



St. Lawrence College of Higher Education
(AN ISO: 9001:2008 certified "A" Rated B.Ed. College for Girls Only)
App. by N.C.T.E., Dir. of Hr. Education & Affiliated to GGSIP University, Delhi
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11(a)	Activities like mock interview, role play, group discussions, quizzes, workshops, competitions, etc.
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Report on Mock Interview Sessions Conducted for Student Teachers

St. Lawrence College of Higher Education organized a series of Mock Interview Sessions from **5.02.25 – 18.02.25** to enhance the employability skills, confidence, and professional readiness of student teachers. These sessions were designed to simulate real interview situations and help students prepare for professional recruitment processes in schools and educational institutions. The primary objective of the initiative was to familiarize students with interview procedures and etiquette, assess their communication and presentation skills, build confidence by reducing interview anxiety, and provide constructive feedback for self-improvement. Additionally, it aimed to help participants identify their strengths and areas requiring further enhancement.

The mock interviews were conducted in ten separate sessions, each accommodating a group of student teachers. Each session followed a structured format consisting of personal interviews, subject-based questions, situational teaching questions, and resume discussions. Every candidate underwent an interview, after which immediate oral feedback was provided, followed by an evaluation highlighting individual performance and improvement areas.

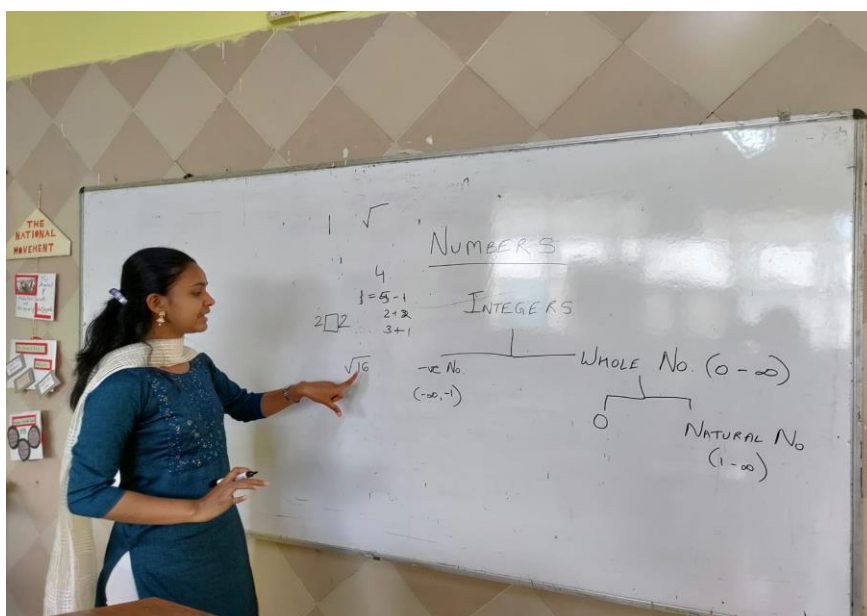
Across the ten sessions, each had a specific focus area to assess different professional competencies. The first session emphasized **communication skills**, while the second assessed **subject competence**. The third session focused on **teaching aptitude**, followed by sessions on **body language, professional etiquette, problem-solving, lesson planning, classroom management, and**

confidence-building. The final session served as a comprehensive evaluation of **overall personality and interview preparedness.**

This structured approach ensured holistic development and assessment of student teachers' professional attributes.

The observations from the sessions revealed that students participated enthusiastically and demonstrated notable improvement in verbal expression, confidence, and non-verbal communication such as posture and eye contact. While most candidates exhibited sound subject knowledge and clarity of thought, a few required additional guidance in responding to analytical and situational questions. Faculty members noted that the experience significantly reduced interview anxiety among participants, enhanced self-assurance, and improved their overall readiness for actual recruitment interviews.

Feedback collected from the participants indicated that the mock interviews were perceived as an extremely beneficial learning experience. Students appreciated the detailed feedback provided by the panel members, which helped them identify their strengths and areas for further improvement. Many expressed that the sessions boosted their confidence and offered valuable insights into professional presentation, interview etiquette, and communication skills essential for teaching careers.







Report on Role Play Sessions

St. Lawrence College of Higher Education organized a series of **Role Play Sessions** from 26.10.24- 06.11.24 as part of the teacher training program. The primary purpose of these sessions was to provide student teachers with experiential learning opportunities to develop communication skills, empathy, classroom management abilities, and an understanding of real-life school situations. Through role play, participants were encouraged to simulate classroom scenarios, reflect on their responses, and practice effective strategies for teaching, guidance, and conflict resolution.

