DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

DEPARTMENT OF EDUCATION
MAJLIS ARTS AND SCIENCE COLLEGE

M.I. TRAINING COLLEGE

THREE-DAY INTERNATIONAL SEMINAR ON

MODERN LEARNING ENVIRONMENTS

11, 12, 13 November 2025











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Dr.Naseerali M.K.

Conveners
Dr.A.Hameed
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International Seminar on *Modern Learning Environments*

Organised by:
Department of Education, University of Calicut
M.I. Training College, Ponnani
Department of Education, Majlis Arts and Science College (Autonomous)

Dates: 11, 12 & 13 November 2025



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CONTENT

Sl	Content	Page No.
1	Introduction	3
2	Report of Sessions on Day 1, 11 Nov 2025	4
3	Report of Sessions on Day 2, 12 Nov 2025	16
4	Report of Sessions on Day 3, 13 Nov 2025	38
5	Feedbacks	52
6	Certification	56
7	Best Paper Presenters	57
8	Concluding Remarks	58
9	Acknowledgement	59

INTRODUCTION



The *International Seminar on Modern Learning Environments*, jointly organised by the Department of Education, University of Calicut, M.I. Training College, Ponnani, and the Department of Education, Majlis Arts and Science College (Autonomous), was held on 11, 12, and 13 November 2025. The event brought together educators, researchers, practitioners, and innovators from across India and abroad to explore emerging perspectives, research insights, and practical strategies that shape contemporary learning environments.

The seminar was conducted in a hybrid mode to ensure wider accessibility and active participation. The first day (11 November 2025) featured fully offline sessions hosted at the prestigious EMS Seminar Complex, University of Calicut, providing a dynamic academic atmosphere for expert talks, discussions, and scholarly interactions. The second and third days (12 & 13 November 2025) were conducted online via Google Meet, allowing national and international participants to engage effortlessly, present their research, and collaborate beyond geographical barriers.

The seminar aimed to provide a comprehensive platform for academics and practitioners to deliberate on the evolving paradigms of learning spaces—physical, digital, blended, and immersive—and to address the pedagogical, psychological, and technological dimensions associated with them. With a wide spectrum of paper presentations, keynote addresses, interactive

sessions, and discussions, the three-day event facilitated meaningful knowledge exchange and supported the advancement of research in education.

This Final Report consolidates the major proceedings, presentations, outcomes, and reflections from the seminar, offering a holistic overview of the academic engagements that unfolded during the three-day programme.



DAY 1: 11 November 2025

Session 1: Inaugural Session

The inaugural session of the *International Seminar on "Modern Learning Environments"* commenced at **10.00 AM on 11 November 2025**, at the **EMS Seminar Complex**, University of Calicut. The three-day seminar, jointly organised by the Department of Education, University of Calicut; M.I. Training College, Ponnani; and the Department of Education, Majlis Arts and Science College (Autonomous), brought together experts, researchers, and teacher educators for insightful deliberations on modern pedagogical spaces and emerging educational innovations.

The session opened with an eloquent **Welcome Address** by **Dr. Naseerali M.K**, Seminar Coordinator and Head, Department of Education, Majlis Arts and Science College (Autonomous). He emphasised the importance of reimagining learning environments to suit 21st-century academic needs and expressed gratitude to all collaborating institutions for their unified efforts in organising the seminar.



The event was officially inaugurated by **Dr. Achuthsankar S. Nair**, Former Director, Centre for Development of Imaging Technology (C-DIT). In his **Inaugural Speech**, he highlighted the need for technologically adaptive learning cultures and encouraged institutions to embrace digital transformation holistically.



The **Presidential Address** was delivered by **Prof. (Dr.) A. Hameed**, Head, Department of Education, University of Calicut and Former Professor & Head, Department of Bioinformatics,

University of Kerala. He stressed the pedagogical value of flexible, inclusive, and student-driven learning spaces in shaping future-ready learners.



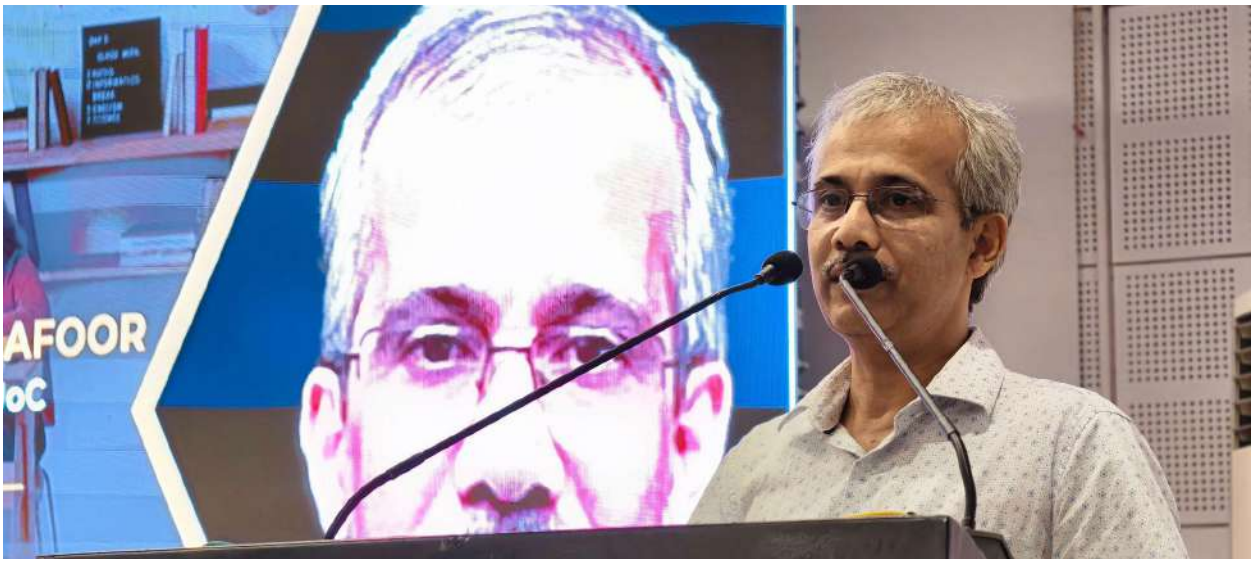
The **Keynote Address** was presented by **Dr. Roshan Bijlee K.N.**, Director, Composite Regional Centre (CRC) for Skill Development, Rehabilitation and Empowerment of Persons with Disabilities, Kozhikode. His talk focused on the significance of accessibility and universal design in modern learning environments, ensuring equitable opportunities for learners with diverse needs.



Felicitations were extended by:

- **Prof. (Dr.) K. Abdul Gafoor**, Dean, Faculty of Education, University of Calicut
- **Dr. Mohammed Kutty Kakkakkunnan**, Principal, Majlis Arts & Science College (Autonomous)

Both dignitaries appreciated the collaborative effort and highlighted the academic relevance of the seminar.





The **Vote of Thanks** was proposed by **Dr. Noufal P.**, Principal, M.I. Training College, Ponnani, who expressed sincere gratitude to all dignitaries, organisers, and participants for their valuable contributions.



Presence on the Dais

The session was honoured by the presence of:

- **Prof. (Dr.) C.M. Bindhu**, Professor, Department of Education, University of Calicut
- **Dr. Manoj Praveen G.**, Associate Professor, Department of Education, University of Calicut
- **Dr. Reesha K.**, Assistant Professor, Department of Education, University of Calicut
- **Dr. Jibin V.K.**, Assistant Professor, Department of Education, University of Calicut

Their presence added academic richness and prestige to the occasion.

Award Distribution Ceremony



As part of the inaugural session, academic excellence was celebrated through the distribution of merit awards:

Dr. P. Usha Merit Award

- **Bijisha V** – *First Topper in M.Ed.*
- **Anargha Sai** – *Second Topper in M.Ed.*

Dr. P.K. Aruna Endowment for Academic Excellence

- **Abhirami B.** – *Best M.Ed. Dissertation*

The awards recognised the outstanding scholarly achievements of postgraduate students and served as an inspiration for aspiring researchers in education.

The inaugural session concluded on a positive and intellectually stimulating note, setting the stage for three days of meaningful academic dialogue on transforming learning environments in contemporary education.

Tea Break

After the inaugural session, a short tea break was arranged for the participants. **Tea and cake** were served, offering a light and refreshing pause before the continuation of the seminar activities. The break also provided an opportunity for informal interaction and networking among delegates and resource persons.

Session 2: Invited Session

The session began with a warm welcome address by Dr. Reesha K, who set the tone for an intellectually vibrant discussion.



The second session of the International Seminar on *Modern Learning Environments* featured an invited talk by **Sri. K.E.N. Kunhahammed**, renowned orator, writer, and distinguished public

intellectual. His session, titled **"Insights into the Prevailing Educational Practices,"** offered a thought-provoking examination of contemporary educational systems, classroom cultures, and the philosophical underpinnings of pedagogy in modern times.



Sri. Kunhahammed captivated the audience with his engaging narrative style, weaving together historical perspectives, socio-cultural reflections, and critical observations on the present state of education. He emphasised the need for fostering reflective thinking, humane learning spaces, and value-oriented educational practices that go beyond mere academic achievement.



The session was followed by an interactive **Q&A segment**, which proved to be highly engaging. Participants enthusiastically raised questions on pedagogical reforms, teacher roles, curriculum innovation, and societal expectations in education. The resource person's insightful responses added depth to the discussion and further enriched the learning experience. Dr.Jibin V.K. proposed the vote of thanks.



Lunch Break

A lunch break followed the invited session, during which participants proceeded to the dining hall of the EMS Seminar Complex. Lunch arrangements were well organised, ensuring a comfortable and pleasant dining experience for all attendees. **Chicken Biriyani and Vegetarian Meals** were served, catering to diverse preferences and providing a refreshing break before the afternoon sessions.

SESSION 3

Chair / Resource Person: Prof. (Dr.) C.M. Bindhu, Professor, Department of Education, University of Calicut

Time: 1.45 PM - 3.00 PM



Session 3 focused on the sub-theme ‘Designing Flexible and Inclusive Classrooms’, along with a paper addressing professional development in modern teaching practices. The session highlighted emerging approaches that integrate pedagogy, design, and technology to foster inclusion and adaptability in diverse learning environments.

This session featured seven presentations spanning diverse sub-themes related to modern learning environments. The presentations included:

Soudabi V. presented a paper under the sub-theme *Technology-Integrated Learning Spaces*, titled “The Socio-Ecology of Career Choice: A Personalization Framework for Secondary Students in Kerala’s Coastal Communities.”

Clement K. Laughson contributed a presentation on *Blended and Hybrid Learning Models*, discussing “AI-Enhanced Blended Learning: Developing Smart Integration Strategies for Personalized Face-to-Face and Online Education in the Digital Age.”

Pragith K., with Dr. Mohammed Nasimudheen T, explored *Gamification and Immersive Learning (AR/VR/AI)* through the study “Effect of Gamification Strategy Using Kahoot on Academic Achievement and Interest in Physics among Ninth Standard School Students.”

Dr. Savitha K.K., along with Dr. Renumol V.G., presented another work under *Gamification and Immersive Learning (AR/VR/AI)* titled “Impact of Augmented Reality while Teaching English Alphabet to a Child with Moderate Intellectual Disability: A Case Study Conducted in Kerala.”

Abdulbasith K.K. addressed the sub-theme *Student-Centered Learning and Personalization* with the paper "Beyond the One-Size-Fits-All Classroom: Redefining Success in Modern Learning Environments."

Ahalya M., co-authored by Dr. Sunilkumar A.S., discussed *Student-Centered Learning and Personalization* through the presentation "Bridging Language and Learning from Silence to Voice: Empowering Linguistic Minorities Through Personalized Learning."

Dr. V.T. Jayaram delivered a paper under the sub-theme *Professional Development in Modern Teaching Practices*, titled simply "Professional Development in Modern Teaching Practices."

Prof. (Dr.) Bindhu provided valuable insights and constructive feedback on each presentation, significantly enriching the academic rigor and reflective depth of the session.

Session 6 effectively showcased innovative frameworks and practical strategies that redefine the future of learning environments. By integrating technology, personalization, and inclusive design, the presentations collectively emphasized the need for adaptable and learner-centered classrooms. The discussions steered by the Chair reinforced the importance of continuous professional growth and thoughtful integration of emerging pedagogies in fostering meaningful, inclusive educational experiences.

SESSION 4

Chair / Resource Person: Dr. Reesha Karally
Assistant Professor, Department of Education, University of Calicut. I Time: 2.45 PM - 4.30 PM



Session 4 featured six scholarly presentations that spanned a wide range of themes, including student-centered learning, teacher development, policy and equity, and sustainable educational environments. The session brought together diverse perspectives from emerging researchers and academics, each contributing to ongoing discussions around learner engagement, inclusivity, and modernization in education.

The session began with Anitha R., accompanied by Dr. Sreekala S., who presented *A Review of Behavioural Outcomes of Student Engagement and Motivation in Game-Based Learning*. Their paper highlighted the growing significance of gamified learning environments in fostering student motivation and positive behavioural outcomes.

This was followed by Haridasan L., who examined *Academic Aspiration Among Prospective Teachers in Kerala*, offering insights into teacher motivation, professional growth, and the factors influencing career aspirations in the teaching profession.

Focusing on issues of access and equity, Prasastha P. and Dr. Sunilkumar A.S. discussed the *Challenges of Linguistic Minority Students in Digital Learning Environments*. Their presentation shed light on the sociocultural and technological barriers faced by learners from minority language backgrounds in digital classrooms. Continuing under the same sub-theme, Sujisha K.K. and Dr. Sreekala S. presented on the *Role of 21st Century Skills on Entrepreneurial Intention Among Higher Education Learners*, emphasizing how digital, cognitive, and socio-emotional skills shape entrepreneurial mindsets.

Under the sub-theme of sustainable educational spaces, Reshmi R.K. explored *Awareness of Aesthetics and Design Thinking in Green School Curriculum Among High School Teachers*, drawing attention to the need for environmentally conscious pedagogical practices and school infrastructure.

The final presentation, delivered by K.U. Haridas, titled *The Influence of Folksong of Students Among the Modern Education*, offered a culturally grounded perspective, discussing how traditional art forms contribute to holistic and student-centered educational experiences.

Dr. Reesha Karally led the session with insightful academic commentary, encouraging presenters to connect their research with broader educational reforms and contemporary classroom realities. Her engagement facilitated meaningful discussions on pedagogy, policy, sustainability, and

learner empowerment. The session enriched the seminar by offering multidimensional perspectives on how education can evolve to better serve diverse learners.

Honouring the Chair of Sessions

After the completion of both parallel sessions, **Prof. Manoj K. Praveen** handed over the **Resource Person Certificates and Mementos** to both session chairs in recognition of their valuable contribution to the seminar.



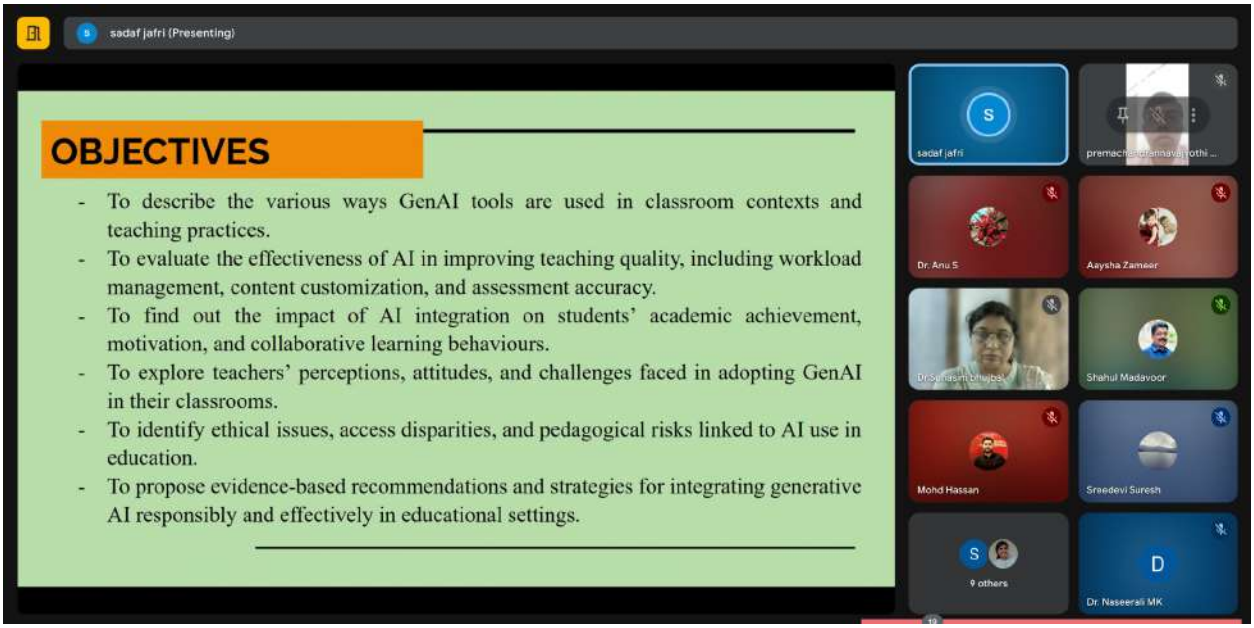


DAY 2: 12 NOVEMBER 2025 (WEDNESDAY)

SESSION 5:

Chair / Resource Person: Dr. Premachandran P. Assistant Professor, Navajyothi College of Teacher Education, Olarikkara

Time: 9.00 AM - 10.45 AM



The second day of the International Seminar on Modern Learning Environments commenced with a series of insightful paper presentations that primarily explored technology-integrated learning spaces, the expanding role of artificial intelligence in education, and policy perspectives shaping contemporary teaching–learning practices. The session witnessed enthusiastic participation from scholars and researchers representing diverse academic institutions.

