9. Cocurricular Activities Conducted by the Institution 2023-24

St. Lawrence College of Higher Education
(AN ISO: 9001:2008 certified "A" Rated B.Ed. College for Girls Only)
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Geeta Colony Facility Centre, Delhi-110 031
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Website: www.stlawrence.in Email: helpdesk@stlawrence.in

Report on National Webinar on "A Roadmap for Holistic Implementation of NEP 2020:A Sustainable Approach"

Date and Time: 7/11/2023, 10.45 AM- 1.45 PM

Organizer: St. Lawrence College of High Education

Webinar Topic: A Roadmap for Holistic Implementation of NEP 2020:A Sustainable Approach

Objectives of the National Webinar:

1. Defining and reflecting upon the expectations in the changing roles of the teachers in accordance with holistic implementation of NEP 2020.
2. Addressing the professional development by clarifying the different pathways, thereby linking NEP 2020 and sustainable development.

Types of Audiences participated:

1. Teacher educators,2. Researchers/ scholars,3. Students,4 Academicians. HODs and Principals

About the Event:

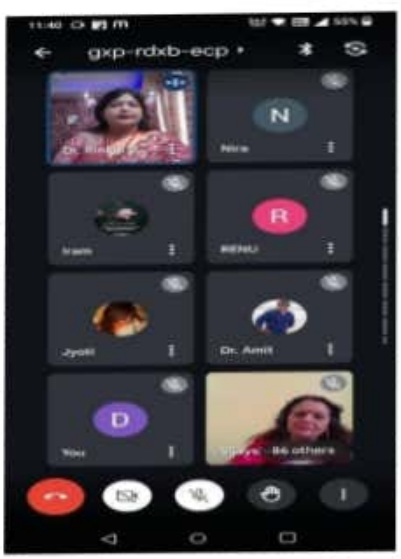
The webinar was started with the opening speech of Prof. (Dr.) Vijayshri Bhati, Principal, St. Lawrence College of Higher Education. Dr. Bhati gave the welcome speech and introduced the audience to the webinar's purpose. She also gave a brief overview on NEP 2020 and its significance in transforming the education landscape.

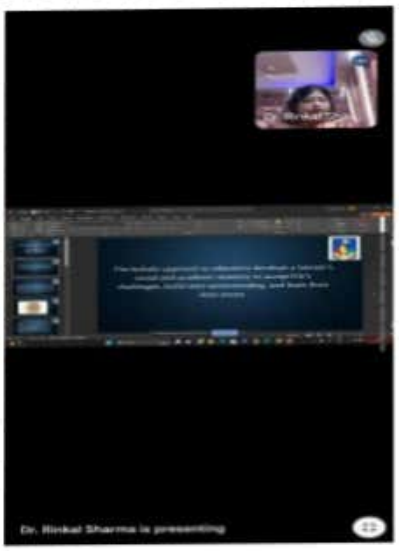
Ms. Jyoti Nain, Assistant Professor, St. Lawrence College of Higher Education introduced the audience with the honourable speakers of the day Dr. Amit Ahuja, Associate Professor, USE GGSIPU and Dr. Rinkal Sharma, Associate Professor, School of Education Sharda University.

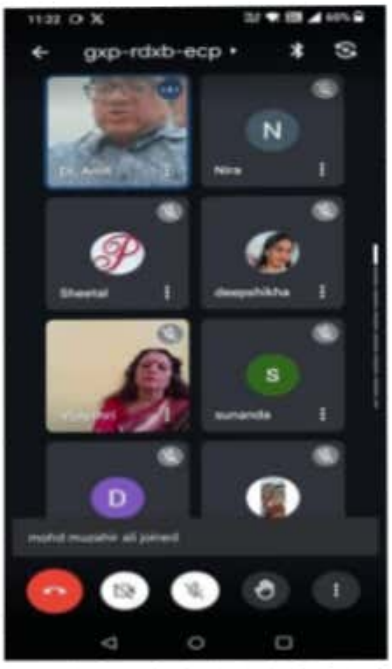
The first speaker of the webinar was Dr. Amit Ahuja. He shared his perspective and experiences with real world examples on implementation status of NEP 2020.He showed the audience the picture of how much it can be applicable in ground level.

The second speaker was Dr. Rinkal Sharma. She threw light on the holistic approach to education which develops a learner's social and academic maturity to accept life's challenges, build their understanding and learn from their errors. She focused on the key features of holistic education in NEP 2020. She gave many real-life examples to let the audience know that how intellectual, physical, emotional abilities can be developed. She showed the audience the path to how to plan strategically for holistic education in higher education institutions. She shared many examples of experiential learning in school education.

At the end of the webinar, Ms. Jyoti Nain, Assistant Professor, St. Lawrence College of High Education gave a brief of the total webinar and Prof. (Dr.) Vijayshri Bhati, Principal, St. Lawrence College of Higher Education gave the vote of thanks to all the speakers, organizers and audiences. It was an informative and enlightening webinar indeed.







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Report on the National Webinar on "From Classroom to Career: The Role of NEP 2020 as an Optimistic Approach to Sustainable Teaching and Learning" by SLCHE

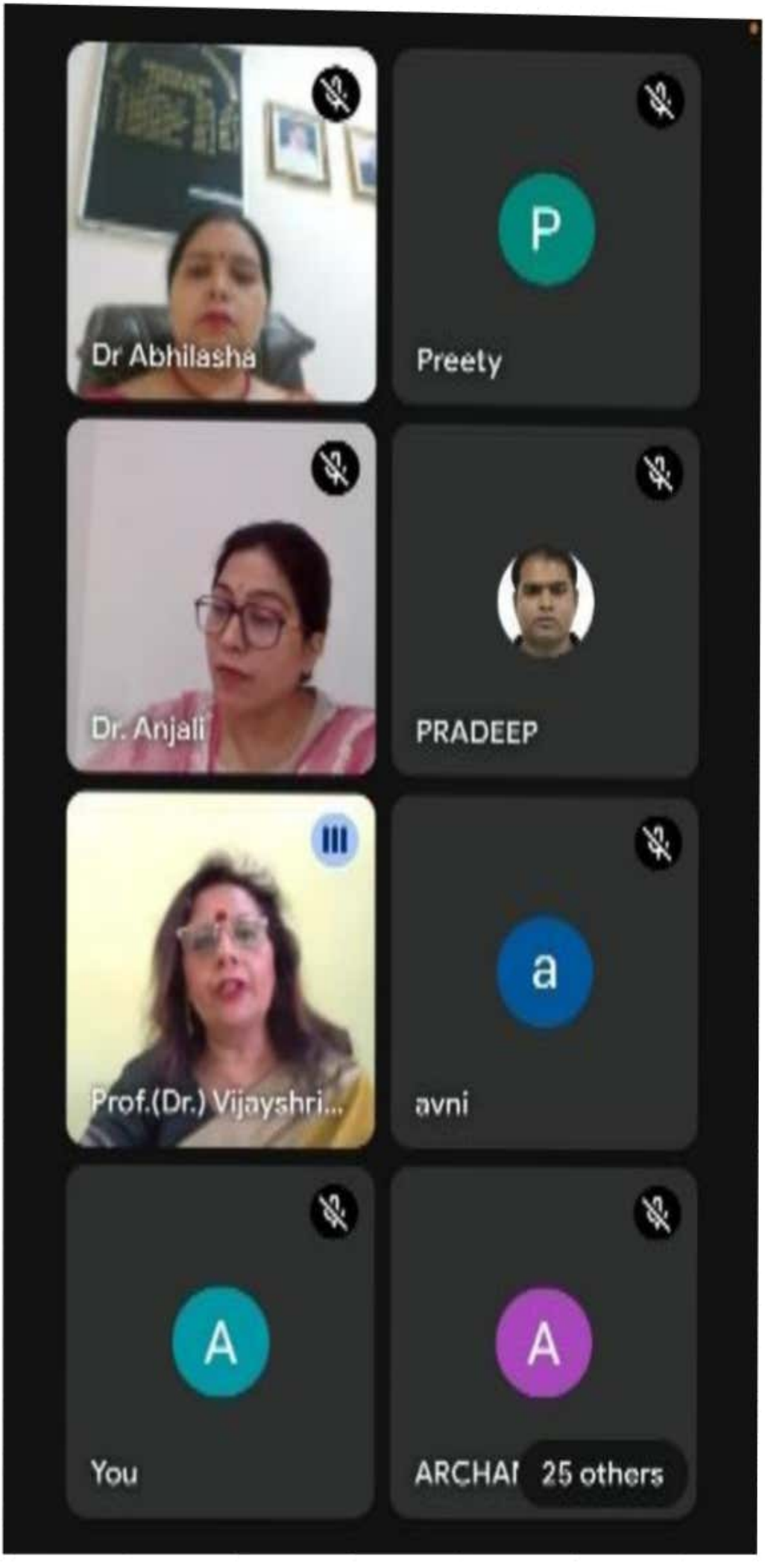
On 4th June 2024, St. Lawrence College of Higher Education organized a National Webinar titled "From Classroom to Career: The Role of NEP 2020 as an Optimistic Approach to Sustainable Teaching and Learning". The event was conducted online with free registration, attracting educators, students, and professionals from various parts of the country. The webinar aimed to explore the transformative potential of the National Education Policy (NEP) 2020 in bridging the gap between classroom education and career readiness, emphasizing sustainable teaching and learning practices.

The webinar commenced with an opening speech by Principal Prof. (Dr.) Vijayshri Bhati, who highlighted the significance of NEP 2020 in reshaping the Indian education system. She emphasized the policy's focus on flexibility, multidisciplinary learning, and skill development, which are crucial for preparing students for the dynamic demands of the modern workforce. Dr. Bhati's address set the tone for the discussions that followed, underscoring the need for educational institutions to adopt innovative approaches to curriculum design and delivery.

The first session of the webinar was led by Dr. Anjali Shokeen, Associate Professor at the Department of Education, CIE, Delhi University. Dr. Shokeen's presentation, held from 11 AM to 12 PM, focused on developing strategies for an innovative curriculum that aligns with the employability needs of students. She discussed the importance of integrating practical skills, critical thinking, and problem-solving abilities into the curriculum to ensure that students are well-equipped to meet the challenges of the job market. Dr. Shokeen also highlighted the role of educators in fostering an environment that encourages creativity and lifelong learning, in line with the vision of NEP 2020.

Following Dr. Shokeen's session, Prof. Gaurav Rao, Professor at the Department of Education, CIE, Delhi University, took the stage from 12 PM to 1 PM. Prof. Rao's presentation centered on analyzing the current curriculum and identifying areas for restructuring and modification. He emphasized the need to regularly update the curriculum to keep pace with advancements in technology, industry demands, and global trends. Prof. Rao also addressed the challenges of implementing curriculum changes, advocating for a collaborative approach that involves educators, industry experts, and policymakers to ensure that the curriculum remains relevant and effective.

