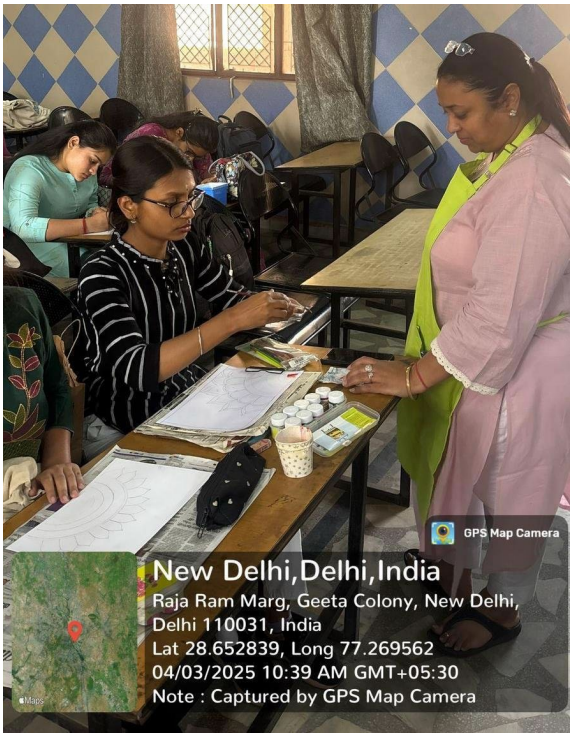
WORKSHOP | DATE: 03RD APRIL, 2025

Art & Craft Pidilite Workshop (Mandala Art & Therapeutic Design)

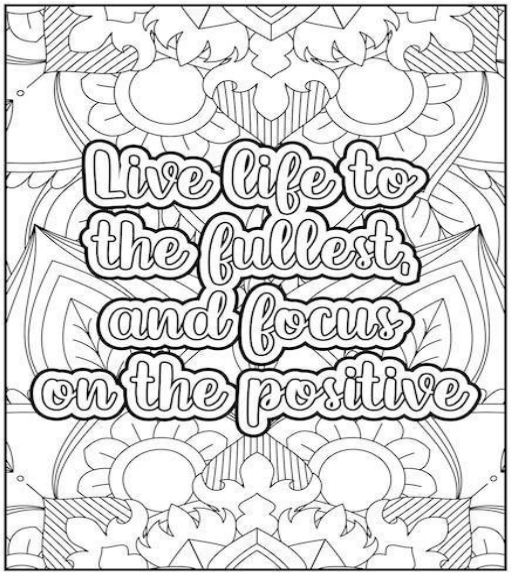
Resource Person / Facilitator: Ms. Shikha (Pidilite Expert) | **Core Theme:** Mandala Art, Symmetry & Art Therapy

An Art & Craft Workshop was organized on 3rd April 2025 at St. Lawrence College of Higher Education in collaboration with Pidilite Industries Limited. The workshop was conducted exclusively for the B.Ed students with the aim of nurturing creativity, enhancing artistic skills, and promoting the integration of art into teaching practices. The session was facilitated by Ms. Shikha, a skilled Pidilite Art & Craft expert, who guided the students through an engaging and hands-on learning experience. The central theme of the workshop was Mandala Art, an intricate and meditative form of artistic expression. Ms. Shikha demonstrated various techniques to create detailed Mandala patterns, using simple yet effective methods and easily available materials. T he session not only focused on the technical aspects of Mandala creation but also emphasized the therapeutic value of art in reducing stress and promoting mindfulness among learners. The B.Ed students participated enthusiastically, showcasing their creativity and personal interpretations of Mandala designs. The workshop provided a refreshing break from routine academic activities and offered a valuable opportunity for self- expression a nd relaxation. It also highlighted the relevance of such art -based activities in school education, particularly in fostering emotional well-being and holistic development among students. The workshop concluded on a positive note with a heartfelt vote of thanks extended to Ms. Shikha and the Pidilite team for their time and effort. The participants appreciated the session and expressed keen interest in attending more such workshops in the future.

Workshop Photographic Documentation:






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and focus
on the positive




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WORKSHOP | DATE: 08TH–12TH SEPTEMBER, 2025

Five-Day National Workshop on Art and Craft

Resource Person / Facilitator: Faculty & Resource Team | **Core Theme:** Tote Bags, Worli Art, Mandala & Pichwai Art

Art and Craft from 8th to 12th September 2025. The workshop was designed with the vision of blending creativity with pedagogy, and it was especially relevant to the B.Ed curriculum, which highlights Art Integration as an innovative teaching -learning practice. The primary objective was to provide participants with hands-on experiences in diverse art forms and to demonstrate how these can be applied in classrooms to make learning more engaging, holistic, and culturally rooted. Each day introduced a unique art form, allowing participants to learn, practice, and reflect on how art can enhance both personal creativity and professional teaching skills.

The workshop began with Tote Bag Making. Participants created eco -friendly bags using simple techniques and designs. This activity not only promoted sustainable practices but also demonstrated how art can be used in school projects to develop creativity and environmental awareness in students. From a B.Ed perspective, this activity emphasized: Skill-based learning, as future teachers acquired practical craft skills. Environmental education, since reusable bags encouraged sustainable practices. Project-based pedagogy, as tote bag making can be introduced as a school project to enhance creativity, teamwor k, and awareness. The participants thoroughly enjoyed the session, and the colorful bags symbolized the union of art and responsibility toward nature.

The second day focused on Worli Art, a traditional tribal art form of Maharashtra known for its simple yet meaningful motifs. Participants practiced drawing human figures, animals, and daily life scenes using geometric patterns. Relevance to the B.Ed curriculum included: Heritage and culture in education, as students learned how local folk art can be used in teaching social studies, history, and value education. Inclusivity in learning, since folk art represents indigenous communities, helping

students integrate cultural diversity into lessons. Interdisciplinary teaching, as Worli art can connect with language learning (storytelling), mathematics (geometric shapes), and environmental studies (depiction of rural life). The session not only enhanced artistic skills but also deepened respect for India's cultural richness.