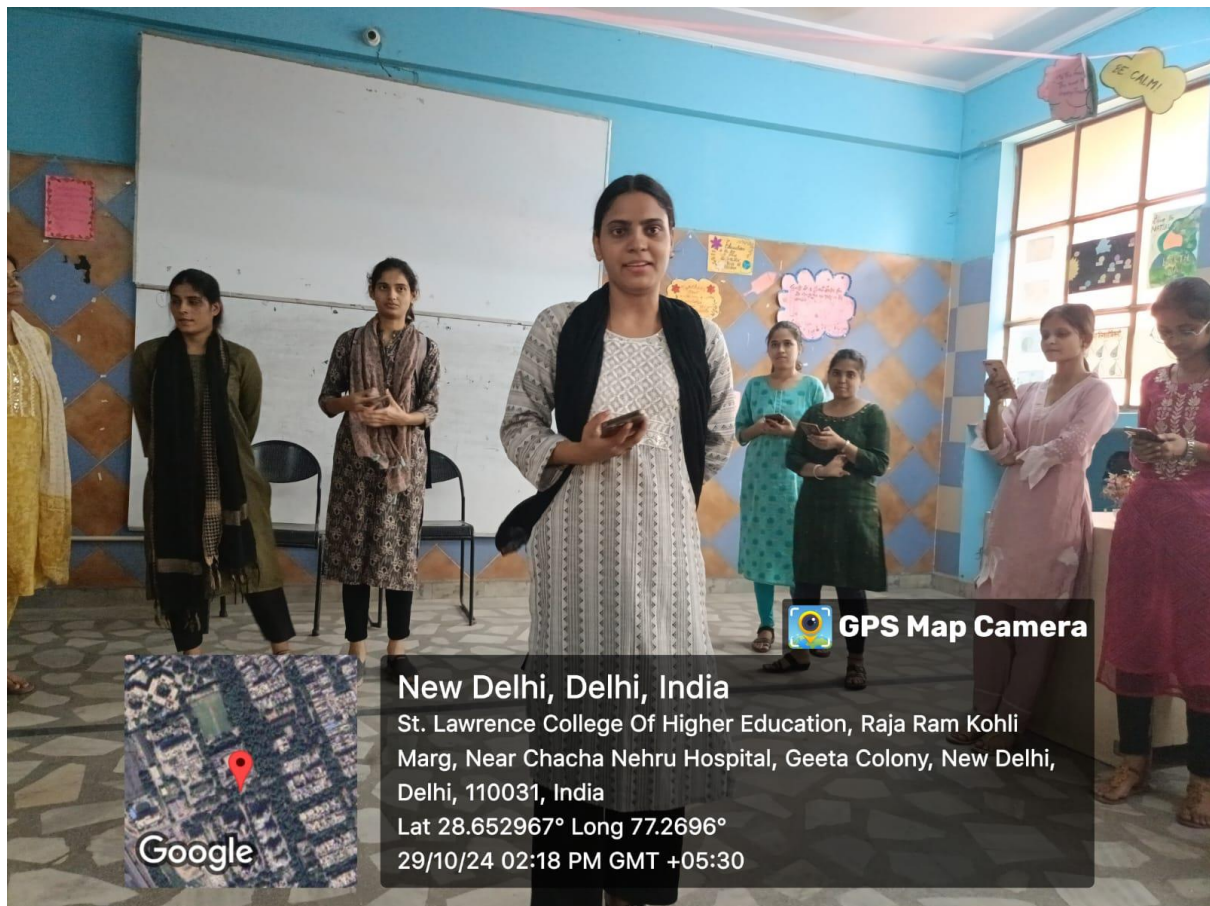
The major objectives of these sessions were to enhance the student teachers' understanding of learner diversity, strengthen their interpersonal and problem-solving skills, promote collaborative learning, and help them translate theoretical knowledge into practical classroom behavior. The sessions also aimed to cultivate self-awareness and confidence by enabling participants to experience multiple classroom roles such as teacher, learner, and administrator.

