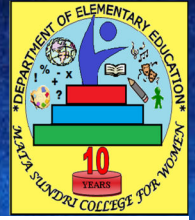


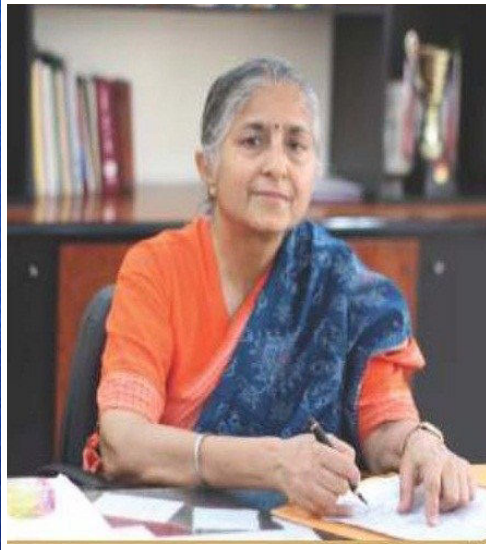
ISSUE 3, 2017



*By the grace and blessings of Mata Sundri ji,
we celebrate our Decennial Anniversary*



From the Principal's Desk

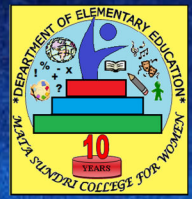


My heartfelt congratulations to the Department of Elementary Education on the completion of ten successful years. In the past decade, I have witnessed the department evolving each day and setting up new avenues by redefining the boundaries for critical dialogues and reflection on education. Department has regularly organized workshops, seminars, conferences, in order to richen the experiences of students as well as faculty.

I am proud that the department has thoughtfully endeavored to organize Lecture Series for the celebration of its *Decennial Anniversary*, which not just benefitted the students but the college as an academic institution.

A sense of nostalgia has taken over me while I glimpsed through the section on the journey of last decade. I am convinced that the B.El.Ed. Department would continue its constructive efforts and share their ruminations through their newsletter, *Aal-ekh*, year after year.

**Best wishes,
Dr. Kwarjit Kaur
(Officiating Principal)**



A JOURNEY OF GOLDEN MEMEORIES



Gold has become so costly these days that what I can afford for you today is a journey full of Golden Memories which I have plenty in my memory. As I am involved in Educational Administration, it is but natural that the memories would relate to educational aspects.

The journey commenced in the summer of 2006. Our college had applied for introduction of B.El.Ed. course in 2005 and we were told to personally visit National Council of Teacher Education (NCTE), Jaipur. So our team led by Dr. Satnam Kaur, Former Principal of our college, proceeded to complete requirements of B.El.Ed. course at NCTE, Jaipur.

At the office, we met the officials of NCTE discussed our case and submitted all requisite documents. We got the assurance that after 3-4 weeks, we would get a call for college inspection. However, there was no reference from NCTE for next three months. So in November 2006, we renewed the process to meet NCTE officials. We reached Jaipur and met the officials again. They had raised a few objections. We cleared all these objections and submitted official documents regarding building land ownership of our college. After scrutiny of documents the officials assured us of positive outcome. Next day, we met the Director and he assured us that he would personally look into this matter. We were hopeful of a successful outcome returned to Delhi.

As time passed, we received no response from NCTE. There were worries, fear and deferment. The wait was becoming longer. Then by the grace of God, we finally got the letter informing about the inspection in March 2007. Then the day of inspection came. Three senior members visited our college. They inspected each and every aspect like class rooms, laboratories, seminar hall, etc. All staff members were doing their best to display our capability to start the course. The team was fully satisfied and gave us a ray of hope. We started preparations for commencing the course with the hope of getting approval from NCTE. But to our surprise, in June 2007 the college again received a letter for completion of a list of formalities. The NCTE had demanded the appointment of permanent staff to be done before starting the course. Hence appointments were done and all other formalities were completed as expected by NCTE.

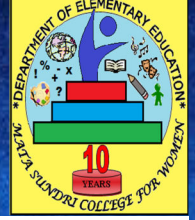
The months of July and August passed without any further correspondence and last date for making admissions was over. Our team once again journeyed in September 2007 to NCTE, Jaipur to seek approval. We were told our approval papers are ready but Director of NCTE was not in town. We returned to Delhi. As a final attempt, after two days me and Mr. S. S. Ghuman, Administrative Officer of the College went to NCTE, Jaipur once again. This visit was successful and we got approval for B.El.Ed. Course. We intimated the college to get special permission from University of Delhi to start the course while the two of us were returning from Jaipur with approval letter in our possession. We were overwhelmed with emotions and felt a complete sense of victory.

With the generous support from Central Institute of Education, the Vice Chancellor, University of Delhi permitted the college to start the course. We finally had all the approvals and started our B.El.Ed. course on **October 11, 2007**. This is how our B.El.Ed. journey began and gave us a saga of Golden Memories.

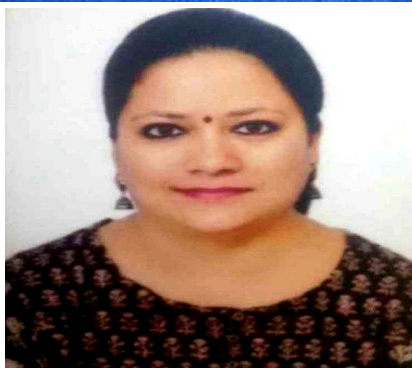
I still remember the song I was humming while returning from Jaipur . . .

"Tu koshish karda ja, fal aape Malik la dega"

S. K. S. Mann
(Administrative Officer)



Teacher-In-Charge Speaks



The session of 2016-17 was a significant year in the history of our department. We stepped into our decennial year. B.El.Ed. course was started in our college in 2007 and now in October 2017, we will complete our ten years. This journey of ten years offered us several challenges, million learning opportunities and an unlimited space to spread our wings.

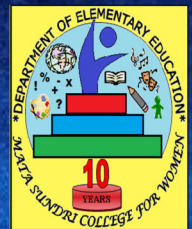
In these ten years we undertook several responsibilities and completed them successfully with the guidance of our seniors, efforts of our faculty and support of our students. To name a few, we organized a UGC sponsored National Seminar, conducted Centralized B.El.Ed. admissions in 2014, started e-newsletter *Aalekh*, formed Alumnae Association, initiated a School Collaboration Project 'SAHYOG' to fulfill our commitment towards girls' education and collaborated with NCERT for developing video resource programmes for grade I and II to be used as a teaching resource nationwide.

The current issue of AALEKH is focused on tracing this journey of ten years. This issue documents our DECENNIAL ANNIVERSARY CELEBRATION SERIES along with other annual activities. It also features experiences of our alumnae and events that make up our history. Through these heartfelt memories, archives of photographs and documents we have attempted to trace our story of last 9 years.

I sincerely congratulate all the faculty members, our dear alumnae, our present students and former colleagues for this successful journey. Special thanks to the editorial team for their hard work to ensemble these memories for us. A special thanks to our Principal Ma'am, Dr. Kwarjit Kaur, our Former Principal Dr. Satnam kaur, our Administrative Officer S. Karnail Singh Mann and entire non-teaching staff for their constant support and guidance.

I believe that our department is truly blessed with the grace of Mata Sundri ji and we will definitely achieve new heights and explore novel horizons in the coming years.

Ms. Nidhi Kunwar
(Teacher-In-Charge)



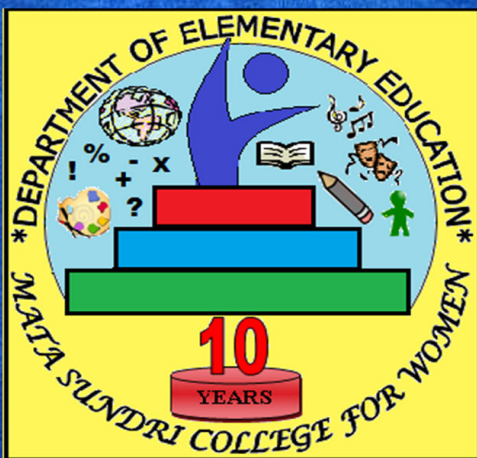
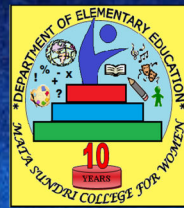
Editorial Note



B.El.Ed. Faculty

We take immense pleasure in publishing this issue of *Aalekh*. We would like to thank the Principal, *Dr. Kawarjit Kaur*, and the Teacher-In-Charge, *Ms. Nidhi Kunwar*, for their continued support and encouragement. We would also like to thank all the teaching and non-teaching staff who have contributed to the smooth functioning of the Department. This is a special issue which is being released in the Decennial Year of the Department. It brings together a succinct summary of the splendid journey that the department has undertaken in these ten enriching years.

This e-newsletter would be covering a variety of sections. The section on *Decennial Anniversary Series* would provide an introductory note to the theme of this issue. It would be enlisting the events that have been organized by the Department as part of its Decennial Celebrations. *Events Update* would comprise of the list of other academic activities undertaken by the department throughout the year. The section on *Innovative School Visit and Heritage Walk* maintains the tradition of sharing experiences of these visits. The section on *Articles and Poems* brings together a collection of creative writings by our talented students. *Faculty Feature* is the section wherein the faculty shares their insights and reflection on education. *Being the Change* collates the effort that the Placement Cell has made to render materialization of students' dream of becoming educators. *The Alumnae Connect* section reports on the initiatives that the Department is making in order to strengthen its bond with its alumnae and to utilize their expertise for the benefit of the present students.



Decennial Anniversary Logo designed by B.El.Ed. II year students under the guidance of faculty members: Ms. Divya Sharma, Ms. Anshika Srivastava, Dr. Jasmeet Kaur and Ms. Neha Sharma.

Scoring High highlights the various collaborations of the Department. Moreover, it brings the lists of toppers who have made the Department proud during the annual exam and students with cent percent attendance. *Glimpse of our Journey* is an album collection of photographs that paints the journey of the Department through the past ten years. *Speaking Memories* is a collection of quotes and messages of the present students, alumnae as well as people associated with B.El.Ed. in this entire decade.

Logo designed by the students under the guidance of faculty members is one of the element which runs throughout this newsletter which signifies our collaborative learning and experiences in B.El.Ed.

We hope this issue of the e-newsletter will not only provide an account of the success that the students, faculty and alumnae of the B.El.Ed. Department are making as a team, but it will also function to disseminate relevant and critical discourses that are emerging in the realm of education.

