



"A
reflection
of our
thoughts"
...

**MATA SUNDRI COLLEGE FOR WOMEN
(UNIVERSITY OF DELHI)
DEPARTMENT OF ELEMENTARY EDUCATION
2014-2015**

LIST OF FACULTY MEMBERS:

MS. RAVNEET KAUR
MS. NEERJA SINGH
DR. AARTI MATHUR (TEACHER-IN-CHARGE)
MS. NIDHI KUNWAR
MS. ANSHIKA SRIVASTAVA
DR. ARADHANA MANI
MS. DIVYA SHARMA
DR. HARJEET KAUR
DR. INDU BHARADWAJ
DR. JASMEET KAUR
MS. MANISHA SUBBA
MS. NEELAM DALAL
MS. RUCHI GARG
DR. SHALINI DIXIT
MS. SHUBHNEET KAUR
MS. SONIA

FACULTY FROM OTHER DEPARTMENTS:

**ENGLISH DEPARTMENT- MS. ANJUMON, MS. DIVYA, MS. HEMA,
MS. MANISHA, MS. MEENU, MS. PRAVISIKHA, MS. POULOMI,
MS. SHWETA**

HINDI DEPARTMENT- DR. RAJINDER KAUR, DR. SAVITA CHOUDHARY

POLITICAL SCIENCE DEPARTMENT- MS. ARCHANA, MS. ISHLEEN

**MATHEMATICS DEPARTMENT- MS. GURINDER, MS. JASPREET,
MS. SONIA, MR. RAM**

PHYSICAL EDUCATION DEPARTMENT- MS. CHARANJEET KAUR

GUEST FACULTY:

MS. JAYAMALA IYER (THEATRE & SDW)

MR. LOKESH JAIN (THEATRE)

MR. SOUGATA GUHA (CRAFT)

AALOKH

VOLUME 1, ISSUE 1

MAY 2015

First issue of e-newsletter,

Department of Elementary Education,

Mata Sundri College for Women,

University of Delhi

INSIDE THIS ISSUE:

Overview of the Dept. 4

Glimpses of Activities 5

Innovative Visit Report 6

Articles by Faculty 7

Articles by Students 10

Poems by Students 12

Alumni Details 17

From The Principal's Desk . . .

It gives me immense pleasure to pen a few words for the first issue of *Aalekh*. I appreciate the efforts put by the Department of Elementary Education to bring out this e-newsletter.

I believe this will help to showcase the multitude of activities that the department organises for its students and help in churning out the

latent writing talent. This has immense potentiality for sharpening the communication skills as part of their overall personality development.



I convey my warm congratulations and best wishes to the B. El. Ed. faculty and students for the first issue of the e-newsletter.

Best wishes,

Dr. Kwarjit Kaur

(Officiating Principal)

Teacher-in-Charge Speaks . . .

Congratulations to the faculty and students for taking the lead in bringing out the first issue of e-newsletter from the Department of Elementary Education, Mata Sundri College for Women, University of Delhi.

This fulfils a long felt need! Ours is a depart-

ment bustling with activities – academic as well as co-curricular – at any given time of the year. We hope that the newsletter sees sharing of many lively and enriching academic discussions.

I wish the very best for this endeavour

and hope the students will take this opportunity to read, contribute, participate and make this initiative a fruitful one.

All the very best!

Dr. Aarti Mathur

(Teacher-in-Charge)



Prof. Anita Rampal
addressing at the
National Seminar

EDITORIAL BOARD:

Ms. Manisha Subba

Ms. Shubhneet Kaur

Ms. Prachi Arora (1 Year)

Cover Page Design:

Ms. Isha Attri (11 Year)

Dr. Shobha Sinha
addressing at the National
Seminar



A A L E K H

Editorial Note

We are very delighted to bring out the first issue of our department e-newsletter, *Aalekh*. It signifies the power of the written word, the kind of impact it can have if channelized in the right direction. It can provide ample food for thought and opportunities for reflection to the young, vibrant minds. We hope this is a platform for both students and faculty to challenge ourselves and nurture our talents.

A newsletter is a channel for sharing of ideas and information. The purpose of this newsletter is also to enhance communication both within the college, and outside with our sister departments in various colleges. We hope that the kaleidoscope of activities by faculty as well as students should provide motivation and greater participation in larger numbers, in the coming years.

We are grateful for the support given to us by our Principal, Dr. Kawarjit Kaur; our TIC, Dr. Aarti Mathur, Ms. Divya Sharma and the entire faculty for their constant support. We extend our thanks to all the contributors. It has been an enriching journey!

Ms. Manisha Subba
Ms. Shubhneet Kaur

An Overview of the Department

Bachelor of Elementary Education (B. El. Ed.) is a four year integrated programme offered by University of Delhi which is determined for preparation of elementary school teachers with a difference. Mata Sundri College for Women is youngest amongst the eight prestigious colleges of the University offering B. El. Ed. Programme. The Department has grown with leaps and bounds ever since it started in 2007. In this short span of time, the department has various achievements on record. It has recently added another feather in its hat of glory by successfully organizing a UGC sponsored National Seminar on 'Empowering Teachers: Building Resources of Pedagogy, Skills and Attitudes' on the 22nd and 23rd of May, 2013. This seminar brought together eminent scholars, teachers and researchers to reflect upon and address the issue of teacher empowerment in its different dimensions. The seminar provided an opportunity for all to engage with issues and questions around the need, ways and

challenges of facilitating teacher empowerment. It comprised of three theme based sessions of skills of reading and writing, teaching of EVS, and literary practices in Indian classrooms. It was attended by students and faculty members from various colleges, school teachers, research scholars and other practitioners from the field. On the whole, the various sessions of this seminar by and large initiated a dialogue between the speakers and the audience which helped to identify, to some extent, the ways to empower teachers in different dimensions. Further it also provided a platform to reflect on reforms in teacher education system with a view to empower them. Such a deliberation gains all the more significance in the context of the Right to Education Act, 2009 and its implications. The RTE, as known, has increased the credence and expectations from the teachers in helping to realize the right of each child to quality education up till 14 years of age. This very well necessitates rebuilding resources of pedagogy, skills and attitudes through quality teacher education programmes, which this seminar

also acknowledged.

Apart from the regular courses under purview of B. El. Ed. programme including foundation papers, core papers, liberal papers, and practical component comprising of theatre, craft, self development workshops and intense school internship, Department of Elementary Education of this college also provides several other experiences to B. El. Ed. students through organizing different workshops, talks, visits, movie screenings and other such events at inter-departmental as well as inter-college level. Department has a regular practice of providing different avenues for academic enrichment of young teacher trainees. Academic enrichment activities are an add on feature included in the B. El. Ed. curriculum by the department to facilitate multi-dimensional development of young teacher trainees and help them in understanding connections between theory and practice.

