



Lady Shri Ram College for Women

DEPARTMENT OF ELEMENTARY EDUCATION

SEHAR

2026





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FROM THE PRINCIPAL'S DESK

The B.El.Ed programme at LSR has long been a cornerstone of excellence in teacher education, consistently evolving with a strong emphasis on innovation, inclusivity, and academic rigor. The programme not only prepares future educators but also nurtures leadership, creativity, and a deep commitment to social equity. Our students actively engage in diverse academic and co-curricular pursuits, making meaningful contributions at both institutional and wider levels.



Prof. Kanika K. Ahuja

Sehar, the Annual Academic Meet of the Department of Elementary Education serves as a vibrant platform for students to express themselves, exchange ideas and reflect on their learning journeys. Over the years, it has developed into a space that fosters critical thinking, dialogue, and creative exploration.

This year's theme, '*Integrating Indian Knowledge Systems in School Education*', reflects a significant and timely educational vision. It underscores the importance of reconnecting with our rich cultural heritage and indigenous knowledge traditions, while thoughtfully integrating them into contemporary pedagogical practices. Such an integration can make education more inclusive, rooted and future-ready.

It gives me immense pleasure to witness our students striving for academic excellence while actively participating in co-curricular engagements, demonstrating dedication, perseverance, and creativity. Their achievements are a testament to the department's commitment to holistic education, where academic rigor is complemented by overall growth and development. I extend my heartfelt congratulations to the students and my sincere appreciation to the faculty for their unwavering support and guidance.

I am confident that this edition of Sehar will inspire its readers and contribute meaningfully to ongoing conversations in the field of education. I wish the Department of Elementary Education continued success in all its future endeavours.

Principal

Prof. Kanika K. Ahuja



THE EDITORIAL TEAM



Ms. Pooja Singal



Dr. Vanita Chopra



Ms. Moni Monjuri



Shreya Yadav



Editor's Note

It is our pleasure to present Sehar, the Annual Newsletter of the Department of Elementary Education for the academic year of 2025-26 . It is our immense joy to present this edition , that aims to reflect the vibrant journey our Department has undertaken throughout the year.

Sehar-26 continues to serve as an accessible archive by documenting the events , initiatives , and engagements that shaped our academic community throughout this tenure. As editors, the process of curating this newsletter has been both meaningful and enriching for us. What began as a task of reviewing submissions gradually evolved into an opportunity for reflection and engagement with diverse perspectives . Each contribution of written pieces from students offered insights, allowing us to appreciate the range of voices within our community , additionally, the process was deeply collaborative, with each team member contributing thoughtfully and with dedication for making this newsletter beautiful. Beyond documentation, Sehar represents a space for reflection, introspection and a reminder that we do not simply go through experiences, but grow through them.

We would like to express our thanks to our Principal, Prof. Kanika Ahuja, for her continued support and valuable insights throughout the process , for her constant encouragement and assistance. We would like to extend our sincere gratitude to our Teacher-in-charge, Ms. Deepika Papneja , without whose insights and efforts this process would not have been meaningful. Additionally, we extend our heartfelt gratitude to our Newsletter Advisors, Dr. Vanita Chopra , Ms. Pooja Singal and Ms. Moni Monjuri Phukan, for their guidance and encouragement throughout the process and for being there at every step of making this newsletter . We sincerely appreciate the Department's Union, Core Teams and all the faculty members for their enthusiastic support and contributions . We are equally grateful to the students whose artworks , poems and pieces, and reflections have enriched this newsletter.

Dear readers, we hope this newsletter serves as a meaningful record of the year and offers an opportunity for you to revisit and reflect upon the experiences that shaped it.

चरैवेति चरैवेति

Keep moving forward, keep evolving

- Aitareya Brahmana

MEET THE TEAM BEHIND SEHAR 2026

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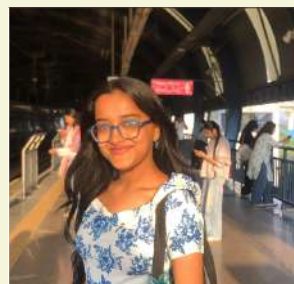
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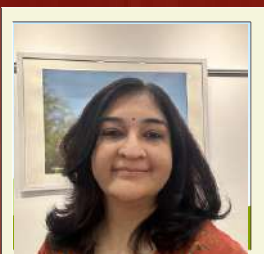
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THE CHAIR SHARES



Ms. Deepika Papneja

American philosopher Israel Scheffler argued, “...they (the teachers) need to determine their own agency through a critical and continual evaluation of the purposes, the consequences, and the social context of their calling.”

The Department witnessed a wide range of intellectual activities which were organized throughout the year and helped us examine our own perspectives and practice both reflectively and reflexively. The most anticipated event of the year was the inter-college annual academic meet, SEHAR, which was held on 6th April 2026 on the theme, ‘Integrating Indian Knowledge Systems in School Education’. The keynote address by Prof. Sarika Sharma set the tone for the ensuing deliberations. She emphasized on the relevance of Indian Knowledge Systems in the present educational discourse and how the wisdom of the past needs to be revisited and included in our classrooms. The thought-provoking talk by Prof. Rajni Ranjan Singh on ‘Reimagining Pedagogy: Bharatiya Perspectives for Holistic Development of Learners’ highlighting the contradictions between the Indian and western philosophical traditions gave students and faculty a lot to deliberate upon.

The theme was explored through a variety of engrossing events, including poster making, quiz, and debate competitions which received encouraging participation of students from other colleges and was a stimulating experience for all those in attendance. The event concluded with a riveting dramatic performance by the students of the Department highlighting the conflicts and complexities of the mind and the body. The Department association organized several interactive events throughout the year. An engaging session was held with three alumnae of the Department to motivate the incoming batch of students who spoke about the diverse career opportunities available to the graduates of the programme. The third-year students’ innovative school visit to Digantar, Jaipur in April 2026 enabled them to connect theory with praxis and experience learning beyond the classroom. A major highlight of the academic calendar was the Faculty Development Programme organized in collaboration with CIET-NCERT on the theme ‘ICT & Emerging Technologies for Teachers, Teacher Educators, and Pupil Teachers’ on 22nd January 2026. The event was enthusiastically attended by over 100 teacher educators, school teachers, and students from various institutions who gained from the expertise and experience of distinguished speakers such as Dr. T. K. Rao, Dr. Pranita Gopal, and Dr. Jipsy Malhotra among others. In addition, the department organized a two-day Research Methodology workshop in collaboration with IQAC for the fourth-year students to orient them towards different components of and approaches to qualitative research. Another noteworthy event organized by the Department was a week-long online Climate Literacy Course coordinated by Prof. Kalyani Akalamkam and Dr. Harsimrat Kaur in collaboration with IQAC which had several very engaging and informative sessions pertaining to the fundamentals of climate change, policy perspectives and initiatives, and the relationship between India’s traditional knowledge systems in relation to sustainable futures among others.

The students also engaged with very pertinent questions of mental health and emotional well-being through a workshop on ‘Immersive Pathways to Mental Health & Resilience for Future Teachers’ conducted by Ms. Vasundhara Gupta and Ms. Vani Bhardwaj from Humraahi Psychotherapy. Students of the first year participated and gained practical experience through workshops on ‘Seeing’ Light: Comprehending Optical Phenomena through hands-on explorations’ and ‘Investigating Electricity: An Inquiry Approach’ with Ms. Anshumala Gupta. The Department also invited teachers from several schools and universities who recruited students from the graduating batch and shared about the admission process to their postgraduate programmes respectively.

The students of the Department kept the flag flying by excelling in sports and co-curricular activities. The Students’ Union abled led by President- Shreya Yadav, General Secretary- Garima Mishra and Treasurer- Priya Singh worked tirelessly through the year along with their dedicated team of members and volunteers, to make each event a huge success.

The Association incharges Dr. Ritika Devi and Mr. Varish efficiently steered the activities of the Department and ensured that the students could maximize their learning in the process. I thank them and acknowledge the tireless efforts of Dr. Vanita Chopra, Ms. Moni Monjuri Phukan, and Ms. Pooja Singal for diligently crafting the Department newsletter with the support of the student editors.

As the sun rises, this edition of SEHAR envisions a bright dawn of critical inquiry, reflective thinking, knowledge sharing and experiential learning, unfolding the dreams, hopes and aspirations of our students and faculty. As educators, let’s seize the wonder and uniqueness of this new dawn and the incredible opportunities it brings forth to truly awaken and enlighten us

Deepika Papneja
Teacher-In-charge

ASSOCIATION'S MESSAGE

The academic year of 2025–26 has been a period of sustained engagement, thoughtful reflection, and collective growth for the Department of Elementary Education. As we look back upon this journey, it is heartening to witness the many ways in which the department has continued to evolve as a vibrant academic and collaborative space, rooted in its commitment to provide meaningful teacher education.

Throughout this year, the department has remained committed towards creating an environment that encourages inquiry, dialogue, and critical engagement among the students. A wide range of academic activities such as seminars, workshops, field engagements, practicum-based experiences, and interactive sessions have incorporated opportunities to connect theoretical perspectives with lived realities. These engagements have enabled them to step beyond prescribed boundaries of classroom learning to engage with diverse educational contexts in meaningful ways.

This academic year has been very important for the students because we focused a lot on helping them develop professionally through Faculty Development Programmes. The Faculty Development Programme we organized with CIET-NCERT was very helpful for the students and teachers to talk about academic topics.

We had our academic meet called Sehar 2026 where we talked about 'Integrating Indian Knowledge Systems in Education.' This topic was chosen because it is very relevant now and it helped the students and teachers think about how Indian knowledge systems can be used in education.

