

AALOKH

A REFLECTION OF OUR THOUGHTS



**MATA SUNDRI COLLEGE FOR WOMEN
(UNIVERSITY OF DELHI)
DEPARTMENT OF ELEMENTARY EDUCATION
2015-2016**

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AALEKH

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Second issue of
E-Newsletter,

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Delhi

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From the Principal's Desk . . .

Congratulations to the Department of Elementary Education for bringing out the second edition of their e-newsletter. *Aalekh* again fulfills its promise of providing a space for reflections and experience sharing by the faculty and students. It emerges as a medium for the Department to not only highlight the activities undertaken and the related experiences, but also pen views on different topics through poems and write-ups. It reflects its

potentiality to become a space for insights and dialogue.

My best wishes to the Department for the present edition and the efforts towards the future issues as well.

Dr. Kawarjit Kaur
(Officiating Principal)



Teacher-in-Charge Speaks . . .

It is again a pleasure to bring forth the second edition of *Aalekh*. The newsletter comes up as a creative reflection of the experiences and thoughts of the students and the faculty about the issues close to them. It also showcases the academic and co-curricular activities organised by the Department and experiences shared by the students around the same.

I once again hope that the newsletter is a successful endeavour in generating a dialogue and reflection among the readers. My best wishes to the students and the faculty for this issue of *Aalekh*.

Dr. Aarti Mathur
Teacher-in-Charge



Workshop on Storytelling by Padma Shri Manorama Jafa

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IV Year

Editorial Note

The second issue of *Aalekh* is a call to take a breath and recall what is it that we have been doing in the academic session 2015-16.

The department continued providing students with meaningful engagement in activities that stimulate careful consideration and critical reflection. The visits to the museums, storytelling workshops, heritage walks, visits to innovative schools are a few to name from the exhaustive list of activities that this newsletter gives a glimpse of.

Apart from these activities which form a part of the academic calendar of the department each year, we also initiated new innings in the form of collaborating with a primary school. This issue chronicles the efforts undertaken as a part of this novel initiative.

Last but not the least, the creative writings of the faculty members and the students infuse life into the pages of *Aalekh*.

The editorial team thanks all those who have contributed to this issue and have provided their support at various stages of its coming into being.

Ms. Anshika Shrivastava

Dr. Jasmeet Kaur

Ms. Shubhneet Kaur



LET'S GET TALKING :
B.Ed Students and teachers
in an interactive session

Glimpses of the Activities Undertaken by the Department



First Year Students at Slum Visit

Multifarious activities are organised for students throughout the year. Following is the list :

I year

Workshop on ' Cyber Theft' by Mr.Rakshit Tandon, Cyber Security Expert Consultant, Internet and Mobile Association of India.

Workshop, attended by 3 students on 'Promoting Non-Discrimination, Equity and Inclusion in the Classroom' organised by RRCEE, in collaboration with Centre for Social Equity and Inclusion.

Cultural Walk organised by Mr. Lokesh Jain, theatre resource person at Kamla Devi Museum, Lalit Kala Academy and National School of Drama.

Visit to National Craft Museum organised by Ms. Sarika Varma, craft resource person.

Visit to see play performances namely *Akkarmashi* and *The Last Letter* by Studio Safdar, Shadipur, New Delhi.

Visit to Mini Paper Recycling Unit, National Bal Bhavan. Heritage Walk to Lodhi Gar-

dens and Safdarjung Tomb organised with the organisation Delhi by Foot.

II year

Workshop on ' Cyber Theft' by Mr.Rakshit Tandon, Cyber Security Expert Consultant, Internet and Mobile Association of India.

Visit to Book Fair.

Storytelling workshop by Ms.Manorama Jafa, Author.

Storytelling workshop by Ms. Indira Mukherjee, Writer and Story teller.

Visit to see play performances namely *Akkarmashi* and *The Last Letter* by Studio Safdar, Shadipur, New Delhi.

III Year

Talk on 'Mathematics Assessment in primary classrooms' by Dr.Haneet Gandhi, CIE (DU).

Workshop on 'Innovative Teaching of Mathematics' by Ms. Komal from JodoGyan.