The webinar concluded with a discussion on the broader implications of NEP 2020 for sustainable teaching and learning. The resource persons emphasized that the policy's success depends on its effective implementation at all levels of education, from primary schools to higher education institutions. The objectives of the webinar were met, as participants gained valuable insights into the strategies needed to develop a curriculum that not only meets the employability needs of students but also fosters a culture of continuous learning and adaptability. The event highlighted the importance of ongoing curriculum assessment and innovation in achieving the goals of NEP 2020, ultimately contributing to the creation of a robust and sustainable education system in India.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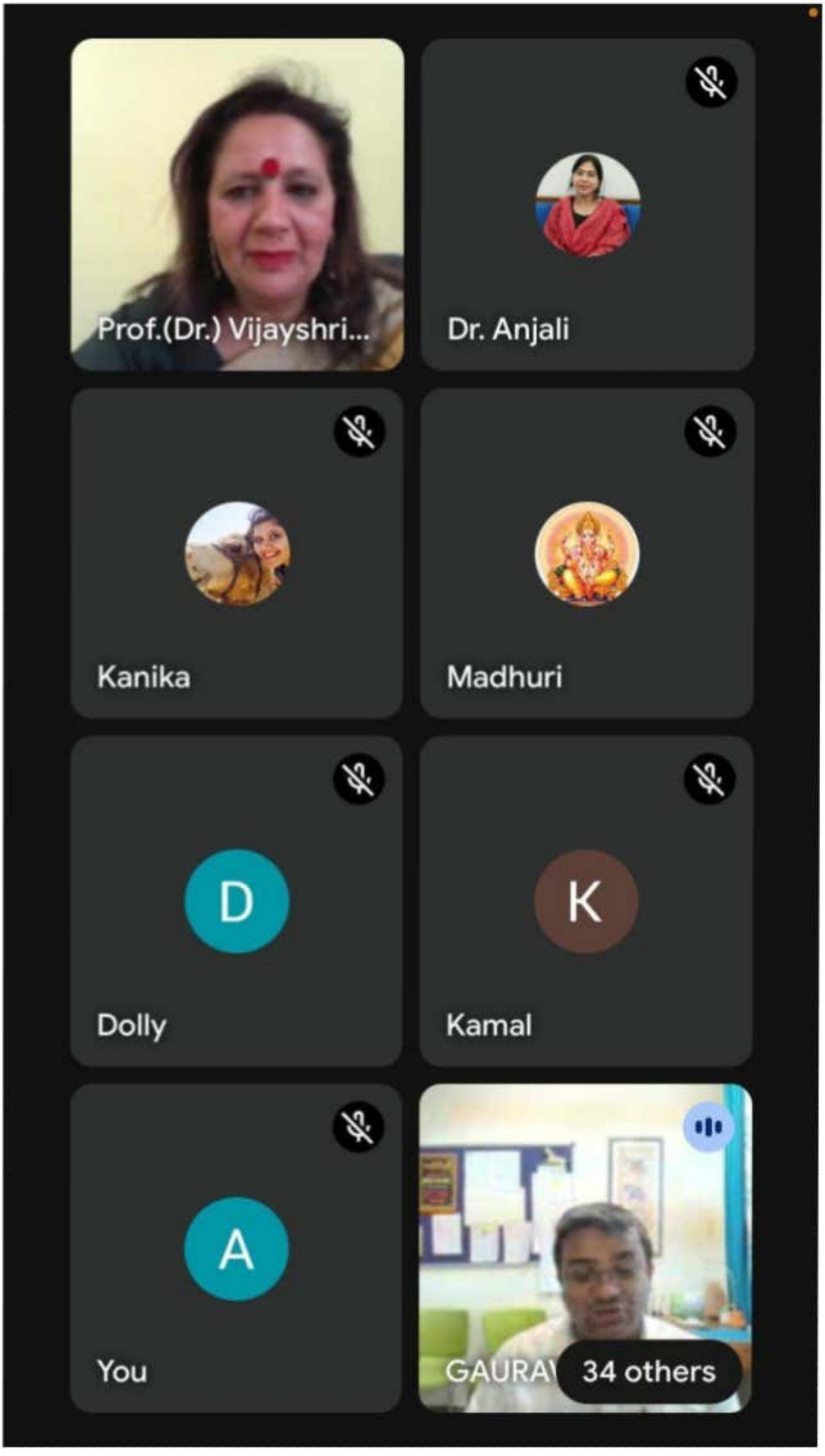
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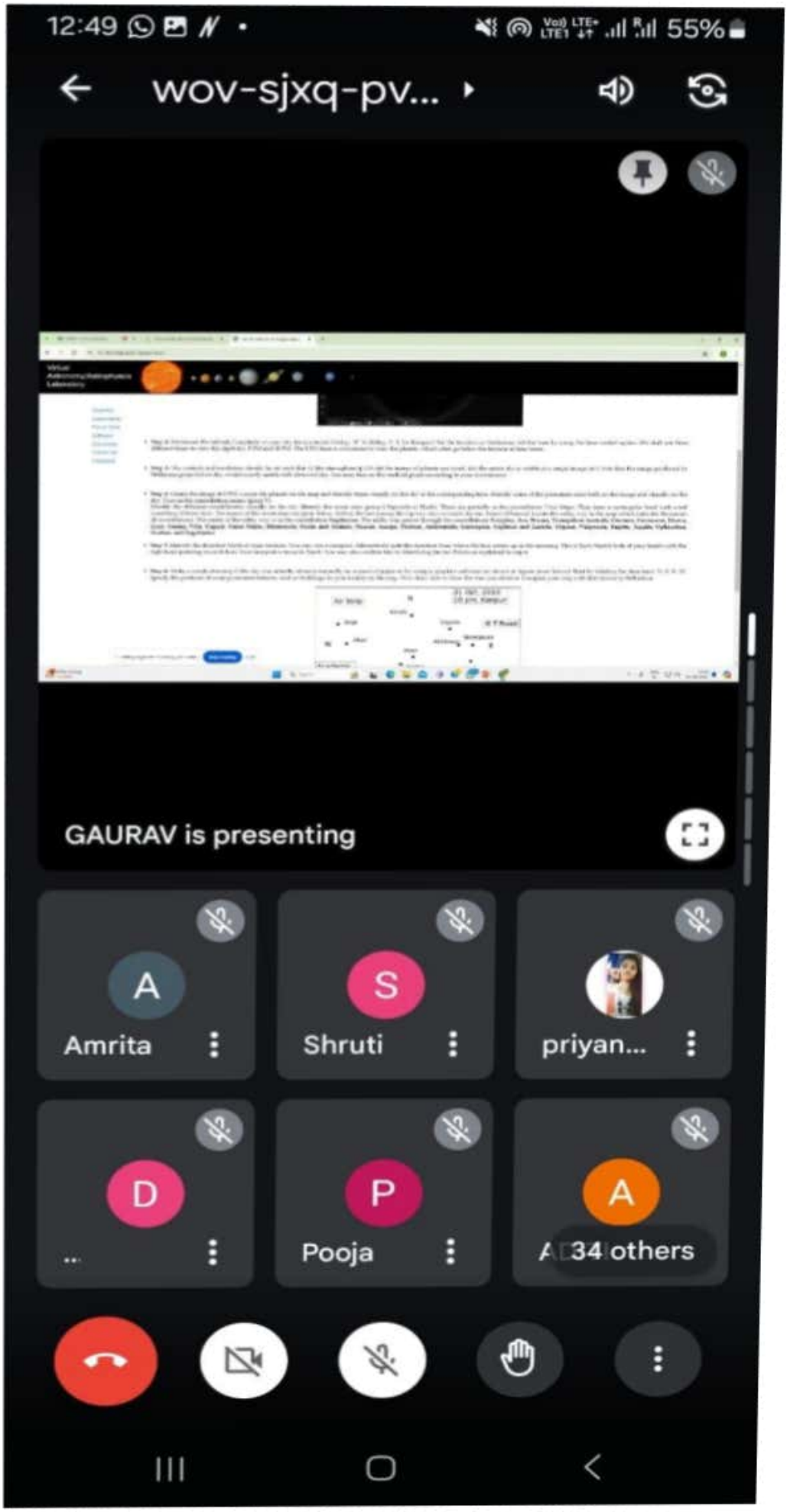
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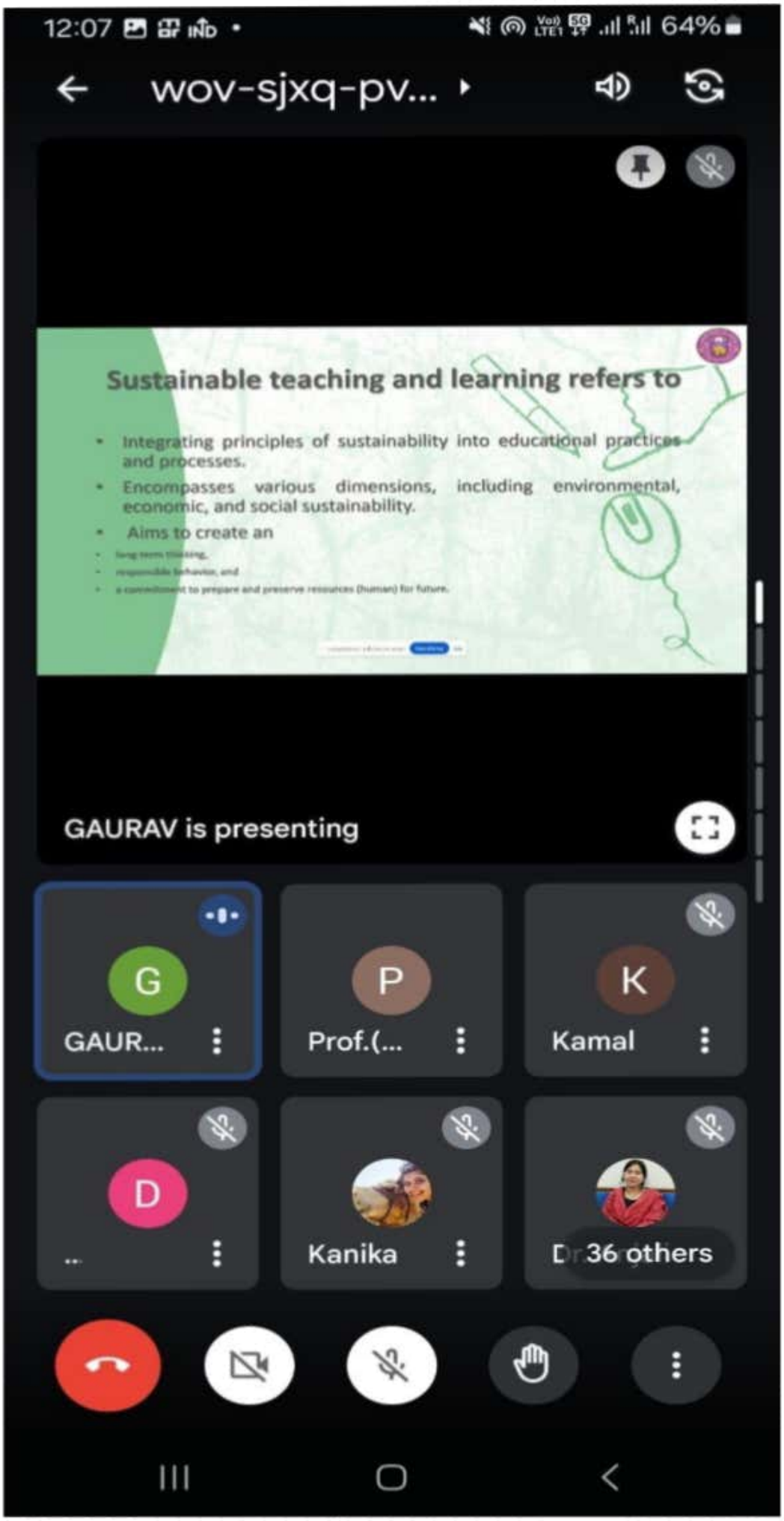
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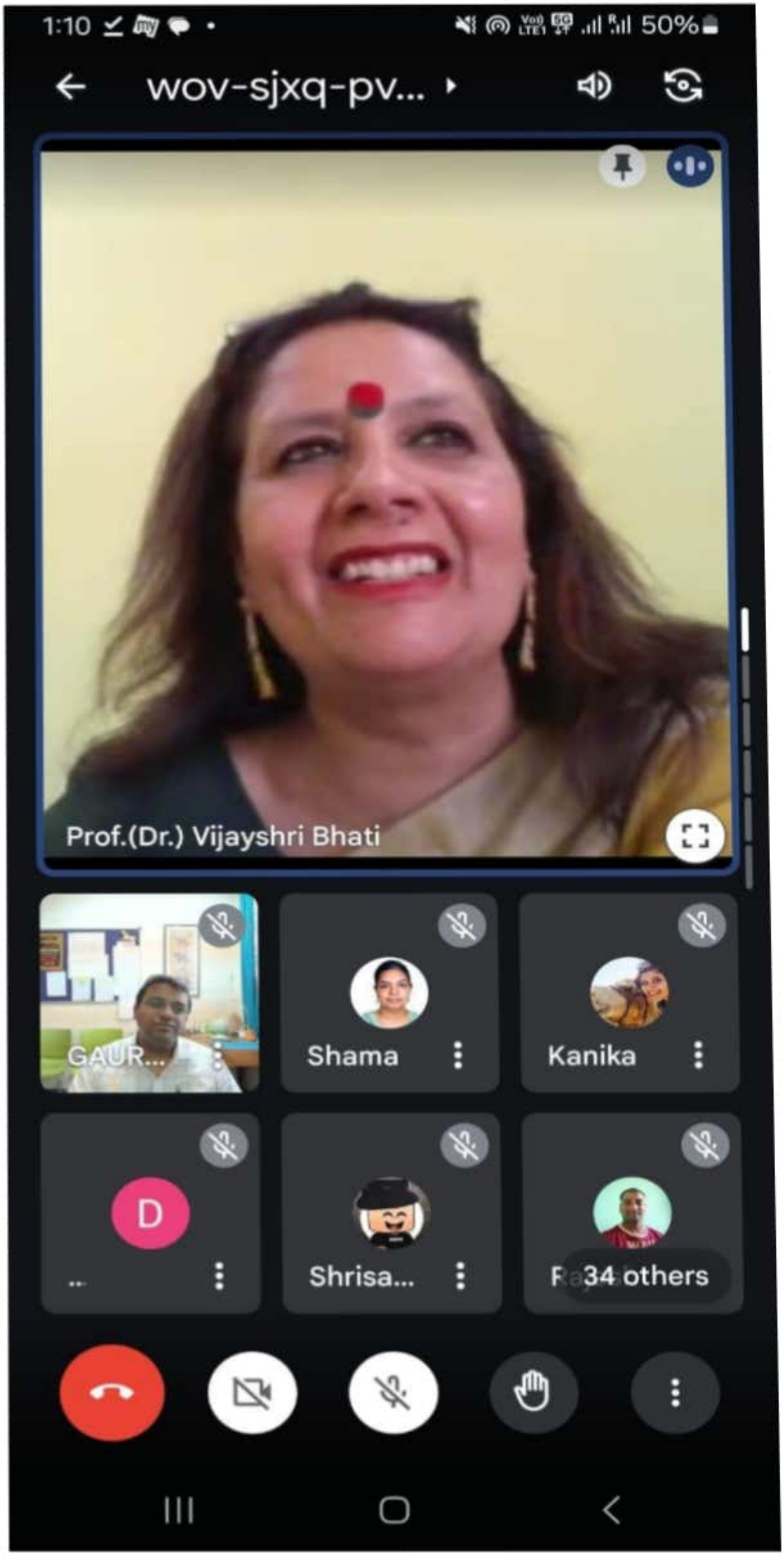
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THE NATIONAL WEBINAR BROCHURE

