

St. Thomas' College of Education

NAAC Accredited

SPANDAN 2025



*“First sign of life’s consciousness
and energy”*

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(Managed by St. Thomas' Higher Education Society)

NAAC ACCREDITATION

ST. THOMAS' COLLEGE OF EDUCATION

St. Thomas' College of Education has achieved a significant milestone in its journey of academic excellence and quality enhancement. On **16 January 2025**, the college was officially **accredited by the National Assessment and Accreditation Council (NAAC)**, marking a proud and memorable achievement in its institutional history.

The process began a year prior, with the entire college community—faculty, staff, and management—working diligently towards meeting the standards set by NAAC. With consistent efforts, comprehensive documentation, and a commitment to continuous improvement, the college successfully submitted its **Self-Study Report (SSR)** on **20 August 2024**.

Following the submission, the **NAAC peer team visited the college on 7 and 8 January 2025** for physical verification and assessment. The visit included campus inspection, interaction with various stakeholders including faculty, students, alumni and non-teaching staff, and an in-depth review of the institutional practices and outcomes.

The accreditation not only reaffirms the dedication of the faculty of education to deliver quality education but also serves as a benchmark for its future endeavors. This recognition is a testament to the collective effort and unwavering commitment of the entire St. Thomas' College of Education fraternity.

With this accomplishment, the college aims to further its mission of fostering academic excellence, innovation, and holistic development among students while continuing to uphold the highest standards of educational quality.

Dr Mugdha Anand

Head of the Department

St. Thomas' College of Education

डी० एल० एड० 2025

राष्ट्र निर्माण की पहली सीढ़ी - एक योग्य शिक्षक की तैयारी

सेण्ट थॉमस कॉलेज ऑफ एज्युकेशन, उत्तर प्रदेश में एक प्रतिष्ठित शिक्षक प्रशिक्षण संस्थान के रूप में, गुणवत्तापूर्ण, समावेशी और मूल्य - आधारित शिक्षा प्रदान करने के लिए सतत प्रयासरत है। इसी दिशा में एक महत्वपूर्ण पहल करते हुए संस्थान ने D.El.Ed. [डिप्लोमा इन एलीमेन्ट्री एज्युकेशन) पाठ्यक्रम की नई शुरुआत 2025 में की गई है। इस पाठ्यक्रम का मूल उद्देश्य सक्षम, उत्तरदायी और संवेदनशील शिक्षकों का निर्माण करना है, जो 21वीं सदी की आवश्यकताओं के अनुरूप शिक्षा प्रणाली को दिशा प्रदान करने में सक्षम हो सकें। डी० एल० एड० पाठ्यक्रम के माध्यम से प्रशिक्षु शिक्षकों को न केवल शैक्षणिक ज्ञान प्रदान किया जाता है, बल्कि उनमें बालकों की विविध सामाजिक, भावनात्मक और बौद्धिक आवश्यकताओं को समझने की क्षमता भी विकसित कराई जाती है। इस कार्यक्रम में समावेशी शिक्षा, बाल - मनोविज्ञान, मूल्य शिक्षा, शिक्षण विधियाँ, कक्षा प्रबन्धन, नवाचार और तकनीकी संसाधनों के प्रभावी उपयोग पर विशेष बल दिया जाता है।

सेण्ट थॉमस कॉलेज की मान्यता है कि एक शिक्षक केवल ज्ञान का स्रोत नहीं है बल्कि वह समाज के लिए एक मार्गदर्शक, प्रेरक और मूल्य-निर्माता भी होता है। अतः इस पाठ्यक्रम के माध्यम से ऐसे प्रशिक्षु शिक्षकों को तैयार करना है, जो राष्ट्र निर्माण में सक्रिय भूमिका निभा सकें। प्रशिक्षुओं को प्रायोगिक अनुभव, शिक्षण अभ्यास, माइक्रोटीचिंग (सूक्ष्म-शिक्षण), सामुदायिक सहभागिता और मूल्यांकन आधारित प्रशिक्षण प्रदान किया जाता है, जिससे वे व्यवहारिक और सैद्धान्तिक दोनों स्तरों पर दक्षतापूर्ण व कुशल अध्यापक बन सकें।

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SCHOLASTIC ACTIVITIES

SCOUTING AND GUIDING: A JOURNEY OF SELF DISCOVERY AND SERVICE



Bharat Scout and Guide organised the annual Scout and Guide camp from 6 to 10 January 2025. The aim of the camp was to teach the participants self-reliance, discipline, teamwork and leadership qualities. B.Ed. 2nd year students enthusiastically participated in the event. Activities included first-aid training, fire safety drills and leadership exercises. Experts conducted interactive sessions on social responsibility and self-reliance. The camp concluded with a cultural programme. Overall, it was an enriching experience, fostering camaraderie and skill development among students.





MENTORING

“GOING TOGETHER, ONE CONNECTION AT A TIME”

Mentoring sessions were held to support B.Ed. students in their academic and professional growth. These sessions provided guidance on teaching methods, classroom management and lesson planning. Mentors help students to build confidence, enhance communication skills and address challenges. Such sessions ensure better preparedness for future teaching careers.

ACADEMIC ASSISTANCE



The college conducts extra classes on Sundays to support B.Ed. students in their academic and professional development. These sessions focus on improving teaching skills, lesson planning and classroom management. Mentors provide personalized guidance, helping students to clarify doubts and enhance of subject knowledge. The extra classes ensure better preparedness for exams and future teaching careers, making learning more effective and accessible.

BEYOND THE CURRICULUM: SKILL AND KNOWLEDGE ENHANCEMENT WITH VALUE - ADDED COURSE



Value Addition Course titled “**Certificate Program in Using Prashast for Inclusive Education**” was conducted from 11 November 2024 to 11 February 2025. The course aimed to equip B.Ed. students with the skills to promote inclusive learning environments using Prashast tools. Participants gained practical insights into identifying and addressing diverse learning needs. The programme enhanced their understanding of inclusive education strategies, fostering an empathetic and effective teaching approach.

COURSE FELICITATION PROGRAMME

Dr. Jyoti Bhardwaj, the course instructor received recognition for her contributions at the value-added course felicitation programme on 9 April 2025. Students shared their experiences and knowledge of the course while presenting PowerPoint presentations on various course themes (*Roles and Responsibilities of A Teacher in Inclusive Education, Teaching Methodologies and Prashast*). Programme closed with light refreshment.



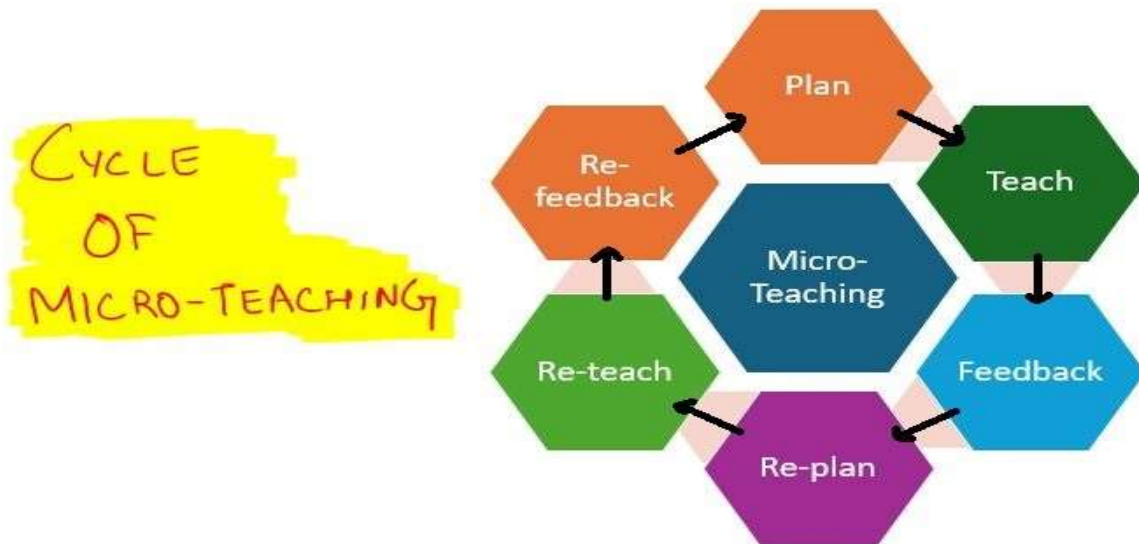
SELF STUDY COURSE (AI FOR ALL)

B.Ed. second year students enrolled in self study course (AI FOR ALL) which is a self-learning online programme designed to raise student's awareness about Artificial Intelligence. It aims to demystify AI for people from all spheres of life – a student, a professional, a senior citizen - basically, anyone interested in getting acquainted with it and wanting to build a 'Digital First Mindset'.