Field Visit to 'Aravalli Biodiversity Park' and oriented by scientists from Biodiversity Park.

Talk on 'Gender And Sexuality: Emerging Issues In Education' by Various Panelists. (from DU, JMI, AUD and feminist activists) at Lady Shri Ram College for Women

Nukkad Natak- Performed on

'Gender Discrimination' directed by Ms. Jaya Iyer at One Billion Rising theatre event

Film making sessions by Mr.Paramjeet Barnad.

Visit to National Museum of Natural History.

Visit to see play performance *Akkarmashi* by Studio Safdar, Shadipur, New Delhi.

Workshop on how to handle emergencies in classroom/school by Mr. Walia, Assistant Commissioner, St. John's Ambulance, Red Cross.

IV Year

Talk ' Teaching the Cold War' – Memory Practices in the Classroom by Dr. Barbara Christophe, organised by RRCEE, DU

Workshop on ' Cyber Theft' by Mr.Rakshit Tandon, Cyber Security Expert Consultant, Internet and Mobile Association of India.

Talk 'The Unfolding of Patriarchy in Current Times', Classroom by Ms Kamla Bhasin, organised by RRCEE, Central Institute of Education, DU.

Visit to National Gandhi Museum.

Workshop on 'How to handle emergencies in classroom/school' by Mr. Walia, Assistant Commissioner, St. John's Ambulance, Red Cross.

The Digantar Trip: A Report



Faculty and students at
one of the Digantar
Schools

The department of Elementary Education organised a visit to Digantar, Jaipur for B.El.Ed third year students as a part of their compulsory practicum. The visiting group comprised of 47 students and 4 faculty members from the department. Digantar Vidyalaya is an organisation which is working towards development of alternative and innovative educational programs for children in rural areas of Jaipur. On the 5th of October the group left for Jaipur by Ajmer Shatabdi. The students along with the four faculty members were received by a representative from the organization who were then taken to the Digantar campus. Arrangement for stay was made in well furnished dormitories with provision for all basic amenities. After the lunch, an orientation session was conducted by the resource persons. They were told about the historical background, philosophy and the vision of the organization, the ups and downs witnessed by the organization and the efforts it was making to maintain its existence.

On the 6th and 7th of October the students visited the two Digantar schools one in Bhavgarh and other in Kho Rebarian. Each group was accompanied by two teacher coordinators. They made full day school observations. They also observed the assembly sessions which were held in separate classrooms. After the observations they interacted with the teachers of the school and shared the observations which they made. The teachers of the school shared the challenges which they and the authorities faced in running the school. Pedagogical practices adopted by the teachers, the present education system, teacher-student relationship, community partnership, admission and assessment procedures were some of the topics of discussion. On both the days after the school visit, the groups came back to Digantar Campus by 5:00pm. In the post dinner reflective sessions

the students got to know about the experiences their classmates had and discussed issues related to pedagogy and classroom management.

An excursion to some famous sites in Jaipur such as the Jaigarh Fort, Jal Mahal was organised for the students on the third day of the visit to know about the rich historical and cultural heritage of the city.



Third Year
Students Inter-
acting with
Digantar
School Stu-
dents

After the city visit the students were oriented for the next day's activities and also discussed the questionnaires they had prepared for the family members of the students studying in digantar schools for the community.

On the fourth day the group participated in the cleanliness session along with the students of the school which included sweeping of the campus, discarding of waste, watering of plants and garbage disposal. The group interacted with village people who send their children to Digantar schools. Through this interaction, students got to know about the community partnership programmes, selection and inclusion of community members for the school management committee, their extent of participation, parent teacher meetings etc.



Students Participating in the cleaning of school campus

The family members of the wards also shared the reasons of sending their children to Digantar schools and also how Digantar was different from other schools in the city. After the visit the students met for a final interactive session with the resource persons at the Digantar campus in which they made presentations about their learnings during the visit. The



Sightseeing: students also expressed their gratitude to the Digantar staff through thank you cards. Through this session the students were able to know about the planning and evaluation procedures, conflict resolution strategies adopted by teachers in the classroom and the efforts being made by the organisations to meet the current challenges. The students and the faculty members also purchased the available reading material from the publication division of Digantar. The group reached Delhi around 11:30 am on 10th October by DEE double decker safely.