Each of the ten sessions was carefully designed and facilitated by the faculty members of the Department of Education. Groups of 8–10 student teachers participated in each session, enacting specific school-based situations such as managing classroom discipline, handling parent-teacher interactions, addressing learning difficulties, conducting morning assemblies, and integrating value-based education in teaching. Faculty supervisors observed each enactment and provided detailed feedback on communication style, body language, problem-solving approach, and emotional sensitivity. The sessions typically lasted 60–90 minutes and followed a reflective discussion after each performance, allowing students to analyze their own and peers' performance.

The outcomes of these sessions were highly encouraging. The student teachers actively participated, displaying creativity, enthusiasm, and reflective thinking. Many students demonstrated marked improvement in classroom communication, voice modulation, and student engagement techniques. The activity also helped participants develop empathy and emotional understanding toward learners' needs. Some students initially exhibited hesitation in role enactment; however, with consistent practice and feedback, they gained confidence and spontaneity in handling simulated classroom situations. Faculty members noted that the role play technique proved effective in bridging the gap between theory and practice, enabling students to internalize educational concepts through real-world simulation. Feedback collected from the participants reflected that the sessions were interactive, enjoyable, and highly beneficial for professional development. Students expressed that the experience improved their teaching competence, decision-making, and capacity to handle classroom challenges effectively. They also acknowledged that the reflective discussions at the end of each role play provided valuable insights into diverse teaching styles and behavioural management strategies.

In conclusion, the ten Role Play Sessions conducted at St. Lawrence College of Higher Education served as an excellent platform for experiential and participatory learning. These sessions significantly contributed to developing communication skills, creativity, empathy, and professional confidence among student teachers.





Report on Group Discussion Sessions

St. Lawrence College of Higher Education organized a series of **Group Discussion Sessions** to enhance the communication, critical thinking, and collaborative learning skills of student teachers. These sessions were an integral component of the professional preparation programme, designed to help participants express their ideas effectively, listen to diverse viewpoints, and develop confidence in academic and professional dialogues. The primary aim of the group discussions was to promote analytical thinking, articulation, leadership qualities, and cooperative behavior—key competencies for future educators.

Each session was conducted in groups of student teachers under the supervision of faculty members. A wide range of themes related to education, pedagogy, social issues, and current events were selected to stimulate thought and debate. Topics included *inclusive education, technology in teaching, value-based education, classroom discipline, gender sensitivity in schools, environmental awareness, and innovative teaching practices*. Students were allotted preparation time, after which each group engaged in a 30- to 40-minute discussion moderated by a faculty member who observed the content, participation, and group dynamics. Evaluation parameters included clarity of expression, logical reasoning, confidence, respect for others' opinions, and ability to summarize key points.

Throughout the sessions, students displayed active participation and growing confidence. The discussions reflected both creativity and awareness of educational realities. Many participants showed commendable improvement in organizing their thoughts, using appropriate language, and supporting their arguments with examples. Some initially hesitant students gradually became

more vocal and assertive, benefiting from the supportive and interactive environment. Faculty members observed that group discussions fostered peer learning and cultivated a healthy exchange of perspectives, helping student teachers understand multiple viewpoints on complex educational issues.



Workshop on Self-Awareness and Confidence Building

St. Lawrence College of Higher Education, organized a one-day workshop on *Self-Awareness and Confidence Building* for B.Ed. students of the B.Ed students on 18.11.24. The workshop was designed to help student-teachers develop a deeper understanding of themselves, recognize their strengths and weaknesses, and enhance their confidence—skills that are essential for becoming effective and empathetic educators.

The session was conducted by Dr. Renu Rohilla, an experienced educator and motivational trainer, who guided the participants through a range of interactive activities and reflective exercises. The event commenced with a warm welcome address by the college principal, who emphasized the importance of self-awareness as the foundation for personal and professional growth.

Dr. Rohilla began the workshop with an engaging ice-breaking activity titled “*Know Yourself*”, where participants shared their personal attributes and future aspirations. This was followed by a self-reflection exercise based on the SWOT (Strengths, Weaknesses, Opportunities, and Threats) model, which encouraged students to introspect and evaluate their personalities constructively.

A series of confidence-building exercises such as impromptu speaking sessions, mirror practice, and role-plays were conducted to help students overcome stage fear and hesitation. Dr. Rohilla shared motivational stories of teachers who had made a positive impact through confidence and self-belief, reinforcing the idea that self-assurance is a key trait of effective educators.

The workshop concluded with a creative group activity titled “*Power of Positivity*”, wherein participants crafted affirmations and presented them in innovative ways. This activity helped students cultivate a positive outlook and reinforced their belief in self-motivation.