St. Lawrence College of Higher Education
(Affiliated to GGSIPU)

ORGANISES

NATIONAL WEBINAR

ON

FROM CLASSROOM TO CAREER: THE ROLE OF NEP 2020 AS AN OPTIMISTIC APPROACH TO SUSTAINABLE TEACHING AND LEARNING

ON

4TH JUNE, 2024

Resource Persons

1. Dr. Anjali Shokeen (11 AM to 12 PM)
Associate Professor, Department of Education, CIE, DU

2. Prof. Gaurav Rao (12 PM to 1 PM)
Professor, Department of Education, CIE, DU

No Registration Fee
Registration Link:
https://forms.gle/Q3f2CmiknqWFRqUFA

A Concept Note

Introduction

Higher education in India has undergone transformation due to rapid changes happening in the environmental and globalization of education across the country. Employment has become a keyword for all are graduates getting educated. Though, the last decade has seen a phenomenal growth in the number of institutions offering higher education, leading to a manifold increase in the number of graduates being churned out. Yet, industry and other organizations face problems in finding the right people for the right (diverse) jobs with varying levels of complexity. As a result, there is a big growing gap between organizational requirements and the skills possessed by the graduates i.e. there is a demand supply mismatch qualitatively. This necessitates the need for implementing quality education in all the diverse types of institutions in our country. There is an increasing pressure in the higher education system to equip students with not only the expertise derived from traditional academic programmes, but also to give the students sufficient range of transferable skills to enable them to play effective role in the employment. The thrust of education is shifting to employability based on the changing philosophy from idealism to pragmatism. From a specialized approach, there is a shift to multi disciplinary programmes with modular approach on a lifelong learning basis. Barring a few of the recently introduced programmes, like information technology, computer science, bio-technology, management and such other, most of the degree programmes offered in affiliated colleges at present, in many states have only 'being engaged' relevance - to keep our youngsters partially engaged for 3 years. Most of the courses offered are not skill based and don't equip the graduates with employability skills. Moreover, these courses and curricula reinforce the negative value elements in the mindset and culture of the graduates that they should go in for only while collar jobs and it is demeaning to do anything involving manual work.

Therefore what appears to be a remedy in such cases is the introduction of a wide variety of programmes, that are job oriented, craft based, useful arts based which will enable the students to earn.

Rationale of the Webinar

Relevant disciplinary understanding and skills and the soft or generic skills that enable the disciplinary base to be deployed to optimal effect. Higher education's key contribution to economic development lies in the development of graduates with such achievement at their disposal. Starting with Bloom's Taxonomy of Educational objectives in the cognitive and affective domains, we can see the progression of learning outcomes according to the educational objectives which are often overlooked by educationists.

Educational Institutions are not always successful in preparing learners for the complexity involved in all the learning objectives. Besides all these, facilitating the development of active citizenship is another domain which is crucial.

Objectives of the Webinar

1. To develop strategies regarding innovative curriculum to suit the employability needs of the students.
2. To analyze the present curriculum to restructure / modify curriculum as the existing one becomes obsolete and redundant.

Curriculum Restructuring

i. Introduction of Need Based Courses

If you look at the undergraduate programs in Humanities and Social Sciences offered in Undergraduate Colleges, there are courses like BA Economics, BA History, BA Sociology, Psychology, B Com etc. You can transform some of these programs by introducing more modern and utilitarian programs which will be of relevance to the job market in India and abroad. If appropriate short term and sequential orientations and trainings are given, these teachers would be able to develop frontier disciplines like entrepreneurship, personnel management, business management counseling Corporate secretary-ship etc. At the same time the traditional departments should be retained. A basic study has to be undertaken to understand the market needs. The various segments with reference to production, distribution, publicity, sales, marketing, quality control technology, application etc needs to be studied in detail and the competencies required for performing these tasks also need to be understood and the academicians should be able to translate them into educational objectives and educational experiences while introducing the need based courses, we also need to make sure that the infrastructure and learning resources are updated. Along with this, one needs to establish necessary linkages with national and international agencies and industries for research and sharing of knowledge. The whole process should finally develop sufficient knowledge, right skills and correct attitudes and values among students.

ii. Introduction of Skill-Based Degree Courses

Educational planners and policy makers may also think of new and innovative skill based degree programs which may become extremely popular in global markets as well as in India.

Since many of the graduates and post graduates of science and humanities in our country end up as untrained clerks in banks and offices, it may be worth considering special inputs in these courses to make them effectively employable. Except in the case of professional courses like medicine, nursing, management, catering, teaching, hotel management, architecture, and engineering, our system has not been able to produce graduates immediately employable in the real occupational situations either in India or abroad. Most often, such training has to be provided by the employers or the graduate is left to learn it by him/her self. Skill acquisition will have to be the main stay of new degree programme and other subjects are taught only to make them graduates with the required rounded personality and sophistication. If we are serious about vocationalizing at the degree level we should boldly start number of craft-cum- professional courses like export management, interior architecture and designing, automobile servicing, furniture and woodwork construction, civil construction, food processing, Catering management, retail management, media management, Guidance and counseling etc. These programs should be planned with the expertise pooled by a number of persons from different walks of life and professions.

Sub-Themes of the Webinar to dwell on are:

i. Planning and development of need- based and socially-relevant programs.
ii. Design and implement relevant curricula as pertinent in a fast-changing world.
iii. Emerging areas in innovative and interdisciplinary areas to be evolved.
iv. Periodic restructuring and updating of courses have to be undertaken to match international standards.
v. Extensive and intensive academic exercise has to put
vi. Additional stress on the ICT component in upgrading core content and transaction of curricula at different levels.
vii. A Cafeteria approach for diversification has to be resorted to enhance employability of graduates.
viii. Multi-skill development with an emphasis on improving communication skills

217-218/347

curricula.

This present webinar aims at envisaging strategies providing better clues on how to deal with unemployability by bridging the gap between Classrooms to Careers.

Target Group

Educationists, Academicians, Principals, Teacher Educators, Researchers and Students.

Convener

Prof. (Dr.) Vijayshri Bhati
Principal

Organizing Secretary

Ms. Renu Rohilla, Assistant Professor

Organizing Coordinators

i. Ms. Kanika Arora, Assistant Professor
ii. Ms. Debdutta Pal Chowdhury, Assistant Professor
iii. Ms. Mahima Jain, Assistant Professor
iv. Ms. Anshi Chandra, Assistant Professor

Organizing Committee

i. Ms. Bhavya Bharti, Assistant Professor
ii. Ms. Ayushee Gupta, Assistant Professor
iii. Mr. Harish Kumar Sharma, Assistant Professor

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Report on the Online 4 days FDP on "Embedding Indian Knowledge System into Futuristic Technology, Artificial Intelligence to optimise the Educational Employability towards Viksit Bharat @ 2047" by SLCHE

St. Lawrence College of Higher Education successfully organized a four-day online Faculty Development Programme (FDP) from 18th to 24th May 2024, focused on "Embedding Indian Knowledge System into Futuristic Technology: Artificial Intelligence to Optimize Educational Employability towards Viksit Bharat @ 2047." The FDP was held free of cost and aimed to integrate the timeless wisdom of the Indian Knowledge System (IKS) with the rapidly advancing technologies of the modern era. The sessions featured renowned researchers, educators and deans, including Dr. Shalini Yadav (Associate Professor USE, GGSIPU), Dr. Amit Ahuja (Associate Professor USE, GGSIPU), Dr. Tulika Bansal (Assistant Professor USE, GGSIPU), and Prof. (Dr.) Deepshikha Agarwal (Professor & Dean USE,GGSIPU), who shared their insights on various aspects of IKS and its relevance in today's educational landscape.

