

DEPARTMENT OF COMPUTER SCIENCE

ACTIVITIES 2025-26

EIGHT-DAY NEP-2020 ORIENTATION & SENSITIZATION PROGRAMME, ORGANIZED BY UGC-MALAVIYA MISSION TEACHER TRAINING CENTRE, HIMACHAL PRADESH UNIVERSITY, SHIMLA IN COLLABORATION WITH ST. BEDE'S COLLEGE, SHIMLA

JUNE 02 -10, 2025

The faculty members of St. Bede's College, along with participants from various colleges across the country, attended an 8-day online programme titled "*NEP-2020 Orientation & Sensitization Programme.*" The programme was scheduled from June 2 to June 10, 2025.

The registration for the programme was carried out through the UGC-MMTTC Portal under Himachal Pradesh University, Shimla, with the Training Programme ID: MMC-034-2025-JUN-A-03770. Participation in the programme was free of cost.



The poster is for an eight-day online programme organized by the UGC-Malaviya Mission Teacher Training Centre, Himachal Pradesh University, Shimla, in collaboration with St. Bede's College, Shimla. The programme runs from June 2 to June 10, 2025, with the training programme ID MMC-034-2025-JUN-A-03770. It covers 10 NEP-2020 themes: 1. Holistic & Multidisciplinary Education, 2. Skill Development, 3. Indian Knowledge Systems, 4. Student Diversity and Inclusive Education, 5. Academic Leadership, Governance and Management, 6. Information and Communication Technology, 7. Higher Education & Society, 8. Autonomy to the Institution & Choice to the students, 9. Research and Development, and 10. Curriculum Development, Pedagogy and Assessment. The programme consists of two live sessions daily: Session-I from 01:30 PM to 3:00 PM and Session-II from 3:00 PM to 04:30 PM. The poster lists the following staff: Chief Patron Prof. Sat Prakash Bansal (Hon'ble Vice-Chancellor, H.P. University, Shimla), Patron Prof. Rajinder Verma (Hon'ble Pro Vice-Chancellor, H.P. University, Shimla), Director Prof. Desh Raj Thakur (UGC-Malaviya Mission Teacher Training Centre, H.P. University, Shimla), Course Coordinator Ms. Neha Walla (Department of Computer Science, St. Bede's College, Shimla, Himachal Pradesh), and Assistant Director Dr. Ashwani Kumar (UGC-Malaviya Mission Teacher Training Centre, H.P. University, Shimla). The poster also provides contact information for more details: Ph.: 0177 2831364, 700646142, 9418903075 and E-mail: hrdshimla@gmail.com.

UGC-Malaviya Mission Teacher Training Centre
Himachal Pradesh University, Shimla, H.P.
is Organising Eight Days Online
NEP-2020: Orientation & Sensitization Programme
in Collaboration with St. Bede's College, Shimla
w.e.f. 2nd June to 10th June, 2025
Training Programme ID: MMC-034-2025-JUN-A-03770

NEP-2020 Themes:

1. Holistic & Multidisciplinary Education	9. Skill Development
3. Indian Knowledge Systems	4. Student Diversity and Inclusive Education
5. Academic Leadership, Governance and Management	6. Information and Communication Technology
7. Higher Education & Society	8. Autonomy to the Institution & Choice to the students
9. Research and Development	10. Curriculum Development, Pedagogy and Assessment

Apply: <https://forms.gle/ds2ksP4GnnB2um68>

Two live sessions daily
Session-I: 01:30 PM to 3:00 PM
Session-II: 3:00 PM to 04:30 PM

Chief Patron
Prof. Sat Prakash Bansal
Hon'ble Vice-Chancellor
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Prof. Desh Raj Thakur
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Course Coordinator
Ms. Neha Walla
Department of Computer Science,
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Poster

The following were the themes and sub themes of the orientation programme:

Themes	Sub-themes
Holistic and Multidisciplinary Education	• Concept of holistic education • Multidisciplinary education • Human values, ethics, personality development and environmental education
Indian Knowledge Systems (IKS)	• Broad overview and sources of Indian Knowledge System • Vocabulary of IKS • Methods in IKS
Academic Leadership, Governance, and Management	• Academic leadership • Institutional development plan • Management and governance
Higher Education and Society	• Higher education system and its role in the 21st century • Mission and challenges of higher education system • Globalization and internationalization
Research and Development	• Introduction and constituents of research • Strengthening research & its contributions • Assessment of the research potential, preparing proposal and quality parameters of research
Skill Development	• Need for and importance of skill development and skill-based education in India • Tuning with reality and futuristic skill • Skill development in higher education
Student Diversity and Inclusive Education	• Understanding diversity and linking it to inclusion • Developing learner centric practices, skills and support system • Teacher competencies towards diversity & inclusion
Information and communication technology	• Modern techniques of ICT in education • Alternative education technology in education • Practical skills for use of ICT in teaching & research

The systematic coverage of these eight themes provided participants with a holistic understanding of the transformative vision of NEP-2020. The programme not only enhanced conceptual knowledge but also equipped faculty members with practical strategies to implement learner-centric, multidisciplinary, research-oriented, technology-enabled, and inclusive educational practices within their respective institutions.

The orientation programme featured expert sessions delivered by the following distinguished resource persons:

Date & Day	Session	Topic	Resource Person	Chairperson
02.06.2025 (Monday)	I	Indian Knowledge System	Prof. D.R. Thakur Director, UGC-MMTTC, H.P. University Shimla	Ms. Neha Walia Course Coordinator
	II	Importance of regional languages and the critical role of the press in a democratic society	Prof. Shashi Kant Sharma, Chairman, Department of Journalism and Mass Communication, HPU, Shimla	Dr. Shweta Thakur Assistant Professor, Department of Zoology, St. Bede's College, Shimla
03.06.2025 (Tuesday)	I	Skill Development	Prof. Supran Kumar Sharma Director, UGC-MMTTC, Shri Mata Vaishno Devi University, Jammu.	Dr. Kavita Kumra Assistant Professor, Department of Commerce, Government Degree College, Dhami
	II	Indian Knowledge Systems	Prof. D.R. Thakur Director, UGC-MMTTC, H.P. University Shimla	Dr. Pankaj Mehta Assistant Professor, UIBT, Life Sciences, Punjab
04.06.2025 (Wednesday)	I	Skill Development	Prof. Jyoti Sharma Shri Mata VaishnoDevi University Katra, J & K	Dr. Indra Rautela School of Applied and Life Sciences Uttarakhand
	II	Indian Knowledge System	Prof. Preety Jain Director, UGC-MMTTC, Kurukshetra University, Kurukshetra	Dr. Gitanjali Mahendra Associate Professor, Department of English, St. Bede's College, Shimla

05.06.2025 (Thursday)	I	Holistic and Multidisciplinary Education	Prof. D.R. Thakur Director, UGC-MMTT, H.P. University Shimla	Dr. Kalpna Kumari Department of Botany, MCM DAV College, Kangra
	II			
06.06.2025 (Friday)	I	Academic Leadership: Way Ahead	Prof Nazir Ahmed UGC-MMTTC, Kashmir University, J & K	Dr. Dinesh Thakur Department of Mathematics, Bahra University, Wakhnaghat, District, Solan
	II	Student Diversity and Inclusion Education in NEP 2020 with Special Reference to Persons with Disabilities (PwDs)	Dr. Akhilesh Kumar Director, UGC- MMTTC, Tejpur University, Assam	Dr. Monika Singh School of Applied and Life Sciences Uttarakhand
07.06.2025 (Saturday)	I	Higher Education and Society	Prof. Kalpesh Pathak Director, Centre of Education, IITE, Gandhinagar	Dr. Nishesh Sharma School of Applied and Life Sciences Uttarakhand
	II			
09.06.2025 (Monday)	I	Student Diversity and Inclusive Education	Prof. M.N. Parmar Dean, Faculty of Social Work, Parul University, Vadodara	Dr. Pritesh Vyas School of Applied and Life Sciences Uttarakhand
	II			
10.06.2025 (Tuesday)	I	Research and Development	Prof. Ajay Kumar Singh Co-Coordinator, UGC- MMTTC, Assam University, Silchar	Dr. Neha Katoch Assistant Professor, Department of Physics, Rajiv Gandhi Government College, Kotshera, Shimla,
	II	MCQ Tests	Dr. Ashwani Kumar Assistant Director, UGC- MMTTC, H.P. University, Shimla	-----

All the sessions were conducted in online mode on Zoom and Google Meet platform by esteemed resource persons, scheduled daily from 2:00 PM to 5:00 PM. During the second

technical session each day, an attendance/feedback link was shared with participants to record their participation.

The UGC-MMTTC Course Coordinator for the programme was Ms. Neha Walia, Assistant Professor, Department of Computer Science, St. Bede's College, Shimla. Each day, a session chair and a rapporteur were selected from among the participants to assist with the smooth conduct of the programme.

LINKS USED FOR 8 DAYS

Forwarded

Join our Cloud HD Video Meeting
Zoom is the leader in modern enterprise cloud communications.
us06web.zoom.us

Dear Sir/Madam

Director MMTTC Shimla is inviting you to a scheduled Zoom meeting.

Topic: NEP 2020: Orientation & Sensitization Programme

Date: 02.06.2025 to 10.06.2025 (Excluding Sunday)

Time: 2.00 p.m. to 3.30 p.m. (Session -1) and
03.30 p.m. to 05.00 p.m. (Session-2).

(Opening day at 01.45 p.m.)

Join Zoom Meeting:-
<https://us06web.zoom.us/j/89846453428?pwd=QC1bbpmbvKklcGF5q5sF4PF32hazGQ.1>

Meet

Real-time meetings by Google. Using your browser, share your video, desktop, and presentations with teammates and customers.
meet.google.com

Ugc- mmttc hpu
Friday, Jun 6 • 2:54 – 5:00 PM
Google Meet joining info
Video call link: <https://meet.google.com/xnj-bekx-xqx> 2:53 pm ✓

Participants are requested to join the meeting using Google meet 2:54 pm ✓

Meet

Real-time meetings by Google. Using your browser, share your video, desktop, and presentations with teammates and customers.
meet.google.com

UGC- MMTTC Orientation and Sensitization programme, Himachal Pradesh University, Shimla
Saturday, Jun 7 • 1:55 – 5:00 PM
Google Meet joining info
Video call link: <https://meet.google.com/xnj-bekx-xqx> 10:18 am ✓

Meet

Real-time meetings by Google. Using your browser, share your video, desktop, and presentations with teammates and customers.
meet.google.com

UGC- MMTTC Orientation and Sensitization programme, Himachal Pradesh University, Shimla
Monday, Jun 9 • 1:55 – 5:00 PM
Google Meet joining info
Video call link: <https://meet.google.com/xnj-bekx-xqx> 12:26 pm ✓

Meet

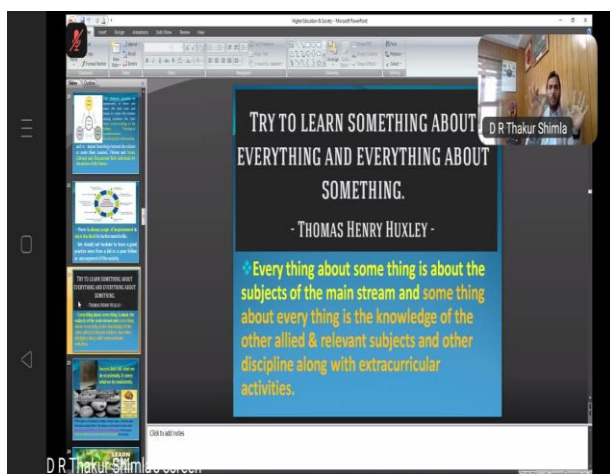
Real-time meetings by Google. Using your browser, share your video, desktop, and presentations with teammates and customers.
meet.google.com

UGC- MMTTC Orientation and Sensitization programme, Himachal Pradesh University, Shimla
Tuesday, Jun 10 • 1:55 – 5:00 PM
Google Meet joining info
Video call link: <https://meet.google.com/xnj-bekx-xqx> 12:31 pm ✓

Link for 8 days on Zoom / Google Meet

Day 1: 2 June 2025 (Monday)

The first day of the Eight-Day NEP-2020 Orientation and Sensitization Programme commenced with an inaugural session introducing participants to the objectives and significance of the programme. The first technical session on Indian Knowledge Systems (IKS) was delivered by Prof. D.R. Thakur, Director, UGC-MMTTC, Himachal Pradesh University, Shimla, under the chairpersonship of Ms. Neha Walia, Course Coordinator and Assistant Professor, Department of Computer Science, St. Bede's College, Shimla. Prof. Thakur highlighted the philosophical foundations of Indian Knowledge Systems and emphasized the need to integrate India's rich intellectual, cultural, and educational heritage into contemporary higher education in accordance with the National Education Policy (NEP) 2020. He discussed the relevance of traditional knowledge, indigenous learning practices, ethical values, and holistic education in fostering critical thinking and character development among learners. The second technical session was delivered by Prof. Shashi Kant Sharma, Chairman, Department of Journalism and Mass Communication, Himachal Pradesh University, Shimla, on the topic "Importance of Regional Languages and the Critical Role of the Press in a Democratic Society." Chaired by Dr. Shweta Thakur, the session highlighted the significance of regional languages in preserving cultural identity and promoting inclusive education. The speaker also elaborated on the role of a free and responsible press in strengthening democratic values, promoting informed citizenship, and ensuring transparency and accountability in society. The sessions collectively enhanced participants' understanding of India's educational heritage, linguistic diversity, and democratic values envisioned under NEP-2020.

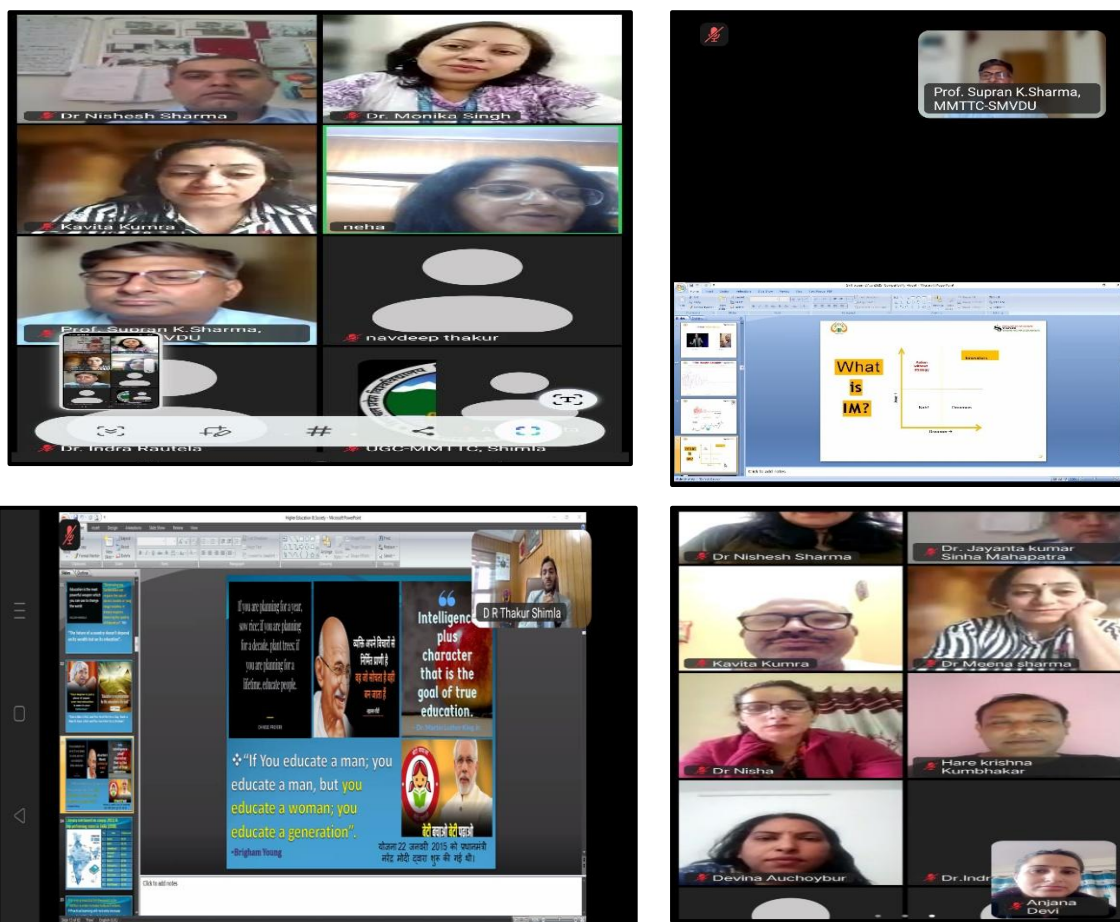




Event Coverage

Day 2: 3 June 2025 (Tuesday)

The second day focused on two important themes: Skill Development and Indian Knowledge Systems. The first technical session was conducted by Prof. Suparn Kumar Sharma, Director, UGC-MMTTC, Shri Mata Vaishno Devi University, Jammu, under the chairpersonship of Dr. Kavita Kumra, Assistant Professor, Government Degree College, Dhamsi. The resource person emphasized the importance of skill-based education in preparing graduates for the rapidly evolving global workforce. He discussed competency-based education, entrepreneurship, employability skills, innovation, vocational education, and the integration of practical learning experiences into higher education curricula. The session also highlighted the objectives of the National Skill Development Mission and the role of higher educational institutions in bridging the gap between academia and industry. The second session was delivered by Prof. D.R. Thakur on Indian Knowledge Systems under the chairpersonship of Dr. Pankaj Mehta. The session provided deeper insights into India's ancient systems of knowledge, traditional methods of inquiry, indigenous sciences, and their relevance in promoting multidisciplinary learning, sustainable development, and value-based education. Participants gained a broader understanding of how Indian Knowledge Systems can enrich modern educational practices while preserving the nation's intellectual heritage.