The session opened with Aaysha Zameer and Mohd Hassan, who presented *A Comprehensive Review on Simulation-Based Learning and Conceptual Understanding in Physics Education*, emphasizing the pedagogical potential of simulations in enhancing conceptual clarity. Following this, Dr. Anu S. and Dr. Minikumari D. analysed the STS (Science–Technology–Society) landscape through a rubric-guided content analysis of Biology textbooks, shedding light on curriculum alignment with technological and societal contexts.

Focusing on artificial intelligence in classrooms, Dr. Sadaf Jafri shared a descriptive study on AI's role in strengthening teaching–learning practices. This theme was extended by Dr. Shaikh

Fahemeeda, who discussed how AI is revolutionising higher education through the lens of the Indian Knowledge System (IKS). Dr. Suhasini Anil Bhujbal continued the conversation by examining the current status and emerging trends in technology-integrated learning spaces across India.

Highlighting the integration of technology, flexibility, and collaboration in modern education, Dr. Taiyaba Nazli presented her paper on *Modern Learning Through Flexible Design, AI-Driven Personalization, and Collaborative Technologies*, underlining the transformative potential of adaptive and technology-rich environments.

Shifting the discourse toward policy and equity, Rajitha N.K., along with Dr. Sunilkumar A.S., explored the *Impact of Inclusive Education in the 21st Century*, offering an analysis rooted in the NEP 2020 and the KCF 2023 Draft, with special focus on access and equity in contemporary education.

Under the leadership of Dr. Premachandran P., the session was highly engaging and intellectually stimulating. He provided constructive feedback and encouraged deeper reflection on the interplay between technology, curriculum reform, and inclusive learning frameworks. The presentations collectively emphasized the crucial role of innovative digital practices and policy-level transformations in shaping the future of education. The session successfully set an academic tone for the day's proceedings and enriched participants' understanding of modern learning environments.

SESSION 6:

Chair / Resource Person: Dr. Mohammad Hasan, Assistant Professor, MANUU–College of Teacher Education, Bhopal

Time: 9.00 AM - 10.45 AM

Session 6 focused on the sub-theme **'Designing Flexible and Inclusive Classrooms'**, with an additional presentation addressing **professional development in modern teaching practices**. The session brought forward diverse perspectives on how pedagogy, classroom design, emotional support, and technology can be integrated to create inclusive and adaptive learning environments suitable for contemporary education.

The session began with **Anjusha A.M.**, who presented her work on *Fostering Flexible Inclusive Education Through Modern Learning Environments*, highlighting the importance of adaptable

classroom structures. This was followed by **Babalu Sara Koshy**, who conducted a systematic review on *Multi-Sensory and Technological Interventions* and their impact on academic performance and inclusion of learners with special needs.

Dr. Mohammed Trique, along with co-authors Dr. Ansarul Hasan and Dr. Anil Kumar, explained how flexible and inclusive classroom models can empower diverse learners. **Elvina Lallawmzuali**, with Dr. Nimisha Beri, discussed the integration of pedagogy, technology, and learning space design to build more inclusive educational settings.

Addressing the emotional dimension of learning, **Jagirdar Lubna Batool**, with an unregistered co-author, presented a study titled *The Emotional Edge*, exploring the connection between emotional intelligence and examination anxiety. Continuing the theme of inclusive design, **M. Ramya** and co-author Dr. R. Shanthi shared insights on creating learning spaces that accommodate diverse educational needs. **Madhurima Chaudhuri**, with Prof. (Dr.) Prem Shankar Srivastava, contributed a paper on innovative classroom designs aimed at enhancing flexibility and inclusivity.

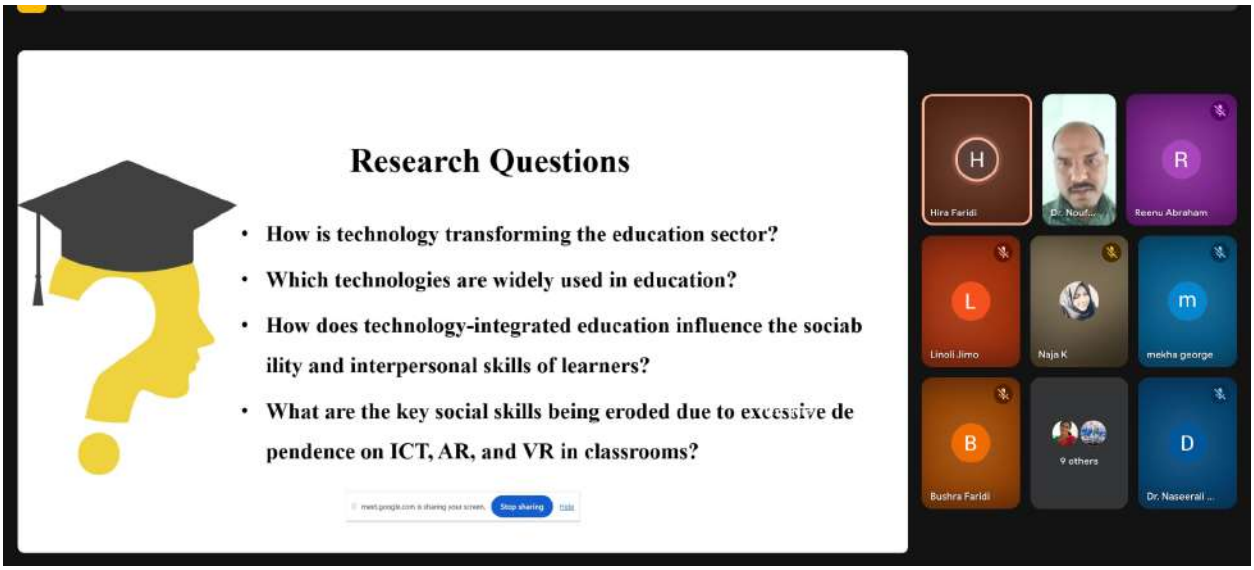
The session concluded with a paper under the professional development sub-theme. **Hima Bindu Jasti**, supported by an unregistered co-author, presented *Reflective Practice as a Catalyst for Professional Collaboration*, emphasizing how reflective approaches strengthen teacher learning communities in Indian schools.

Dr. Mohammad Hasan led the session with clarity, offering valuable feedback and facilitating thoughtful discussions around inclusion, emotional well-being, and modern classroom design. The presentations collectively underscored the need for flexible, learner-centred environments supported by reflective teaching practices. The session successfully highlighted the evolving landscape of inclusive education and the role of innovative design and pedagogy in shaping modern learning environments.

SESSION 7

Chair / Resource Person: Dr.NOUFAL P. Principal, M.I. Training College, Ponnani

Time: 10.50 AM - 12.00 PM



SESSION 7 centred on the broad theme of **'Technology-Integrated Learning Spaces'**, with an additional paper highlighting advancements in EdTech tools and digital pedagogies. The session brought together diverse perspectives on how digital technologies, artificial intelligence, and emerging EdTech innovations are reshaping contemporary classrooms. The discussions illuminated key concerns such as sociability in tech-mediated environments, ethical implications of AI in higher education, the potential of personalized learning systems, the role of technology in fostering value-based education, and the evolving landscape of teacher education in the digital era.

This session featured **ten presentations** that contributed rich insights into the multifaceted nature of technology-enhanced learning environments. The presentations included:

Farida Khopoliwala opened the session with her paper *"Technology Integrated Learning Space: Bridging Traditional and Digital Classrooms,"* highlighting how hybrid models are redefining instructional delivery. **Hira Faridi**, with **Dr. Anjum Ahmed**, examined sociability challenges in digitally mediated contexts through the presentation *"The Tech-Induced Isolation of 21st-Century Learners: A Critical Analysis of Technology and Sociability."* **Linoli H. Jimo** and **Dr. Boyillapalli Venkata Rao** discussed pressing ethical concerns in the rapidly expanding AI landscape in higher education in their paper *"Rethinking Ethical Dilemmas and the Future of Higher Education in the Age of AI."* **M. Shanmugapriya**, alongside **Dr. K. Jeyaraman**, presented the paper *"Integrating Artificial Intelligence for Personalized Learning in Higher Education,"* showcasing AI's role in enhancing learner autonomy and individualised learning pathways. **Mekha Mariam George**, with **Dr. S. Nangaiyarkarasi**, explored technology's influence on

values education through the study *"Effectiveness of Technology Integrated Learning in Enhancing Value Awareness among Secondary School Students in Kerala."* **Ms. Binta Elsa Biju** contributed the presentation *"Streamlining Educational Horizons: An Exploration into the Technology-Integrated Pedagogy of Learning and Teaching,"* emphasising the need for structured digital pedagogical models. **Pooja Naik** and **Kanakappa Pujar** discussed inclusive digital learning environments in their paper *"Integrating Artificial Intelligence into Inclusive Education: Enhancing Learning Environments for Quality and Equity."*

Reenu Abraham, with **Dr. Mary K. J.**, analysed student teachers' preparedness for tech-based instruction through the study *"Attitude Towards Technology Integration in Teaching among Student Teachers at Secondary Level."* **Dr. Kotra Balayogi** examined emerging pedagogical trends in teacher preparation through the paper *"Innovations and Trends in Teacher Education towards Future Classrooms."*
Dr. Hitesh Keserwani concluded the series of presentations with his paper *"EdTech Industry and Development: Evaluating Technology's Effect on Education,"* outlining the broader systemic impacts of EdTech growth.

The session underscored the transformative impact of digital technologies on modern educational spaces. From AI-driven personalized learning and value-based tech integration to inclusive digital pedagogy and forward-looking teacher education, the presentations collectively demonstrated how emerging tools can enhance equity, engagement, and innovation in teaching–learning processes. Ethical considerations and concerns of sociability in technologically mediated environments were also thoughtfully addressed, offering a balanced perspective on the promises and challenges of digital education. SESSION 7 concluded with enriching deliberations that advanced the discourse on designing meaningful, responsible, and future-ready learning ecosystems.

SESSION 8

Chair / Resource Person: Dr. S. Ammani Reddy Assistant Professor of English, BVRIT Hyderabad College of Engineering for Women, Hyderabad



SESSION 8 centred on the sub-theme **"Designing Flexible and Inclusive Classrooms"** and brought forward a range of insightful perspectives on inclusive learning environments, flexible classroom design, accessible digital pedagogies, and learner-centred instructional approaches. The online session witnessed active engagement from presenters who explored ways to make contemporary classrooms more adaptive, equitable, and responsive to learner diversity.

The session began with **Shahul Hameed M** and **Dr. Prithi Venkatesh Mondreti**, who presented their work on *Challenges and Opportunities in Designing a Flexible Classroom for Inclusive Learners*, highlighting the need for adaptable learning spaces that address varied learner needs. This was followed by **Shaik Gulab Jan**, in collaboration with **Dr. Prithi Venkatesh**, who examined *Teachers' Awareness and Understanding of Continuous and Comprehensive Evaluation (CCE) for Children with Hearing Impairment in Karnataka's Inclusive Schools*, drawing attention to assessment practices within inclusive educational settings.

Shamna K, with co-author **Prof. (Dr.) Smitha R.**, presented *Modern Learning Environment: Fostering Flexibility, Inclusion, and Growth Mindset*, emphasising how contemporary instructional design can promote inclusivity and psychological empowerment. **Silpa S. Chungath** contributed a thoughtful paper titled *Reimagining Early Learning Spaces: Designing Flexible and Inclusive Preschool Classrooms*, underscoring the importance of adaptable early childhood environments.

The session further explored digital inclusivity through the presentation by **Soumya G.** and **Dr. Sunilkumar A. S.**, who discussed *Inclusive Digital Pedagogies for Bridging Accessibility Gaps*

for Differently Abled Children, offering insights into technology-based strategies that enhance participation and accessibility. **Sushmitha S. Kamath** shared her study *Making Mathematics Learning Student-Centered Through Multiple Intelligences: A Study Among Fifth Grade Students in Kottayam District*, demonstrating how flexible pedagogical models can reshape mathematics learning experiences. Concluding the session, **Vaishnavy Venugopal** presented *Designing Modern Learning Environments: Technology, Flexibility, and Inclusivity in the 21st Century*, reinforcing the intertwined roles of technology and flexible design in building inclusive learning ecosystems.

The session offered a rich exploration of inclusive and flexible classroom design, presenting innovative ideas spanning early childhood settings, digital accessibility, learner-centred pedagogies, and the integration of technology for equitable learning. The papers collectively reiterated the importance of flexibility as a foundational principle for inclusive education, highlighting how thoughtful design and adaptive strategies can significantly enhance learner engagement. Guided by the insightful observations of **Dr. S. Ammani Reddy**, SESSION 8 concluded with meaningful reflections that advanced the discourse on inclusive, responsive, and future-ready learning spaces.

SESSION 9:

Chair / Resource Person: Dr. N. Mahalakshmi, Director, GuruShishya Institute of Education and Training, Chennai

Time: 12.10 PM - 1.50 PM



SESSION 9 brought together a compelling array of research contributions spanning inclusive classroom design, technology-supported learning spaces, and innovative blended learning models. The session highlighted emerging pedagogical shifts that prioritize flexibility, accessibility, and the integration of digital tools to enhance learning outcomes across diverse educational contexts.

The session opened with **Nandana Murali**, supported by **Dr. Nidhu Neena Varghese**, who presented *Redefining the Learning Space: Flexibility and Inclusion in Modern Classrooms*. Their work underscored the need for adaptable, learner-responsive environments that accommodate a wide spectrum of learning needs. Continuing the discourse on inclusive design, **Vinjusha C. P.** shared her study *Inclusive Design for Learning: Enhancing Flexible and Adaptable Content for Differently Abled Students*, offering practical insights into how content and classroom structures can be reshaped to promote equity.

A shift toward technology-integrated learning was marked by **Dipika Das**, with co-authors **Dr. Priyan K. M.** and **Sutapa Kaur**, who explored *AI-Powered Assessment of Creativity in Preparatory Students*, analysing fluency, flexibility, and originality among Grades 3–5. Their study highlighted how AI-based tools can broaden the scope of assessing creative potential in early learners. This was followed by **Aiswarya V. B.**, who examined the *Influence of Technostress on Academic Engagement Among Undergraduate Students*, drawing attention to the psychological and behavioural impacts of digital overload in higher education settings.

The session then transitioned to blended and hybrid learning frameworks. **Raghu K. S.**, with **Dr. M. Ponnambaleswari**, presented *Flipped Learning: A Paradigm Shift in Instructional Design*, emphasizing how flipping the classroom can foster active learning and deepen student engagement. The final presentation by **Lalithavinodini Kunnathchalil**, in collaboration with **Dr. G. Victoria Naomi**, investigated the *Effectiveness of Blended Learning in Teaching Alphabet Concepts Among Children with Hearing Impairment at the Primary Level*, illustrating the pedagogical value of hybrid approaches for learners with diverse communication needs.

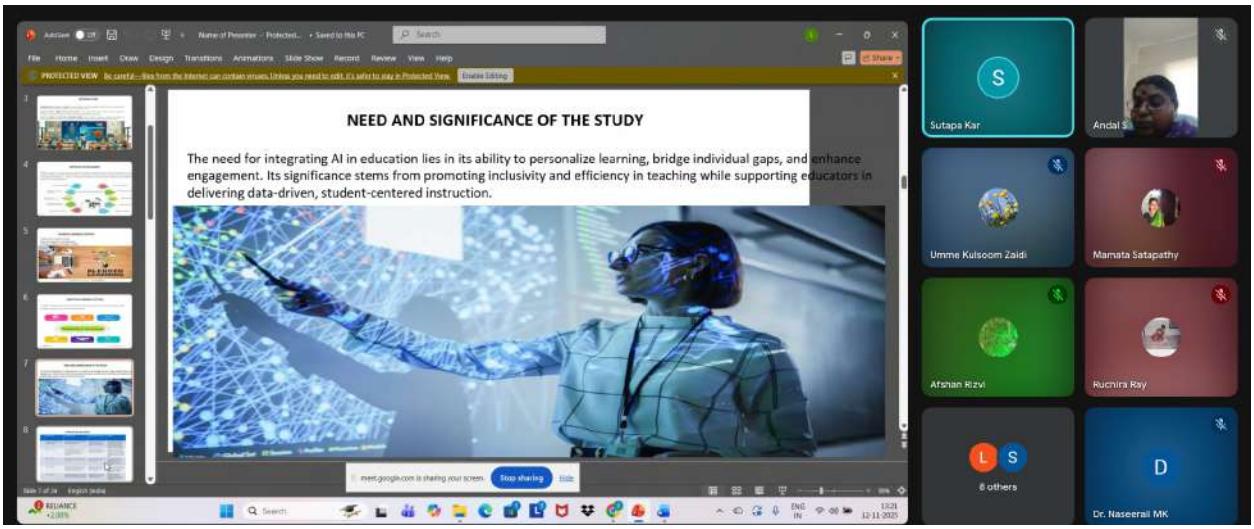
SESSION 9 offered a rich intellectual exploration of the intersections between flexibility, technology, and innovative instructional design. The presentations collectively illustrated how inclusive pedagogies, AI-driven assessments, and hybrid learning models can reshape educational experiences to better serve modern learners. Under the guidance of **Dr. N. Mahalakshmi**, the session fostered thoughtful discussions that reinforced the importance of designing adaptable,

technology-enabled, and learner-sensitive environments. The insights shared contributed meaningfully to the broader dialogue on futuristic and inclusive educational practices.

SESSION 10

Chair / Resource Person: Dr. S. Andal, Assistant Professor, Department of Educational Planning and Administration,Tamil Nadu Teachers Education University, Karapakkam, Chennai.