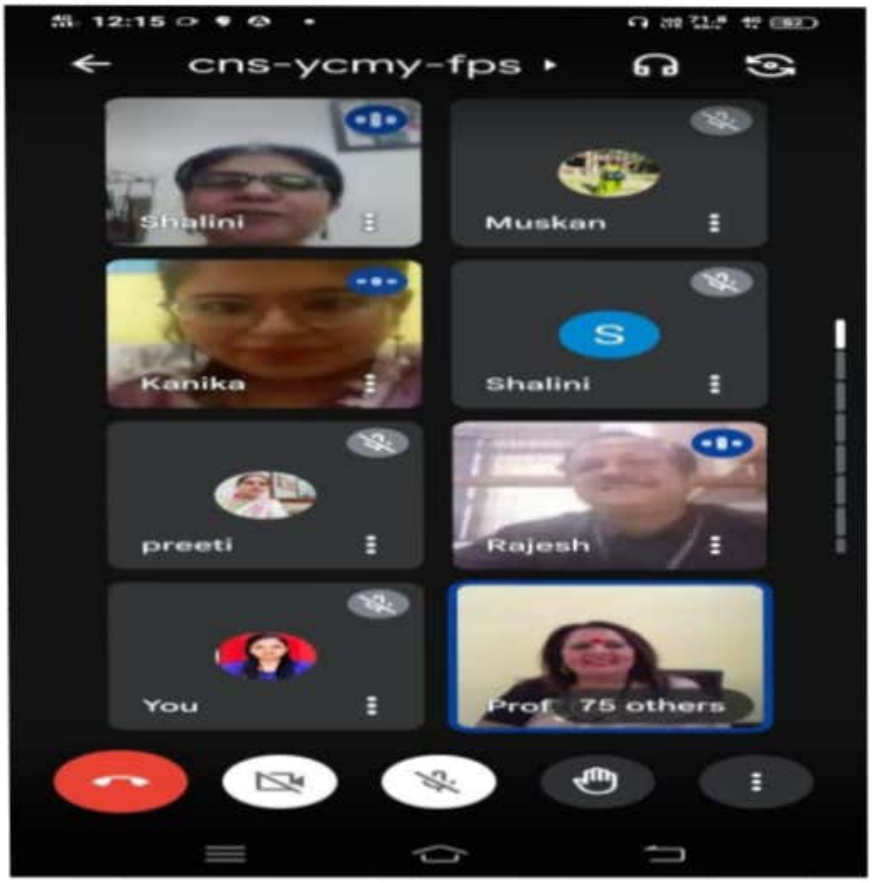
Each day of the FDP commenced with an introduction to the day's topic by Principal Prof. (Dr.) Vijayshri Bhati, setting the stage for an in-depth exploration of the interplay between traditional knowledge and futuristic technologies. Dr. Shalini Yadav opened the series by providing a comprehensive overview of the Indian Knowledge System, underscoring its principles, concepts, and scope. She emphasized the significance of revisiting and revitalizing IKS to address contemporary challenges in education and employability. Dr. Yadav's session set the foundation for the subsequent discussions, offering participants a holistic understanding of the subject matter.

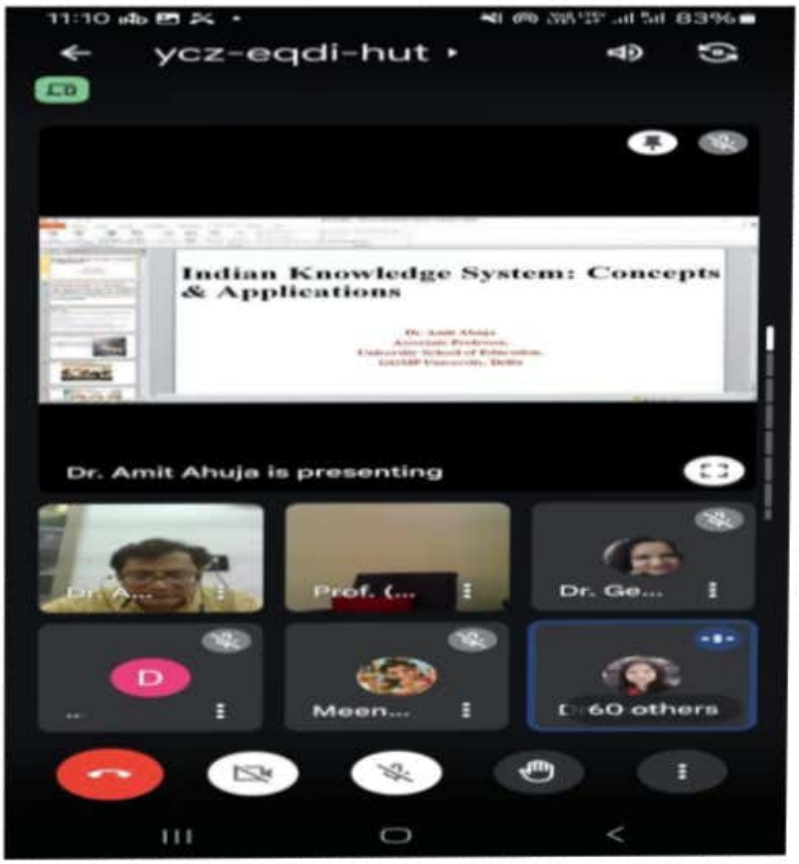
The second and third sessions were led by Dr. Tulika Bansal and Dr. Amit Ahuja, respectively. Dr. Bansal focused on the integration of Artificial Intelligence with traditional knowledge databases, illustrating how AI can be harnessed to preserve and disseminate ancient wisdom. Her presentation highlighted the transformative potential of AI in making IKS more accessible and relevant in the digital age. Following this, Dr. Amit Ahuja delved into the concepts and applications of the Indian Knowledge System, offering practical insights into how these age-old concepts can be applied in modern

educational contexts. His session underscored the adaptability of IKS in addressing the evolving needs of education and employment.

The final session was conducted by Prof. (Dr.) Deepshikha Agarwal, who explored the use of Virtual Reality (VR) technology in education. She demonstrated how VR can be employed to create immersive learning experiences that bring the principles of IKS to life, thereby enhancing the teaching and learning process. Prof. Agarwal's session concluded the FDP with a forward-looking perspective, encouraging participants to embrace emerging technologies while staying rooted in traditional wisdom.

The objectives of the FDP were successfully met, as the program provided higher education teachers with a profound understanding of the principles, concepts, and scope of the Indian Knowledge System, fostered an appreciation for the integration of traditional wisdom with futuristic technologies like AI, and enlightened participants on the growing power of these technologies in transforming education. The meaningful interactions and discussions throughout the FDP are anticipated to contribute significantly towards the resolution and realization of a common agenda for academic excellence, integrating Indian Knowledge System and AI to create a transformative impact on higher education, ultimately contributing to the vision of Viksit Bharat @ 2047.

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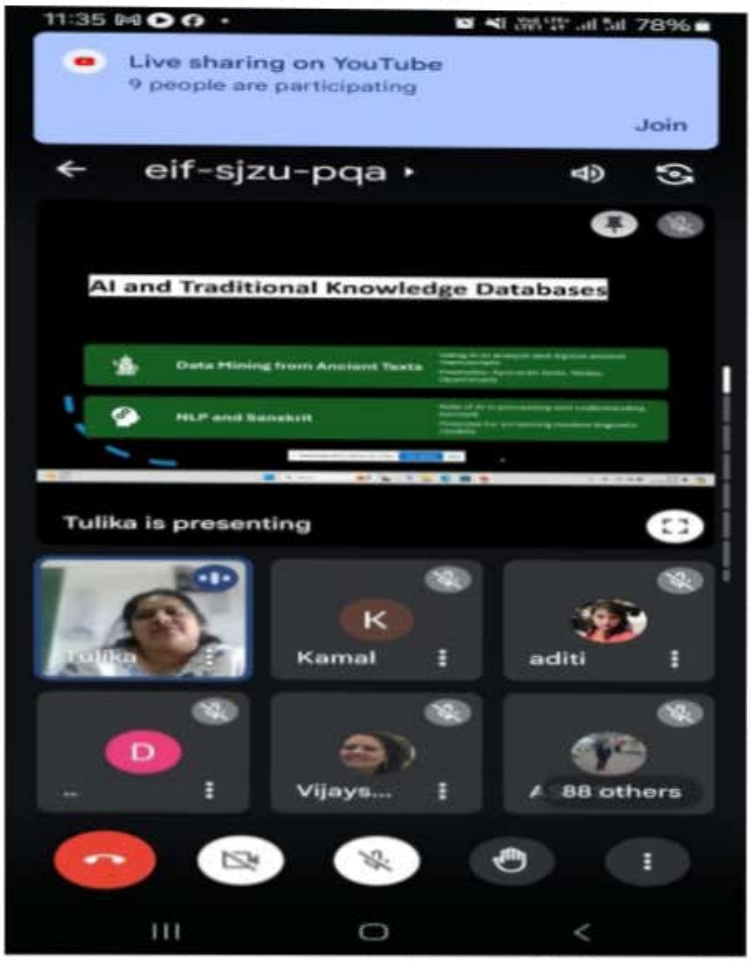
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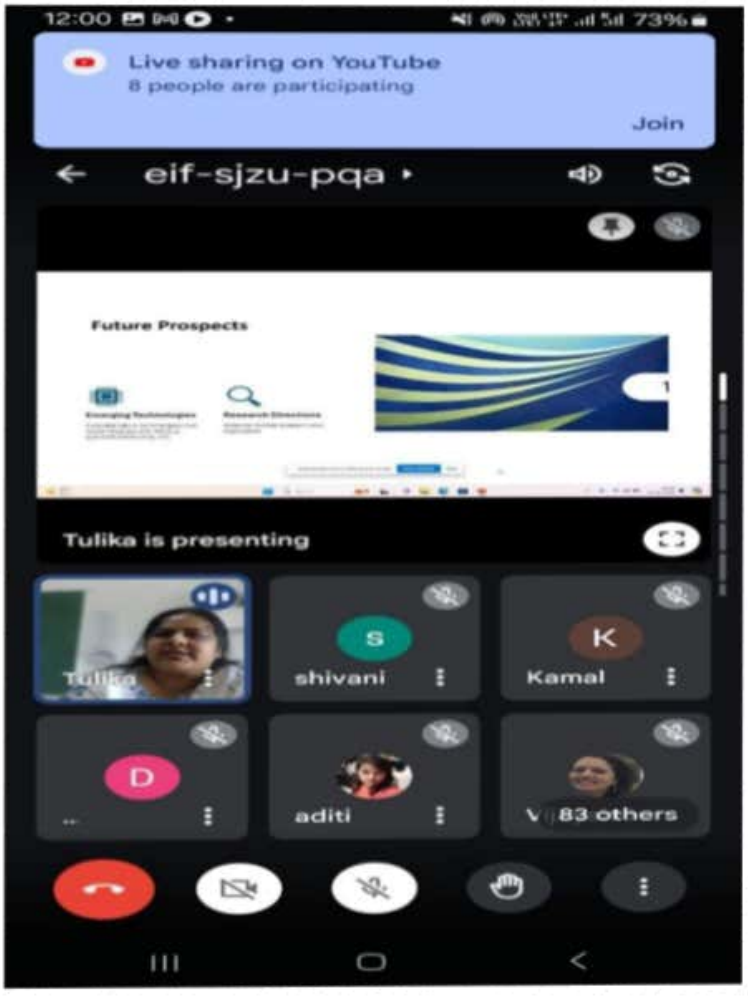
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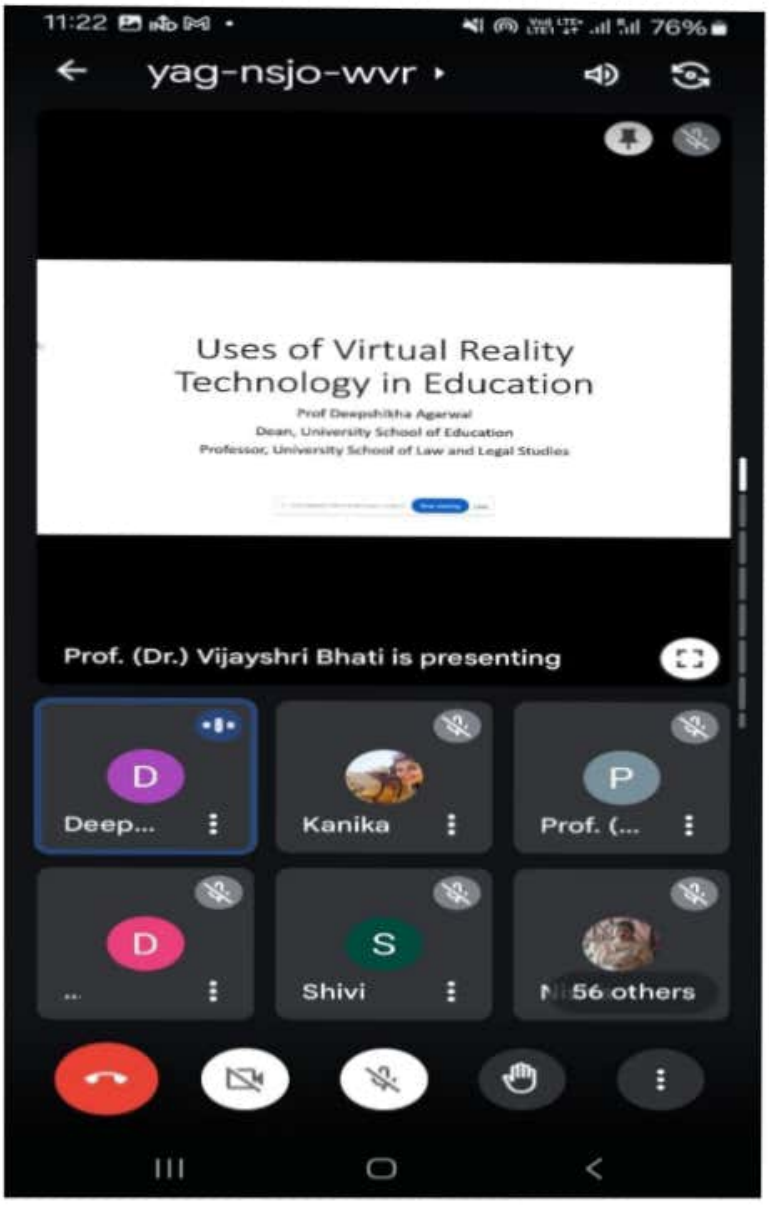
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Dean, University School of Education
Professor, University School of Law and Legal Studies
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THE FDP BROCHURE