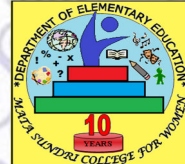
We would like to thank all the contributors of this edition. We would also like to congratulate and thank everyone who had been associated and those who continue to be with the Department, as we touch the milestone. The past decade has been a remarkable journey of learning, growth and achieving new heights. We endeavor to better ourselves in the coming years.

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Ms. Taruna Jain

Ms. Manisha Subba



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MR. SURJEET RAI GAUR (CRAFT)

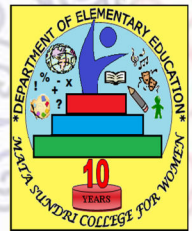


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**Department of
Elementary Education
Mata Sundri College for
Women,
University of Delhi.**

*“ Somewhere, inside all
of us, is the power to
change the World.”*
Roald Dahl



Decennial Anniversary Celebrations Series



Exhibition marking the entry into the decennial year.

Department of Elementary Education began its journey in the Mata Sundri College on October 18, 2007 and is the youngest department of the college. It is a matter of great pride and honour that the Department is in its Decennial Year, the same year as the College is celebrating its Golden Jubilee.

In order to mark its journey of the last ten years, the Department has organised a series of activities as '*Decennial Celebrations Series*'. Throughout the year, the Department talks, workshops, lectures and many other activities were held as part of this celebration. The Department was honoured to host eminent speakers from various institutions of scholarly repute and rigour such as University of Delhi, Jamia Millia Islamia, Jawaharlal Nehru University, NCERT. Celebrations in the Department began with *Logo Making Competition*. Here is a list of the events.

Logo Making Competition: On October 10, 2016 a Logo Making Competition was conducted wherein students from all four years participated. The best three logos were chosen and the students collectively improvised these to make a final Department Logo in order to mark its tenth year.

Exhibition: To officially mark the start of the Decennial Year, an Exhibition of all the entries of the Logo Making Competition was held on October 18, 2016. Administrative staff, faculty and students from all departments were invited to join the celebration.

Lecture Series

The World of Picture Books: Possibilities and Pedagogical Exploration- A Workshop on the topic 'The World of Picture Books: Possibilities and Pedagogical Exploration' was organized on November 02, 2016. **Dr. Sonika Kaushik**, Senior Consultant at the Early Literacy Programme, NCERT discussed several important aspects of picture books and their relevance in early reading experiences of children.

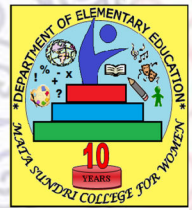
No Detention Policy- A talk on No Detention Policy was conducted on 13th January, 2017 by the **members of Lok Shikshak Manch**, including School teachers and scholars of education. The members spoke at length about the historical background of NDP, academic discourse supporting this policy and its implementation.



Workshop on "The World of Picture Books" by Dr. Sonika Kaushik, NCERT.



Members of Lok Shikshak Manch during the talk on No Detention Policy.



Context specific learning processes- A workshop on “Context specific learning processes” was organised on 2nd February, 2017 by **Mr. Sourabh Phadke**, who is presently teaching at Sardar Patel Vidyalaya. The workshop helped students to reflect upon various aspects of making classroom a learning space with more autonomy to learners.



Gandhi on our Times



Prof. Apoorvanand, University of Delhi, addressing during the talk.

It was an honour for the department to invite **Professor Apoorvanand Jha** for the talk on 8th February 2017. He discussed at length the issues and events associated with the assassination of Mahatma Gandhi. It was followed by a theatre performance on the same theme by **Ms. Jayamala Iyer and Mr. Lokesh Jain**, who are currently associated with theatre practicum in B.El.Ed. Department of various colleges. It was an enriching session as it connected well with contemporary issues in politics.

Workshop by Mr. Sourabh Phadke.

Reflections on My Journey as a Manager of a Purani Dilli School- It was proud moment for the department to invite **Professor Farah Farooqi** on 21st February 2017. She is currently working in Department of Education at Jamia Millia Islamia and has recently published her experiences in the form of a diary in *Shiksha Vimarsha* (nineteen articles were serialized). She shared her reflections on some important issues, highlighted in those articles, in this Special Lecture.



Prof. Farah Farooqi, Jamia Millia Islamia, addressing the students.

Kahani: Chunana aur Kahna- Ms. Prachi Kalra conducted a workshop with second and third year students on the topic ‘Kahani: Chunana aur Kahna’. **Ms. Kalra**, who is working as B.El.Ed. faculty member at Gargi College, has extensively worked upon children’s literature. She shared with the students various dimensions to be considered while selecting and narrating a story.

Workshop “Kahani: Chunana aur Kahna” by Ms. Prachi Kalra, Gargi College



Glimpse of Other Academic Activities Undertaken by the Department throughout the session (Events Update)



Faculty and students with the staff members of Digantar, Jaipur.

Field Visits

I Year

Slum Visit- Students visited a slum in Delhi on 4th February and 11th February 2017, as a component of their Core Social Science paper.

Heritage Walk to ASI Museum of Masterpieces, Siri Fort, Muhammad Wali Mosque and Sultangarhi on 18th February 2017. They were accompanied by the resource persons: Mr. Vagish Jha, Ms. Jayamala Iyer and Mr. Lokesh Jain. This enriching walk provided rich exposure and developed the perceptiveness of students.

Theatre Cultural Walk to Ghalib Institute and Mandi House. It was a well guided tour.

II Year

Book Fair- Students visited National Book Fair on 12th January 2017 as a part of their Storytelling and Children's Literature practicum.

III Year

Innovative Visit - Students visited Digantar, Jaipur from October 03-07, 2016. Students got to experience the practice of innovative pedagogical practices and get a first hand account of practical implementation of the theoretical knowledge.

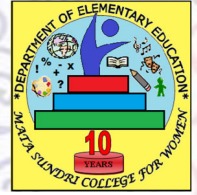
Ark SDMC school- On 22nd and 23rd February 2017, students visited Ark SDMC School. This visit helped them to get a comprehensive understanding of the ground realities, challenges and initiatives to provide better education.

IV YEAR

Students who have opted for Pedagogy of Social Science went on a guided visit to **National Museum** and **Qutub Minar** on 17th March 2017.

First year students during a session at Heritage Walk.





Prof. Deepak Kumar, JNU during the talk 'Knowledge and Contemporary India.'



Dr. Indu Kumar, NCERT during the talk 'ICT in Education: Digital Learning at the Elementary Level.'



Ms. Preminda Langer interacting with our III year students during the talk on "Classroom Management for Effective Teaching."

Talks/ Workshops

Decennial Anniversary Celebration Series has been a year round activity. It was an honour for the department to organise a series of lectures which were conducted by eminent educationists and renowned personalities. These were not only attended by faculty and students from the department but faculty from B.El.Ed. Department of other colleges. In addition to this lecture series, the following talks and workshops were also held:

A Talk on '**ICT in Education: Digital Learning at the Elementary Level**' was organized on September 05, 2016. **Dr. Indu Kumar**, Associate Professor, NCERT delivered the talk and made the students aware of the various initiatives taken by Government of India to integrate ICT in teaching and learning, attended by III year students.

A Talk on '**Classroom Management for Effective Teaching**' was organized on November 07, 2016. **Ms. Preminda Langer**, Educational Consultant, Universal Learn Today spoke on various management strategies that could be implemented for an effective teaching-learning experience, attended by III year students.

A Talk on '**Knowledge and Contemporary India**' was organized on November 11, 2016 to commemorate National Education Day. **Prof. Deepak Kumar**, Jawaharlal Nehru University spoke on the importance of dialogue and the need to understand the context of issues, whether in the pasts or of contemporary times for better solution, attended by all students.

A Talk on '**Teaching as a Profession: Experience and Reflection**' was held on December 05, 2016. **Dr. Satnam Kaur**, Former Principal, Mata Sundri College for Women interacted with the faculty and students. It was during Dr. Kaur's tenure that the foundation of the department was laid. She shared the challenges and hard work that underwent in the initial years, attended by II and IV year students.



Visit to National Museum.

A workshop on '**Innovative Teaching of Mathematics**' was conducted on January 11, 2016 by the resource persons from **Jodo Gyan**. Through an interactive and engaging session the resource persons discussed various methods and strategies which can be used to facilitate meaningful mathematics learning in primary classes, attended by III year students.

A talk on '**Historical Films as a Resource in Social Science Pedagogy**' was held on March 10, 2017. **Ms. Rinsophy Chamroy**, research scholar at Delhi School of Economics, spoke extensively on construes of historical films, their characteristics, categories and the approaches used by filmmakers to reconstruct the pasts. She discussed upon the issues and debates that exists on its utility as a resource in classroom pedagogy, attended by IV year students.



B.El.Ed. IV year student guiding III years during workshop on Movie Making.

Workshop on **Movie Making** was organized for B.El.Ed. III year students on March 09, 2017 as part of their Material Development & Evaluation practicum. It was conducted by **B.El.Ed. IV year students** owing to the full-fledged training of movie making in their previous academic year and extensive use of this skill during their internship.



B.El.Ed. Faculty with Dr. Satnam Kaur, Former Principal, Mata Sundri College

Innovative School Visit (2016-2017)



Faculty and students with Professor Rohit Dhankar and Ms. Rina Das, Digantar.

The purpose of the visit was to closely observe and understand the classroom practices of an innovative school. It was envisaged that the learners would be able to draw linkages between various pedagogy courses and classroom practices of the innovative school.

The Department of Elementary Education organized an innovative visit to Digantar, Jaipur for B.El.Ed III year students as a part of their compulsory practicum from 3rd to 7th October, 2016. The visiting group comprised of 53 students and 4 faculty members i.e. **Dr. Radhika Menon, Dr. Jasmeet Kaur, Ms. Ruchi Garg and Ms. Neha Sharma** from the Department of Elementary Education. The purpose of the visit was to closely observe and understand the classroom practices of an innovative school. It is envisaged that the learners would be able to draw linkages between various pedagogy courses and classroom practices of the innovative school. Digantar has worked towards developing alternative and innovative educational programmes for children in rural areas since last 36 years.

The visiting group reached Jaipur station in the morning by Ajmer Shatabdi on 3 October, 2016. The group was received by representatives of the organisation. In the evening, students got an opportunity to understand the vision of innovation at Digantar. Prof. Dhankar and Ms. Rina Das, the founding figures of Digantar shared the philosophy, genesis, organisational structure, teaching-learning approaches and specific challenges of running the envisioned schools.