Faculty and students at Jal Mahal

The visit proved to be a great learning experience. It not only provided an exposure to the existing conditions and the challenges being faced by the educational organisations functioning in rural areas in the outskirts of the city but also presented live examples how the challenges proving as obstacles in smooth functioning of these schools can be overcome judiciously

-Dr. Aaradhana Mani, Ms. Neelam Dalal, Ms. Ruchi Garg, Ms. Shubhneet Kaur

एक स्त्री का प्रश्न ,दूसरी स्त्री से



First year students Visit
Lodhi Gardens
for Heritage Walk.

एक स्त्री पूछती है
दूसरी स्त्री से,
किसने बनाई इतनी
परम्पराएँ इस जीवन
मे ?
क्यों एक स्त्री है घुट -
घुट कर जीती ,
सारे दुख- दर्द खुद है
पीती?
क्यों इतनी बंदिशों से
जकड़ी हूँ मैं,
क्यों इस तरह पली
बड़ी हूँ मैं?
हमेशा स्त्री ही दे क्यों
बलिदान ,
क्या सिर्फ माँ की है

एक संतान?
चलो मिलकर उठाए
आवाज़ ,
करे एक नई सुबह का
आगाज़।
इंसान बना रहा यह
कैसा समाज,
जहाँ एक स्त्री ही दूसरी
स्त्री को है बोलती
उसको उसके वजूद के
लिए कोसती?
इंसान खोल ले अपनी
आँखे ,
एक औरत के सफर मे
ही क्यों इतने काँटे?
जकड़े हुए है हम

बेडियों से ,
अपनी पहचान बता कर
जायेंगे इस संसार से।
सारे छीन लिए हम से
अधिकार ,
अब एक औरत ही देगी
अपने जीवन को
आकार।
-Ridhi Mehndiratta,
I year.



First year students at
Slum Visit

हे मानव तुझे क्या हो गया,

हे मानव तुझे क्या हो
गया,
क्यों जाति और धर्म
इंसानियत से बड़ा हो
गया?
आज का भारत क्यों
टुकड़ों में बट गया,
बस जाति और धर्म का
हर जगह डेरा जम
गया।
क्यों इंसान, इंसान को
ही मार रहा,

क्यों हर जगह विनाश
का मंजर छा रहा?
मेरा धर्म , मेरी जाति
बस यही पहचान बन
गई,
बस इंसान की हस्ती
धर्म-जाति में ही बस
गई।
धर्म काफी नहीं था जो
उसके भी टुकड़े कर
जाति में बदल दिया
गया,
इंसानो को भी श्रेणियों

में बाँट दिया गया।
आज इंसान से बड़ा
उसका धर्म हो गया,
खुद को सर्वश्रेष्ठ
बताना और दूसरे को
नीचा दिखाना ही
उसका कर्म हो गया।
हे मानव तुझे क्या हो
गया,
क्यों जाति और धर्म
इंसानियत से बड़ा हो
गया?

-Anju Kumari
I Year

आखिर एक इंसान हो...

हम चाहे जितनी गलतियाँ कर लें
हम हम हैं,
जो हमेशा सही हैं।
दूसरा एक गलती कर दे तो,
क्षमा करना हमारे बस में नहीं है।

खुद से गलती हो जाए तो कहे,
इंसान से ही गलती होती है।
और दूसरा गलती कर दे तो कहे,
तू इंसान नहीं।

यह तो अपनी सोच की बात है,
कौन बुरा कौन भला है?
जन्म में तो सब एक -से थे,

दिल तो सभी के पास है।
सच तो यह है कोई इंसान बुरा नहीं है,
परिस्थितियाँ उसे वह बना देती हैं जो वह है।
परंतु एक मौका सबका अधिकार है,
क्योंकि हर कोई इंसान है।

देखना तो यह है,
गलतियाँ गुनाहों का रूप न ले लें,
और इसका एक मात्र साधन प्यार है।
अपने दिलों में इतना प्यार ले कर चलो,
नफरत कभी कोई तुमसे कर न सके।

अपने चहरे पर वो मुस्कान ले कर चलो,
रोते हुए चहरे भी खिल उठें।
अपने अंदर इतनी अच्छाई ले कर चलो,
कोई बुराई तुम्हारे पास टिक न सके।

यह जीवन मिला है तुम्हें,
इसे जीओ जी भर के।
गलतियों से न डरो,
उन्हे बस गुनाह न बनने दो।

दूसरों को भी माफ करना सीखो,
आखिर इंसान ही है वो।
एक मौका सबका अधिकार है,
क्योंकि हर कोई इंसान है।

-Vidhya Jyotsna

I Year



First year students at

Bal Bhawan



Second Year students
participate in the
College Sports Day

An August evening it
was,
Blue skies hid behind
the clouds.
Dark clouds!
Each with it's unique
shade of grey,
As if had a tearjerker
to say;
As if were about to
cry,
with another blink of
an eye.
Soon a drop fell on
my cheek.
Cold and numb!
That I wiped away
with my thumb.
Then another on my
hand,

CLOUDS AND ME

First the left then the
right.
Hundreds and thou-
sands of them!
In one pattern and
rhythm.
Came accelerated
from the sky
Towards the ground!
As if there some sol-
ace they found.
One in hundreds land-
ed on my lip.
And within no time,
in my mouth it did
slip.
Clouds and I
had a tallying story to
say.
But the tiff laid in our

tears
for their weren't salty
as mine,
when I used to whine.
Within no time I was
wet in their cry
And my tears, to hide,
they did try.
It seemed as if two
less fortunate
braced one and other.
Since then clouds and
I
had been the best of
the friends.

-Deekshi Parashar
II year

मैं नारी हूँ



Second Year students
attending a story telling
workshop by
Indira Mukherjee

मैं नारी हूँ
क्यों मैं बेचारी हूँ
एक ओर मैं पूज्य
कुमारी हूँ
फिर क्यों मैं ताड़न की
अधिकारी हूँ
ये कैसा विरोधाभास है
ये नैतिकता का
उपहास है
सतयुग में सीता पर
लांछन
द्वापर में द्रौपदी का
आंचल
कलयुग की मारी

जाने कितनी "निर्भया"
राम राम करती दुनिया
में
ये कैसा कोहराम है
मेरा दोष नहीं लांछन
में
फिर क्यों दागे मुझपे
तीर?
कैसे महापुरुष ये कैसे
वीर
युगों युगों की क्यों ये
नियति?
मैं ये पूछने की
अधिकारी हूँ

ENOUGH OF YOU

It's high time today, and I can say,
My life is mine, let me live it my way.
Should you know if yourself you see
Your maniac orders have become a burden for me.

I'm tired of things that make you smile,
Tired of giving you happiness by killing mine.
For the past years, have looked the world through your
eyes,
But I surely have my vision this time.

I do want your dreams to come true
But not if they turn my life pale and blue,
If you want to help, just leave and let me live
I will blame myself if I don't succeed.

-Ritika Madan
III Year



Meri Awaz a play on women empowerment performed by third year students at the college alumni meet .



Journey to Digantar

Digantar is one of the well known non- profit educational institutions of India working with a vision of creating pluralistic democratic society that safeguards justice, equality , freedom and dignity of all. We B.El.Ed 3rd year students visited innovative school Digantar from 5 to 10 October 2015.



*Students interacting
with school kids at
Digantar School*

There were very good arrangements for our staying in their campus building. All basic facilities like canteen , drinking , washroom , playing games were there. We spent our 2 days observing the Digantar schools where we learnt about the ways of teaching – learning adopted there, the space given to the child - centered approach, how teachers planned the activities for each student individually and how various class management and behavioural issues were solved where the students were equal participants in the classroom discourse.

We also learnt about the role of teacher as facilitator who understands the need of students. Also, earlier we had some inhibitions about the implementation of various aspects about ‘how teaching should be’ as we have been exposed to in the course. This was probably because we tended to think more of the hindrances in this process due to which the inhibitions emerged. But after this visit, we have got some idea about how the gap between some educational theories, practices which we read about and the actual classroom teaching-learning and context can be bridged. We also realised how mutual respect and understanding between the teacher and the students facilitates the learning –process and gives a strong foundation to the relationship between the two.

Along with the learning from the visit, we also got an opportunity to interact more closely as a group. During and post the visit the bond among students and between students and teachers has strengthened further. It was indeed a memorable and very enriching experience for all of us.



*Students at
Digantar
School*

Contributed by-
Rinky , Sonika , Riteeka Shokeen , Deepika Yadav ,
Taranjeet Kaur
III year

Voice Against Discrimination at OBR

One Billion Rising (OBR) is a global movement, founded by Eve Ensler. The Campaign was started on 14th February 2012. Every year, on this day, people around the world come together to express their outrage, and rise in the defiance of injustices women suffer, through dance, music, theatre and other creative mediums. They celebrate the fact that together, violence can be defeated. This year OBR in Delhi was celebrated in Central Park, Connaught Place, Delhi. We, the students of B.El.Ed Third year, got an opportunity to participate

in the rising and we chose theatre as our medium of expression. In the street play, we tried to portray the discrimination against different gender groups (Men, Women, LGBT) and problems faced by people in live-in relationships in our society and amplified our call for systematic changes towards ending the violence once and for all. Other than showing men discrimination, women discrimination, as is common for a number of plays on gender discrimination, we also tried to incorporate how the LGBT (Lesbian, Gay, Bisexual, Transgender) group is still

struggling to seek equality in our society and tried our level best to probe people to reflect upon this issue. Theatre, we realised is really a powerful medium to express our thoughts, opinions and raising awareness and we hope that we get more and more opportunities like this to participate in such events.

Contributed by-

Ritika Madan, Shruti,
Ayushi, Divya Sehgal
III Year

“Theatre, we realised is really a powerful medium to express our thoughts, opinions and raising awareness”



Third year students participating at the OBR Campaign at Central Park, CP.

Visit to National Gandhi Museum

The well known personality of India, Mahatma Gandhi, was a prominent Indian mass political leader who campaigned for Indian independence. If I talk from a child's or any adult's perspective then the first statement that comes to mind about Gandhiji would be, 'He is the Father of the Nation'. This line creates curiosity to know how he got that status and why he is being remembered as a great soul. In my opinion, National Gandhi Museum is the right place to visit and to know more about Gandhiji's life.

I visited this museum as part of my Pedagogy of Social Science (PSS) practicum, with my classmates and our teacher Manisha Ma'am. The museum consists of a brilliantly maintained white building with a big garden. A lot of thought and effort seems to have gone to design it. Inside the museum, Gandhiji's life is presented through different sources such as relics, photographs, audio visuals, literature, art works and a full scale replica of his hut of Sabarmati Ashram. They have maintained an excellent library on books by Gandhiji's and books on him. The museum is divided into several galleries like char-kha gallery, photo gallery, commemorative gallery, martyrdom gallery, art and ashram gallery and hridaya gallery. We visited all these galleries and it was a wonderful experience to know so much about Gandhiji's journey. The most fascinating artifacts according to me are the letters written by Gandhiji and the clothes he was wearing when he was shot. There is a rich collection of materials presented in that museum based on all the aspects of his life. In my opinion, it is an excellent center for knowing about Gandhian life and philosophy.

The term "field trip" is usually used when a person or group of people undertake tour of places where they expect change from normal daily life. When educational field trips are

undertaken by students of an educational institution the main aim is not only recreation and pleasure but also to gain additional knowledge through direct experiences. I felt the same after this and I want to share my experience. It is not just a trip, it is a lifelong experience for me to know about Gandhiji's life and also get an opportunity to plan, organize and understand what the necessary requirements that a teacher should keep in mind while organizing such trips. K. Sampath (2006) describes that during the field trips the pupil has concrete learning experiences in a real life situation which has been undertaken with a specific purpose. The above line is truly said as I experienced the same thing about this trip. As I have learnt during B.El.Ed. programme that before planning about something we have to set objectives beforehand. Similarly in our PSS classes we discussed the objectives before the visit along with the general guidelines for conducting field trips such as administrative plans, logistical plans, instruction plans during trip and reviews of students' entries in their field trips journals (Grant & VanSeldright, 2014). According to the authors, the experience can be enjoyable for teachers and as well as for students.