ST. LAWRENCE COLLEGE OF HIGHER EDUCATION

(Affiliated to GGSIPU)

Organises an Online 4 days Faculty Development Programme

on

Embedding Indian Knowledge System into Futuristic Technology, Artificial Intelligence to optimise the Educational Employability towards Viksit Bharat @ 2047

Dates: 18th, 20th, 21st , 24th May, 2024.

Timings: 11:00 am to 12:30 pm.

Mode of conduct: Online

Registration: Free

Target Group: Academicians, Educationists, Principals, Teacher Educators, Researchers & Students

REGISTRATION LINK:

https://docs.google.com/forms/d/e/1FAIpQLSfhWoK-rqQCuXxSo0vgz43ixhTxB9Ze0KFLY_PXH0ktf6NhYQ/viewform?usp=sf_link

A Concept Note

Best Will Definitely Come!!!

Introduction

India is rushing headlong towards becoming Viksit Bharat in 2047, counting on high- tech industries and high- quality research institutions and universities to propel the nation towards prosperity and power. Celebrating many achievements in the IT industry, space technology, movies, sports, games and an increasing number of unicorns and billionaires, India has evolved from a nation of so- called 'snake charmers', a third-world Nation in 1947 to one of the world's most powerful forces in the 21st century. Higher education is recognized as a capital investment all over the world, especially after the emergence of a new world economic order. It is of paramount importance as it assumes the primary responsibility for preparing future citizens as well as future leaders with advanced knowledge and tech savvy who will shoulder nation-building and contribute to socio-economic development through attaining gainful employment. India has significant advantages in the 21st century knowledge race. It has a huge higher education sector- the third largest in the world with around 40.15 million students and 15.12 million teachers. The country has the unique advantages of a demographic dividend. India's demographic dividend is expected to persist at least until the year 2055-56 and will peak around 2041 when the share of the working age population- 20-59 years- is expected to hit 59%. However India will need to create a dozen or more universities that can compete internationally to fully participate in the new world economy, for which the National Education Policy- 2020 has also advocated.

NEP 2020 has emphasised emerging technologies, such as artificial Intelligence , virtual reality, augumented reality, and advanced analytics which have the potential to transform the learning experience for the students. It also highlights that embracing emerging technologies would likely revolve around leveraging these technologies strategically to enhance the quality of education, improve research capabilities, and prepare students for the dynamic and technology driven future. Moreover, incorporating AI into Higher Education can revolutionise the way students acquire knowledge , encouraging personalised learning , interactive engagement and improved educational outcomes.

Thus, Industry 4.0 and its requirement urges that the faculty should learn, unlearn, relearn and keep themselves abreast of technological developments.

The evolution of education has been driven by humanity's relentless pursuit of understanding and self-improvement, as well as the desire to create a better future for generations to come. Retrospection shows that education has transformed from oral traditions to written knowledge and from small classrooms to vast universities with technology playing a decisive role in this evolution, face-to-face interactions being replaced by online learning and artificial intelligence, as the latest disruption. Technological advancements in recent decades have begun to nudge education, away from rote memorization integral to the needs of education in the conformist industrial society, towards digital learning methods. This evolution is set to continue, with technologies like Artificial Intelligence (AI), Extended Reality (XR), Brain Computer Interfaces (BCI), Real-Time Translation (RTT), and Cyber-Physical Systems (CPS) shaping the future of education.

Rationale of the FDP:-

In 2047, India will celebrate its centennial anniversary of Independence and in the run-up to (Amrit Kaal), learners should be prepared for using innovative, learner-centered approaches that empower them to adapt and thrive in a technologically advanced world. Embracing the potential of emerging technologies and leveraging the insights provided by the identified markers, will help India become a more progressive and future-ready country in education. During the Amrit Kaal, however, we should not lose focus on gearing- up educational systems required to nurture the next generation of Indian leaders, who will take the country into the second half of the current century. Therefore, the vision for 2047 should encompass a holistic, inclusive, and progressive education system that fosters Indian cultural ethos, values, ethics, creativity, critical thinking, and digital literacy, enabling every learner to contribute meaningfully to India's growth and development not only in its Amrit Kaal but also in the other half of the 21st century.

A few decades ago, education had man-making as the main aim with earning a livelihood as one among several peripheral aims. Today, the main aim of education is generating human capital with man -making among other peripheral aims. With this scenario, though we can rejoice in the feats of development, there is no denying the fact that we will falter in achieving the real aim of education, i.e. man-making. It is therefore, very important for us to keep this aim of education intact throughout the process of development. Otherwise, we shall not be developed or Viksit in the real sense of the term. The education that develops the mindset of Sarve Bhavantu Sukhinah, Sarve Santu Niramaya, May all be Happy, all be Free from Disease as an everlasting desire, should be promoted in order to have a seamless journey in the Amrit Kaal to enter eagerly awaited Shatabadi Varsh.

B.F. Skinner's 'Operant Conditioning' or Ivan P. Pavlov's 'Classical Conditioning proves an association results in two experiences .e.g. reward and punishments. If the learning is good, memory will also be good. Learning creates memory traces in the mind based on which recollection is produced. Mind is the coordination of experience. It is the inseparable organ for the perception of the mental process. The function of the mind is to discover the unity that lies potential in diversity.

Rene Descartes believed that the first and most Certain existential judgment is: cogito ergo sum (I think, therefore I am). It is not an abstract logical principle. He means that the cogito: ergo sum is fundamental because it cannot be doubted. Although Cartesian doubt is a methodological skepticism central to Descartes philosophy, the existence of oneself was the one thing beyond doubt. A fuller version of Descartes phrase "dubito ergo cogito ergo sum" emphasizes this, "I doubt therefore I think, I think therefore I exist"

Rene Descartes points out that the two most important things required for knowledge are

(1) Perceptiveness of intellect, and

(1) Inclination of the will.

At present, the view is that the mind is a Computer programme and the mind is to the brain as the programme is to the hardware. Minds are computer programmes implemented in brains: this theory is known as Artificial Intelligence (AI).

Al is a result of science, mathematics, logic, philosophy, and technology. The journey of Al towards unified knowledge is remarkable. The efforts of researchers to achieve the best version of Al is to unify the highest generalization of logic. From this point of view ontology, cosmology, teleology, metaphysics, epistemology,

theology, philosophy, religion, astrology, telepathy, etc. is no longer very difficult to understand through Al. Al is, in the true sense, the growth of knowledge. It increases joy, satisfaction, peace, and happiness, and provides access to unknown fields. Probably, people may attain the ultimate goal of life. Once AI is fully developed, it may cross those limitations and this human world may turn out to be a heaven, a utopian world covered with beautiful sunshine. Al shall create the world-will which may lead to ultimate wisdom i.e. Nirvana. Of course, we are hoping against hope that Al is not a mirage!

Thus, in order to discuss the main theme of the FDP- Embedding Indian Knowledge System into Futuristic Technology, Artificial Intelligence to optimise the Educational Employability towards Viksit Bharat @ 2047, threadbare and seeking concrete suggestions on the following notable sub themes:-

i. Integrating Indian knowledge system with Higher Education.
ii. Digital transformation in Higher Education.
iii. Using the Indian Knowledge System based Approach for Teaching Learning and Holistic development.
iv. Embedding the Indian knowledge system into futuristic technology (AI).
V. Indian knowledge system in sustainable development.

Objectives of the FDP are as follows:

1. To provide higher education teachers with a profound understanding of the principles, concepts and scope of Indian knowledge System (IKS)
2. To foster a sense of appreciation and integration of traditional wisdom enhanced through futuristic technology (AI).
3. To enlighten the participants regarding the growing power of futuristic Technologies (AI) in enhancing a change in the knowledge spectrum of teaching and learning.

   It is anticipated a fruitful and meaningful interaction towards the resolution and realization of a common agenda for academic excellence through integrating Indian Knowledge System and AI for transformative higher education.

Prof. (Dr.) Vijayshri Bhati
Principal
9910864530
St. Lawrence College of Higher Education

➢ Resource Persons:

Sl. No.		Name	Designation	Date
1		Dr. Shalini Yadav	Associate Professor USE,GGSIPU	18/05/2024
2		Dr. Amit Ahuja	Associate Professor USE,GGSIPU	20/05/2024
3		Dr. Tulika Bansal	Assistant Professor USE,GGSIPU	21/05/2024
4		Prof.(Dr.) Deepshikha Agarwal	Professor & Dean USE,GGSIPU	24/05/2024

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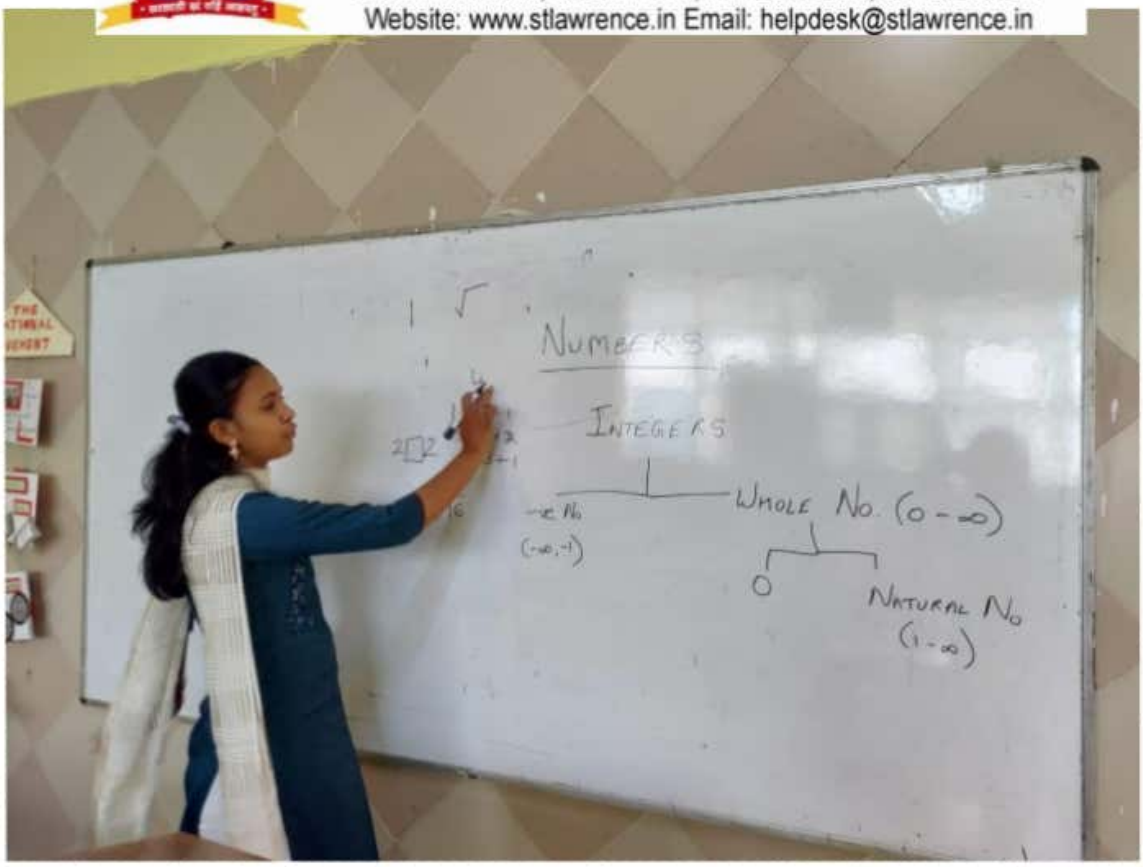

Report on Panel Interview simulation

Date: September 21, 2023

Location: SLCHE

Time: 10:00 AM - 1:00 PM

Participants: B.Ed Students, Faculty Members

Introduction

SLCHE organized a mock interview session aimed at preparing students for their upcoming job placements. This initiative provided students with a practical experience of the interview process, allowing them to refine their skills and gain valuable feedback.