On the 3rd and 4th of October, the students visited their two schools. Two faculty members accompanied the students to each of these schools. They made full day school observations i.e., from 9:00 A.M. to 4:30 P.M. Several aspects of schooling such as pedagogical practices, teacher-student relationship, school-community collaboration and cleanliness activity, baal sabha were observed.

On 4th October 2016, students went for community visit. This visit to the community was a novel experience for both the students and the faculty members. B.El.Ed students got an opportunity to interact with the parents, siblings and other family members of the present Digantar students in their home setting. Some of them got the opportunity to interact with the alumni too. These sessions provided them the space to share each other's field experiences and to analyse their observations in light of the constructs and perspectives they have read in theory classes.

Every evening, the groups returned to the campus by 5:30 p.m. Following this, there was a reading slot from 6:30 P.M. to 8:00 P.M. for the students, where they visited the campus library. Post-dinner, reflective session was conducted by the faculty members where the students shared their observations and experiences of the day. These powerful sessions help them to question, reflect and internalize various facets and critical issues pertaining to existing and upcoming discourse in education.



Students interacting with the community members, Digantar.

On 06 October, students presented their learning based upon the insights drawn from the field observations. It was followed by an extensive discussion and feedback by Digantar team members: **Mr. Hemant, Mr. Naurat, Ms. Riti and Ms. Manju**. In the afternoon, students along with B.El.Ed. faculty members went for excursion to popular Jaipur sites such as Jal Mahal, Albert Hall and Bapu Bazar. This visit helped to understand the historical importance and experience its rich culture.

Students expressed their gratitude to the Digantar team for their hospitality and academic engagements through beautiful cards. Digantar reciprocated its affection for the B.El.Ed students of Mata Sundri College of Women by uploading a few pictures of the sessions and their cards on the official **Facebook page of Shiksha Vimarsh**. On the whole, this visit was indeed an enriching and engaging experience for all.



We share: Students at the dining hall.

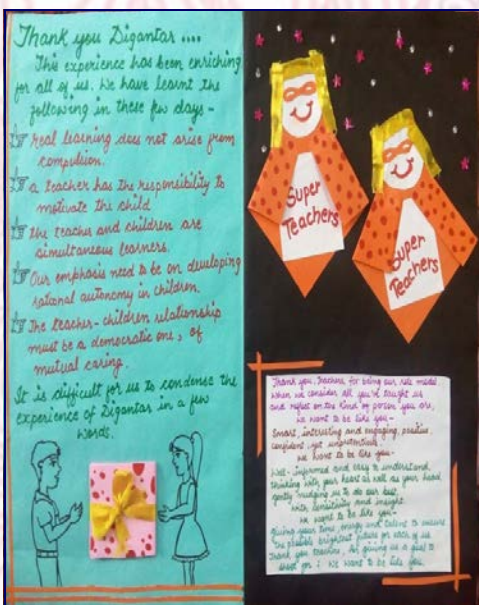


Our III year students at Digantar, Jaipur.

Innovative School Visit: Sharing our experiences and learning

The trip to Digantar broadened my perspectives towards the idea of "school". The school for the children there, was like a home or family. The teachers were concerned about the children and cared for them. All that I had read about 'what a school should be like', I found in Digantar to a large extent. What impressed me most about Digantar was their method of teaching; how well they connected their home with the school and contextualized their learning. The home tasks which were generally given involved interacting with family members or community members. Digantar not only cared about students or their work but equally about their home activities. The frequent visits of the school teachers to the community have developed a strong bond. Digantar has successfully identified and accepted and is beautifully using parents as 'Co-educators'.

Priya, B.El.Ed. III year student



How a class is managed determines and affects the level of meaningful learning taking place in the class. At Digantar, the teachers know their students like the back of their hand. This helped them to implement various strategies to address their needs and explore new things. Everything that the teacher did such as arranging the class in a circle, giving them numbers to determine their turn, assigning duties to children and addressing individual needs contribute to an effective and managed classroom. This further leads to a meaningful and engaging teaching-learning process. Teachers very well understand the correlation of pedagogy and classroom management aspects and how they both are inseparable. In a very short duration, I got to experience and learn many other things such as the need to be spontaneous and respond to the needs of the classroom in the best ways possible.

Mehzabi, B.El.Ed. III year student

Digantar reciprocated its affection for our B.El.Ed students by uploading a few pictures of the sessions and their cards on the official Facebook page of Shiksha Vimarsh.

When the seniors used to say that visit to Digantar has the ability to change your whole perspective, it felt as if it was a hyperbole. But actually experiencing Digantar even though for only 2 days did change our ideas about teaching and education in an unexpected and unimaginable way. The visit taught us what sensitivity towards children is. It is not just to be sensitive towards religion, caste, class, etc., of the child but to be actually aware and respectful, along with being understanding towards every single aspect of the child's life. Home life and school life affects each other and the child in many ways. As a future teacher, we need to be aware of this fact and be able to use the home life and diversity as a resource. If we are not able to respect the diversity in our class, no matter how innovative our pedagogy is it won't be beneficial to the child.

Prachi, B.El.Ed. III year student

'Not only as teacher but as individuals, we need to continuously evolve ourselves, read more and more, reflect, discuss.'

A teacher has to understand how learning takes place, how learners learn differently through different methods and at varying pace. The teachers have worked upon themselves to develop their knowledge, skills and abilities. They are dedicated and had passion towards teaching. What we majorly learnt is that we as teachers, in fact not only as teachers but as individuals need to continuously evolve ourselves, read more, reflect and discuss. Doing so would facilitate our learners learn the way they are suppose to and not in the manner which curbs their curiosity and compassion.

Meghna, B.El.Ed. III year student

Heritage Walk



Our I year students at Siri Fort Museum for Heritage Walk.

Department of Elementary Education organized a Heritage Walk to ASI Museum of Masterpieces, Siri Fort, Muhammad Wali Mosque and Sultangarhi on the 18th February, 2017 for B.El.Ed. I year students and the faculty. **Mr. Vagish Jha, Ms. Jayamala Iyer and Mr. Lokesh Jain** were invited as the resource persons. The students and the faculty assembled at the college canteen around 8:15 a.m. where they were served breakfast and tea. The team started for the heritage site and reached the Museum of Masterpieces where they had a brief orientation regarding the heritage walk and an overview of the history of Delhi.

The students and the faculty were divided into small groups and were asked to explore the place and select any replica/ piece of art, etc., which fascinated them the most. The museum houses various replicas like Buddha statues of the Gandhara School of Art, Chalukyan rock-cut architecture of the Ellora Caves, etc. One of the galleries also had pieces of pottery and other artifacts belonging to the Indus Valley Civilization and later period.

After an exploratory session, all the groups assembled and shared their views about their chosen piece of art. The discussion was guided by **Ms. Jayamala Iyer and Mr. Lokesh Jain** which focused around various forms of portrayal of religion, culture, gender, Indian customs and traditions, etc.

The next site which the team visited was the Mohammad Wali Mosque and the Siri Fort walls. The mosque was built during the Lodhi Era and has decorative niches, with calligraphic inscriptions and floral decorations placed throughout the front façade. The history of Delhi and the rulers of the Lodhi Dynasty were traced during the discussion held. The students also presented a brief display of the line of emperors who ruled during that period. The resource persons also talked about the salient features of architecture.

The last site which the team visited was Sultangarhi Tomb built by Iltutmish in the memory of his eldest son. The team had sumptuous hot packed lunch at the site and proceeded for further exploration. Our resource person, **Mr. Vagish Jha** spoke about the style of architecture during that period. He also shared that it was a revered place, visited by members of both Hindu and Muslim communities of nearby villages. He also shared the various myths and folk tales attached to it. Overall, it was an engaging and enriching experience which reminded us of our rich historical and cultural past.



Resource person Mr. Vagish Jha sharing the history of Sultangarhi with students.

Articles and Poems

खिड़की के उस पार

खिड़की से झाँकता वो बच्चा, जो रोज़ अपनी किताबों से एक नज़र चुराकर गली के उन बच्चों की तरफ देखता है, जो हाथ में गुलेल पकड़े, तो कभी किसी पुरानी साइकिल का टायर लिए खेलते रहते हैं।

" वह उनमें ही कहीं अपने बचपन को खोजता है।"

" खुली आँखों से अपने एक सपने को संजोता है।"

कभी सोचता है कि बंद कर इन किताबों को उस खिड़की से ही कूद कर, उन बच्चों के साथ जा मिलूं। उनकी तरह कभी पेड़ पर चढ़ूं। कभी लटटू घुमाऊँ, तो कभी गुलेल से निशाने लगाऊँ। कभी साइकिल का टायर लेकर उसे झाड़ू की तिल्ली से यहाँ से वहाँ नचाता रहूँ।

फिर अचानक माँ की पुकार से मन काँप उठता है। सहसा उन बच्चों को देख मन में उठी लहर थम सी जाती। फिर मालूम होता कि शायद वो कभी इस किताबी दुनिया से निकल उन लड़कों के साथ नहीं खेल पाएगा। अब उसे इस खिड़की से ज़मीन के बीच की यह महज़ 4 फुट की ऊँचाई न जाने कितनी गहरी खाई सी महसूस होने लगती है और एक आह के साथ मन से आवाज़ आती -

"बहुत अंतर है मेरी और खिड़की के उस पार वाली दुनिया में।"

और फिर मन की इच्छाओं को दबाकर वह आँखों को फिर से किताबों में गाड़ लेता ।

वहीं दूसरी ओर एक बच्चा खिड़की के बाहर खड़ा, लगातार टकटकी लगाए बस खिड़की की ओर देखता रहता। मानो अपने दोस्तों में होकर भी वह उनके साथ न हो। उसकी नज़र एक सार खिड़की के उस पार कमरे में रखी उन ढेरों किताबों को देखती है। वह अक्सर सोचता है कि इन किताबों में क्या होगा?