Time: 12.10 PM - 1.50 PM



SESSION 10 provided a rich and coherent exploration of *Blended and Hybrid Learning Models*, bringing together scholars who examined the evolving pedagogies shaping twenty-first-century education. The session emphasized innovative teaching models, adaptive technologies, and strategic alignments with national policy frameworks. Under the guidance of Dr. S. Andal, the session unfolded with in-depth analyses and reflective academic engagement.

The session began with **Dr. Fauzia Maraam**, who discussed *Innovative Pedagogy and the Academic Landscape of the Twenty-First Century*, offering a broad overview of how contemporary learning models and approaches are reshaping educational ecosystems. Her presentation highlighted the need for adaptable, student-responsive pedagogies in an increasingly digital world.

Continuing the discourse, **Dr. Mamata Kumari Satapathy** presented *Blended Learning and Inclusive Education: Opportunities and Challenges*, focusing on the dynamic interplay between blended environments and inclusive educational practices. Her work underscored both the transformative possibilities and structural barriers that influence implementation.

Dr. Rakhi Sinha followed with her study *Blended Teaching: A New Way to Learning*, emphasizing emerging shifts from teacher-centered to learner-driven digital–physical integration. The session then moved to institutional-level perspectives with **Dr. Umme Kulsoom Zaidi** and **Dr. Shah Mohammad Abbas Waseem**, who conducted *A Systematic Review of the HyFlex Model in University-Level Education and Its Alignment with NEP 2020*. Their insights positioned HyFlex as a viable, scalable model within India's higher education reforms.

Expanding on technological innovations, **Sutapa Kar**, with co-author **Dr. Kalitoli K. Chishi**, explored *AI-Based Adaptive Learning Systems* and their effectiveness in strengthening student engagement and academic achievement in blended settings. Their findings illuminated the growing relevance of personalization technologies in classroom practice.

The session concluded with **Dr. Amita Chaudhary**, who presented *Blended Learning as an Innovative Approach in Teacher Education*, analysing the opportunities and challenges involved in integrating blended methodologies within teacher preparation programmes. Her presentation stressed the crucial role of professional readiness and institutional support in ensuring effective adoption.

SESSION 10 offered a comprehensive and insightful examination of blended and hybrid learning landscapes. Collectively, the presentations demonstrated the pedagogical, technological, and policy-oriented dimensions of blended learning, reflecting its potential to enhance flexibility, inclusivity, and instructional innovation. Discussions led by **Dr. S. Andal** enriched the session's academic depth, reinforcing the significance of blended models in shaping a resilient and future-ready education system.

SESSION 11

Chair / Resource Person: Dr. Vrinda Vijayan, Assistant Professor, Central University of Kerala

Time: 1.30 PM - 2.45 PM



SESSION 11 brought together an engaging set of presentations under the overarching theme of **'EdTech Tools and Digital Pedagogies'**, offering critical insights into how emerging technologies are redefining teaching, learning, and assessment practices across diverse educational contexts. With her thoughtful moderation and academic clarity, **Dr. Vrinda Vijayan** guided the session effectively, fostering rigorous discussion and reflective analysis.

The session opened with **Dr. Sarita Anand**, who presented *EdTech Tools and Digital Pedagogies in Teacher Education*. Her work mapped the rapid evolution of digital tools within teacher preparation programmes, highlighting how technology can enhance instructional design, reflective practice, and professional competence.

Following this, **Fozia**, along with **Dr. Mohammad Hanif Ahmad**, explored *AI-driven Digital Pedagogies* through an analytical lens, discussing the opportunities presented by AI in personalizing instruction as well as the potential ethical and implementation-based challenges institutions must navigate.

Nishi Gupta contributed a creative perspective through her paper on *Building 21st Century Skills Through Digital Storytelling*, demonstrating how narrative-based digital tools can nurture critical thinking, communication, creativity, and collaboration in learners.

The international dimension of the session came through in the presentation by **Odit Emmanuel**, co-authored with **Dr. Sashapra Chakrawarty**, who assessed *Teachers' Digital Competence in Implementing the Competency-Based Curriculum* in the Lango Sub-region of Northern Uganda.

Their findings underscored significant skill gaps and the need for targeted capacity-building initiatives.

Continuing the exploration of AI-enabled pedagogies, **Shireen Sultana**, with co-author **Dr. Rubeena**, discussed *Innovative Pedagogies in the Era of Artificial Intelligence*, addressing how AI reshapes instructional strategies and learner engagement.

Sreedevi S., with **Dr. Aswathy K. S.**, presented on the application of *AI Technologies as Pedagogical Tools for Teaching and Learning Physics*, illustrating how intelligent systems can support conceptual clarity and enriched learning experiences in STEM education.

The philosophical and humanistic angle of digital transformation was offered by **Suchithra P. M.** and **Dr. Sheeba Krishnan** in their work *Reframing Education in the Age of Intelligent Technologies*, advocating for human-centered digital pedagogies that balance technological efficiency with empathy and ethical responsibility.

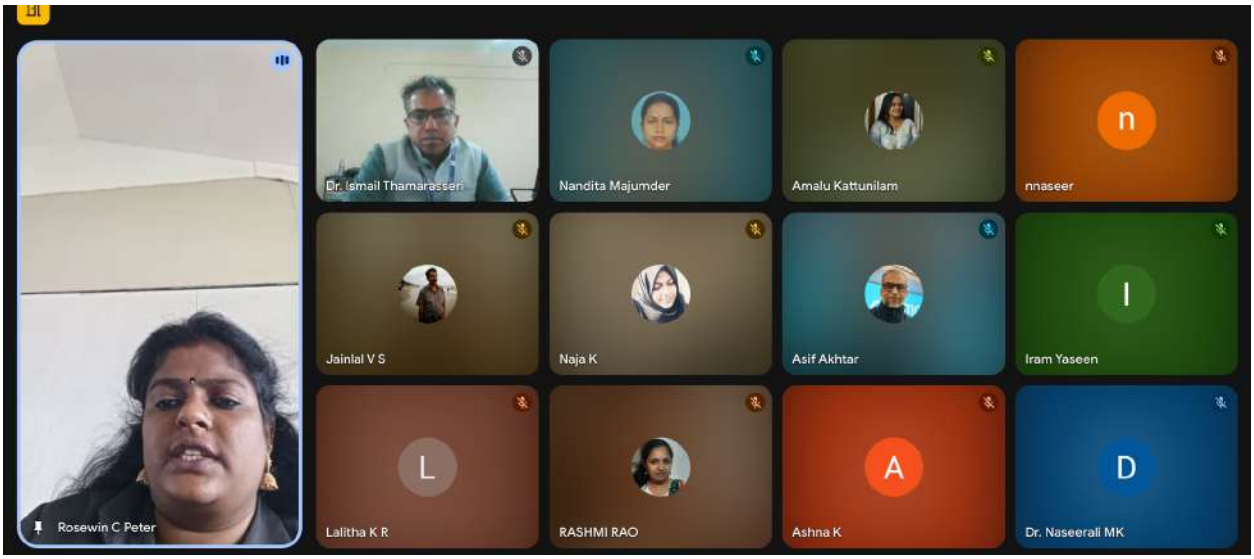
The session concluded with **Dr. Saleha Ilhaam**, who presented *Artificial Intelligence: A Powerful Toolkit for Education and Research*, articulating the expanding role of AI in enhancing scholarly productivity, instructional design, and data-driven decision-making across educational institutions.

SESSION 11 highlighted the growing centrality of EdTech and AI-driven pedagogies in shaping the future of education. The papers collectively emphasized both the transformative potential and the nuanced challenges associated with digital integration, from teacher competence and ethical concerns to learner engagement and innovation in content delivery. Under the stewardship of **Dr. Vrinda Vijayan**, the session fostered meaningful deliberations, reinforcing the need for thoughtful, inclusive, and human-centered approaches to adopting intelligent technologies in education.

SESSION 12

Chair / Resource Person: *Dr. Ismail Thamarasseri,* Associate Professor, School of Distance & Online Education, Mahatma Gandhi University, Kottayam, Kerala

Time: 1.30 PM - 2.45 PM



Session 12 of the International Seminar commenced at 1.30 PM under the efficient hosting of Ms. Naja. The session was chaired by **Dr. Ismail Thamarasseri**, a distinguished academician known for his expertise in online and distance education. He set the tone for the session by highlighting the increasing relevance of immersive technologies, gamification strategies, and advanced digital learning environments in contemporary education systems.

The session featured eight insightful presentations, predominantly aligned with the sub-theme **"Gamification and Immersive Learning (AR/VR/AI)"**, showcasing diverse academic perspectives, research designs, and contextual applications.

The first presentation was delivered by **Asif Akhtar** with co-author **Dr. Jasim Ahmad**, who explored the integration of Virtual Reality in science education through a case study conducted in Bikaner. Their work highlighted the pedagogical possibilities and infrastructural challenges involved in VR-based learning.

Following this, **Bushra Faridi**, along with **Dr. Shahla Shabeeh Shaheen**, presented a qualitative review focusing on motivational design elements in gamified learning applications. Their study emphasized user engagement as a key factor in the success of digital learning platforms.

The third presenter, **Dr. Adrija Chattopadhyay**, discussed trainee teachers' awareness regarding gamification, offering insights into teacher readiness and the need for professional development in emerging instructional technologies.

In the fourth presentation, **Erum Fatima** and co-author **Dr. Shashikala M. S.** contributed a meta-analytical study on augmented reality in education, describing AR as a transformative medium capable of enhancing comprehension and learner involvement.

The fifth presentation by **Iram Yaseen** investigated the role of game-based learning in improving students' problem-solving abilities, supported by a review-based evaluation of existing studies.

Next, **Nandita Majumder** with **Dr. (Prof.) Prem Shankar Srivastava** examined the relationship between language learning strategy preferences and attitudes towards gamification among D.El.Ed. students in Tripura, providing significant implications for language pedagogy.

The seventh presenter, **Rosewin C. Peter**, focused on integrating AI-driven gamification tools to strengthen reading skills in English language teaching, underscoring the potential of smart technologies in language acquisition.

The final presentation, delivered by **Ms. Amalu Kattunilam**, shifted the spotlight to the sub-theme **"Technology-Integrated Learning Spaces."** Her paper described the evolution of tech-integrated learning environments and positioned them as foundational components of future educational ecosystems.

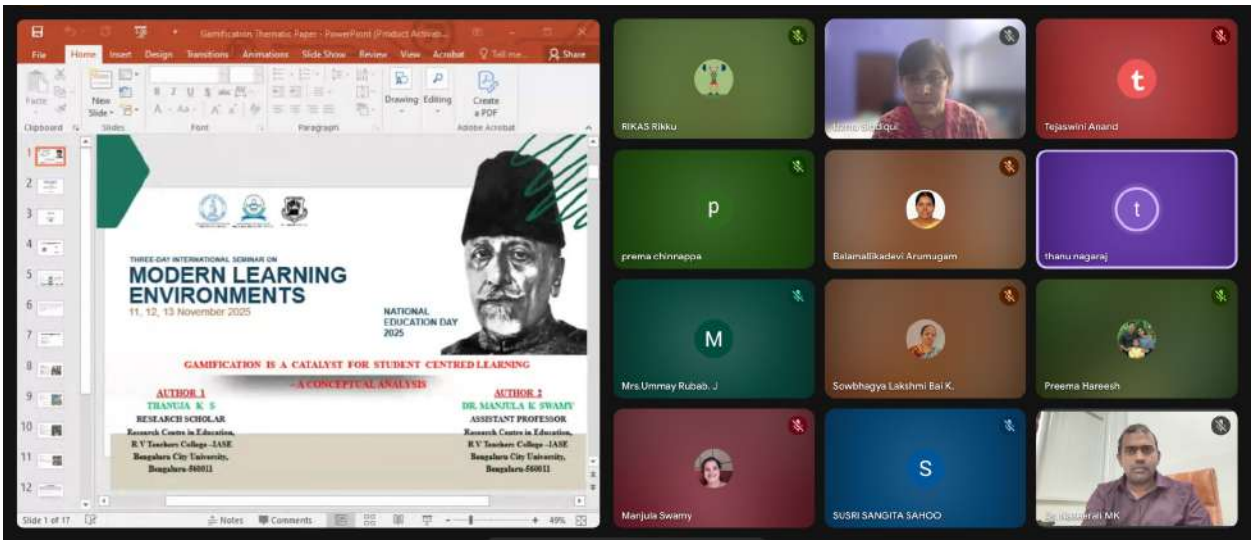
Throughout the session, Dr. Ismail Thamarasseri offered valuable reflections and constructive comments, appreciating the scholarly contributions and encouraging further empirical exploration in this dynamic area of educational research.

The session concluded at 2.45 PM with a vote of thanks extended by the host, marking an engaging scholarly exchange that enriched the seminar's discourse on immersive and technology-driven learning models.

SESSION 13

Chair / Resource Person: *Dr. Uzma Siddiqui, Assistant Professor, AMU, Aligarh*

Time: 3.00 PM – 4.25 PM



Session 13 of the International Seminar began at 3.00 PM, hosted by **Dr. Naseer**, and chaired by the distinguished scholar **Dr. Uzma Siddiqui**. The session primarily revolved around the sub-theme **"Gamification and Immersive Learning (AR/VR/AI)"**, along with significant contributions to the domains of **student-centered learning** and **educational policy**.

The session opened with a presentation by **Ms. Susri Sangita Sahoo**, accompanied by **Dr. Akhilesh Mishra**, who explored innovative methods of integrating immersive technologies into learning environments. Their presentation highlighted how gamification principles can enhance cognitive engagement and facilitate deeper learning experiences.

The second presentation, delivered by **Ms. Tejaswini A.**, furthered this discourse by examining the pedagogical value of gamified learning strategies. She emphasized the importance of technology-enabled motivation and adaptive mechanisms that support diverse learners in the digital era.

In the third presentation, **Ms. Thanuja K. S.**, with co-author **Dr. Manjula K. Swamy**, presented their insights on the role of immersive learning tools in reshaping classroom interactions. Their research illuminated how AR and VR can be effectively aligned with contemporary curriculum outcomes.

Following this, **Dr. A. Balamallika Devi** presented a solo paper focusing on the transformative potential of gamified learning tools. Her work highlighted both the opportunities and challenges of adopting immersive technologies within conventional educational frameworks.

The fifth presenter, **Ms. Preema M. P.,** supported by **Dr. S. Veena** and **Dr. Jameela T**, contributed an engaging paper on the integration of AR/VR/AI tools in enhanced learning environments. She discussed how personalized immersive experiences can improve learning outcomes and learner autonomy.

The session then transitioned to a different sub-theme with **Dr. Manjula K. Swamy**, who presented independently on **Student-Centered Learning and Personalization**. Her presentation focused on learner agency, differentiated instruction, and the pedagogical shift towards adaptive learning frameworks.

The final presentation of the session was delivered by **Ms. Rafa Aboobacker**, who addressed the sub-theme **Policy, Equity, and Access in 21st-Century Education**. Her paper highlighted disparities in access to digital resources and stressed the importance of equitable policy frameworks that ensure inclusive participation in emerging educational models.

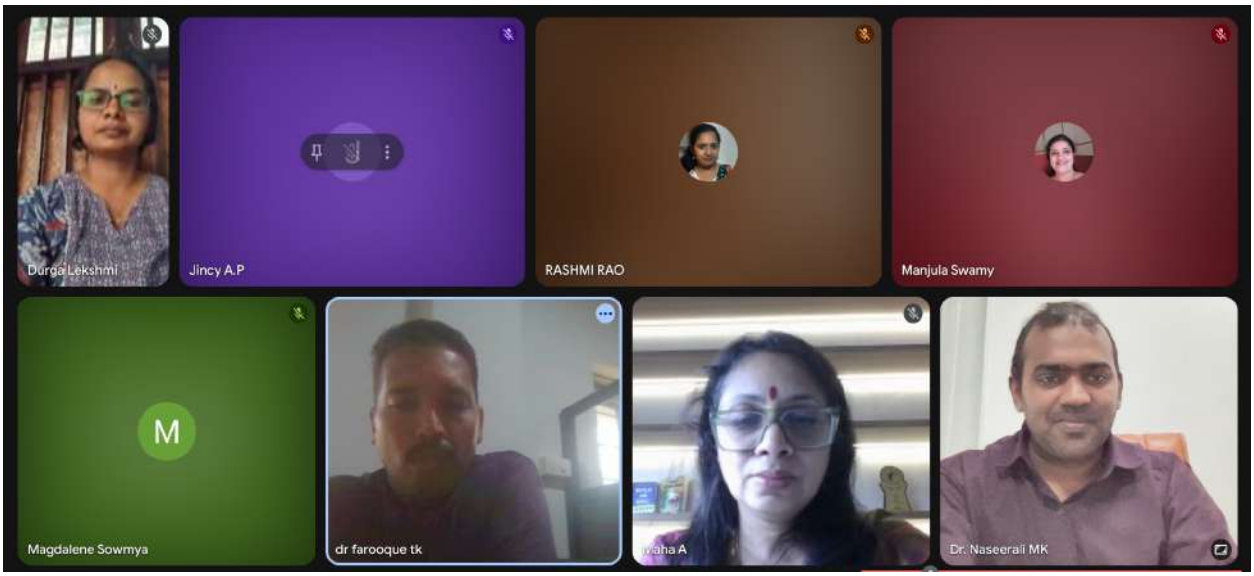
Throughout the session, **Dr. Uzma Siddiqui** provided insightful reflections, appreciated the scholarly rigor of the presenters, and offered constructive comments to enhance future research directions. She emphasized the growing relevance of immersive technologies and learner-centered pedagogies in shaping the future of education.

The session concluded at 4.25 PM with a formal vote of thanks by the host, marking a fruitful academic exchange filled with meaningful discussions across diverse but interconnected educational themes.