The third day was devoted to Mandala Art. Participants engaged in designing symmetrical circular patterns that required precision, concentration, and patience. The process was highly therapeutic and enjoyable, with many participants describing it as a calming and meditative experience. The session demonstrated: Art as therapy, showing how creative activities can reduce stress and anxiety in both teachers and students. Enhancing concent ration, since mandala drawing improved focus and fine motor skills. Holistic development, integrating emotional and psychological well -being into education, a key concern in teacher training. The colorful mandalas produced were not just art pieces but also reflections of mindfulness and inner balance.

The fourth day introduced participants to Pichwai Art, a traditional form of painting from Rajasthan, characterized by intricate designs and depictions of Lord Krishna's life. The session provided insights into how detailed artwork requires patience, devotion, and storytelling ability. Art in value education, since Pichwai paintings often carry spiritual and moral lessons. Storytelling through visuals, where art becomes a medium to explain history, religion, and cultural traditions. Developing aesthetic sense, encouraging future teachers to appreciate and cultivate artistic sensitivity among their students.

WORKSHOP | DATE: 24TH FEBRUARY, 2026

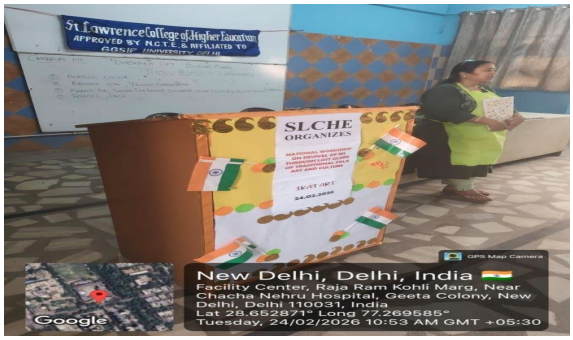
10-Day Pidilite Workshop: Day 1 – Ikat Art & Pattern Symmetry

Resource Person / Facilitator: Ms. Shikha Jain (Resource Person) | **Core Theme:** Revival of IKS, Textile Heritage & Symmetrical Design

Education on 24th February 2026 at its campus in Geeta Colony, New Delhi. The workshop was conducted with the objective of reviving and restoring the lost glory of trad itional Indian folk art and culture while equipping students with practical artistic skills. The initiative aimed to bridge the gap between traditional art forms and modern creative techniques through hands-on learning experiences. The first day of the wor kshop was dedicated to Ikat Art, a renowned traditional art form known for its intricate patterns, symmetry, and cultural depth. The session was conducted by the distinguished resource person, Ms. Shikha Jain, who possesses extensive experience in conducti ng art and craft workshops. She began the session with a detailed introduction to the origin and evolution of Ikat art, explaining its roots in Indian textile traditions and its significance in different regions of India. She elaborated on how Ikat patterns are traditionally created through dyeing techniques and how these motifs reflect cultural stories, heritage, and craftsmanship. Her explanation helped students understand not only the artistic techniques but also the cultural importance of preserving such traditional art forms in contemporary times. Following the theoretical introduction, Ms. Shikha Jain demonstrated the practical steps involved in creating Ikat-inspired designs on sheets. She guided students in sketching geometric and symmetrical patterns, maintaining balance and proportion in their artwork. The demonstration included the proper use of acrylic colours, brushes, carbon paper, markers, Fevicol, and other Pidilite materials. She also provided valuable tips on selecting appropriate colour combinations, blending shades, creating depth, and adding finishing touches to enhance the overall presentation of the artwork. Her step -by-step guidance made the process easy to understand and encouraged even beginners to participate confidently. The worksho p was highly interactive, with students actively engaging in the creative process. Participants enthusiastically experimented with patterns, colour schemes, and design layouts while receiving continuous feedback and encouragement from the resource person. The hands-on activity not only enhanced their artistic skills but also improved their concentration, patience, and creativity. Students expressed great interest and appreciation for learning a traditional art form in a modern and structured manner. The fir st day of the workshop concluded on a positive and successful note. Students showcased their completed Ikat artworks, reflecting their understanding and creativity. The

session proved to be informative, inspiring, and skill -enhancing, setting an enthusiast ic tone for the remaining days of the 10-day workshop. Such initiatives play a significant role in promoting cultural heritage, nurturing artistic talent, and providing experiential learning opportunities to students.

Workshop Photographic Documentation:






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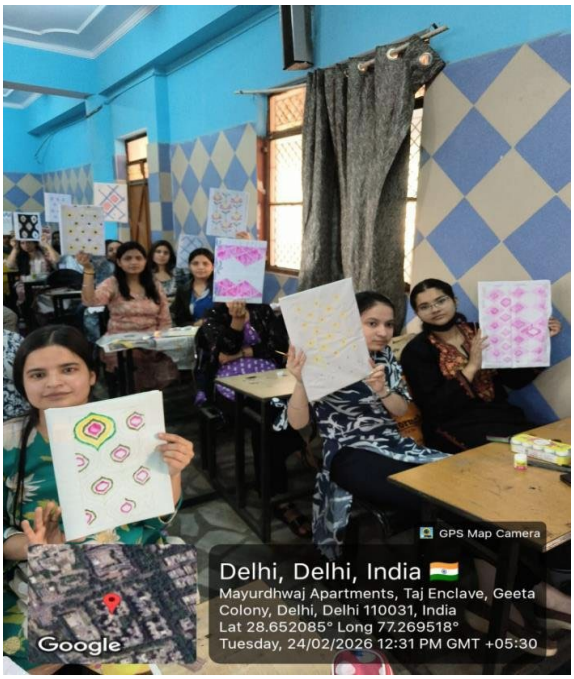