"शायद इनमें समुन्द्र सा गहरा ज्ञान या एक अलग ही ज़हान बसा होगा ।"

काश मैं भी उस खिड़की में बैठे बच्चे की तरह स्कूल जा पाता। कमर पर बस्ता टाँगे, स्कूल की वर्दी पहने, मन के एक कोने में बसे सपने को यथार्थ बना पाता। फिर अचानक साथ खड़े दोस्त की पुकार उसे उस सपनों की दुनिया से, उसे उसके यथार्थ की ओर खींच लाती । और उसे एहसास होता -

"बहुत अंतर है, मेरी और उस खिड़की के उस पार वाली दुनिया में।"

अजीब है इस बचपन को परिभाषित करना। कई रूप है, इस बचपन के। कहीं किसी का बचपन स्वर्ण पिंजरे में कैद है, पर ज्ञान प्रकाश से प्रकाशित । तो कहीं किसी का बचपन खुले आसमान में होकर भी, ज्ञान प्रकाश से वंचित। ज़्यादा अंतर नहीं है उन दोनों के बचपन में। बस अंतर है तो एक गहरी खाई के समान एक छोटी सी खिड़की का।

IS CHILDHOOD TODAY REALLY PLEASURABLE?

Stress, unrest, lack of tranquility and discontentment are some of the gifts bestowed upon man by the modern era. Those which are most vulnerable to all this are the children. Childhood is now, no more a time to be cherished. Nowadays, children are really pitiable figures as they have to slog day and night to fulfill the unrealistic expectations of their parents and teachers. To add to their woes, they have a multitude of diversions at their disposal and hence can hardly remain focused. Therefore, most of the children are wavering, vacillating and fickle minded. They are swaying between the cultural values and modern temptations.



**A glimpse of our School Collaboration
Project, 'Sahyog: Stepping Ahead
Together'**

Today, children have become slaves to the modern gadgets. Mobile phones, i-Pads, computer, tabs, etc., have become non detachable parts of their lives. They can hardly imagine their life without such gadgets. In addition to all this, they get a lot of exposure; nothing is concealed from them, whether it is violent or voyeurism. They are witnessing everything around them, whether desirable or undesirable. All this leaves an indelible mark on their impressionable minds, which is ultimately reflected in their personality and attitudes. They are under great stress and turmoil. Hence, even at the slightest provocation they become aggressive, rude, arrogant and violent.

As far as their health is concerned, it is deteriorating day by day due to consumption of junk food. This has led to children suffer from diseases such as obesity, diabetes and cardiac problems. Children are increasingly getting attracted towards smoking and drugs because these are considered as cool. Who is responsible for the plight of our children?

The answer lies in understanding that it is our society which is responsible for all this. The disintegration of joint families, both parents working in all pervasive cut-throat competition, overflowing family income, overdependence on gadgets, high expectations of parents and teachers and lack of moral education are some of the aspects responsible for the bewildered, perplexed and wobbly state of our children. The need of the hour is to confabulate on how children can be helped in this situation. They need the guidance, support, and above all. our time, attention and love. This stage, if tended properly can make their future, and if neglected, can mar their lives permanently. Their growing inquisitiveness and curiosity to certain questions need to be addressed in the right manner. It is wise to remember the old aphorism that "children are the future of the nation". Hence, let's save childhood in order to save our future.

Ashmeet Kaur, B.El.Ed. I Year

क्रंदन

माँ की गोद थी फिर हरियाली।
कोख में नन्ही कली थी आयी।।
इंतज़ार ढाई माह का।
फूल खिला फिर पुत्र चाह का।।

पिता बुआ सब लगे ये कहने।
इससे पहले हैं दो बहनें।।
अब के तो कुलदीप ही होगा।
उत्तरीर्ण-पित्तीर्ण तभी होगा।।

पर रहे ना कोई काँटा मन का।
अल्ट्रासाउंड हो माँ के तन का।।
पुत्र हुआ तो बटें मिठाई।
यदि नहीं तो बनें कसाई।।

मैं सुनकर रोई चिल्लाई।
काहे नन्ही आह ना सुन पाये।।
मैं लाचार, मेरी माँ लाचार।
देख समाज का अत्याचार।।

माँ भी रोई ज़ोर ज़ोर से।
व्याकुल हृदय से करे पुकार।।
मेरी बेटी को मत दो मार।
उसे दो जीवन का अधिकार।।

समाज के ठेकेदारों ने उसे समझाया, बहलाया
और फुसलाया।
तीन तीन बेटियों का मम्र बतलाया।
पुत्र चाह ने फिर उसे भी ललचाया।।

फिर आया वह दिन काला।
कोई न रहा सुनने वाला।।
टुकड़ा टुकड़ा कर मुझे निकाला।
इन ज़ालिमों ने मुझे मार डाला।।

मुझे भी जीने देती माँ।
मुझे भी पलने देती माँ।।
मैं भी तो तेरा अंश थी माँ।
मैं भी तो तेरा वंश थी माँ।।

बेटा होता तो भी भला था।
बेटी भी तो भली थी माँ।।
पुत्र जो था फूल गुलाब का।
मैं भी चंपा कली थी माँ।।
मैं भी तेरा आँगन महकाती।
मन जो ना तू अपना बहकाती।।

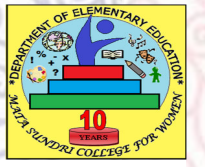
Mahima Arora, B.El.Ed. I year.

New Strings Attached

No strings were attached, yet she could see them.
Strings were broken, yet she tried to mend them.
All day, all night, her heart was sinking.
As each string was breaking.

Lovely the strings were, the more emptiness grass within her.
The guitar was lifeless without strings, making her helpless without blinks.
Lovely she gathered all her strength, courage within her was immense.
Leaving her guitar behind, tears from her eyes shined.
She outgrew herself on the journey of unbecoming herself.
To what she is becoming, new strings are attaching.
To the guitar of her soul, unpredictable journey to reach her goal.

Isha Attri, B.El.Ed IV Year



मानवता

चल उठ रे मानव और विचार,
आखिर क्यों कहलाता है तू मानव?
क्या तुझमें है कोई गुण मानवता का या फिर इंसानी रूप पाया है तूने,
केवल यही है मानवता?

खोल अपनी आँखों पर बंधी स्वार्थ की यह पट्टी,
और पहचान सही अर्थ मानवता का।
गलत नहीं है, सोचना अपने लिए,
किन्तु वह स्वार्थ किस काम का जो बन जाए दुख दूसरों के लिए।

यह कैसा युग है आया,
मानव ने मानव को मार गिराया।
क्या यही है मानवता,
जीव करे जीव की हत्या?

मासूमियत और ममता का क़त्ल कर,
क्या मिलेगा ऐ मानव तुझे?
मानवता का क़त्ल कर,
क्या रह जाएगा तू लायक कहलाने के मानव?

भगत सिंह भी थे आम इंसान,
पर काहे यह जग बखानता उनकी गाथा?
मानवता की भिन्न परिभाषा को किया था व्यक्त उन्होंने,
ले सर्वपरोपकार की भावना अपने हृदय में ।

सबकी खुशी को विचारना,
स्नेह और हँसी बाँटना,
यही है मानवता।

'मैं' नहीं 'हम' की ताकत को विचारना,
कठिनाई में सहायता करना,
यही है मानवता।

चल उठ रे मानव और विचार,
आखिर क्यों कहलाता है तू मानव?

A Confession by PERIODS

Dear god,
I am little confused about who I am,
'A BLESSING' or 'A CURSE'?

I am the one who took these little buds one step ahead
towards maturity.
So, I should be a BLESSING for them.
Then why these little buds call me 'A CURSE'?

Actually its not their fault.
I am the one who gave them all,
all the pain to bear.
But, surely I am not the reason of their fear and tears.
It is the society, who made them feel ashamed of me.

POOR GIRLS!!!
I FEEL SORRY FOR THEM.

Once I hit them,
the society scares them.
"Shh..keep it a secret"
"Hey...hide it. You have a spot on your skirt."
And if I don't hit them,
the society curse 'em.
"Oh....she is a hopeless one.
She can't give birth to our younger ones."

THE ONLY THING I WANNA SAY TO GIRLS IS THAT..

Please don't be scared.
I am your Friend not a Threat.
Don't let the society pull you down.
Feel free, and live your life in the way you want.
And cherish it with a big wide SMILE.



**B.El.Ed. III year students during
an awareness drive.**

Ramsha Rashid, B.El.Ed. II year

अधूरी आज़ादी

कहने को तो मैं आज़ाद हूँ, संविधान कहता है, समाज कहता है।
फिर क्यों कुछ बातों का बोझ सिर्फ लड़कियों का कन्धा सहता है?

बेटा हो तुम हमारा, एक लड़की से कहा जाता है।
फिर क्यों एक लड़के को बेटा बोलने में ये समाज हिचकिचाता है?

आगे बढ़ा है समाज, तरक्की करी है देश ने।
पर सामाजिक भेदभाव तो बस आया है एक नए भेष में।

बेटियों से कहते हो, विद्यालय जाओ।
पढ़ो—बढ़ो, पर लड़कों से ज़्यादा तुम बातें मत करो।

अपने और अपने परिवार के लिए, नौकरी पर भी जाना चाहिए।
पर कपड़े धोना, खाना बनाना, तुम्हें ये तो आना चाहिए।

बराबर हिस्सा है तुम्हारा हर पात्र पर।
पर अधिकार नहीं है कुछ बोलने का हर बात पर।

ज़ोर से मत हंसो ! बीच में मत बोलो ! ये अच्छे संस्कार नहीं होते।
क्यों न कुछ कहें हम, क्या हमारे अपने विचार नहीं होते?

“पाबन्दी नहीं है, तुम्हारे घूमने पर कहीं, पर घूमने का समय होना चाहिए सही।”
गौर फरमाएँ इस बात पर तो यह यही विस्तार करती है।
हमारे यहाँ घड़ी की सूई चरित्र का प्रचार करती है।

हमें भारतमाता प्रिय है, सबसे ऊँचा हमारा ध्वज हो।
उसी धरती पर यह समाज कहे लड़कियों तुम नासमझ हो

बेटे की गलती तो जवानी का जोश है।
बेटी की गलती उसके उड़े हुए होश हैं।

इन हालातों को देख कर मन में सिर्फ एक आशा।
शायद कभी बदल जाए हमारी आज़ादी की परिभाषा।

तब तक जो मन में आए वो करो पर पहनना तुम खादी।
मुबारक हो हर लड़की को, यह "अधूरी- आज़ादी।"



B.El.Ed. II year student giving wings to children as a part of School Collaboration Project, 'Sahyog: Stepping Ahead Together.'