What we liked the most was that the students were very involved in planning and participating in the events. They were really curious and committed to learning. We also had people from institutions join us, which made the discussions even more interesting and helpful.

The Students' Union, which includes Shreya, Garima and Priya played a key role in supporting the events and activities. The Core Teams and Class Representatives also worked hard to make sure everything went smoothly.

We want to thank Ms. Deepika Papneja, the Teacher-in-Charge for guiding us and making sure we are doing things that align with the department's vision and values. We are also thankful to all the faculty members for supporting and guiding the students.

Faculty Development Programme and Sehar 2026- the Annual Academic Meet of the Department represents that education is not about learning things but also about thinking critically being responsible and contributing to the society. We hope that the department will keep creating spaces where people can talk, share ideas and learn from each other. This academic year has been an experience, and we are excited to see what the future holds for the students and the department.

With Regards,
Association-in-charges
Dr. Ritika Devi & Mr. Varish



**Dr. Ritika Devi &
Mr. Varish**

UNION'S MESSAGE

"It's often the smallest moments, the unseen efforts, and the quiet collaborations that come together to create the most meaningful journeys."

Some years are simply lived, while others stay with you gently, yet deeply, shaping who you become. This year, for all of us, has been one such journey.

As a Students' Union, our effort was never limited to organizing activities; it was about building spaces, where voices found expressions, where ideas were nurtured, and where every individual felt a sense of belonging. There was a conscious shift this year toward creating a more inclusive and mindful environment. While such efforts often unfold quietly, they carry immense significance. Steps toward accessibility and sensitivity, though gradual, reflected a collective intention to make education not just a space of learning but of empathy and understanding.

At the heart of everything were the people who made it possible. Our Core Teams - each with their own vision, energy and commitment- worked tirelessly behind the scenes. Their efforts may not always have been visible, but they were always impactful. From ideation to execution, from planning to adapting, they became the backbone of our every initiative. Equally the strength of this journey lay in the unwavering support of student body. Their enthusiasm, participation, and belief transformed every effort into shared experience. The Class Representatives, too, played a crucial role in bridging gaps, fostering communication and ensuring that every voice found its place within the department.

And then comes SEHAR '26 - not merely as an event but as the culmination of this collective journey. With this theme centered around *'Integrating Indian Knowledge Systems in School Education'*, Sehar unfolded as a space of reflection, rediscovery and reimagination. It invited us to look inward towards the rich, diverse, and deeply rooted knowledge traditions.

Equally, the strength of our journey lay the unwavering support of our Association In-Charges, Ritika Ma'am and Varish Sir, whose constant support and trust gave us the confidence to take initiative, to experiment, and to grow.

A special acknowledgement is also due to our Teacher-in-Charge Deepika Ma'am, whose vision and guidance provided direction and strength to all that we undertook.

This journey has taught that leadership is not defined by roles, but by responsibility, empathy and the ability to create spaces where others and grow.

We are deeply grateful to all our faculty members for their guidance, support and encouragement which has been instrumental in shaping our journey throughout the year.

With gratitude for all that has been and hope for all that lies ahead, we move forward-carrying with us the essence of this year and the belief that the journey, in its truest sense, always continues in our department.

With Gratitude,
Students' Union (2025-26)
Department of Elementary Education



Shreya Yadav (President)
Garima Mishra (General Secretary)
Priya Singh (Treasurer)

DEPARTMENT'S CORE TEAMS

Academic and Content Team

The A&C team was behind the content you read which shaped ideas, refined thoughts by working steadily throughout to ensure that every piece of content is clear, meaningful, and worth reading. Much of our work existed quietly in the background, but hopefully it played a role in bringing structure and substance to the content.



#700000

Backup Team

We were the silent strength behind every successful event, the ones who stepped in, held things together, and tried their best to make sure nothing falls apart. The Backup Team may not always be in the spotlight, but our presence is felt in every smooth transition and every crisis averted.



Decor Team

The Decor Team were not just designers but were more like a family of "chaos coordinators" who thrive on fellowship and deep cooperation. Our process was a journey from brainstorming and innovation to the hard work of execution and presentation. Additionally, we're grateful towards our Union that supports our artistry, giving us the space to turn wild ideas into reality, and at the end of the day, it was our shared skills and creative hearts that defined us as the Aesthetic Squad of the Department.



Event Ideation and Management Team

Events and Ideation Team played a vital role in shaping the vibrancy of our department throughout this tenure . From conceptualising creative ideas to executing them seamlessly, the team worked dedicatedly at every stage from planning, organising, to managing events. With a focus on engagement and inclusivity , we strived to ensure that every event was enjoyable, meaningful, and memorable for the entire student body. Our goal was to create experiences that bring people together .



Logistics and Hospitality Team

The L&H team was the backbone that ensured everything ran smoothly behind the scenes. As the Logistics Team, we planned, organized and managed resources for every event and activity so that it was executed seamlessly. From coordinating materials to handling operations efficiently, we made sure nothing falls out of place.



Media and Coverage Team

The M&C team was more than just people behind the lens, we are storytellers, memory holders, and the quiet observers of magic unfolding . As a team of '*moment collectors*', we thrive in the rush of capturing what often goes unnoticed, the laughter between sessions, the nervous excitement before a performance, and the spark of ideas taking shape slowly yet beautifully.



Graphics Team

We believe that every thought deserves to be seen and heard . As the Graphics Team, we work behind the scenes to turn thoughts into visuals that connect, inform, and inspire.

Through our imagination, we design more than just posters rather we create experiences that stay with people. Every design showcases our effort to make communication simple, meaningful and engaging. Together, we are the hands behind the visuals and the creativity that brings ideas to life.



Accessibility Team

The Accessibility Team wasn't just there to check boxes, we're a group of people who care about making sure everyone is included. Our work is about solving the real-life puzzles that keep people from being able to use what we build. We believe that "good design" doesn't mean anything if it doesn't work for everyone. Supported by a culture that values equity, we use our skills and our hearts to make sure every door is open and making sure there is a way for all.



Cultural Team

The Cultural Team was more than just performers , we were the storytellers who bring life, energy, and spirit to every platform we step on. From curating ideas and celebrating diverse talents to rehearsing endlessly and creating unforgettable moments, our journey was driven by passion and unity. Every beat, every move, and every expression reflects our shared dedication and love for the arts. With the support of our Union, we brought creativity into life because for us, culture isn't just showcased, it's lived together through shared experience .



CLASS REPRESENTATIVES

FIRST YEAR



Vanshika Kapoor



Neetika Sharma



Sneha



Saniya

THIRD YEAR



Heena Dabas



Nidhi Jha



Ghanishtha



Aashi Jain

FOURTH YEAR

Class Representatives' Experiences

Being a Class Representative felt different for each and every one of us but regardless of these perspectives, it left great learning. Initially it led to confusion about management, communication and holding everything together. However with time, it got clearer and we slowly gained confidence. A few of us had already been a CR but strangely it felt different with a stronger sense of responsibility and that led us to gaining better insights associated with task management. Eventually, It was not just about forwarding messages , but it extended to being a proper bridge between the students and the faculty and ensuring the communication is managed and conveyed properly. There were challenges, but for us that what's led us to learn and grow slowly and beautifully.

One thing that really made a key difference was the support we received from our classmates and professors. Their Trust and Support led to move forward and eventually it didn't just feel like a position but something that helped us learn communication, responsibility, and management and that's something that we will cherish for a long time.

THE YEAR GONE BY

SEHAR 2026 - 'Integrating Indian Knowledge Systems (IKS) in School Education'



Sehar feels like the beginning of light that slowly spreads and makes things clearer. Over time, it has come to reflect the journey of the pre-service teacher programme, growing and evolving alongside it. Keeping this spirit in mind, the Department of Elementary Education organised its full-day annual academic fest around the theme “Integrating Indian Knowledge Systems (IKS) in School Education.” The event grew out of a renewed interest in NEP 2020 and a shared understanding of how important it is to meaningfully bring IKS into the way we learn and teach today. A day with an inaugural ceremony of lighting the lamp in the presence of our esteemed Principal Prof. Kanika Ahuja and our Teacher-In-Charge Ms. Deepika Papneja and included a formal welcome address by the presiding faculty. Prof. Kanika K. Ahuja welcomed the dignitaries and spoke on the significance of incorporating indigenous knowledge traditions in modern educational practices. The President of the Department delivered the welcome address, officially inaugurating the event. Sehar brought together students, faculty, distinguished speakers, and guests for a day dedicated to academic dialogue, critical engagement, and cultural expression and alignment of knowledge into a shared space.

The Event commenced with first speaker session addressed by Prof. Sarika Sharma, (Research), teaching at the Department of Teacher Training and Non-Formal Education, Jamia Millia Islamia, New Delhi. The session provided in depth insights and perspectives associated with “Integration of Indian Knowledge Systems into Pedagogy”. The discussion covered colonial antecedents of teacher education in India, challenges in integrating IKS in institutions, faculty and learners, and references to classical knowledge traditions such as Vidya, Pragya and Satya. The guiding question, “*What kind of knowledge do we need to integrate?*” sparked reflections on meaningful and contextually relevant pedagogical practices. The session was moderated by Dr. Shama Norein Major. and it concluded with an interactive question-and-answer segment focusing on practical ways of embedding IKS within teacher education and classroom practice .



The second speaker session featured Prof. Rajni Ranjan Singh, teaching at the Faculty of Education (CIE), University of Delhi, delivering a lecture on “*Reimagining Pedagogy: Bhartiya Perspectives for Holistic Development of Learners,*” moderated by Prof. Tripti Bassi.

The speaker pointed out the limitations of the Western educational perspective, as opposed to the Indian which focuses on inner development, self-awareness and experiential learning.. He reinterpreted the four pillars of education through Gyanyog, Karmayog, Aatmayog, and Sahayog, while also noting the relevance of NCFSE 2022. The session further emphasised inclusive classroom practices, including thoughtful seating, use of sign language, and addressing diverse learner needs.