MICRO-TEACHING

Micro-teaching sessions were conducted from 20 to 26 November 2024. The sessions provided B.Ed. students an opportunity to practice teaching skills in a simulated environment. Participants delivered lessons focusing on core teaching skills such as questioning, reinforcement and classroom management. Faculty members observed and provided constructive feedback, enabling students to refine their techniques. The week-long session significantly enhanced students' confidence and teaching competencies, preparing them for real classroom scenarios.





STUDENT'S ACADEMIC RESULT

UNIVERSITY LEVEL

THE TOPPERS

B.Ed IInd Year Session 2022-2024



Mr. Sanjay Kumar Mishra
First Position (82.07%)



Ms. Ashmita Bhutani
Second Position (81.92%)



Ms. Jaishree
Third Position (81.85%)

B.Ed Ist Year Session 2023-2025



Ms. Akansha Arora
First Position (77.25%)



Ms. Christeena Lal
Second Position (75.62%)



Ms. Vrushali Ramkar
Third Position (74.87%)

COLLEGE LEVEL

AWARD OF EXCELLENCE



Ms. Ritika Wali (First Year)
(Session 2023- 2025)



Mr. Huaineiguang Gangmei (Second Year)
(Session 2022-2024)

AWARD OF ACADEMIC ACHIEVEMENT



Mr. Sanjay Kumar Mishra
(Session 2022-2024)

ALL INDIA LEVEL COMPETITION

We take immense pride in highlighting the remarkable achievement of our students who have successfully cleared the CTET examination, reflecting their dedication, perseverance and readiness to excel in the field of education.



Ms. Vrushali Ramkar
(Session 2023-25)



Ms. Caroline Panmei
(Session 2023-25)



Ms. Shruti Bidla
(Session 2023-25)



Ms. Ritika Wali
(Session 2023-25)



Ms. Akansha Arora
(Session 2023-25)



Ms. Arti Bansal
(Session 2023-25)



Ms. Asmita Sen
(Session 2023-25)

HAPPY EARTH DAY! LET'S CHERISH AND PROTECT OUR PLANET

The Earth Day was celebrated on 22 April 2024. The programme was intended to raise awareness of environmental issues and sustainable practices. Students demonstrated their creativity through different activities including creating posters, slogans and sketches to preserve the environment.



FAREWELL AND FRESHERS PARTY



The B.Ed. Second year students hosted a fresher's party on 25 April 2024 for B.Ed. students of 2023-2025 batch. Traditional dances were performed by students followed by solo dance, battle group dance, ramp walk and guitar playing. Mrs. Gaidunliu Phamei and Mr. Tiganling Gonmei were announced Ms. and Mr. Fresher respectively. In the second half, B.Ed. First year students organized a farewell party for 2022-2024 batch B.Ed. students. Mr. Huwaeiguang was crowned as Mr. Farewell and Ms. Eli Chinglingkum wore the crown of Ms. Farewell.



YOGA DAY (BREATHE IN PEACE , BREATHE OUT STRESS)

International Yoga Day was celebrated on 21 June 2024. It was a rejuvenating event. This session increased awareness about the importance of Yoga to promote mindfulness, flexibility and good health. The event concluded with a collective meditation meeting where participants were inspired to practice yoga daily.



UNITED WE STAND, STRONG AND FREE





The 78th anniversary of India's Independence was celebrated on 15 August 2024. To commemorate the sovereignty of our nation, Dr. M.K. Tyagi, Dean, St. Thomas' College, initiated the flag hoisting and all in unison sang the National Anthem to pay homage to the nation. Faculty, students and staff in the campus were geared up and enthused for the momentous occasion.

“A GOOD TEACHER CAN INSPIRE HOPE, IGNITE THE IMAGINATION AND INSTILL A LOVE OF LEARNING”

On 5 September 2024, the faculty and students organized Teacher's Day.



ORIENTATION PROGRAMME

As part of the department's academic activities, an orientation programme was held on 5 October 2024, for the first-year B.Ed. batch (session 2024–2026) and the second-year B.Ed. batch (session 2023–2025). The guest of the honour was Dr. Prabhat Mittal, a Professor at the University of Delhi. Students in their first and second year of B.Ed. were given awards for academic achievement and excellence. There were two sessions for the programme. Following refreshments, the second session began, during which all the faculty members provided the recently admitted first and second year B.Ed. students with an outline of the subjects and shared the academic calendar.



GLIMPSES OF COMMUNITY OUTREACH PROGRAMME EVENT – 1



The students held a community outreach event at Prathmic Vidhyalaya, Tugalpur, Greater Noida on 15 October 2024. The programme was planned in partnership with the neighborhood school and sought to increase public awareness of significant social issues through powerful performances. The students presented a Nukkad Natak on the "Swachh Bharat Abhiyan" to raise awareness of the value of cleanliness, the need to use dustbins to maintain hygiene in their surroundings and the separation of wet and dry waste. A play with the theme "Beti Bachao, Beti Padhao" was also performed emphasizing the value of educating and rescuing the girl child. They underlined the importance of education in empowering girls and the necessity of gender equality.



EVENT – 2



The second community outreach event was held at the Ramlal Vriddha Ashram in Greater Noida on 6 February 2025. The students performed a skit on topic "Parampara Ki Goonj." This was focused on the generation gap. This work demonstrated how the younger generation maintain their ancestor habits and inheritance with the help of new technology and use them in the future. A session on the 'Management of a Healthy Lifestyle' with a Focus on mental wellness was conducted by Dr. Poonam Pandey and Dr. Kavita Singh. The senior citizens enjoyed engaging with the team from the college. They sang bhajans for the students.



EVENT – 3



On 28 February 2025, third community outreach event was organized at Pratapgarh, Haryana, as part of the Sadak Suraksha Abhiyan, with the goal of raising awareness of traffic laws and road safety. The students raised slogans and performed a street play as part of the initiative to inform the public about the value of adhering to traffic laws. They educated people on traffic safety rules, including using seat belts, wearing helmets, staying within posted speed limits and avoiding using a mobile phone while driving. The students illustrated the repercussions of careless driving and highlighted frequent errors made by drivers through their Nukkad Natak. For their own safety, they also urged pedestrians to use footpaths and zebra crossings.



CARD MAKING ACTIVITY

A card making competition was organized on 6 January 2025 for B.Ed. Ist year students. The themes for the competition were Teachers' Day and New Year. The students participated keenly and made beautiful cards through their creativity. This activity aimed to explore and encourage creativity among the students while providing them a platform to showcase their skills.

TEACHING AID COMPETITION

On 6 January 2025 to highlight the importance of teaching material in teaching-learning process and to encourage teachers to use creative and innovative classroom demonstration, teaching aid competition was held at college premises. The students submitted their teaching aids in person. These aids covered various subjects like language, science, mathematics and social science. The teaching aid ranged from different types of charts, pictures and models to multimedia presentations and more. The teaching aids were evaluated by Dr. M. K. Tyagi (Dean) and Dr. Mugdha Anand (HOD).

PARAKRAM DIWAS CELEBRATION

On 23 January 2025, Parakram Diwas was enthusiastically observed to honor the birth anniversary of Netaji Subhas Chandra Bose, a pivotal figure in India's liberation movement. The purpose of the event was to honor his outstanding contribution to India's independence and to motivate students with his philosophy and ideals.