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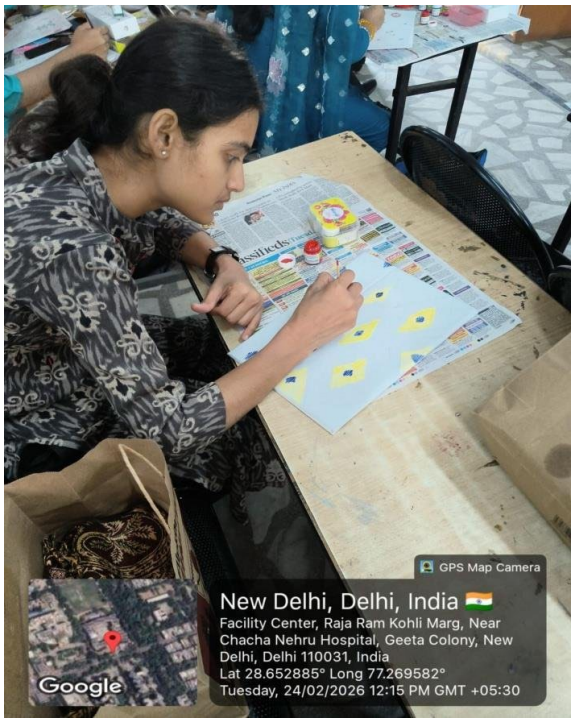

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WORKSHOP | DATE: 25TH FEBRUARY, 2026

National Workshop on Dhokra Art (Lost-Wax Metal Craft Revival)

Resource Person / Facilitator: Ms. Vandana (Resource Person) | **Core Theme:** IKS Revival, Tribal Metallurgy & Lost-Wax Casting

A National Workshop on Revival of Indian Knowledge Systems (IKS) through the Lost Glory of affiliated to Guru Gobind Singh Indraprastha University, Delhi. The workshop focused on Dhokra Art, one of the most ancient and fascinating metal crafts of India. The session was conducted by Ms. Vandana, a skilled and knowledgeable resource person with deep insight into traditional fol k art practices. The primary objective of the workshop was to familiarize students with India's rich artistic heritage and to encourage appreciation and preservation of indigenous crafts. Ms. Vandana began the session with a comprehensive introduction to t he origin and historical significance of Dhokra art. She explained that Dhokra is a traditional metal casting technique practiced by tribal communities in states such as Chhattisgarh, Odisha, Jharkhand, and West Bengal for over 4,000 years. The art form uses the ancient lost-wax casting method, in which a wax model is prepared, covered with layers of clay, and then heated so that the wax melts away and molten metal is poured into the cavity. She highlighted that each Dhokra artifact is unique because the mo uld is broken after casting, making every piece one -of-a-kind. Her explanation helped students understand the cultural, social, and economic importance of this craft. The workshop also included a practical demonstration, which was highly engaging and infor mative. Ms. Vandana demonstrated the step -by-step process involved in creating Dhokra -inspired designs and explained the tools and materials required. She guided students in conceptualizing simple motifs and traditional patterns commonly seen in tribal fig ures, animals, jewelry, and decorative items. Students actively participated in the activity, showing enthusiasm and creativity. The interactive discussion allowed them to ask questions about design techniques, finishing processes, and the challenges faced by artisans in sustaining this traditional craft in modern times. Furthermore, Ms. Vandana emphasized the relevance of Dhokra art in contemporary society. She discussed how such traditional crafts can be promoted through exhibitions, online platforms, and educational institutions to provide livelihood opportunities for artisans. She also connected the workshop theme with the broader concept of Indian Knowledge Systems, encouraging students to value indigenous wisdom

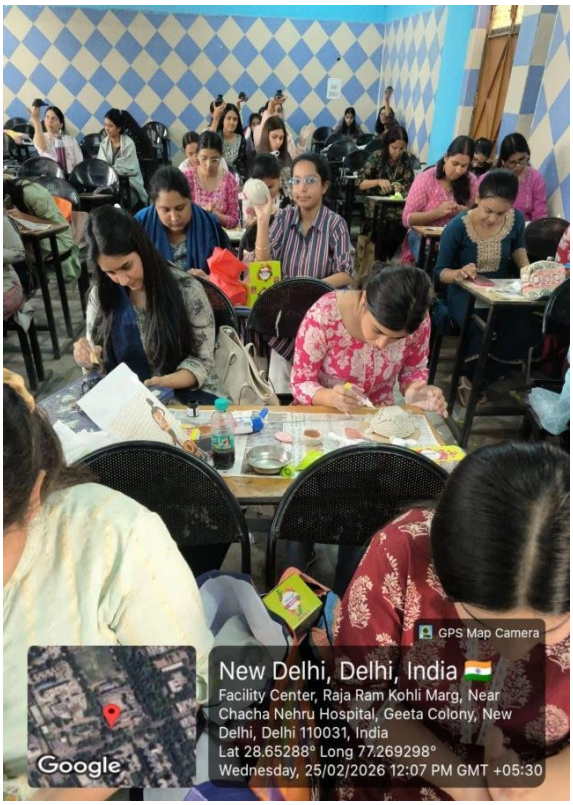
and sustainable practices. Her motivatio nal words inspired students to explore folk art not only as a creative pursuit but also as a means of cultural preservation. Overall, the Dhokra Art workshop was a highly enriching and successful event. It provided theoretical knowledge and practical expos ure, enhancing students' artistic skills and cultural awareness. The session conducted by Ms. Vandana was insightful, interactive, and inspiring. The workshop successfully achieved its objective of reviving interest in traditional folk art and left a lasting impression on all participants.