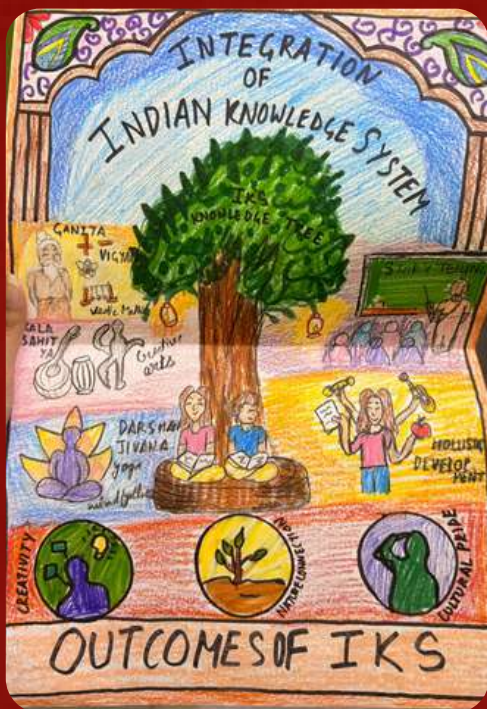
The event also included a series of student competitions aligned with the central theme. The Poster Making Competition on “IKS in School Education,” judged by Ms. Harpreet Kaur and Dr. Vanita Chopra, required participants to create handmade posters within a stipulated time, followed by brief presentations. Entries were evaluated based on creativity, thematic relevance, and overall presentation. The Quiz Competition, judged by Dr. Vandana and Dr. Shruti Chopra, featured elimination, visual and rapid-fire rounds, testing participants’ knowledge, accuracy and promptness on Indian Knowledge Systems. The Debate Competition, conducted in a parliamentary format on the motion “Modern education should integrate Indian education,” was judged by Ms. Moni Monjuri and Prof. Pankaja Ghai. Participants were assigned their position and presented their arguments in a time bound manner. The judges appreciated the confidence of the participants and the range of thoughts presented.



The concluding segment of the event featured cultural performances and the valedictory ceremony held in the auditorium. The session opened with an address by the President of the Department, followed by a dance performance celebrating Indian artistic traditions. The highlight of the programme was the original student play titled “Antardvand se Swayam ki Or” (From Inner Conflict Towards the Self), which portrayed the journey of a student navigating academic pressures towards self-awareness through Indic philosophical ideas. The performance was well received by the audience. The results of the competitions were subsequently announced, and participants were felicitated with certificates. All volunteers, participants, and members of the organising team were acknowledged for their contributions. Sehar concluded on a warm note, leaving behind a gentle afterglow of ideas, conversations, and connections that will continue to illuminate paths long after the day had ended.



THE SEHAR PALETTE



**Khushi Talwar
(Second Year)**



**Nazneen Parveen
(First Year)**



**Priyanka
(Fourth Year)**



Anushka (Third Year)



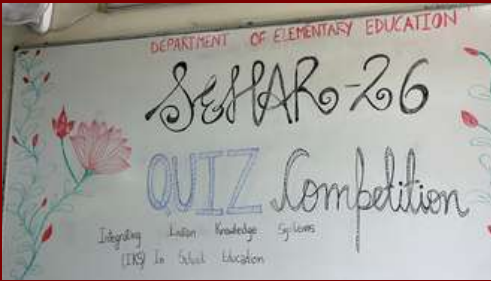
Anushka (Third Year)

कला का उद्देश्य केवल सौंदर्य दिखाना नहीं, बल्कि जीवन के सत्य को प्रकट करना है।

— Rabindranath Tagore

ECHOES OF ENGAGEMENT

Quiz Competition



Debate Competition



Poster Making



Drama- 'अंतर्द्वंद से स्वयं की ओर'



A GLANCE AT SEHAR - 2026



RESEARCH METHODOLOGY WORKSHOP IN COLLABORATION WITH IQAC



The Department of Elementary Education at Lady Shri Ram College for Women, in collaboration with the Internal Quality Assurance Cell (IQAC), organised a two-day workshop on Research Methodology titled *“Research in Pre-Service Teacher Education”* for current fourth-year students on the 5th and 6th of August 2025. The workshop was conducted under the guidance of Prof. Kalyani Akalamkam (Coordinator), with support from Prof. Kanika K. Ahuja (Acting Principal) and Ms. Deepika Papneja (Teacher-in-Charge).

The workshop aimed to familiarise pre-service teachers with the fundamentals of educational research, various research methodologies, proposal writing, and ethical considerations in research. It also focused on strengthening students’ understanding of teachers’ roles as researchers and preparing them for their final-year research projects.

On the first day, the sessions began with *“Research in Pre-Service Teacher Preparation: Scope and Methodological Overview”* by Prof. Kalyani Akalamkam, who introduced students to the scope and significance of research in teacher education. This was followed by a session on *“Digital Tools and Ethics in Research”* by Mr. Varish Dedha, which highlighted the importance of ethical practices and the use of digital resources in research. Prof. Smriti Sharma led an engaging session titled *“Teacher as a Researcher: Making the Familiar Strange and the Strange Familiar,”* encouraging students to critically reflect on everyday teaching practices. The day concluded with *“Qualitative Research Methods in Education”* by Prof. Tripti Bassi, who provided insights into qualitative approaches and their application in educational research.

The second day focused on the practical aspects of conducting research. Dr. Shama N. Major led a session on *“Planning for Educational Research: Tools and Techniques,”* guiding students on how to systematically design their research. This was followed by *“Reviewing Related Research Documents”* by Ms. Deepika Papneja, which helped students understand the process of literature review. The workshop concluded with *“Making the Case: From Research Questions to a Research Proposal”* by Dr. Shruti Chopra, where students were guided on framing research questions and structuring a comprehensive research proposal.

Overall, the workshop provided valuable insights into conducting systematic and ethical educational research. It successfully equipped students with foundational knowledge and practical skills, thereby preparing them for their final-year research work and fostering a deeper engagement with research in teacher education.

ORIENTATION DAY PROGRAMME



The Department of Elementary Education organised its Fresher's Orientation Programme on 2nd August 2025 to facilitate the new cohort and introduce and acquaint them with the academic and cultural life of the department. The event was intended to foster a friendly atmosphere for every student as they began their four-year journey ahead.

The session was initiated with an inaugural ceremony, including the lighting of the lamp and a Saraswati Vandana performed by the students, followed by a cordial welcome note from the Student Union of the Department. Further, a pleasant briefing was initiated where, firstly, the Teacher-in-Charge provided insights and guidance to the students about the department, outlining the course structure, expectations, and academic requirements, and later, the faculty members briefly introduced themselves and their areas of teaching led the session.

The event had aspects of fun elements, like an ice-breaking activity titled "Group Guess - Common Threads", which was conducted, where students worked in groups to identify and present a shared trait through silent enactment. A chit-based group activity further encouraged collaboration and interaction among students as well. Finally, the union arranged a campus tour to help the new students to become acquainted with the college's infrastructure and to familiarise them with this welcoming space, eventually leaving students with a sense of belonging and hope for their academic journey ahead.

FRESHERS' WELCOME – ‘BOLLYWOOD JUNCTION’



The Department of Elementary Education hosted its Freshers' Event on 27th August 2025 under the vibrant theme of “Bollywood Junction”. The celebration marked the new beginning for the new batch while fostering meaningful interaction with supportive seniors

The programme commenced with a warm welcome address by the President of the Department's Union, followed by insightful remarks from the Teacher-in-Charge, Association-in-Charge, and other faculty members. Their words gave students a sense of courage and motivation to embrace their college journey and reassured the incoming batch that they would continue to receive guidance and support from them.

The evening's highlights included the Fresher's Ramp Walk, musical performances, and a dance competition, all of which marked the formal induction of the new cohort into the department while promoting interaction and fostering a sense of camaraderie and adding vibrancy to the occasion.

The event concluded with an open DJ, during which both senior and junior students participated together, lending a celebratory and spirited close to the evening.

Before the conclusion, the Union distributed personalised advisory notes to each fresher, offering thoughtful suggestions and words of encouragement for their four-year academic journey and finally, ‘Bollywood Junction’ emerged as a successful celebration, combining music, dance, and entertainment with a sense of warmth, guidance, and unity.

TEACHERS' DAY CELEBRATION



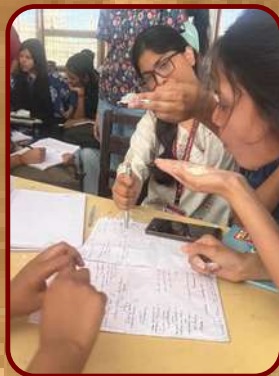
The Department proudly celebrated Teachers' Day on 9th September 2025 with warmth and joy, honouring the hard work of its faculty and recognising the significance of the day within a pre-service teacher education programme. The event, organised by B.El.Ed Union was full of gratitude, ingenuity and emotional moments.

The programme began with a warm welcome by the Union that showed deep respect and appreciation for the teachers and set an emotional tone for the occasion. The Event had a variety of student performances, along with engaging activities and games for the faculty, such as tongue twisters that lightened the mood and added warmth to the celebration.

As a token of appreciation and love, students gave handmade cards with thoughtful messages and poetry to thank and praise their professors. The event featured a surprise video message from alumni, who shared how their teachers had helped them and improved their lives.

The celebration concluded with thanks from the Department's Student Union, acknowledging the importance of teachers in shaping young minds. The program was not just an event; it was a heartfelt tribute that provided teachers and students with precious memories of joy, laughter, and sincere appreciation.