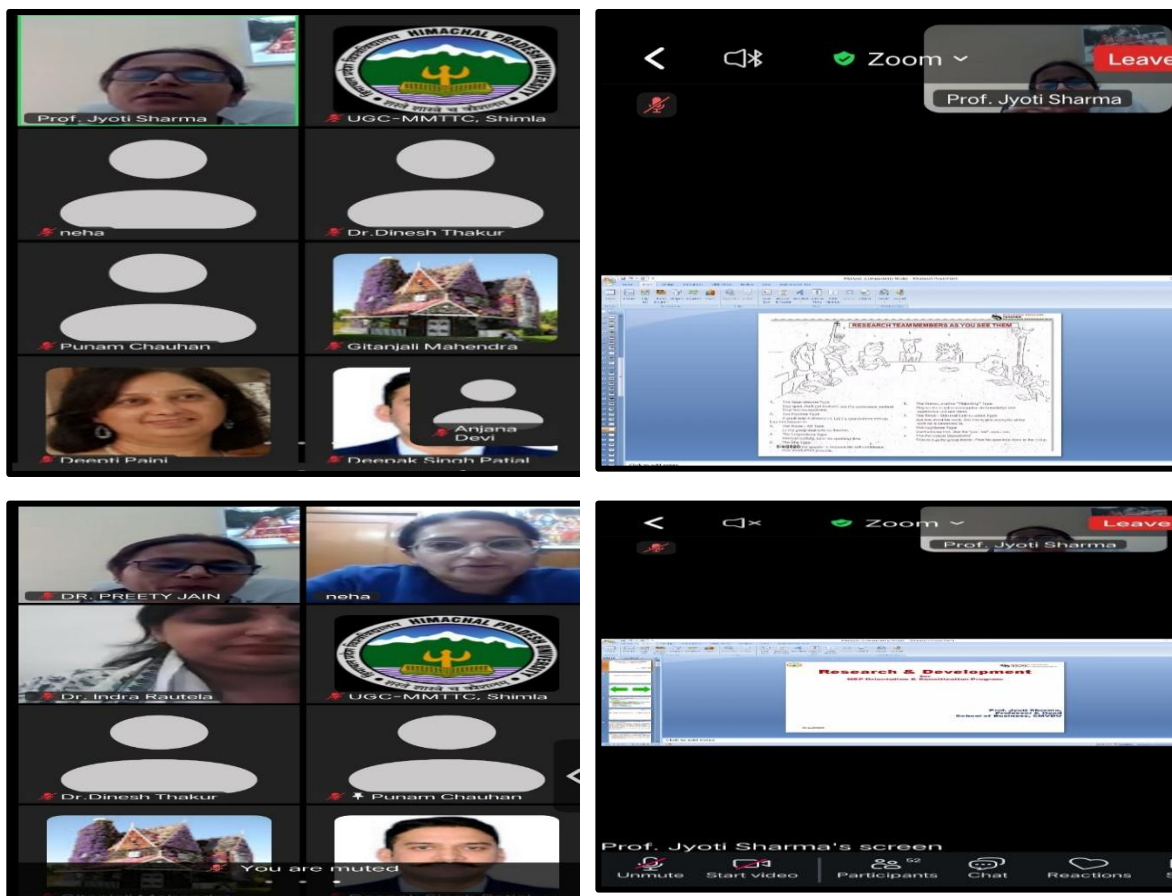


Event Coverage

Day 3: 4 June 2025 (Wednesday)

The third day continued the discussions on Skill Development and Indian Knowledge Systems through expert deliberations by distinguished academicians. The first technical session on Skill Development was conducted by Prof. Jyoti Sharma from Shri Mata Vaishno Devi University, Katra, Jammu and Kashmir, under the chairpersonship of Dr. Indra Rautela. The session emphasized the development of twenty-first-century skills, including communication, creativity, critical thinking, collaboration, leadership, digital literacy, and problem-solving abilities. The speaker highlighted the importance of aligning higher education curricula with industrial requirements and emerging employment opportunities while promoting lifelong learning and entrepreneurship. The second technical session was delivered by Prof. Preety Jain, Director, UGC-MMTTC, Kurukshetra University, under the chairpersonship of Dr. Gitanjali Mahendra, Associate Professor, Department of English, St. Bede's College. The session explored various dimensions of Indian Knowledge Systems, including indigenous

philosophies, traditional educational practices, and the integration of Indian wisdom into contemporary teaching and research. The discussions encouraged educators to adopt interdisciplinary and culturally rooted approaches that contribute to holistic student development and national progress.

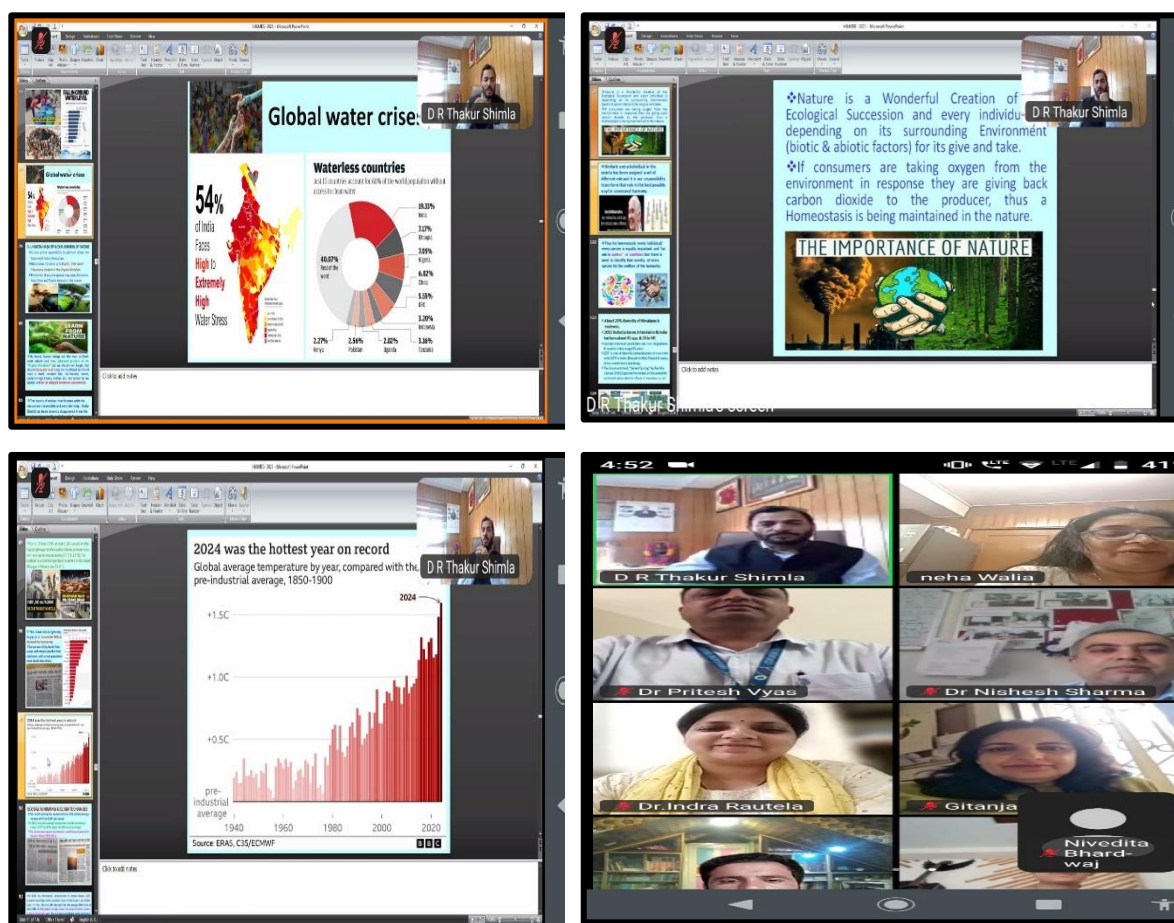


Event Coverage

Day 4: 5 June 2025 (Thursday)

The fourth day of the programme was devoted to the theme Holistic and Multidisciplinary Education, which forms one of the central pillars of the National Education Policy 2020. The technical sessions were conducted by Prof. D.R. Thakur, Director, UGC-MMTTC, Himachal Pradesh University, under the chairpersonship of Dr. Kalpna Kumari, Department of Botany, MCM DAV College, Kangra. The sessions focused on the philosophy of holistic education, emphasizing the integrated development of intellectual, emotional, physical, ethical, and spiritual dimensions of learners. The resource person discussed the importance of multidisciplinary and interdisciplinary education in promoting innovation, flexibility,

creativity, and problem-solving abilities among students. Key features of NEP-2020, including multiple entry and exit options, the Academic Bank of Credits (ABC), flexible curriculum design, experiential learning, and learner-centred pedagogy, were discussed in detail. Participants were encouraged to adopt innovative teaching practices that nurture critical thinking, ethical values, and lifelong learning while creating an inclusive and multidisciplinary academic environment.

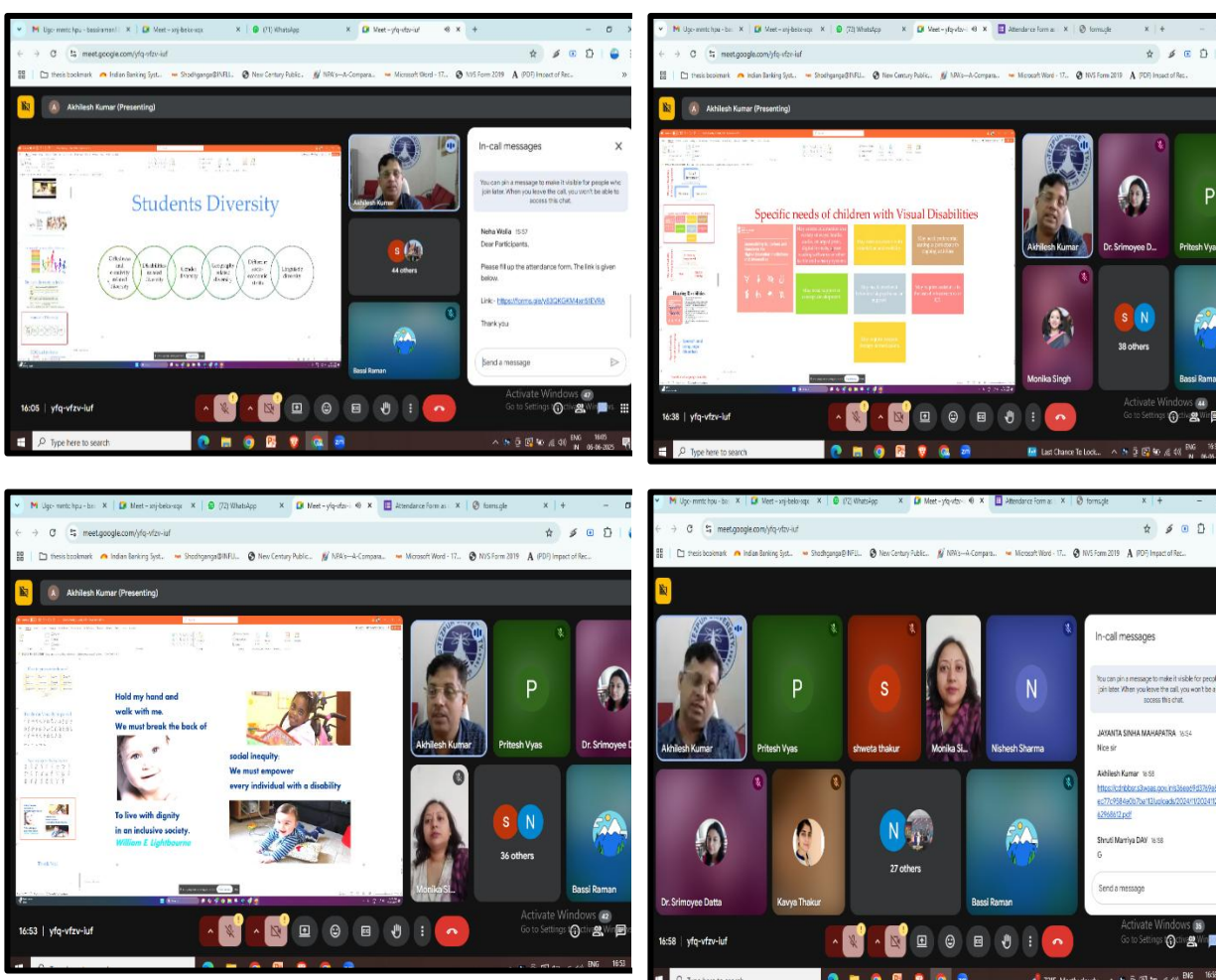


Event Coverage

Day 5: 6 June 2025 (Friday)

The fifth day focused on Academic Leadership and Student Diversity and Inclusive Education. The first session, titled "Academic Leadership: Way Ahead," was delivered by Prof. Nazir Ahmed, UGC-MMTTC, Kashmir University, under the chairpersonship of Dr. Dinesh Thakur. The resource person discussed the qualities of effective academic leadership, strategic institutional planning, collaborative decision-making, digital governance, and quality enhancement in higher education institutions. The session emphasized that visionary

leadership plays a crucial role in successfully implementing educational reforms under NEP-2020. The second session was conducted by Dr. Akhilesh Kumar, Director, UGC-MMTTC, Tezpur University, Assam, under the chairpersonship of Dr. Monika Singh. The session focused on Student Diversity and Inclusive Education in NEP-2020 with Special Reference to Persons with Disabilities (PwDs). The resource person highlighted the importance of equitable access, inclusive teaching methodologies, universal design for learning, assistive technologies, and institutional support mechanisms to ensure meaningful participation of all learners. The discussions reinforced the commitment of higher educational institutions towards building an inclusive and accessible learning environment.

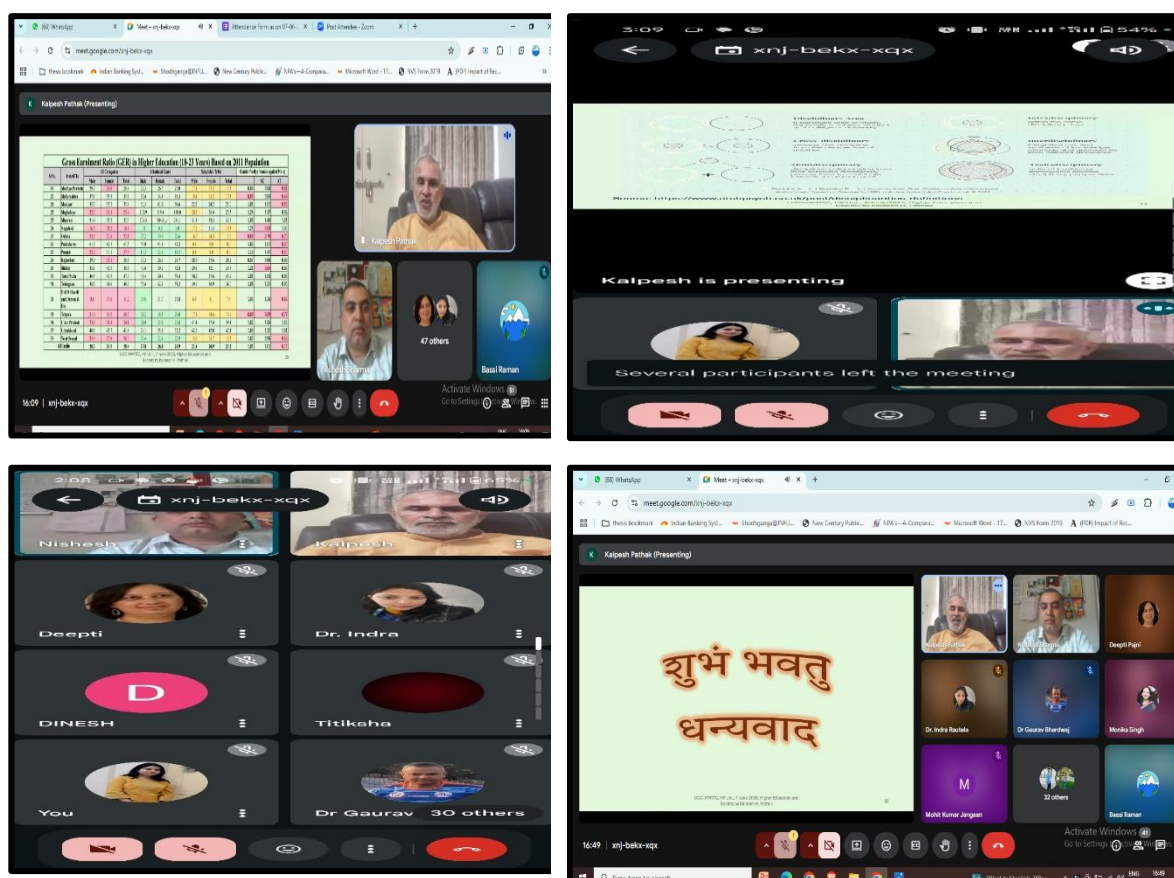


Event Coverage

Day 6: 7 June 2025 (Saturday)

The sixth day of the programme focused on the theme Higher Education and Society. The technical session was delivered by Prof. Kalpesh Pathak, Director, Centre of Education, Indian

Institute of Teacher Education (IITE), Gandhinagar, and was chaired by Dr. Nishesh Sharma. The resource person elaborated on the evolving role of higher education institutions in promoting social transformation, national development, innovation, and global competitiveness. Discussions centred on the relationship between education and society, emphasizing the need for universities to produce socially responsible, ethically conscious, and professionally competent graduates. The session also highlighted the significance of Outcome-Based Education, curriculum innovation, research, entrepreneurship, university-industry collaboration, and community engagement in addressing contemporary societal challenges. Participants gained valuable insights into how higher education institutions can contribute to sustainable development while fostering responsible citizenship and lifelong learning.

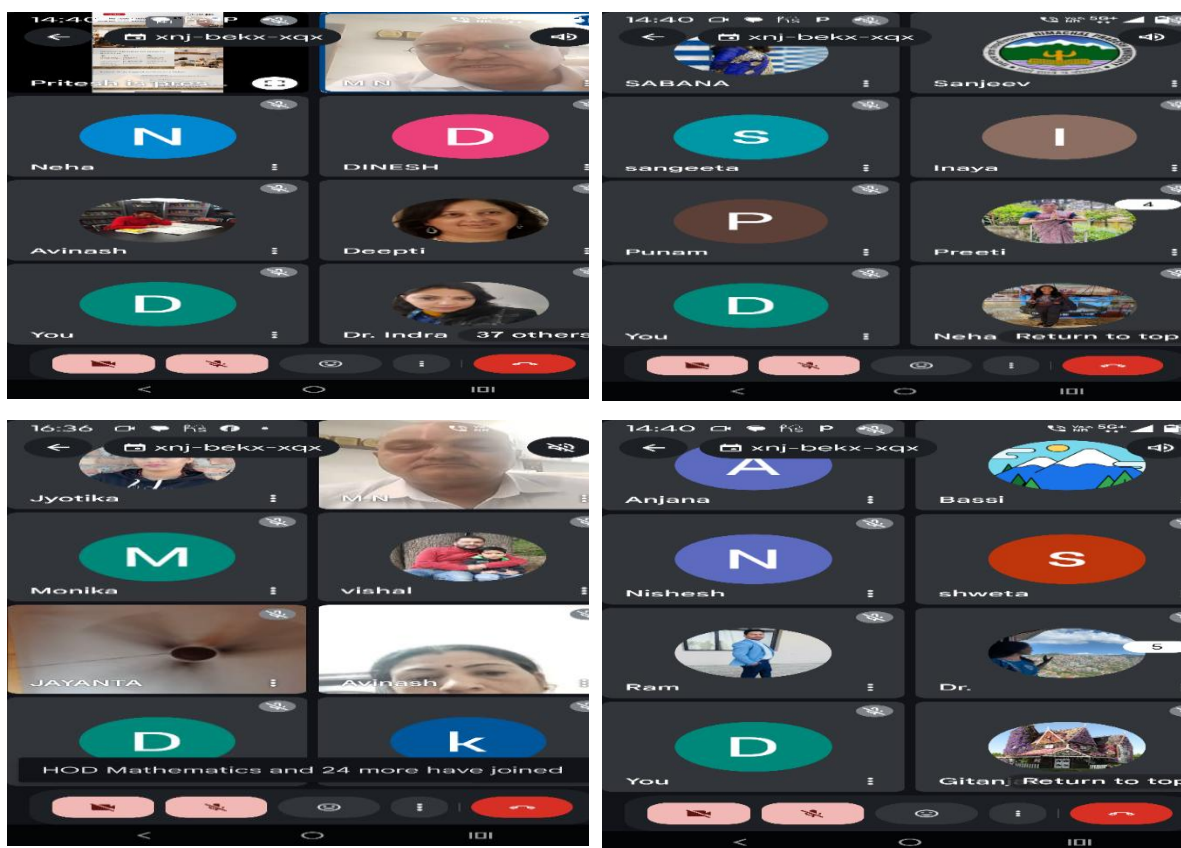


Event Coverage

Day 7: 9 June 2025 (Monday)

The seventh day was dedicated to Student Diversity and Inclusive Education. The technical session was delivered by Prof. M. N. Parmar, Dean, Faculty of Social Work, Parul University, Vadodara, under the chairpersonship of Dr. Pritesh Vyas. The session explored the increasing

diversity within higher education and emphasized the importance of learner-centred pedagogies that address the educational needs of students from diverse social, cultural, linguistic, and economic backgrounds. Discussions focused on mentoring systems, inclusive classroom practices, differentiated instruction, emotional well-being, and equitable learning opportunities. The speaker highlighted the role of educators in minimizing achievement gaps, promoting social inclusion, and creating supportive academic environments that encourage participation, collaboration, and holistic development. The session provided practical strategies for implementing inclusive educational practices aligned with the vision of NEP-2020.