Workshop Photographic Documentation:



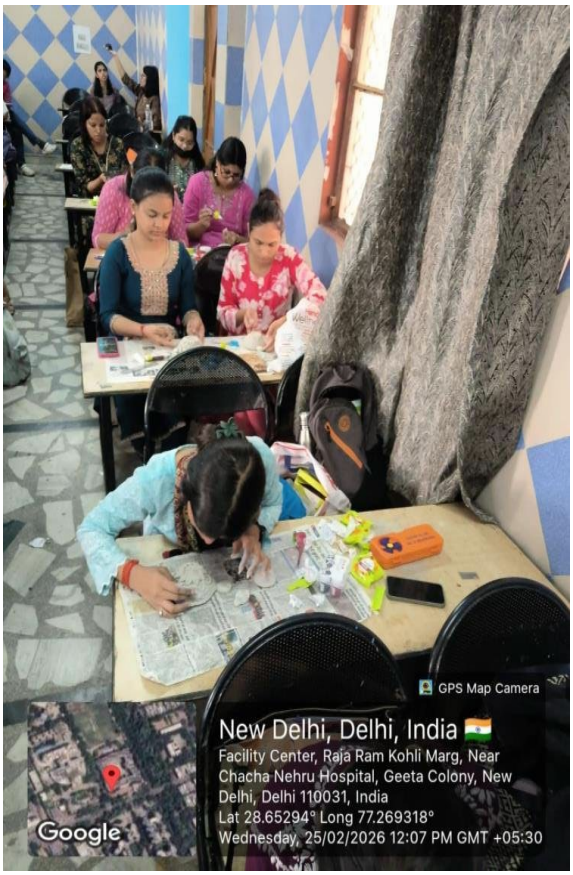



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WORKSHOP | DATE: 11TH MARCH, 2026

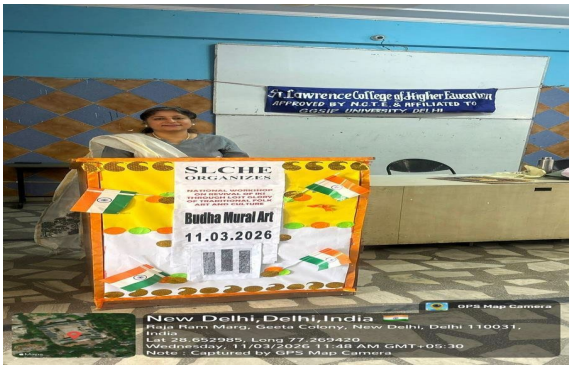
National Workshop on Budha Mural Art (Folk Art & Cultural Storytelling)

Resource Person / Facilitator: Ms. Veenu (Resource Person) | **Core Theme:** Traditional Mural Making, Color Balance & IKS

A National Workshop on the revival of Indian Knowledge Systems (IKS) through the lost glory of Education on 11th March 2026. The workshop focused on Budha Mural Art, a traditional and expressive art form that showcases India's rich cultural heritage and creativity. This initiative was conducted as a part of the B.Ed. curriculum with the objective of providing studen t-teachers with experiential learning opportunities and a deeper understanding of indigenous art forms. The venue was aesthetically decorated with vibrant colours, traditional motifs, and tricolour elements, creating a lively and culturally immersive envir onment that immediately captured the attention and interest of the participants. The session was conducted by an expert resource person, Ms. Veenu, who shared her extensive knowledge and skills in Budha mural art. The workshop began with an informative int roduction to the origin, history, and cultural significance of mural art in India. She explained how murals have been used since ancient times as a medium of storytelling, decoration, and preservation of cultural values. Participants were then familiarized with the tools, materials, and techniques involved in mural making. The demonstration included sketching basic outlines, selecting appropriate colour combinations, filling colours carefully, and maintaining balance, symmetry, and detailing in the artwork. Ms. Veenu also shared useful tips and techniques to enhance precision and creativity in mural designs. The workshop included a hands-on session where B.Ed. students actively participated with great enthusiasm. They were given the opportunity to apply the techniques demonstrated and create their own mural designs. The classroom atmosphere became highly interactive and creative, with students experimenting with different patterns, colour schemes, and artistic styles. Their active participation not only enhan ced their practical skills but also boosted their confidence and

encouraged self-expression. The collaborative nature of the activity allowed students to learn from each other, exchange ideas, and appreciate diverse artistic perspectives. The workshop also emphasized the importance of preserving and promoting traditional art forms in the modern era. It highlighted that mural art is not merely a decorative practice but also a reflection of India's cultural identity and heritage. Students were encouraged to t hink about ways to integrate such art forms into their future teaching practices, making learning more engaging, creative, and culturally relevant. The session also helped in developing important qualities such as patience, concentration, creativity, and a ttention to detail, which are essential for both personal and professional growth. Overall, the workshop proved to be highly informative, engaging, and enriching. It successfully combined theoretical knowledge with practical experience, making the learning process meaningful commendable, as it provided B.Ed. students with an opportunity to connect with traditional art, understand its significance, and develop creative teaching skills. The workshop left a lasting impression on the participants and inspired them to value, preserve, and promote India's rich artistic traditions in their future endeavors.