Objectives

1. To familiarize students with common interview questions and formats.

2. To enhance students' confidence in presenting themselves professionally.

3. To provide constructive feedback for improvement.

Participants

B.Ed students participated in the mock interviews, along with TWO guest interviewers Ms. Richa

and Ms. Ritu comprising experienced educators and HR professional Mr. Rohit Guglani from various

educational institutions. Faculty members were also present to observe and support the event.

Structure of the Mock Interview

 Preparation: Students were advised to prepare their resumes and anticipate common

interview questions in advance.

 Interview Format: Each student participated in a 30-minute interview, which included:

o Introduction (5 minutes)

o Core Interview Questions (15 minutes)

o Q&A Session (5 minutes)

o Feedback Session (5 minutes)

Interview Questions

Interviewers asked a variety of questions, including:

 Tell us about yourself.

 What motivated you to pursue a career in education?

 How would you handle classroom management?

 Discuss a challenge you faced during your training and how you overcame it.

 What are your strengths and weaknesses as a future educator?

Feedback

After the interviews, each student received personalized feedback from the interviewers. Key points

included:

 Positive Aspects:

o Many students displayed a strong understanding of educational theories and

practices.

o Good communication skills and enthusiasm for teaching were noted.

 Areas for Improvement:

o Some students struggled with articulating their thoughts clearly.

o A few lacked confidence in their responses, particularly in handling behavioral

questions.

o Recommendations were made for students to practice common interview scenarios

and seek peer feedback.

Conclusion

The mock interview session was a resounding success, providing students with a supportive

environment to practice their interview skills. The insights gained from the guest interviewers were

invaluable, and students left feeling more prepared and confident for real interviews in the future.

Recommendations

 It is suggested that similar sessions be organized periodically to provide ongoing support for

students.

 Workshops on specific topics, such as resume writing and personal branding, could further

enhance students' readiness for the job market.

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Report on Mock Interview

Date: 03/10/2023

Location: SLCHE

Facilitators: Ms. Kanika, Ms. Renu, Prof. (Dr.) Vijayshri bhatti

Participants: B.Ed Students

A mock interview session was conducted for B.Ed students at SLCHE to prepare them for upcoming job placements. The session aimed to enhance students' interview skills and self-awareness through structured feedback and self-evaluation activities.

Feedback Session

The feedback session was facilitated by Ms. Kanika, Ms. Renu, and Prof. Vijayshri, who provided valuable insights into students' performance. Key aspects covered included:

Communication Skills: The faculties emphasized the importance of clear and confident communication. They highlighted areas where students excelled and offered constructive criticism where improvement was needed.

Body Language: Feedback on non-verbal cues was provided, noting the significance of maintaining eye contact, appropriate gestures, and posture.

Content Knowledge: Students were evaluated on their subject knowledge and the ability to articulate their thoughts clearly. The faculties encouraged them to stay updated with current trends in education.

Mock Interview Structure: Each student participated in a structured mock interview followed by individual feedback. This personalized approach allowed students to understand their strengths and weaknesses in a supportive environment.

Self-Evaluation Activity

Following the feedback session, students engaged in a self-evaluation activity. They reflected on their performances by:

Identifying Strengths and Weaknesses: Students listed their strengths and areas for improvement based on the feedback received.

Setting Goals: Participants set specific, measurable goals to enhance their interview skills, such as practicing responses to common interview questions or improving body language.

Peer Feedback: Students exchanged feedback with peers, fostering a collaborative learning atmosphere and providing diverse perspectives on performance.

Conclusion

The mock interview session was a productive exercise for B.Ed students at SLCHE . The combination of faculty-led feedback and self-evaluation empowered students to gain insights into their interview skills. The session was well-received, with many expressing increased confidence and a clearer understanding of how to approach future interviews. Continuous practice and feedback will be crucial as they prepare for their professional journeys.

Recommendations:

Organize regular mock interview sessions to reinforce skills.

Introduce guest speakers from the education sector for additional perspectives.

Facilitate workshops focusing on specific skills, such as communication and presentation.

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Report on Role Play

Date: September 19, 2023

Location: B.Ed College

Time: 12:00 PM - 2:00 PM

Participants: B.Ed Students, Faculty Members

Introduction

On September 19, 2023 the Teaching Methods Department at B.Ed College conducted a role play

activity aimed at enhancing the practical teaching skills of B.Ed students. This interactive session allowed students to engage in simulated classroom scenarios, fostering collaboration and critical thinking.

Objectives

1. To provide students with a hands-on experience in managing classroom dynamics.

2. To enhance communication and interpersonal skills.

3. To encourage creative problem-solving in educational contexts.

Participants

B.Ed students participated in the role play activity, guided by Ms Bhavya Bharti and Ms Renu Rohilla who facilitated discussions and provided feedback.

Structure of the Activity

The role play activity was structured into three main parts:

1. Introduction and Group Formation (30 minutes)

Students were divided into five groups, each assigned a different classroom scenario, including:

o Managing a disruptive student

o Conducting a group project

o Addressing diverse learning needs

o Facilitating parent-teacher communication

o Implementing a new teaching strategy

2. Preparation and Rehearsal (30 minutes)

Groups prepared for their scenarios, discussing roles and strategies for effective classroom management.

3. Performance and Feedback (90 minutes)

Each group presented their scenario to the class. After each performance, faculty and peers provided constructive feedback, highlighting strengths and areas for improvement.

Key Takeaways from Performances

□Effective Strategies: Many groups showcased innovative strategies for engaging students and managing classroom behavior.

□Communication Skills: Participants demonstrated strong verbal and non-verbal communication skills, contributing to a realistic classroom environment.

□Adaptability: Several scenarios highlighted the importance of flexibility in teaching methods to accommodate diverse learners.

Feedback and Reflections

Following the performances, students shared their reflections. Key points included:

Confidence Building: Many students expressed that the role play helped them feel more prepared for real teaching situations.

□Collaboration: The group work fostered a sense of teamwork and highlighted the importance of collaboration in teaching.

Constructive Criticism: Participants appreciated the feedback received, which provided valuable insights into their teaching styles.

Conclusion

The role play activity was a valuable learning experience for B.Ed students, equipping them with practical skills and enhancing their confidence as future educators. The interactive nature of the session allowed for meaningful engagement and collaboration among peers.

Recommendations

Future activities could include more complex scenarios that incorporate technology and varied classroom settings.

□Regular role play sessions could be scheduled to reinforce learning and adaptability in teaching methods.

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Report on Role Play

Date: 04/10/2023
Location: SLCHE
Participants: B.Ed Students
Facilitator: Ms Mahima, Ms Anshi

On 04/10/2023 a role play activity focusing on cultural sensitivity was conducted among B.Ed students at SLCHE. The aim was to enhance understanding and appreciation of diverse cultural backgrounds, fostering an inclusive learning environment.

Objectives

1. To promote awareness of cultural differences among students.
2. To develop empathy and understanding through experiential learning.
3. To prepare future educators to handle cultural diversity in classrooms effectively.

The role play involved students being assigned different cultural identities and scenarios that challenged their preconceived notions. Groups were formed to act out situations such as classroom interactions, community engagements, and family dynamics influenced by cultural backgrounds.

Key Highlights

- **Diverse Scenarios:** Each group presented unique situations, such as a conflict arising from cultural misunderstandings and the integration of diverse teaching methods.
- **Debriefing Sessions:** After each presentation, a debriefing session allowed students to reflect on their experiences, discuss emotions evoked during the role play, and explore solutions to the challenges faced.

- **Active Participation:** Students engaged enthusiastically, demonstrating a strong commitment to understanding cultural nuances.

Outcomes

- **Increased Awareness:** Students reported a heightened awareness of cultural sensitivity, recognizing the impact of stereotypes and biases.
- **Empathy Development:** The role play fostered empathy, with many students expressing a desire to learn more about different cultures.
- **Practical Skills:** Participants developed practical skills in navigating cultural differences, which are essential for future educators.

The role play on cultural sensitivity at SLCHE College was a significant step in preparing B.Ed students to become culturally competent educators. By engaging in this experiential learning activity, students not only gained insights into the importance of cultural awareness but also committed to promoting inclusivity in their future classrooms.

- **Follow-up Workshops:** It is recommended to conduct follow-up workshops focusing on specific cultural competencies.
- **Integration into Curriculum:** Incorporating cultural sensitivity training into the B.Ed curriculum will further enhance future educators' readiness.

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Report on Group Discussion

October 21, 2023

Time: 12:00-2:00p.m.

Venue: Multipurpose Hall

Introduction

On October 21, 2023 an engaging activity group discussion was held at SLCHE aimed at fostering

collaboration and enhancing communication skills among students. The discussion topic was

provided by Ms. Kanika Arora and Ms Bhavya Bharti : "Importance of uniform at workplace "

providing a platform for students to share ideas, express opinions, and develop critical thinking skills.

Objectives

The main objectives of the group discussion were:

1. To encourage participation and exchange of diverse viewpoints among students.

2. To enhance critical thinking and analytical skills.

3. To promote teamwork and collaborative problem-solving.

4. To assess understanding of the topic and encourage research-based discussion.

Discussion Overview

The session commenced with Principal Ma'am Prof. (Dr.) Vijayshri Bhatti and Ms. Debdutta Pal introducing the topic and setting the ground rules for the discussion. Participants were divided into smaller groups to ensure everyone had an opportunity to contribute. Key points discussed included:

- Understanding the Topic: Participants shared their interpretations and perspectives on "Importance of uniform at workplace "
- Challenges and Solutions: Groups discussed various challenges related to the topic and proposed innovative solutions.
- Real-World Applications: Participants explored how the topic is relevant to current societal issues, encouraging them to think critically about practical implications.

Group Dynamics

The atmosphere during the discussion was open and respectful, with participants actively listening to one another. Each group appointed a spokesperson who summarized their discussions and shared key insights with the larger group. This format fostered a sense of ownership and accountability among participants.

Outcomes

1. Enhanced Communication Skills: Participants reported improved confidence in articulating their thoughts and engaging with peers.
2. Increased Awareness: The discussion raised awareness of different perspectives and encouraged deeper understanding of the topic.
3. Networking Opportunities: Students had the chance to connect with peers from different disciplines, fostering relationships that may lead to future collaborations.