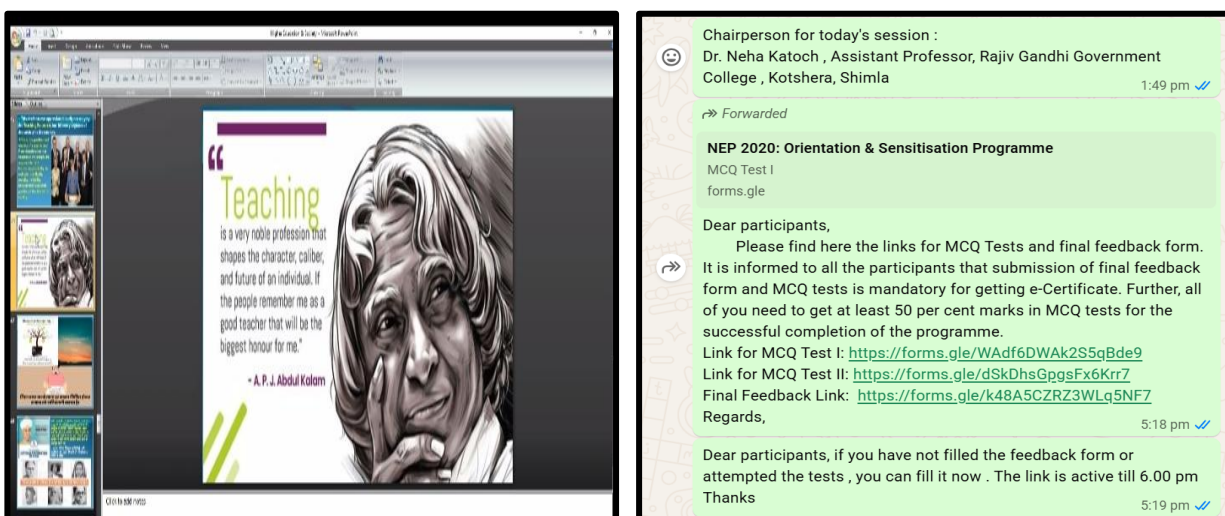


Event Coverage

Day 8: 10 June 2025 (Tuesday)

The final day of the Orientation and Sensitization Programme focused on Research and Development. The technical session was delivered by Prof. Ajay Kumar Singh, Co-Coordinator, UGC-MMTTC, Assam University, Silchar, under the chairpersonship of Dr. Neha Katoch. The resource person discussed the significance of research as a catalyst for

innovation, institutional excellence, and national development. Participants were introduced to various aspects of research methodology, research proposal writing, funding opportunities, interdisciplinary collaboration, academic integrity, publication ethics, patents, and intellectual property rights. Emphasis was placed on developing a strong research culture within higher educational institutions and aligning research activities with societal and national priorities. The programme concluded with an MCQ-based assessment conducted by Dr. Ashwani Kumar, Assistant Director, UGC-MMTTC, Himachal Pradesh University, Shimla, to evaluate participants' understanding of the programme content. The successful completion of the assessment marked the culmination of an enriching learning experience, equipping faculty members with the knowledge and competencies required for the effective implementation of the National Education Policy 2020.



Event Coverage

A total of approximately 65 participants from various universities and institutions across Himachal Pradesh and other parts of India successfully took part in the programme.

On the final day, June 10, 2025, during the session at 3:30 PM, two MCQ-based tests comprising a total of 40 questions were conducted along with the final feedback submission. The orientation programme concluded successfully, and e-certificates were issued to all eligible participants by UGC-MMTTC, Himachal Pradesh University, Shimla.

PRESENTATION ON “IT TRAINING TO YOUTH OF H.P”

The Department of Computer Science under the aegis of IQAC organized an informative presentation on the topic “IT Training to Youth of H.P” on July 23, 2025, at 10:40 AM in the College Auditorium. The session was specifically arranged for college students to raise awareness about the Information Technology training opportunities available to the youth of Himachal Pradesh.

OBJECTIVES:

- To create awareness about IT training opportunities offered by C-DAC for the youth of Himachal Pradesh.
- To highlight the role of IT skills in career development and employability.
- To inform students about government-supported and skill-based programs in the technology sector.
- To motivate students to participate in digital skill-building initiatives.
- To provide guidance on how to enrol in relevant training programs.

The presentation was delivered by Mr. Vinesh Bhuria, Authorised Regional Coordinator at the Centre for Development of Advanced Computing (C-DAC), GIST, PACE, Shimla. Mr. Bhuria emphasized the growing importance of IT skills in today’s digital era and provided valuable insights into various training programs and initiatives offered by C-DAC aimed at empowering young individuals in the region.

Students participated enthusiastically and engaged actively throughout the session. The event concluded with an interactive Q&A session, during which Mr. Vinesh Bhuria addressed students’ queries and encouraged them to pursue skill-development opportunities in the IT sector.

LEARNING OUTCOME:

- Students gained awareness of the structured IT training programs offered by C-DAC.
- The session inspired students to explore career opportunities in the digital and tech-driven industries.

- Participants became more informed about government-backed digital literacy initiatives and employment-oriented certifications.
- The Q&A session clarified students' doubts and helped them plan their learning pathways more effectively.



St. Bede's College
NAAC Re-Accredited A Grade



Presentation on
"IT Training to Youth of H.P"
By
(C-DAC), GIST, PACE, Shimla



Resource Person
 Mr. Vinesh Bhuria
 Authorized Regional Coordinator
 Centre for Development of Advanced Computing
 (C-DAC), GIST, PACE, Shimla

Organised by
 Department of Computer Science
 (Under the Aegis of IQAC)

Patron:
 Sr. Rosily T.L.
 Principal

Date : July 23, 2025

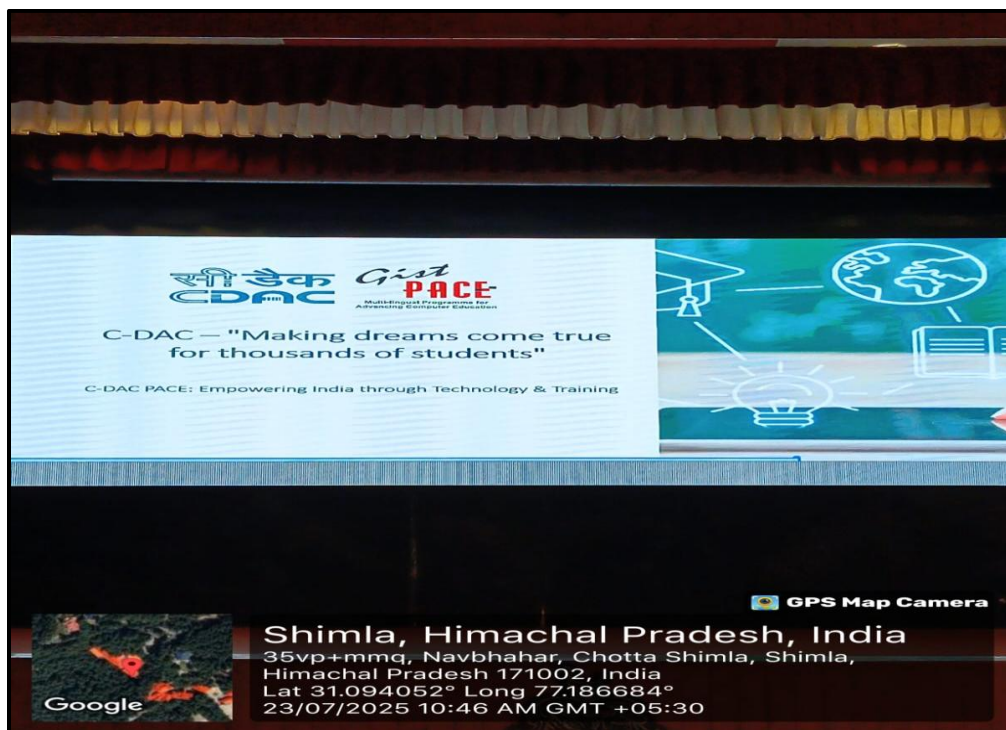
Time : 10:40 A.M. – 11:50 A.M.

Venue: College Auditorium

Poster



Event Coverage



Event Coverage

POWERPOINT PRESENTATION ON “TRENDING TECHNOLOGIES”

The students of the Department of Computer Science organized a PowerPoint presentation on the topic “Trending Technologies” at Government Middle School, Chalaunthi, Sanjauli, Shimla on July 26, 2025, from 11:00 AM to 1:00 PM. The workshop was conducted for students of Classes VI to VIII and was aimed at enhancing their awareness of emerging technological trends.

OBJECTIVES:

- **Creating Awareness:**

To create awareness among school students about trending technologies and their growing impact on everyday life.

- **Enhancing Knowledge:**

To introduce students to emerging technological concepts such as artificial intelligence, web development, and digital tools, thereby broadening their understanding.

- **Encouraging Interest in Technology:**

To motivate students to explore the field of technology and consider future academic and career opportunities in this domain.

- **Developing Digital Literacy:**

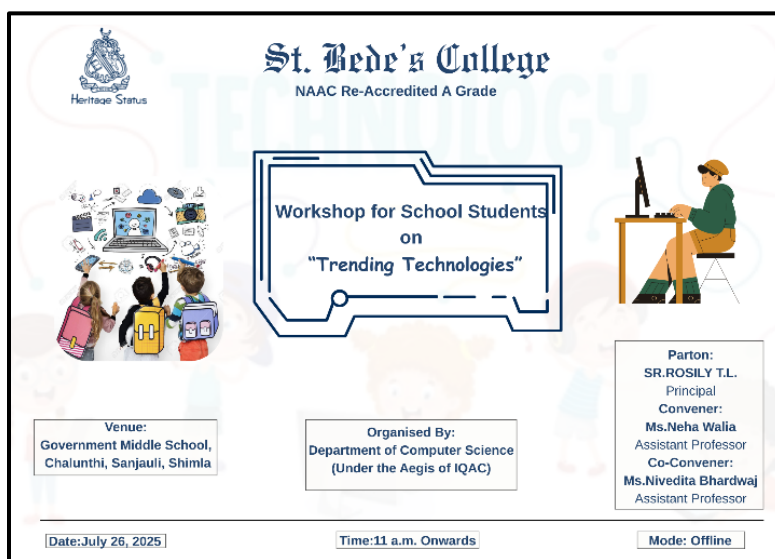
To help students build basic digital skills and understand the practical applications of modern technologies in education and daily activities.

The session was led by BCA Vth Semester students, who delivered informative presentations covering various aspects of current and upcoming technologies. The event was designed to be interactive and engaging, encouraging active participation from the school students.

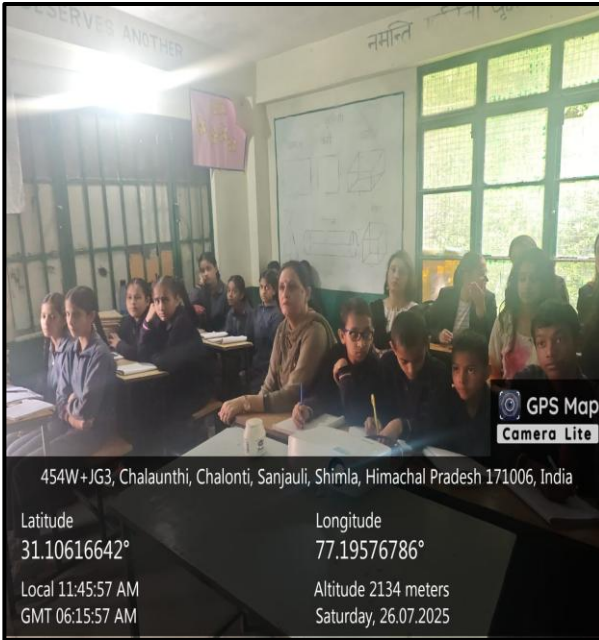
In addition to the presentations, the team conducted interactive sessions, allowing the young learners to ask questions and share their thoughts. The overall response was enthusiastic, and the students showed keen interest in learning about the evolving world of technology.

LEARNING OUTCOME:

This outreach initiative not only helped school students gain valuable exposure on latest technologies but also provided the BCA students an opportunity to share knowledge and develop their communication and presentation skills.



Poster



Event Coverage



Appreciation Letter

ONE-DAY INDUSTRIAL VISIT

The Department of Computer Science organized a one-day industrial visit to Alpha IT Managed Services Pvt. Ltd., Mohali, Punjab, on September 24, 2025. The primary objective of this visit was to bridge the gap between theoretical knowledge and practical exposure by familiarizing students with real-world IT industry practices.

OBJECTIVES

- To provide students with practical insights into the functioning of the IT industry.
- To understand current trends and technologies used in managed IT services.
- To expose students to professional work environments and organizational culture.
- To enhance students' awareness of career opportunities in the IT sector.

A total of 31 students participated in the visit, comprising of BCA Ist Year ,BCA IInd Year ,BCA IIIrd Year and B.Sc. IInd Year along with Ms. Neha Walia and Mr. Devender Singh

Alpha IT Managed Services Pvt. Ltd., located in Mohali, Punjab, is a reputed IT services company specializing in managed IT solutions, cybersecurity, cloud services, and technical support. The company provides end-to-end IT infrastructure management to various clients across industries.

ACTIVITIES CONDUCTED

Welcome Session: The students were warmly welcomed by the company representatives, followed by an introductory session about the organization.

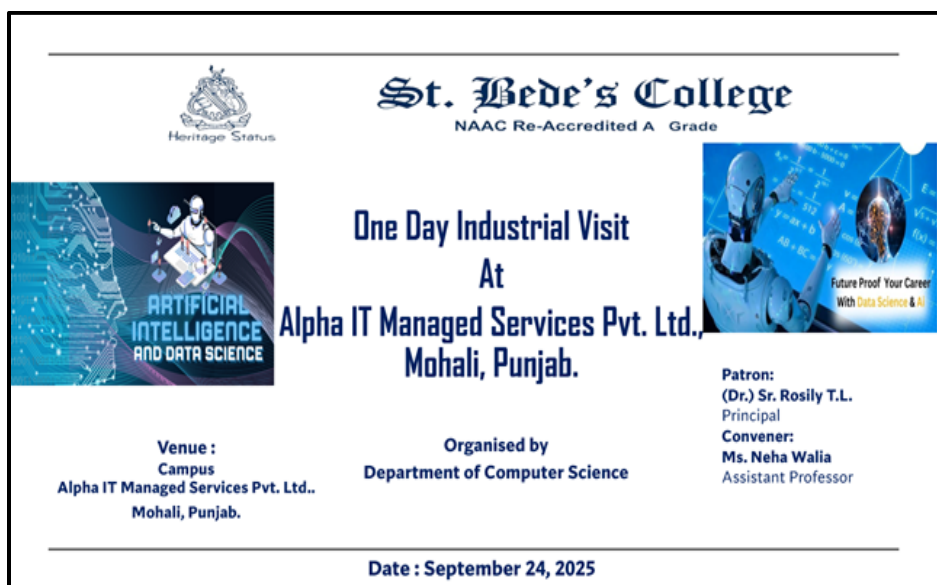
- **Company Presentation:** Experts from the company delivered a presentation highlighting their services, projects, and technological frameworks.
- **Technical Session:** Students were introduced to concepts such as cloud computing, cybersecurity practices, and IT infrastructure management.
- **Office Tour:** A guided tour of the workplace was conducted, giving students a glimpse of real-time operations and team collaboration.

- **Interactive Q&A Session:** Students actively interacted with professionals, clarifying their doubts regarding career paths, required skills, and industry expectations.

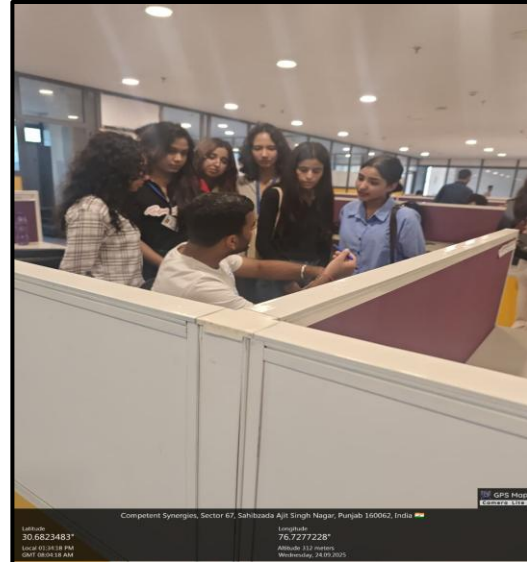
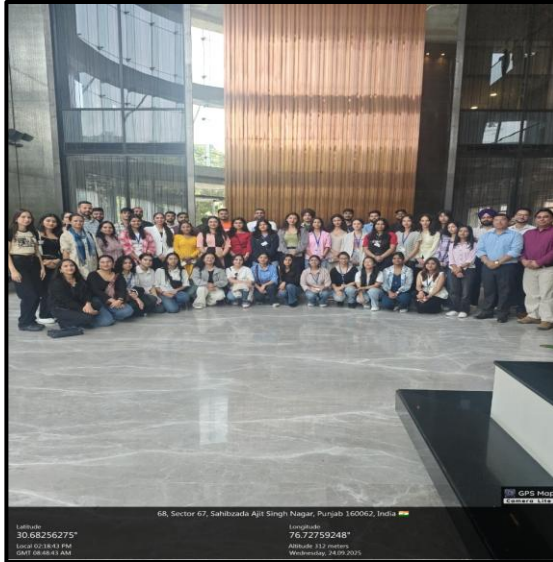
LEARNING OUTCOMES

The industrial visit proved to be highly informative and beneficial for the students. It successfully provided them with valuable industry exposure and helped them understand the practical applications of their academic learning. Such initiatives play a crucial role in shaping students' careers and preparing them for future professional challenges. Following are the learning outcomes:

- Students gained practical exposure to IT industry operations.
- Enhanced understanding of modern technologies such as cloud services and cybersecurity.
- Improved awareness of professional skills and workplace ethics.
- Insight into career opportunities and industry requirements.



Poster



Event Coverage



Event Coverage

SIX-DAY "WEB DEVELOPMENT " TRAINING FOR SCHOOL STUDENTS

The Department of Computer Science under the aegis of IQAC conducted a six-day training program on "Web Development" at Government Senior Secondary School, Sanjauli, Shimla, from September 22 - 29, 2025, 2:55 pm onwards.