Workshop Photographic Documentation:

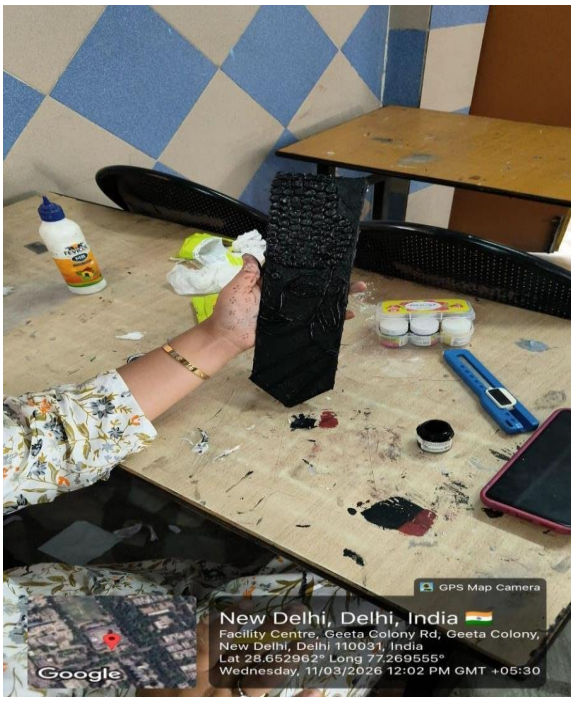





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WORKSHOP | DATE: 16TH MARCH, 2026

National Workshop on Block Printing (Traditional Textile Crafts in Education)

Resource Person / Facilitator: Ms. Shivani (Resource Person) | **Core Theme:** Indigenous Crafts, Repetitive Motif Design & Heritage

A National Workshop on the revival of Indian Knowledge Systems (IKS) through the lost glory of Education on 16 March 2026. The workshop focused on Block Printing, one of India's oldest and most intricate textile art forms. This initiative was conducted as a part of the B.Ed. curriculum with the objective of providing student -teachers with experiential learning opportunities and deeper insight into India's rich cultural heritage. The venue was aesthetically decorated with vibrant colors, traditional patterns, and tricolor elements, creating a lively and culturally immersive atmosphere that immediately engaged the participants. The session was led by an experienced resource person Ms. Shivani who provided both theoretical knowledge and practical demonstration of block printing techniques. The workshop commenced with an introduction to the origin, evolution, and cultural significance of block printing in India. Students were made aware of how this traditional craft has been passed down through generations and continue to hold artistic and economic importance. Following the introduction, participants were guided step-by-step through the process, including preparation of fabric, selection and application of colors, proper handling of wooden blocks, and techniques to achieve neat and repetitive patterns. The hands-on session enabled students to experiment with designs and gain confidence in applying the techniques themselves. A notable feature of the workshop was the enthusiastic participation of B.Ed. students, who actively engaged in all activities with great interest and creativity. Their involvement made the learning process interactive and enjoyable. Students not only practiced the art but also exchanged ideas, observed each other's work, and appreciated different patterns and styles. This collaborative learning environment helped in enhancing their artistic skills as well as boosting their confidence. The workshop also encouraged critical thinking about how such traditional art forms can be integrated into classroom teaching to make learning more creative and culturally relevant.

The workshop further emphasized the importance of preserving and promoting indigenous art forms in today's rapidly modernizing world. It highlighted that traditional crafts like block printing are not just artistic expressions but also vital sources of livelihood for many artisans. By understanding these aspects, students developed a sense of responsibility towards safeguarding cultural heritage. The session also fostered essential qualities such as patience, precision, creativity, and appreciation for manual skills, which are crucial for holistic development. Overall, the workshop proved to be highly informative, engaging, and enriching. It successfully combined theoretical understanding with practical exposure, making the learning experience truly commendable, as it provided B.Ed. students with an opportunity to connect with traditional art, enhance their creative abilities, and understand the importance of incorporating cultural elements into education. The workshop left a lasting impression on the participants and inspired them to value and promotes India's rich artistic traditions in their future teaching practices.

Workshop Photographic Documentation:










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WORKSHOP | DATE: 25TH NOVEMBER, 2025

Comprehensive Report on Capacity Building Workshop on Self-Awareness and Confidence Building

Key Objectives of the Activity:

- To foster deep introspective self-awareness, enabling future educators to understand their personal values, cognitive biases, and emotional triggers.
- To eliminate public speaking apprehension, stage phobia, and self-doubt before school internship inductions.
- To teach practical mindfulness, positive self-talk, and breath-regulation techniques for high-pressure academic scenarios.
- To build healthy self-efficacy, assertive communication, and professional teacher confidence.

Significance in Teacher Education

The emotional state and confidence of an educator serve as the invisible psychological backbone of the classroom. A teacher projecting hesitation or unresolved anxiety inadvertently fosters an insecure learning climate. Recognizing this critical professional imperative, the Student Counseling Cell organized an intensive, day-long Workshop on Self-Awareness and Confidence Building on 25th November 2025. The program targeted internal self-perception, empowering teacher-trainees with tools to cultivate authentic poise, emotional resilience, and communicative authority.

Phase 1: Introspective Self-Mapping & Psychological Diagnostics

The morning session commenced with structured self-assessment modules. Participants completed comprehensive SWOT analysis worksheets and Johari Window frameworks to map their perceived strengths, hidden competencies, vulnerabilities, and blind spots. Expert counseling psychologists guided students through reflective prompts: 'What beliefs dictate my fear of judgment?' and 'How do my personal values align with my pedagogical mission?'. This introspective dive allowed trainees to acknowledge imposter syndrome and examine social inhibitions that hinder vocal participation in academic spaces.