SESSION 14

Chair / Resource Person: Dr. Umer Farooque T. K., Associate Professor, Farook Training College

Time: 3.00 PM – 4.25 PM



Session 14 commenced at 3.00 PM under the chairmanship of **Dr. Umer Farooque T. K**, an esteemed academic known for his contributions to teacher education and progressive pedagogy. Focused entirely on the sub-theme **"Student-Centered Learning and Personalization,"** the session brought together a diverse set of studies examining how learner-centric strategies are reshaping educational environments across contexts.

The session opened with **Ms. Dayamani Yetcherla**, who provided a conceptual exploration of student-centered learning and personalization. Her presentation emphasized the shift from teacher-dominated instructional models to flexible, learner-driven frameworks that accommodate individual interests, paces, and learning styles.

The next presentation was delivered by **Ms. Deepa M. J.**, who presented an insightful study titled *"From Chalkboard to Choice: Implementing Student-Centered Learning in Tribal Schools of Kerala."* She highlighted the unique opportunities and challenges of transforming instructional practices in socio-culturally marginalized contexts, stressing the importance of community involvement and culturally relevant pedagogy.

Ms. Jincy A. P. followed with an analysis of the **challenges faced by prospective teachers** in developing mathematical competencies among secondary-level students during internship. Her findings shed light on gaps in teacher preparation, the complexity of translating theory into practice, and the need for scaffolding during school-based training.

The fourth presentation, by **Dr. Durga Lekshmi G. S.**, reported the outcomes of an experimental study focusing on **activating strategies to enhance achievement in English** among secondary

learners. Her study demonstrated measurable improvements in comprehension and performance when students were engaged through interactive, student-led approaches.

A collaborative study by **Dr. Janaki M.** and **Ms. Rashmi N.** explored the effectiveness of **advance organizers in strengthening conceptual understanding** within student-centered pedagogies. Their paper highlighted how structured pre-learning tools can significantly enhance clarity, retention, and higher-order thinking.

This was followed by an independent presentation by **Dr. Rajwinder Kaur**, who addressed broader perspectives on student-centered learning, emphasizing the need for institutional support, teacher readiness, and technological integration to sustain meaningful personalization.

The seventh presentation, by **Ms. Drisya S.** in collaboration with **Prof. (Dr.) Suma Joseph**, offered a comparative study on **enhancing student engagement in online physical education**. By contrasting game-based videos with traditional exercise modes, they demonstrated how digital interactivity can substantially boost participation and motivation in virtual learning environments.

The session concluded with an engaging presentation by **Ms. Mahalakshmi Anand**, supported by **Dr. Reni Francis**. Their paper on **student-centric experiential learning** showcased how thinking strategies can cultivate critical and creative thinking skills. They emphasized reflective practices, collaborative problem-solving, and guided exploration as core components of experiential learning.

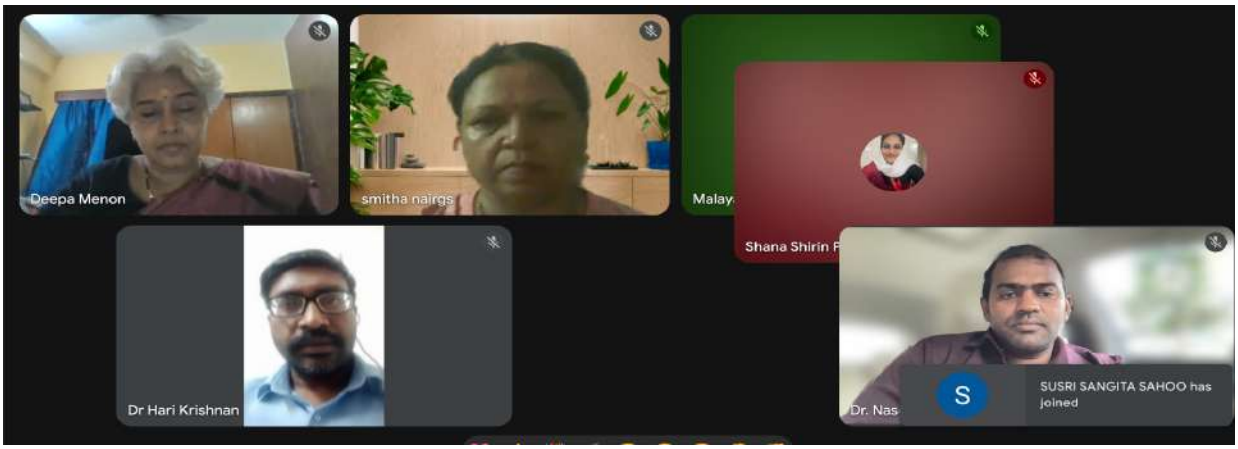
Throughout the session, **Dr. Umer Farooque** provided thoughtful reflections and acknowledged the relevance of each study in strengthening the paradigm of student-centered education. His commentary underscored the alignment of the presented works with national educational priorities, particularly NEP 2020's emphasis on flexibility, autonomy, and experiential learning.

The session concluded at 4.25 PM with a vote of thanks from the host, marking the end of a rich, insightful, and pedagogically oriented academic dialogue.

SESSION 15

Chair / Resource Person: Dr. Harikrishnan, Assistant Professor, School of Education, Sanskriti University, Mathura, Uttar Pradesh

Time: 5.00 PM – 6.25 PM



Session 15, held in the evening from 5.00 PM to 6.25 PM, brought the day's academic deliberations to a meaningful close. Chaired by **Dr. Harikrishnan**, an emerging scholar in the field of educational innovation, the session placed a strong emphasis on the overarching theme of **Student-Centered Learning and Personalization**. The presentations provided a rich blend of empirical inquiry, pedagogical experimentation, and theoretical reflection, showcasing how learner-centric paradigms continue to evolve across diverse educational settings.

The session began with **Ms. G. S. Smitha Nair**, who presented an insightful study on **empowering adolescents through student-centered learning**. Her work underscored how personalized learning pathways can strengthen soft skills such as communication, collaboration, and problem-solving—competencies essential for holistic adolescent development.

The second presentation was delivered by **Ms. Hellen Malaya**, who narrated experiences from Zambia's public secondary schools. Her paper highlighted **personalization strategies in large and diverse classrooms**, emphasizing teacher adaptability and the use of differentiated instruction to cater to varied learner needs.

Next, **Ms. Deepa P.**, along with co-author **Dr. Alma Juliet Pamela**, introduced the potential of **gamified pedagogy as a tool for child-centric learning**. They discussed how game elements such as points, challenges, and interactive tasks increase engagement and motivation, making classrooms more dynamic and learner-driven.

Ms. Karkuzhali P., with co-author **Dr. K. Vijayarani**, presented a quantitative survey examining students' perceptions of **AR/QR technologies in enhancing visual and spatial learning**. Their findings showed a positive impact on visualization skills, engagement, and comprehension—particularly in subjects requiring spatial literacy.

This was followed by a presentation from **Mr. M. R. Ramesh**, who addressed broader reflections on student-centered learning and its practical implementation. His contribution emphasized the need for teacher training, supportive learning environments, and the role of reflective practice in facilitating learner autonomy.

The sixth presentation, by **Ms. Mahalakshmi Anand** with **Dr. Reni Francis**, explored how **flexible and inclusive classrooms** can strengthen collaboration and critical thinking. Their study illustrated how thinking strategies—when embedded in student-centered environments—can transform learning into a more participatory, reflective, and co-constructed process.

Ms. Malar Vizhy Sahaya Gerald Raj then presented a focused study on **student-centered learning in kindergarten**, highlighting strategies such as structured play, exploratory learning, and scaffolded independence. She also addressed challenges like classroom management and curriculum constraints, offering practical recommendations for early childhood educators.

The penultimate paper, delivered by **Ms. Neha** with insights from co-author **Dr. Parvesh Lata**, introduced a unique angle by exploring **Sahaja Yoga meditation as a pathway to inner balance and personal growth**. Their presentation highlighted how mindfulness practices can support emotional regulation and personalized learning experiences.

The session concluded with **Ms. Rafa Aboobacker**, who presented a comparative study of **inclusive education in Scandinavian countries and India**. Her analysis highlighted differences in policy frameworks, teacher training standards, resource availability, and cultural perspectives, offering valuable insights into global best practices and areas for improvement in the Indian context.

Throughout the session, **Dr. Harikrishnan** provided thoughtful commentary, appreciating the breadth of perspectives and stressing the importance of learner-centered philosophies in shaping modern education. He highlighted the need for institutional readiness, teacher empowerment, and pedagogical flexibility to make personalization truly effective.

The session ended with concluding remarks and expressions of gratitude from the host, marking the completion of a deeply enriching and reflective academic engagement.

SESSION 16

Chair / Resource Person: Dr. Pranay Pandey, Assistant Professor, Department of Education, Bhatter College, Dantan, West Bengal

Time: 5.00 PM – 6.25 PM



Session 16, held in the evening slot from 5.00 PM to 6.25 PM, provided a rich and multidimensional examination of **Student-Centered Learning and Personalization** within emerging educational contexts. Chaired by **Dr. Pranay Pandey**, an academic known for his contributions to teacher education and reflective pedagogies, the session brought together scholars whose research spanned motivation, learning strategies, technology integration, and pedagogical innovation.

The session began with **Ms. Priyanka Singh**, who presented a study exploring the **relationship between learning strategies and academic achievement among undergraduates in Bihar**. Her research highlighted the importance of metacognitive awareness, time-management skills, and self-regulated learning strategies in enhancing academic success.

Next, **Mr. Ramashankar Chourasia** offered a unique perspective by examining the role of **Sahaja Yoga meditation in fostering emotional maturity and academic well-being** among secondary school students. His findings emphasized the potential of contemplative practices to support personalized learning pathways and reduce academic stress.

This was followed by **Ms. Shruthi Nadig**, who introduced the **Echo Method**, a reflective and iterative approach to **student-centered grammar learning**. Her presentation demonstrated how encouraging learners to analyze their own language use and correct errors collaboratively can build autonomy and confidence in language learning.

Smt. Naveena C. S., along with **Dr. Karthiyayeni S.**, presented an insightful study on teachers' **perceptions and readiness to implement design thinking** in classrooms. Their findings showed that while teachers value the creative and student-centered nature of design thinking, professional development remains essential for its effective application.

The next presentation by **Ms. Sonia V. Nair** focused on **student-centered approaches in banking education**, highlighting how personalized instruction and active learning strategies can enhance engagement and industry-relevant skill development among commerce students.

Further expanding on learner-driven methodologies, **Ms. Sowbhagya Lakshmi Bai K.**, with co-author **Dr. Manjula K. Swamy**, explored how the **Six Thinking Hats strategy** can be integrated into student-centered learning environments to shift the classroom dynamic from teacher-led to learner-driven. Their work illustrated improved critical thinking, creativity, and collaborative problem-solving.

The seventh presentation, delivered by **Ms. Sulekha Chakraborty** with **Dr. (Prof.) Prem Shankar Srivastava**, examined the **association between students' cognitive, affective, and psychomotor learning styles and their attitudes towards AI-assisted English learning**. Focusing on higher secondary students in Tripura, the study revealed a strong correlation between learning style preferences and receptiveness to AI-based instruction.

In the eighth presentation, **Ms. Suman Baruah** and **Dr. Pratima Pallai** presented an exploratory study on learners' **attitudes toward blended instructional approaches** in social science education. Their findings highlighted increased motivation and deeper conceptual understanding when digital and face-to-face methods are integrated effectively.

The session concluded with **Ms. Y. Anitha**, guided by **Prof. G. Suneethabai**, who examined the **effects of artificial intelligence on student motivation**. Her study emphasized how AI tools can personalize learning experiences, offer timely feedback, and create adaptive pathways that significantly enhance learner motivation.

Throughout the session, **Dr. Pranay Pandey** provided thoughtful reflections, acknowledging the diverse methodologies and significant implications for modern educational practice. He emphasized the growing need to balance technological innovation with pedagogical sensitivity, ensuring that personalization remains learner-focused and ethically grounded.

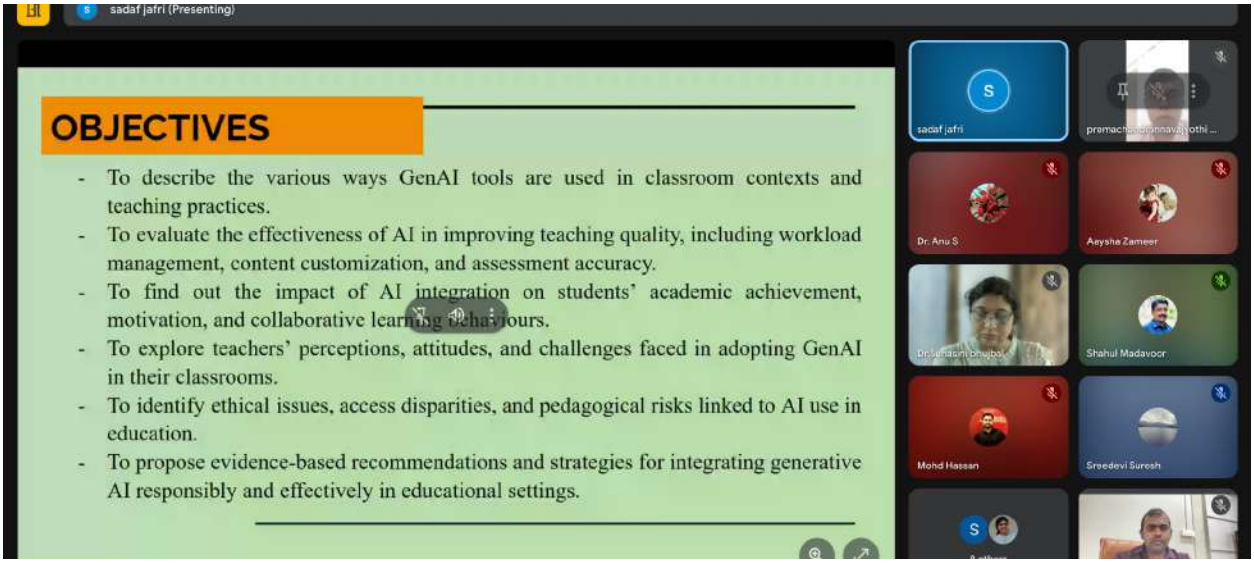
The session ended with gratitude expressed by the host, concluding a highly engaging and thought-provoking set of presentations that enriched the seminar's broader discourse.

DAY 3: 13 NOVEMBER 2025, THURSDAY

SESSION 17

Chair / Resource Person: Dr. Asha J. V., Professor, School of Pedagogical Sciences, MGU, Kottayam

Time: 9.30 AM – 11.00 AM



Session 17 of the International Seminar focused on the theme **"Professional Development in Modern Teaching Practices."** The session was conducted online and was chaired by **Dr. Asha J. V.**, who provided valuable insights on the need for reimagining teacher development in the context of technological advancements and changing pedagogical demands.

The session began with a presentation by **Dr. C. Maria Ugin Joseph**, who discussed *"Reimagining Teacher Professional Development: Integrating Technology and Innovative Methodologies for Effective Learning."* Her presentation emphasized the transformative power of digital tools in enhancing teacher competencies.

Following this, **Dr. Khamar Jahan Sk** presented a paper titled *"Global Competence and Professional Development: Redefining Classroom Practices in the 21st Century,"* highlighting the growing necessity for teachers to adopt globally relevant skills and pedagogies.

The third presentation was delivered by **Dr. Md. Afroz Alam**, who explored teachers' perceptions of professional development, digital literacy, and innovative competencies. His findings brought attention to the gaps and opportunities in current teacher training frameworks.

In the fourth presentation, **Dr. Mohammad Hasan** and co-presenter **Iram Sleem Malik** discussed *"Development of Achievement Motivation in School Going Students,"* connecting psychological dimensions with pedagogical practice.

Dr. Shalini Rao N. then addressed the importance of reskilling and upskilling educators in her paper titled *"Professional Development Reimagined: Reskilling and Upskilling for the Modern Educator."* She stressed the need for continuous professional learning to keep pace with evolving educational landscapes.

The sixth presentation, by **Drishya Dileep** with co-presenter **Dr. K. J. Vargheese**, focused on *"Teacher Development in the Postmethod Era: Empowering Educators as Transformative Intellectuals."* The presenters advocated for pedagogical autonomy and intellectual empowerment of teachers.

This was followed by a study presented by **Glory K Shaji** with **Dr. Jaya P. J.**, titled *"A Study on the Professional Development in Modern Teaching Practices Among B.Ed. Students."* The study shed light on the perceptions and preparedness of pre-service teachers toward modern pedagogical approaches.

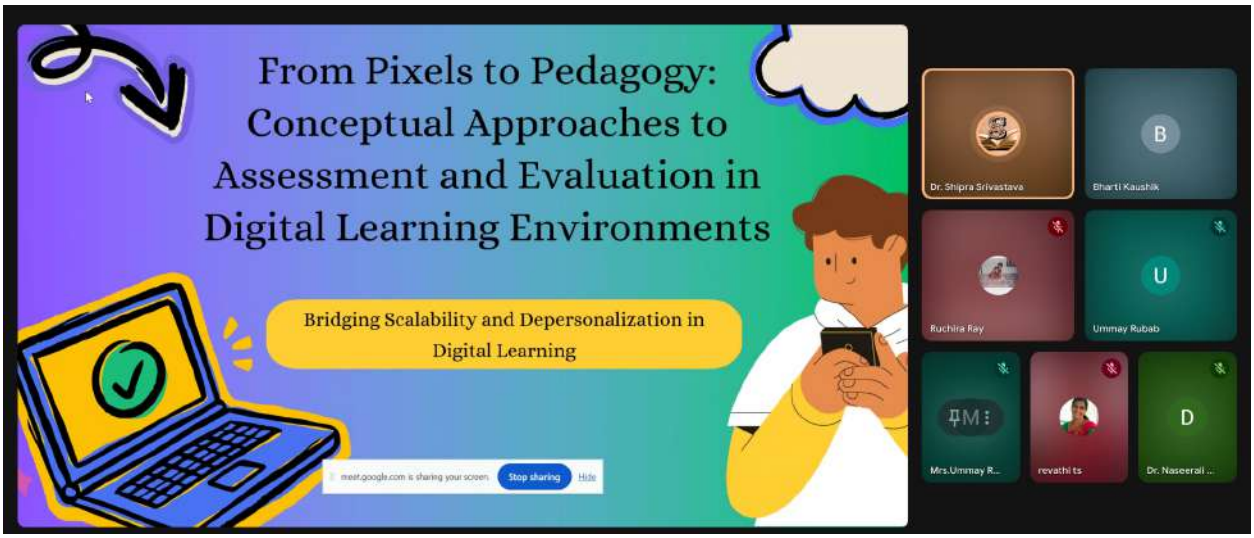
The session concluded with the presentation by **Dr. S. Nazeemunnisa Begum**, who discussed *"Reimagining Education for 21st Century India: Aspirations and Challenges,"* offering a broad perspective on the future trajectory of education in India.