Glimpses of the Activities Undertaken by the Department



Workshop on 'How to be an Effective Teacher?' by Dr. Goldy Malhotra

Ours is a department bustling with activities all the year round. In the current academic year, 2014-2015 the department organised various talks, academic enrichment activities, visits to various schools and other institutional set ups, which are of interest to students and provide moments for reflection, creativity, conversation, and fun.

Following is an overview of such activities.

Field Visits:

I year

Heritage Walk to Purana Quila, Khair-ul-Manzil Mosque, Agrasen ki Baoli

Visit to Gurudwara Bangla Sahib and Baba Baghel Singh Sikh Heritage Multimedia Museum

Visit to National Gandhi Museum

Visit to National Bal Bhawan

Visit to Book Fair

Theatre Walk to various Museums, Art Galleries, National School of Drama, Sri Ram Centre

II year

Visit to NBT, CBT, Katha Publication, Nirantar, RRCCE

Visit to Sanskriti Kendra, Anand

Gram to have an Outdoor Session and Nature Walk as part of SDW Practicum
Visit to International Book Fair
Visit to TACET Academy of Social Transformation and Mental Health

III Year

Visit to Jodo Gyan, NCERT Maths Lab, NCERT Publication

Visit to the following Museums for EVS Project in order to explore the pedagogical aspects of museum visits-

- National Museum
- National Handicrafts & Handloom Museum
- National Airforce Museum
- Doll's Museum
- National Museum of Natural History
- National Philatelic Museum
- National Agricultural Science Museum (NASC)
- Sulabh International Museum of Toilets

Visit to Ambedkar University, Delhi for Writing Workshop
Innovative School Visit to Digantar (Rajasthan)

Innovative School Visit to The Shri Ram School and BNPS, Delhi

Talks and Workshops:

- Puppetry Workshop by Mr. Pramod Sharma, CIET, NCERT
- Talk by Dr. Goldy Malhotra, Ex-Director Education, DSGMC on 'How to be an Effective Teacher'
- Workshop by Ms. Surabhi Khanna on 'Toys and Tales'
- Workshop by Parvarish on 'Classroom Management'
- Talk by Ms. Ravneet Kaur on 'How to do Film Analysis'
- Workshop Mr. Sanjay Joshi on 'Language and Cinema'
- Workshop by Mr. Kamal Pruthi on Storytelling
- Workshop by Mr. Shahji, Jodo Gyan on Material Development and Algebra
- Workshop by Mrs. Sarika Verma on 'Best Out of Waste'



Visit to Gurudwara Bangla Sahib, New Delhi

Innovative Visit Report (2014-2015)



Faculty and students with Prof. Rohit Dhankar at Digantar

The B.El.Ed. third year students visited innovative schools of an organisation, Digantar, Jaipur as a compulsory practicum component from 16th to 22nd November, 2014. The visiting group comprised of 44 students and 4 faculty members from the department. This organisation has worked towards developing alternative and innovative educational programs for children in rural areas since 36 years. All of us were permitted to stay in the campus building and allowed to visit two of their innovative schools. They also provided resource persons to accompany students and teachers to the schools.

On 16th November, the group reached Jaipur by Ajmer Shatabdi. We were received by a coordinator from Digantar, who then accompanied the members to the campus. On reaching there, the respective resource persons oriented the students about the campus and the basic rules to be followed during our stay. Arrangement for stay was made in well furnished dormitories with provision of all basic amenities. The campus also had a badminton court where students and teachers used to play and relax in their free time. In the evening, an orientation session was conducted by Abdul ji, Hemantji and Nauratji for the students. Students were told about the historical background, philosophy and vision of Digantar and also the schedule for school visits to be followed in the coming days.

Students visited the Digantar schools in Bhavgarh and Kho Rebarian over the next 3 days, i.e., 17th, 18th and 19th November in groups as decided by the visit coordinators. They made full day school observations for first two days; from 9:00 am to 3:00 pm. From 3:00pm to 5:00pm, students shared their observations and interacted with the teachers to understand the planning, pedagogical and assessment related issues; and how teachers face and resolve disciplinary issues while dealing with children.

On the third day, a special Bal

Sabha was organized for the group in the schools where everyone participated in all the activities such as cleaning the school campus, enacting the school campus, enacting play, dancing, singing, so on. This was a great learning experience for all the group members where we saw how students when given the agency to act upon the situations with appropriate mediation from the teachers, can manage them successfully with responsibility. After this, students were taken for community visit in smaller groups of 3-4. It was coordinated by the resource persons from Digantar. They made all arrangements and provided access to household of those parents who send their children to Digantar schools. They interacted with the parents and elders, and tried to understand the interface of school and community with respect to children's education. Through this interaction, students got to know about the relationship of the community and their expectations from the school, along with their participation in the routine functioning of the organisation. After the visit, the students returned back to the school and had lunch. Post lunch, the Digantar team organised a focussed interactive session with the students. In this, the students shared reflective feedback and observations with them. They were appreciated for their detailed observations and reflective and critical analysis of the made observations. The students used this platform to express their gratitude to the teachers and children by presenting them self made cards as a token of thanks from the College and Department of Elementary Education.

Every evening the groups returned to the campus by 5:30pm and got a tea break. Following this, there was a reading slot from 6:30 pm to 8:00pm for the students, where they visited the campus library and explored various

reading materials. Then a reflective session was conducted by the faculty members post dinner, where the students shared their observations pertaining to the subject specific pedagogies and issues pertaining to classroom management with each other.

A trip to Jaipur city was organised for the students on the fourth day of the visit, 20th November. The groups along with the faculty members visited Amber Fort, Jal Mahal, Hawa Mahal and Bapu Bazaar. The students were not only provided exposure to the rich cultural and historical heritage of the city, but also given ample space for enjoyment. After coming back to the campus, an interactive session was organised with Pof. Rohit Dhankar, Dr. Reena Das and Abdul ji. Various issues such as innovative practices, philosophy of education and importance of reflective practices in teaching were discussed. Post dinner, students shared their experiences and observations. Further, they were oriented for the next day's group presentation and sharing of experiences.

On 21st November, students presented their learning and observations in groups on topics like pedagogic practices, bal sabha, community participation, classroom management etc. Presentations were done through various modes such of use of charts, discussion, role play, poem. Post discussion was held after each presentation, wherein the resource persons gave suggestive feedbacks and answered the queries raised by the students. Students also participated in the session by sharing their views and putting up their questions to the resource persons about the respective issues that emerge out from different presentations.