OBJECTIVES:

The main objectives of the workshop were:

- To introduce students to the basic concepts of the internet and websites.
- To provide students with an understanding of how websites are created.
- To familiarize students with the concept of front-end web development.
- To introduce Visual Studio Code as a modern code editor used for writing web development code.
- To explain the structure and commonly used tags of HTML.
- To provide a basic introduction to CSS and webpage styling.
- To encourage students to develop an interest in coding and technology.
- To provide hands-on experience in creating simple webpages.
- To create awareness about cyber security and safe internet practices.
- To evaluate students' understanding through practical and written tests.



Heritage Status



HTML
CSS

St. Bede's College
NAAC Re-Accredited A Grade

**Six-day Workshop
on
"Web Development"**

Organised by
Department of Computer Science
(Under the Aegis of IQAC)



HTML+CSS

Patron:
(Dr.) Sr. Rosily T.L.
Principal
Convenor:
Ms. Neha Walia
Assistant Professor
Co-Convenor:
Ms. Nivedita Bhardwaj
Assistant Professor

Venue :
Computer Lab
Government Senior Secondary School,
Sanjauli, Shimla

Date : September 22-29, 2025 Time : 2:55 P.M. onwards

Mode: Offline

Poster

DAY 1: SEPTEMBER 22, 2025

TOPIC: INTRODUCTION TO WEB TECHNOLOGIES

The first day of the workshop focused on introducing students to the fundamental concepts of web technologies and website development.

The session began with an interactive presentation explaining the concept of websites and how they function on the internet. Students were introduced to basic topics such as:

- What is the internet
- What is a website
- How websites are created
- Difference between frontend and backend development

Students were encouraged to share their experiences with using the internet and websites. This discussion helped create an engaging environment where students felt comfortable asking questions.

The instructors then introduced code editors, with a focus on Visual Studio Code, which is widely used by developers for writing and editing code. Students were guided through the installation process and shown how to use the basic features of the software.

A brief introduction to JavaScript was also provided to help students understand how websites can include interactive features such as buttons, animations, and dynamic content.

The session concluded with a question-and-answer session where students clarified their doubts about websites and coding.



Event Coverage

DAY 2: SEPTEMBER 23, 2025

TOPIC: HTML STRUCTURE AND CSS INTRODUCTION

The second day began with a short revision of the concepts discussed on the first day. Students were asked questions to recall their previous learning and to ensure that they had understood the basic ideas.

After the revision, students were introduced to the basic structure of an HTML document, commonly known as the HTML boilerplate code.

The instructors explained the purpose and use of several important HTML tags such as:

- `<html>` – Defines the main HTML document
- `<head>` – Contains information about the webpage
- `<title>` – Displays the title of the webpage in the browser tab
- `<body>` – Contains the main content of the webpage
- `<h1>` to `<h6>` – Heading tags used for titles and subtitles
- `<p>` – Paragraph tag used for text content

Students practiced writing these tags in Visual Studio Code and observed how the content appeared in the web browser.

The Live Server extension was installed to allow students to run their HTML files directly in the browser and see real-time updates while coding.

Towards the end of the session, students were introduced to CSS, which is used to style webpages by adding colors, fonts, spacing, and layout designs.



Event Coverage

DAY 3: 25 SEPTEMBER 2025

TOPIC: AWARENESS SESSION ON HTML, CSS AND CYBER SECURITY

During this session, students were introduced to HTML and CSS in a simplified and practical manner. It was explained that while HTML provides the structure of a webpage, CSS is responsible for the design and visual appearance.

Examples were shown to demonstrate how CSS can change different aspects of a webpage, including:

- Text color
- Background color
- Font style
- Layout and spacing

To make the session more interesting, students were introduced to the Inspect Element tool available in web browsers. This tool allowed students to view the HTML and CSS code behind a webpage and observe how design elements are applied.

In addition to web development concepts, a short Cyber Security Awareness Session was conducted to educate students about safe internet usage.

Students learned about:

- Online scams and phishing attempts
- Malware and viruses
- Risks of sharing personal information online

Important cyber safety tips were shared, such as protecting passwords, avoiding suspicious links, and being cautious while downloading files from unknown websites.



Event Coverage

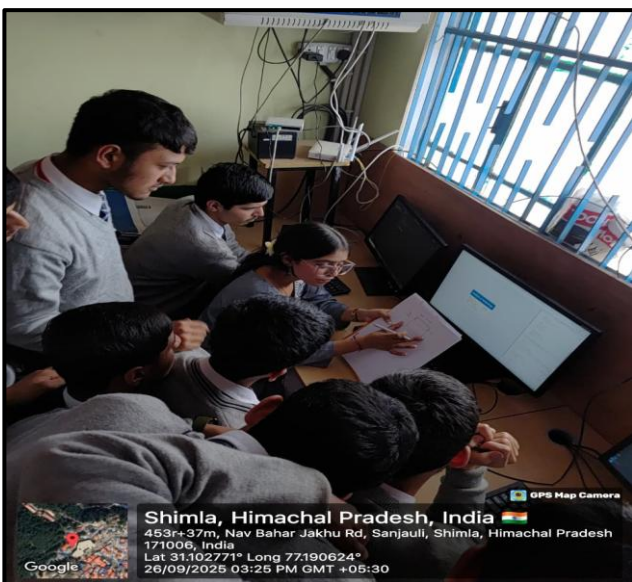
DAY 4: 26 SEPTEMBER, 2025

PRACTICAL DEMONSTRATION AND HANDS-ON LEARNING

The day began with a revision of previously discussed concepts related to HTML and CSS. Students were then encouraged to apply their knowledge by creating simple webpages using HTML tags and CSS styling.

Students practiced writing code in Visual Studio Code and used Live Server to test their webpages. The instructors guided the students throughout the session and helped them understand coding errors and formatting techniques.

Students actively participated in the practical activities and asked several questions regarding webpage design and styling. The session helped them gain confidence in writing basic web development code.



Event Coverage

DAY 5: 27 SEPTEMBER, 2025

TOPIC: PRACTICAL TEST ON HTML & CSS

A practical test was conducted to evaluate students' coding skills.

Students were asked to **design a simple ID card using HTML and CSS**. The objective of this activity was to test their ability to structure content using HTML and apply styling using CSS.

Students were instructed to include the following details:

- Student Name
- Photograph

- School Name
- Class/Section
- Roll Number or ID Number

Students used various HTML elements such as headings, paragraphs, images, and containers to structure the ID card. They applied CSS properties like borders, colors, fonts, and alignment to make the design visually appealing.

Many students demonstrated creativity and successfully completed the task.



Event Coverage

DAY 6: 29 SEPTEMBER 2025

TOPIC: WRITTEN TEST AND EVALUATION

On the final day, a written test was conducted to assess the theoretical knowledge of the students.

The test included questions related to:

- HTML tags and their functions
- Structure of an HTML document
- Difference between HTML and CSS
- Types of CSS (Inline, Internal, External)
- CSS properties such as color, font, background, and margin

Students attempted the questions with enthusiasm and demonstrated their understanding of the concepts learned during the workshop.



Event Coverage

LEARNING OUTCOMES:

FOR SCHOOL STUDENTS

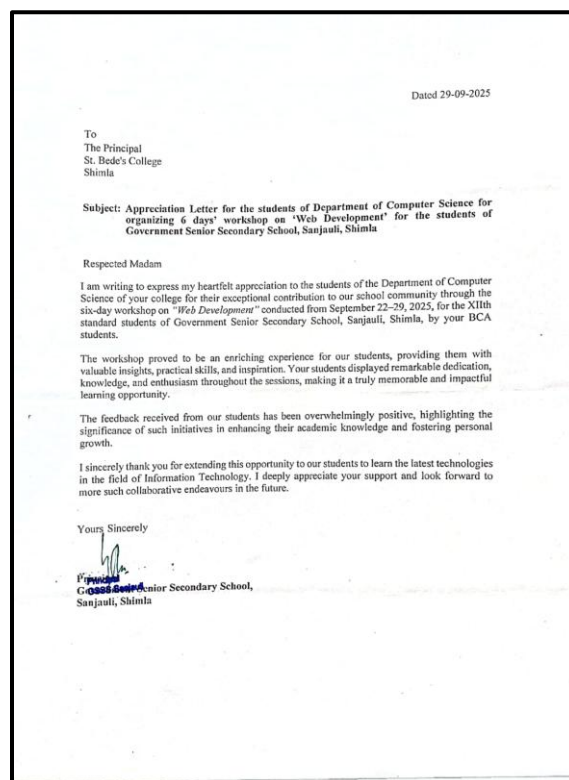
- Students gained a basic understanding of HTML and CSS.
- They learned how websites are structured and styled.
- They gained practical experience in creating simple web pages.
- They became aware of cyber security and safe internet practices.
- The workshop encouraged creativity and interest in programming.

FOR BCA STUDENTS:

- Improved teaching and presentation skills.
- Developed confidence in explaining technical concepts.
- Gained experience in organizing academic activities.
- Enhanced teamwork and coordination abilities.



Event Coverage



Appreciation Letter

CELEBRATION OF NATIONAL CONSTITUTION DAY

The Department of Computer Science observed National Constitution Day on November 26, 2025, in the Computer Lab from 12:40 PM onwards. The programme was organized to promote awareness about the Constitution of India and to reinforce the fundamental values and principles that form the foundation of the nation. The event also paid tribute to Dr. B. R. Ambedkar for his invaluable contribution to the drafting of the Constitution and his role in nation-building.

OBJECTIVES”

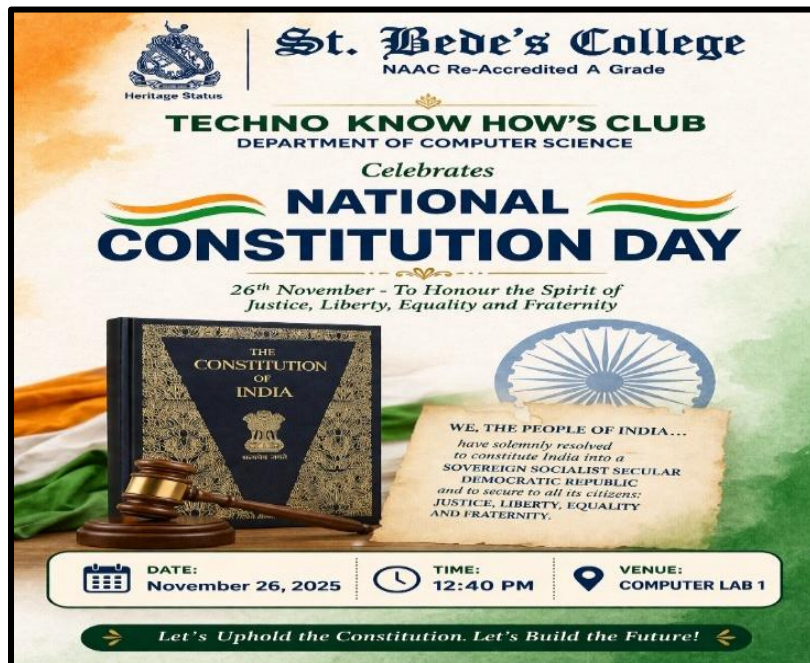
- To create awareness among students about the Constitution of India and its significance.
- To familiarize students with the values, principles, and ideals enshrined in the Constitution.
- To commemorate the contribution of Dr. B. R. Ambedkar and the members of the Constituent Assembly.
- To encourage respect for democratic values, fundamental rights, and duties.
- To promote constitutional literacy and responsible citizenship among students

As part of the celebration, students collectively read the Preamble to the Constitution, reaffirming their commitment to the ideals of justice, liberty, equality, and fraternity. The activity provided students with an opportunity to understand the historical significance, salient features, and relevance of the Constitution in contemporary society. It also encouraged them to appreciate the efforts and vision of the members of the Constituent Assembly who were instrumental in shaping the Constitution of India.

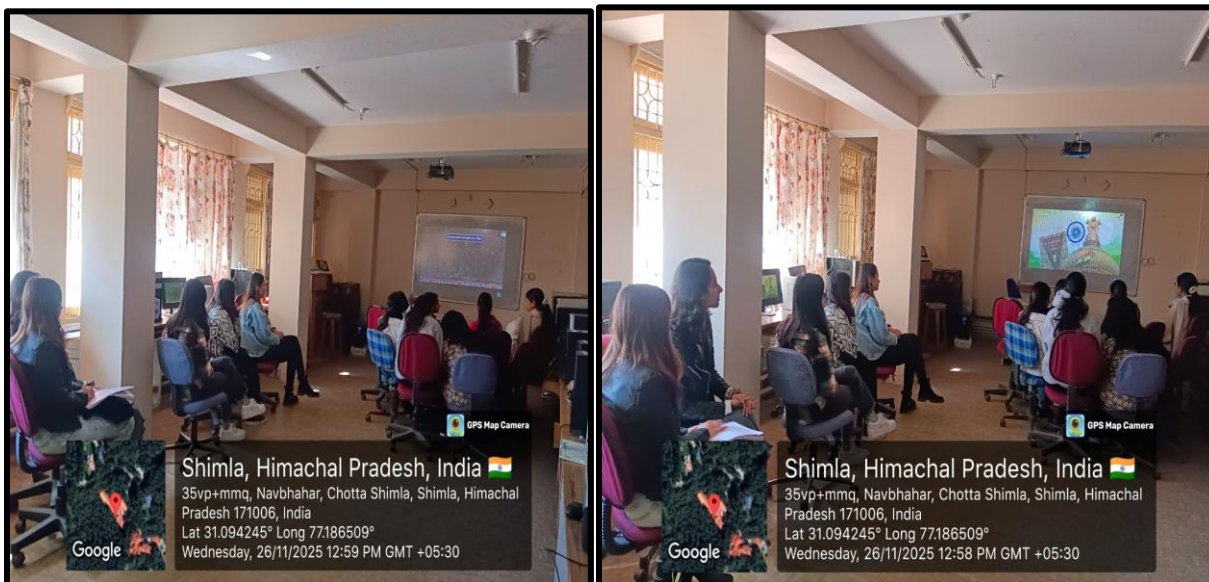
LEARNING OUTCOMES:

- Students gained an understanding of the historical background and significance of the Constitution of India.
- Students became familiar with the Preamble and the constitutional values of justice, liberty, equality, and fraternity.
- Students developed an appreciation for the contributions of Dr. B. R. Ambedkar and other leaders involved in drafting the Constitution.
- Students enhanced their awareness of their rights, duties, and responsibilities as citizens.

- Students were motivated to uphold democratic principles and constitutional values in their daily lives.



Poster



Event Coverage

TECHNOLOGY WEEK CELEBRATIONS

The Department of Computer Science organized Technology Week under the Tech Know How's Club from December 1 to 6, 2025, with the aim of fostering students' interest in technology, innovation, creativity, and collaborative learning. The week-long celebration provided a dynamic platform for students to engage in a variety of academic, technical, and co-curricular activities designed to enhance their knowledge and practical skills. The programme witnessed enthusiastic participation from students, faculty members, and invited experts, making it a successful and enriching learning experience.

OBJECTIVES:

The Technology Week was organized with the following objectives:

- To promote awareness and understanding of emerging technologies and current technological trends.
- To enhance students' technical knowledge through interactive and experiential learning activities.
- To develop analytical thinking, problem-solving, and decision-making skills.
- To encourage creativity, innovation, and the practical application of theoretical concepts.
- To provide opportunities for teamwork, leadership, and effective communication.
- To expose students to career opportunities and advancements in the field of Computer Science and Information Technology.
- To motivate students to actively participate in technical, academic, and extracurricular activities.

Programme Schedule:

Date	Activity
December 1, 2025	Celebration of Cyber Security Day
December 2, 2025	Educational Movie Screening
December 3, 2025	Treasure Hunt
December 4, 2025	Technical Competitions
December 5, 2025	Guest Lecture on Robotics
December 17, 2025	Computer Exhibition

The week commenced with the Celebration of Cyber Security Day, where students were sensitized to the importance of cyber safety, digital privacy, ethical hacking, and responsible online behaviour. The event highlighted the growing significance of cybersecurity in today's digital world.

On December 2, an educational movie was screened to provide students with insights into technological innovations, inspiring them to think critically about the role of technology in society and its future possibilities.

The Treasure Hunt, conducted on December 3, offered students an engaging opportunity to solve technical and logical challenges while working collaboratively in teams. The activity strengthened analytical thinking, communication, and teamwork.

A series of Technical Competitions was organized on December 4, allowing students to demonstrate their creativity, technical expertise, and problem-solving abilities. The competitions encouraged healthy competition and helped participants showcase their talents across different areas of Computer Science.

On December 5, a Guest Lecture on Robotics was delivered by an industry expert. The session introduced participants to the latest developments in robotics, automation, artificial intelligence, and their real-world applications. Students actively interacted with the speaker and gained valuable insights into emerging career opportunities in this rapidly evolving field.

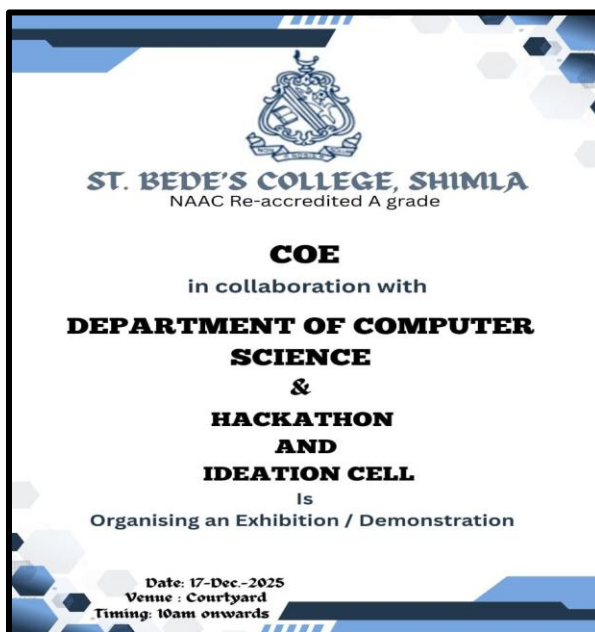
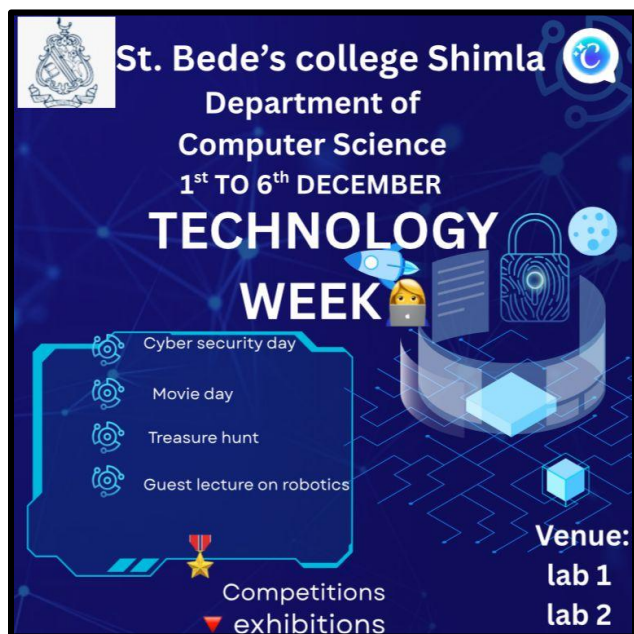
The Technology Week concluded on December 17 with a Computer Exhibition, where students displayed innovative projects, software applications, hardware models, and technical

demonstrations. The exhibition provided an excellent platform for students to exhibit their technical competence, creativity, and project development skills before faculty members and peers.