Overall, Session 17 was rich in academic dialogue and provided diverse perspectives on the evolving landscape of teacher professional development. The contributions from presenters highlighted both theoretical advancements and practical implications for modern classrooms.

SESSION 18

Chair / Resource Person: Dr. Bharti Kaushik, Professor, Media Production Division, CIET

Time: 9.30 AM – 11.00 AM



Session 18 brought together scholarly discussions on two significant sub-themes—**Assessment and Evaluation in Digital Learning Environments** and **Policy, Equity, and Access in 21st-Century Education.** Chaired by **Dr. Bharti Kaushik**, the session explored emerging challenges and innovative approaches shaping contemporary educational assessment frameworks and policy landscapes.

The session commenced with a thought-provoking presentation by **Dr. Shipra Srivastava**, titled *"From Pixels to Pedagogy: Conceptual Approaches to Assessment and Evaluation in Digital Learning Environments."* Her presentation highlighted conceptual transitions in assessment strategies as learning increasingly shifts to digital platforms.

Next, **Revathi T. S.** presented a study on *"Digital Financial Competency: A Study Among Adult Women,"* co-authored with Prof. (Dr.) Smitha R. The paper shed light on the role of digital assessment tools in understanding financial literacy and competency among adult learners.

This was followed by **Ruchira Ray**, who, along with co-author Dr. Biswajit Chakraborty, addressed the theme of examination anxiety in the digital era in their paper *"Reforming Assessment in Digital Era: Policy Innovations and Teacher Support for Reducing Examination Anxiety."* The presentation emphasized the importance of policy-level reforms and teacher training to make assessments more humane and supportive.

The session then shifted to discussions on policy, equity, and access. **Dr. Dharmendra Kumar** delivered a critical analysis of the *National Education Policy 2020*, examining it through the lens

of innovative and learner-centred pedagogy. His arguments highlighted the opportunities and challenges inherent in the policy's implementation.

In the next presentation, **Dr. J. Ummay Rubab** discussed *"Patterns of Equity and Access in Education in Today's World with Special Reference to Tamil Nadu."* Her paper provided a comparative lens on regional disparities and the persistent challenges in ensuring equitable access to education.

Dr. Meeta Parikh contributed an insightful study on the *"Role of Artificial Intelligence and Learning Analytics in Enhancing Indian Education,"* exploring how emerging technologies can support informed decision-making and personalized learning pathways.

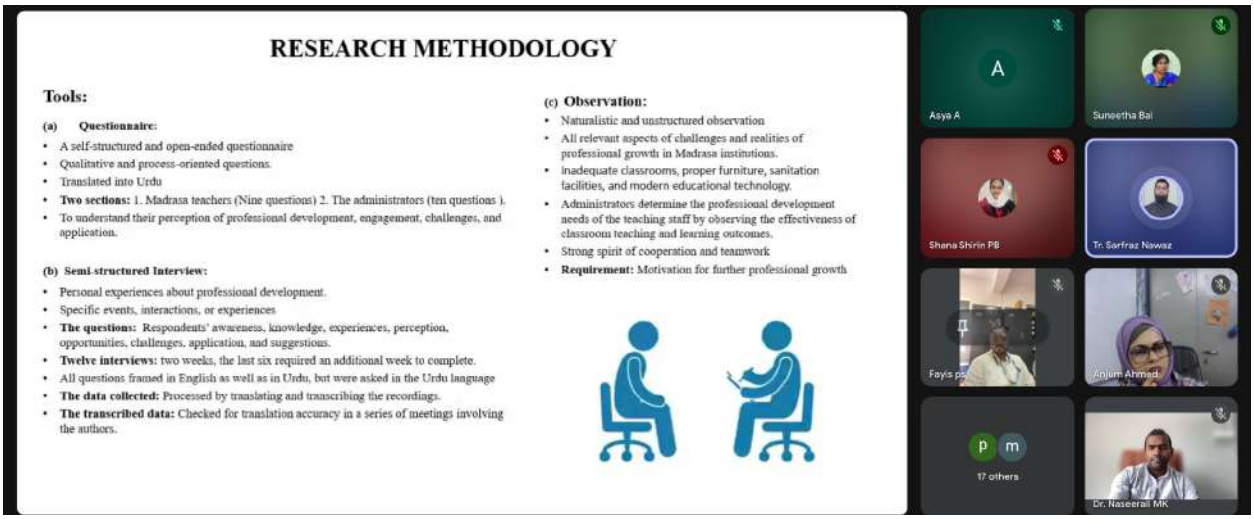
The session concluded with **Dr. Tarannum Khan**, who presented her work on *"Gender Disparities in Digital Access and Their Impact on Academic Achievement."* Her findings underscored the gendered nature of digital divides and their long-term consequences on learning outcomes.

Overall, Session 18 offered a rich blend of conceptual, empirical, and policy-oriented discussions. The presentations collectively highlighted the urgency of rethinking assessment frameworks and ensuring equitable access to digital learning to meet the evolving demands of the 21st-century educational ecosystem.

SESSION 19

Chair / Resource Person: Dr. Anjum Ahmed, Assistant Professor, Department of Education, AMU, Aligarh

Time: 11.00 AM – 12.30 PM



Session 19 centered on the sub-theme **"Professional Development in Modern Teaching Practices,"** bringing together a series of insightful papers that highlighted evolving teacher competencies, digital literacy, reflective practices, and the challenges faced in diverse educational settings. Chaired by **Dr. Anjum Ahmed**, the session provided a platform to examine contemporary perspectives on how teachers can be empowered to thrive in fast-changing instructional landscapes.

The session opened with **Manav Sharma**, accompanied by co-presenter **Priyanka Kaneriya**, who presented a review on *"Gamification and Teacher Learning."* Their paper explored game-based approaches in professional development and how structured gamified environments can foster motivation and deeper engagement among teachers.

Following this, **Marina Elsa Paul** offered a perspective on the *"Need of Professional Development of School Teachers in Student-Centered Classrooms."* Her presentation stressed the importance of equipping teachers with the skills and dispositions required to manage and facilitate learner-centered pedagogies.

Merin M. Thomas, with co-author Prof. (Dr.) Smitha R., continued the discussion through her paper titled *"Teacher as Agile Learner,"* emphasizing learning agility as a crucial capability for educators in a dynamic educational ecosystem.

Digital literacy remained a prominent theme as **P. Padmavathi**, in collaboration with Dr. Y. Anitha, examined *"Building Digital Literacy Competencies in Teacher Educators: Issues and Challenges."* The paper addressed structural, technical, and attitudinal barriers affecting digital competence-building in teacher education institutions.

A strong reflective dimension was added by **Prema C.**, whose study *"Reflective Practices' Contribution to Secondary School Teachers' Professional Development"* underscored the transformative potential of structured reflection in improving instructional decision-making.

The session also included an institutional case study presented by **Sarfraz Nawaz**, co-authored with the session chair, Dr. Anjum Ahmed. Their paper *"Challenges and Realities of Professional Growth in Madrasa Institutions"* highlighted contextual constraints and opportunities for teacher development within traditional educational setups.

Shana Shirin P. B. contributed a comprehensive overview through her paper *"Empowering Educators for the Digital Age,"* focusing on the crucial components of modern teacher development practices needed to meet technological advancements.

Continuing on the theme of digital competence, **Sreelatha P.**, with co-author Dr. C. Karthik Deepa, presented findings from their study on *"Digital Literacy of Teacher Educators of Selected B.Ed Colleges of Palakkad District,"* revealing significant disparities in digital readiness across institutions.

Broader educational aspirations were explored by **Vipina K. M.** in her paper *"Reimagining Education for 21st Century India: Aspirations and Challenges,"* which contextualized teacher development within national educational transformation goals.

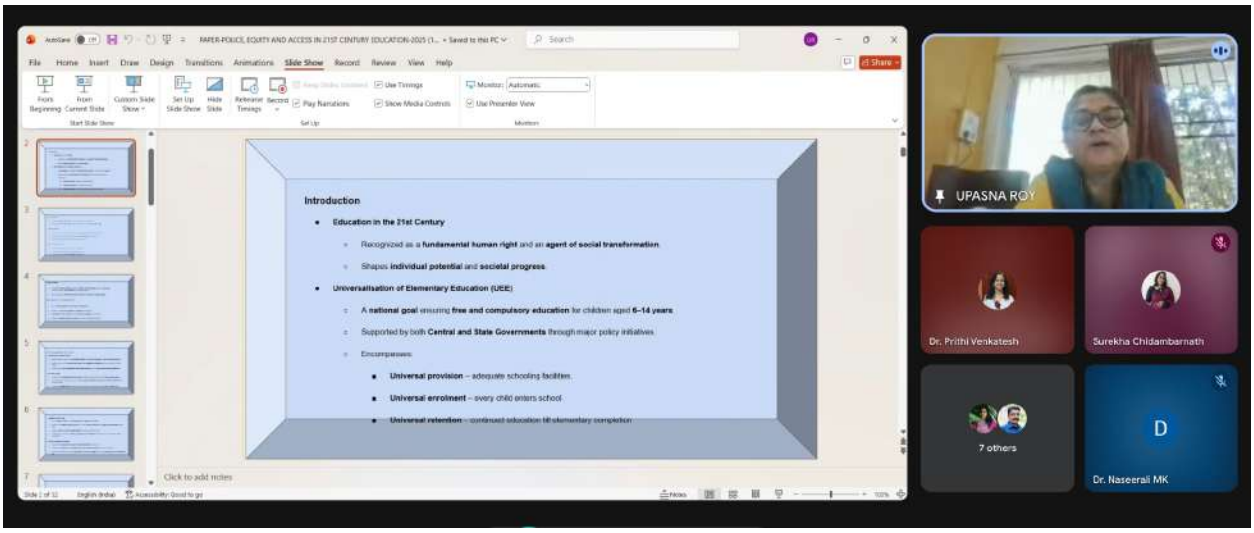
The session concluded with **Dr. Asya Azhar**, accompanied by co-author Dr. Amira Saif, who presented *"Navigating the AI Transition: Teachers' Voices on Barriers to AI Integration in Indian Classrooms."* Their study captured the practical and psychological challenges educators face while adopting AI-based tools.

Overall, Session 19 provided a holistic and critical engagement with the evolving dimensions of teacher professional development. The diverse set of presentations offered valuable insights into pedagogical agility, digital fluency, reflective habits, and systemic challenges—painting a comprehensive picture of the professional competencies required for 21st-century educators.

SESSION 20

Chair / Resource Person: Dr. Prithi Venkatesh Mondreti, Associate Professor & Head, Department of Special Education

Time: 11.00 AM – 12.30 PM



Session 20 focused on the theme **"Policy, Equity, and Access in 21st-Century Education,"** with an additional presentation under **Student-Centered Learning and Personalization**. The session, chaired by Dr. Prithi Venkatesh Mondreti, brought together a diverse set of scholarly perspectives addressing the structural, policy-oriented, and pedagogical challenges shaping contemporary education systems. Each presentation illuminated critical concerns of equity, digital inclusion, institutional reforms, and marginalized learner experiences.

The session commenced with **Kavitha S**, accompanied by co-presenter **Siddaraju S**, who examined *"NEP 2020-driven Institutional Autonomy as a Strategy to Intensify the Eligible Enrollment Ratio."* Their work highlighted widening participation in higher education through autonomy-based reforms and positioned EER as a significant indicator of inclusive growth.

Building on the discourse of justice and equity, **M. A. B. M. Mohideen Kadhir Ali** presented his paper *"Modern Learning Spaces as Catalysts of Justice."* He argued that flexible, technology-integrated learning spaces have the potential to reduce inequality by fostering accessibility and learner empowerment, especially in the digital era.

Mrs. Prerna Saxena, along with co-author Dr. Meeta Parikh, contributed a study titled *"The Impact of Online Learning on Academic Achievement of Higher Secondary Students."* Their findings explored how online platforms influence academic outcomes while simultaneously raising questions about disparities in access and quality.

Issues of intersectionality came to the forefront through the presentation by **Rimpi Devi**, supported by co-author Amritpal Kaur. Her paper *"Intersectionality and Educational Access"*

unpacked the layered challenges faced by marginalized communities and the policy gaps that impede true educational equity.

The session further delved into inclusive schooling through the work of **Shalu Tyagi**, co-authored by Areeba Shahab and Dr. Ram Shanker Saxena. Their study *"Voices from the Field: Special Educators on PRASHAST in Inclusive Schools"* highlighted on-ground implementation experiences, showcasing both the potential and practical constraints of PRASHAST guidelines.

Special education concerns continued with **Upasna Roy**, who presented *"Ensuring Equity and Access in 21st Century Education: Policy Perspectives on Special Education."* Her discourse emphasized the need for stronger policy alignment and institutional support for inclusive practices.

Bringing international insights, **Vemula Sharathbabu**, with co-author Dr. Suresh Anuganti, discussed *"A Comprehensive Policy Framework for Digital Equity."* Their thematic analysis compared global policy models and stressed the necessity of multi-layered strategies to overcome digital divides.

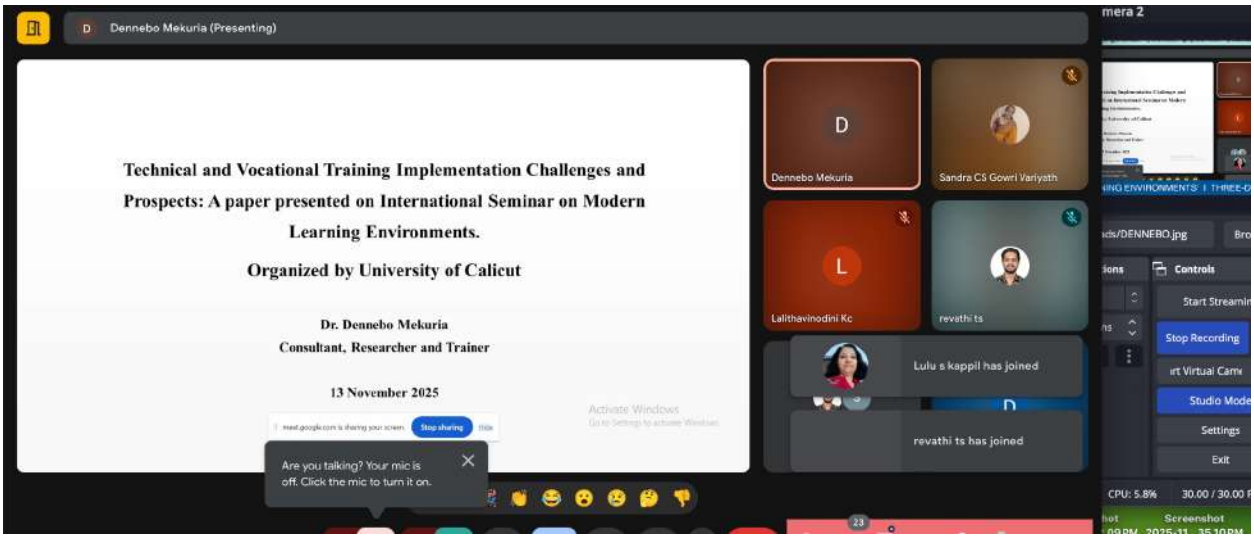
Finally, extending the narrative beyond policy into pedagogical personalization, **Ms. Surekha Chidambaranath** presented her paper under Sub-theme 6: *"Teachers' Perspectives on the Use of Self-Regulated Learning Strategies at the Secondary Level."* Her findings highlighted the varied teacher perceptions and the growing significance of self-regulation in fostering learner autonomy.

Overall, Session 20 brought forward a rich interplay of policy analysis, equity frameworks, digital justice considerations, and contemporary pedagogical insights. The discussions underscored the urgent need for coherent, inclusive, and future-ready educational policies that address both systemic disparities and evolving learner needs.

SESSION 21

Resource Person: Dr. Dennebo Mekuria (Ph.D.)

Time: 1.00 PM – 2.00 PM



Session 21 was organized as a specially curated **Invited Lecture**, offering participants an in-depth exploration of contemporary issues in **Technical and Vocational Education and Training (TVET)**. Mrs. Naja K. formally welcomed the gathering and introduced the distinguished resource person, setting a warm and engaging tone for the session. Dr. Naseerali M. K., Coordinator of the event, served as the rapporteur.

Dr. Dennebo Mekuria delivered an insightful talk on **"Technical and Vocational Training: Implementation Challenges and Prospects."** Drawing on international perspectives and ground-level realities, he elaborated on the pressing challenges faced by TVET systems, including resource limitations, industry-academia mismatches, curriculum rigidity, and the uneven adoption of technology.

He highlighted the urgent need for competence-based curriculum design, greater stakeholder collaboration, and policy coherence to strengthen vocational pathways. The session also emphasized the growing global demand for skill-based education and how well-structured TVET programs can significantly enhance employability, entrepreneurship, and national economic growth.