Phase 2: Somatic Confidence Drills & Podium Simulations

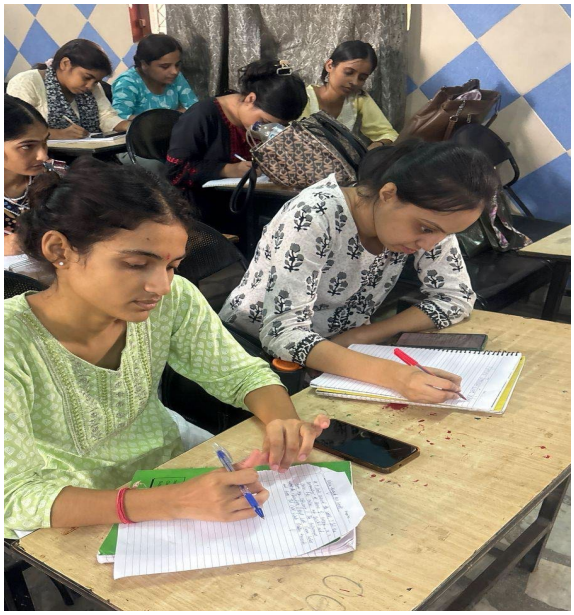
The post-lunch module shifted from introspection to somatic and behavioral manifestation. Facilitators introduced physical and vocal grounding techniques:

- Diaphragmatic Breathing & Centering: Practical exercises to arrest physiological fight-or-flight responses when facing large crowds.
- The Architecture of Presence: Postural alignment, grounding stance, and purposeful micro-movements to command classroom attention without authoritarian rigidity.
- The Two-Minute Uninterrupted Talk: Every trainee mounted the elevated podium to deliver an impromptu address on a personal passion, with peers offering immediate, affirmative constructive appraisals.
- Cognitive Reframing Drills: Converting anxious internal self-criticism into constructive affirmations and growth-mindset self-talk.

Institutional Impact & Feedback

The workshop created a profoundly safe, validating space for emotional vulnerability and transformative growth. Trainees reported feelings of emotional liberation, heightened mutual empathy, and tangible improvement in speech delivery. Feedback surveys confirmed that 94% of participants felt significantly more prepared and self-assured to deliver lessons in front of senior school evaluators, validating the institution's commitment to holistic educator development.

Photographic Documentation:









WORKSHOP | DATE: 16TH DECEMBER, 2025

Comprehensive Report on Professional Workshop on Personality Development & Grooming for Educators

Key Objectives of the Activity:

- To instill the ethical, aesthetic, and professional grooming standards expected in elite school institutions.
- To master non-verbal communication nuances including eye contact, welcoming kinesics, and voice modulation.
- To train participants in workplace etiquette, inter-professional staffroom decorum, and formal digital communication.
- To prepare students for competitive teacher selection panels, demonstration lessons, and panel interviews.

Preamble & Strategic Objective

The teaching profession demands a harmonious synthesis of intellectual depth, dignified persona, and refined interpersonal grace. An educator is continuously observed as a role model by students, parents, and administrative colleagues. On 16th December 2025, the IQAC and Career Placement Cell hosted an intensive Personality Development and Professional Grooming Workshop in the Seminar Hall. The workshop served to refine prospective teachers into consummate professionals equipped for modern educational organizations.

Key Instructional Pillars Covered

The session, conducted by experienced corporate communication trainers and veteran school principals, was organized into four systematic pillars:

- Pillar 1: Professional Sartorial Standards & Aesthetics: Comprehensive guidelines on institutional dress codes, fabric choices, colors communicating credibility and accessibility, personal grooming, and formal school assembly aesthetics.
- Pillar 2: Kinesics & Vocal Modulation: Mastering the pitch, tone, pace, and pause in teacher speech. Demonstrations highlighted how strategic silence commands far more discipline than shouting, and how warm, distributed eye contact prevents disruptive behavior in classrooms.
- Pillar 3: Workplace Etiquette & Interpersonal Diplomacy: Navigating staffroom dynamics, establishing respectful boundaries with adolescent students, communicating constructively with school principals, and resolving professional friction with grace.
- Pillar 4: Digital & Written Professional Etiquette: Formulating formal pedagogical emails, lesson plan submissions, student progress reports, and professional telephone communication with parents.

Practical Simulations & Mock Panels

To cement conceptual learning, trainees engaged in high-intensity mock interview simulations and micro-teaching demonstration drills. Student-teachers entered the room, executed formal greetings, managed panel questions regarding classroom ethics, and demonstrated whiteboard management. Constructive feedback was rendered immediately, diagnosing mannerisms, slouching postures, or filler words (such as 'like', 'um', 'basically'), enabling rapid corrective practice.

Summary of Impact

The workshop elevated the collective professional maturity of the student-teacher cohort. Trainees left equipped with actionable checklists for interview preparation, heightened awareness of their non-verbal signaling, and a renewed sense of pride in adopting the noble demeanor of the teaching fraternity.

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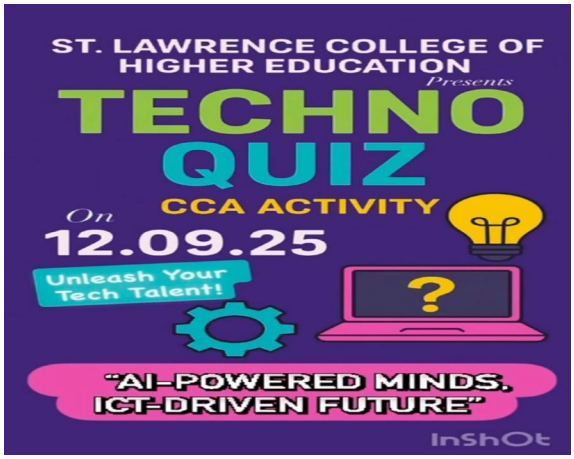


COMPETITION | DATE: 12TH SEPTEMBER, 2025

Techno Quiz ('AI-Powered Minds, ICT-Driven Future')