NAVYA 2025



Under an MOU with St. Thomas' College of Education, Greater Noida, the B.Ed. department faculty and students took part in the Annual Fest "Navya 2025" at Satyam College of Education, Noida, on 7 February 2025. "Echoes of Tradition, Beats of Tomorrow" was the theme. Students took part in a 'Nukkad Natak' competition and gave outstanding performances.

SPORTS DAY



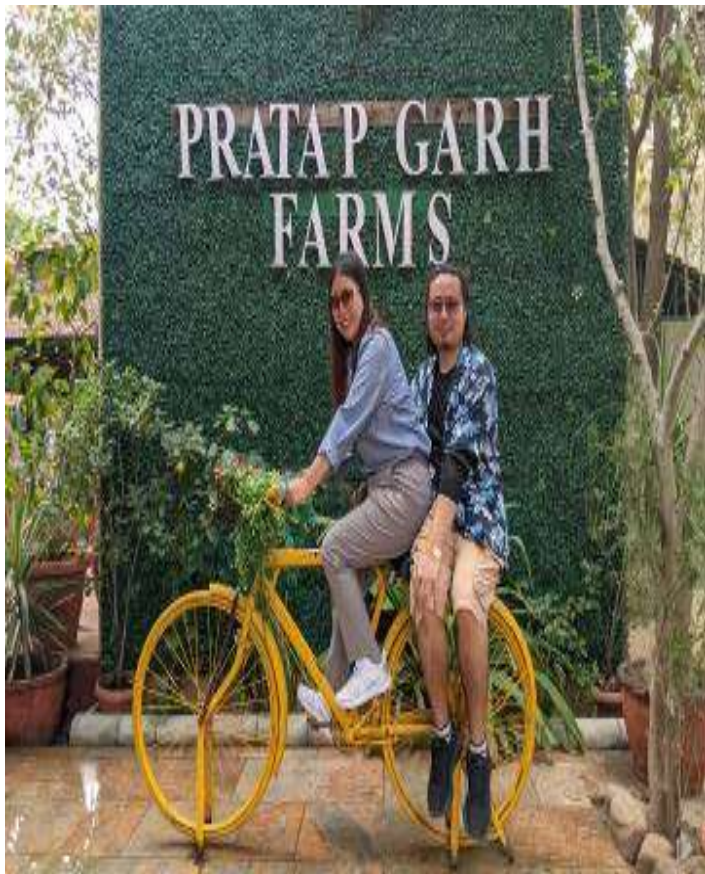
A day long sports event was organized on 31 January 2025. Students and faculty participated in the event with great enthusiasm and joy. The sporting event soon began with a variety of events testing participants' strength, mobility and coordination. Most important events include 100 metre race, three-legged race, lemon spoon race, kabaddi, long jumps and musical chair race. The sports meet concluded with the distribution of prizes and certificates to the recipients and recognition of their effort.



EDUCATIONAL TRIP 2025

On 28 February 2025, students and faculty went to Pratapgarh farms at Jajjar, Haryana on an educational trip. A variety of leisure activities such as ziplines, mini golf, snookers, tug of war, sack race, relay race and much more fun activities were played to promote teamwork and sportsmanship. The cultural segment with folk songs, dance and talent shows were an additional feature for the day.





WOMEN'S DAY COMMEMORATION

International Women's Day was celebrated on 7 March 2025. The programme began with a book reading sessions and students looked into literature highlighting the success and contribution of women in all fields.



ANVESHAN



Students took part in an event at IPER College in Ghaziabad on 28 March 2025. The College was represented by Dr. Indu Bala Kushwaha and Dr. Poonam Pandey as well as four student representatives. They set up a stall to showcase a range of handicrafts created from different materials such as wall hangings acrylic paintings paper-mache clay creations, resin art, tribal masks, pots and diya's. The handicrafts on display attracted a lot of attention from onlookers who also complimented our students' performance. and camaraderie.





CELEBRATIONS

FESTIVAL OF LIGHTS



We hosted a lively and joyous Diwali celebration on 29 October 2024. Pupils eagerly participated in creating stunning decorative rangoli that encapsulated the spirit of the celebration with elaborate patterns and vibrant colors. Additionally, they painted and embellished diyas and pots, giving the customary festival a unique flair.



Honoring The Legacy of Jawahar Lal Nehru on Bal Diwas

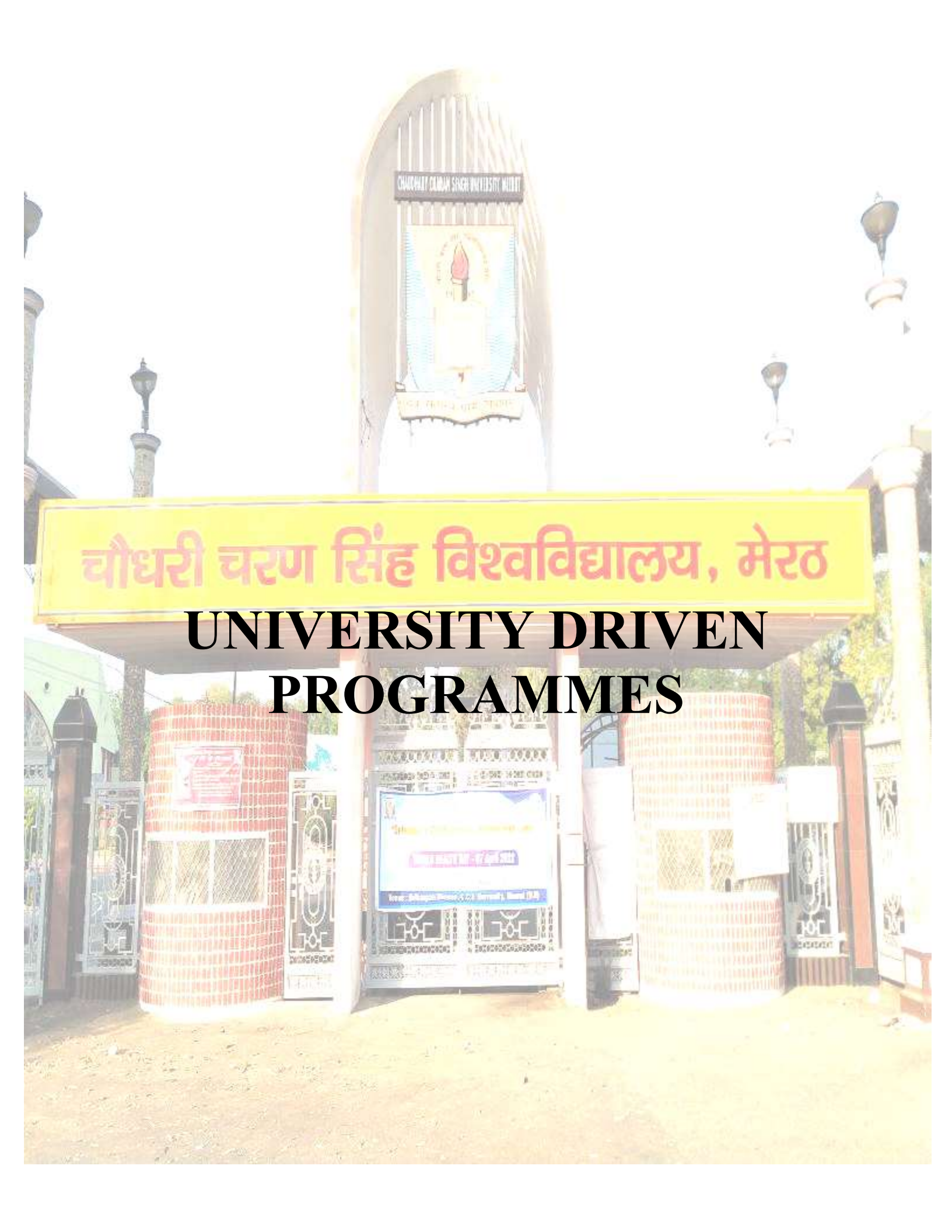
On 14 November 2024, Children's Day was celebrated with great joy and fervor. Students showed their talent through poetry recitation and quiz competitions.