By the end of the session, participants were able to identify their inner potential, develop self-confidence, and understand the strong link between self-awareness and effective teaching. The interactive format encouraged open participation, self-expression, and collaboration among peers.

The overall feedback from the students was overwhelmingly positive. Many participants shared that the workshop significantly helped them in overcoming their fear of public speaking and boosted their self-esteem. The event concluded

with a vote of thanks by the faculty coordinator, expressing gratitude to Dr. Rohilla and the organizing team, followed by a group photograph capturing the spirit of enthusiasm and growth that marked the day.

Workshop on Creative and Critical Thinking

A Workshop on Creative and Critical Thinking was organized by St. Lawrence College of Higher Education, on 23 January 2025 at 1:30 PM in the college premises. The session was designed for B.Ed. students the objective of nurturing their creative and critical thinking abilities. The workshop aimed to help future educators approach classroom situations with innovation, analytical reasoning, and reflective judgment. It further sought to inspire student-teachers to move beyond rote learning methods and foster originality, curiosity, and questioning skills in their learners.

The session was conducted by Ms. Mira Narang, an experienced academician known for her engaging approach to teacher training. The workshop began with a warm welcome by the Principal mam, who highlighted the vital role of creativity and critical thinking in modern education. Dr. Sharma initiated the session with an energizing activity titled *“Think Outside the Box”*, in which participants were encouraged to solve classroom-related challenges through imaginative and collaborative approaches.

In the first half of the session, Ms. Mira Narang elaborated on the concept of creative thinking, emphasizing the importance of brainstorming, visualization, and divergent thinking in the teaching-learning process. Students took part in a stimulating group activity titled *“Design Your Dream Classroom”*, where they blended imagination with practicality to design innovative learning spaces. The second segment focused on developing critical thinking skills through interactive activities such as *“Fact or Opinion”* and *“Case Reflection”*. These exercises encouraged participants to analyze real-

life educational issues and arrive at reasoned, evidence-based conclusions.

Throughout the session, the atmosphere remained lively, interactive, and filled with enthusiasm. Ms. Mira effectively demonstrated how a good teacher balances creativity and critical reasoning to build holistic and engaging learning environments. By the end of the workshop, participants gained a deeper understanding of the significance of creative and critical thinking in education. They also developed confidence to apply innovative strategies in lesson planning, differentiate between imaginative and analytical approaches, and nurture curiosity and originality among their future students.

Workshop on Personality Development

A Workshop on Personality Development was organized by the Department of Education, St. Lawrence College of Higher Education on 12 February 2025 in the college. The session was designed for B.Ed. students with the objective of enhancing their overall personality, communication abilities, and professional attitude as future educators with Ms. Amisha as the resource person. The workshop aimed to develop crucial life skills such as self-awareness, self-confidence, effective communication, and emotional balance—qualities that are fundamental for teachers in creating positive and



engaging learning environments. The workshop began with a warm welcome by the Principal mam, who emphasized the significance of a well-rounded personality in the teaching profession. Ms. Narang initiated the session with an interactive activity titled “*Discover Yourself*”, where participants reflected on their strengths, weaknesses, and personal aspirations. This activity encouraged self-exploration and set an introspective tone for the rest of the workshop. Activities such as “*Confidence Walk*”, “*Two-Minute Talk*”, and “*Mirror Practice*” were conducted to help students build confidence, refine articulation, and develop a positive body language. Participants also engaged in a stimulating discussion on “*The Role of Attitude in*

Success”, where they learned the value of optimism, perseverance, and professional ethics.

The atmosphere throughout the session was lively and motivating.





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Report on Ad-Mad Show Competition

Organised by B.Ed. Students, St. Lawrence College of Higher Education

Date: 13th November 2024

The Department of Education of St. Lawrence College organized an Ad-Mad Show Competition on 13TH November 2024, under the guidance of the faculty members of the B.Ed. Department. The event aimed to enhance students' creativity, confidence, and communication skills—key components of overall personality development.

The competition witnessed enthusiastic participation from B.Ed. students who, working in teams, designed and presented innovative advertisements for both real and imaginary products. The participants used humour, originality, and persuasive language to promote their ideas, creating an engaging and entertaining atmosphere. Their performances reflected not only creativity but also teamwork, spontaneity, and stage presence.