Interactive event, the Techno Quiz, as part of its Co -Curricular Activity (CCA) schedule on 12th September 2025. The event was aimed at stimulating curiosity and enhancing the technological awareness of students while encouraging them to think critically and apply their knowledge in innovative ways. The primary objective of the Techno Quiz was to create a platform where students could unleash their tech talent and explore the dynamic world of technology. The quiz was designed in alignment with the theme “AI -Powered Minds, ICT -Driven Future”, reflecting the institution’s commitment to preparing students for the rapidly evolving digital age. The chosen theme “AI -Powered Minds, ICT -Driven Future” proved to be extremely relevant in today’s context, where Artificial Intelligence and ICT have become the backbone of progress in every sector. By linking the quiz with this theme, the college successfully highlighted the importance of developing future -ready skills among students. It emphasized how the youth must equip themselves with technological competence to thrive in a digitally interconnected global society. The Techno Quiz turned out to be a highly successful and enriching experience. It helped to strengthen awareness of digital technologies and AI among students, improved team spirit, confidence, and decision-making skills, encouraged students to think beyond textbooks and connect with real -world applications of technology and provided a platform for showcasing hidden talent and boosting healthy competition. The Techno Quiz 2025 was not just a competition but a learning journey that combined fun with knowledge. It aligned perfectly with the vision of St. Lawrence College of Higher Education to nurture competent, confident, and tech -savvy learners who are prepared for the challenges of the future. The event concluded with appreciation for the participants and acknowledgment of the efforts of the organizing committee, faculty coordinators, and student volunteers who contributed to its grand success. Indeed, the Techno Quiz lived up to its theme by inspiring students to think innovatively and aspire towards an ICT -driven future, proving once again that knowledge, when shared and celebrated, becomes a stepping stone towards excellence.

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COMPETITION | DATE: 14TH NOVEMBER, 2025

Annual Sports Day Celebration

It held on 14 November 2025 with great enthusiasm, energy, and active participation from students, faculty, and staff. The event aimed to promote physical fitness, team spirit, and a culture of healthy competition among the students while providing an opportunity for them to showcase their athletic skills. The programme commenced with an opening ceremony led by the Principal mam, who highlighted the importance of sports in holistic education and encouraged students to engage in physical activities for their well-being. This was followed by a warm-up session and a march past by the students, setting a vibrant tone for the day. A variety of track and field events were organized. Students participated with great zeal, demonstrating discipline, sportsmanship, and a competitive spirit. The faculty members also took part in friendly events, creating an atmosphere of joy and camaraderie. Principal mam and sports in -charge congratulated the participants and applauded the collective efforts of the organizing committee, volunteers, and physical education department for ensuring the smooth execution of the event. The celebration successfully fostered a sense of unity, teamwork, and physical concluded on an inspiring note, reiterating the college's commitment to promoting balanced development and encouraging students to pursue excellence both academically and physically.

Photographic Documentation:





COMPETITION | DATE: 10TH FEBRUARY, 2026

Comprehensive Report on Annual Inter-House Academic Debate Competition

Key Objectives of the Activity:

- To promote forensic oratory, intellectual inquiry, and critical evaluation of emergent educational technologies.
- To foster quick cognitive synthesis, structured rebuttal skills, and evidence-based argumentation.
- To deeply investigate the ethical, pedagogical, and social ramifications of Artificial Intelligence in K-12 schooling.
- To identify and celebrate exceptional rhetorical and dialectical talent within the college.

Event Overview & Thematic Selection

Debating is a premier intellectual exercise that challenges student-teachers to rigorously deconstruct complex socio-technical questions. On 10th February 2026, the Multipurpose Hall resonated with rhetorical zeal during the Annual Inter-House Debate Competition. The topic selected for the year was exceptionally timely and critically pertinent to future educators: 'Resolved: Artificial Intelligence in School Classrooms is a Catalyst for Progress rather Than a Threat to Human-Centered Education'.

Proceedings & Dialectical Clashes

The competition witnessed electrifying debates between affirmative and negative benches, judged by a panel of distinguished senior education professors:

- The Proposition Bench (Speaking for the Motion): Representatives passionately argued that AI tutors and adaptive learning platforms democratize quality education, liberate teachers from administrative burdens, and provide personalized remediation for diverse learners. They underscored that AI is not a replacement but an empowering pedagogical exoskeleton for the 21st-century educator.
- The Opposition Bench (Speaking Against the Motion): With equal intellectual vigor, opposing debaters warned against technological dependency, algorithmic biases, privacy violations, and the erosion of human empathy. They fervently argued that character formation, ethical values, emotional resilience, and moral development can never be coded into predictive machine algorithms, and that over-automation risks dehumanizing the vulnerable child.
- The Interpellation & Rebuttal Round: The most intense segment where cross-examination questioned the feasibility of digital equity in rural India, cognitive over-reliance on generative AI, and the socio-emotional development of primary schoolchildren.

Judges' Evaluation & Academic Feedback

The adjudication panel evaluated candidates across five distinct metrics: Substantive Content & Research, Logical Coherence, Rhetorical Delivery & Eloquence, Rebuttal Agility, and Adherence to Time Discipline. In their keynote remarks, the judges praised the debaters for quoting peer-reviewed pedagogical journals, national survey data, and constitutional principles, proving that prospective educators possess acute critical faculties.

Valedictory & Prize Distribution

The event concluded with an address by the Principal, celebrating the high academic standards of the debate. Radhakrishnan House secured the coveted Rolling Trophy for the Best Delegation, with individual accolades awarded for Best Speaker (Proposition), Best Speaker (Opposition), and Best Interpellator. The session served as a triumphant display of intellectual rigor and oratorical excellence.

Photographic Documentation:





COMPETITION | DATE : 17TH APRIL, 2026

Comprehensive Report on Annual Co-Curricular Extempore Competition

Key Objectives of the Activity:

- To cultivate spontaneous linguistic eloquence, rapid cognitive structuring, and stage composure under severe time limits.
- To prepare teacher-trainees for spontaneous classroom communication where instant clarification is required.
- To assess students' breadth of general awareness, pedagogical philosophy, and philosophical clarity.
- To develop poise, voice projection, and effective impromptu speech delivery.