LEARNING OUTCOMES:

At the end of Technology Week, students were able to:

- Develop a better understanding of cybersecurity principles and safe digital practices.
- Gain exposure to emerging technologies, particularly robotics and automation.
- Strengthen analytical thinking, logical reasoning, and problem-solving abilities.
- Enhance creativity and innovation through technical competitions and project presentations.
- Improve teamwork, communication, leadership, and collaborative learning skills.
- Acquire practical exposure through exhibitions and hands-on technical activities.
- Build confidence in presenting technical ideas and interacting with experts.
- Develop greater awareness of current technological advancements and career opportunities in Computer Science.
- Foster an attitude of continuous learning, innovation, and responsible use of technology.



Posters



Event Coverage

CODING COMPETITION

As part of the National Science Week Celebration, the Department of Computer Science organized a Coding Competition on 23 February 2026 to encourage students to strengthen their programming and computational thinking skills. The competition aimed to provide a platform for students to demonstrate their logical reasoning, coding proficiency, creativity, and problem-solving abilities in a competitive environment. The event witnessed enthusiastic participation from students across all three years of the BCA programme.

OBJECTIVES:

The Coding Competition was organized with the following objectives:

- To enhance students' programming and software development skills.
- To develop logical reasoning and computational thinking.
- To encourage students to apply theoretical programming concepts to practical problems.
- To improve analytical ability, algorithm design, and debugging skills.
- To promote healthy competition and collaborative learning.
- To enhance students' confidence in competitive coding and technical problem-solving.
- To celebrate National Science Week by fostering scientific thinking and innovation among students.

Students from the First Year, Second Year, and Third Year actively participated in the competition. The event received an overwhelming response, with participants demonstrating enthusiasm, dedication, and a strong interest in programming. Students competed with determination while showcasing their coding abilities and innovative approaches to solving programming challenges. The competition consisted of multiple coding problems with varying levels of complexity. Participants were required to solve the problems within a stipulated time using HTML, CSS, and JavaScript.

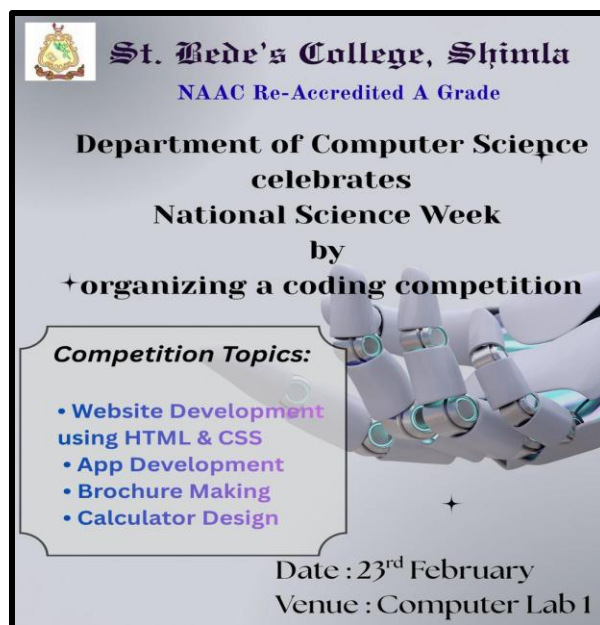
The submissions were evaluated based on correctness, efficiency, coding standards, and completion time. The following students secured the top positions:

First Position	Second Position
Tarana	Nishkriti
Surya Tejasvni Chandel	Rashita

LEARNING OUTCOMES:

At the end of the competition, students were able to:

- Apply programming concepts effectively to solve real-world coding problems.
- Strengthen logical reasoning, analytical thinking, and computational skills.
- Improve proficiency in web development technologies such as HTML, CSS, and JavaScript.
- Enhance debugging, time management, and decision-making abilities under competitive conditions.
- Build confidence in participating in coding contests, hackathons, and technical interviews.



Poster



Event Coverage

WORKSHOP ON “INSIDE ARTIFICIAL INTELLIGENCE, FROM ORIGIN TO REAL-WORLD IMPACT AND ETHICAL INNOVATION”

The Department of Physics and the Department of Computer Science, St. Bede's College, jointly organized a workshop titled "Inside Artificial Intelligence: From Origins to Real-World Impact and Ethical Innovation." The programme was conducted in collaboration with IAPT RC23 and the Department of Physics and Photonics Science, NIT Hamirpur, with the objective of introducing students to the rapidly evolving field of Artificial Intelligence (AI) and its transformative impact across various domains.

The workshop provided participants with an opportunity to understand the historical evolution, current advancements, practical applications, and ethical dimensions of Artificial Intelligence, preparing them to appreciate its interdisciplinary significance in today's technology-driven world.

OBJECTIVES:

The workshop was organized with the following objectives:

- To introduce students to the fundamentals and evolution of Artificial Intelligence.
- To create awareness about the diverse real-world applications of AI across various sectors.
- To highlight the interdisciplinary nature of Artificial Intelligence in science, technology, business, healthcare, and education.
- To promote innovation, critical thinking, and problem-solving using AI technologies.
- To sensitize students to the ethical, legal, and social implications of Artificial Intelligence.
- To encourage students to explore emerging career and research opportunities in AI and related fields.

The workshop was conducted by Mr. Ajay Mokta and Mr. Dishant Gupta from Unisole Company, who delivered insightful and engaging sessions on the foundations and future of Artificial Intelligence.

The speakers traced the journey of AI from its origins to its current role as a transformative technology influencing industries worldwide. They discussed various AI technologies, including machine learning, automation, data-driven decision-making, and intelligent systems, illustrating their practical applications through real-world examples.

A significant part of the workshop focused on the ethical use of Artificial Intelligence. The resource persons emphasized the importance of developing AI solutions that are transparent,

responsible, inclusive, and aligned with societal values. They also discussed the challenges associated with data privacy, bias in AI systems, accountability, and responsible innovation.

The interactive sessions encouraged students to actively participate, ask questions, and explore the growing opportunities and challenges associated with Artificial Intelligence.

LEARNING OUTCOMES:

At the end of the workshop, participants were able to:

- Understand the evolution, concepts, and fundamentals of Artificial Intelligence.
- Identify the applications of AI across multiple disciplines and industries.
- Gain awareness of emerging AI technologies and their real-world impact.
- Appreciate the interdisciplinary role of AI in scientific research and technological innovation.
- Recognize the ethical, legal, and societal responsibilities associated with AI development and deployment.
- Develop critical thinking regarding responsible and ethical innovation in Artificial Intelligence.
- Explore career opportunities and future research prospects in AI and related technologies.

TWO-DAY PROFESSIONAL TRAINING ON “DIGITAL LITERACY AND ACCOUNTING”

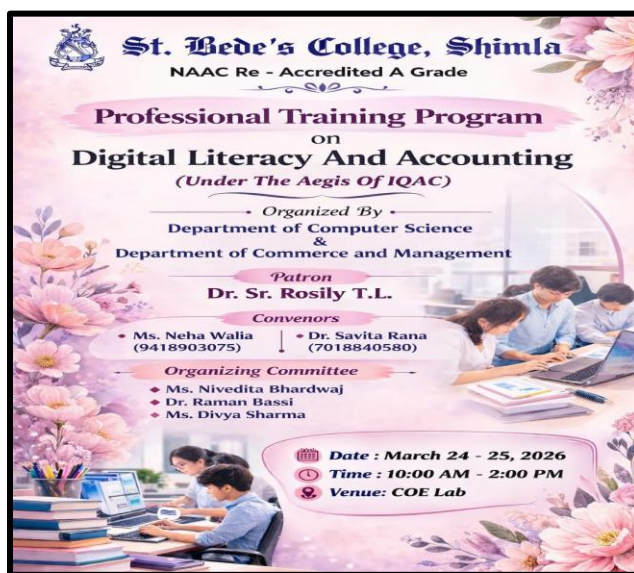
Under the aegis of the Internal Quality Assurance Cell (IQAC), St. Bede's College, Shimla, organized a Two-Day Professional Training on "Digital Literacy and Accounting" on 24–25 March 2026. The workshop was jointly organized by the Departments of Computer Science and Commerce & Management with the objective of enhancing students' digital and accounting competencies through hands-on, industry-oriented training. The resource person for the workshop was Dr. Pratyush Guleria, Director, NIELIT, Shimla, who delivered comprehensive training sessions focusing on industry-relevant digital and accounting tools. Students of the BBA and BCA programmes of St. Bede's College, along with participants from the Centre of Excellence and Convent of Jesus & Mary School, enthusiastically attended the workshop.

The programme aimed to bridge the gap between academic learning and industry expectations by providing practical training in digital technologies and accounting software.

OBJECTIVES

The workshop was organized with the following objectives:

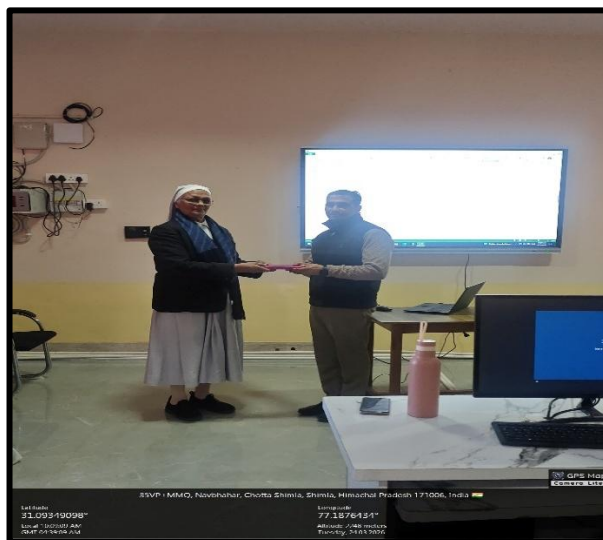
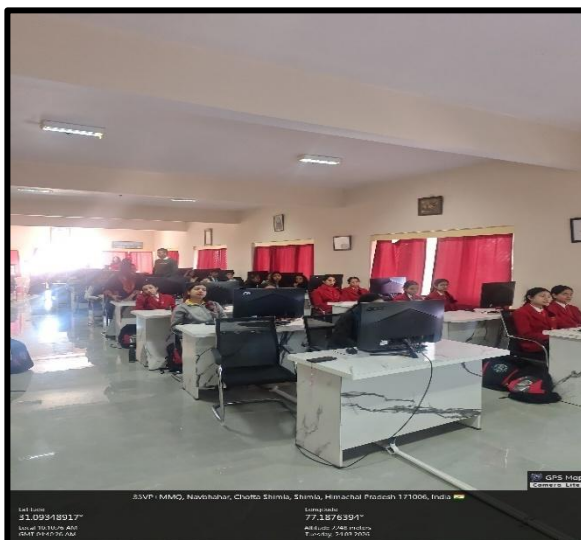
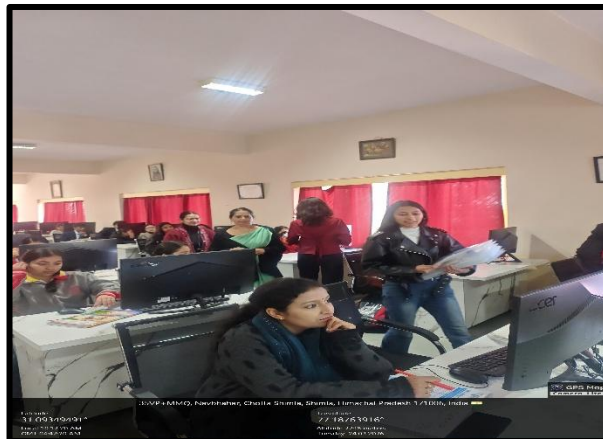
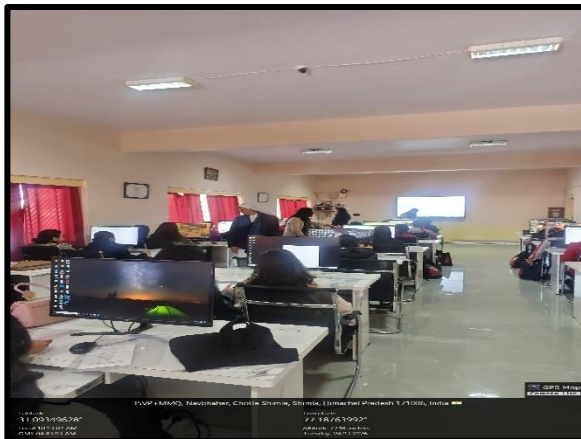
- To enhance students' digital literacy and accounting competencies.
- To provide practical exposure to Advanced Microsoft Excel and Tally software.
- To develop industry-oriented technical and financial management skills.
- To familiarize students with modern accounting practices and digital tools used in organizations.
- To improve analytical, data management, and reporting skills.
- To enhance students' employability by equipping them with job-oriented technical skills.
- To encourage lifelong learning and continuous professional development.



Poster

DAY 1: ADVANCED MICROSOFT EXCEL

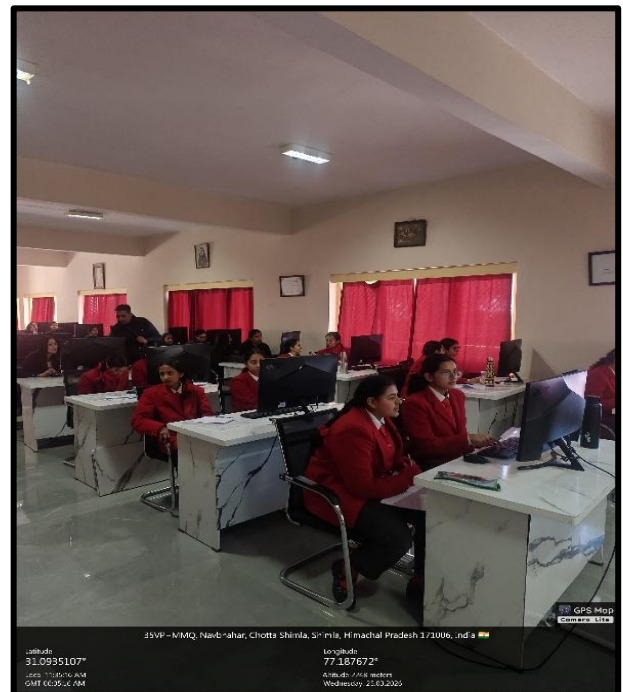
The first day of the workshop focused on Advanced Microsoft Excel, where participants received hands-on training on advanced spreadsheet techniques and data management. The resource person demonstrated practical applications of Excel, including formulas and functions, data sorting and filtering, conditional formatting, pivot tables, charts, and data analysis tools. Students actively participated in practical exercises, enabling them to develop skills for efficient data organization, analysis, and reporting.



Event Coverage

DAY 2: TALLY

The second day was dedicated to Tally, a widely used accounting software. Participants were introduced to the fundamentals of computerized accounting, including company creation, ledger and voucher entry, inventory management, GST features, and preparation of financial reports. Through practical demonstrations and hands-on sessions, students gained valuable experience in maintaining digital financial records and understood the role of accounting software in modern business organizations.





Event Coverage

The workshop witnessed enthusiastic participation from BCA and BBA students of St. Bede's College, Shimla, along with students from the Centre of Excellence and Convent of Jesus & Mary School. Participants actively engaged in the hands-on training sessions, practical exercises, and interactive discussions, making the workshop a collaborative and enriching learning experience. The participants displayed keen interest throughout the workshop and actively engaged in the practical sessions and discussions.

At the successful completion of the workshop, all participants were awarded certificates in recognition of their active participation and successful completion of the training programme.

LEARNING OUTCOMES:

Upon successful completion of the workshop, participants were able to:

- Develop proficiency in using Advanced Microsoft Excel for data organization, analysis, and reporting.
- Gain practical knowledge of Tally for computerized accounting and financial management.
- Understand digital accounting practices and their application in business environments.
- Improve analytical thinking, data handling, and problem-solving abilities.
- Apply digital tools for efficient financial record maintenance and reporting.
- Enhance workplace readiness through industry-relevant technical skills.
- Build confidence in using professional software commonly employed in business and commercial organizations.

- Recognize the importance of digital literacy in improving productivity and career prospects.

ONLINE GUEST LECTURE ON “LATEST TECHNOLOGIES IN WEB DEVELOPMENT AND CMS”

The Department of Computer Science organized an online guest lecture on "Latest Technologies in Web Development and CMS" on 9 April 2026 at 11:50 a.m. onwards through Microsoft Teams. The session was conducted with the objective of acquainting students with the latest developments in web technologies and the growing importance of Content Management Systems (CMS) in modern website development.

The resource person for the session was Ms. Anita Sharma, Senior IT Faculty, Sai Digitech Institute, Khalini, Shimla. Drawing on her professional expertise, she delivered an engaging and informative session that provided participants with valuable insights into current web development practices and industry trends.

OBJECTIVES:

The guest lecture was organized with the following objectives:

- To familiarize students with the latest trends and technologies in web development.
- To introduce the concepts and significance of Content Management Systems (CMS).
- To provide practical knowledge of WordPress as a popular CMS platform.
- To bridge the gap between academic learning and current industry practices.
- To enhance students' understanding of website development, management, and deployment.
- To motivate students to explore career opportunities in web development and digital technologies.

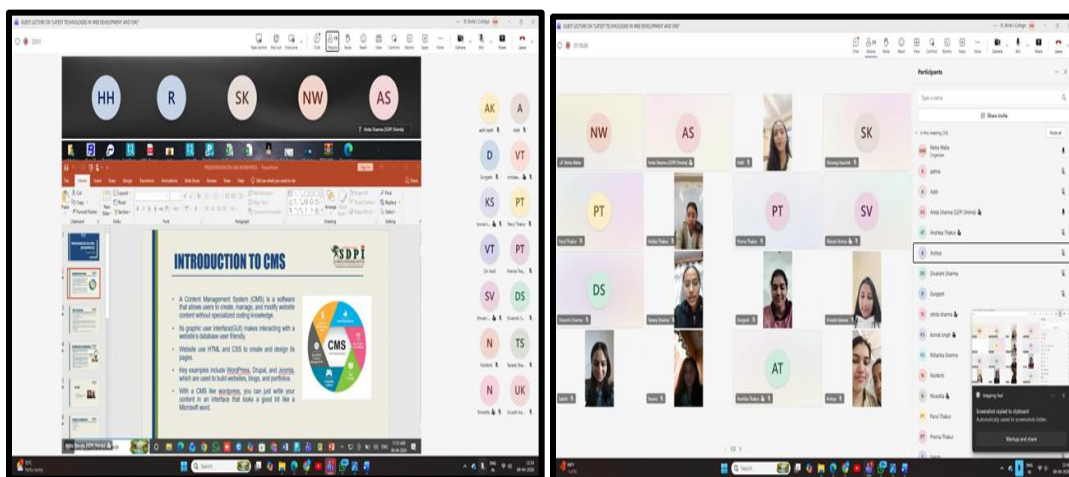
During the lecture, Ms. Anita Sharma explained the evolution of web development technologies and discussed the growing demand for dynamic, user-friendly, and responsive websites. She highlighted the role of Content Management Systems (CMS) in simplifying website creation and maintenance, making web development accessible to both technical and non-technical users.

The resource person also demonstrated the features and practical applications of WordPress, explaining website creation, theme customization, plugin integration, content management, and website maintenance. The session included interactive discussions, allowing students to clarify their doubts and gain practical insights into the effective use of CMS platforms in professional environments.