During the evening tea, teachers conducted a winding up session with students to mark the closure of the event. Students also purchased the available reading material from the publication division of Digantar. The next morning the group left for railway station and reached Delhi at 11:30 am on 22nd November by Double Decker Train. Students were received by their parents and it was ensured that they reach back home safely. On the whole this visit was indeed an enriching and engaging experience for all.

Dr. Harjeet Kaur Ms. Neelam Dalal
Ms. Manisha Subba Ms. Ruchi Garg



Sharing Session with Resource Persons at Digantar

बारबियाना के बच्चों का अध्यापक के नाम पत्र

**Visit to
Digantar
School,
Kho Re-
barian,
Jagatpura,
Rajasthan**

बारबियाना समुदाय इटली में टस्कनी प्रदेश में दूर दराज के क्षेत्र में रहने वाले एक समुदाय का नाम है। 1950 के दशक में डॉन लोरेजो मिलानी जो कि एक पादरी थे, ने देखा कि इस समुदाय के अधिकतर बच्चे या तो स्कूल छोड़ देते थे, फेल हो जाते थे या शिक्षा से असंतुष्ट थे। इन बच्चों को शिक्षायी व्यवस्था में वापिस लाने हेतु उन्होंने एक वैकल्पिक स्कूल की शुरुआत की। अध्यापक के नाम पत्र 11-15 साल के 8 बच्चों द्वारा लिखा पुस्तकनुमा पत्र है। यह पत्र 1960 के दशक में इन बच्चों द्वारा इन्हे सरकारी स्कूल में फेल हो जाने और वहाँ से निकाले जाने के बाद लिखा गया। सरकारी स्कूल से निकलने के बाद में इन बच्चों की शिक्षा मिलानी के द्वारा खोले गये वैकल्पिक स्कूल में हुई थी। बच्चों ने शिक्षा, शिक्षक, स्कूल, पाठ्यक्रम, प्रशिक्षण, गरीबी, भाषा इत्यादि को लेकर जो प्रश्न उठाये हैं, उनसे लगता है कि किसी स्कूल में बच्चे फेल नहीं होते बल्कि शिक्षक, स्कूल और वे सब कारक फेल होते हैं जो स्कूली व्यवस्था को रचते हैं।

इस पुस्तक में ये बच्चे आरोप लगाते हैं कि अध्यापक पहाड़ और गाँव में रहने वाले बच्चों के प्रति शहरी बच्चों की तुलना में अनादर और उपेक्षा का भाव रखते हैं। वे सवाल पूछते हैं कि क्या स्कूल में फेल होना जीवन में फेल होने के बराबर है? क्योंकि स्कूल ने उन्हें फेल घोषित किया तो यह असफलता उन्हें जीवन भर ढोनी पडती है। शिक्षक किसी को भाषा में और किसी को गणित में तो किसी को किसी और विषय में कमजोर होने का फतवा देते हैं, अध्यापक यह निर्णय दे देते हैं कि यह बच्चा या बच्ची पढ़ ही नहीं सकता मगर कोई अध्यापक यह नहीं सोचता कि यह तो उसी की हार है कि वह बच्चे को पढ़ना नहीं सिखा सका।

ये बच्चे परीक्षा प्रणाली पर टिप्पणी देते हुए उसे अध्यापक के हाथ में एक छुरी की तरह मानते हैं और कहते हैं कि यह बच्चों को डराने और फसाने का पडचंत्र है। बच्चे मानते हैं कि परीक्षाओं को समाप्त कर देना चाहिए। उनका कहना है कि यदि परीक्षा लें तो वे निष्पक्ष होनी चाहिए। बच्चे मानते हैं कि परीक्षा उन्हें केवल फेल करने का औजार मात्र है। और फेल करना उनकी शिक्षायी अधिकार की अवहेलना करता है, सरकार उन्हें प्रारम्भिक शिक्षा का अधिकार देती है किन्तु फेल होने के चलते वो विद्यालय से बाहर निकल जाते हैं और इस अधिकार का फायदा नहीं उठा पाते हैं।

गियान्नी (एक छात्र) कहता है कि 'मुझे परीक्षा में निबंध का जो विषय दिया गया उसके लिए मैं चाहता तो सरल और विश्वस्त लेखन नियमों का पालन करके निबंध लिख सकता हूँ। मगर यदि मैं ईमानदारी निभाना चाहता तो सही तो यही होता कि मैं अपना कागज कोरा छोड़ देता या विषय की या उसे सोचने वाले की आलोचना करता'।

वे सवाल करते हैं कि बच्चे का फेल होना अध्यापक का अयोग्य होना है या बच्चे का? स्कूल का अयोग्य होना है या बच्चे का? इससे आगे बच्चे कहते हैं कि "आखिर स्कूल कौन है?" वे कहते हैं कि हम ही तो स्कूल हैं। स्कूल की सेवा का अर्थ है बच्चों की सेवा करना। बच्चों का आरोप है कि शिक्षक उन पर ध्यान नहीं देते। शिक्षकों का ध्यान स्कूल की घंटी पर, पाठ्यक्रम पूरा करवाने पर रहता है।

इस पुस्तक के लेखक बच्चे चूँकि फेल होने के कारण विद्यालय से निकाले गए थे इसके लिए वे शिक्षक को सबसे ज्यादा दोषी मानते हैं। बच्चे मानते हैं कि शिक्षक शिक्षिका को अपने छात्र छात्राओं से कोई प्यार, कोई अपनत्व अक्सर नहीं होता है, वे उन्हें याद भी नहीं रखते हैं। वे कहते हैं " आप मुझे या मेरे नाम को भूल गयी होंगी। आपने मेरे जैसे न जाने कितनों को फेल किया है। परंतु मैं अक्सर आपको, और दूसरी अध्यापिकाओं को, उस संस्था को जिसे आप स्कूल के नाम से पुकारते हैं, और उन लडकों को जिन्हे आप फेल करती हैं, याद करता हूँ। आप फेल करके हम लोगों को सीधे खेतों में या फेक्टरियों में धकेलकर हमें बिलकुल भूल जाती हैं।"

शिक्षक बच्चों के प्रति अक्सर उदासीन रहते हैं। बच्चे आगे कहते हैं कि गरीब बच्चों के प्रति तो शिक्षकों का नजरिया ही खराब है, वे उनके साथ कई बार अन्याय भी करते हैं। बच्चे यहाँ तक भी कहते हैं कि शिक्षकों को सरकार एक विषय पढ़ाने का पैसा देती है इससे अच्छा यह हो कि बच्चे को विषय न पढ़ा पाने पर जुर्माना भी करना चाहिए। उनके व्यक्तिगत उदाहरण देने के बाद, वे दावा करते हैं कि वर्तमान विद्यालय श्रमिक वर्ग के बच्चों के प्रति पूर्वाग्रह रखते हैं, अपने दावे हेतु वे गरीबी, पुनरावृत्ति और स्कूल छोड़ने की दर पर ग्राफिक्स, सांख्यिकीय आंकड़ों, टेबल का व्यापक विश्लेषण प्रस्तुत करते हैं। (पृष्ठ संख्या 24, और पृष्ठ 30)

वे कहते हैं कि बच्चों का दृष्टिकोण व्यापक करने के लिए शिक्षक कुछ नहीं करते और सब कुछ बिगाड़कर कहते हैं कि बच्चे बिगाड़ गए हैं। बच्चों का आरोप तो यहाँ तक है कि स्कूल अमीरों की सुविधा के लिए हैं। बच्चे शिक्षकों से कहते हैं कि प्रत्येक समुदाय की अपनी संस्कृति होती है और किसी एक समुदाय की संस्कृति दूसरे से कम नहीं है। जबकि स्कूल और शिक्षक किसी एक विशेष संस्कृति को बढ़ावा देता है, जो उनकी संस्कृति से भिन्न है।

बच्चे ये भी कहते हैं कि स्कूलों में जीवन के लिए उपयोगी बातें कम सिखाई जाती हैं। बच्चों ने भाषा, संस्कृति, इतिहास, भूगोल, गणित, प्रशिक्षण, शिक्षक और व्यवस्था इत्यादि पर जितने आलोचनात्मक तरीके और निर्भीकता से अपने विचार रखे हैं उससे लगता है कि वे बच्चे भी जो स्कूल से बाहर हैं, वे भी शिक्षा को लेकर कुछ ऐसा सोचते हैं जो अक्सर शिक्षक और शिक्षाविद भी नहीं सोच पाते हैं। हमारे देश में शिक्षा का पाठ्यक्रम संस्थाएँ तथा शिक्षाविद बनाते हैं क्योंकि उनके अनुसार बच्चे इन विषयों के बारे में नहीं जानते न ही वे पाठ्यक्रम जैसे जटिल प्रक्रिया का हिस्सा बन सकते हैं, बारबियाना के बच्चों के लिखे इस पत्र ने शिक्षा व्यवस्था के इस भ्रम और अहंकार को खंडित किया है।

वैश्विक तौर पर यह पुस्तक अपना महत्व इसलिये रखती है क्योंकि यह गरीबों के बच्चों की शैक्षिक आवश्यकताओं को समझने और उनके लिये बेहतर स्कूलों की माँग करती है यह पुस्तक इस और भी ध्यानाकर्षण करती है कि किस प्रकार सरकारी विद्यालय इन गरीब बच्चों को दायम दर्जे की शिक्षा उपलब्ध करवाते हैं। गरीबों हेतु शुरुआत से ही 'गरीब' (न्यूनतम आधारभूत संरचना से अभावग्रस्त) विद्यालय उपलब्ध होते हैं। तथा अनिवार्य शिक्षा प्रणाली गरीब बच्चों को कोई सहायता दिये बिना ही उनपर सफल होने का दबाव बनाती है, और अगर बच्चे असफल हो जाते हैं, तो अभिभावकों को कह दिया जाता है कि इन्हे 'खेतों में काम पर लगा दो, क्योंकि ये किताब पढ़ने के लिये नहीं बने हैं'। बच्चे कहते हैं कि विद्यालय लगातार उन्हें अनिच्छुक ज्ञानप्राप्तकर्ता बनाने में लगे रहते हैं। वे शिक्षा का ऐसा तरीका अपनाकर जिसमें बच्चों के संदर्भ और ज्ञान का कोई स्थान नहीं होता, बच्चों में किताबों के प्रति घृणा भर देते हैं।

शिक्षा से संबंधित प्रत्येक व्यक्ति को यह पुस्तक अपने पास रखनी चाहिये ताकि उन्हें ध्यान रहे कि वे गरीबों के बच्चों को शिक्षा देते हुए गलत दिशा में तो नहीं जा रहे हैं। इस प्रकार यह पुस्तक गरीबों के बच्चों की शिक्षायी बाधाओं को कम करने तथा उन्हें सभी के साथ साझा करने की माँग को उल्लेखित करती है। यह पुस्तक इस बात की पुनरावृत्ति भी करती है कि विद्यालय नाम की संस्था किस प्रकार अपनी अंतर्निहित प्रक्रियाओं (वर्ग पूर्वग्रहों, टाइम टेबल, भाषा प्रयोग इत्यादि) द्वारा सामाजिक असमानताओं का पूनरुत्पादन कर रही है।

Ms. Neelam Dalal



**Community Visit by Students,
Jagatpura, Rajasthan**

The only person who is educated is the one who has learned how to learn and change – Carl Rogers



Visit to The Shri Ram School, New Delhi

This is what we bring to realization when the students engage in the popular Self Development workshops (SDW) in the B El Ed Course. The most important resource of a classroom is a teacher. Her understanding and acceptance of herself has a huge bearing upon the psychological health of her students. That is why the question of teachers' development has been addressed by many scholars and philosophers. Clandinin and Connelly (1995) aptly puts it "what we mean by teachers' knowledge is the body of convictions and meanings, conscious and unconscious that have arisen from experience...and that are expressed in person's practices" (p.7). We all operate with the standpoint of our self. Therefore, it becomes important to understand and explore our personal ways of knowing and process of knowing. We, in the SDW, engage with the perspective of facing and accepting one's self and identities, towards growth of the future teachers.

In the SDW sessions modest efforts are made to accomplish this seemingly complicated endeavour through the self development workshops for the B El Ed students. To engage in a reflective exercise one needs directive and non threatening facilitation of such a process; a space where the future teachers can accept themselves without

being judged or evaluated. The SDW proves to be a space where all this takes place through simple playful and engaging activities which opens up several themes discussions and reflections. The activities may range from playing alertness games, group or individual activities and reflections both individually and in groups. When one or two participant take a leap of trust and share delicate / difficult experience, the atmosphere changes – acceptance, trust and empathy manifests. Facilitators unconditional active listening plays a key role in this which inspires the non-threatening atmosphere. This accompanies acceptance of self and acknowledgment of various emotions which have been mediating our actions and have sometimes been hidden from our awareness.

However, not all the experiences are comforting as it may appear. When the students introspect and face their true core about certain issues, there are moments of discord between the social realities and own self. This evokes more questions and reflection leading to acceptance of one's reality as composite whole-made of matching and contrasting layers. In fact, it is these contradictions and dissonance within self and with others that pave way for perspective building, deepening

of understanding and strengthening relationships. Some examples of themes could be self realization and disclosure, conflict resolution, cooperation, dilemmas, gender roles, social conflict and personal conflicts, violence, communication and politics of communication etc.

The process of discussion, self disclosure and 'others realization' sets forth a journey of a teacher; a journey where she meets many answers and many questions; a journey to which closure is not required.

We may wonder what does it do to a teacher? As mentioned above teaching is a profession where teachers not just work they create an atmosphere around themselves. That becomes another curriculum of the class. The self of a teacher forms the teaching learning environment through enacting her experiences. It determines the effectiveness of the pedagogy and learning outcomes of the students. Thus it becomes imperative to understand, face and sort the challenges for the 'self' of teachers. Needless to say, that we in SDW sessions travel on the journey of self exploration, stopping only for another journey. This journey makes us a better person and an accepting teacher.

Dr. Shalini Dixit

Ms. Jayamala Iyer

Family is where we Belong

Family is where we all belong to and from where our identity comes from. A person is valued based on his family and upbringing. We all belong to a family and it is our family that keeps us together through thick and thin. Without having a family, no person is complete and the completeness comes with good family bonding. By just saying that you live with your family does not hold any values to being a part of the family. Four or five persons living under one roof does not become a family. Family is a bond, a long lasting relationship that holds a bond with each other.

Bonding does not happen overnight. It forms with every second, every minute that you spend with your loved ones. The understanding, the acceptance, the belonging and the security all enclosed together is how a family bond is formed. This bonding helps to build a trust and hope that, no matter what, we have people to be with us in our toughest times. It is through a family that we learn the values of love, trust, hope, belief, cultures, morals, traditions and every little matter that concerns to us. A strong foundation for any individual comes from being with a supportive family.

From birth, each person's contact with others — within the family, community and society in general — has a significant effect on the individual. Perhaps most profound of all are the interactions among family members. **Physically, emotionally and cognitively**, the importance of family in human development is intrinsic to individual identity and self-concept

throughout all stages of life. From a physical standpoint; biology, as it relates to heredity, is the key element in human development, with the most obvious manifestation of family's importance being physical features. Virtually everyone who sees a newborn notes the similarities of physical traits shared by the baby and its parents. Based in large part on heredity, the timetable for physical development has an impact on the rate and extent of growth, the age at which developmental milestones are achieved (such as talking, walking, etc.) the onset of puberty, even whether and the extent to which one develops grey hair. Clearly, the effect of family on physical aspects of human development is quite significant.

Aside from the six basic emotions (happiness, sadness, anger, fear, disgust and surprise), which tend to be expressed facially in a universal manner across cultures, the provocation and behavioral expression of these and other emotions tends to be culture-specific, and furthermore, family-specific. In others words, children imitate the expression of emotions modeled by those they see around them. Therefore, the influence of family in this facet of human development is readily apparent in the similarity of emotional expression among family members, regardless of whether "family" is biological or adoptive.

Thus, biologically, emotionally and cognitively, the importance of family in human development

cannot be underestimated, While not the sole determinant in any individual's life, family clearly shapes human development in unmistakable and enduring ways. Spending time with our children can be fun and educational for us and for them. Much of the child's basic learning takes place in the many informal situations that occur daily in the life of the family. These informal occasions for learning include all the times the family members are together doing ordinary things, such as getting dressed, talking over the day's happenings, dealing with problems, interacting with people outside the family, taking baths, eating, and so forth.

The cry of children today is, **"Love me for who I am, not what I do. Love me for being who I am, even when I am naughty, not winning, placing, and showing"**. That does not mean that you have to approve of everything the child does. What it does mean however, is that even though the child misbehaves, we still love and accept the child and provide support.

Dr. Jasmeet Kaur



Workshop by Mr. Shahji from JodoGyan on Material Development and Algebra

My Learning!

I would like to share my experiences of theatre sessions. These are the most enjoyable, refreshing and reflecting sessions in the whole B. El. Ed. course. Every session of theatre has something new and interesting in it. Most of us hesitate when we have to speak and express our views in front of others. I faced a similar situation as I was hesitant of speaking in front of people. Discussions in theatre sessions have reduced that

fear to a great extent.

Today, I can speak fearlessly and openly express myself. Theatre has given me the space for fearless participation and helped me to understand my emotions and feelings. Theatre discussions have broadened my views and made my thinking open and biased free.

Most people have their comfort zone. They do some tasks easily and

some with extra efforts. They believe that they can't do some tasks, it may seem difficult to them but it is not. Like them I also have my comfort zone. I did not participate in discussions, drama, dance and song that today I can do confidently.

Yashika Goyal

IIIrd Year

Free and Compulsory, but not Education

For the past few days, we have been going to schools to teach children or rather to experience various aspects involved in classroom teaching. This is what I have experienced there.

I was in my classroom (grade 3), making Mukesh understand the concept of subtraction. It was just after 12:15pm when their teacher (school teacher) came and started distributing their report cards. Sahil most happily comes to me, saying "Didi didi ,mujhe kitne number mile hain?" I replied, "Saintis (37) mile hain, Sahil." He replied back, "Saintis, woh kitne hote hain didi?" And I couldn't say anything back to him. That incident is yet so clear in my head.

From 2005-2012, a budget of Rs. 119 million was allocated for education and is being used for the maintenance of classrooms, the school building, uniforms, mid-day meal, etc. But what is being done to education there is this. Children learn by rote or merely copy from the board. They can ex-

actly copy the text, but when asked to read it, they are unable to. Education is the one of the medium through which a person can rise upon the social class ladder, but when children are denied their right, they are also denied an opportunity to rise upon that social ladder and remain trapped within the cage of their present social class.

The teachers are unwilling to teach since they too are tired of putting so much effort when there are no results. Why shouldn't they be?

A child (a teacher assumes) knows to read and write when he/she comes to grade third but when a particular child can read, write and express while the other is timid and shy and unable to write his/her name. Teacher training programmes spend so much of efforts and time upon training efficient teachers but again there are no vacancies for them in government schools. Hence a loop is created which is hard to break.

Here, throwing blames on anyone is not my purpose. My purpose is to emphasize the consequences which are being borne by children. In their fruitful years, children are not getting any exposure towards efficient constructive learning. Does free education mean it wouldn't be qualitative?

In such a situation, it should become a duty of the teachers to take initiative and break this loop. The children are the ones suffering and even a single child left out of quality education is a human resource wasted for the country and another number added to the existing economically and socially weaker section.

Ritika Sharma

IIIrd Year

List of Toppers (2013-2014)

I Year

Rank 1:
Divya Sehgal - 77.8%

Rank 2:
Preeti Maan - 75.81%

Rank 3:
Isha Attri - 75.63%
Anjali Tripathi - 75.63%

From a Teacher's Diary

The little hands trembled under the weight of the wooden weighing scale, "Sir, I'm sorry sir. Please don't beat me." The child begged for mercy from his class teacher. He was warned, "Kal se sari copies lekar aana" and then the teacher left him. The child went and meekly sank on the seat. The next day he was again being dragged by the teacher towards the front of the class for not bringing the copies and was punished. Despite of repeated punishments and threats, this behaviour persisted. Each day the child was humiliated, scolded and spanked for not bringing his copies to the school. I observed all this during my 5 days of observation in 5th class of a SKV during School Internship. Later on, when I got the responsibility of teaching the same class, and began with the profiling, I came to know that the child's parents were no more. He had an elder brother who studied in the same school, in 7th class. I wanted to talk to his brother, so I called him during lunch period and tried to know the reason behind why the child didn't bring his copies to school. He told me that they lived in their uncle's house where they were not treated well nor were they given any money or allowances to buy stationery. Rather they were forced to do all the household works. Listening to all this left me in a state of shock and I felt like rewarding that child for being able to cross the threshold of the house daily and enter the school despite all the difficulties and obstacles that came in his way. This child had no one to support him either at home or at school, the best he could do to make his life easier was drop out. This could have reduced so much of emotional pressure from his shoulders. I realised that it wasn't the child's fault if he decides to stop continuing his studies after this point; rather it was the school who was pushing out the child. I talked to the class teacher about it and his response didn't show that he cared even a little bit. Despite knowing the background of the child, the teacher chose to exude a 'couldn't care much' attitude about it. Later, when I discussed this issue with one of the middle grade teachers, she offered to give financial help to the child and even came forward to take all expenses regarding stationery, uniform, etc., of both the children. Looking back, I feel satisfied that I could do something to stop at least one child of my class from being pushed out of school.

Bharti Pandey, IVth Year

Digantar: My Experience, My View

Digantar, not only a school
A complete world for a
child
A society for childhood.

It enable environment for
children
It understand the childhood
It understand the mischief,
talk,
Play, creative hands and
minds,
True hearts, stubborn, real-
ness,
Curiosity and no limits.

Digantar means a change in
direction
And it create a change.
It's vision is "A pluralistic
democratic society
That safeguards justice,
equality, freedom
And human dignity to all its
members."

I believe, it will develop this
society
Because it start from starting
It start from childhood.

Digantar facilitate children to
live today
To handle today's problems
And life is always today.
Digantar have faith in child-
hood
And trust on children.

Digantar save childhood from
isolation
It saves many true smiles and
hearts
It saves people from being
fake
It saves society from being
corrupt.

Digantar is a place where no
child has tears in eyes
Where learning happen with

happiness.

In Digantar, I felt the true value
of childhood.
Actually, I found a hidden child
in myself,
I lived my childhood, even in
age of twenty.
All that happy hearts and smil-
ing faces,
Let me live the beautiful part of
my life.

When I left that place
I had tears in my eyes
Because I had to left such a pure
place.
I believe that-
"Digantar is more beautiful than
a heaven
Where all children are angels."

Reena Yadav



Sharing Session by B. El. Ed.
Students at Digantar,
Rajasthan

List of Toppers (2013-2014)

II Year

Rank 1:
Prachi Malik - 77.45%

Rank 2:
Yashika Goyal - 76.90%

Rank 3:
Sonia Bisht - 76.54%

III Year

Rank 1:
Bharti Pandey - 72.50%

Rank 2:
Rinky - 72.10%

Rank 3:
Priya Sharma - 72%

Let 'em Live

Let 'em Live
People around me ,
all around me, wear a
mask.

Manipulation they do
no matter what's the
task.
What they do, expect
same from you.
WHY? Someone to
them please ask.

Always you wanted to
find
a person enough kind,
by whom you weren't
manipulated
and every time rated.
The one who loved the
real thee
The noble reality who
could see.

Why do they tell you

Do what and what not
to,
speak what and when to,
wear what and where
to!!

Why the real ones
can't sustain, why their
foolish norms
had to be maintained.

Don't prison the birds,
you cage keeper.
For they are born to fly.
Behind the rods,
they'll definitely die.

Oh people!
let 'em live
let 'em fly.

Did they ever wonder
why he went on drugs!
why she isolated herself!
why he is so quite!

why she doesn't care any
more!
have they?

NO! they didnt.
for they would have,
then didn't get mad
about his drugs,
her isolation,
his quietness,
her carefree attitude.

Request to all is same
Please don't judge any-
one insane.

Don't you worry child
It'll soon rain
and will wash away all
the pain
soon it'll rain
soon it'll rain

Deekshi Parashar
Ist Year

Don't Give Up

Fears in my mind
I'm exposed, I'm gulli-
ble
It's difficult to sustain
in this huge jungle.
Scared of being
crushed
by the huge animals
around us,
scared of being gob-
bled up
by the harsh world
surrounding us.
I'm weak alone, its the
strength
of being together
that's keeping me
alive.

It's the moment I'm
about to give up
when they make me
realise
that if we're all alone
in this world,
then we're together in
it too.
It's the moment when
we move ahead,
play our weakness to
our strength,
if being small is a
curse for us,
it is a blessing for us
too.
Cause I'm an ant,
and ants don't give up.

I know the sun will
someday,
reach for us on the
ground,
and it's the moment I'll
find
the sole peace pro-
found.