Feedback

Post-discussion feedback was collected via a brief survey. Key takeaways included:

 Participants appreciated the structured format and felt that it encouraged equal

participation.

 Many expressed a desire for more frequent discussions on various topics.

 Suggestions included incorporating guest speakers or experts to provide additional insights.

Conclusion

The activity group discussion at SLCHE was a successful initiative that achieved its objectives of

promoting dialogue and collaboration among students. The positive feedback highlights the value of

such discussions in enhancing students' learning experiences. Future sessions are recommended to

build on this success, potentially expanding the topics covered and including more diverse formats.

Recommendations

1. Organize regular group discussions on varied topics to maintain engagement.

2. Consider inviting guest speakers for specialized sessions.

3. Utilize online platforms to facilitate discussions and reach a wider audience.

Acknowledgments

Special thanks to [Prof. (Dr.) Vijayshri Bhatti , Ms. Debdutta Pal, Ms Bhavya Bharti and Ms. Kanika

Arora for their efforts in making this discussion a success.

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Report on Group Discussion

Date: 23/08/2023
Location: SLCHE
Participants: B.Ed Students
Facilitator: Ms Mahima, Ms Anshi

Introduction

On 23/08/2023 a group discussion was conducted at SLCHE among B.Ed students using the "Think, Pair, and Share" technique. This approach aimed to encourage active participation, critical thinking, and collaborative learning.

Objectives

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Report on Workshop on Awareness on Prevention of Drug Addiction by Indian Red Cross Society

On February 22, 2024, an informative workshop on awareness of the prevention of drug addiction was organized by the Indian Red Cross Society at St. Lawrence College of Higher Education for B.Ed. students. The workshop was conducted by a highly erudite person, Ms. Meenu, and her team who contributed immensely for sensitizing the B.Ed. students regarding drug-related issues. The main focus of the workshop was to create awareness about the prevention of drug addiction.

The session started with Principal of St. Lawrence College of Higher Education, Prof. (Dr.) Vijayshri Bhati's valuable words regarding awareness of the prevention of drug addiction. After the opening session, Ms. Meenu introduced the students to the scientific definitions of drugs, addiction, and the dopamine hormone and how they can affect one's mind, behaviour, and body function.

After introducing all the related terms, Ms. Meenu, with the help of her team, showed the students and faculty a short film directed and made by the Indian Red Cross Society named 'Twins' regarding drug addiction awareness. The whole presentation was based on that short film. She explained how drug addiction starts and can destroy one's life. She also explained the types of drugs, myths about drug addiction, and how it can be stopped at the initiating stage. It was an interactive session. The session ended with a question and answer session and an open discussion round. It was really a fruitful and informative session.

Drugs Ki

Drug Addiction is a Brain Disease

International Red Cross Society
Drugs Ki

Input - C
Society
Kill

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Report on Art & Craft Pidilite Workshop

On March 12th , 2024, St. Lawrence College of Higher Education experienced a surge of creativity and hands-on learning during the meticulously planned Art and Craft Pidilite workshop for B.Ed. students on wall clock crafting guided by Pidilite represntitive Ms. Shikha. This thoughtfully orchestrated event had a dual purpose – engaging participants in practical artistic exploration and enhancing their craft skills.

Commencing with an introduction to the expansive world of art and craft, the workshop emphasized the vital role of integrating creative activities into educational settings. Pidilite representative, Ms. Shikha, possessing a profound understanding of craft nuances, generously shared valuable insights into the techniques and materials involved in crafting wall clocks, setting the stage for an interactive and informative session.

Participants were skillfully guided by Ms. Shikha through a step-by-step process to craft personalized wall clocks. Under the expert guidance, attendees not only acquired hands-on experience but were also encouraged to unleash their unique artistic potential. This practical approach not only facilitated skill development but also sparked creativity, making the learning experience both enriching and enjoyable.

One notable aspect of the Pidilite workshop was its commitment to championing sustainable practices. Emphasis was placed on the use of eco-friendly materials, aligning with the growing emphasis on environmental consciousness. Participants explored innovative ways of repurposing and recycling, adding an extra layer of relevance to the workshop as it resonated with contemporary values of sustainability and responsible crafting.

Throughout the workshop, Ms. Shikha, provided personalized guidance, ensuring that each participant could manifest their unique creative vision.The workshop atmosphere buzzed with enthusiasm as diverse clock designs began to take shape, reflecting the varied artistic expressions of the participants. The emphasis on customization allowed for a range of styles and themes to emerge, transforming the activity into a celebration of individual creativity.

The culmination of the workshop featured an exhibition showcasing the completed wall clocks, serving as a testament to participants' ingenuity and the skills acquired during the session. This exhibition not only provided a platform for sharing creative ideas but also inspired others to explore the intersection of art and functionality in crafting.

The workshop stands out as a resounding success. It offered a dynamic platform for participants to immerse themselves in creative expression, acquire new skills, and explore the possibilities of integrating art into education. Pidilite's dedication to fostering creativity and sustainability,

guided by Ms. Shikha, resonated profoundly with the participants, rendering the workshop a memorable and impactful experience for all involved.

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Report on Art & Craft Pidilite Workshop

On March 19th, 2024, St. Lawrence College of Higher Education saw a burst of creativity and practical learning when B.Ed. students participated in a carefully organized Art and Craft Pidilite class on coaster making, led by Pidilite representative Ms. Shikha. This meticulously organized program had two purposes: it allowed participants to explore art in a practical way and improved their craft abilities.

The session began with an overview of the vast realm of art and craft, and it focused on how important it is to incorporate creative activities into learning environments. The Pidilite representative, Ms. Shikha, set the tone for an engaging and educational session by kindly sharing insightful information on the materials and procedures used in the creation of coasters. She possesses a deep awareness of craft details.

Ms. Shikha carefully guided the participants through each step of the process of making individual coasters. The experienced instructor, Ms. Shikha, not only provided useful guidance but also inspired participants to explore their own creative potential. This hands-on method stimulated creativity in addition to helping with skill development, making the learning process pleasurable and engaging.

The Pidilite workshop's dedication to promoting sustainable practices was one of its noteworthy characteristics. The use of environmentally friendly materials was emphasized, which is in line with the increased focus on environmental consciousness. The class gained additional significance as participants discovered creative methods of recycling and repurposing materials, which aligned with modern principles of sustainability and ethical craftsmanship.

Throughout the workshop, Ms. Shikha provided personalized guidance, ensuring that each participant could manifest their unique creative vision. The workshop atmosphere buzzed with enthusiasm as diverse coaster designs began to take shape, reflecting the varied artistic expressions of the participants. The emphasis on customization allowed for a range of styles and themes to emerge, transforming the activity into a celebration of individual creativity.

The culmination of the workshop featured an exhibition showcasing the completed coasters, serving as a testament to participants' ingenuity and the skills acquired during the session. This exhibition not only provided a platform for sharing creative ideas but also inspired others to explore the intersection of art and functionality in crafting.

The workshop is notable for being a huge success. It provided a dynamic setting where participants could explore the potential of incorporating art into education, learn new skills, and immerse themselves in creative expression. Pidilite's commitment to encouraging creativity and sustainability, under the direction of Ms. Shikha, struck a deep chord with the attendees, making the workshop a memorable and significant event for everyone.

SLCHE
SLCHE Presents
PIDILITE
ART & CRAFT
WORKSHOP
By
M. SHIKHA
19-03-2024

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Report on Art and Craft Pidilite Workshop

On February 22, 2024, St. Lawrence College of Higher Education organized an exceptionally enthralling and engaging Art and Craft workshop for B.Ed. students, providing them with a unique chance to unleash their creative abilities.Facilitated by the highly proficient Ms. Shikha and her team, the workshop centered around craftingDecoupage bottles using Pidilite products.

Commencing with an enlightening presentation, Shikha and her team introduced participants to the intricacies of decoupage art, offering insights into various Pidilite products, techniques, and design concepts. This informative session laid the groundwork for the ensuing hands-on activities. Subsequently, participants were grouped, enthusiastically delving into the creation of their art pieces. Leveraging Pidilite products, they crafted intricate Decoupage bottles, employing the delicate skill of layering and embellishing surfaces with decorative paper.

Throughout the workshop, B.Ed. students showcased an exceptional level of creativity and artistic flair. Each bottle emerged as a distinctive masterpiece, reflecting the proficiency acquired during the session. The vibrant hues and elaborate designs on the bottles were truly enchanting. Beyond enhancing their knowledge of art and craft, the workshop cultivated a sense of teamwork and collaboration among the participants. The students exchanged ideas, offered constructive feedback, and collectively contributed to the workshop's success.

The Art and Craft Pidilite workshop at St. Lawrence College of Higher Education was an unequivocal triumph. The workshop seamlessly blended creativity, learning, and camaraderie, marking a significant stride in promoting art and craft in education. The impact of the event was profound, and the college intends to perpetuate such workshops, encouraging students to explore their creative potential and instilling a lifelong passion for art and craft.

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Art and Craft Pidilite Workshop

On March 15th, 2024, St. Lawrence College of Higher Education organized an intriguing and creative art and craft pidilite workshop on creating wall hangings using traditional art. Participants explored conventional techniques and contemporary interpretations as they explored the world of art and craft under the expert guidance of Ms. Shikha.

The organizers gave a warm welcome to the workshop participants, setting the foundation for an inspiring and educational day. Ms. Shikha, a renowned artist with years of experience, gave the attendees an overview of the rich history of traditional art forms and emphasized their ongoing significance in today's world.

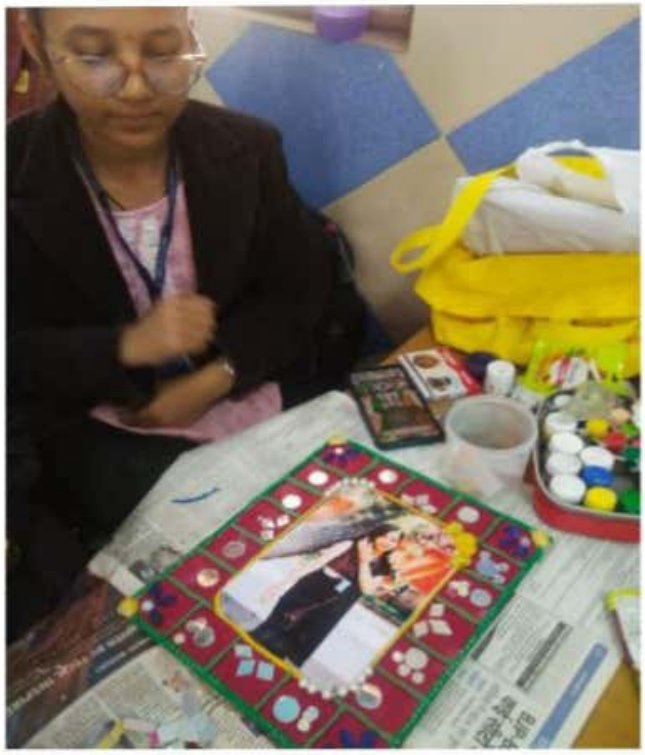
The workshop's primary objective was to expose participants to the craft of creating wall hangings using traditional methods. Participants acquired an understanding of the intricate processes required for creating stunning wall hangings through interactive seminars and hands-on demonstrations.

Participants had the opportunity to experiment with different materials and techniques under the expert guidance of Ms. Shikha. From sketching designs to applying colors and embellishments, each step was a journey of creativity and self-expression.

While rooted in tradition, the workshop encouraged participants to infuse their creations with personal flair and contemporary elements. This fusion of old and new resulted in unique and visually captivating wall hangings.

The workshop fostered a sense of community among participants, who shared ideas, exchanged feedback, and celebrated each other's creations. Collaborative efforts and camaraderie enriched the learning experience for all involved.