The judges appreciated the students for their energetic performances, clarity of thought, and creative expression. The event provided a wonderful platform for the budding teachers to demonstrate their skills in communication, coordination, and audience engagement—qualities essential in the teaching profession.

The Ad-Mad Show proved to be more than just a fun activity; it served as a valuable exercise in personality development. It helped students to: Build self-confidence and overcome stage fear.

Develop public speaking and presentation skills. Enhance teamwork, leadership, and time-management abilities. Think creatively and express ideas effectively.

Overall, the event was a great success and left every participant more confident, expressive, and motivated to continue working on their personal and professional growth.





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Report on Debate Competition

Organised by B.Ed. Students, St. Lawrence College

Date: 11th November 2024

The Department of Education of St. Lawrence College organised an engaging Debate Competition on 11th November 2024, led by the B.Ed. students as part of the college's Personality Development initiatives. The objective was to cultivate critical thinking, logical reasoning, and effective communication among students.

Participants spoke for and against thought-provoking topics related to education and contemporary issues. Their arguments reflected in-depth understanding, confidence, and persuasive speaking abilities. The audience responded enthusiastically, appreciating the lively exchange of ideas.

The judges commended the participants for their clarity, composure, and ability to articulate viewpoints respectfully. The event helped the students enhance their self-expression, analytical skills, and stage confidence, thereby contributing significantly to their overall personality development. The competition concluded with words of encouragement from the faculty, motivating students to continue expressing their opinions fearlessly and constructively.





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Report on Extempore Competition

Organised by B.Ed. Students, St. Lawrence College

Date: 10th September 2024

The Department of Education of St. Lawrence College organized an Extempore Speaking Competition on 10th September 2024, conducted by the B.Ed. students as part of the Personality Development Activities. The main objective of the event was to enhance students' communication skills, quick thinking, and confidence in public speaking.

Participants were given random topics on the spot and were required to speak for two to three minutes. This tested not only their knowledge but also their ability to think logically and present ideas fluently without prior preparation. The students impressed the audience and judges with their spontaneity, clarity of expression, and confidence.

The judges appreciated the participants for their composure and ability to organize their thoughts instantly. The competition encouraged healthy communication, presence of mind, and self-assurance among future teachers.

Such activities play a vital role in personality development as they help students in:

- ❖ Overcome stage fear and nervousness.
- ❖ Improve fluency, articulation, and body language.
- ❖ Develop confidence, presence of mind, and critical thinking skills.

The event concluded successfully with positive feedback from both participants and faculty members. It proved to be an enriching experience, fostering overall growth and professional readiness among the B.Ed. students.





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Report on Life Skills Quiz Competition

Organised by B.Ed. Students, St. Lawrence College

Date: 25th September 2024

The Department of Education of St. Lawrence College organised a Life Skills Quiz Competition on 25th September 2024, coordinated by the B.Ed. students as a part of the Personality Development activities. The event aimed to enhance students' awareness of essential life skills such as communication, decision-making, problem-solving, empathy, and stress management.

The quiz was conducted in multiple rounds—rapid fire, situation analysis, and visual questions—making it both educational and engaging. Participants demonstrated excellent teamwork, logical reasoning, and presence of mind while answering the questions.

The judges and faculty appreciated the enthusiasm and preparedness of the teams. The event not only strengthened students' knowledge of life skills but also promoted critical thinking, collaboration, and confidence, which are crucial aspects of personality development. Overall, the Life Skills Quiz proved to be an enjoyable and insightful learning experience that encouraged the holistic growth of future educators.





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Report on Poster Making Competition

Organised by B.Ed. Students, St. Lawrence College

Date: 15th October 2024

The Department of Education of St. Lawrence College organised a Poster Making Competition on 15th October 2024, coordinated by the B.Ed. students as part of the Personality Development Activities. The main objective of the event was to encourage students' creativity, visual communication skills, and ability to express ideas artistically.

Participants created beautiful and thought-provoking posters on themes related to education, social awareness, and personal growth. Each poster reflected originality, imagination, and a strong message. The use of colours, slogans, and visuals showcased the students' creativity and understanding of contemporary issues.

The judges praised the participants for their artistic expression and the clarity of their messages. The competition not only allowed students to explore their creative potential but also helped in developing confidence, teamwork, aesthetic sense, and presentation skills, all of which are integral aspects of personality development.

The event concluded successfully, inspiring students to express themselves through art and to use creativity as a means of communication and self-development.