Tanya Mittal

IInd Year

हवा के झोंकों से जब शाखें
झुकती हैं,
नई उमंग में अपने सभी
गम भूलती हैं,
उनकी यही उमंग एक नयी
अदा दे जाती है,
हमें जीने की एक वजह दे
जाती है।

पतझड़ में पत्ते जब शाखों
से झुकते हैं,
अपने अस्तित्व की जंग ब
खूबी लड़ते हैं,
यही जंग उन्हें एक नई
दिशा दे जाती है,

हमें जीने की एक वजह दे
जाती है।

परिदे जब गगन में पंख
खोल उड़ते हैं,
न रुकती है उड़ान
उनकी, ना वो पीछे मुड़ते
हैं,

उनकी ये अदा उड़ने का
नशा दे जाती है,
हमें जीने की एक वजह दे
जाती है।

फूल अपनी महक से जब
बागों को महकाते हैं,

अपनी महक के जादू से
भौरों को बहकाते हैं,
उनकी ये कला भौरों को
मीठी सजा दे जाती है
हमें जीने की वजह दे जाती
है।

अपराजिता
IVth Year

नीरा की व्यथा

कहाँ से चली मैं
कहाँ को चली मैं
मैं धारा नदी की
बस बहती चली मैं।
बतियाती धरा से,
नहलाती धरा को
सजाती चली संवारती चली,
उसे हरियाली की चुनर ओढ़ाती
चली मैं।
सूरज से जली तो
बदरा में पली मैं
बरखा में भरी तो
हुई मन चली मैं
प्यास की हर आस को
सहलाती चली मैं
इठलाती चली, बलखाती चली,
सागर में खुद को मिलाती चली
मैं।

ये सु-स्वपन मेरा
कब दु-स्वपन हुआ।।

उदगम का वैभव कहाँ छुट
गया।।

उज्ज्वल पथ कब मलीन
हुआ।।
धेत झलक सा यौवन मेरा
राहों में अटक क्युँ मलिल
हुआ।।

चाहे बदरा कितना ही नीर
भरे

मंजिल से मिलना विकट
हुआ।।

" जीवन धारा " का जीवन ही
जीवन धारा से व्यथित
हुआ।।

सागर तक मुझको जाना
था।।

राह बीच ही मेरा मरण
हुआ।।

कौन है जो समझेगा
नीरा के हृदय की बोली।।

कितने पाप धुले इसमें

क्युँ नीरा " कीचड़ " सी हो
ली।।

अश्रु धारा न बह निकली
सुन " मर्म " मेरी कहानी का
ये हश्र हुआ मेरी रवानी का।।
संक्षेप यही देखो भालो
स्वच्छ सरित सरोवर कर
डालो।।

Namrta Sanoria

Ist Year



Workshop by Ms. Surabhi
Khanna on "Toys and Tales"

You Are A Girl!

I know you want to fly,
In the sky up very high.
I know you want to bloom,
In the spring, not like a gloom.
I know you want to live your life,
In this world like a butterfly.
I know you want your freedom,
But don't you know that you are a girl!
Yeah! You are a girl!

And in this MALE dominated society,
You do not have any right of freedom,
Because you are a girl!
You are killed in the womb before your birth
And get buried deep inside the earth.
Mistakenly, if you are born,
You have to face torture and discrimination,
And are sold and traf-

ficked without any imagination.
It's just because you are a girl!
Yeah! You are a girl!
You know why they don't want you?
Because they cannot afford you.
They have to give dowry when you marry,
To let your in-laws carry you in ferry.
It's all the matter of money,
And the fake pride which they carry.

You are a girl and have no right to dream,
You can only die in the womb
Or can be a slave in this MALE dominated society.

But don't let it go,
You have your own life.
You are not only a mother, daughter, sister or wife.
You are YOU!

An individual who have dreams and wings,
And a queen who do not need kings.
You are one of your kinds,
So do whatever the aim is in your mind.
Be proud of what you are,
Because after all YOU are a shining star.
You are God's precious gift,
So don't move along the drift.
Let the world criticize you,
Do something great so that they praise you.

Raymon Hooda

Ist Year

List of Toppers (2013-2014)

IV Year

Rank 1:
Priyanka Dhyani –
77.40%

Rank 2:
Bhawna Upadhyay-
76.90%

Rank 3:
Chetali Sethi - 75%

Visit to
National Bal
Bhawan, New
Delhi.



खामोशी कुछ कहती है.....

आज ही तमस पड़ी। पढ़ा कि उस दौरान एक पति अपनी पत्नी से कह रहा था कि 'बन्तो, यदि मैं मारा जाऊं तो विद्रोहियों के आने से पहले ही तुम कुएं में कूदकर अपनी जान दे देना'। बन्तो के स्वर में उसके मुख पर चुप्पी से भरी हां छिपी हुई थी। उसकी इस हां को देखकर मन में एक टीस उठी कि क्यों आखिर बन्तो विद्रोहियों से बचने हेतु अपनी जान दें? उसने कुछ गलत थोड़े ही किया है। क्यों नहीं, उसने कहा कि यदि उसे मरना ही है तो वह लड़ते हुए अपनी जान देना चाहती है।

फिर थोड़ा रूकी, मैंने कहा कि यह बन्तो का ही उदाहरण थोड़े है। पुराने समय में भी तो राजपुत्र स्त्रियां अपने पतियों के मर जाने पर अपने आत्मसम्मान, अपने स्वाभिमान हेतु जौहर करना अत्यधिक बेहतर समझती थी। सती प्रथा को उचित बताने के लिए भी तो इसी तरह की दकियानुसी वजहें बताई जाती रहीं हैं।

अब यह पुराने समय की बात हो चाहे आज के समय की क्यों सदैव महिलाएं ही इस तरह अपने को समर्पित करते रहें? क्यों महिलाओं को ही हमेशा दुर्बल व गलत समझा जाता है?

इतना सबकुछ सोच ही रही थी कि इसमें हमारी कक्षा-शिक्षिका ने एक और कड़ी जोड़ इस सोच को बढ़ाने को अग्रसर किया। वह कड़ी थी- सीता की अग्निपरीक्षा। क्या सीता की यह अग्निपरीक्षा ठीक थी या गलत? अरे इसमें इतना सोचने की क्या बात है, यह पूर्णतः गलत थी। सीता, अरे उसके उपर तो स्वयं अपहरण के दौरान इतना बड़ा अत्याचार हुआ था, रावण की कैद पर क्या उन्होंने कम सहा था कि अपनी पवित्रता को साबित करने के लिये उन्हें एक अग्निपरीक्षा देने को कहा गया। एवं यह अत्याचार स्वरूपी परीक्षा मांगी भी तो किसने मर्यादापुरुषोत्तम कहे जाने वाले राम ने.....!

क्या राम को सीता पर विश्वास नहीं था? कहते हैं कि यह सब उन्होंने अपनी प्रजा के लिये किया। पर क्या सिर्फ एक धोबी के ही कह देने से अपनी पत्नी से अग्निपरीक्षा मांगना किसी महान पुरुष की कहानी हो सकती है?

आज के समय में निर्भया उसके साथ तो कितना गलत हुआ। एक जगह लोग उसके हक के लिये, उसे इंसाफ दिलाने के लिए लड़ रहे थे तो दूसरी जगह हमारे देश के वे नेता जिन्हें राजनीति में लाने में औरतों की बड़ी भागीदारी होती है, उसी निर्भया के खिलाफ बयानबाजी कर रहे थे, कह रहे थे कि उसके साथ जो गलत हुआ उसमें उसकी भी गलती थी।

युगो-युगों से चलते आ रहे इन अत्याचारों को कब तक सहेंगी औरतें? क्यों उन्हें पुरुषों से हरेक मामले में कमतर आंका जाता है? क्यों उन्हें दुर्बल, निर्बल समझा जाता है? क्यों उस समय बन्तो ने नहीं कहा कि मैं तो लडुंगी? मैं क्यों आत्महत्या करूं? क्यों उन्होंने अपने खिलाफ हो रहे इन अत्याचारों पर आवाज नहीं उठाई?

यही तो इस पुरुष प्रधान समाज की विडंबना है कि ये अपने आप पर हो रहे अत्याचारों पर भी कुछ नहीं कहतीं।

पर बस अब हमारे सब्र का बांध टूटने लगा है। हे पुरुष प्रधान समाज, हमारी इस चुप्पी को हमारी कमजोरी समझने की भूल न करों, क्योंकि जब-जब हमने विद्रोह किया है, तुम मुह के बल गिरे हो, याद रखो कि हमारे बगैर तुम स्वयं भी कुछ नहीं हो, तुम्हारा कोई अस्तित्व नहीं है।

शायद यही कहना चाहती हैं, आज की हर औरत क्योंकि उन्हें पता है कि जिस दिन सबने एकजुट होकर इस व्यवस्था से उपर उठने का फैसला कर लिया, उस दिन सारी परंपराएं,, सारे बंधन सब टूट जाएंगे। और मुझे उस पल का इंतजार रहेगा।

रिंकी देवी

Ist Year

'Best Out of Waste' Workshop by Mrs. Sarika Verma



Accolades and Awards

A workshop and interaction session on the theme 'Conservation of Petroleum Products in Our Day to Day Life' in association with Petroleum Conservation Research Association (PCRA) and an NGO, India Aids was organised for B.El.Ed. 1st year students on 16th January, 2014. The session comprised of a documentary screening, discussion as well as a quiz. Ms. Shruti, Ms. Shiwani and Ms. Pooja Lodhi secured the first, second and third positions respectively and were awarded with trophy and certificates.

IVth year students attended seminar on 'Issues of Elementary Schools' organized by Miranda House on 25th March, 2014. Ms. Shweta Jain was awarded Best Paper Award during this seminar.

Our Alumni Soaring Greater Heights

Ms. Aastha (2010-2014), Ms. Aakriti (2009-2013), Ms. Chetali Sethi (2010-2014), Ms. Divya Pant (2009-2013), Ms. Kritika Chaudhary (2009-2013), Ms. Neha (2009-2013), Ms. Pratibha (2009-2013), Ms. Priya (2007-2011), Ms. Priyanka Arukia (2009-2013), Ms. Pooja Yadav (2010-2014), Ms. Sandhya (2007-2011), Ms. Sapna (2010-2014), Ms. Shabih Riaz (2010-2014), Ms. Tanzeela (2009-2013), Ms. Vaishali Arora (2009-2013), Ms. Zeenat Fatma Siddiqui (2010-2014) - **Presidium School**

Ms. Annuradha (2008-2012), Ms. Deepika (2009-2013), Ms. Mamta (2008-2012), Ms. Manisha Bisht (2009-2013), Ms. Neha Tyagi (2009-2013), Ms. Rekha (2009-2013) - **M.A. Hindi**

Ms. Babita (2008-2012), Ms. Sunanda (2008-2012) - **M.A. English**

Ms. Bhawna (2010-2014), Ms. Kriti (2009-2013), Ms. Priyanka Dhyani (2010-2014), Ms. Shweta Jai (2009-2013), Ms. Suman (2009-2013) - **BNPS, Ram Vihar**

Ms. Deepa Chauhan (2008-2012) - **M.A. Political Science & TGT, Silver Belt Public School**

Ms. Deepika Tirkey (2009-2013) - **M.A. Political Science**

Ms. Harshita Dhall (2010-2014), Ms. Tanvi Narul (2009-2013) - **Heritage School**

Ms. Juhi Rani (2009-2013) - **M.A. Psychology & Teacher at Joseph and Mary School, Nathu Pura**

Ms. Karishma Chamoli (2009-2013) - **Researcher, National Enterprises for Educational Ventures, NEEV**

Ms. Karuna Yadav (2007-2011) - **Lecturer, DIET, Haryana**

Ms. Mamta Dhayni (2007-2011) - **PRT, SKV, Sadiq Nagar**

Ms. Manju (2009-2013) - **Khalsa School, Darya Ganj**

Ms. Meena Yadav (2009-2013), Ms. Rehana (2009-2013) - **M. El. Ed.**

Ms. Nishta Sharma (2008-2012) - **M.A. English & PRT, DPS, Ghaziabad**

Ms. Pinki Singh (2007-2011) - **TGT Maths, SKV, Rohini**

Ms. Pragya Sharma (2008-2012) - **M.A. Education**

Ms. Preeti Jhangu (2007-2011) - **TGT Hindi, Lotus Valley International**

Ms. Rachna (2007-2011), Ms. Swati Dhaka (2008-2012), Ms. Yusara Kalim (2008-2012) - **M.A. Sociology**

Ms. Rajni (2007-2011), Ms. Sumanlata (2009-2013), Ms. Taruna (2009-2013) - **M. Ed.**

Ms. Ruchi Garg (2007-2011) - **Assistant Professor, Mata Sundri College for Women, DU**

Ms. Sana Rahmat (2009-2013) - **The Cambridge Foundation**

Ms. Savita (2007-2011) - **Teacher in MCD School**

Ms. Sonal Thukral (2010-2014) - **Mount Abu, Rohini**

Ms. Upasana Gandhi (2009-2013) - **Lancer's Convent School, Pitampura**

This list is not exhaustive. There are many who are doing their Post Graduation in various subjects while many more are implementing their pedagogical understanding across schools.



MATA SUNDRI COLLEGE FOR WOMEN UNIVERSITY OF DELHI

Mata Sundri Lane, New Delhi- 110002
Tel: 011-23236102 ; Fax: 011-23221449
Website: <http://ms.du.ac.in>
Email: matasundricollege.du@gmail.com

An initiative by:

DEPARTMENT OF ELEMENTARY EDUCATION
MATA SUNDRI COLLEGE FOR WOMEN
2014-15

beledmsc@gmail.com
beledatmatasundri@gmail.com