The organizers, instructors, and eager participants worked together to make the St. Lawrence College of Higher Education Art and Craft Pidilite Workshop a huge success. Through investigation, experimentation, and invention, participants developed a greater understanding of classic art traditions in addition to refining their artistic abilities. The program had a profound effect on everyone who attended by providing a forum for cross-cultural dialogue, artistic expression, and lifetime learning.



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Report on Art and Craft Pidilite Workshop

On February 22, 2024, St. Lawrence College of Higher Education organized an exceptional Art and Craft workshop for B.Ed. students, providing them with a unique chance to unleash their creative abilities. Facilitated by the highly proficient Ms. Shikha and her team, the workshop centered around crafting Decoupage bottles using Pidilite products.

Commencing with an enlightening presentation, Shikha and her team introduced participants to the intricacies of decoupage art, offering insights into various Pidilite products, techniques, and design concepts. This informative session laid the groundwork for the ensuing hands-on activities. Subsequently, participants were grouped, enthusiastically delving into the creation of their art pieces. Leveraging Pidilite products, they crafted intricate Decoupage bottles, employing the delicate skill of layering and embellishing surfaces with decorative paper.

Throughout the workshop, B.Ed. students showcased an exceptional level of creativity and artistic flair. Each bottle emerged as a distinctive masterpiece, reflecting the proficiency acquired during the session. The vibrant hues and elaborate designs on the bottles were truly enchanting. Beyond enhancing their knowledge of art and craft, the workshop cultivated a sense of teamwork and collaboration among the participants. The students exchanged ideas, offered constructive feedback, and collectively contributed to the workshop's success.

The Art and Craft Pidilite workshop at St. Lawrence College of Higher Education was an unequivocal triumph. The workshop seamlessly blended creativity, learning, and camaraderie, marking a significant stride in promoting art and craft in education. The impact of the event was profound, and the college intends to perpetuate such workshops, encouraging students to explore their creative potential and instilling a lifelong passion for art and craft.

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Report on Pidilite Art and Craft Workshop on Puppet Making

On April 18th, 2024, St. Lawrence College of Higher Education buzzed with creativity, as B.Ed. students eagerly participated in the Pidilite Art and Craft Workshop on Puppet Making. Under the expert guidance of Ms. Shikha, an experienced artisan, the workshop aimed to blend traditional Indian elements with modern art techniques to create unique and vibrant puppets.

Ms. Shikha commenced the workshop by introducing the students to the rich history and cultural significance of puppetry in India. The integration of kullads, traditional Indian clay cups, into puppet making added a distinctive touch to the craft, showcasing the fusion of tradition and innovation. Guided by Ms. Shikha's expertise, the participants embarked on a hands-on journey of puppet creation, utilizing kullads as the base and exploring various painting techniques using pastel acrylic colors.

As the workshop progressed, the college campus became a canvas of artistic expression, with students engrossed in transforming kullads into enchanting puppets. Ms. Shikha's adept guidance empowered the students to experiment with different textures, colors, and embellishments, breathing life into their creations. The workshop also fostered a collaborative spirit among the participants, as students exchanged ideas, techniques, and encouragement, forming bonds and enhancing the overall learning experience.

The Pidilite Art and Craft Workshop on Puppet Making offered a multitude of learning outcomes for the B. Ed. students. The integration of kullads into puppet making showcased the fusion of traditional Indian elements with contemporary art techniques, fostering cultural appreciation and innovation. Students have the opportunity to explore various painting techniques and styles, honing their artistic skills and unleashing their creativity. Collaborative projects encourage teamwork, communication, and peer learning, enhancing interpersonal skills and camaraderie among the participants.

The Workshop on Puppet Making was a testament to the power of creativity, innovation, and cultural appreciation in education. Under Ms. Shikha's expert guidance, B. Ed. students not only honed their artistic skills but also gained a deeper understanding of the rich tapestry of Indian art and culture. As the curtains fell on this immersive workshop, the echoes of laughter and shared experiences lingered, leaving a lasting impression on all who participated.

Cooking without fire competition

The "Cooking Without Fire" competition held on October 13, 2023, at St. Lawrence College of Higher Education showcased the culinary talents of the B.Ed. students. This event provided an opportunity for participants to exhibit their creativity and cooking skills without the use of traditional stovetop or oven cooking methods.

A diverse range of dishes was prepared by the enthusiastic B.Ed. students. The dishes included: Fruit Salad, Fruit Custard, Beetroot Salad, Sandwiches, Green Tea Mocktails, Chocolate Mousse, Chaat Papdi, Gol Gappe any many more savoury dishes.

The event was a remarkable display of innovation, as the students prepared these delectable dishes without the use of fire. Fruit salad and fruit custard showcased the students' talent for combining flavors and textures. The beetroot salad was not only visually appealing but also a nutritious option.

The variety of sandwiches offered by the participants, along with the green tea mocktails, highlighted their skills in food presentation and beverage crafting. Chocolate mousse, with its velvety texture and rich flavor, was a crowd favorite. The inclusion of street food delights like chaat papdi and gol gappe added a unique and authentic touch to the competition. The students' ability to recreate these traditional dishes without fire was commendable.

The judging panel, consisting of faculty members, evaluated the dishes based on taste, presentation, creativity, and adherence to the "without fire" cooking method. After a thorough assessment, the winners were announced. Each participant demonstrated a high level of culinary talent, making the decision a challenging one.

The "Cooking Without Fire" competition at St. Lawrence College of Higher Education was a resounding success, with B.Ed. students showcasing their culinary

skills and creativity. The event not only provided a platform for students to display their talents but also promoted healthy and innovative cooking methods.

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NSS: Nukkad Natak (Gender stereotypes)

The National Service Scheme (NSS) unit of St. Lawrence College of Higher Education organized a thought-provoking Nukkad Natak on the theme of "Gender Stereotypes" on October 27, 2023. The event aimed to raise awareness about the harmful impact of gender stereotypes in society and promote gender equality. Several thought-provoking performances took place, each addressing various aspects of gender stereotypes. The students effectively used street theater to depict real-life scenarios and challenges faced by individuals due to preconceived notions about gender roles.

The B.Ed. students put on a stellar performance, effectively depicting various scenarios where gender stereotypes were perpetuated and their consequences. Through their acts, they demonstrated the need to break free from these stereotypes and promote equality and inclusivity. The performances explored multiple themes related to gender stereotypes, including:

1. Gender Equality: Highlighting the importance of treating everyone with respect and equality regardless of their gender.

2. Breaking Stereotypes: Challenging traditional gender roles and showcasing instances where individuals defied stereotypes to achieve their goals.

3. Social Stigmas: Addressing issues like body image, workplace discrimination, and the stigma surrounding men expressing vulnerability.

4. Empowerment: Encouraging women to break free from societal limitations and empowering men to be allies in the fight against gender bias.

The Nukkad Natak on Gender Stereotypes managed to engage the audience and provoke thought on the issue at hand. By addressing the topic of gender stereotypes, it contributed to the ongoing dialogue about gender equality and empowerment. This

event served as a reminder of the importance of challenging stereotypes and promoting gender equality in our society. It encouraged students to be agents of change and advocates for a more inclusive and equitable world.

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Report on Cooking Without Fire Competetion

On April 19th, 2024, the "Cooking Without Fire" competition was held at St. Lawrence College of Higher Education showcasing the culinary talents of the B.Ed. students. This event provided anopportunity for participants to exhibit their creativity and cooking skills without the use of traditional stovetop or oven cooking methods.

A diverse range of dishes was prepared by the enthusiastic B. Ed. students. The dishes included: fruit Salad, sandwiches, fruits, mocktails, and many more savory dishes.

The event was a remarkable display of innovation, as the students prepared these delectable dishes without the use of fire. Fruit salad showcased the students' talent for combining flavors and textures. The beetroot and carrot salad was not only visually appealing, but also a nutritious option.

The variety of sandwiches offered by the participants, along with the mocktails, highlighted their skills in food presentation and beverage crafting. The inclusion of street food delights like corn chat, jhal muri added a unique and authentic touch to the competition. The students' ability to recreate these traditional dishes without fire was commendable.

The judging panel, consisting of Principal ma'am and faculty members, evaluated the dishes based on taste, presentation, creativity, nutrition value and adherence to the "without fire" cooking method. After a thorough assessment, the winners were announced. Each participant demonstrated a high level of culinary talent, making the decision a challenging one.

The "Cooking Without Fire" competition at St. Lawrence College of Higher Education was a resounding success, with B. Ed. students showcasing their culinary skills and creativity. The event not only provided a platform for students to display their talents but also promote healthy and innovative cooking methods.

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Talent Hunt Competition

The Talent Hunt Competition at St. Lawrence College of Higher Education held on September 29, 2023, was a vibrant showcase of our students' exceptional skills and talents. This much-anticipated event served as a platform for our diverse student body to shine and demonstrate their creativity. The heart of this event was undoubtedly our talented student participants, who enthusiastically took part, demonstrating their prowess in a wide range of artistic and intellectual activities. Our esteemed panel of judges consisted of dedicated faculty members who brought their expertise and impartiality to the judging process. They assessed each performance with meticulous attention, ensuring fairness and transparency.

The competition featured four diverse categories:

Singing: The melodious voices of our students filled the auditorium, captivating the audience with a wide range of musical genres, from classical to contemporary.

Poetry: The power of words came to life as students recited heartfelt poems that ranged from personal narratives to socially relevant themes.

Dance: The stage was set ablaze with captivating dance performances, ranging from classical to hip-hop, showcasing the students' versatility and passion for dance.

Quiz: The intellectual prowess of our students shone brightly during the quiz round, where they tackled challenging questions on the theme of Gandhi Jayanti.

Standout performances in each category included a soulful rendition of a classic song in the singing category, a thought-provoking poem addressing social issues, a mesmerizing contemporary dance, and a closely contested quiz with a nail-biting finish. The multi purpose hall was filled with an electric atmosphere, with a supportive and enthusiastic audience. Cheers, applause, and words of

encouragement echoed throughout the event, making it an unforgettable experience for both participants and spectators.

The Talent Hunt Competition was a resounding success, celebrating the talents and passions of our students. It reinforced the college's commitment to nurturing creativity and providing a platform for self-expression.

The Talent Hunt Competition not only showcased the incredible talents within our college but also fostered a sense of community and unity among our students. We eagerly anticipate the next edition, which promises to be even more spectacular.

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Report on Inter class Poster Making and Slogan Writing Competition for Earth Day Celebration

On April 22nd , 2024, St. Lawrence College of Higher Education organized a vibrant celebration in honor of Earth Day specifically tailored for its B.Ed. students. The event aimed to engage future educators in environmental activism through a Inter class Poster Making and Slogan Writing Competition. Against the backdrop of escalating global awareness regarding climate change and the imperative to conserve our planet's resources, the college sought to instill a sense of responsibility and environmental stewardship among its aspiring teachers.

B.Ed. students eagerly participated in the competition, showcasing an extensive array of viewpoints and novel approaches. The campus was alive with anticipation as participants let their imaginations run wild on canvases and paper, turning their ideas into eye-catching posters and brief yet powerful phrases. Inspiration arose from themes like sustainable living, conservation of biodiversity, and renewable energy, which helped the participants create messages that were enticing and true to the essence of Earth Day.

Originality, thematic relevancy, and artistic excellence were all included in the assessment criteria. Every poster and slogan was carefully examined to determine if they could effectively convey the significance of environmental preservation and the demand for group action. Though demanding, the grading process gave participants insightful criticism and motivation, encouraging a culture of ongoing development and environmental consciousness among aspiring teachers.

The competition acted as a springboard for thoughtful discussion and introspection among B.Ed. students about their responsibility as teachers in influencing the attitudes and actions of future generations that are ecologically sensitive. In addition to showcasing participants' artistic abilities, the Poster Making and Slogan Writing Competition for Earth Day Celebration for B.Ed. students also highlighted the significant influence that educators can have in promoting a sustainable and environmentally conscious society.

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WE CAN SAVE IT
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