'SEEING LIGHT : COMPREHENDING OPTICAL PHENOMENA' **AN INTERACTIVE WORKSHOP**



The Department of Elementary Education, in collaboration with the Joy of Learning Foundation, organized an interesting and interactive workshop titled "Seeing Light: Understanding Optical Phenomena through hands-on explorations" on April 9, 2026, for first-year students. The aim was to enhance students' understanding of light and its behavior.

The workshop emphasized hands-on learning, where students explored various optical phenomena through experiments and activities, not just theory. With mirrors, lenses, and laser light, students witnessed how light travels, reflects, and refracts, making learning both enjoyable and significant. They observed how these concepts, often challenging to grasp from books, became clearer when they observed and engaged with them firsthand.

The workshop began with an exploration of the phenomena of reflection through experiments using mirrors and directed light sources. Key aspects of the workshop were an association of phenomena like total internal refraction, where light, instead of passing through a medium, gets completely reflected within it beyond a certain angle. Such demonstration enhanced comprehension and learning by doing for the students.

Overall, the workshop was a highly nurturing experience and the students were actively involved throughout, discussing observations, questioning outcomes, and learning collaboratively while also encouraging curiosity and critical thinking that highlights the importance of experiential learning in understanding scientific concepts .

'RECONNECTING WITH OUR ROOTS' - ALUMNAE MEET



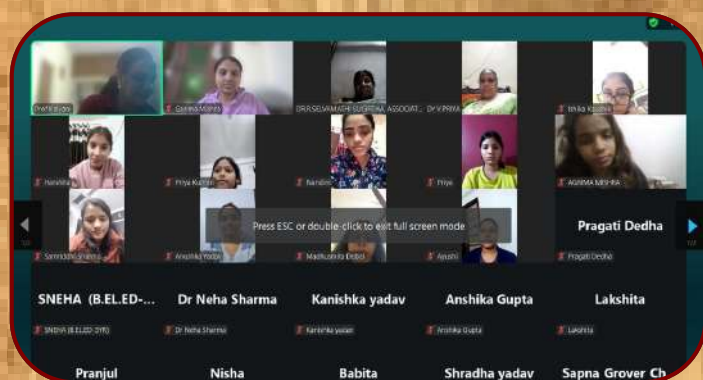
The Alumnae Meet, organised on 6th October 2025, emerged as a deeply engaging and reflective interaction between current students and the department's graduates to reconnect with their alma mater and offering a meaningful space for the exchange of experiences, advice, and perspectives on life beyond the B.El.Ed. programme.

The session commenced with a gracious welcome and felicitation of the alumnae, recognising their accomplishments and continued association with the department. As the conversation unfolded, the speakers shared their individual journeys, with an emphasis on how the course had contributed to shaping their confidence, critical thinking, and professional trajectories.

A key aspect of the session involved a discussion on a wide spectrum of themes such as avenues for higher education, diverse career possibilities, internship experiences, and the significance of cultivating a strong professional identity. These discussions provided students with a clearer understanding of the opportunities that lie ahead and became an eye-opener for every student in the audience. Further, the interactive question - answer segment further enriched the session, enabling students to directly engage with the alumnae and seek guidance on their concerns which made the discussion both practical and relatable.

In essence, the Alumnae Meet fostered a sense of continuity within the department, bridging past and present while offering students both inspiration and direction.

ONLINE COURSE ON CLIMATE LITERACY AND AWARENESS



The Climate Literacy Course, conducted from 1st December to 6th December 2025, was coordinated by Prof. Kalyani Akalamkam, Professor at the B.El.Ed Department, along with Dr. Harsimrat Kaur, Assistant Professor. The course was organised in an online mode over six days and witnessed the enrollment of a total of 97 students, out of which 21 participants were from outside Delhi University. Successfully, 86 participants completed the course, reflecting consistent engagement and commitment throughout the programme. The learning experience turned out to be highly enriching and engaging for all participants.

The programme began with an inaugural address by Prof. Kanika K. Ahuja, Principal, Lady Shri Ram College for Women, setting the tone for the course. This was followed by a series of insightful sessions by distinguished speakers. Prof. Chirashree Ghosh introduced participants to the fundamentals of climate change, while Dr. Neha Sharma discussed policy perspectives and initiatives at national and international levels. Prof. Yukti Sharma brought in philosophical insights into transformative pedagogy for climate change education.

Further enriching the programme, Prof. Manisha Wadhwa focused on classroom pedagogies for integrating sustainability, and Dr. Shruti Chopra highlighted the importance of systems thinking in climate change education. Prof. Astha Chauhan contributed a valuable perspective on learning with communities through transdisciplinary approaches. Prof. Kalyani Akalamkam explored India's traditional knowledge systems in relation to sustainable futures, and Prof. Priti Dhawan addressed the important issue of climate anxiety in classrooms, emphasizing a pedagogy of hope.

The course facilitated meaningful engagement through speaker sessions and interactive discussions, encouraging critical thinking and reflection among participants. Continuous guidance and resource sharing, along with effective coordination by the organising team, ensured the smooth execution of the programme.

Overall, the Climate Literacy Course emerged as a deeply insightful and impactful initiative. It not only enhanced participants' understanding of climate-related issues but also inspired them to become more environmentally conscious and responsible individuals.

INTERNATIONAL DAY OF MATHEMATICS



The Department of Elementary Education organised an event titled ‘Mathematical Resources for Under-Resourced Classrooms’ on the auspicious occasion of The International Day of Mathematics (PIE DAY 3.14) celebrated and this year aligning under the global theme ‘*Mathematics and Hope.*’

The event centred on exploring how creative and low-cost teaching–learning resources can support meaningful mathematics education in diverse and under-resourced classroom contexts . Students of the department actively participated in this celebration by engaging with ideas of accessibility, inclusion and innovation in mathematics teaching .

As part of this event, The third-year students of the department presented detailed activities and task modules designed for effective use of developed materials on topics such as Number, Number Operations, Shapes, Pattern Recognition, Measurement, and Data Handling, by demonstrating practical fun ways to teach these concepts at the foundational and preparatory level. The event was judged with shared insights and feedback for the students on their resources from Prof. Jonaki B Ghosh - President of Mathematics Teacher Association (India), along with Mr. Varish, Assistant Professor in the Department of Elementary Education of the college.

The event concluded with reflections centred on the importance of making mathematics engaging, inclusive , and connected to everyday learning experiences, in line with the spirit of Mathematics and Hope .

FACULTY DEVELOPMENT PROGRAMME IN COLLABORATION WITH CIET-NCERT



The Department of Elementary Education of Lady Shri Ram College for Women, in collaboration with CIET–NCERT under the aegis of the Ministry of Education, Government of India, successfully organised a one-day Faculty Development Programme (FDP) on 22 January 2026. Conceived as an intensive five-session workshop extending from morning to evening, the programme brought together over a hundred participants, including teachers, teacher educators, and pupil teachers, in a shared space of inquiry, reflection, and professional growth. The Faculty Development Programme on the theme of ICT and Emerging Technologies in Education became a multi-layered pedagogical engagement in consonance with NEP 2020, NCF 2023, and SDG–4.

The programme commenced with registration and formal inaugural session under the able guidance of Prof. Kanika Ahuja, Principal, LSR College for Women and Prof. Shireesh Pal Singh, Programme Coordinator, CIET–NCERT. The lamp lighting ceremony and welcome address set a pensive tone for the day.

The academic sessions unfolded across a diverse yet interconnected set of themes. The first session led by Dr. Tagaram Kondala Rao was on digital initiatives in education and its potential in strengthening technology enabled learning environment. Participants were introduced to key national digital initiatives such as DIKSHA, SWAYAM, ePathshala, PM e-Vidya, Virtual Labs, NISHTHA, Digital Textbooks, and Manodarpan.

This was followed by a session on AI, AR/VR, and ICT tools by Dr. Pranita Gopal, which encouraged participants to engage with emerging technologies as pedagogical possibilities. Interactive platforms such as Padlet, Canva , Mentimeter, Nearpod, Socrative, and Edpuzzle were introduced, with participants gaining hands-on experience through guided activities and collaborative tasks . Subsequent sessions further expanded this engagement. Dr. Jipsy Malhotra's session on ICT-based assessment highlighted innovative approaches to evaluation and Prof. Indu Kumar guided participants in the development of e-content and multimedia learning resources. The final session, led by Dr.Praveen B. Binjha, focused on Open Educational Resources (OER), introducing the 5R framework of Reuse, Revise, Remix, Retain, and Redistribute .

Each session was interactive, dialogic, and practice-oriented , allowing participants to actively engage through discussions, activities , and hands-on exploration. As the day progressed, a shift in perspective became evident , with technology being understood as an integral part of pedagogy rather than an external addition . The schedule, interspersed with breaks, supported sustained engagement and reflection . The programme concluded with a valedictory session, where participants reflected on their learning and received certificates of participation . The FDP resulted in key outcomes, including enhanced understanding of ICT integration and emerging technologies, practical exposure to digital pedagogical tools, and skills in e-content development .

The success of the programme was guided by the leadership of Prof. Shireesh Pal Singh, alongside the support of institutional heads and coordinators , Thus, these contributions of the resource persons enriched the sessions by grounding theoretical insights in classroom contexts , while the efforts of the Department's Union and logistics team ensured the smooth execution of the event .

In retrospect , the FDP stands as a meaningful academic intervention, reaffirming the role of the teacher in adapting, reflecting, and reimagining pedagogy within an evolving digital landscape.

A GLANCE AT FACULTY DEVELOPMENT WORKSHOP



'IMMERSIVE PATHWAYS TO MENTAL HEALTH & RESILIENCE FOR FUTURE TEACHERS' - WORKSHOP ON MENTAL HEALTH



The Department of Elementary Education organized a workshop titled “Immersive Pathways to Mental Health & Resilience for Future Teachers” on 19th February 2026. The session was facilitated by Ms. Vasundhara Gupta and Ms. Vani Bhardwaj from Humraahi Psychotherapy. Designed as a reflective and experiential learning space, the workshop focused on mental health, emotional well-being, and resilience in teaching. It emphasised the importance of self-care, emotional regulation, and creating emotionally safe classrooms .

The session started with a reading from children’s literature, followed by the “Worry Buckets” activity to create a safe space for participants to share their worries in a non-judgmental environment. The “Tree of Life” exercise encouraged participants to reflect on their experiences, strengths, and dreams, while the “Circle of Control” framework helped them to identify what they can control, influence, and let go.

The session was very interactive, with active participation and discussions about mental health stigma, stress and burnout, the importance of self-care, and the need to build supportive and empathetic learning spaces. The facilitators’ professional expertise made the session feel authentic and relatable.. The workshop concluded with a vote of thanks delivered by Dr. Shama Norein and Association In-Charge Dr. Ritika Devi . The session as a whole was a valuable opportunity for self-awareness and emotional expression, providing participants with practical strategies for resilience, and emphasizing the importance of building awareness of mental health into educational practice .



STUDENTS' ACHIEVEMENTS

Name	YEAR	ACHIEVEMENT
Saniya	Second	<ul style="list-style-type: none">• Appointed to the Business Development team at Mentor Krish.
Priya Singh	Second	<ul style="list-style-type: none">• Awarded Best Coordinator across 50 colleges affiliated with University of Delhi through Sankalp Organisation.• Chosen to represent India at the Global Campus in the capacity of a Child Representative.

PAPER PRESENTATION

4TH-YEARS

NAME	PAPER PRESENTED
Riya Goyal	<ul style="list-style-type: none">• Front, Back or Sides? Exploring Classroom Seating & Learner's Voice through Action Research — International Teachers Research! 2026 Online Conference, 15 March 2026
Akshita Gahlot	<ul style="list-style-type: none">• Life Satisfaction, Well-being & Psychosocial Challenges of Undergraduate Students — International Conference on Indian Knowledge Tradition & Modern Education (DSCET), 21–22 Nov 2025
Jiya Jain	<ul style="list-style-type: none">• Promoting Mathematical Thinking through Math Talk & Peer Collaboration — National Conference on Teacher Education Reforms (SCERT, Haryana), 24–26 Feb 2026
Pari Ahulwalia	<ul style="list-style-type: none">• Culturally Rooted Pedagogy: Embedding Indian Knowledge Systems — International Conference on IKS & Modern Education (DSCET), 21–22 Nov 2025
Tanisha Sapra	<ul style="list-style-type: none">• Uncovering Spaces for Critical Mathematics Education at Preparatory Stage: A Thematic Analysis of NCERT's Maths Mela Textbooks -Seminar: National Seminar on Education 5.0 for Viksit Bharat: Date:11th November 2025

Name	PAPER PRESENTED
Taniya Chawariya	<ul style="list-style-type: none"> • Role Play as a Strategy for Enhancing Speaking Skills in Grade 4 — Teachers Research! Online Conference (IATEFL ReSIG), 14–15 March 2026
Anshika Goyal	<ul style="list-style-type: none"> • Transforming Mathematics Assessment using TEFA (Action Research) — 14th National Conference on Mathematics Education (RIE, NCERT, Ajmer), 22–24 Dec 2025
Palak Yadav	<ul style="list-style-type: none"> • Exploring Play-Based Pedagogy in Foundational Stage Mathematics Classrooms — National Conference on Implementation of NEP 2020 (NERIE, NCERT, Shillong), 20–21 Nov 2025 • Fostering Mathematical Conceptual Fluency: Role of Play in Foundational Stage — 14th National Conference on Mathematics Education (RIE, NCERT, Ajmer), 22–24 Dec 2025
Abhilasha Chaudhary	<ul style="list-style-type: none"> • Enriching Foundational Mathematics through Embodied Pedagogy (Action Research) — National Conference on Implementation of NEP 2020 (NERIE, Shillong), 20–21 Nov 2025 • Enhancing Early Mathematics Learning through Embodied Pedagogy — NCTER-2026 (SCERT, Haryana), 24–26 Feb 2026
Disha	<ul style="list-style-type: none"> • Resource and Participation Barriers in Teacher Education in India — National Teacher Seminar (MSU, Vadodara), 22–23 Jan 2026 • Negotiating Bilingualism: Language, Power & Epistemic Hierarchies — Teachers Research! Online Conference (IATEFL ReSIG), 14–15 March 2026
Aastha Bhardwaj	<ul style="list-style-type: none"> • Children's Poetry as a Window into Childhoods in Kashmir — Young Scholars Conference (Jamia Millia Islamia), 24–25 March 2026 • Making Holistic Development Visible: Theatre-Based Research — Young Scholars Conference (Jamia Millia Islamia), 24–25 March 2026 • Exploring Pragmatics of AI Tools in Teacher Education — International Conference on NEP-2020 (MANUU & University of Hyderabad), 5–6 Feb 2026 • Rabindranath Tagore's Educational Philosophy & Alternate Education — International Conference on Indian Knowledge Tradition (DSCET), 21–22 Nov 2025

PLACEMENTS

College Placement

NAME	COMPANY
Maninee Pandey	<ul style="list-style-type: none">• Role - Creative Visual Associate Organisation - House of Edtech

Department Placements

NAME	SCHOOL
Aashi Jain	Happy English School, Sharad Vihar
Riya Goyal	Happy Model School
Anshika Goyal	The TonsBridge School
Pari Ahluwalia	Happy Model School

ਸਿੱਖਿਆ ਉਹ ਚਾਨਣ ਹੈ ਜੋ ਅਗਿਆਨਤਾ ਦੇ ਹਨੇਰੇ ਨੂੰ ਦੂਰ ਕਰਦੀ ਹੈ
(*Education is the light that dispels the darkness of ignorance*)

STUDENTS' EXPERIENCES

First Year

School Contact Programme

The School Contact Programme was our first direct exposure to real classrooms. Visiting Bluebells School International and The Khalsa Senior Secondary School helped us understand how teaching works in practice. We observed classrooms, interacted with students and saw how teachers manage learning with both care and discipline. The experience allowed us to connect theory to actual classroom situations.



Field Visit to Prajna Foundation

The visit helped us understand how Social Science concepts exist in real life. We observed Community work and saw how issues like inequality and access to education affect people's lives. It encouraged us to think, question, and reflect on what we studied. This experience made our learning more real and connected to everyday situations.



Theatre and Art in the Classroom

Theatre and Art classes gave us a different way of learning through creative activities. Through role play, storytelling, and art work, we explored new ways of expressing ideas. These sessions helped us understand how learning can be made more interactive and engaging. It showed us that classrooms can go beyond textbooks and become more creative spaces.



Second Year

Field Visit to Nizamuddin Basti

The field visit to Nizamuddin Basti was an enriching experience for us, providing a deeper understanding of the community and the socio-economic environment outside of our daily lives. It allowed us to have a great experience of community learning and growth.



Field Visit to KR Mangalam School

The visit helped us understand how children's lives are shaped by access to resources and opportunities. Through interactions, we observed their daily routines, confidence, and exposure. It also allowed us to compare different social settings and reflect on how surroundings influence children's experiences. This made us think more deeply about diversity and inequality in childhood.



Self-Development Workshops

The self-development workshop felt very personal and different from our usual classes. Activities like journaling and writing letters to ourselves made me pause and actually think about my thoughts and emotions. I also started noticing how my self-talk affects my mood and behaviour. Over time, it became easier to understand and express what I feel. It was a space where I could reflect quietly and learn more about myself. One of my favourite sessions incorporated a movie screening of ‘The Wonder’, which allowed us to reflect on our integration of inclusivity and identifying diverse perspectives.



~The “Wonder” Movie

Storytelling Practicum

‘Jitni aankhen, utni kahaniyaan’

For me, stories and storytelling are one of the best things. I have been very much into stories since the early years of my life. The best thing about stories is that they allow you to think beyond the so-called boundaries given by society or anyone else. Another beautiful aspect is that if you have your own words, your perspective will always be different from others.



Third Year

Alternate School Visit

Bharat National Public School, Karkardooma

Our visit to the school gave us a clear idea of how classrooms function in reality. The teaching style was interactive, and students were actively involved. The environment was disciplined but comfortable. It was a helpful experience that combined our learning with real practice.



Mirambika School

Our way of education at Mirambika was very different. The environment was open, the students were inspired to learn at their own rhythm. Creativity and expression were given a lot of importance. It made the learning more organic and purposeful.



Theatre Practicum

The theatre practicum was a fun and engaging learning experience for us. Through activities like role play, we learned to express ourselves more confidently. Performing a nukkad natak was a highlight. It showed how creative methods can make teaching more interesting.



Material Development Practicum

This practicum helped us understand the importance of learning materials in teaching. We created simple resources to explain concepts clearly. The process involved teamwork and creativity. It made learning more practical and engaging for us.



A TRIP TO DIGANTAR - AN ALTERNATIVE SCHOOL VISIT



The Department of Elementary Education organized its three-day visit to Digantar Vidyalaya under the auspices of the Digantar Shiksha Khel Samiti, Jaipur, Rajasthan. Organized especially for the third-year students of the department under the practicum of Classroom Management, it was coordinated by Prof. Smriti Sharma and Dr. Shama Norien Major.

The visit was organized in correspondence to identifying alternative school education practices and unfolding them for community students who are often neglected due to socio-economic barriers existing in society. Digantar, established in 1983, has worked effectively to address such causes and provide assistance to students in a safe and growing environment, with a commendable integration of alternative schooling grounded in constructivist theories and learner autonomy.