Tasting the Sand

The shriek in the house was heard and the house echoed with joy. After ten years of marriage, the Queen and King of a secluded city in the outskirts of Tripura had finally been blessed by a successor. The entire kingdom rejoiced. It appeared as if the veil of sadness that had held their residence for so long had now been lifted. The boy was named 'Raftaar'. The toddler steadily grew up into a tall, feebly dark boy. The boy was known all over for his terribly fast running speed.

"The boy is a miracle." Everybody would say.

In a race, that had far better and far groomed runners, he stood first. The following night he received a pat on his back from his father and a peck from his mother. The family was happy but the prince had expected a grand celebration for his win. After some days, the prince again ran in a race but ended up on the third place. His face was red in anger and eyes bowed down in embarrassment. Never had the prince tasted defeat. The morose prince of speed sat looking at the pale moon mourning his defeat.

He heard noises of the hustle bustle in the palace. From a distance he could see the gathering and make out that a celebration was taking place. The angry, sorrowful prince was now disappointed. His parents didn't celebrate his first position but are now holding a dinner. He saw his father coming towards him. He waited patiently for his arrival. As soon as he sat beside him the prince said, "Celebrating my defeat, aren't we?"

The king smiled and said, "No son, we are honoring your valor." "But how?"

"Don't you think you would have won if you hadn't fallen down?"

"So is this the celebration of my probable win?" The prince exclaimed with joy.

"No son."

The smile on the prince's face eroded. "This is to celebrate your courage to continue."

The prince didn't understand. His father continued. "I knew when you fell down, you thought that you had lost the race. Seeing others take lead is a horrifying thing for a winner. When you taste the sand, hopes shatter, but once you get up, sky is the only limit. We all fall down in life. It's okay to stay low and take cover but remember the day you get up, give it your all. The outcome may affect the celebration but your determination will affect your character. You did fall, but I witnessed you rise."

The prince took his father in a tight embrace. "Your majesty, I'm honored. But this poor fellow is hungry, let's go dine." The duo burst laughing and the embarrassment and anger had eroded from Raftaar's face.



Anjali Sharma, B.El.Ed. II year

B.El.Ed. I year students during Theatre-Cultural Walk.

बचपन का पिटारा



Craft material developed
by B.El.Ed. I year students

ना जाने कहाँ खो गया वो बचपन हमारा।
वो कागज़ की नाव, वो खिलौनों का पिटारा।।

याद आती है वो मस्ती वो स्कूल का बस्ता।
आओ फिर से चलें हम बचपन का रास्ता।।

चलो फिर से किसी पेड़ पर चढ़ते हैं।
कपड़ों की झोली में मीठे फलों को भरते हैं।।

चलो बाग़ में नन्ही गिलहरियों के पीछे भागते हैं।
चुलबुली चिड़ियों की तरह हम भी चहकते हैं।।

चलो बारिशों की बूंदों में फिर से छमाछम नाचते हैं।
फिर मम्मी की डाँट सुनकर ज़ोर से भागते हैं।।

चलो यारों के लट्ठू को फिर से घुमाते हैं।
बचपन की यारों में फिर से खो जाते हैं।।

ढूँढोगे दिल से तो फिर से मिलेगा बचपन अपना।
मन के कोने में दुबक के कहीं बैठा है यह नटखट सपना।।

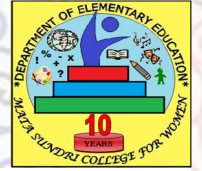
Yogita Gola, B.El.Ed. II year



B.El.Ed. II year students at Mata Gujri
hall.



B.El.Ed. III year students during visit to
ARK SDMC School.



बच्चे और कहानी

बच्चे और कहानी का एक अनोखा संबंध होता है। बच्चे के जन्म के साथ ही उनको कहानियों के साथ जोड़ दिया जाता है। एक अबोध बालक जब माँ की गोद में होता है तो माँ उसे सुलाने के लिए कहानी सुनाती है। परियों की कहानी जिसमें एक आलौकिक प्रदेश होता है, चॉकलेट और टॉफी की नदियाँ होती हैं। इन सभी कहानियों के साथ ही तो बच्चे बड़े होते हैं। साथ ही बड़ी होती हैं, उनकी कल्पनाएँ हाँ, वे कहानियाँ जो हम केवल बच्चों को सुलाने के लिए सुनाते हैं वे उनके जीवन का एक अभिन्न अंग होती है। क्या कोई ये कल्पना भी कर सकता है कि कहानी बच्चों के विभिन्न कौशल को बढ़ाने में बहुत मदद करती हैं?

विभिन्न शोधों की मदद से यह साबित किया जा चुका है कि कहानी सुनने व पढ़ने से बच्चों का मानसिक विकास होता है। उनकी कल्पना शक्ति व सृजनात्मकता बढ़ती है। कहानी का बच्चों के जीवन में सामाजिक, मानसिक व शैक्षिक रूप से अत्यन्त महत्त्व है। हर उम्र के व्यक्ति को कहानी पसंद होती है, विशेषकर बच्चों को। बच्चों को कहानी सुनना, स्वयं को कहानी की घटनाओं व पात्रों से जोड़ना पसंद होता है। कोई कहानी सुनते वक्त हमारा ध्यान उसमें चित्रित घटनाओं व पात्रों की तरफ भागता है। कई कहानियों का संबंध हमारी देखी हुई घटनाओं से नहीं होता पर हम उसकी कल्पना कर लेते हैं।

कहानी सुनाते समय हम घटनाक्रम और चरित्र के व्यवहार की कल्पना करते चलते हैं। दूसरी तरफ जब हम स्वयं कोई कहानी सुनाते हैं तो उसमें शामिल अनुभवों को व्यवस्थित करते चलते हैं। कहानी के रूप में अपने वास्तविक अनुभवों को ज्यों को त्यों रखना थोड़ा कठिन हो सकता है क्योंकि अनुभवों को जब कहानी के रूप में सुनाने लगते हैं तो उसमें कुछ फेर बदल हो ही जाता है। यदि हमारी कहानी वास्तविक अनुभवों के बारे में न हो तो हम उसे स्वतंत्रता व सृजनात्मकता के साथ सुना सकते हैं क्योंकि तब हमारा उद्देश्य कहानी को रोमांचक बनाकर श्रोता की दिलचस्पी जगाना होता है।

कुछ अध्यापक कहानी सुनाने को एक कला मानते हैं। वे सोचते हैं कि कुछ ही लोग अच्छी तरह से कहानी सुना सकते हैं और इसी गलत अवधारणा की वजह से कुछ बच्चे कहानी सुनाने के आनंद से वंचित रह जाते हैं। यदि कोई कहानी अच्छी है तो उसे सुनने-सुनाने का अवसर बच्चों को अवश्य दें। अवसर व अभ्यास के साथ-साथ कहानी सुनाने को कौशल स्वयं ही बच्चों में आ जाएगा। कहानी सुनाकर उस पर चर्चा करना और भी कठिन है। अनेक अध्यापक ऐसे भी हैं जो कहानी खत्म होते ही कहानी से मिलने वाली शिक्षा के बारे में चर्चा कर बैठते हैं। हम यह भूल जाते हैं कि बच्चों के लिए कहानी के नैतिक मूल्यों का कोई विशेष महत्त्व नहीं होता। बच्चे केवल कहानी सुनते हैं। उनके लिए कहानी की घटना, पात्र, संवाद सब महत्त्वपूर्ण होता है परंतु जिस पल उनकी कहानी को नैतिक मूल्यों के साथ जोड़ दिया जाता है उनके लिए कहानी नीरस बन जाती है।

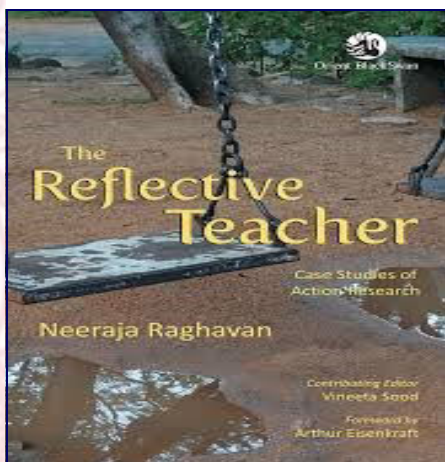
अतः जरूरी है कि बच्चों को सदैव कहानी से जोड़कर रखा जाए और उसकी रोचकता को भी बनाया रखा जाए।

Priya Garg

B.El.Ed. Alumna (2007-2011)

Faculty Feature

Book Review: The Reflective Teacher: Case Studies of Action Research



Author: Raghavan, Neeraja

Orient Blackswan Pvt. Limited, Chennai, India, 2016

ISBN 978-81-250-6045-1

Recent discourse on teacher education in India has been emphasizing on developing 'reflective teachers' and observing 'reflective practice as the central aim of teacher education' (NCFTE, 2010, p. 19). Recent studies on teacher education in India have pointed towards *what* has to be done and *why* it has to be done. However, no study has elaborated on *how* it can be attained. The book, *The Reflective Teacher: Case Studies of Action Research* begins to fill this void.

The book is divided into three main sections: the first section discusses the broad theoretical disposition around 'action research method' and 'reflection'. It also discusses the aims of the study, setting of the study and a 'snapshot' of the teachers involved in detail. The second section is based on the detailed field data which includes a range of sources like facilitators' diary, teachers' plans, notes, learning, reflective journals, etc. Third part of the book provides an in-depth analysis of the teachers' action research documents and classroom observations drawing upon appropriate theoretical linkages.

The author tries to develop and explore reflective thinking in teachers through 'action research', wherein they have to select out one problem related to their teaching method/ approach and then accordingly plan, develop strategies, take actions, assess, document the processes and reflect on critical issues. A total of seven action research problems have been identified by nine teachers in the area of reading-writing, scientific observation, place value, etc. She has provided the details of action research and discussed them at a great length, emphasizing the importance of understanding various practices in the field.

During the course of action research and reflection writing/ documentation, the teachers come to recognise the importance of thinking, planning, reflecting and responding to the problems that occur. It was observed that with the process of appropriate documentation in action research, the quality of reflection improved considerably. The teachers mentioned that the focus of their discussion, planning and reflection changed gradually from 'what the teacher is teaching to what the children are learning' (p. 130).

The book emphasizes that if teachers are supported and given confidence to carry out research based inquiries, they tend to express their keenness to change their beliefs and adapt to new teaching methods irrespective of their years of experience in traditional school set ups. To be a reflective practitioner, this support is essential and hence the availability, quality, appropriateness and sufficiency of the feedback given by facilitator/ mentor is significant. This book takes a fundamental step towards understanding the culture of reflective practice as an essential component of professional learning and works to secure the future of quality education in India.