LEARNING OUTCOMES:

At the end of the session, participants were able to:

- Understand the latest trends and emerging technologies in web development.
- Explain the concept, features, and importance of Content Management Systems (CMS).
- Gain practical knowledge of WordPress for website development and content management.
- Understand the process of creating, customizing, and maintaining websites using CMS platforms.
- Recognize the advantages of CMS over traditional web development methods.
- Enhance their awareness of career opportunities in web development and digital technologies.
- Develop an interest in exploring advanced web development tools and frameworks.



ONLINE WORKSHOP ON UNDERSTANDING DIGITAL SAFETY& THE DPDP ACT FOR FACULTY: CYBERSECURITY AWARENESS INITIATIVE”

The Department of Computer Science, in collaboration with the Cybersecurity Association of India, organized a One-Day Online Workshop on "Understanding Digital Safety & the DPDP Act for Faculty: Cybersecurity Awareness Initiative" under the aegis of the Internal Quality Assurance Cell (IQAC) on 29 April 2026. The workshop aimed to create awareness among faculty members about cybersecurity, digital safety, and the Digital Personal Data Protection (DPDP) Act, 2023, highlighting its relevance in educational institutions where digital data is routinely collected, processed, and managed.

The resource person for the workshop was Mr. Nirmesh Kumar, a DSCI-certified Data Protection Officer and Director, CMAI, with over 22 years of professional experience in Information Technology, cloud computing, cybersecurity, and data privacy. Faculty members from various departments actively participated in the interactive online session.

OBJECTIVES:

The workshop was organized with the following objectives:

- To create awareness about digital safety and cybersecurity among faculty members.
- To familiarize participants with the provisions and significance of the Digital Personal Data Protection (DPDP) Act, 2023.
- To promote responsible handling of personal and institutional data.
- To strengthen cybersecurity practices within educational institutions.
- To understand the legal and ethical responsibilities associated with data privacy and data protection.
- To encourage institutions to adopt secure digital practices and comply with emerging data protection regulations.

The workshop commenced with an overview of the Digital Personal Data Protection (DPDP) Act, 2023 and its growing importance in safeguarding personal information in the digital era. The resource person clearly explained the distinction between data privacy and data protection, emphasizing that while data protection focuses on securing information from unauthorized access, data privacy governs who is authorized to access and use personal data.

Mr. Nirmesh Kumar elaborated on important concepts such as Data Principal, Data Fiduciary, Data Processor, Consent Management, and the Data Protection Board, illustrating their relevance through examples from educational institutions. He highlighted the need for obtaining informed consent before collecting personal information, maintaining grievance redressal mechanisms, implementing data minimization practices, and ensuring secure storage of institutional data.

The session also focused on cybersecurity threats such as phishing, ransomware, malware, identity theft, and data breaches. Participants were introduced to practical cybersecurity measures including strong password management, multi-factor authentication, secure cloud usage, encryption, and safe digital communication.

Special emphasis was placed on the responsibilities of colleges in protecting students' and employees' personal information, managing biometric data securely, ensuring compliance of third-party vendors, and developing institutional privacy policies in accordance with the DPDP Act.

An interactive Kahoot Quiz was conducted towards the end of the workshop to reinforce participants' understanding of the concepts discussed. The quiz created an engaging learning environment and encouraged active participation. The workshop concluded with an interactive question-and-answer session, followed by a formal vote of thanks.

The workshop proved to be highly informative and relevant in the context of the increasing digitalization of higher education. It provided faculty members with practical knowledge of cybersecurity, digital safety, and the legal framework governing personal data protection. The expert guidance of Mr. Nirmesh Kumar enabled participants to gain a comprehensive understanding of the DPDP Act and its implementation in academic institutions. The interactive discussions and quiz further enhanced participant engagement and learning. The Department of Computer Science, in collaboration with the Cybersecurity Association of India and IQAC, successfully organized the programme, which contributed significantly to strengthening digital awareness and promoting a secure digital ecosystem within the institution.

LEARNING OUTCOMES:

At the end of the workshop, participants were able to:

- Understand the objectives and key provisions of the Digital Personal Data Protection (DPDP) Act, 2023.
- Differentiate between data privacy and data protection.

- Identify the roles and responsibilities of Data Principals, Data Fiduciaries, and Data Processors.
- Recognize common cyber threats and implement effective preventive measures.
- Appreciate the importance of informed consent and responsible handling of personal data.
- Develop awareness of institutional responsibilities regarding digital data governance and cybersecurity compliance.
- Apply cybersecurity best practices to protect personal and organizational information.
- Foster a culture of digital responsibility and cybersecurity awareness within educational institutions.



St. Bede's College

NAAC Re-Accredited A Grade





Department of Computer Science
(Under the Aegis of IQAC)
In collaboration with
Cybersecurity Association of India
is organizing

Online Workshop on "Understanding Digital Safety & the DPDP Act for Faculty: Cybersecurity Awareness Initiative"



Resource Person :



Mr. Nirmesh Kumar
DSCI Certified Data Protection Officer
&
Director, CMAI

Patron:
(Dr.) Sr. Rosily T.L.
Principal

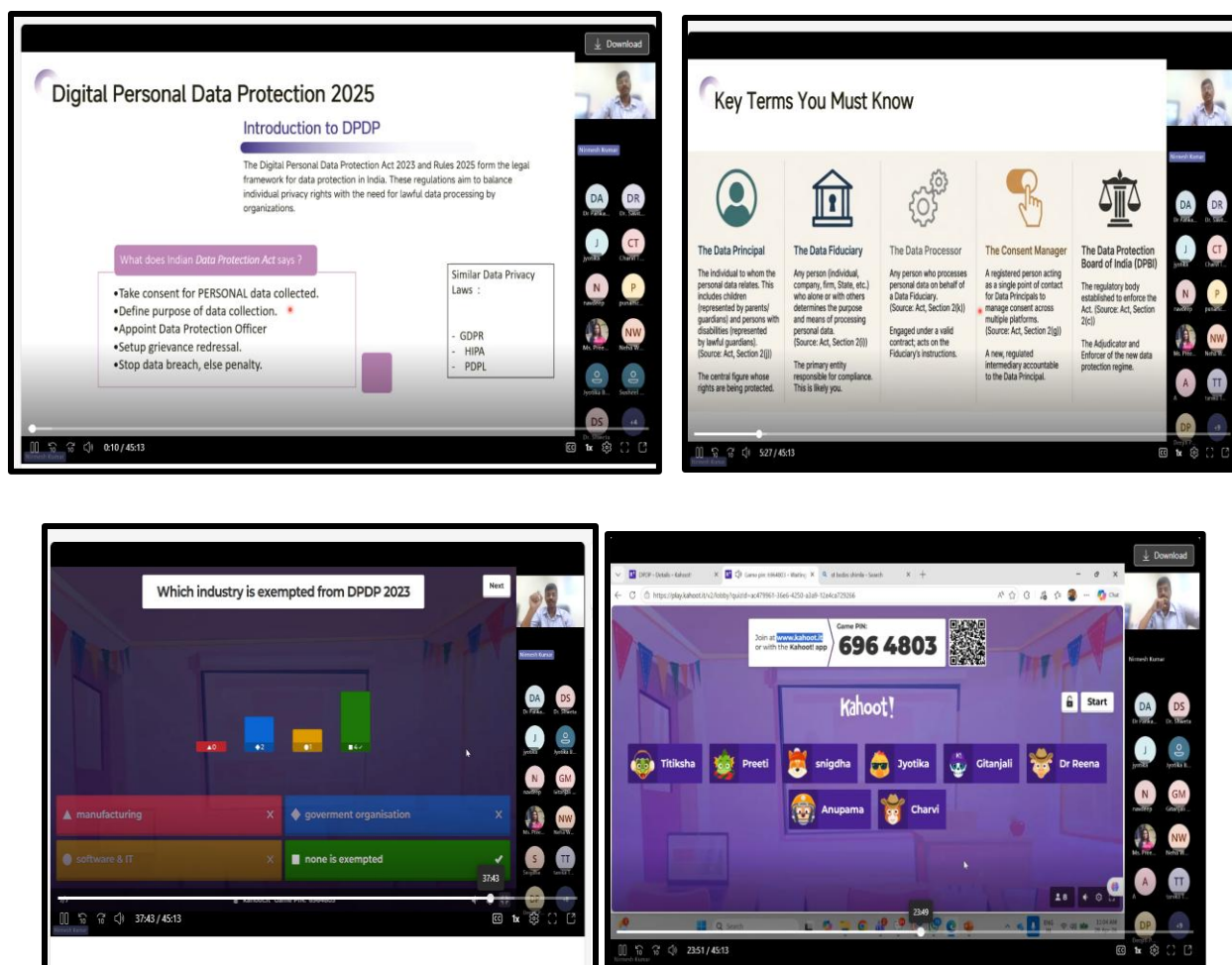
Convener:
Ms. Neha Walia
Assistant Professor

Co-Convener:
Ms. Nivedita Bhardwaj
Assistant Professor

Date : April 29, 2026 Time : 10:30 AM onwards

Mode: Online (Ms-Teams)

Poster



Event Coverage

ONE WEEK FACULTY DEVELOPMENT PROGRAMME ON “INTEGRATION OF ARTIFICIAL INTELLIGENCE IN TEACHING AND OUTCOME BASED EDUCATION (OBE) STRATEGIES”

The Department of Computer Science, under the aegis of the Internal Quality Assurance Cell (IQAC), St. Bede's College, Shimla, in collaboration with Technoledge™, successfully organized a One Week Faculty Development Programme (FDP) on "Integration of Artificial Intelligence in Teaching and Outcome-Based Education (OBE) Strategies" from 12th to 18th May 2026.

The sessions were conducted by Prof. (Dr.) Ravi Prakash Verma, Professor and Head, Department of Artificial Intelligence and Data Science, IIMT College of Engineering, Greater Noida, who shared his expertise through a series of interactive lectures, practical demonstrations, and hands-

on training sessions. Faculty members from St. Bede's College, Government Degree College, Kandaghat, and Government Degree College, Dhami actively participated in the programme.

Over the course of six intensive days, participants explored contemporary topics including Generative AI, Prompt Engineering, Bloom's Taxonomy, AI-assisted teaching tools, systematic CO–PO/PSO mapping, attainment analysis, AI ethics, and innovative assessment practices. The programme provided a valuable platform for professional development by equipping educators with the knowledge, practical skills, and technological competencies required to create learner-centred, outcome-oriented, and AI-enabled educational environments aligned with the vision of the National Education Policy (NEP) 2020 and the evolving requirements of Industry 4.0. The Faculty Development Programme concluded successfully, inspiring participants to adopt innovative pedagogical practices and leverage Artificial Intelligence responsibly to enhance the quality and effectiveness of higher education.

LEARNING OBJECTIVES:

The Faculty Development Programme was designed to familiarize educators with the transformative role of Artificial Intelligence (AI) in higher education while strengthening their understanding of Outcome-Based Education (OBE) for effective curriculum planning, teaching, assessment, and continuous quality enhancement. The programme sought to equip participants with contemporary pedagogical knowledge and practical skills required to integrate emerging technologies into the teaching-learning process. The specific objectives of the programme were to:

1. Develop a comprehensive understanding of the concepts, principles, and applications of Artificial Intelligence in higher education.
2. Familiarize faculty members with the philosophy, framework, and implementation of Outcome-Based Education (OBE).
3. Enhance participants' ability to formulate measurable and well-defined Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs).
4. Introduce Bloom's Taxonomy as a framework for designing effective learning outcomes, instructional strategies, and assessment methods.
5. Provide hands-on training in the use of Artificial Intelligence tools for lesson planning, content creation, assessment design, and classroom engagement.
6. Develop competencies in prompt engineering for the effective utilization of Generative AI tools in academic activities.

7. Train faculty members in systematic CO–PO/PSO mapping, outcome attainment analysis, and the use of spreadsheet-based and AI-assisted tools for academic planning and quality assurance.
8. Promote the ethical, responsible, and effective integration of Artificial Intelligence into teaching-learning practices while emphasizing transparency, fairness, and academic integrity.
9. Enable participants to design learner-centred, technology-enabled instructional strategies aligned with the vision of the National Education Policy (NEP) 2020 and the evolving requirements of Industry 4.0.
10. Encourage a culture of innovation, continuous quality improvement, evidence-based teaching practices, and lifelong professional development among educators.

The programme was structured to provide participants with both theoretical knowledge and practical exposure, enabling them to confidently integrate Artificial Intelligence and Outcome-Based Education principles into curriculum design, classroom teaching, assessment practices, and institutional quality enhancement initiatives.

 St. Bede's College NAAC Re-Accredited A Grade		
 Resource Person : Dr Ravi Prakash Verma Professor & Head of Department Artificial Intelligence and Data Science IIMT College of Engineering Greater Noida.	One Week Faculty Development Programme on "Integration of Artificial Intelligence in Teaching and Outcome Based Education (OBE) Strategies Organised by Department of Computer Science (Under the Aegis of IQAC) Registration Link: https://forms.gle/f7TU7Po4RATQPvSA7	 Patron: Dr. Sr. Rosily T.L. Principal Convener: Ms. Neha Walia Assistant Professor Co-Convener: Ms. Nivedita Bhardwaj Assistant Professor
Date : May 12-18, 2026 Venue : COE LAB Time : 9:30 A.M. – 1:30 P.M.		

Day 1: May 12, 2026

Inaugural Session

The programme began with a warm and cordial welcome by Ms. Neha Walia, Coordinator of the FDP, who extended greetings to the distinguished resource person, participants, faculty members, and guests. In her welcome address, she highlighted the significance of integrating Artificial Intelligence with Outcome-Based Education to create innovative, learner-centred, and technology-driven teaching practices in higher education.

The programme was formally inaugurated under the gracious leadership of the Principal, Dr. (Sr.) Rosily T.L., who welcomed the participants and emphasized the importance of continuous professional development in keeping pace with the rapidly evolving educational landscape. She encouraged the faculty members to make the best use of the week-long programme by actively participating in the sessions and adopting innovative pedagogical approaches in their academic practices.

As a mark of appreciation and respect, Dr. (Sr.) Rosily T.L. presented a Token of Appreciation to the distinguished resource person, Prof. (Dr.) Ravi Prakash Verma, Professor and Head, Department of Artificial Intelligence and Data Science, IIMT College of Engineering, Greater Noida. The gesture reflected the institution's gratitude for his willingness to share his expertise and valuable insights with the participants throughout the Faculty Development Programme.

The inaugural ceremony witnessed enthusiastic participation from faculty members of St. Bede's College, Government Degree College, Kandaghat, Government Degree College, Dhimi, and other institutions. The event marked the beginning of an enriching week of academic deliberations, practical demonstrations, and hands-on training sessions focusing on the integration of Artificial Intelligence and Outcome-Based Education in higher education. The inaugural session concluded on an inspiring note, setting the tone for a highly interactive and professionally enriching Faculty Development Programme.

Session 1: Integration of Artificial Intelligence in Teaching and Outcome-Based Education (OBE) Strategies

The first technical session focused on the integration of Artificial Intelligence (AI) into teaching practices and the implementation of Outcome-Based Education (OBE) in higher education. Prof. Verma began by highlighting the changing landscape of education and the growing need to adopt

innovative teaching methodologies that focus on measurable student learning outcomes rather than traditional content delivery.

The session provided a comprehensive overview of the principles and framework of Outcome-Based Education. The resource person explained the significance of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) in curriculum planning, instructional design, and assessment. He emphasized that clearly defined learning outcomes enable educators to align teaching strategies, assessment methods, and course objectives, thereby ensuring continuous quality improvement in education.

Prof. Verma also elaborated on the key differences between the conventional education system and the OBE framework. While traditional teaching primarily focuses on syllabus completion, Outcome-Based Education places learners at the centre of the teaching-learning process by emphasizing the knowledge, skills, and competencies students are expected to demonstrate upon completion of a course.

The session further explored the transformative role of Artificial Intelligence in higher education. Various AI-enabled technologies, including intelligent tutoring systems, adaptive learning platforms, automated assessment tools, smart content generation, virtual teaching assistants, and learning analytics, were introduced. The speaker demonstrated how these technologies can enhance classroom engagement, personalize learning experiences, automate routine academic tasks, and provide valuable insights into student performance.

Practical examples and demonstrations illustrated the effective integration of AI tools into classroom teaching, lesson planning, and assessment. The session motivated faculty members to embrace emerging technologies while maintaining pedagogical effectiveness and academic integrity. Participants actively engaged in discussions regarding the practical implementation of AI in different academic disciplines, making the session highly interactive and enriching.

Session 2: Bloom's Taxonomy and Artificial Intelligence in Higher Education

The second session focused on the application of Bloom's Taxonomy in designing effective teaching-learning processes within the Outcome-Based Education framework. Prof. Verma explained Bloom's revised cognitive domain in detail, covering the six hierarchical levels: Remember, Understand, Apply, Analyze, Evaluate, and Create. He emphasized that these cognitive levels provide a structured approach for designing learning outcomes, classroom

activities, assignments, and assessment methods that promote higher-order thinking skills among students.

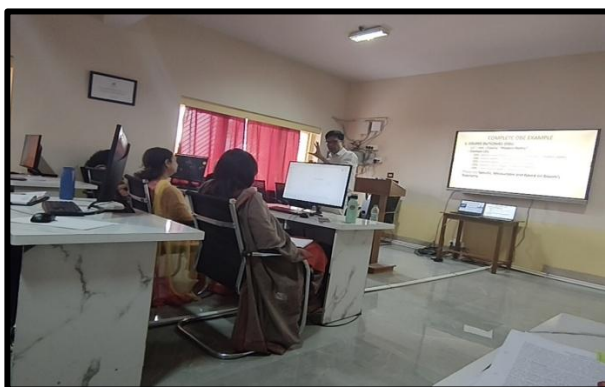
A detailed discussion was held on the selection of appropriate action verbs for drafting Course Outcomes and question papers. Faculty members were guided on the effective use of verbs such as *define*, *identify*, *explain*, *apply*, *compare*, *analyze*, *evaluate*, and *design* to ensure that learning outcomes are measurable and aligned with the intended cognitive level.

The resource person also demonstrated how Artificial Intelligence can complement Bloom's Taxonomy by supporting personalized learning pathways, automated assessment, intelligent tutoring systems, and learning analytics. AI-based educational technologies were presented as valuable tools for enhancing teaching effectiveness, monitoring student progress, and facilitating evidence-based instructional decisions.

The session highlighted the importance of responsible and ethical use of AI in higher education. Prof. Verma emphasized that AI should function as a supportive educational technology that enhances teaching efficiency while preserving the essential role of educators in mentoring, guiding, and inspiring students. Participants gained valuable insights into integrating AI with Outcome-Based Education to create learner-centred, technology-enabled educational environments.

The first day concluded with an engaging interaction between the resource person and the participants, during which faculty members shared their experiences, clarified their queries, and discussed innovative approaches for implementing AI and Outcome-Based Education in their respective institutions. The sessions laid a strong conceptual foundation for the remaining days of the Faculty Development Programme and encouraged participants to adopt innovative, outcome-oriented, and technology-driven teaching practices.





Event Coverage

Day 2: May 13, 2026

The second day of the Faculty Development Programme (FDP) on “Integration of Artificial Intelligence in Teaching and Outcome-Based Education (OBE) Strategies” was conducted on 13 May 2026 from 9:30 AM to 11:00 AM. The day's proceedings commenced with a warm welcome by Ms. Neha Walia, who greeted the participants and introduced the theme and objectives of the sessions. She highlighted the significance of integrating Artificial Intelligence into higher education and encouraged participants to actively engage in the discussions and practical demonstrations.