CHRISTMAS

On 20 December 2024, the B.Ed. students began the festivities with heartfelt Christmas carols that captured the spirit of the holiday season. The audience was enthralled by a thought-provoking skit that highlighted the true meaning of Christmas.



The image shows the main entrance gate of Chaudhary Charan Singh University in Meerut. The gate is a large, arched structure with a central archway. Above the archway is a banner with the university's name in Hindi. Below the banner is a large, illuminated emblem featuring a torch and an open book. The gate is flanked by two tall, cylindrical pillars with a red and white striped pattern. The ground in front of the gate is a dirt path. The overall scene is brightly lit, suggesting a sunny day.

चौधरी चरण सिंह विश्वविद्यालय, मेरठ

UNIVERSITY DRIVEN PROGRAMMES

DAHEJ MUKT BHARAT AND NASHA MUKT BHARAT

The faculty and students took an oath for Nasha Mukt Bharat and Dahej Mukt Bharat reaffirming their commitment to a progressive and empowered society as per the guidelines sent by CCS University in August 2024.



PADHE VISHWAVIDYALAYA - BADHE VISHWAVIDYALAYA

On 7 March 2025, the programme began with a book reading sessions in the library. The students and faculty filled google form sent by the CCS University.



DIGI SHAKTI PROGRAMME

Our college distributed android phones to the students of B.Ed. (session 2022-24) as per the directions of U.P. Government.



ROAD SAFETY, LIFE SAFETY PROGRAMME

On 9 April 2025, outside our college premises, teaching and non-teaching staff along with B.Ed. students launched an awareness campaign regarding life and road safety. Students gave everyday travelers an explanation of traffic safety regulations and the value of wearing helmets.



EXPOSITIONS

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The number has fallen sharply over the past year

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NEWSPAPER



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INCLUSIVE EDUCATION IN THE 21ST CENTURY

Akanksha Arora (B.Ed. 2nd year)

Introduction

Inclusive education is a transformative approach that ensures all students, regardless of their abilities, backgrounds or disabilities, receive equal opportunities to learn and thrive in a common educational setting. In the 21st century, the emphasis on inclusivity has grown significantly, promoting diversity, equity, and accessibility in classrooms worldwide in the following ways:

The Importance of Inclusive Education

1. **Equity in Learning** – Inclusive education ensures that every child, including those with disabilities, marginalized groups, and linguistic minorities, has access to quality education.
2. **Fosters Social Integration** – It encourages interactions between diverse groups, helping students develop empathy, teamwork, and respect for differences.
3. **Enhances Academic Performance** – Research suggests that inclusive environments improve learning outcomes for both students with special needs and their peers.
4. **Breaks Down Barriers** – It challenges stereotypes and societal biases, fostering a culture of acceptance and mutual respect.
5. **Prepares Students for the Future** – By embracing diversity, students learn essential skills for working in inclusive workplaces and global communities.

Challenges in Implementing Inclusive Education

1. **Lack of Trained Educators** – Many teachers are not adequately prepared to handle diverse learning needs.
2. **Inadequate Resources** – Schools often lack essential infrastructure, assistive technologies, and support staff.

3. **Resistance to Change** – Traditional mindsets and prejudices hinder the effective implementation of inclusive policies.
4. **Financial Constraints** – Funding inclusive programmes can be challenging, particularly in developing countries.
5. **Curriculum Adaptation** – Standard curriculums often do not accommodate diverse learning styles and needs.

Strategies for Promoting Inclusive Education

1. **Teacher Training & Professional Development** – Equip educators with skills in special education, differentiated instruction, and effective classroom management.
2. **Policy Reforms** – Governments should enact and enforce laws that support inclusive practices in schools.
3. **Accessible Infrastructure** – Schools must ensure physical accessibility, including ramps, assistive technology and adapted learning materials.
4. **Parental and Community Involvement** – Engaging families and communities to support and advocate for inclusive education.
5. **Personalized Learning Approaches** – Using flexible teaching methods such as individualized education plans (IEPs), multi-sensory instruction and digital tools.

Conclusion

Based on the above, we can draw the conclusion that Inclusive education is a fundamental right and a crucial step toward a more just and equitable society. The 21st century demands an education system that embraces diversity and provides every student with the support they need to succeed. By overcoming challenges and implementing effective strategies, we can create a future where learning is truly accessible for all.

FEMINISM IN INDIA – FROM REVERENCE TO REALITY

Asmita Sen (B.Ed. 2nd year)

Feminism in India has seen a complex evolution, shifting from ancient times when woman was revered to the harsh realities many face today. This stark contrast highlights the paradoxical situation of gender relations in our society and the need for a deeper, more genuine understanding of feminism.

In ancient India, women were respected and were revered as embodiments of strength, wisdom and virtue. The scriptures and epics are replete with tales of powerful women. Stories of women like Rani Lakshmibai, Jahanara and Roshanara, Indira Gandhi, Kalpana Chawla, Mother Teresa, Sushmita Sen, etc. are remarkable examples of powerful and impactful from Indian history. As the ancient proverb said – “Where women are honored, divinity blossoms there”. This reverence was not just symbolic, but was woven into the fabric of daily life. But as time passed, this respect eroded and patriarchal structures tightened their grip on society, reducing women to mere symbols rather than acknowledging their humanity. Today, the reality for many women in India is far from this ancient reverence. The country faces distressing levels of violence against women—ranging from domestic abuse to horrific crimes like rape. As the feminist poet Kamala Das once wrote, “I met a man who only spoke of women, their beauty, their honor—while his hands were red with blood.” This brutality is not just physical but also psychological, as women navigate a society that frequently tells them they should be worshipped, yet too often treats them as less than human.

This brings us to a crucial point: we need to stop placing women on pedestals as goddesses and start

treating them as human beings. The idea of women as divine figures can be just as oppressive as it is flattering. It holds women to impossible standards, denying them the right to be flawed, to be real and to be seen as equals. Women don’t need to be idolized; they need to be respected for who they are—people with their own dreams, strengths, and vulnerabilities. “True equality,” True equality isn’t about reserving seats for women on buses or metros. While these measures can offer temporary relief, they don’t address the deeper problem. Real equality will only come when men see women as their equals—not as goddesses to be revered or as weaker beings to be protected, but as fellow human beings who deserve the same respect, opportunities and freedoms. Different perspectives on feminism, whether it’s the call for equal rights or the critique of patriarchy, help us understand these issues better. In India, feminism isn’t just one idea but a rich, diverse movement that speaks to the experiences of all women, including those marginalized by caste, class or religion. These perspectives remind us that feminism is about justice and dignity for all. As Audre Lorde beautifully expressed, “I am not free while any woman is unfree, even when her shackles are very different from my own.”

In the end, the journey of feminism in India needs to move away from idolizing women and towards recognizing their humanity. It’s time to challenge the structures that keep women from being seen and treated as equals. Only then can we build a society where women are truly respected and their rights are genuinely upheld. This isn’t just an ideal—it’s a necessity for a fair and just world.

THE ROMANCES IN ME (This poem is about my rural life)

Kasangailiu Kahmei (B.Ed. 1st Year)

Light and green, light and green,
Eyes closed, I fly in great delight.
Fruits in shades of green, red, and yellow,
Sunlight glistens on raindrops of leaves,
Birds, too, revel in their happiness.
The white clouds, the blue sky,
I love these diverse designs above.

Ahh! the wildflowers, the flowers—
Sweet-scented tiny red lily beside the water tank,
I wish my heart were as sweet as her scent.
Sadly, she is seldom seen these days.
I know her as lily,
She resembles freesia; she could be freesia,
Vibrant red flowers with long, smooth, grass-like
leaves,
I measure her as the epitome of grace.

It's a fantasy to lie beneath the shade of trees,
But the buzzing, creeping, crawling creatures stir
my anxiety.
Yet I cannot deny the romance felt under the trees.

The comfort of a fire when it rains,
The scent of the earth,
Roasted corn aromas in the rainy season,
The thunder and the wind,
The cosiness of being inside the house,
The warmth of red tea,

The sounds of loved ones,
Chickens chattering every morning and evening.

The quiet of a hot summer afternoon,
Suddenly, the lonely, boring rooster crows.
This rooster, I adore when he accidentally lays an
egg,
Yet I remain clueless about this tiny, enchanting
egg.
Perhaps someday he'll pop out a silvery egg.

When the field turns yellow,
The warm, pleasant wind lightly moves the sweet-
scented paddy.
Imagine standing in the midst of the field among the
first fruits,
Birds whose names I do not know build nests
among the stalks,
The field truly dazzles in its rich life.

By the field, the brook lies still,
The water glitters in the hot noon sun.

Sweat trickles down my mother's face,
There she weeds, singing melodies of her youthful
days.
I know the bees want to listen to us chatter,
As memories bloom in our golden afternoon.

MY GUIDING LIGHT

Shruti Gupta (B.Ed. 1st Year)

Since the day I was born
Till the day I grew tall,
For all that I am today,
And all that I'll become someday,
You have been there for me
Through thick and thin, and through it all.

I can't thank you enough
For being my light
Through the darkest nights of my life.

From walking ahead of me,
To behind me, and now beside me,

We have come this far.
Thank you for never judging my flaws,
For standing by and watching me grow.
Thank you for understanding my pain,
Even through the smiles I used to wear.
Now it's my turn to make you proud,
To hold your hand and say it aloud.

CONCEPTUALIZING 21ST CENTURY SKILLS: 4CS

Dr. Mugdha Anand (Head of the Department)

All future teachers will likely need to teach 21st century skills i.e., 4Cs: Critical Thinking, Creativity, Collaboration and Communication as part of the curriculum. These "4Cs" are often considered to be the most important and are essential for modern students to succeed in school and the workplace. They often make the biggest impact in terms of setting students apart when applying for positions and starting their careers. This paper will explore the importance and need of 4Cs in present, delving into their importance, practical applications, and ways to develop them daily. NEP 2020 also focuses on equipping students with 21st century skills by emphasizing the '4Cs'—Critical Thinking, Creativity, Collaboration, and Communication.

Combining these 4Cs and empowering students to be discerning people capable of expressing themselves and working with others to find insightful solutions to everyday challenges. When working together, learners who have mastered the 4Cs of 21st century skills have ability to make a profound impact on both their professional workplaces and their communities. As a student, an educator, or a professional, understanding and applying these skills can significantly impact one's ability to adapt, solve problems, and innovate. Thus, these skills are essential for success in today's dynamic and interconnected world in the following ways:

1. Critical thinking is the practice of solving problems, among other qualities. Critical thinking empowers students to discover the truth in assertions, especially when it comes to separating fact from opinion.

It works just fine when students use it alone working through problems, solving puzzles, and similar activities. But when students combine it with the *next* skill, Creativity, the sky is the limit to what they can achieve.

2. Creativity is the practice of thinking outside the box.

This doesn't mean every student will become an artist or a writer. Instead, it means they'll be able to look at a problem from multiple perspectives — including those that others may not see. Students can *learn* how to be creative by solving problems, creating systems, or just trying something they haven't tried before. The point of creativity is to encourage students to think differently than convention demands. They don't have to do things the way they've always been done. Instead, they can figure out a better way.

3. Collaboration is the practice of working together to achieve a common goal. Practicing collaboration and teamwork helps students understand how to address a problem, pitch solutions, and decide the best course of action.

Collaboration is important because whether students realize it or not, they'll probably work with other people for the rest of their lives. This can affect students in one of two ways. First, it could discourage them since nobody seems to agree with them that often. Second, it could embolden them because they realize they're bringing something unique to every conversation. As a teacher, it's crucial that you encourage students to look at themselves through that second lens. That way, students learn that they should speak up when they have an idea. Even when their ideas aren't the best suited to the problem, speaking up and sharing their solutions can help them when collaborating with others.

4. Communication is the practice of conveying ideas quickly and clearly. But in the age of text-based communications — including texting, emails, and social media — it's never been more important for students to learn how to convey their thoughts in a way that others can understand them. That's because text-based communications lack *tone*, which is critical to understanding the context of someone's words. When they master the art of effective communication, students can streamline their ideas and make a positive impression on those around them. The point is that as students practice

communication, they become better at efficiently conveying an idea without losing their point—or their audience. Still, it's important to note that communication isn't enough on its own to help students with 21st Century skills. To really succeed, students need to use all four of these skills together.

Conclusion

This can be concluded that the 4Cs of 21st Century skills work together as a system to help students comprehensively understand subjects and navigate living and working in the 21st century. Because each of the 4Cs is general skills that help students throughout their personal and professional lives, they are essential qualities that people need to

succeed in a wide range of situations. Each of the 4Cs covers interrelated concepts paramount to being an educated person:

- Critical thinking teaches students to question claims and seek truth.
- Creativity teaches students to think in a way that's unique to them.
- Collaboration teaches students that groups can create something bigger and better than you can on your own.
- Communication teaches students how to efficiently convey ideas.

CLASSROOM PRESENTATION AND INTERACTIVE SYSTEM

Dr. Poonam Pandey (Assistant Professor)

Abstract

The integration of technology in education has transformed traditional teaching methodologies into more interactive and engaging experiences. Classroom Presentation and Interactive Systems (CPIS) have emerged as powerful tools that enhance the learning environment by promoting student engagement, participation, and comprehension. This paper examines the usability and effectiveness of CPIS, highlighting their impact on student learning outcomes, teacher efficiency, and overall classroom dynamics. Through an analysis of various interactive technologies such as smart boards, learning management systems, and real-time response tools, the study evaluates how these systems contribute to knowledge retention and collaborative learning. Furthermore, the paper discusses challenges such as technical difficulties, digital literacy, and accessibility concerns, which affect the seamless integration of interactive systems in classrooms. The findings suggest that while CPIS significantly improve the learning experience, their effectiveness is maximized when complemented by well-structured pedagogy and teacher training. The study concludes with recommendations for improving CPIS usability to ensure an inclusive and effective educational environment.

Keywords: Classroom Technology, Interactive Learning, Smart boards, Student Engagement, Digital Education, Learning Management Systems, Teaching Effectiveness.

Introduction:

The rapid advancement of digital technology has significantly influenced educational practices worldwide. Traditional methods of teaching, which primarily relied on lectures and chalkboard explanations, are gradually being supplemented or replaced by digital tools that offer interactive learning experiences. Classroom Presentation and Interactive Systems (CPIS) encompass a range of technological tools designed to improve knowledge dissemination, foster student engagement, and enhance classroom participation. This paper aims to analyze the usability and effectiveness of these systems in modern classrooms.

Usability of Classroom Presentation and Interactive Systems:

Usability refers to how efficiently and effectively an interactive system can be used by teachers and students. CPIS includes technologies such as interactive whiteboards, student response systems, educational software, and multimedia presentations. These tools are designed to facilitate active learning and accommodate various learning styles.

Key factors affecting usability include:

- **User Interface and Accessibility:** Systems must be user-friendly, with intuitive interfaces that allow teachers and students to navigate easily.
- **Compatibility with Educational Content:** CPIS should support diverse curricula and integrate with existing teaching materials.
- **Technical Support and Training:** Regular training sessions help educators maximize the potential of interactive tools.

Effectiveness of Classroom Presentation and Interactive Systems:

The effectiveness of CPIS is measured in terms of student engagement, learning retention, and overall academic performance. Research indicates that interactive learning fosters better understanding and enhances critical thinking skills.

Benefits of CPIS include:

- **Enhanced Student Engagement:** Interactive tools encourage active participation through multimedia content and real-time quizzes.
- **Improved Learning Outcomes:** Studies show that students retain information better when taught through interactive methods rather than passive listening.
- **Collaborative Learning:** Interactive systems facilitate group activities and peer learning, promoting teamwork and communication skills. However, challenges such as technical failures, resistance to change, and digital divide issues must be addressed to ensure equitable learning experiences.

Challenges and Solutions:

While CPIS offer numerous advantages, their successful implementation depends on overcoming specific challenges:

Technical Issues: Frequent system malfunctions can disrupt the learning process. Schools must invest in reliable infrastructure and maintenance.

- Digital Literacy: Both educators and students require training to use CPIS effectively.
- Cost and Accessibility: High costs of interactive systems can limit their availability in underprivileged schools. Governments and institutions must seek affordable alternatives and funding solutions.

Conclusion and Recommendations:

Classroom Presentation and Interactive Systems have the potential to revolutionize the education sector by making learning more engaging and effective. To maximize their benefits, educational institutions should focus on teacher training, robust technical support, and inclusive policies ensuring equal access to digital resources. Future research should explore innovative ways to integrate artificial intelligence and virtual reality into interactive learning environments. By addressing usability challenges and enhancing system effectiveness, CPIS can contribute to a more dynamic and impactful education system that meets the evolving needs of 21st-century learners.

LEADERSHIP AND INSTITUTIONAL GROWTH IN TEACHER TRAINING INSTITUTES

Dr. Nisha Tyagi (Assistant Professor)

Leadership is a cornerstone in the growth of teacher training institutes, shaping future educators and fostering excellence. Effective leadership extends beyond administration; it involves vision, innovation, and collaboration to drive academic, infrastructural, and societal progress.

Key Aspects of Leadership in Educational Institutions

Vision and Strategic Planning: Establishing a roadmap aligned with contemporary educational demands. Empowering Faculty and Staff: Creating a collaborative environment to encourage innovation and research. Student-Centric Approach: Prioritizing students academic and professional growth. Adopting Best Practices: Benchmarking against national and international standards.

Dimensions of Institutional Growth

1. Academic Excellence- Updating curriculum in line with NEP 2020 and emerging pedagogical trends. Encouraging experiential learning and ICT-enabled teaching. Investing in Faculty Development Programs (FDPs) for continuous professional growth.
2. Administrative Efficiency - Establishing Internal Quality Assurance Cells (IQAC) for periodic reviews. Implementing technology to streamline administrative processes. Promoting transparent, participatory governance.
3. Infrastructural Advancement - Developing well-equipped classrooms, libraries, and digital resources. Providing recreational and extracurricular facilities.
4. Community Engagement and Outreach- Encouraging students' participation in outreach programs and social initiatives. Strengthening alumni networks for mentorship and institutional support.

Leadership's Role in Institutional Growth

Visionary and Transformational Leadership - Setting institutional goals aligned with policies and societal needs. Encouraging innovation in teaching-learning methodologies. Recognizing and rewarding academic and co-curricular excellence.

Instructional Leadership and Academic Mentoring- Promoting reflective practices among faculty. Providing mentorship for academic rigor and professional growth. Ensuring quality assurance through monitoring teaching standards.

Challenges in Leadership and Institutional Growth

1. Resistance to Change: Adoption of new methodologies may face opposition.
2. Resource Constraints: Limited funding for infrastructure and faculty development.
3. Maintaining Quality Standards: Balancing expansion while ensuring quality education.
4. Adapting to Policy Changes: Frequent policy revisions require strategic realignment.

Strategies for Effective Leadership and Sustainable Growth

1. Establishing Robust Quality Mechanisms- Implementing Continuous Quality Improvement (CQI) models. Developing feedback systems for stakeholder insights.
2. Encouraging Research and Innovation- Promoting research culture through interdisciplinary collaborations. Recognizing faculty contributions with incentives and awards.
3. Leveraging Technology- Using Learning Management Systems (LMS) to enhance digital learning. Implementing AI-driven personalized student feedback mechanisms.
4. Building a Strong Alumni Network- Engaging alumni for mentorship and career guidance. Encouraging alumni contributions for institutional development.

Conclusion

Leadership in teacher training institutes extends beyond management—it is about inspiring change, fostering innovation, and creating a culture of excellence. Visionary leadership, quality assurance, and community engagement ensure sustainable institutional growth. By prioritizing leadership and continuous improvement, institutions can prepare educators who will contribute to nation-building and societal progress.

MY HALF MARATHON EXPERIENCE

Dr. Indu Bala Kushwah (Assistant Professor)

Anxiety was killing me. Just one more day to go. Will I be able to do it? My mind was saying, “No..... Neelu, you have never done it before”. My mother was totally against it, whereas my dad was motivating me. I was confused, whether I should go for it or not. I had run 8-10 km, this was going to be my first half marathon (21km) experience. Though, it would be a really big jump, from 8 km to 21 km without practice. It would be really difficult, especially for a young girl like me, only 16 years of age. I wasn't expecting any of my friends to give me company, except my best friends, Goldy! unfortunately she had to undergo a nail extraction. Both of us were really excited but ultimately, she couldn't make it. On 2 October 1997, (Gandhi Jayanti or Non-violence Day) National Security Guard (NSG), Gurgaon was going to conduct “Marathon” where people could choose among three distances to check their endurance. There was an option 5 km, 8 km, 21 km (Half -Marathon) and 42 km (Full Marathon). All of my friends choose to run and complete 8 km. I was the only one to think about 21 km. I thought if I finished it, I would get a lot of praise, my self- respect would be raised, everyone would look at me from a different perspective and my family members and friends would be proud for me. With a bit of fear, as well as confusion, I went to bed early as I had to get around 4:00 am. With a lot of excitement and enthusiasm, I jumped out of my bed and woke up before everybody else. There were around 2300 people for the run. I stretched my muscles to avoid cramps during the run. It was all planned very neatly and nicely. There was DJ, music and refreshing points,

just like conventional marathon. I had been given a BIB number of group A which had to be placed on chest. There were around 40-50 children along with 350-400 NSG commandos in my group who were running 21 km. All the young boys and girls of my age were placed in Group ‘A’ so that they could finish by the end of the Marathon. There was thick, natural vegetation on each side which made me think that I was running through jungle. That indirectly gave me Motivation to carry on. I saw the first water point a few meters ahead after we finished about 4-5 km. There were volunteers standing on both sides, waiting for us with bottles of water, chocolates and Red Bulls (energy drink) in their extended hands. I grabbed one of the water bottles and drank few sips of water. After 15-17 km my muscles started aching and I was feeling very tired but I remembered that my father always said that the mind controls the body and one should never give up. Then I took one Energy drink and drank half of it then I gained the speed and overtook a lot of people. The last 3-4 km took forever. I felt like a flying eagle, my legs were numb as I had running continuously for a long time now. Finally, I finished the Marathon and got a timing of the 57 min. and 51 sec. I was jumping with joy after hearing this, I couldn't believe it. I was mesmerized and overwhelmed. Everybody was congratulating me. Soon my name was announced on the stage that I got position and I received a medal for this achievement. There was applause all around. I felt really happy and proud of myself. I couldn't believe that I had run 21 km without stopping or even walking. It was a dream come true.

THE FUTURE OF TEACHING: A DIGITAL PERSPECTIVE

Dr. Priyanka Bhardwaj (Assistant Professor)

The landscape of education is undergoing a seismic shift, propelled by rapid advancements in digital technology. The future of teaching, once rooted in the traditional classroom model of face-to-face instruction and chalkboard lectures, is now being reimagined through the lens of digital innovation. This transformation is not merely about integrating new tools into the classroom but about fundamentally reshaping how knowledge is delivered, how students engage with content, and how educators adapt to a continuously evolving educational environment. As we navigate this digital era, it becomes increasingly clear that the role of teachers is changing, the concept of the classroom is evolving, and the very methods of teaching and learning are being redefined. One of the most significant changes is the rise of hybrid and fully online learning models. Even before the COVID-19 pandemic accelerated the adoption of online education, digital platforms were beginning to carve out a place in the academic world. Platforms like Google Classroom, Moodle, and Canvas offered educators tools to extend their teaching beyond the physical classroom. The pandemic acted as a catalyst, forcing both teachers and students to adapt to digital environments almost overnight. Now, remote learning is not just a contingency plan but a viable, long-term educational strategy. Schools and universities are increasingly adopting blended learning models that combine in-person instruction with digital resources, providing greater flexibility for both students and teachers. This hybrid approach caters to diverse learning preferences and schedules, allowing for a more personalized educational experience. Personalization, in fact, is one of the

key benefits of digital teaching. With the help of artificial intelligence and machine learning, educational platforms can now analyze student performance in real-time and adapt content to suit individual needs. Intelligent tutoring systems and adaptive learning software can identify areas where students struggle and provide targeted support, ensuring that no student is left behind. These technologies enable differentiated instruction, where educators can tailor lessons based on students' strengths, weaknesses, and learning styles. Moreover, digital assessment tools provide immediate feedback, allowing teachers to modify their instruction on the fly and students to correct misunderstandings before they become entrenched. Beyond content delivery and assessment, technology is also transforming the teacher's role. In the digital classroom, educators are not just transmitters of information but facilitators of learning. Their responsibilities now include curating digital resources, guiding students through self-paced learning modules, and fostering collaboration in virtual spaces. This shift requires a new set of skills, including digital literacy, proficiency with educational technology, and the ability to create engaging multimedia content. Professional development for teachers is therefore crucial in this new era. Institutions must invest in training programmes that equip educators with the tools and confidence to thrive in a digital teaching environment. This includes not just technical skills but also pedagogical strategies for digital instruction, such as how to maintain student engagement in a virtual setting or how to foster a sense of community among remote learners.

THE ROLE OF MINDFULNESS AND SPIRITUALITY IN EDUCATION

Dr. Kavita Singh (Assistant Professor)

Introduction

Education is not just about academic excellence; it is also about fostering a well-rounded personality that can navigate life's challenges with wisdom and resilience. In today's fast-paced and highly competitive world, students face immense pressure to perform well, often leading to stress, anxiety, and burnout. This is where mindfulness and spirituality play a crucial role in ensuring holistic development and academic success.

Understanding Mindfulness and Spirituality in Education

Mindfulness refers to the practice of being fully present in the moment, enhancing focus, awareness, and emotional regulation. Spirituality, on the other hand, involves a sense of connection to something greater than oneself, fostering inner peace, empathy, and ethical values. Integrating these elements into the education system can greatly benefit students by nurturing their mental, emotional and psychological well-being.

Benefits of Mindfulness in Education

1. **Enhanced Focus and Concentration:** Practicing mindfulness helps students to improve their attention span and cognitive abilities, enabling them to grasp concepts more effectively.
2. **Reduced Stress and Anxiety:** Mindfulness techniques such as meditation and deep breathing, helps students to manage academic stress and maintain emotional balance.
3. **Improved Emotional Intelligence:** Mindfulness fosters self-awareness and empathy, helps students to develop better relationships with peers and teachers.
4. **Better Decision-Making Skills:** By promoting clarity of thought and self-control, mindfulness helps students to make ethical decisions.

The Role of Spirituality in Academic Excellence

1. **Instilling Moral Values:** Spirituality encourages students to develop integrity, compassion and gratitude, shaping them into responsible citizens.

2. **Promoting Resilience and Inner Strength:** Students who practice spirituality tend to handle failures and setbacks more positively, fostering perseverance.
3. **Enhancing Self-Discipline:** A spiritually aware student is more likely to develop self-control, leading to better study habits and academic discipline.
4. **Creating a Sense of Purpose:** Spirituality helps students to find meaning in their education, motivating them to strive for knowledge beyond just academic success.

How Schools Can Integrate Mindfulness and Spirituality

1. **Incorporating Meditation and Yoga:** Schools can introduce mindfulness meditation and yoga sessions so that the students can enhance attention and relaxation.
2. **Mindfulness-Based Curriculum:** Educators can integrate mindfulness techniques into daily lessons to improve student engagement and learning.
3. **Ethical and Value-Based Education:** Schools should emphasize on moral and ethical education to instill a sense of responsibility and compassion in students.
4. **Encouraging Reflective Practices:** Journaling, gratitude exercises, and discussions on self-awareness can help students to develop a deeper connection with themselves and the world.

Conclusion

Incorporating mindfulness and spirituality in education is essential for shaping well-rounded individuals who can excel academically while maintaining emotional and mental well-being. By fostering self-awareness, ethical values and emotional intelligence, students can navigate the complexities of modern life with confidence and wisdom. The education system must recognize the significance of these practices and integrate them effectively to ensure holistic development and lifelong success.

GEN Z VOCABULARY VERSUS BRITISH ENGLISH: WHICH IS MORE HELPFUL TODAY?

Mr. Joyson Tigga (Assistant Professor)

Language is constantly evolving and the rise of Gen Z slang (example - rizz, slay, no cap) has sparked debates about its usefulness compared to traditional British English. Whereas, some argue that Gen Z's informal, internet-driven vocabulary enhances communication, others argue it lacks the depth, grammatical rules, phonetic and universality of standard British English. Gen Z slang reflects digital culture, social progress and global connectivity. While, some terms fade quickly, e.g. – “**on fleek**” (perfectly done or excellent), “**bussin**” (delicious or satisfying), “**YOLO**” (You Live Only Once); others like “**ghosting**” (ignoring someone or disappear), “**rizz**” (charisma or charm), “**no cap**” (no lie or for real) enter mainstream dictionaries. So, which is more helpful in today's world? Let us compare.



WHY GEN Z VOCABULARY IS USEFUL?	WHY BRITISH ENGLISH IS IMPORTANT?
1. REFLECTS DIGITAL COMMUNICATION Gen Z slang thrives on social media, memes and texting, making it ideal for quick and engaging conversations. Terms such as “ghosting” (ignoring someone / disappear), “stan” (to obsessively support), “sigma” (a charismatic or successful person) effectively capture modern social behaviours. 2. BOOSTS CREATIVITY & INCLUSIVITY Numerous Gen Z linguistic innovations derive from African American Vernacular English (AAVE), LGBTQ+ communities, and digital culture, thereby enhancing linguistic diversity. For example: • “Sus” (suspicious) – from gaming/internet culture	1. UNIVERSALLY UNDERSTOOD British English remains the elite standard in education, business, global communication and written correspondence. While “bruv” (brother) might work for Gen Z's, it won't be as clear in formal emails or international settings. British English is globally understood due to its historical influence, educational use and media presence. Taught widely in non-native countries, it serves as a standard in business and academia. Its consistent grammar rules, spelling (e.g. - “colour”), and received pronunciation make it a reliable global communication tool, maintaining prestige despite regional variations like American English. 2. MAINTAINS PROFESSIONALISM In workplaces, academic writing and official documents, proper grammar and vocabulary are

●"They" (used as a singular pronoun) – supports gender inclusivity 3. ADAPTS QUICKLY TO TRENDS Unlike formal British English, Gen Z slang evolves rapidly, keeping up with pop culture, technology and global youth trends. Born into social media, Gen Z uses slang that's short, catchy and meme-friendly - perfect for social media platforms like Instagram, YouTube and Facebook, where trends go viral overnight. Additionally, Gen Z terms are highly expressive, packing humour, irony and emotion into just a few words or emojis, making communication quicker and more engaging. This makes it highly relevant for younger generations.	essential. Saying "That presentation was fire!" might sound cool, but "That presentation was excellent" is more appropriate in professional contexts. 3. PRESERVES CULTURAL & LITERARY HERITAGE British English carries historical depth, from Shakespeare to modern literature. Slang terms like "cheugy" (outdated) may fade, but classic English endures in books, laws and diplomacy.
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THE VERDICT

- ✓ **Gen Z** slang is great for casual, fun, digital and youth-driven communication.
- ✓ **British English** is essential for formal, educational, professional and global interactions.

Instead of seeing them as rivals, the best approach is code-switching - knowing when to use slang for fun and when to stick to standard English for clarity. For instance, a person posting their status on Instagram can use Gen Z slang; however, when attending an interview, they must use standard British English and follow its grammar rules.