The visit commenced with an outreach community visit to Jaipur for the students on the first day, allowing them to gain an aesthetic appreciation and capture the beauty of Jaipur as a whole. Collectively, the students visited the infamous Hawa Mahal and Bapu Bazaar. Such exploration through heritage-associated sites led to an inspiring awe for the students.

Additionally, on their second day, the students visited the Digantar school, Jaipur, to gain insights into its operations and functioning. The day unfolded with classroom observations of multiple learning groups, a school visit and its orientation by the faculty, and a Teacher Panel discussion where they answered student questions and provoked critical thinking and knowledge enhancement. A key observation indicated Digantar working outside the rigid subject-based schooling system with an immense integration of skill-based learning like sewing, carpentry, sports, etc. Later, a reflection session was organized for the students where they shared their insights and learning with each other.

Conclusively, an educational visit to Digantar, Jaipur was not merely limited to learning but captured memories for the students in terms of the delicious food cooked by the best Mr. Pushkar Ji and the in-group bonding through the overnight stay and activities. These learning experiences allow students to expand their horizons and provide a lifelong experience to live by.

Fourth Year

Internship Programme

The teaching internship was one of the most important parts of our course. In the beginning we were nervous about handling classrooms but slowly things started getting better. Planning lessons and teaching students helped us understand how things actually work in school. We also built a relationship with students which made the experience really special for us. In the end, it felt like we learnt a lot not just about teaching but about ourselves too.



Resource Room Experience

Working on the resource room during our internship was a shared learning experience for all of us. We designed and set up the space using teaching learning materials prepared by us keeping students needs in mind. It helped us understand how creative resources and activities can make learning more engaging. Presenting it together also built a sense of teamwork and confidence. Seeing students interact with the materials made the whole effort feel meaningful.



Online Teachers-Research

Presenting our research at Teachers -Research Online 2026 was both exciting and overwhelming as it was our first time sharing our work on an international platform. We felt nervous at first but listening to other educators and their ideas helped us understand teaching in a better way. It also showed us that many classroom challenges are similar across different contexts. The feedback and interactions made us reflect on our own work and gave us more confidence. It was a valuable and enriching experience for us.



Placements Talk & PG Orientation Sessions

During the year our department held a few placement talks and PG orientation sessions which turned out to be quite useful. Representatives from Happy Model School, Bluebells School International, and Bharat National Public School visited on different dates and shared their experiences. They talked about what schools look for in teachers and what the actual work environment is like which made things feel more real for us.



CREATIVE ENDEAVOURS

First Day

This world is a mystery,
where my past becomes a history
I spent countless late nights
trying to make everything right.

Life was moving smoothly,
but God had different plans.
He paused me midway
and said with a gentle smile—
“Grow through what you go through.”

He whispered again,
“Your present situation
is not your final destination.

Don't complain...
learn to embrace the pain,
because sometimes you must walk through
the worst days
to truly earn
the best days of your life!

~Priya Singh, 2nd Year

Give me a moment

Just one quiet pause
away from clocks & calendars
and away from all these laws.

Somewhere between the mountains
where the fog forgets to lift
a cup of something warm
with no guilt or blame or drift.

No mask on my face
no script in my head
just saying the things
I leave always unsaid.

A version of me
that doesn't pretend
a laugh with no reason
a day with no end.

Escape of reality
dreamer of fake
believer of stories
no one else can make.

What a wonderful mistake
to be this beautifully, hopelessly fake.

~Ishika, 1st Year

Beyond Women's Day

Morning starts with a loving text,
"Happy Women's Day, Mom, you're the best!"
By evening, he's out on the street,
Stalking a girl who's rushing her feet.
A husband gifts his wife some flowers,
Calls her his queen, his strength, his power.
Yet his eyes wander, without a care,
Gazing at another with a shameless stare.
Stories flood in, posts so bright,
"Respect women, they're our light!"
But outside, voices whisper and glare,
Making women feel unsafe out there.
She steps out, her dreams held tight,
But rules and stares dim her light.
"Don't go out late, dress just right,"
As if respect comes with control, not right.
Isn't it sad, isn't it wrong?
That she fights for respect all along?
Daughters, mothers, sisters, wives,
Struggling for freedom in their own lives.
So keep your flowers, keep your posts,
What she needs is more than boasts.
Give her a world where she's safe and free,
Not just today, but always, truly!!

~Chanchal, 1st Year



I wish

Sometimes I feel
I wish I could fall a little ill

Not for the pain,
but so people would pause
and truly look at me.

So Maa would sit beside me
and smooth out my hair,
Papa would come in twice or thrice
to pour a little extra love,
and my siblings
would forget their teasing
for just one day.

Sometimes I wish
I didn't have to do anything at all,
and I would still be enough
just sitting quietly,
a little dazed, a little undone.

Maybe this is what they call
that tiny hidden dream
"I wish someone would hold me
with love too."

~Srishti Aggarwal, 3rd Year

Womeniya

There's a girl so calm, soft like a breeze,
Always smiling, always at peace.
She speaks so fast, like 2X speed,
Took me a month, but now I catch the lead.
Dusky and glowing like a goddess, no doubt,
With a voice so soft, it can make Men lean in and figure
it out.
I joke about it sometimes (I know you don't mind),
But honestly, your voice is one of a kind.

Then there's our cutie who keeps it real,
Gives us reality checks with every meal.
We tease her for being negative, but we know the deal,
Without her, something's missing, that's how we feel.
She's the spice in the food, the soul of the group,
Her "basically " brings us all in a loop.
Not just the snacks she brings with love,
But her presence itself fits us like a glove.

Next up, the one with boss energy so strong,
Always standing up for what's right and wrong.
Even when she's tired, she shows up true,
Helping with forms, life, Insta, whatever you need to do.
She's our guide, our support, our everyday care,
And honestly, no guy can ever compare.
She's all heart, fierce and kind,
Only girls deserve her body to soul.

Now here's our sunshine, bright and sweet,
The kind of soul you're lucky to meet.
She includes everyone, puts others first,
With a heart so pure it might just burst.
She's a Taylor Swift girl, dreaming of love,
Believing in fate and signs from above.
If something's bothering you, text her at night
She'll comfort you even better than GPT itself
Though we say she's pretty (again and again),
Only a Man like Dante Maroni could make her feel the
same.

And then, there's me; you already know,
Without you all, I wouldn't grow.
College would be so dull, just passing by,
But with you, every day feels like the pink sky.
I may not be perfect, but with you all I shine,
You're not just friends, you're my lifeline.

Womeniya; not just a name, but a bond,
Of love, laughter, food and memories beyond.
Guess who's who if you can, just for fun,
But know this , with you all, life feels won.

~Bhumika, 3rd Year



मम जीवनयात्रायाम्

मेरे जीवन की यात्रा में संस्कृत भाषा का एक विशेष और भावनात्मक स्थान है। संस्कृत मेरे लिए केवल एक भाषा नहीं, बल्कि एक ऐसी अनुभूति है, जिसने मेरे सोचने और समझने के तरीके को बदल दिया। जब मैं आठवीं कक्षा में थी, तभी पहली बार मैंने संस्कृत के वास्तविक सौंदर्य को महसूस किया। उस समय से ही मेरे मन में इस भाषा के प्रति एक गहरा लगाव उत्पन्न हो गया।

संस्कृत पढ़ना मेरे लिए कभी भी बोझ नहीं लगा, बल्कि यह हमेशा एक आनंदमय अनुभव रहा। इसकी मधुर ध्वनि और गूढ़ अर्थों ने मुझे भीतर तक छू लिया। जैसे हमारे पाठ्यक्रम में एक श्लोक आता है—

“विद्या ददाति विनयं, विनयाद् याति पात्रताम्।
पात्रत्वात् धनमाप्नोति, धनात् धर्मं ततः सुखम्॥”

इस श्लोक ने मुझे यह सिखाया कि शिक्षा केवल ज्ञान नहीं देती, बल्कि वह हमें विनम्र भी बनाती है। शायद यही कारण है कि संस्कृत ने मेरे व्यक्तित्व को भी कहीं न कहीं निखारा है।

एक और श्लोक जो मुझे हमेशा प्रेरित करता है—

“कर्मण्येवाधिकारस्ते मा फलेषु कदाचन।”

इसका अर्थ समझते ही मैंने सीखा कि हमें अपने कर्म पर ध्यान देना चाहिए, परिणाम की चिंता नहीं करनी चाहिए।

यह सोच मेरे जीवन में बहुत उपयोगी रही है, खासकर प्रतियोगिताओं और मंच पर प्रदर्शन करते समय। मैंने संस्कृत से जुड़े कई प्रतियोगिताओं, जैसे श्लोक-पाठ, भाषण में भाग लिया। शुरुआत में थोड़ी घबराहट होती थी, लेकिन धीरे-धीरे संस्कृत ने मुझे आत्मविश्वास दिया। जब मैं मंच पर संस्कृत में बोलती थी, तो एक अलग ही गर्व और खुशी महसूस होती थी।

संस्कृत अब मेरे जीवन का एक अभिन्न हिस्सा बन चुकी है। जब भी मैं इसे पढ़ती हूँ, तो ऐसा लगता है जैसे मैं केवल भाषा नहीं, बल्कि अपने अंदर की शांति और ज्ञान से जुड़ रही हूँ।

जब मैं पहली बार LSR आई, तो मेरे मन में एक नया उत्साह और थोड़ी सी घबराहट भी थी। उसी दौरान मेरी नज़र एक श्लोक पर पड़ी—

“सा विद्या या विमुक्तये”
(वही विद्या है जो हमें मुक्त करे)