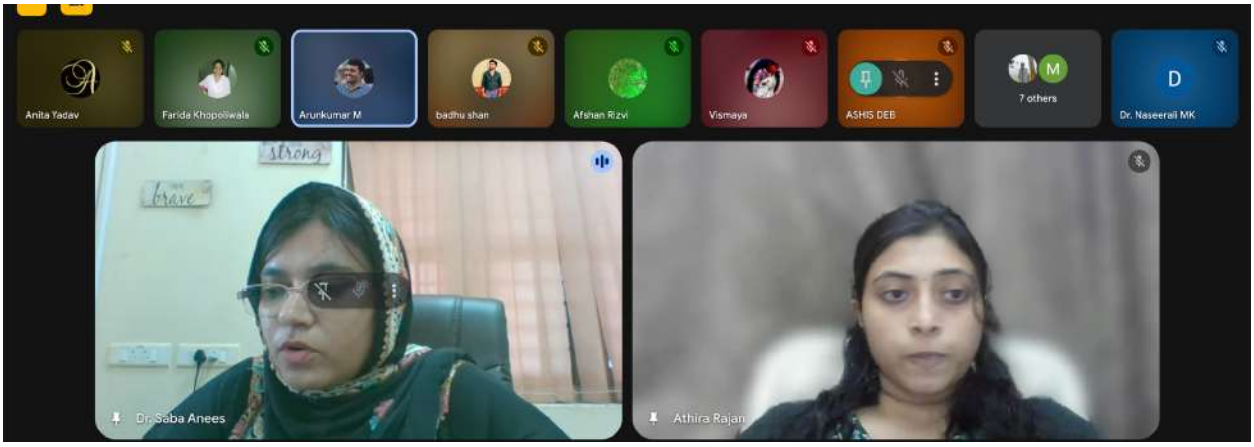
Participants actively engaged with the speaker, raising thoughtful questions related to implementation barriers, teacher preparedness, and the integration of digital tools in vocational training. Dr. Mekuria's responses provided clarity and practical insights, making the session highly enriching for educators, researchers, and practitioners.

The invited session concluded with reflections on the future of TVET, underscoring its transformative potential in the rapidly evolving educational and occupational landscape.

SESSION 22

Resource Person: Dr. Saba Anees, Assistant Professor in Educational Studies (ITEP), Department of Education, Central University of Kerala

Time: 2.00 PM – 3.15 PM



Session 22 focused on the rapidly emerging theme of **Sustainable and Green Educational Infrastructure**, bringing together a rich blend of theoretical insights and field-based research. The session was hosted by Dr. Naseerali M. K., who coordinated the proceedings and ensured smooth transitions between presentations. The resource expert for the session, **Dr. Saba Anees**, offered valuable perspectives that helped contextualize the presenters' work within contemporary educational imperatives.

The session opened with **Ahmad Nidal N. V.**, who presented his study on **technology-assisted green learning environments** in Kerala. His paper explored the integration of ICT with sustainable infrastructure, highlighting innovative models that combine digital efficiency with environmental responsibility.

This was followed by **Alka Verma**, who examined the **alignment of NCERT Science textbooks with green skills at the middle school level**. Her analysis offered critical insights into curriculum design and the extent to which environmental values are integrated into mainstream schooling materials.

Arunkumar M. shifted the narrative towards financial sustainability with his paper on **financial literacy and well-being among women domestic entrepreneurs in Kerala**, linking smart financial practices to broader national development goals.

Ashis Deb, accompanied by Prof. (Dr.) Prem Shankar Srivastava as co-author, presented an engaging interpretation of classroom interactions using the **6Cs Taxonomy**, offering a fresh lens to understand sustainable classroom environments, especially in English language learning contexts.

The theme of policy relevance emerged strongly in **Athira K. Rajan's** presentation, which examined the **implications of the National Education Policy 2020 for sustainable educational infrastructure**, emphasizing its transformative potential for future Indian schooling.

In a unique and applied study, **Badhushan S. S.** explored the use of a **'Brain Cycle' for initial skill development**, discussing its relevance to sustainable development frameworks and experiential learning methodologies.

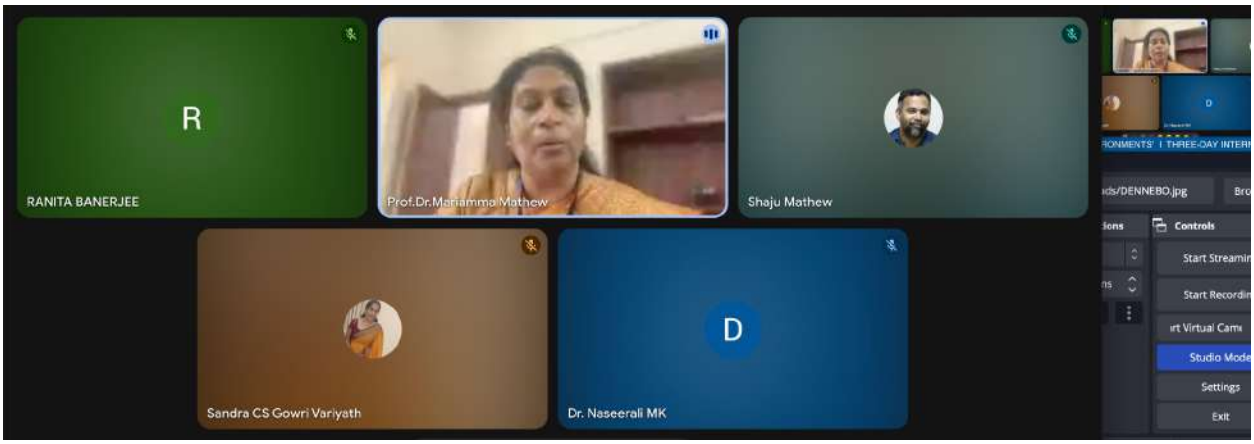
The session concluded with **Banashankari S. M.**, who presented an inspirational paper titled **"Nature as Co-Teacher: Building Sustainable Learning Environments."** Her presentation highlighted the timeless connection between nature and learning, advocating for ecological sensitivity in educational design.

Throughout the session, Dr. Saba Anees provided constructive observations that enriched the academic dialogue, helping participants situate their work within the broader discourse of sustainability and green education. Session 22 thus offered a diverse and cohesive exploration of sustainable educational practices, policies, and innovations.

SESSION 23

Resource Person: Dr. Mariamma Mathew, Former Principal, Peet Memorial Training College, Mavelikara

Time: 2.00 PM – 3.15 PM



Session 23 of the International Seminar continued the discourse on the sub-theme **"Sustainable and Green Educational Infrastructure"**, bringing together a series of thoughtful and forward-looking presentations. The session was chaired by **Dr. Mariamma Mathew, Principal (Retd.), Peet Memorial Training College, Mavelikara**, whose insightful remarks helped frame the discussions within the larger vision of sustainability-driven educational reforms.

The session opened with a strong emphasis on **sustainability education as a philosophical foundation**.

Dr. Jayashri Roy initiated the discussion by highlighting how sustainability must permeate the learning environment philosophy if educational systems are to meaningfully address global ecological challenges. This idea was reinforced by **Dr. R. Selvamathi Sugirtha**, who echoed the need for embedding sustainability as a guiding principle rather than a peripheral topic.

Further deepening this perspective, **Dr. Ranita Banerjee** explored the concept of **energy-efficient classrooms**, focusing on how conscious infrastructural choices can support a more sustainable future. Her presentation underscored the role of smart design, energy-saving technologies, and eco-friendly practices in educational spaces.

Moving from infrastructure to institutional culture, **Jyotika Benny** presented on **Green Schools** as transformative spaces for 21st-century learners. She illustrated how green school initiatives enable behavioural change, environmental responsibility, and holistic learning.

Similarly, **Kumari Sandra C. S.** emphasized the role of **environmentally informed educational philosophy**, arguing that sustainability skills should be intentionally cultivated through curriculum design and school ethos.

The later presentations shifted towards systemic and research-oriented perspectives.

Papanna K. R., along with co-author **Dr. Shashikala M. S.**, presented a **meta-analysis of campus sustainability initiatives**, offering valuable insights into how teacher education institutions can operationalize sustainability goals.

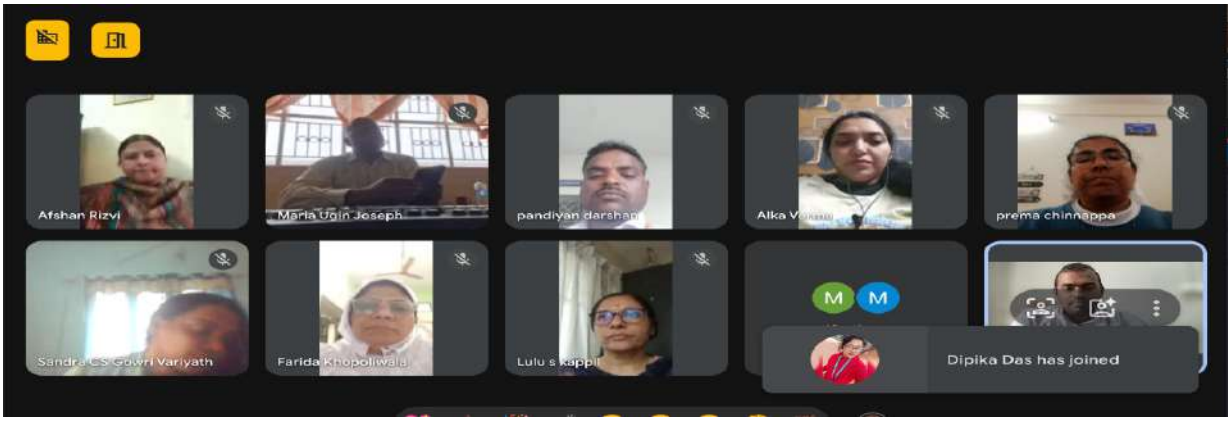
Following this, **Poornima A. R.** examined **policy reflections on Indian educational models**, highlighting how sustainability and global citizenship are increasingly becoming core policy priorities.

The session concluded with a unique interdisciplinary perspective by **Shaju Mathew**, who discussed the transition **from eco-tourism to eco-learning**. His model on revisit intention within sustainable educational infrastructure added a new dimension by linking environmental engagement with educational motivation.

Session 23 successfully brought together varied yet complementary perspectives demonstrating that sustainable and green educational infrastructure is not limited to physical spaces—it is a comprehensive philosophy encompassing curriculum, pedagogy, policy, and institutional culture. The collective insights from the session underscored that building sustainable futures begins with transforming the foundations of education itself.

SESSION 24: Valedictory Session

4.00 PM – 5.00 PM



The International Seminar concluded with **Session 24, the Valedictory Session**, which served as a reflective and celebratory closing to three days of academic exchange, dialogue, and collaborative learning. The session brought together participants, presenters, resource persons, and organizers in a shared space of appreciation and reflection.

The session began with **Dr. Naseerali M. K., Coordinator of the Programme**, presenting the comprehensive seminar report. His summary encapsulated the essence of the event—highlighting the diverse sessions, thematic focus areas, key discussions, and the collective contributions that shaped the seminar. He acknowledged the sustained engagement of participants and the commitment of resource persons who enriched the academic conversation with their expertise.

Following the report presentation, several participants and resource persons took the floor to share their reflections.

Dr. C. Maria Ugin Joseph, **Dr. Kotra Balayogi**, **Dr. Afshan Rizvi**, **Prema C.**, **Prof. Upasna Roy**, **Kumari Sandra C. S.**, and **Lalithavinodini Kunnathchalil** spoke on the academic richness, organizational efficiency, and collaborative spirit of the seminar. Their remarks echoed a shared appreciation for the scholarly depth, smooth coordination, and inclusive environment that characterized the event. They emphasized how the sessions provided new insights, strengthened academic networks, and opened avenues for further research and interdisciplinary engagement.

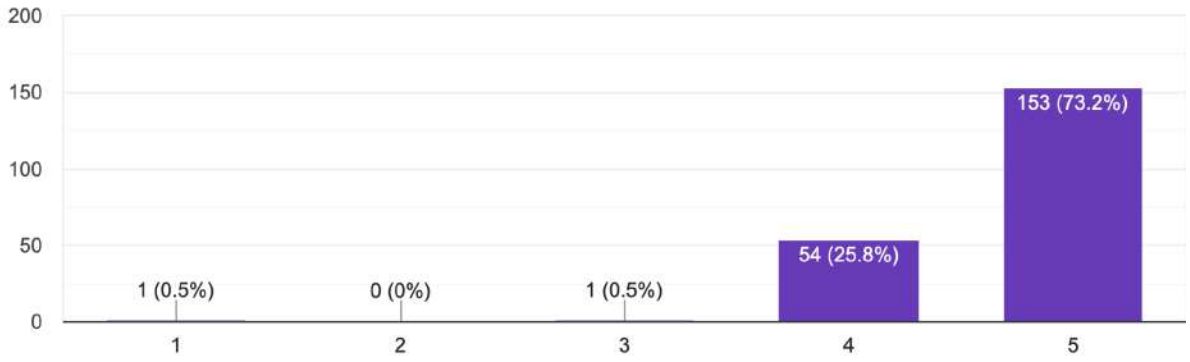
Participants expressed heartfelt gratitude for the opportunity to engage with experts from diverse institutions and regions, acknowledging the seminar as a vibrant platform for advancing discussions on sustainable educational futures and innovative academic practices.

The valedictory session concluded on a warm and optimistic note, celebrating both the intellectual journey undertaken and the academic community formed along the way. It marked a fitting end to the seminar, reinforcing the shared commitment to continued learning, collaboration, and pedagogical advancement.

FEEDBACKS

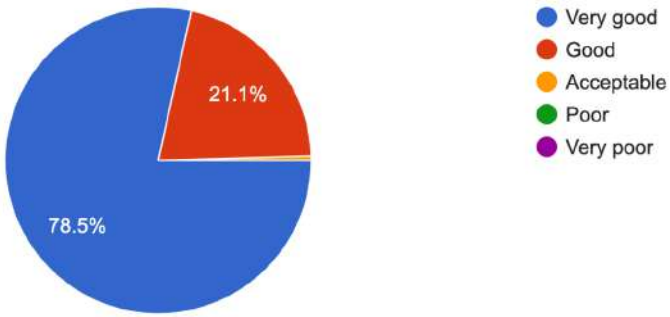
On a scale of 1 to 5, 5 being the highest, how would you rate the event?

209 responses



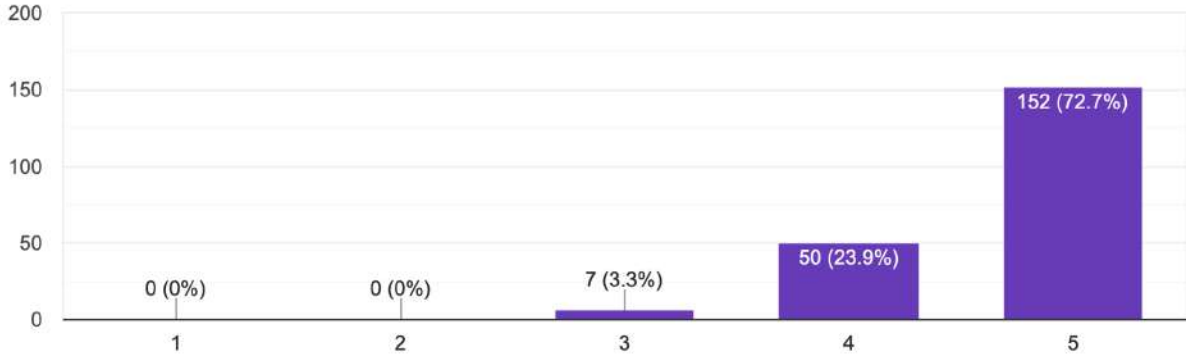
How would you rate the organization and scheduling of sessions?

209 responses



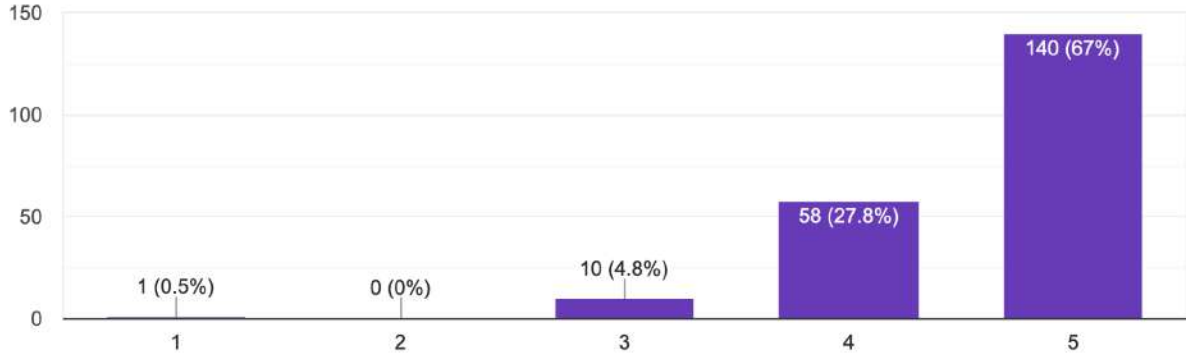
How helpful was the event staff?

209 responses



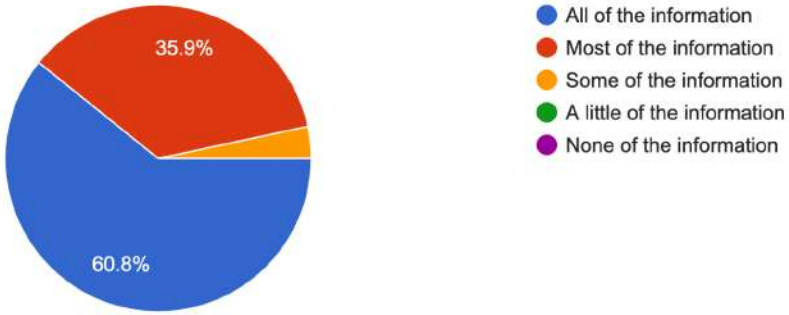
How good the selection of the resource persons is?