FINAL THOUGHT

Language is a tool - use the right one at the right place and for the right situation. Whether you say "**That's lit!**" or "**That's splendid!**" depends on your audience. Adaptability is key.

“INVESTING IN OUR FACULTY IS INVESTING IN OUR FUTURE” FACULTY ENRICHMENT (2024 - 2025)

DR. MUGDHA ANAND - Resource person (NCERT workshop and Satyam College of Education, Noida), Judge (Inter-class activity at Pragyan School, Greater Noida), Paper presentation (1 international, 4 national conferences and 2 national seminars), 3 chapters in edited books with ISBN no. Participation (ZAMIT Workshop, MOOC course, 2 FDPs)

DR. POONAM PANDEY - Chief Guest (Annual Fest at Prince Institute of Technology, Greater Noida). Resource person (National seminar at M.G.C.College, Mahwa, Rajasthan), Paper presentation (1 International conference and 5 national seminars), Best paper presentation (National seminar at Amity University, Noida, UP). Participation (UNESCO Workshop, MMTC Refresher course, ZAMIT Workshop, MOOC course, 3 FDPs) . FIP on NEP orientation and sensitization programme by DDU University, Gorakhpur.

DR. NISHA TYAGI - Paper presentation (4 National Conference), Participation (UNESCO Workshop, MMTC Refresher course, ZAMIT Workshop, Chapter in 1 edited book with ISBN no. NEP sensitization and orientation programme by DDU University, Gorakhpur. Participation (2 FDPs)

DR. INDU BALA KUSHWAH - Paper presentation (1 international conference and 5 national seminars) and chapter in 3 edited books, Patent on touch-controlled PIAF tactiles embooser for differently abled. Participation (UNESCO Workshop, MMTC Refresher course, ZAMIT Workshop, MOOC course)

DR. PRIYANKA BHARDWAJ - Patents (On non-affixed movable smart board for teaching and learning and touch controlled PIAF tactiles embosser for differently abled), Chapter in 1 edited book with ISBN No. Paper presentation (4 national Seminars), Participation (MMTC Refresher course, MOOC course), Chapter in 1 edited book.

DR. KAVITA SINGH - Patent (On skill matching platform for Indian workforce), Best research paper award (multidisciplinary international conference) Resource person (STP by RML University Lucknow). Textbook Author (Trends, Policies and Practices in Education), Chapter in 4 edited books with ISBN No. Paper presentation (2 international conferences and 5 national seminars). Participation (UNESCO Workshop, MMTC Refresher course, ZAMIT Workshop, MOOC course, 4 FDPs). FIP on NEP sensitization and orientation programme by DDU University, Gorakhpur.





PLACEMENT OF STUDENTS

PLACEMENT SECURED-NEW CHAPTER, NEW OPPORTUNITIES



Ms. Barkha Rani
Primary Teacher
Dayanand Model Senior
Secondary School
Greater Noida



Ms. Shikha Crozier
TGT (Social Science)
St. Joseph's School,
Greater Noida



Ms. Jaya Kathuria
Working with Teach
for India (Govt School)
Delhi



Ms. Aakansha Arora
TGT (Social Science)
The Millenium School
Greater Noida West



Ms. Evjeniya Anthony
TGT English
St. John's Academy
Jawala Nagar, Shahdara, Delhi



Ms. Vrushali Ramkar
Primary Teacher
RPS International School
Greater Noida



Mr. Sanjay Mishra
Asstt. Professor (C.S)
Global Institute of
Information Technology
Greater Noida



Ms. Vasvi Talwar
Asstt. Professor (Law)
Noida International University
Greater Noida



Ms. Safalta Singh
TGT English
Ryan Inter School
Greater Noida



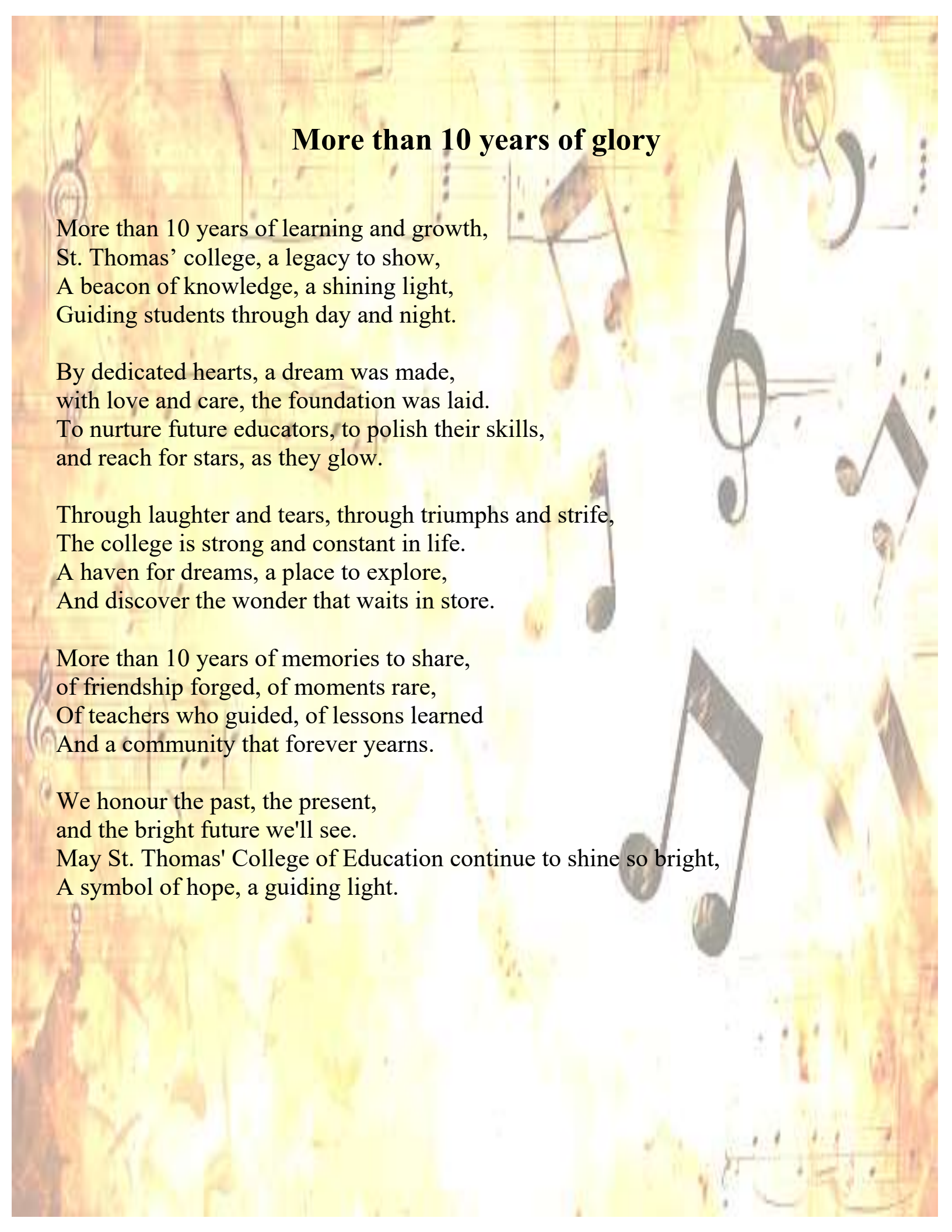
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More than 10 years of glory

More than 10 years of learning and growth,
St. Thomas' college, a legacy to show,
A beacon of knowledge, a shining light,
Guiding students through day and night.

By dedicated hearts, a dream was made,
with love and care, the foundation was laid.
To nurture future educators, to polish their skills,
and reach for stars, as they glow.

Through laughter and tears, through triumphs and strife,
The college is strong and constant in life.
A haven for dreams, a place to explore,
And discover the wonder that waits in store.

More than 10 years of memories to share,
of friendship forged, of moments rare,
Of teachers who guided, of lessons learned
And a community that forever yearns.

We honour the past, the present,
and the bright future we'll see.
May St. Thomas' College of Education continue to shine so bright,
A symbol of hope, a guiding light.