उस क्षण मुझे एक अजीब-सी अपनापन महसूस हुआ। जैसे यह श्लोक सिर्फ एक पंक्ति नहीं, बल्कि मेरे अपने अनुभवों का सार हो। मुझे एहसास हुआ कि संस्कृत केवल किताबों तक सीमित नहीं है, बल्कि यह हर जगह है—हमारे विचारों में, हमारे आस-पास, और शायद मेरे अंदर भी।

उस दिन पहली बार मुझे सच में महसूस हुआ कि संस्कृत कोई विषय नहीं, बल्कि एक एहसास है
—जो हमेशा मेरे साथ रहेगा।

प्रिया सिंह, द्वितीय वर्ष

चलो थोड़ा मुस्कराते हैं

चलो थोड़ा मुस्कराते हैं
कुछ पलों को खुद के साथ बिताते हैं
सारी चिंताओं से परे कुछ लम्हों को अपना बनाते हैं
लोगों की उम्मीदों को पीछे छोड़
चल कुछ अपना कर दिखाते हैं
चलो थोड़ा मुस्कराते हैं

दूसरों पर कुर्बान थी जो ज़िंदगी कभी
उसे कुछ अपने लिए बचाते हैं
अरसे से बंद पड़े उस पक्षी को

फिर से उड़ना सीखते हैं
इस मतलबी दुनिया में उसे
खुद के लिए खड़ा होना सिखाते हैं
चलो थोड़ा मुस्कराते हैं

चार लोगों की बातों को अनसुना कर
चल फिर से खिलखिलाते हैं
उस बचपन की बारिश में फिर से हम नहाते हैं
नन्हीं तितलियों को पकड़
फिर से उसे अपना साथी बनाते हैं
चलो थोड़ा मुस्कराते हैं I

मोनी, प्रथम वर्ष

छात्रा से शिक्षिका तक

कल तक मैं किताबों में ढूँढती थी
अपना रास्ता,
आज किसी नन्हें राही का बनती मैं
सहारा हूँ...
वही बेंचेस, वही ब्लैकबोर्ड, वही
पुराना शोर,
पर अब इस शोर में एक सुलझा
हुआ किनारा हूँ...
"रिद्धि मैम कैसे करें, क्या करें" का
सुनती मैं नारा हूँ।

सवाल करने से जवाब देने का ये
सफर हसीन है,
कल तक बस मिट्टी थी, आज पूरी
ज़मीन हूँ...
अब मैं सिर्फ एक किताब नहीं,
आँखों के ख्वाब पढ़ती हूँ,
एक टीचर बन कर, हर रोज़ थोड़ा
और बनती हूँ।

रिद्धि, चतुर्थ वर्ष

एक बार फिर!

एक बार फिर सब शांत हो
गया
किस्सों की बगावत
बातों की सजावट

शायद फिर सब तमाम हो
गया
एक बार फिर सब शांत हो
गया

यू ठंडक सी खामोशी
और लफ़्ज़ों की करवट..
हवाओं से बिखरे शब्दों की
मरम्मत

हर पन्ना कहानी का
बेशुमार हो गया
एक बार फिर सब शांत हो
गया

किताबों की बहारों से
रास्तों की बनावट
उलझन से सुलझी हुई पहेली
सी
कयामत..

ज़र्रा-ज़र्रा उस शोर का
सरे-आम बेनाम हो गया
एक बार फिर सब शांत हो
गया....!

सौम्या, द्वितीय वर्ष



हम जीवन को हारने नहीं देंगे

हम सिर्फ नाम नहीं हैं,
हम पहचान बनकर आए हैं,
हम आँधी में भी मुस्कुराएँ
ऐसे इरादे लेकर आए हैं।

हमें कमज़ोर समझने वालों,
इतिहास ज़रा पढ़ लेना,
हर दौर में औरत ही
नया सवेरा गढ़ लेती है ना।

जब सब रास्ते बंद हो जाते हैं,
हम रास्ता बनाना सीख लेते हैं,
जब लोग साथ छोड़ देते हैं,
हम खुद का हाथ थाम लेते हैं।

हमारी आँखों में डर नहीं,
सपनों की चमक रहती है,
हमारी चुप्पी भी कई बार
दुनिया से ज़्यादा बोलती है।

हम रोते भी हैं, टूटते भी हैं,
पर हार मानना नहीं जानते,
ज़िन्दगी चाहे कितनी मुश्किल हो
हम उसे आसान बनाना जानते।

हम वही लड़कियाँ हैं
जो आँसुओं को ताकत बना लेती हैं,
जो ठोकर खाकर भी
अपने कदमों को संभाल लेती हैं।

हम खुश रहना भी जानती हैं,
हम दुनिया को हँसाना भी जानती हैं,
हम गिरते हुए लोगों को
उठाकर चलाना भी जानती हैं।

हम जीवन को सिर्फ जीते नहीं,
हम जीवन को मनाते हैं,
हर दर्द को जीत में बदलकर
हम आगे बढ़ते जाते हैं।

आज हम डर से नहीं,
उम्मीद से बात करेंगे,
आज हम हार से नहीं,
सपनों से मुलाकात करेंगे।

हमारी हिम्मत ही हमारी पहचान है,
हमारी मुस्कान ही हमारी जीत है,
हम वही लड़कियाँ हैं
जिनके दिल में पूरी दुनिया की प्रीत है।

और याद रखना —
हम कभी रुकने वाले नहीं,
हम कभी झुकने वाले नहीं,
क्योंकि हम वो हैं
जो अँधेरे में भी सूरज जला दें।

हाँ, हम जीवन को हारने नहीं देंगे,
हम हर दिन को एक उत्सव बना देंगे।

साक्षी कुमारी, प्रथम वर्ष

घर फिर घर नहीं रहता

जब पहली मर्तबा घर से रवाना हुए थे,
दिल में बस एक ही खयाल था—
कुछ वक़्त की बात है,
फिर सब वैसा ही हो जाएगा।
मगर ये किसने सोचा था,
कि सफ़र सिर्फ़ फ़ासलों का नहीं होता,
कुछ रिश्ते, कुछ एहसास, कुछ यादें
रास्तों में कहीं छूट जाते हैं।
कॉलेज की भाग-दौड़ में ऐसे उलझ गए,
अटेंडेंस, असाइनमेंट्स और डेडलाइन्स के
दरमियान,
दिन गुज़रते रहे बेख़बर से,
और रातों को बस घर याद आता रहा।
फिर जब कभी लौट कर घर आए,
तो सब कुछ पहचाना सा लगा—
माँ की आवाज़, पिता की बातें,
अपना कमरा, अपनी ही परछाइयाँ।
मगर फिर भी दिल को सुकून न मिला,
जैसे कुछ टूट कर कहीं पीछे रह गया हो।
और अजीब सी बात ये है,
घर आते ही ये खयाल सताने लगता है—
“अब वापसी कब करनी है?”
टिकट की तारीख़ देखना,
जल्दी से सफ़र तय कर लेना,
जैसे अब यहाँ ठहरना मुश्किल हो गया हो।
वो स्टेशन की शाम अब तक याद है,
होंठों पर मुस्कान, गले में हल्की सी गिरह,
और आँखों में छुपाए हुए आँसू।
माँ-बाप को अलविदा कहते हुए,
खुद को संभालते रहे हम,
और ट्रेन के चलने के साथ ही,
दिल का एक हिस्सा वहीं छोड़ आए हम।
तब समझ आया—
घर छोड़ना सिर्फ़ दूर जाना नहीं होता,
खुद का एक टुकड़ा वहीं छोड़ आना
होता है।
अब हर दफ़ा वापस आते हैं,
मगर लौट नहीं पाते,
घर अब भी वही है—
बस हम उसके नहीं रह जाते।

मुस्कान पाठक, चतुर्थ वर्ष

सर्व ज्ञानप्लवेनैव वृजिनं सन्तरिष्यति।

(Everything will cross the trouble by the float of knowledge)

A Journey of Courage and Support

“Sometimes, the biggest battles in a student’s life isn’t the exams, but in the choices they are allowed to make”

There was a young girl . She was stuck in two things. First her own expectations and second her father's expectations . When she was finishing her schooling . She wanted to become a teacher and do regular college by given through CUET coaching when she was telling her father these things then her father told her that “no” you do college from correspondence beacuse that was safe for her and she had to learn household work and get married after few years. she was feeling emotionally burdened and she had believe in the god

But there was a no one to understand her but her mother was always understanding stand for her . Somewhere there was conflict between her father and her mother. Her mother told her that don't worry I sold my golden jewelry for you education. from this sentence her father told that there is no need to sold gold jewelry i, would help my daughter for CUET admission coaching center. Finally she was happy and also she was got admission in CUET exam and get admission in Lady Shri Ram College for Women.

“Sometimes, all the student needs at least a person person who has believes in his/ her — and that belief can change their entire future.”

~ Sakshi Chopra, 1st Year

A Journey from Doubt to Determination and Finally, Transformation

Life rarely moves in straight lines. If I look back at my journey, it feels more like a series of small steps, unexpected turns, and lessons that quietly shaped who I am today.

Growing up, I was not always the most confident person in the room. I often doubted my abilities and wondered if I was capable of achieving the goals I had in mind. But over the time, I realized something important that growth does not happen in comfort, it happens when we challenge ourselves despite our fears.

One moment that truly changed my perspective was when I decided to choose LSR as one of my top priorities while filling out my CUET application for undergraduate courses. To be honest, I had never been confident enough to imagine myself studying there at any point in my life. Throughout my school years, I often felt unsure about my abilities and where I truly belonged. The competition in CUET was intense, and the pressure often brought anxiety and stress. There were many moments of doubt. But despite everything, one thought stayed clear in my mind that, I wanted to be there, no matter how challenging it seemed. That determination slowly turned into consistent effort, and step by step, something that once felt impossible started to become real.