209 responses



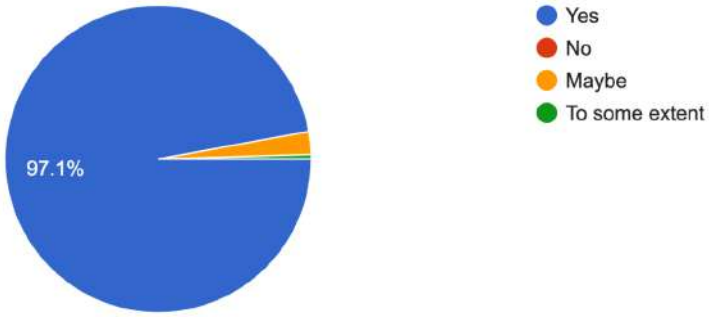
How much the information was provided to you to help you better understand the event? (Through email/whatsapp)

209 responses



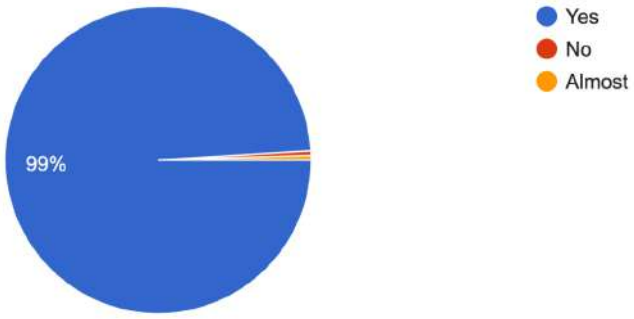
Did the conference meet your expectations?

209 responses



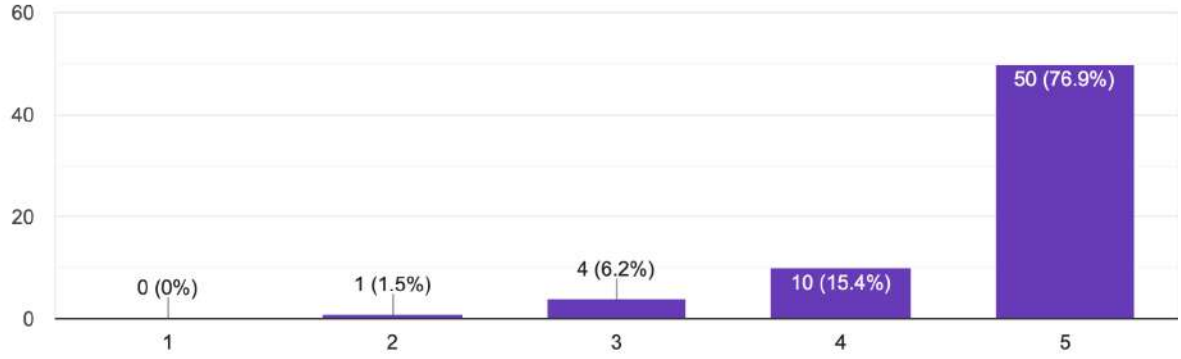
Did the event help you with new learnings or knowledge?

209 responses



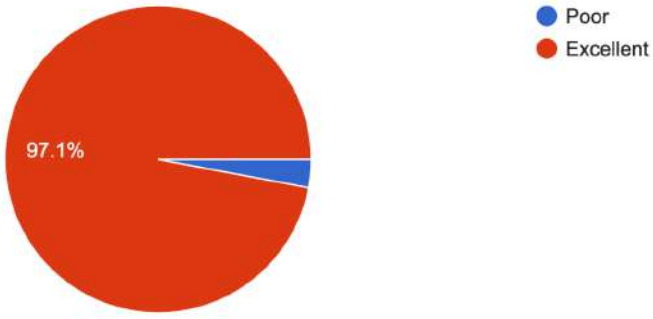
How do you rate the hospitality of the Organisers when you participated in OFFLINE sessions (Only for Day-1 Offline Participants)

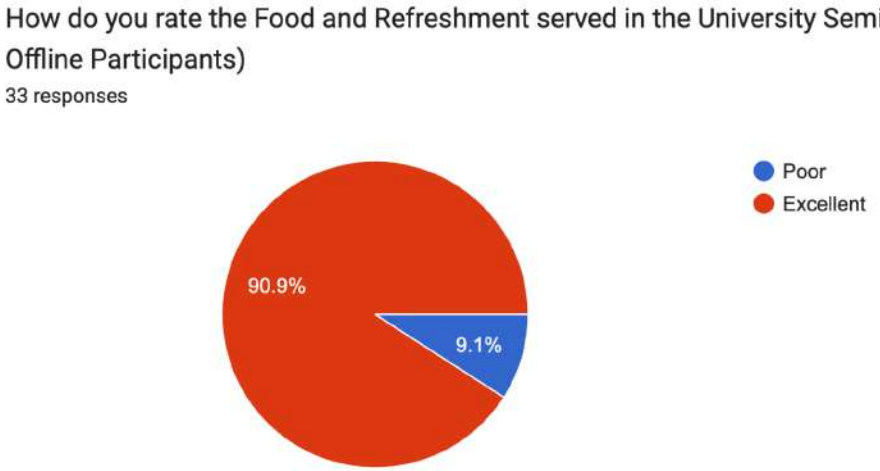
65 responses



How do you rate the arrangements made in the University Seminar Hall (Only for Day-1 Offline Participants)

34 responses





Feedback from the participants was systematically collected through a **Google Form** designed to capture their reflections on various aspects of the seminar. The form enabled participants to evaluate session quality, resource person engagement, technical coordination, and overall seminar experience. This structured approach ensured that the organizing committee received comprehensive and authentic responses that will be valuable for planning future academic events.

CERTIFICATION

Certificates were issued to all eligible participants and contributors as part of the seminar's formal conclusion.

- **Offline participants** received **hard copies** of their certificates.
- **Online participants** were provided **soft copies**, enabling quick access and distribution.

A range of certificates were issued, covering different categories of involvement:

- Participation Certificates
- Paper Presenter Certificates
- Resource Person Certificates
- Best Presenter Awards
- Organiser Certificates

Each certificate carried a **unique certificate ID**, ensuring authenticity, easy verification, and systematic documentation of the event's certification process.

BEST PAPER PRESENTERS

As part of the International Seminar held in connection with **National Education Day 2025**, all paper presentation sessions were systematically evaluated to recognize exemplary scholarly contributions. Each presenter was assessed by the Session Chairs using a **standardized scoring rubric** with marks awarded **out of 10**, considering parameters such as clarity of presentation, originality, methodological rigor, thematic relevance, and overall academic contribution.

Throughout the seminar, numerous scholars presented papers across diverse thematic tracks. After consolidating the scores submitted by the Chairs, the Organising Committee identified the highest-performing presenters who demonstrated outstanding academic excellence and impactful communication.

Based on the cumulative evaluation, **four presenters** achieved the highest distinction and were selected for the **Best Presentation Award**. The awardees are:

🏆 **Best Presentation Award Recipients**

- **Dr. Umme Kulsoom Zaidi**
- **Ms. Hellen Malaya**
- **Ms. Mahalakshmi Anand**
- **Ms. Surekha Chidambaranath**



These presenters showcased exceptional scholarly depth, well-structured arguments, innovative perspectives, and commendable presentation skills. Their contributions enriched the seminar's intellectual discourse and inspired fellow participants.

As a mark of appreciation, each awardee was presented with a **Certificate of Best Presentation**, bearing a **unique certificate ID**, acknowledging their outstanding achievement in the seminar.

The Organising Committee congratulates the award recipients and appreciates their valuable contributions, which significantly enhanced the academic impact of the seminar.

CONCLUDING REMARKS

The three-day International Seminar held in connection with National Education Day 2025 concluded on a highly successful and intellectually enriching note. The seminar brought together a vibrant community of scholars, researchers, teacher educators, and practitioners from diverse

institutions across the country and abroad. Through keynote addresses, invited sessions, panel discussions, and numerous paper presentations, the seminar provided a dynamic platform for the exchange of innovative ideas, emerging research insights, and transformative practices in education.

Across the sessions, participants engaged meaningfully with contemporary themes such as sustainable and green educational infrastructure, pedagogical innovations, technological integration, inclusive practices, and the evolving landscape of teacher education. The rich deliberations reflected the collective commitment to advancing the quality of education and responding proactively to the aspirations of the National Education Policy 2020.

The active participation of presenters and co-authors, the insightful contributions of distinguished resource persons, and the dedicated involvement of organizers and volunteers were instrumental in shaping the seminar into a memorable academic experience. The reflections shared during the valedictory session further highlighted the seminar's relevance, impact, and the need for continued academic dialogues of this nature.

The event concluded with sincere appreciation extended to all participants, resource persons, partnering institutions, and the organizing committee for their wholehearted cooperation. With renewed enthusiasm and strengthened networks, the seminar stands as a testament to the collective pursuit of academic excellence and innovation in education.

ACKNOWLEDGEMENT

The Organizing Committee of the International Seminar held in connection with National Education Day 2025 expresses deep gratitude to all individuals and institutions whose support and goodwill made this academic initiative a remarkable success.

We first extend our sincere thanks to the **Vice-Chancellor, University of Calicut**, and the **Registrar, University of Calicut**, for their continued encouragement and institutional support.

We gratefully acknowledge the guidance of
Prof. (Dr.) A. Hameed, Head, Department of Education, University of Calicut, and
Prof. (Dr.) Abdul Gafoor K., Dean, Faculty of Education, University of Calicut.

Our profound appreciation extends to the distinguished faculty members of the **Department of Education, University of Calicut**, whose academic leadership and generous cooperation enriched the seminar:

- **Dr. Vasumathi T.**, Associate Professor, Department of Education, University of Calicut & **Member, Syndicate, University of Calicut**
- **Dr. C. M. Bindhu**, Professor, Department of Education, University of Calicut
- **Dr. A. Hameed**, Professor, Department of Education, University of Calicut
- **Dr. Manoj Praveen G.**, Associate Professor, Department of Education, University of Calicut
- **Dr. Reesha K.**, Assistant Professor, Department of Education, University of Calicut
- **Dr. Jibin V. K.**, Assistant Professor, Department of Education, University of Calicut

We also extend heartfelt thanks to the following dignitaries for their guidance, support, and presence:

- **Jb. C. P. Hamsa**, Member, Syndicate, University of Calicut & Secretary-cum-Manager, Majlis Arts and Science College
- **Dr. Mohammed Kutty Kakkakunnan**, Principal, Majlis Arts and Science College
- **Jb. K. S. A. Thangal**, President, Majlis Arts and Science College
- **Jb. M. P. Musthafal Faizy**, General Secretary, Majlis Arts and Science College
- **Jb. Saleem Kuruvambalam**, Chairman, Majlis Arts and Science College
- **Jb. Abdu Samad**, Secretary, Mounathul Islam Association, Ponnani
- **Dr. Noufal P.**, Principal, M.I. Training College, Ponnani
- **Dr. Ramitha A.**, Former Principal (in-charge) & IQAC Coordinator, M.I. Training College, Ponnani
- **Mr. Noushad N.**, Academic Director, Majlis Arts and Science College
- **Mr.Rafeeq P.**, IQAC Coordinator, Majlis Arts and Science College

We also thankfully acknowledge the sincere contributions of:

- **Teaching, Non-teaching Staff, Research Scholars, and M.Ed. Students, Department of Education, University of Calicut**

- **Teaching and Non-teaching Staff, and B.Ed. Students, M.I. Training College, Ponnani**
- **Teaching and Non-teaching Staff, and ITEP Students, Majlis Arts and Science College**
- **Technical Staff, University of Calicut, Seminar Hall**
- **All Resource Persons and Guests**
- **All participants who joined offline and online**

Their commitment, cooperation, and active participation enriched the scholarly value of the programme and contributed immensely to the smooth and successful conduct of the seminar.

We place on record our heartfelt appreciation to everyone who directly or indirectly supported this academic endeavour.

Attachments

The following supporting documents are appended to this Final Report for reference and verification:

1. **Copy of the Brochure**
   – Details the seminar overview, themes, schedule, and resource persons.
2. **Copies of Various Promotional Flyers**
   – Includes digital posters, session announcements, reminders, and presenter highlights released during the pre-event and event days.
3. **Copy of Certification Details**
   – Contains the list of certificate categories, distribution mode (online/offline), and the unique certificate ID format used for validation.
4. **Sample Certificate**
   – A model certificate issued for participation/presentation, illustrating the layout, signatures, and unique ID placement.



DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

DEPARTMENT OF EDUCATION
MAJLIS ARTS AND SCIENCE COLLEGE

INTERNAL QUALITY ASSURANCE CELL
M.I. TRAINING COLLEGE
PONNANI

THREE-DAY INTERNATIONAL SEMINAR ON

MODERN LEARNING ENVIRONMENTS

Rescheduled to:
11, 12, 13 November 2025

NATIONAL EDUCATION DAY
11 November

Hybrid Mode

ONLINE & OFFLINE SESSIONS

Venue of Offline Sessions

Department of Education
University of Calicut
Thenhippalam

Sub-themes

1. Technology-Integrated Learning Spaces
2. Designing Flexible and Inclusive Classrooms
3. Blended and Hybrid Learning Models
4. EdTech Tools and Digital Pedagogies
5. Gamification and Immersive Learning (AR/VR/AI)
6. Student-Centered Learning and Personalization
7. Professional Development in Modern Teaching Practices
8. Assessment and Evaluation in Digital Learning Environments
9. Policy, Equity, and Access in 21st-Century Education
10. Sustainable and Green Educational Infrastructure

CONVENERS

Dr. A. Hameed
Professor & Head
DoE, University of Calicut

Dr. Muhammed Kutty
Principal
Majlis Arts & Science College

COORDINATOR

Dr. Naseerali M.K.
Mob: 8907162762

REGISTRATION FEE

Paper Presentation
Faculty & Researchers: Rs.700
UG / PG Students: Rs.600
Seperate Registration is Required for Co-authors
Participation Only
Faculty & Researchers: Rs.300
UG / PG Students: Rs.250

PUBLICATION

Selected papers will be published either in an edited book or in a peer-reviewed online journal. Article Processing Charges (APC), if any, will be communicated later during the publication phase after the seminar.

IMPORTANT DATES

Registration Last Date (Extended):
15 October 2025
Paper Submission (Extended):
30 October 2025

Register at:
www.mitc.ac.in

THREE-DAY INTERNATIONAL SEMINAR ON

MODERN LEARNING ENVIRONMENTS

11, 12, 13 November 2025

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

DEPARTMENT OF EDUCATION
MAJLIS ARTS AND SCIENCE COLLEGE

M.I. TRAINING COLLEGE



Theme Presentation
K.E.N
Writer and Orator

Inauguration
Prof. Achuthsankar S Nair
Former Director, C-DIT
Former Professor, University of Kerala

Key-note
Dr.Roshan Bijlee
Director, Composite Regional Centre (CRC) - Kozhikode

11 NOVEMBER, 2025

10 A.M. / EMS Seminar Complex, University of Calicut


DR. VASUMATHI. T
Member, Syndicate, UoC


C.P. HAMZA
Member, Syndicate, UoC


PROF. (DR.) A.HAMEED
Head, DoE, UoC


PROF.(DR.) K. ABDUL GAFOOR
Dean, Faculty of Education, UoC


DR. MOHAMMED KUTTY KK
Principal, Majlis College


PROF.(DR.) BINDHU C.M.
Professor, DoE, UoC


DR.NASEERALI M.K.
Head, ITEP, Majlis


DR. MANOJ PRAVEEN. G
Assoc. Prof, DoE, UoC


DR. REESHA. K
Asst. Prof., DoE, UoC


DR.JIBIN V.K.
Asst. Prof., DoE, UoC


NOUSHAD N.
Director, Majlis College


A.M. ABDU SAMAD
Secretary, MI Association


DR.NOUFAL P.
Principal, MI Training College


RAFEEQ P.
IQAC Coordinator, Majlis College

THREE-DAY INTERNATIONAL SEMINAR ON

MODERN LEARNING ENVIRONMENTS

11, 12, 13 November 2025



NATIONAL EDUCATION DAY 2025

DEPARTMENT OF EDUCATION UNIVERSITY OF CALICUT | DEPARTMENT OF EDUCATION MAJLIS ARTS AND SCIENCE COLLEGE | M.I. TRAINING COLLEGE

INAUGURAL SESSION
10 AM, 11 NOVEMBER 2025

PRAYER	
WELCOME	**Dr.Naseerali M.K** Seminar Coordinator, & Head, DoE, Majlis Arts and Science College
PRESIDENTIAL ADDRESS	**Prof.(Dr.) A.Hameed** Head, Department of Education, University of Calicut
INAUGURAL SPEECH	**Dr. Achuthsankar S. Nair** Former Director of the Centre for Development of Imaging Technology (C-DIT) Former Professor and Head of Dept. of Bioinformatics, University of Kerala
KEY-NOTE ADDRESS	**Dr. Roshan Bijlee K.N.** Director, Composite Regional Centre (CRC) for Skill Development, Rehabilitation and Empowerment of Persons with Disabilities, Kozhikode
DISTRIBUTION OF AWARDS TO M.ED. TOPPERS	
FELICITATIONS	**Dr. Vasumathi T.** Member, Syndicate, UoC, & Associate Professor, Dept. of Education, UoC **Mr. C.P. Hamza** Member, Syndicate, UoC. & Manager, Majlis Arts & Science College (Autonomous) **Prof.(Dr.) K. Abdul Gafoor** Dean, Faculty of Education, UoC **Dr. Mohammed Kutty Kakkakkunnan** Principal, Majlis Arts & Science College (Autonomous)
VOTE OF THANKS	**Dr. Noufal P.** Principal, M.I. Training College, Ponnani
PRESENCE	**Prof.(Dr.) C.M.Bindhu** Professor, Dept. of Education, UoC **Dr. Manoj Praveen G.** Associate Professor, Dept. of Education, UoC **Dr. Reesha K.** Assistant Professor, Dept. of Education, UoC **Dr. Jibin V.K.** Assistant Professor, Dept. of Education, UoC **Mr. A.M. Abdu Samad** General Secretary, Mounathul Islam Association, Ponnani **Mr. Noushad N.** Director, Majlis Arts & Science College **Dr. Ramitha P.A.** IQAC Coordinator, M.I. Training College **Mr. Rafeeq P.** IQAC Coordinator, Majlis Arts & Science College