The session was moderated by Dr. Meenakshi Sharma, Assistant Professor, Government College, Kandaghat, who presented a concise overview of the previous day's deliberations. She recapitulated the key concepts of Outcome-Based Education (OBE), Bloom's Taxonomy, and the role of Artificial Intelligence in transforming teaching and learning practices. Her summary provided participants with a smooth transition into the advanced topics scheduled for the day.

Session 1: AI-Based Content Generation and Prompt Engineering

The first technical session was conducted by Prof. (Dr.) Ravi Prakash Verma, who focused on the growing role of Artificial Intelligence in educational content creation and instructional planning. He explained how AI-powered tools can significantly enhance the efficiency of teachers by assisting in the preparation of lecture notes, lesson plans, assignments, quizzes, question papers, summaries, and structured learning materials. He emphasized that while AI can reduce the time spent on repetitive academic tasks, educators must carefully review and validate AI-generated content to ensure its accuracy, relevance, and alignment with course objectives.

A major focus of the session was the practical application of ChatGPT in higher education. Through live demonstrations and real-life examples, Dr. Verma illustrated how ChatGPT can support faculty members in simplifying complex concepts, generating subject-specific examples and case studies, preparing classroom activities, and developing engaging teaching resources. Participants also learned how AI can assist in designing student-centred learning experiences, preparing instructional material tailored to different levels of learners, and promoting active classroom engagement.

An important highlight of the session was the introduction to Prompt Engineering, a key skill for effectively interacting with Artificial Intelligence tools. Dr. Verma explained that the quality of AI-generated responses depends largely on the clarity and structure of the prompts provided. He demonstrated how prompts should include essential details such as the subject area, educational level, expected learning outcomes, desired format, and context. Participants were shown how refining prompts through iterative modifications results in more accurate, meaningful, and context-specific outputs. Practical exercises enabled faculty members to understand the importance of designing well-structured prompts for various academic tasks.

The session also stressed the importance of maintaining academic integrity while using AI-generated content. Participants were encouraged to use AI as an instructional aid rather than a replacement for their own expertise, creativity, and professional judgment. By the conclusion of the session, faculty members had acquired practical knowledge of AI-assisted content generation,

effective prompt writing, and the integration of ChatGPT into Outcome-Based Education practices to improve teaching effectiveness and student learning outcomes.

Session 2: AI Tools, Ethics, and Responsible Integration in Education

The second session focused on the practical implementation of Artificial Intelligence tools in teaching-learning practices and their contribution to enhancing Outcome-Based Education strategies. Dr. Verma introduced participants to a variety of emerging AI applications, including Magic School AI, Perchance AI, and Craiyon AI, explaining their educational significance and practical utility in higher education.

Through live demonstrations, participants learned how these AI tools can be used to prepare lesson plans, create classroom activities, generate creative educational content, develop assessment materials, and improve student engagement. A particularly engaging segment of the session showcased the generation of AI-created images using ChatGPT through descriptive text prompts. This demonstration highlighted the growing role of generative AI in developing instructional resources, visual learning materials, and innovative classroom presentations.

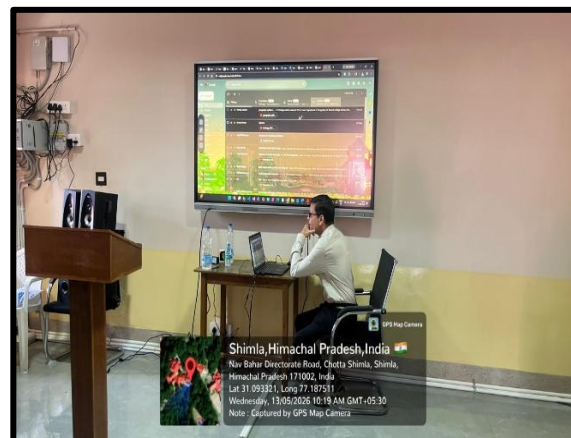
The resource person also addressed one of the most important challenges associated with Artificial Intelligence—algorithmic bias. He explained that AI systems may occasionally produce biased or inaccurate outputs because they are trained on existing datasets that may contain inherent biases. Faculty members were therefore advised to critically evaluate AI-generated information before incorporating it into academic content or classroom teaching.

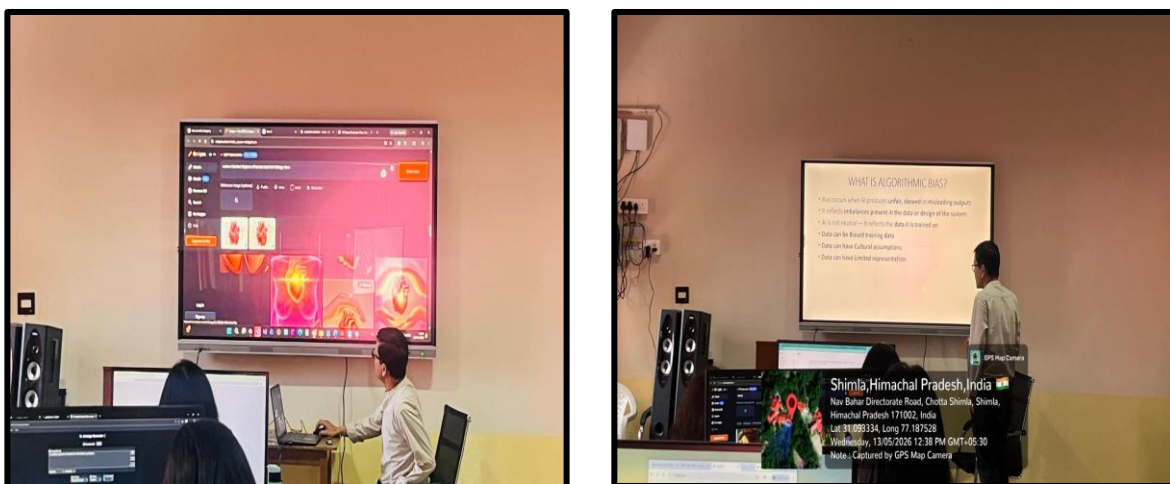
Another major theme of the session was AI ethics in education. Dr. Verma discussed the principles of fairness, transparency, accountability, privacy, and responsible use of Artificial Intelligence in academic institutions. He emphasized that ethical considerations should remain central while adopting AI technologies so that educational practices continue to promote inclusivity, academic honesty, and learner welfare. Faculty members were encouraged to develop AI literacy among students and foster responsible digital citizenship alongside technological competence.

The session concluded with an interactive discussion in which participants shared their experiences, raised queries regarding the practical implementation of AI tools, and discussed

potential challenges in integrating these technologies into diverse academic disciplines. The active participation and exchange of ideas made the session highly engaging and insightful.

At the end of the programme, Dr. Meenakshi Sharma summarized the key learning outcomes of the day, highlighting the importance of prompt engineering, AI-assisted content generation, ethical use of Artificial Intelligence, and the effective integration of AI tools within the Outcome-Based Education framework. She expressed sincere appreciation to Prof. (Dr.) Ravi Prakash Verma for delivering highly informative and practical sessions and conveyed gratitude to the organizers, faculty members, and participants for their enthusiastic involvement. The second day concluded on a motivating note, equipping educators with practical skills and renewed confidence to incorporate Artificial Intelligence responsibly and effectively into contemporary teaching-learning practices.





Event Coverage

Day 3: May 14, 2026

The third day of the Faculty Development Programme (FDP) on “Integration of Artificial Intelligence in Teaching and Outcome-Based Education (OBE) Strategies” was dedicated to the theme “Systematic Outcome Mapping.” The sessions were conducted by Prof. (Dr.) Ravi Prakash Verma, who provided participants with a comprehensive understanding of the principles and practical implementation of Outcome-Based Education (OBE), with particular emphasis on the systematic alignment of Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs).

The session commenced with an overview of the fundamental concepts of Outcome-Based Education and the significance of clearly defined learning outcomes in ensuring academic quality. Dr. Verma explained the purpose and structure of Course Outcomes, Program Outcomes, and Program Specific Outcomes, highlighting how these components collectively contribute to achieving the educational objectives of an academic programme. He emphasized that effective outcome mapping serves as the foundation for curriculum planning, instructional delivery, assessment, and continuous quality improvement.

A major focus of the session was the CO–PO/PSO Mapping Matrix, which establishes the relationship between individual course outcomes and the broader programme outcomes. Using practical examples from different disciplines, the resource person demonstrated how every course contributes to the development of discipline-specific knowledge, professional competencies,

analytical skills, ethical values, and lifelong learning abilities among students. Participants gained a clear understanding of the importance of aligning course objectives with institutional and programme goals to ensure meaningful student learning and measurable academic attainment.

Dr. Verma elaborated on the systematic process of outcome mapping by explaining each stage in detail. He guided participants through the formulation of Course Outcomes using appropriate action verbs based on Bloom's Taxonomy, the identification of relevant Program Outcomes and Program Specific Outcomes, the assignment of suitable mapping levels, validation of the mapping process, and the documentation required to maintain consistency across departments. He emphasized that systematic outcome mapping is essential for curriculum effectiveness, evidence-based assessment, accreditation processes, and institutional quality assurance.

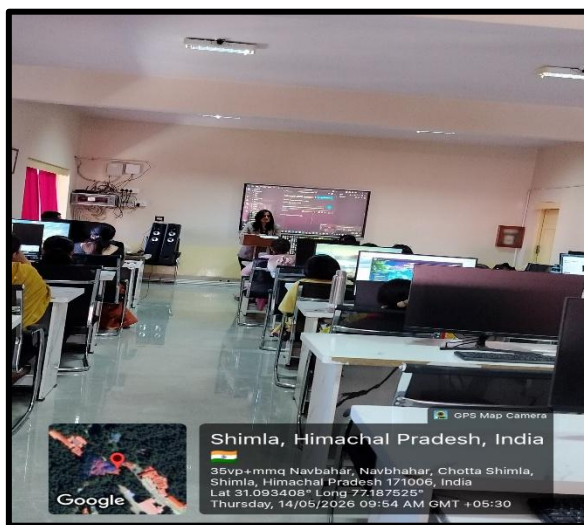
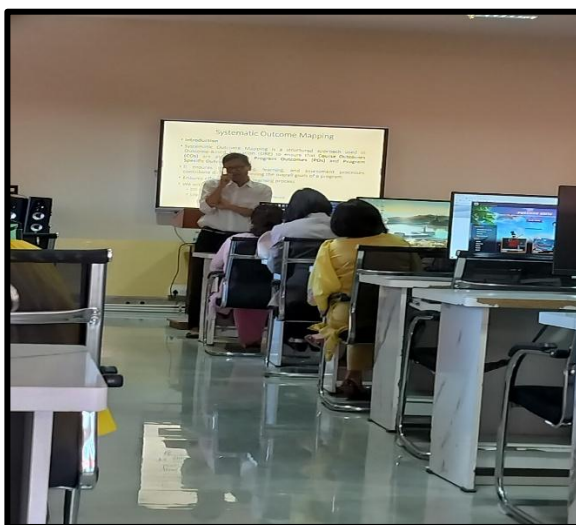
The session also explored various strategies for strengthening the alignment between teaching, learning, and assessment. Best practices for preparing outcome-based curriculum documents were discussed, along with the common challenges encountered during implementation. These included ambiguity in writing Course Outcomes, inconsistency in assigning mapping levels, difficulties in measuring outcome attainment, and the integration of assessment tools with learning outcomes. The resource person shared practical solutions and demonstrated how structured templates and spreadsheet-based tools can significantly improve the accuracy, transparency, and consistency of the mapping process.

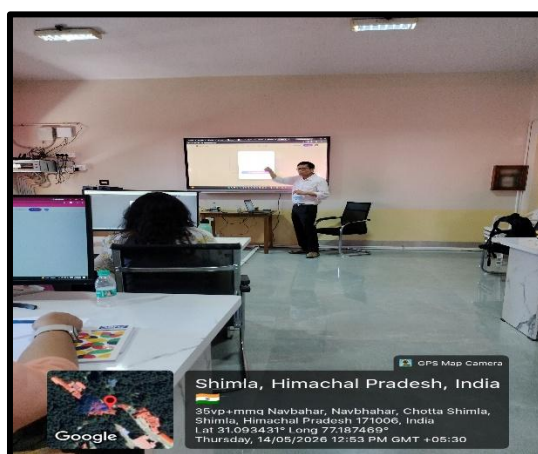
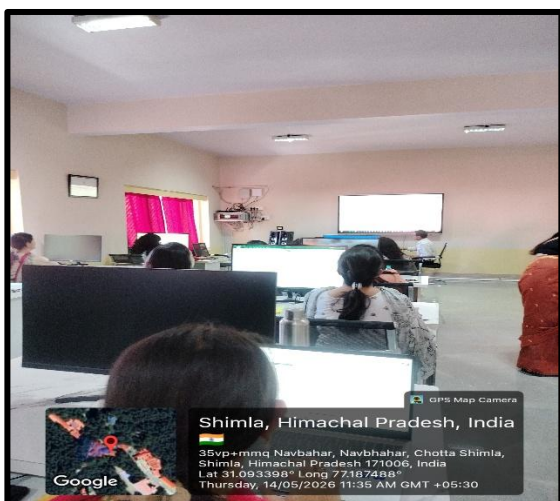
One of the most engaging segments of the programme was the hands-on training session on automating CO–PO/PSO mapping using Artificial Intelligence. Dr. Verma demonstrated how spreadsheets integrated with AI-supported scripts can simplify the otherwise time-consuming process of outcome mapping. He further showcased an AI-based CO–PO/PSO mapping tool developed for automating alignment, validation, and documentation of outcomes. The demonstration illustrated how Artificial Intelligence can reduce manual effort, minimize human error, and enhance the efficiency of academic planning and quality assurance processes. Participants gained valuable practical exposure to the application of AI in educational administration and outcome assessment, making the session both innovative and highly relevant to contemporary higher education.

The interactive nature of the session encouraged active participation, with faculty members engaging in discussions, raising queries, and sharing experiences related to implementing Outcome-Based Education in their respective institutions. The practical demonstrations and real-world examples helped participants understand how systematic outcome mapping can contribute to improved curriculum design, effective teaching-learning practices, and enhanced student achievement.

The programme concluded with remarks by the Moderator, Dr. Poonam Khimta Chauhan, Assistant Professor, Government Degree College, Kandaghat, who summarized the key concepts discussed during the session and appreciated the valuable insights shared by the resource person. She highlighted the importance of systematic outcome mapping and the role of Artificial Intelligence in strengthening academic quality assurance mechanisms. The rapporteurs for the day, Dr. Kanu Mehta and Ms. Tanika, presented a concise summary of the proceedings and documented the significant learning outcomes of the session.

The third day of the Faculty Development Programme proved to be highly informative and practice-oriented, equipping participants with both conceptual clarity and practical skills for implementing systematic outcome mapping. By integrating Artificial Intelligence with Outcome-Based Education practices, the session provided educators with innovative approaches for improving curriculum planning, assessment strategies, and continuous quality enhancement in higher education institutions.





Event Coverage

Date: May 15, 2025

The fifth day of the Faculty Development Programme (FDP) commenced with a warm welcome address delivered by Ms. Neha Walia, Assistant Professor, Department of Computer Science. The session set an engaging tone for the day's proceedings. This was followed by a brief recapitulation of the previous day's sessions by the moderator, Dr. Kavita Kumra, Assistant Professor, Department of Commerce, Government Degree College Dhamsi, who highlighted the major learning outcomes.

The central focus of Day 5 revolved around *AI-Enhanced Teaching Strategies*, a highly relevant and contemporary theme in the evolving landscape of higher education. The sessions were designed to familiarize faculty members with innovative digital tools and artificial intelligence-

based applications that can significantly transform classroom teaching, assessment, and course management practices.

Session I: AI Tools for Innovative Teaching and Learning

The first session was conducted by the esteemed resource person, Prof. Ravi Prakash Verma, who introduced participants to various AI-enabled teaching tools aimed at improving student engagement, assessment techniques, and classroom interaction. The session proved to be highly interactive and informative as the participants were exposed to practical demonstrations and hands-on learning opportunities.

One of the major highlights of the session was the introduction of *Wooflash*, an AI-powered platform used for designing interactive quizzes and assessments for students. Prof. Verma explained how Wooflash serves as an effective alternative to traditional Google Forms by offering more engaging, adaptive, and analytics-driven quiz options. The platform allows educators to create customized quizzes quickly with the support of artificial intelligence, enhancing assessment quality. Faculty members learned how AI can automatically generate questions, evaluate responses, and provide instant feedback to learners, making the teaching-learning process more efficient and student-centric.

The participants were also introduced to *Wooclap*, another innovative digital platform useful for enhancing classroom interaction. Through live demonstrations, participants explored the process of creating flashcards, polls, surveys, and interactive learning modules using Wooclap. The session encouraged faculty members to rethink conventional pedagogical practices and adopt more interactive and technology-integrated approaches.

Further enriching the session, Prof. Verma provided detailed insights into *Moodle*, an open-source Learning Management System (LMS) widely used for course management, content delivery, and assignment handling.

The resource person also highlighted the growing role of artificial intelligence in higher education and emphasized the need for teachers to continuously update themselves with emerging technologies. Discussions during the session reflected on how AI can complement teachers by

reducing repetitive tasks, improving assessment mechanisms, and personalizing student learning experiences.

Session II: Hands-on Training on PO/CO Mapping Using Excel

The second session of the day focused on Outcome-Based Education (OBE) and accreditation-related practices, particularly *Programme Outcomes (PO) and Course Outcomes (CO) Mapping*. This technical and practice-oriented session provided participants with valuable insights into the systematic process of designing and evaluating academic outcomes in accordance with accreditation requirements.

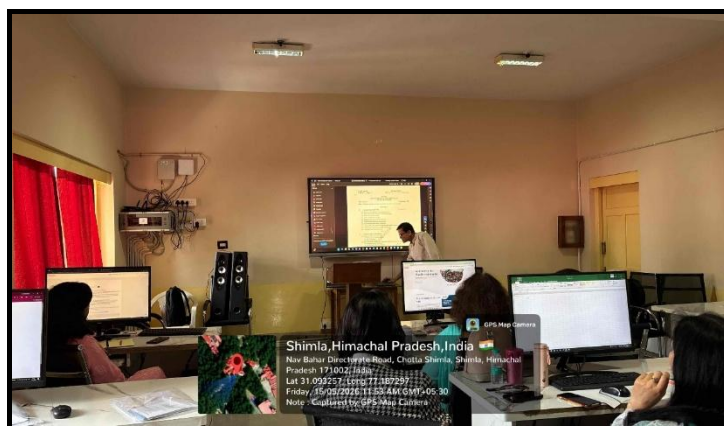
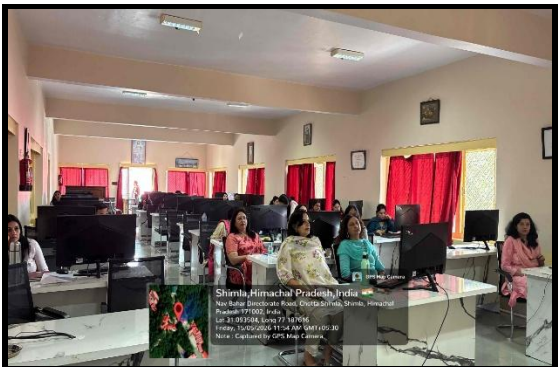
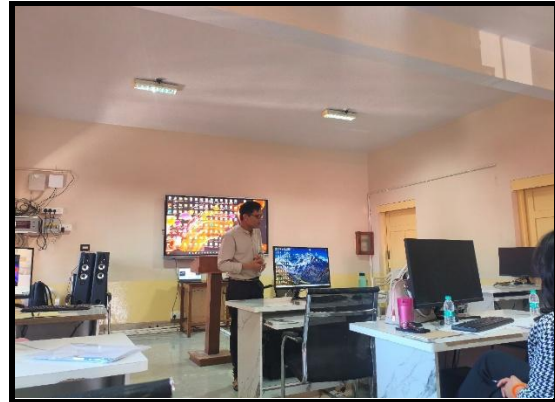
The resource person conducted a comprehensive hands-on training session using Microsoft Excel for PO/CO mapping and attainment calculations. Participants learned the process of aligning course objectives with programme outcomes to ensure effective curriculum delivery and measurable learning achievements. The importance of designing question papers, assignments, and assessment methods in accordance with CO attainment was explained in detail.