Rationale in Educator Preparation

In an actual classroom environment, an educator rarely functions purely from rehearsed scripts. Daily teaching requires instant articulation, spontaneous analogies, and immediate intellectual composure in response to children's unpredictable inquiries. On 17th April 2026, the college organized its Annual Extempore Competition in Lecture Room 319 to test and sharpen these vital pedagogical reflexes among prospective teachers.

Rules, Format & Dynamic Thematic Prompts

The competition was conducted under strict procedural guidelines designed to test true spontaneous cognition. Each participant drew a sealed topic chit from a crystal bowl, was granted exactly two minutes of unassisted silent conceptual preparation, and had to deliver a speech lasting precisely between two to three minutes without notes. The topics encompassed diverse, thought-provoking spheres of education, society, ethics, and philosophy:

- 'Silence in the Classroom: An Indicator of Discipline or Stifled Curiosity?'
- 'The Role of Play in Cognitive Development: Why Classrooms Need Laughter'
- 'Value Education Cannot Be Taught from Textbooks—It Must Be Caught from Living Examples'
- 'Gender Neutrality in School Textbooks: Deconstructing Subconscious Biases'
- 'Mental Health of Teachers: The Unaddressed Crisis Behind Student Well-being'
- 'Has Google Replaced the Guru? Redefining the Teacher's Modern Sanctum'

Performance Highlights & Oratorical Standards

The participants demonstrated exceptional intellectual depth, quick wit, and poise. Trainees structured their speeches with classic rhetorical cadence: an impactful opening hook, two logically substantiated analytical arguments, and a visionary pedagogical conclusion. Many speakers wove in poignant personal reflections, quotes from Swami Vivekananda, Rabindranath Tagore, and Dr. A.P.J. Abdul Kalam, and contemporary school anecdotes. The audience cheered warmly as speakers navigated complex philosophical prompts with composure, avoiding fillers and maintaining steady eye contact.

Valediction & Recognition

The jury evaluated contestants on Content Relevance, Spontaneous Fluency, Language Accuracy, Voice Modulation, and Overall Impact. Following insightful jury feedback on the art of pausing and breathing during impromptu speech, certificates of merit were awarded to the top three positions along with two special commendations. The event affirmed that extempore speaking is an indispensable catalyst for professional teacher empowerment.

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COMPETITION | DATE: 25TH February, 2025

Comprehensive Report on Life Skills Event: 'Cooking Without Fire' Competition

Key Objectives of the Activity:

- To promote culinary creativity, practical nutritional literacy, and balanced lifestyle habits among teacher-trainees.
- To master flame-safe, electrical-free culinary techniques directly applicable to primary school club activities.
- To emphasize food hygiene, sustainable ingredient sourcing, zero-waste practices, and aesthetic presentation.
- To foster teamwork, division of labor, and innovative nutritional education pedagogy.

Event Concept & Life-Skill Philosophy

Holistic teacher education embraces practical life skills, wellness, and experiential science alongside academic curriculum. On 8th May 2026, the Activity Hall and Terrace Pavilion transformed into a vibrant gastronomic laboratory as the college hosted its flagship 'Cooking Without Fire' Competition. The event was curated to demonstrate how hands-on, flame-safe culinary activities serve as potent multi-disciplinary vehicles in schools—integrating science (food preservation, vitamins, chemical reactions), mathematics (proportion, measurement), and art (plating aesthetics, color harmony).

Culinary Execution & Creative Showcase

Equipped with clean aprons, chef hats, sanitized gloves, and chopping boards, 24 paired student teams competed within a strict 60-minute window. Teams were prohibited from using any heating elements, microwaves, or pre-cooked items. Working with fresh vegetables, seasonal summer fruits (mango, watermelon), sprouted legumes, paneer, hung curd, oats, nuts, and dry seeds, participants presented an astounding variety of gourmet dishes:

• Gourmet Appetizers: Stuffed cucumber canapés, tri-color paneer pinwheels, savory sprout chaat baskets, and cold gazpacho shooters.

• Healthy Entrées: Layered whole-grain veggie wraps, sprouted bean wraps with mint-tahini dip, zucchini noodle bowls with avocado dressing, and oats-dahi parfaits.

• Healthy Desserts: Raw date-and-nut energy truffles, mango chia seed puddings, tender coconut delight platters, and honey-roasted muesli boats.

• Hydration Station: Infused detox waters, raw kokum coolers, spiced buttermilk, and fresh aam-panna mocktails made from raw mango extract.

Judging Parameters & Rigorous Evaluation

A distinguished three-member jury comprising senior faculty and guest nutritionists conducted thorough inspections across workbenches. The evaluation matrix comprised five rigorous benchmarks: Nutritional Balance & Health Value (25%), Culinary Innovation & Taste (25%), Hygiene & Workbench Sanitation (20%), Aesthetic Plating & Presentation (15%), and Oral Presentation & Knowledge of Nutrients (15%). Teams defended their ingredient choices with scientific explanations regarding calorie density, antioxidant values, and child-friendly appeal.

Exhibition, Tasting & Pedagogical Significance

Following the jury assessment, the hall was opened for an exhibition where all faculty and peer students tasted the creations. The atmosphere was celebratory, celebrating teamwork, culinary artistry, and wellness. In her valedictory remarks, the Principal praised the high hygienic standards and urged student-teachers to establish 'Junior Nutrition & Fireless Kitchen Clubs' in their future schools to combat childhood junk-food habits. The event culminated in the distribution of trophies, eco-friendly wooden kitchenware prizes, and certificates to the winning teams.

Photographic Documentation:





