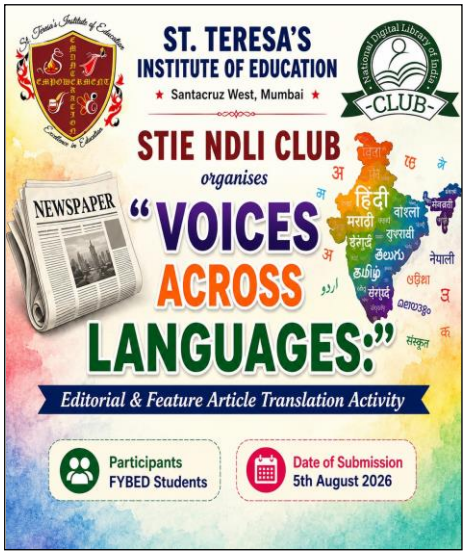
Voices Across Languages: 10 September 2026

From Regional Voices to Global Understanding-The NEP Way!



Time: **Teacher-in-Charge:** Dr. Shakuntala Nighot
Participants : SYBEd Batch 2025–27(44 students)
Venue: S**ubmission** : 5th August 2025, Google Classroom,
Presentaions **:** Multipurpose Hall, 10th September 2026, 10:15–11:15 a.m. & 12:15–1:00 p.m.
Photo Credit : Simran Sheikh

Objectives

- To encourage future teachers to read newspaper editorials and special-column articles in their mother tongues.
- To recognise regional languages as important sources of knowledge, ideas and perspectives.
- To develop multilingual reading, comprehension, translation and communication skills.
- To promote critical thinking and informed perspectives in alignment with NEP 2020.

Methodology

- Each student selected an editorial or featured article from a newspaper in their own mother tongue.
- Students read and understood the selected article and translated it into English.
- They submitted original as well as translated article through Google Classroom and presented the gist of the article in their mother tongue and English in the Multipurpose Hall.
- Students received participation certificates through STIE NDLI Club Portal.

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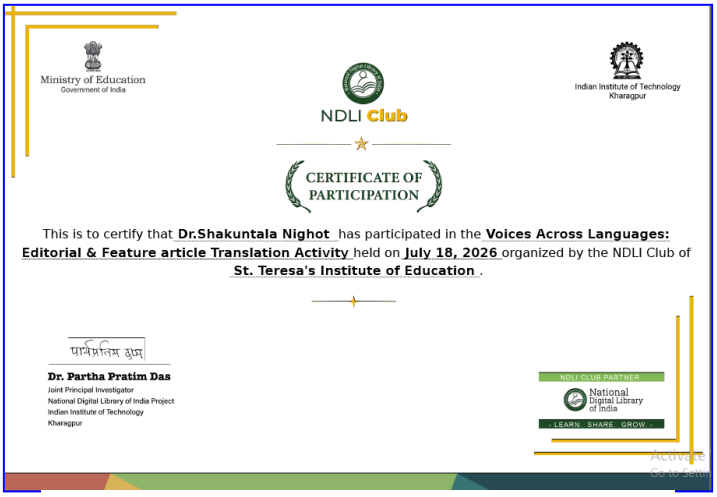
Learning Outcomes: Students developed the ability to:

- ❖ engage with authentic knowledge sources in their mother tongue;
- ❖ recognise the value of regional-language publications as sources of knowledge;
- ❖ comprehend, interpret and translate ideas across languages;
- ❖ communicate information effectively in both their mother tongue and English;
- ❖ develop critical reading and analytical skills; and
- ❖ appreciate India's linguistic diversity and multilingual knowledge traditions.
- ❖ The activity encouraged students to discover and share knowledge and perspectives published in Indian regional languages, making this knowledge accessible for broader community by making English version of the same.

NEP 2020 Connect

The activity supports the NEP 2020 emphasis on multilingualism, Indian languages, critical thinking, experiential learning and effective communication. It reinforced the idea that knowledge does not belong to one language—knowledge published in regional languages must also become part of our learning and understanding.





Prof. Dr. Giselle D'souza
Principal In-charge
St. Teresa's Institute of Education
Santacruz West, Mumbai – 400054

ST. TERESA'S INSTITUTE OF EDUCATION
MUMBAI-54