Special attention was given to the relevance of outcome mapping within the framework of accreditation bodies such as NAAC and NBA.

The session proved highly beneficial for faculty members as it combined theoretical understanding with practical implementation. The participants actively engaged in Excel-based exercises and acquired valuable technical skills required for effective academic planning, evaluation, and accreditation processes.

Overall, the fifth day of the FDP provided an enriching and insightful learning experience to all participants. The sessions successfully bridged the gap between traditional pedagogical practices and emerging technological innovations in education. These practical demonstrations and interactive activities enabled faculty members to gain firsthand exposure to AI-based teaching tools and outcome-based educational practices.

The sessions concluded on a highly productive note, leaving participants motivated to incorporate AI-driven tools and outcome-based practices into their academic and professional responsibilities for enhancing the quality of higher education.



Event Coverage

Day 5: May 16, 2026

The fifth day of the Faculty Development Programme (FDP) on “Integration of Artificial Intelligence in Teaching and Outcome-Based Education (OBE) Strategies” focused on Course Outcome (CO) Attainment Analysis, Program Outcome (PO) Evaluation, and AI-assisted Outcome Mapping. The sessions were conducted by Prof. (Dr.) Ravi Prakash Verma, who provided participants with comprehensive insights into the systematic evaluation of learning outcomes and the use of Artificial Intelligence in automating academic quality assurance processes.

The day's proceedings commenced with a concise review of the previous day's sessions by Ms. Saachi Sood, who highlighted the major concepts discussed, including the integration of Artificial Intelligence in Outcome-Based Education and the importance of systematic outcome mapping. Her overview provided participants with continuity and prepared them for the advanced concepts to be explored during the day.

Session 1: Direct and Indirect Attainment Methods for Outcome Evaluation

The first session focused on the various methods used for measuring the attainment of Course Outcomes and Program Outcomes under the Outcome-Based Education framework. Dr. Verma explained that the effectiveness of any academic programme depends upon the systematic measurement of student learning outcomes through both direct and indirect assessment methods.

He elaborated on direct assessment, which evaluates students' academic performance through measurable learning activities such as internal examinations, assignments, quizzes, laboratory practicals, mini-projects, seminars, presentations, viva voce, and end-semester examinations. Participants learned how the marks obtained in these assessments are mapped to the respective Course Outcomes and subsequently contribute to the attainment of Program Outcomes and Program Specific Outcomes. The resource person emphasized that direct assessment provides objective evidence of students' knowledge, skills, and competencies acquired during the course.

The concept of indirect assessment was also discussed in detail. Dr. Verma explained that indirect attainment is based on the perceptions and feedback of various stakeholders and serves as

supportive evidence for direct assessment. Methods such as Course Exit Surveys, Student Satisfaction Surveys, Alumni Feedback, Employer Feedback, and Graduate Exit Surveys were presented as important tools for evaluating the effectiveness of curriculum delivery and overall programme quality. He highlighted that combining both direct and indirect assessment methods provides a more comprehensive and balanced evaluation of student learning outcomes.

A major highlight of the session was the demonstration of an AI-based CO–PO/PSO Mapping Tool specially designed by Dr. Ravi Prakash Verma for St. Bede's College, Shimla. The tool automates the mapping of Course Outcomes with Program Outcomes and Program Specific Outcomes using advanced Natural Language Processing techniques. Participants were introduced to two mapping methodologies integrated within the software:

- TF-IDF (Term Frequency–Inverse Document Frequency), which identifies the significance of keywords in learning outcomes and performs similarity-based mapping.
- BERT (Bidirectional Encoder Representations from Transformers), an advanced deep learning model that understands contextual relationships between learning outcomes and performs highly accurate semantic mapping.

The resource person demonstrated how the tool not only performs automated mapping but also generates graphical representations and analytical reports, enabling faculty members to visualize attainment levels and evaluate curriculum effectiveness more efficiently. The demonstration illustrated the practical application of Artificial Intelligence in reducing manual effort, improving mapping accuracy, and supporting evidence-based academic decision-making.

Session 2: CO Attainment Analysis Using Spreadsheet-Based Automation

The second session focused on the practical implementation of Course Outcome Attainment Analysis and its significance in measuring student achievement under the Outcome-Based Education framework. Through a hands-on training session, Dr. Verma demonstrated how spreadsheets can be effectively used to calculate Course Outcome attainment levels using assessment data collected from various evaluation components.

Participants learned the complete process of entering student assessment scores, mapping questions to Course Outcomes, calculating attainment percentages, and generating automated reports for analysis. The resource person explained how spreadsheet-based automation minimizes manual calculations, improves accuracy, and enables faculty members to perform timely evaluation of student performance. The practical exercises provided participants with valuable experience in developing automated attainment sheets that can be customized for different courses and programmes.

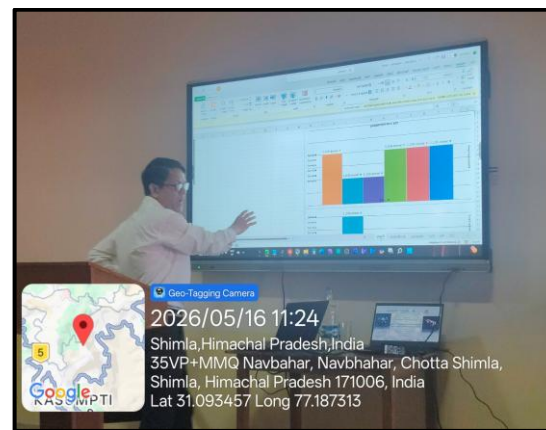
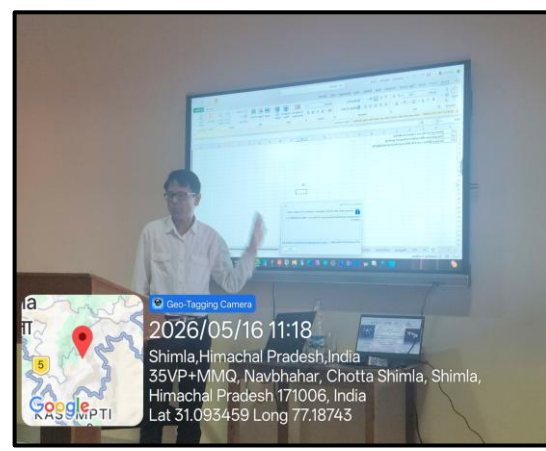
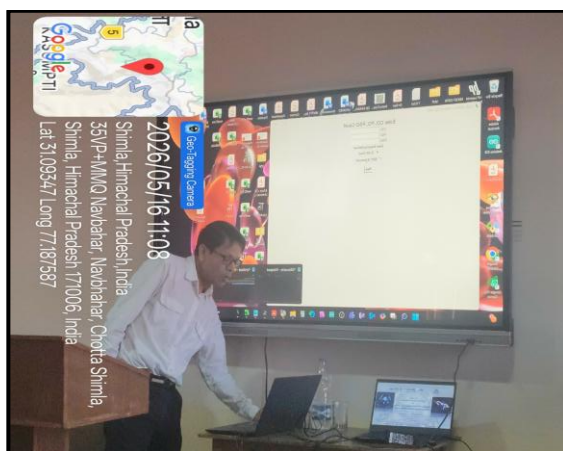
Dr. Verma further emphasized that PO–CO evaluation and attainment analysis play a crucial role in assessing the overall effectiveness of curriculum implementation and teaching-learning practices. He explained that systematic attainment analysis helps institutions identify areas where students perform well as well as topics requiring pedagogical improvement. The findings obtained from attainment analysis support curriculum revision, enhancement of instructional strategies, faculty development initiatives, and continuous quality improvement.

The session also highlighted the importance of maintaining proper documentation and evidence for accreditation and quality assurance processes. Participants were encouraged to use technology-enabled tools for regular monitoring of learning outcomes and to implement corrective actions wherever attainment levels fall below the desired benchmarks. The resource person reiterated that a well-structured outcome evaluation process strengthens institutional quality, enhances student learning experiences, and supports compliance with accreditation requirements.

The day's proceedings concluded with a comprehensive summary delivered by Ms. Saachi Sood, who recapitulated the key concepts discussed during both sessions. She highlighted the significance of integrating Artificial Intelligence into attainment analysis, the effectiveness of automated CO–PO mapping tools, and the role of systematic evaluation in achieving the objectives of Outcome-Based Education. She expressed appreciation to the resource person for delivering highly informative and practical sessions and thanked all participants for their active involvement and enthusiastic participation.

The fifth day of the Faculty Development Programme proved to be highly engaging and practice-oriented. It provided participants with both conceptual understanding and hands-on experience in

outcome evaluation, AI-assisted mapping, and attainment analysis, thereby equipping educators with valuable skills to strengthen academic quality assurance and promote continuous improvement in teaching and learning.



Event Coverage

Day 6: May 18, 2026

The sixth and concluding day of the One Week Faculty Development Programme (FDP) on “Integration of Artificial Intelligence in Teaching and Outcome-Based Education (OBE) Strategies”, organized by the Department of Computer Science under the aegis of IQAC, St. Bede’s College, Shimla, was held on 18 May 2026. The final day focused on understanding the human dimension of artificial intelligence in education and highlighted the importance of adopting AI responsibly while preserving the essence of human values in the teaching-learning process.

The resource person for the day, Dr. Ravi Prakash Verma, delivered an engaging and thought-provoking session titled “Understanding the Human Element in AI Education.” He began by discussing the rapid transformation brought about by artificial intelligence in higher education and emphasized that while AI has the potential to revolutionize teaching, learning, assessment, and research, it should be viewed as an enabling technology rather than a replacement for educators. He reiterated that teachers play an irreplaceable role in mentoring, inspiring, and nurturing students, and these human qualities cannot be replicated by machines.

During the session, Dr. Verma elaborated on the various psychological, social, and educational challenges emerging from the increasing dependence on AI and digital technologies. He explained how excessive reliance on AI-generated content may reduce students' critical thinking, creativity, and independent problem-solving abilities. He also highlighted issues such as reduced interpersonal communication, increased screen time, digital fatigue, cognitive overload, and the growing concern of maintaining academic integrity in an AI-driven educational environment.

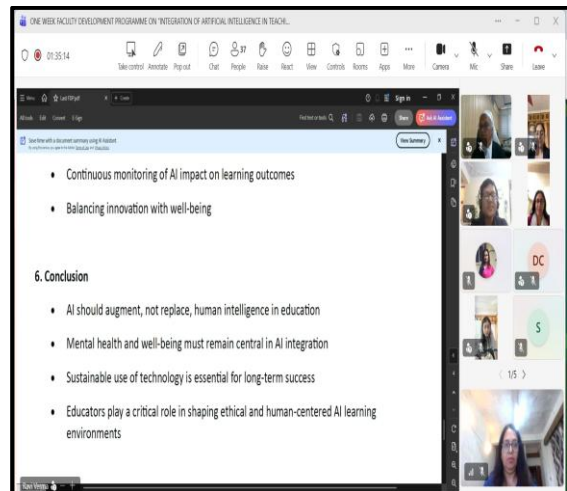
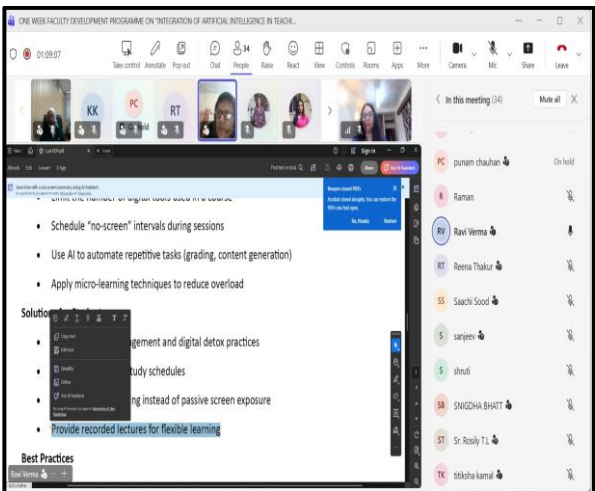
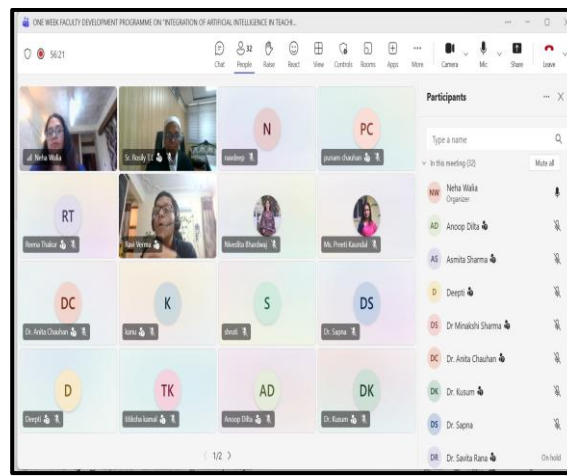
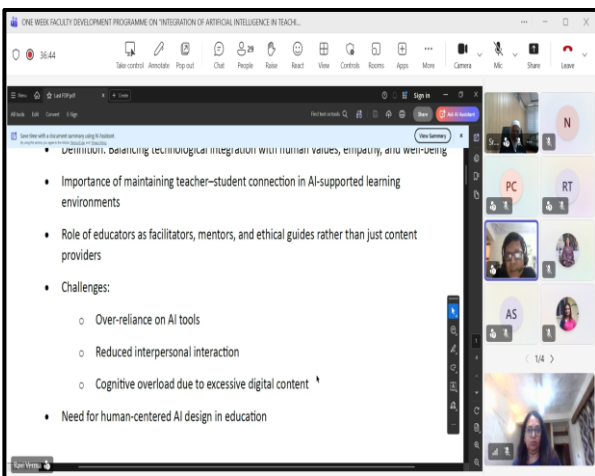
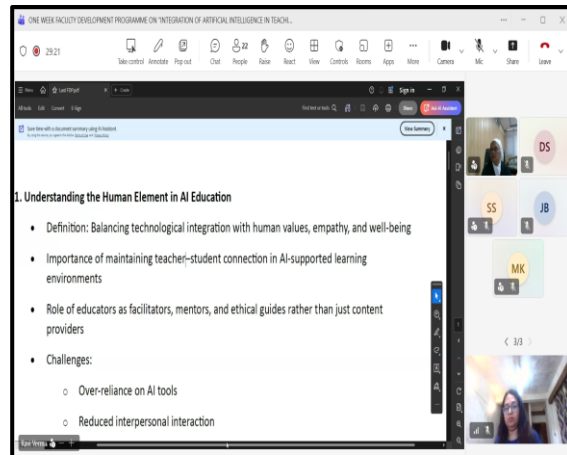
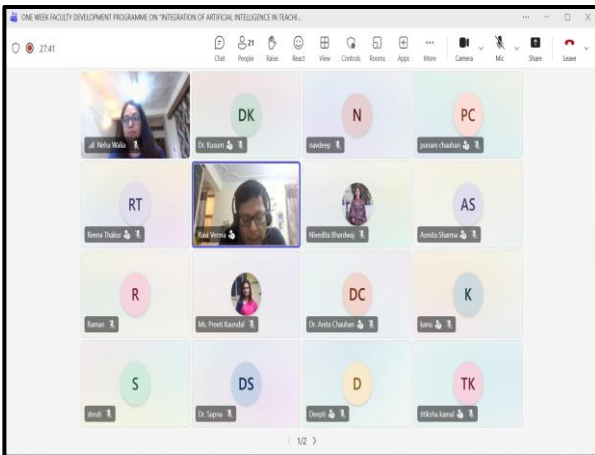
The resource person further discussed practical strategies for maintaining a healthy balance between technology and human interaction in classrooms. He encouraged faculty members to adopt blended teaching approaches, combining AI-powered tools with active classroom discussions, collaborative learning, experiential activities, and project-based assignments. He emphasized the importance of designing learner-centric educational experiences where AI supports personalized learning while teachers continue to guide, motivate, and mentor students.

A significant part of the session was devoted to AI ethics and responsible use of technology. Dr. Verma stressed the need for transparency, fairness, data privacy, and accountability while integrating AI into educational practices. He encouraged educators to develop AI literacy among students so that they can use these technologies critically, ethically, and responsibly. He also advocated for continuous professional development to help faculty remain updated with emerging AI tools and pedagogical innovations.

The session concluded with an interactive discussion, during which participants shared their experiences, raised queries regarding the practical implementation of AI in classrooms, and discussed the challenges of balancing technological advancement with meaningful human engagement. The interactive exchange provided valuable insights into creating inclusive, ethical, and effective AI-supported learning environments.

The programme concluded with a formal Vote of Thanks delivered by Dr. Nivedita Bhardwaj, who expressed sincere gratitude to the esteemed resource person for sharing his expertise and valuable insights. She also thanked the Principal, Sr. Rosily T.L., IQAC, organizing committee, faculty members, participants, and student volunteers for their enthusiastic support and active participation throughout the six-day programme.

The successful completion of the Faculty Development Programme marked a significant step towards empowering educators with the knowledge and skills required to integrate artificial intelligence and Outcome-Based Education practices effectively. The programme provided participants with a comprehensive understanding of emerging educational technologies while reinforcing the importance of maintaining the human values of empathy, ethics, collaboration, and critical thinking at the heart of quality education. It concluded on an inspiring note, motivating faculty members to embrace innovation responsibly and contribute towards creating future-ready, learner-centered educational environments.



Event Coverage

LEARNING OUTCOMES:

At the end of the Faculty Development Programme, the participants were able to:

1. Explain the fundamental concepts and educational applications of Artificial Intelligence and Generative AI.
2. Apply the principles of Outcome-Based Education in curriculum planning, teaching, learning, and assessment.
3. Design well-defined Course Outcomes (COs) aligned with Program Outcomes (POs) and Program Specific Outcomes (PSOs).
4. Use Bloom's Taxonomy effectively for preparing lesson plans, assignments, assessments, and question papers.
5. Utilize AI tools such as ChatGPT and other educational AI applications for content creation, instructional design, and student engagement.
6. Develop effective prompts to generate accurate and context-specific outputs from Generative AI tools.
7. Perform systematic CO–PO/PSO mapping and calculate outcome attainment using spreadsheet-based and AI-assisted techniques.
8. Analyze student attainment data to support continuous quality improvement and curriculum enhancement.
9. Demonstrate awareness of ethical considerations, data privacy, transparency, and responsible use of Artificial Intelligence in education.
10. Integrate AI-enabled teaching strategies with Outcome-Based Education practices to create innovative, learner-centred, and technology-driven learning environments