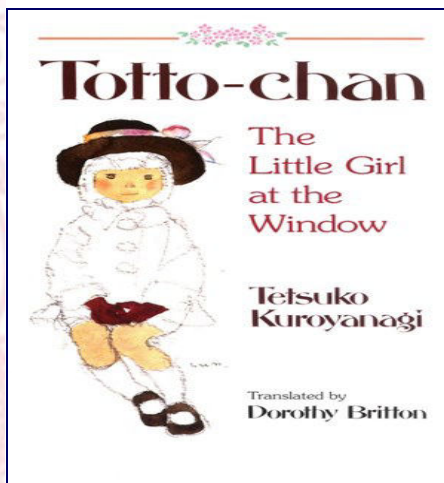
Contributed by

Ms. Neelam Dalal

Assistant Professor

Department of Elementary Education

Book Review: Totto-chan Revisited



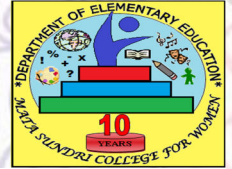
Author: Kuroyanagi, Tetsuko
Kodansha International, Tokyo
ISBN 4-7700-2067-8

(Originally published as a Book Review titled, 'Peeping through a Window: Lessons from Children's Experiences at School' in *Indian Journal of School Health and Wellbeing*, 2:2, January-April 2016)

Totto-chan is an autobiographical account, first published in 1981. The author, Tetsuko Kuroyanagi, wrote a memoir of her school life and how the many experiences that she had in the school, deeply shaped her and her peers life later. It is no surprise that the book seems to have found a resonance across cultures and ages, as many people young and old, are able to relate to the little girl and her experiences till date. It has been translated into more than a dozen international and Indian languages. It raises many pertinent questions on different aspects of education, which seem relevant even now when we are struggling to improve the prevalent system of education.

The book provides many instances of self-discovery and encouraging curiosity in children, these could be through the lesson or the activities planned for them. I would be substantiating these with a few examples from the book. The curriculum was flexible and the learners could decide what and when they want to study, they had the freedom to plan their time-table. We see how learners' agency was given space and they had the full freedom to question, request, decide and act. They had no fear to voice their opinions, as the teachers treated them as individuals in their own right and listened to what they had to say, rather than talking at them. The children were encouraged to discover and develop the 'good nature' innate in them, and encouraged to do good by reinstating time and again of their goodness. These echoed the underlying philosophical bases of some of the educational thinkers who shape our education system, namely, Tagore, Gandhi, and Rousseau (NCERT, 2006). Further, the curriculum and the pedagogy, focussed on holistic development of the child. Besides academics, children were encouraged to participate in all the activities, and encouraged to go to library and read books. The experiences of the children also highlight the issue of self-esteem and how it impacted their positive development in later years. All the children received encouragement and were constantly reminded how good they were, in consonance with Rogers' notion of unconditional positive regard and developing a sense of self worth. Totto-chan's experience at this school was exactly the opposite of her experiences in the previous school. Further, being accepted as equals and having been provided opportunities to show their capabilities helped the physically disabled children to develop a positive self-esteem. The school also sets an example as a step towards inclusive education where students with different abilities and various disabilities are studying together, and never feel less competent from each other in any way.

The very reason for the little girl to change school was because of being expelled. Here, an important lesson is highlighted for parents as well. Credit is due to her mother for never divulging this detail of expulsion, until she grew up to her twenties. Just imagine the stress and guilt the little girl would be carrying with her, this might have led to her feeling incompetent and as a failure in her growing up years!



Tottochan Revisited

The way in which her parents handled the situation and how the teachers in the new school didn't judge her is real learning for present times, where we tend to be obsessed with discipline, good grades, and proper behaviour.

The book also subtly raises the issue of respecting each other, whether it's the headmaster making a young boy understand why he shouldn't disturb the girls; or it's Totto-chan's mother explaining to her that all people are same and should be treated equally, and not identified as belonging to this nation or that. Another instance where the headmaster enquired about her ribbon and requested her not to wear it to school, as his daughter wanted a similar ribbon and he wasn't able to procure it. This straightforward request was understood by her, and she stopped wearing her favourite ribbon as she wanted to help and not cause any problem to others (p. 122). Although young children may not have grasped the full meaning of what they were being told, but such conversations and addressing issues at an early age goes a long way in developing healthy attitudes and a sense of respect and acceptance towards all. The learning they have will have a stronger impact in the long run. Another important practice was of everyone eating lunch together in a circle, and singing a song before eating to remind them to chew the food properly. The headmaster also ensured that the meal was balanced, as it had to be 'something from the ocean and something from the hills'. On one hand, it was fostering the bond amongst the children and on the other hand, they were getting to learn the different sources of their foods (p. 20-24). This is particularly relevant to the Indian context, when we are struggling to implement the Mid Day Meal in its true spirit.

The struggle for a progressive and child centred education has been on for long. The pedagogical practices of the headmaster and his attempt at providing a holistic educational experience to the young children in the 1940s played an important role in giving wings to students' dreams. This is documented in the epilogue where the writer traces and gives account of her peers, who have all followed their dreams which were given flight by their experiences at Tamoe Gakuen. This gives a sense of accomplishment and a belief that the struggle will definitely bear result, if schools keep trying and moving towards the goal of providing holistic educational experiences.

References:

- Hjelle, H.A., & Ziegler, D. (1992). *Personality Theories* (3rd ed.). New York: McGraw Hill Education.
- N.C.E.R.T. (2006). *Position Paper 2.1 National Focus Group on Aims of Education*. New Delhi: National Council of Educational Research and Training.

Contributed by

Ms. Manisha Subba

Assistant Professor

Department of Elementary Education

Alumnae Connect



ALUMNAE MEET

On 15th November 2016, the department organized its First Alumnae Meet at Mata Sahib Kaur



Auditorium. Out of 300 graduates, around 130 alumnae registered themselves online and as many as 80 alumnae could come for the meet. The function started with a Welcome Note and Felicitation of the Chief Guests of the event i.e., Dr. Satnam Kaur, Former Principal of the college, Dr. Kawarjit Kaur, Principal of the college and Mr. Maan Singh, Administrative Officer of the college. Dr. Satnam Kaur addressed the gathering and felt nostalgic recalling the journey and struggles in the starting of B.El.Ed. Department in the college.

The event proceeded with a beautiful video presentation which gave a glimpse of all the aspects of students' life in B.El.Ed. Department made by Ms. Shiwani Maan and by the contribution of other students of B.El.Ed. IV year. After the screening, Ms. Nidhi Kunwar, the TIC of B.El.Ed. Department addressed the gathering and informed everyone regarding the need and responsibilities of the Alumnae Association. Then the nominees for the posts of President and Secretary were welcomed on the stage and they briefly stated their manifesto, which was followed by voting by all the alumnae.

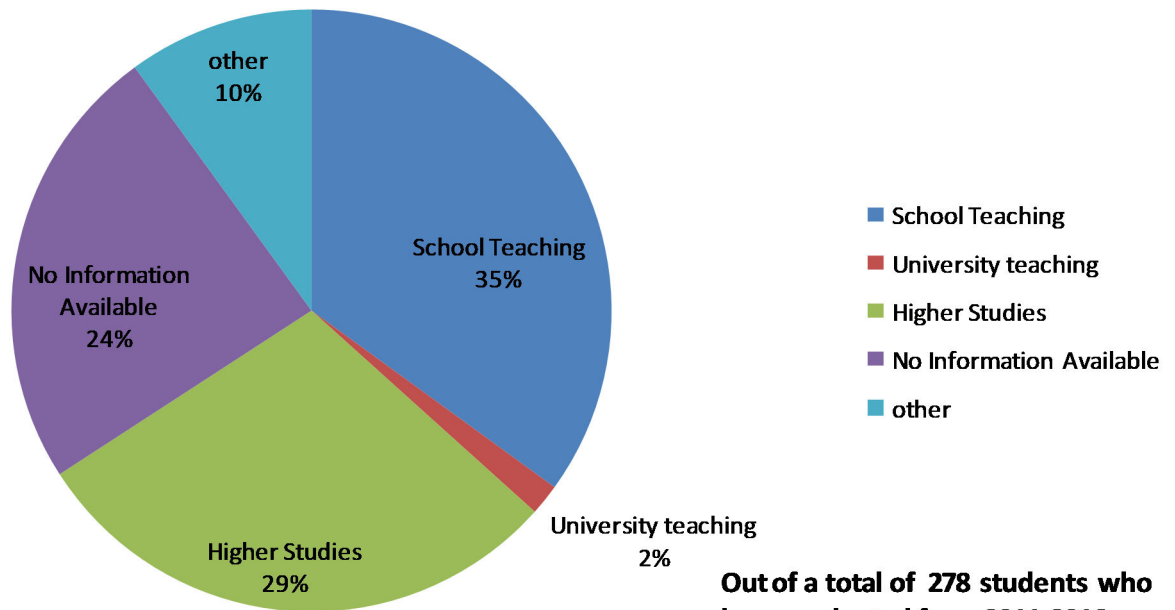
The event proceeded with the exuberant dance performance by Ms. Vaishali Arora, alumna of 2013 batch. Then a melodious song was sung by Ms. Kajal of B.El.Ed. I year, leaving the crowd completely enthralled. After the performances, the stage was left open for the alumnae to share their memories and experiences of their days at college. They reflected upon the learning and their struggles during the period of 4 years in the department. Due to time constraint, the alumnae were asked to fill a form in order to get a substantial feedback from everyone regarding various aspects of the department as well as the college. They were asked to mention their expectations from the Alumnae Association and suggest how they can contribute to the development of the college and vice versa.

After a heartwarming session of exchanging fond remembrances and submission of feedback forms, the result of the election was announced. It was another highlight of the day. With a great majority, Ms. Priya Garg and Ms. Shabih Riaz were elected for the post of President and Secretary respectively, of the B.El.Ed. Alumnae Association. Ms. Nidhi Kunwar informed, that in addition to Ms. Priya Garg and Ms. Shabih Riaz, there would be 2 faculty representatives who would be members of the Alumnae Association. Ms. Ruchi Garg and Ms. Taruna Jain, both alumnae of the department and currently working as faculty member, were welcomed as the representatives to be a part of the B.El.Ed. Alumnae Association.



Alumnae in different fields

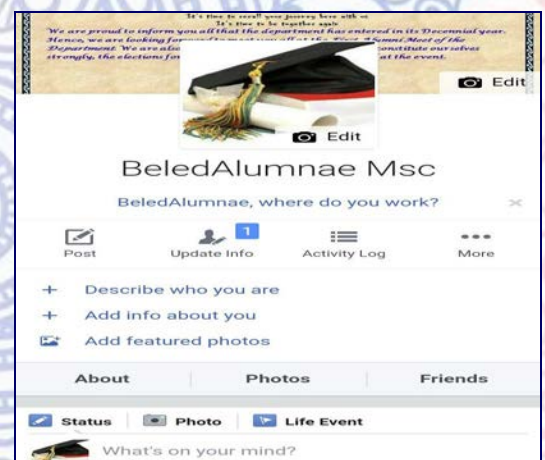
Present Working Status of Our Alumnae



Out of a total of 278 students who have graduated from 2011-2016.

Alumnae Connect

To further nurture the bond with its alumnae, B.El.Ed. Department operates a Facebook page and the newly constituted Alumnae Council actively works for the same. This year, the department has also attempted yet another initiative to strengthen its bond by inviting alumnae as resource person for talks and workshops. Not just does this provides an exposure to the alumnae but it is an attempt to harness their experience and expertise in specific components. These could be utilised as a resource in widening the exposure and understanding of the present B.El.Ed. students.



https://www.facebook.com/profile.php?id=100008563903325&ref=br_s

Alumnae Interaction Series

This year the department initiated **Alumnae Interaction Series** in which selected alumnae (working in eminent institutions or pursuing higher studies) were invited as resource persons. They held sessions on various themes with present batches of B.El.Ed. students. This series is an attempt to harness experience and expertise of alumnae in their respective fields, as a resource in widening the exposure and understanding of students. Here is the list of sessions that were held:

Work and Career Opportunities-

On February 22, 2017 Department of Elementary Education invited **Ms. Shabih Riaz** for an interactive and guidance session. She is currently Secretary, B.El.Ed. Alumnae Association and is teaching in a Delhi school since last four years. She interacted with the current IV year students and guided them to an array of fields that they can opt for after their graduation. She shared with them her understanding of the nature of selection procedures as well as the expectations of institutions from her teaching experiences as well as being associated with an NGO that works with children from the marginalized section of society.



Ms. Priya Garg during the interactive session on "Exploring Stories and Story Boards".

Exploring Stories and Stories Boards-

On March 04, 2017 Department of Elementary Education invited **Ms. Priya Garg** for an interactive session. The speaker is currently the President, B.El.Ed. Alumnae Association and has worked as a Curriculum Developer and Hindi subject expert at various institutions. She interacted with B.El.Ed. II year students and guided them upon the use of story boards. She shared with them her understanding of the importance of story boards in language teaching. It was a good exposure for the students because they are currently working upon developing story boards in their practicum, 'Story Telling and Children's Literature'. She even guided them on reconstructing suitable stories.

Right to Education: A Critical Inquiry-

A talk titled, 'Right to Education: A Critical Inquiry' was organized on March 20, 2017 by Department of Elementary Education for its I and III year students. The resource person for the session was **Ms. Vandana Tiwari**. She is currently pursuing her M. Phil from NUEPA and had graduated from Mata Sundri College in the year 2013. The session began with a conceptual note on the historical journey of implementation of the Right to Education Act, 2009 which was followed by a discussion upon the postulates of the Act and its critical analysis. She encouraged the students to share their outlook and understanding of the same.



Ms. Vandana Tiwari with III year students.

क्या क्या कहती हैं कहानियां- एक आलोचनात्मक संदर्भ-

On March 10, 2017 Department of Elementary Education invited **Ms. Rajni** for the talk. The speaker is a Doctoral Research Scholar at Central Institute of Education, University of Delhi. She interacted with B.El.Ed. II year students and discussed various aspects related to literature. She began the session by narrating a story which left the audience spell bound and completely mesmerized. After the narration, she discussed with the students their understanding of the skills of story-narration, the various aspects that connect the audience to a literary piece and moderated the whole session through her expert opinion.



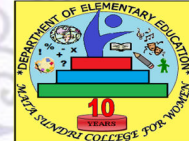
Talk “क्या क्या कहती हैं कहानियां - एक आलोचनात्मक संदर्भ” by Ms. Rajni.



B.El.Ed. III year students observing the classroom of our alumna, who is teaching at ARK SDMC School, during their visit to the institution.



Two of our alumnae who are working with Ahwan Trust addressing our students during the placement drive.



Scoring High

OUR TOPPERS

POSITION	I YEAR	II YEAR	III YEAR	IV YEAR
FIRST	Ridhi	Neha Jain	Isha Attri	Prachi Malik
	Mehendiratta 76.36%	76.91%	78.36%	77.55%
SECOND	Diksha Bhatia 75.45%	Rinki Devi and Veena 76%	Anjali Tripathi and Divya Sehgal 75.27%	Yashika Goyal 76.91%
	THIRD	Cheshta Arora 75.09%	Shilpi Rani and Priya Yadav 74.91%	Ayushi Jain 73.64%

Our Student Council

Elections for the Student Council was held on September 12, 2016. Following are the elected members of the Student Council '2016-2017'

POST	NAME	YEAR
PRESIDENT	Aishwarya Butola	III Year
TREASURER	Parul Julka	III Year
VICE-PRESIDENT	Yogita Gola	II YEAR
SECRETARY	Taranpreet Kaur	I Year
CLASS-REPRESENTATIVE	Divyam Goel	IV Year
CLASS-REPRESENTATIVE	Raymon Hooda	III Year
CLASS-REPRESENTATIVE	Vidhya Jyotsna	II Year
CLASS-REPRESENTATIVE	Aditi Dhankar	I Year

SCHOOL COLLABORATION PROJECT - SAHYOG



Ms. Nidhi Kunwar addressing teachers about reading in early grades.

School Collaboration Project is a collaboration programme of the Departments of Elementary Education and Education, Mata Sundri College for Women with two neighbouring schools. It is an attempt by the departments to harness an academic bond with the neighbouring aided schools, **Sri Guru Harkrishan Khalsa Girls Senior Secondary School** and **Kamlesh Balika Vidyalaya**. An activity was organized every month in both the schools which were facilitated both by the students and faculty from the two departments.

This year as well, the departments have carried forward its collaboration with these neighbouring schools and decided to term this School Collaboration Project as **Sahyog: Stepping Together Ahead**.

Students who are currently doing Bachelors in Elementary Education and B.A. in Education facilitated sessions like Craft Activity: Recycling the waste, Poster Making, Discussion for gender sensitisation, story telling, etc. with students at both the schools. Attempts were made to have discussions with the teachers regarding teaching methodology and pedagogic reforms.

The Department also donated **Story Boards** made by B.El.Ed. II year students as a part of their Story Telling and Children's Literature practicum. It is a proud moment to see the school utilising these boards and students reading the stories. The departments values this collaboration with the schools as it helps to connect with the community.



Students showing the posters that they made in one of the sessions.



Story Telling Session.

Collaborating with Early Literacy Program, NCERT

The Early Literacy Programme (ELP) team of Department of Elementary Education, NCERT visited the classrooms of our B.El.Ed interns at Navyug School, Sarojini Nagar on 23rd and 24th January 2017.

They recorded different classes of our interns based on picture reading, narrative pantomime, print rich environment, writing activities in classroom and literacy practices in early grades. The recorded videos of interns would be used as a learning resource for early grade teachers across the country.



Team members of Early Literacy Programme while recording the classroom session of B.El.Ed. interns.



Bidding Adieu

अलविदा

अंत नहीं दोस्तों, यह तो शुरूआत है।
हौसलों का बुलंदियों को छूने का पहला आगाज है।
न जाने इस मंजर में दोबारा फिर कब मिलेंगे।
याद आएंगी ये यादें, प्यार, नोक-झोंक की मुलाकातें।

कभी लड़े, कभी बिछड़े, कभी रोये, कभी हँस-कर गले लगे।
यारों इन्हीं बातों से तो हम एक-दूसरे के खास बनें।
एक-दूसरे की प्रेरणा बन, एक साथ आगे कदम बढ़ाया।
चार साल का ये सफर हम ही ने यादगार बनाया।

एक-दूसरे से सीखा, एक-दूसरे को सिखाया।
कभी एक-दूसरे को किसी से कम नहीं पाया।
बी.एल. एड के इस अनोखे सफर को और अनोखा बनाया।
2013 से 2017 बी. एल. एड. माता सुन्दरी कॉलेज के इतिहास में रोशन कराया।

डॉट अपने टीचर की भी याद आयेगी।
फिर दोबारा सुनने समझाने का मौका नहीं लायेगी।
काश ये दौर यूँ कभी खत्म नहीं होता।
छोड़कर जाने पर फिर ये दिल यूँ नहीं रोता।

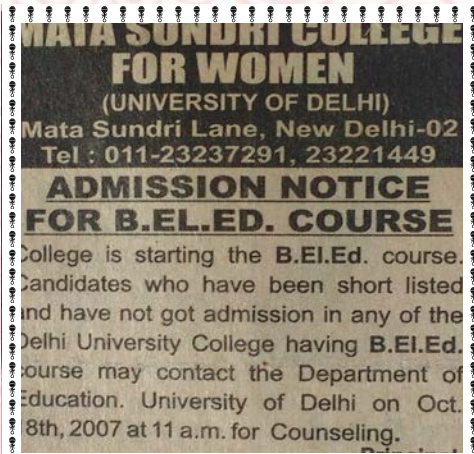
मौके तो आयेंगे दौबारा बहुत बार।
पर ये चार साल याद रहेंगे सालों-साल।
दोस्तों ये नहीं हैं आखिरी अलविदा।
बस यहाँ से उड़ चले हैं हम बनके परिंदा।

छोटी सी है ये दुनिया फिर मिलेंगे करते हैं ये वादा।
पर अभी के लिए दोस्तों हम कहते हैं अलविदा।

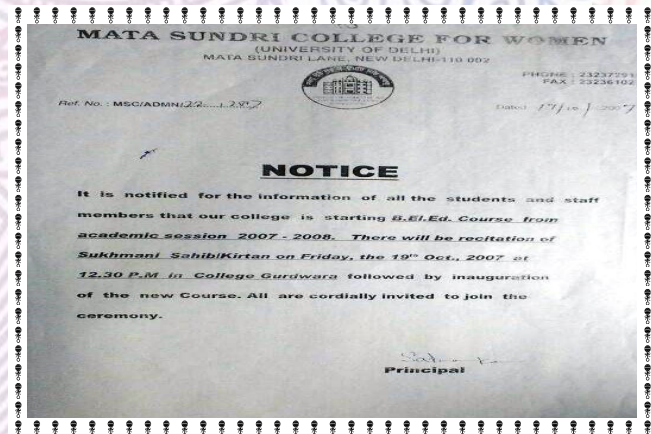


B.El.Ed. IV year students.