THREE-DAY INTERNATIONAL SEMINAR ON

MODERN LEARNING ENVIRONMENTS

11, 12, 13 November 2025

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

DEPARTMENT OF EDUCATION
MAJLIS ARTS AND SCIENCE COLLEGE

M.I. TRAINING COLLEGE

RESOURCE PERSONS



K.E.N. KUNHAHAMMED
Writer and Orator



PROF. ACHUTHSANKAR S NAIR
Former Director, C-DIT
Former Professor, University of Kerala



DR.ROSHAN BIJLEE
Director, Composite Regional Centre (CRC) - Kozhikode



DR. DENNEBO MEKURIA
Consultant Researcher and Trainer, Ethiopia



PROF.(DR.) BINDHU C.M.
University of Calicut



DR. REESHA. K
University of Calicut



DR. PREMACHANDRAN P
Navajyothi College of Teacher Education, Thrissur



DR. MOHAMMAD HASAN
MANUU, Bhopal



DR.S. AMMANI REDDY
BVRIT Hyderabad



DR N MAHALAKSHMI,
GuruShishya Institute of Education and Training, Chennai



DR.S ANDAL
Tamilnadu Teacher Education Uty., Chennai



DR.VRINDA VIJAYAN
Central University of Kerala



DR.ISMAIL THAMARASSERI
MG University, Kottayam



DR.UZMA SIDDIQUI
Aligarh Muslim University, Aligarh



DR. UMER FAROOQUE T. K
Farook Training College, Kozhikode



DR. HARIKRISHNAN M.
Sanskriti University, Mathura, Uttarpradesh



DR. PRANAY PANDEY
Bhatter College, Dantan, West Bengal



DR.ASHA J.V.
MG University, Kottayam



PROF. BHARTI KAUSHIK
CIET, NCERT, New Delhi



DR. ANJUM AHMED
Aligarh Muslim University, Aligarh



DR. PRITHI VENKATESH M.
AIISH, Mysore



NATIONAL EDUCATION DAY 2025



DR.SABA ANEES
Central University of Kerala



DR. MARIAMMA MATHEW
Peet Memorial Training College, Mavelikara, Retd.

THREE-DAY INTERNATIONAL SEMINAR ON

MODERN LEARNING ENVIRONMENTS

11, 12, 13 November 2025

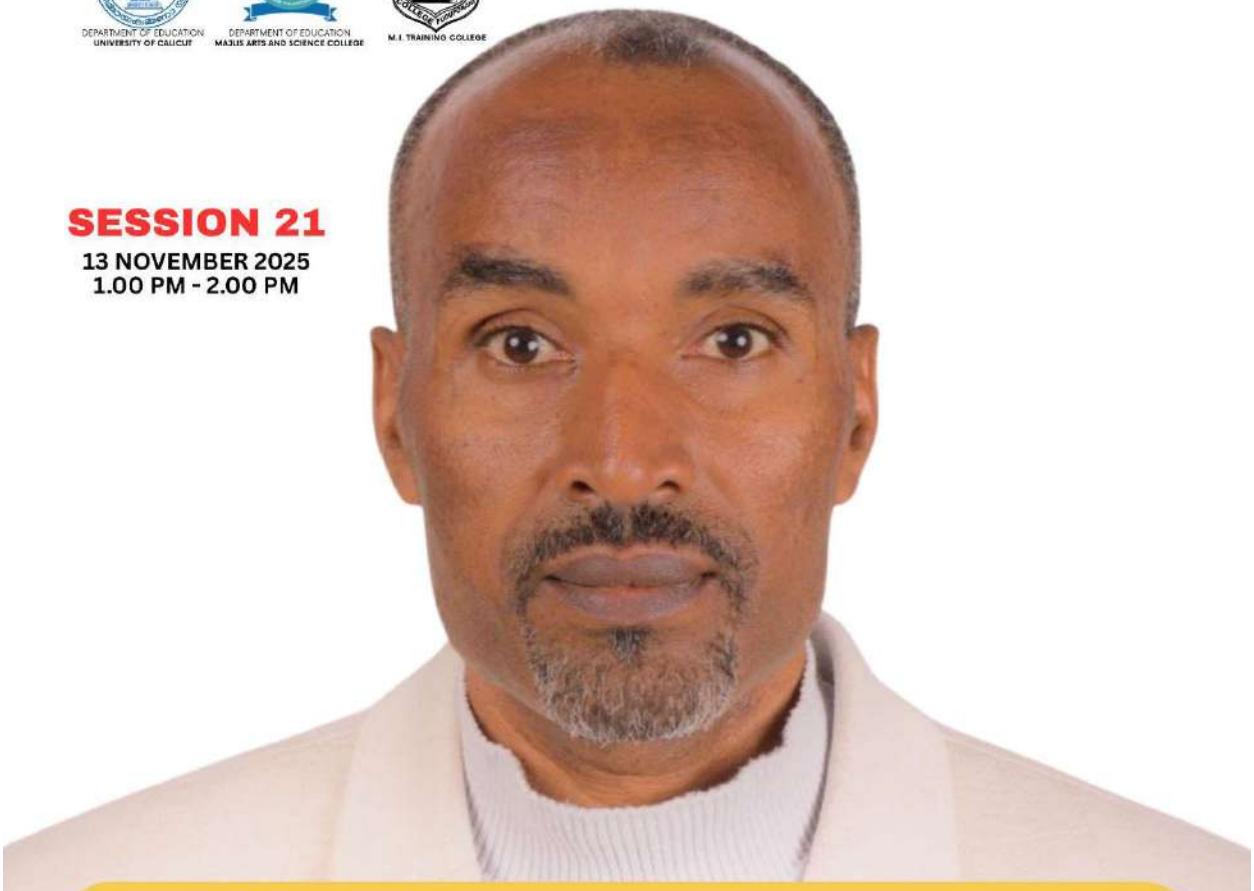
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

DEPARTMENT OF EDUCATION
MAJLIS ARTS AND SCIENCE COLLEGE

M.I. TRAINING COLLEGE

SESSION 21

13 NOVEMBER 2025
1.00 PM - 2.00 PM



TECHNICAL AND VOCATIONAL TRAINING IMPLEMENTATION CHALLENGES AND PROSPECTS

Dr. Dennebo Mekuria
Consultant Researcher and Trainer,
Ethiopia

THREE-DAY INTERNATIONAL SEMINAR ON

MODERN LEARNING ENVIRONMENTS

11, 12, 13 November 2025

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

DEPARTMENT OF EDUCATION
MAJLIS ARTS AND SCIENCE COLLEGE
(AUTONOMOUS)

M.I. TRAINING COLLEGE
PONNANI

Certificate

This Certificate is Awarded to

Prof.(Dr.) Suma Joseph

Principal
Mount Carmel College of Teacher Education for Women, Kottayam
for participating in and presenting a paper titled
'National Education Policy 2020 and Its Implications for Sustainable Educational Infrastructure'
in the Three-day International Seminar organised in connection with National Education Day 2025, held in hybrid mode from 11th to 13th November 2025.

Dr.A. Hameed
Professor & Head
Department of Education
University of Calicut

Dr.Naseerali M.K.
Head, Department of Education
Majlis Arts and Science College, Puramannur
(Seminar Coordinator)

Dr.Noufal P.
Principal
M.I. Training College, Ponnani



NATIONAL EDUCATION DAY 2025

Certificate ID:
UoC-MASC-MITC-INTCONF/PRSNT/192
Issued on: 13/Nov/2025

https://mitc.ac.in/2025/11/02/certificates-issued-international-seminar-on-modern-learning-environments/

CERTIFICATION DETAILS (PRESENTATION)

Certificate ID	Name of the Candidate	College / Institution
UoC-MASC-MITC-INTCONF/PRSNT/01	Soudabi V.	University of Calicut
UoC-MASC-MITC-INTCONF/PRSNT/02	Clement K. Laughson	IASE, Thrissur
UoC-MASC-MITC-INTCONF/PRSNT/03	Pragith K.	Farook Training College
UoC-MASC-MITC-INTCONF/PRSNT/04	Savitha K. K.	Karunya Institute of Technology and Sciences
UoC-MASC-MITC-INTCONF/PRSNT/05	ABDULBASITH KK	NSS Training College, Ottappalam
UoC-MASC-MITC-INTCONF/PRSNT/06	Dr. Mohammed Nasimudheen T	Farook Training College
UoC-MASC-MITC-INTCONF/PRSNT/07	Prof (Dr.) Renumol V G	Cochin University of Science and Technology
UoC-MASC-MITC-INTCONF/PRSNT/08	Dr.Sunilkumar A S	NSS Training College, Ottappalam
UoC-MASC-MITC-INTCONF/PRSNT/09	Anitha R.	NSS Training College, Ottappalam
UoC-MASC-MITC-INTCONF/PRSNT/10	Haridasan L.	NSS Training College, Ottappalam
UoC-MASC-MITC-INTCONF/PRSNT/11	Prasastha P.	NSS Training College, Ottappalam
UoC-MASC-MITC-INTCONF/PRSNT/12	Sujisha K. K.	NSS Training College, Ottappalam
UoC-MASC-MITC-INTCONF/PRSNT/13	Nitha T.	NSS Training College, Ottappalam
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UoC-MASC-MITC-INTCONF/PRSNT/28	Dr. Suhasini Anil Bhujbal	Ira Education Society's College of Education, Arvi Pune
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UoC-MASC-MITC-INTCONF/PRSNT/30	Rajitha N. K.	NSS Training College, Ottapalam
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UoC-MASC-MITC-INTCONF/PRSNT/42	Kanakappa Pujar	Department of Education, Rani Channamma University, Belagavi, Karnataka- 591156, India
UoC-MASC-MITC-INTCONF/PRSNT/43	Dr. Mary K J	Mount Carmel College of Teacher Education For Women, Kanjikuzhi, Kottayam
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UoC-MASC-MITC-INTCONF/PRSNT/49	Dr. M. Ponnambleswari	RV Teachers College
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UoC-MASC-MITC-INTCONF/PRSNT/52	Dr. Hitesh Keserwani	Amity Business School, Amity University, Lucknow
UoC-MASC-MITC-INTCONF/PRSNT/53	Dipika Das	The ICFAI University Tripura
UoC-MASC-MITC-INTCONF/PRSNT/54	Dr. Minikumari D	NSS Training College, Ottapalam
UoC-MASC-MITC-INTCONF/PRSNT/55	Madhurima Chaudhuri	ICFAI University, Agartala, Tripura.
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UoC-MASC-MITC-INTCONF/PRSNT/91	Dr. Durga Lekshmi G S	Kerala University College of Teacher Education, Kulakkada
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UoC-MASC-MITC-INTCONF/PRSNT/97	Hellen Malaya	TEZPUR UNIVERSITY
UoC-MASC-MITC-INTCONF/PRSNT/98	G S Smitha Nair	Govt College of Teacher Education, Trivandrum -14
UoC-MASC-MITC-INTCONF/PRSNT/99	Neha	G D Goenka University, Sohna, Gurugram
UoC-MASC-MITC-INTCONF/PRSNT/100	Ramashankar Chourasia	Manav Rachna University
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UoC-MASC-MITC-INTCONF/PRSNT/105	Suman Baruah	Tezpur University
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UoC-MASC-MITC-INTCONF/PRSNT/123	Shana Shirin P B	Majlis Arts and Science College (Autonomous) Puramannur
UoC-MASC-MITC-INTCONF/PRSNT/124	Papanna K R	Bengaluru City University
UoC-MASC-MITC-INTCONF/PRSNT/125	Vipina K M	IGNOU
UoC-MASC-MITC-INTCONF/PRSNT/126	Merin M Thomas	NSS TRAINING COLLEGE OTTAPPALAM, RESEARCH CENTRE IN EDUCATION, UNIVERSITY OF CALICUT
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UoC-MASC-MITC-INTCONF/PRSNT/128	Manav Sharma	VIBGYOR High, VADODARA
UoC-MASC-MITC-INTCONF/PRSNT/129	Priyanka Kaneriya	Vibgyor High International school
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UoC-MASC-MITC-INTCONF/PRSNT/138	Alka Verma	School of Education, IGNOU
UoC-MASC-MITC-INTCONF/PRSNT/139	Badhushan SS	Spess,Mahatma gandhi university,Kottayam
UoC-MASC-MITC-INTCONF/PRSNT/140	Prof. (Dr.) Suma Joseph	Mount Carmel College of Teacher Education for Women, Kottayam
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UoC-MASC-MITC-INTCONF/PRSNT/142	Ashis Deb	THE ICFAI UNIVERSITY TRIPURA
UoC-MASC-MITC-INTCONF/PRSNT/143	Ahmad Nidal NV	Jamia nadwiyya Arabic college edavanna
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UoC-MASC-MITC-INTCONF/PRSNT/147	Dr. Lekshmi V	NSS Training College, Ottapalam

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UoC-MASC-MITC-INTCONF/PRSNT/151	Dr. R. Selvamathi Sugirtha	SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS),SALEM.16
UoC-MASC-MITC-INTCONF/PRSNT/152	Dr. Shahla Shabeeh Shaheen	Aligarh Muslim University
UoC-MASC-MITC-INTCONF/PRSNT/153	Nandana Murali	Mount Carmel College of Teacher Education for women Kottayam
UoC-MASC-MITC-INTCONF/PRSNT/154	Aiswarya V B	Department of Education, University of Kerala
UoC-MASC-MITC-INTCONF/PRSNT/155	Shalu Tyagi	Amity University
UoC-MASC-MITC-INTCONF/PRSNT/156	Dr Sheeba Krishnan	NSS Training College Ottapalam
UoC-MASC-MITC-INTCONF/PRSNT/157	Shahul Hameed M	All India Institute of Speech and Hearing Mysore
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UoC-MASC-MITC-INTCONF/PRSNT/159	Dr. Jaya P.J.	Mount Carmel College of Teacher Education for Women Kottayam
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UoC-MASC-MITC-INTCONF/PRSNT/161	Dr. Akhilesh Mishra	Central university of karnataka
UoC-MASC-MITC-INTCONF/PRSNT/162	Dr. Mohammad Hasan	MANUU-College of Teacher Education, Bhopal.
UoC-MASC-MITC-INTCONF/PRSNT/163	Dr. Prithi Venkatesh Mondreti	All India institute of Speech and Hearing
UoC-MASC-MITC-INTCONF/PRSNT/164	MALAR VIZHY P	FSP Sancta Maria Bruchsal, Germany
UoC-MASC-MITC-INTCONF/PRSNT/165	Dr. Prithi Venkatesh Mondreti	All India institute of Speech and Hearing
UoC-MASC-MITC-INTCONF/PRSNT/166	Dr. C. Maria Ugin Joseph	DMI - St. Eugene University, Zambia
UoC-MASC-MITC-INTCONF/PRSNT/167	REENU ABRAHAM	MOUNT CARMEL COLLEGE OF TEACHER EDUCATION FOR WOMEN, KOTTAYAM
UoC-MASC-MITC-INTCONF/PRSNT/168	DR.SHASHIKALA M S	R V Teachers college
UoC-MASC-MITC-INTCONF/PRSNT/169	Dr. Mohammed Trique	MANUU, CTE-NUH
UoC-MASC-MITC-INTCONF/PRSNT/170	Dr. Anil Kumar	MANUU CTE NUH
UoC-MASC-MITC-INTCONF/PRSNT/171	Upasna Sanjiv Roy	DSE,SNDT
UoC-MASC-MITC-INTCONF/PRSNT/172	Dr. Asya Azhar	Universiti Sains Malaysia
UoC-MASC-MITC-INTCONF/PRSNT/173	Marina Elsa Paul	Hill Valley College of Education
UoC-MASC-MITC-INTCONF/PRSNT/174	Prof.Ansarul Hasan	MANUU CTE Nuh
UoC-MASC-MITC-INTCONF/PRSNT/175	M.A.B.M. Mohideen Kadhir Ali	Annamalai University, Tamil Nadu
UoC-MASC-MITC-INTCONF/PRSNT/176	Dr. Meeta Parikh	Mandsaur University, Mandsaur
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UoC-MASC-MITC-INTCONF/PRSNT/181	Dr.Y.Anitha	SRI PADMAVATI MAHILA VISWAVIDHYALAYAM
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UoC-MASC-MITC-INTCONF/PRSNT/183	Dr. Nimisha Beri	Lovely Professional University
UoC-MASC-MITC-INTCONF/PRSNT/184	Dr. Rajwinder Kaur	Khalsa College of Education, GT Road,Amritsar
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UoC-MASC-MITC-INTCONF/PRSNT/186	Dr. Ram Shanker Saxena	Amity Institute of Rehabilitation Sciences, Amity University Noida U. P.
UoC-MASC-MITC-INTCONF/PRSNT/187	Sashapra Chakrawarty	Department of Education, Tezpur University, Assam
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