Life has also taught me resilience. There was another moment when things did not go as planned, exams that didn’t go well, goals that took longer than expected, and days when motivation was low. One day, while I was sitting in class, a friend told me about the Student Departmental Head selection forms. At that moment, self-doubt appeared again, and I wondered if I would face rejection. But by then, I had started believing that progress is not about perfection, it is about persistence. So I decided to step forward and apply for the position of Logistics and Hospitality Team Head. I filled out the form and appeared for the interview, and when the results were announced, I had been selected as the Head of the Team.

Taking up the responsibility of being a Head was not something that felt easy at first. During my school years, I had never taken on leadership roles, so I was naturally a little apprehensive. I often wondered whether I would be able to become a promising head for my team and create an environment where we could learn from each other.

However, with the time, I slowly began to grow into the role. The responsibilities that once felt overwhelming started giving me strength and confidence. Through this experience, I learned to approach challenges in a much more confident way while maintaining my calm composure. Looking back now, I realize that the position did more than just add a title, it transformed me into someone who stays steady in difficult situations and continues moving forward, no matter how challenging things may seem.

Today, I see life as a continuous process of learning and evolving. Every challenge shapes us, every failure teaches us, and every small success reminds us that we are moving forward.

If there is one thing I would like others to remember, it is this: "Your journey does not need to look perfect to be meaningful." Keep moving, keep learning, and trust that the person you are becoming is worth the effort.

Because sometimes, the most powerful transformations happen quietly in the shadows, one step at a time toward the light you believe in.

~ Yukti Singh, 4th Year

The Halls of Our Own

The complexity of what it means to be a girl, and eventually a woman, was first understood by Virginia Woolf in her work, *A Room of One's Own*. She constructs an imaginative figure of Shakespeare's sister and how, at the time when Shakespeare rose to glory, his sister would be confined to the domestic realm of society, denied opportunity, and be unable to be recognized in the same way as her brother. In a lot of our B.El.Ed coursework this year, we've read about how childhood is different for all children. I want to carry that further and focus on how girlhood too is not a singular experience. It is shaped by intersections of gender, class, ability, and identity, and in an Indian context, it often demands a certain resilience simply to exist and participate. Before moving to Delhi last August, while I was still in the comfort of my hometown, I was contacted by a transgender woman in one of the Reddit groups I had become a part of. She spoke to me about how finding housing has been challenging for her as a transgender woman. As a college student, affordable and safe accommodation was hard to access. Recently, she was able to follow through with her transition, get accommodation, and is relentlessly fighting against the new discriminatory bill against transgender individuals. This reminded me that not every person's womanhood is contested and challenged in the way that of a transgender woman is.

In a similar vein, when I arrived at the doors of this esteemed institution for our department orientation, I encountered a visually impaired girl whose parents Untitled 1 desperately asked me to guide her inside as they wouldn't be able to join. As I guided her, with her hand on my shoulder while being lost myself, she told me about the trials and tribulations of what it had taken for her to get to this point. She carried anxieties around not being able to access certain materials and navigating certain spaces, but also a deep sense of excitement at being here. We were both standing at the onset of a new chapter, our shared nervous laughter reflecting our fears, yet offering a quiet sense of comfort. Upon arriving at the venue of the orientation, I noticed the diversity within the room. Some students had come from smaller towns, carrying with them a strong desire to prove themselves, often against significant odds. Others seemed to carry the ease that comes with urban privilege—visible in language, clothing, and presentation. Alongside this, I also observed snickers and a tendency to form impressions based on dialect, clothing, and familiarity with certain norms. This is not to paint individuals as villains, but to highlight the fabric of our society, which constantly gives us the messaging to judge rather than to accept. To form cliques rather than be curious about others and where they come from. As the days went on, I noticed everyone find their groups and feel more at home. These are girls who are eager to find their identity, who struggle to make peace with their context in the face of all those who have bigger, better, or more "credible" backgrounds. Despite this, the first year of B.El.Ed is full of girls who show up every day, navigating aspirations, insecurities, and constant comparisons while getting exposed to big ideas that may at times feel bigger than them.

These ideas have been carefully laid out for us to weave through by our wonderful professors, who expose us to countless stories of dissent, of revolutionaries, of everyday people who face various structural barriers. Early in the year, we watched a documentary on casteism; we saw real people sharing their harrowing encounters. We don't know what happened to these people. We don't know if one act of resistance was enough to change the perceptions of those around them, but we learn of their existence and stories. These stories need to continue to be told. Our experiences, individually and as a collective, hold more weight than those in power let on. In my personal opinion, we are currently living in a politically aggressive, controversial, and socially regressive time, the evidence of which is apparent in your daily newspaper. In such a context, even the act of showing up as women, as students, as individuals seeking education, becomes a form of dissent. Now, I don't think I've strayed away from my original premise as much as it may seem. The systems that shape us all are also systems that shape girlhood. Education then becomes the great equalizer, but it also becomes ground for this same hierarchy to present itself, and all of us are subjected to it. Within this are girls and women—the first-generation learners, those finding expression through art, clothing, language, and those like me, who have had to pause and realign themselves along the way. My purpose in writing this for the newsletter is to talk about, and perhaps sit with, the girlhoods we don't always see. To empathize with them and to inhabit, even for just a moment, the suffering and quiet resilience of those who live them. It is also to acknowledge the privilege some of us hold and to extend it to those who may not have had it—whether through conversation, through style advice, through helping someone get ready for Freshers, or simply by telling someone that their ideas and their presence are valued.

And perhaps that is where all of this comes together. We seek comfort in the sacred sisterhood of LSR. We hold space for each other and our varied stories. We begin to realize that finding ourselves is tied to making space for our own stories and for the stories of other women, no matter how different they may be. Because in doing so, we are not just presenting ourselves in all our individuality, but reshaping the world in small yet significant ways with our sisters. And so, I leave you with a phrase that has stayed with me this year, one we were taught: "The personal is political." Perhaps it always has been, in the quiet ways we choose to show up, to speak, and to make space for one another.

~ Neetika Sharma, 1st Year

From Being to Becoming : Lessons beyond Classrooms

We often grow up believing that education happens within classrooms, between textbooks, lectures, and exams. For a long time, I believed that too. Learning felt structured, something to complete rather than truly experience. It was about ticking boxes without always asking why. Looking back now, I realise that some of my most meaningful lessons came when I wasn't even trying to learn. Almost two years before going to Norway, I travelled to Singapore. At the time, it felt like just a break. But something about that place stayed with me. Everything there felt purposeful. The pace was fast, yet not chaotic. People moved with clarity and intention. There was a quiet discipline, something internalised. In everyday life, there was a respect for time and systems that I found both intimidating and inspiring. I remember observing more than participating, trying to understand a rhythm unfamiliar to me. I didn't fully grasp it then, but I knew I was seeing a different way of living.

It was only later, in Norway, that these thoughts began to connect. I stayed with my aunt, a primary school teacher, and what impacted me most was her. There was a calm happiness in the way she approached her work. This wasn't new. Even during her visits, she always spoke about her students, their habits, mischief, and growth with warmth. She remembered small details and laughed at their stories. She spoke about her colleagues like family. It felt like her workplace was somewhere she belonged. At the same time, I have grown up watching my mother, a teacher in India. Her experience has been different, filled with dedication, but also pressure. The system often leaves little space for emotional connection. Work feels more outcome-driven, shaped by stability and responsibility. Seeing these two realities made me reflect not on which is better, but on what shapes our experience of work.

In Norway, everything became clearer. The way my aunt prepared for her classes, the energy she carried, and the respect in her environment showed me that her work was not just a job, it was meaningful. That made me question what it truly means to enjoy what you do, and why that feeling seems so rare. Somewhere between the discipline I saw in Singapore and the fulfilment I saw in Norway, my understanding of education began to shift. It no longer felt external. It became personal, something that shapes who you are becoming. I began to see education not just as knowledge, but as awareness. Becoming more observant. Becoming more thoughtful. Becoming more intentional.

I realised that learning happens quietly in conversations, observations, and moments that seem small at first. Sometimes, it takes time for those lessons to settle. When I look back now, I don't just see two countries. I see two perspectives. One taught me discipline and purpose. The other showed me fulfilment.

Together, they didn't just change how I think about education they changed how I think about myself. Education is not limited to classrooms or textbooks. It exists in experiences, in people, and in reflection. It is not just about being something, but about becoming who you are meant to be. And sometimes, all it takes is stepping away from the familiar to begin.

~ Sugandha Batra, 2nd Year

MIND PRINTS: CREATIVE CANVAS



Preeti Mahara (Second year)



Preeti Mahara (Second year)



Preeti Mahara (Second year)



Preeti Mahara (Second year)



Preeti Mahara (Second year)



Preeti Mahara (Second year)



Preeti Mahara (Second year)



Dhenu Basista (Second Year)



Preeti Mahara (Second year)

Laubhui nyungtuk mangtukbuyu yangnyu shung kihi kon meibu nyuke
(Learning by working is education for life)



**Dhenu Basista
(Second Year)**



**Kashish
(First Year)**



**Priya Kumari
(First Year)**



**Kashish
(First Year)**



**Dhenu Basista
(Second Year)**



**Dhenu Basista
(Second Year)**



**Preeti Mahara
(Second Year)**



**Preeti Mahara
(Second Year)**

Sikkhā sabba-sampattiyā mūlaṃ.
(Education is the root of all prosperity)

YEAR 2025-2026 AT A GLANCE



BATCH PHOTOGRAPHS

FIRST YEAR



SECOND YEAR



THIRD YEAR



FOURTH YEAR