Glimpse of Our Journey



Advertisement for the admission of I Batch.



The First Notice. (17-10-2007)



Former Principal Dr. Satnam Kaur addressing students



Officiating Principal Dr. Kawarjit Kaur addressing the gathering.



Our I Batch at its First Heritage Walk. (2007-2011)



Students of our II Batch at their farewell. (2008-2012)



Students of our III Batch at SIDH, Mussoorie. (2009– 2013)



Together We Learn: Students of our IV Batch during a presentation. (2010-2014)



Students of our V Batch learning the art of movie making. (2011-2015)



Nukad Naatak: Students of our VI Batch. (2012-2016)



Together and United: Students of our VII Batch. (2013– 2017)



Our students spreading awareness about GM Crops: VIII Batch.



Paper Recycling workshop at National Bal Bhawan : IX Batch



Visit to National School of Drama: X Batch.



At the Farewell ceremony. (March 2011)



At Tehri, Garhwal. (January 2011)



Faculty members.
(23-05-2013)



Heritage walk to Yamuna Ghats and Biodiversity Park. (02-03-2013)



During the Freshers' Ceremony. (August 2010)



Heritage Walk "AFSANA-E-ASHOKA." (05-03-2011)



Students presenting a play.
(21-03-2013)



Movie Screening at Mata Gujri Hall.



Students performing at the Freshers' Ceremony. (August 2011)



Faculty members at Mata Sahib Kaur Auditorium. (08-03-2016)



We are a unit. (23-05-2013)



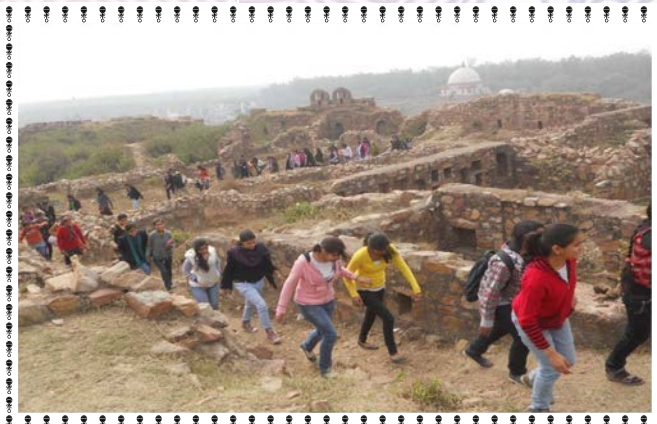
We explore and experiment.



Our student volunteers.



At Tehri, Garhwal. (January 2011)



Visit to Tughlaqabad Fort. (04-02-2012)



Visit to Asola Wildlife Sanctuary. (04-02-2012)





SIDH, Mussoorie. (20-11- 2011 to 25-11-2011)



Tehri, Garhwal. (January 2011)



Heritage Walk "RIDGE EXPLORATION." (11-02-2010)



Mr. K.S. Maan, Administrative Officer



**SIDH, Mussoorie.
(20-11- 2011 to 25-11-2011)**



School Internship. (January 2016)



Together we explore the new: Our First Batch at Tehri, Garhwal, (January 2011)



Special Lecture on "Assessment in Elementary Classrooms" by Prof. Anita Rampal, Former Dean, C.I.E. (11-11-2010)



Students interacting with Mr. Shaji, Director of JodoGyan and exhibiting the material they developed. (January 2011)



Visit to Lodhi Garden. (19-04-2016)



Students with Activist Ms. Kamla Bhasin.



Workshop on ‘Mathematics Assessment in Primary Classrooms’ by Dr. Haneet Gandhi, C.I.E. (06-11-2015)



Exhibition of the material developed by students. (March 2014)



Annual Day Prize Distribution Ceremony. (April 2011)



Orientation Program. (July 2010)



Together we create. (21-03-2013)



Nukkad Naatak. (11-11-2010)



SIDH, Mussoorie. (20-11- 2011 to 25-11-2011)



**Visit to Digantar, Jaipur.
(25-11-2012 to 01-12-2012)**



Visit to the community.



Sahyog: Stepping Ahead Together, School Collaboration Program. (2016)



Sahyog : Stepping Together Ahead, School Collaboration Program. (13-02-2017)



Special lecture by Prof. Farah Farooqi, Jamia Millia Islamia. (21-03-2017)

Is-



Ms. Deepa Agarwal, conducted an interactive workshop on 'Story telling'. (21-03-2013)



Mr. Shaji, Director, of Jodo Gyan conducted workshop on 'Innovative Teaching Of Mathematics'. (16-01-2014)



UGC sponsored National Seminar on 'Empowering Teachers' graced by the presence of revered educationists like Prof. Anjum Sibia (NCERT), Prof. Anita Rampal (CIE, DU), Dr. Shobha Sinha (CIE, DU). (22.05.13 – 23.05.2013)



Alumnae Meet. (08-03-2016)



Alumnae Meet of the department. (15-11-2016)



B.El.Ed. Faculty



Dr. Radhika Menon



Ms. Ravneet Kaur



Ms. Neerja Singh



Dr. Aarti Mathur



Ms. Nidhi Kunwar



Ms. Divya Sharma



Ms. Neelam Dalal



Dr. Jasmeet Kaur



Ms. Anshika Srivastava



Dr. Aradhana Mani



Ms. Ruchi Garg



Ms. Manisha Subba



Ms. Shubhneet Kaur

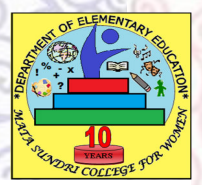


Ms. Neha Sharma



Ms. Taruna Jain

Our Faculty



Speaking Memories

माता सुंदरी में इस कोर्स को करने की मेरी शैक्षिक यात्रा कई मायनों में जीवन पर्यंत अनुभव की तरह थी। इस दौरान स्कूल और परिवार की सिमटी हुई दुनिया से निकल कर विश्व से जुड़ने में बी.एल.एड. कोर्स ने मेरी मदद की। यहाँ मैंने जाना कि किताबें केवल परीक्षा पास करने के लिए ही नहीं होती अपितु दुनिया से जुड़ने व स्वयं को समझने के लिए भी होती हैं। बाहरी दुनिया में अपने अस्तित्व और आवाज़ के महत्व को समझने में निर्णय लेने की स्वयं की चेतना को पहचानने व समझने में इस कोर्स ने मुझे मानसिक व बौद्धिक रूप से तैयार किया। इस कोर्स में प्रवेश के समय मैं संकोची और दबू लड़की थी। इस कोर्स में आने के बाद से अब तक मैं एक ऐसी व्यक्ति के रूप में विकसित हुई हूँ जिसने स्वयं की पहचान पाने के साथ साथ अपने विचारों को गढ़ना सीखा और उन्हें आवाज़ देना सीखा है ।

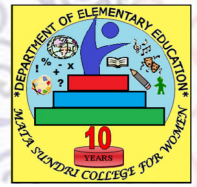
Rajni, Alumna 2007-2011 Batch

B.El.Ed. has crafted the 'teacher' in me, so that I become the one who is fondly missed by the students. It taught me to be authentic towards my students, which necessarily implies 'doing' before preaching. It implanted the thought that had profound impact upon me, "If a child fails, it is the teacher who fails alongside." Because, not all children learn on the same day nor do they learn the same way. B.El.Ed., most importantly reminded me to step into the child's shoes every time I judge him/her and to be sensitive. No wonder then, I treat my students the way I would want myself to be treated; as a budding mind, with utmost care and respect.

Bharti Pandey, Alumna 2011-2015 Batch

स्कूल में जाने का दौर, लाया ज़िन्दगी में एक नया मोड़।
गुत्थी जो एक उलझी हुई थी, खुशियां जो रूठी हुई थी।
अपने आप से ही हुई लड़ाई में,
कुछ हार गई।
कुछ पा गई।
पर यादों की अमानत कुछ ऐसी खास मिल गई।
शायद ज़िन्दगी से लड़ने की, एक ताकत ही पा गई।

Sonika, 2013-17 Batch



Speaking Memories

बी. एल. एड. विभाग को 2007 में डा. सतनाम कौर (प्रिंसिपल) और डा. युक्ति (विभाग अध्यक्ष) के द्वारा शुरु किया गया । मेरा इस विभाग के साथ बहुत मीठा अनुभव रहा । बच्चे सारा दिन अपने प्रोजेक्ट्स और स्कूल विजिट में ही व्यस्त रहते थे । लाईब्रेरी में आने का और किताब वापस करने का समय ही नहीं मिलता था । मेरे पास आते और कहते क्या करें? फिर मैं युक्ति मैडम के साथ मिलकर उनकी समस्या का समाधान निकालती थी । जैसे बच्चों को 1 पीरियड लाईब्रेरी का मिलना चाहिये ताकि ये बच्चें लाईब्रेरी में आके किताबें पढ सकें और सही समय पर किताब वापिस भी कर सकें । 2007 से आज तक जो भी टीचर्स आयें, उन्होनें हमें बहुत सहयोग दिया ।

Mrs. Iqbal Kaur, Professional Assistant

I have been a fortunate student of Mata Sundri College for Women and studied B.El.Ed. course. This course has been one of the biggest value add of my life. During this life changing experience, I also had an opportunity to act as the President in the Student Council. Though it came in as surprise but turned out to be a lifetime memory; a year of immense learning, a chance to exercise creative leadership, strategic team work and to experience excellent support of my teachers. All these experiences have stayed with me throughout, helping in personal and professional life. I am really thankful to my teachers and this institution for all the opportunities and support. I built camaraderie with lots of people which still remains with me. It has truly been a life changing experience.

Meenakshi Sharma, Alumna 2007-2011 Batch



For any suggestions or queries, please contact the Department.

An Initiative by:

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