MY LEARNINGS

On the basis of my experience, educational field trip is a progressive method of learning through which the students go through the necessary learning experiences under the guidance of the facilitator/teacher. Over the years, many educators and philosophers such as Comenius (1592-1670), Rousseau (1782-1852), Pestalozzi (1746-1827), Herbart (1746-1841), Frobel (1782-1852), Spencer (1820-1903) and Dewey (1859-1952) have pointed out the need for reinforcing abstract learning with concrete experiences. According to me, field trip is a cooperative activity involving participation of both students and teacher, where both gain a lot. Field trip and museum visit is one of the many ways for providing such concrete experiences to the students, while teachers help clarify, establish, and co-relate theoretical concepts; and make learning more concrete, effective, vivid and meaningful for the students.

All the leanings that I have got about field trip will be an asset for me which I will surely try to implement in the future effectively.

“Be the change you want to see in the world”

- M.K. Gandhi.

***-Tanya Dhingra
Ivy ear***



***Fourth year students at
the Gandhi Museum..***

ROLL CAMERA ACTION !!!

In the theatre practicum we got an opportunity to learn about a new type of communication that is through films. During this practicum we had few sessions of film making with Mr. Paramjeet Bernard . It was really a new and an enriching experience for us. We got to learn about different types of shots ,angles and basic details of film making like how to take shots , how to merge different shots ,editing , voice over , story board etc.

Our class was distributed into small groups and we had made short films based on pedagogy of environmental studies project under ‘know my city’ theme, that included aspects like water conservation, waste management ,nutrition etc. Some films made by B.El.Ed students can be seen on you tube channel named as “paramjeetbernard”. These sessions helped us to explore our hidden talents and also learn the nuances of this art and also reflect on the pedagogical significance of the same.

As a teacher we can use such films and film making in our classrooms . While teaching, we can use film as a work of expressions in which we weave a story and connect it to the real life events with the students so that they can grasp the theme dealt in a contextual and interesting way. It provides a sensory experience to the child that can allows concepts and ideas to actually be related to and also become an experience in student’s life.

These, film making sessions have exposed us to another way of making teaching innovative and interesting for the learners and the teachers themselves .

“While teaching, we can use film as a work of expressions in which we weave a story and connect it to the real life events with the students so that they can grasp the theme dealt in a contextual and interesting way.”

-Anjali Tripathi
Isha Attri
III Year.



B.El.Ed students and faculty prepare

to leave for Nagar Kirtan on the occasion of Guru Nanak Jayanti



B.El.Ed faculty winning prizes at the College Sports Day

Linguistic Inclusion

Communication creates possibilities for change and development in human society and language is a fundamental instrument of communication. One of the design features of language is cultural transmission. Due to this pivotal role; language has complex implications for identity, integration, education and development. In this context, I would like to call attention to two events: First, International Mother Language Day (IMLD), proclaimed by UNESCO'S General Conference in 1999 and observed each year on February 21 to promote cultural diversity and multilingualism. The date represents the day in 1952 when students agitating for recognition of their language, Bangla, as one of the two national languages of the then East-Pakistan, were shot down by police in Dhaka.

Second, the People's Linguistic Survey of India (PLSI) 2013 which was undertaken by G. N. Devy and his team of dedicated linguists without any help from government. It was a herculean task of identifying, documenting living languages of India. Survey claims that presently in India people speak as many as 780 different languages. Our country, it is reported, has lost nearly 250 languages in last 50 years. Some of the linguistically rich states are- Assam with 55, Gujarat with 48, Maharashtra having 39, and west Bengal with 38 languages respectively. It also highlights the fact that the languages that have less than 10,000 speakers have never found place in earlier linguistic surveys.

What is the fallout of such non-recognition?

There are many. The most evident one is disregard to the linguistic rights of "others". These smaller speech communities become invisible citizens. Government has no obligation to include them in making any policy decisions. The language, the culture and local knowledge is lost forever to humankind. Often these languages are made out to be inferior languages. Only English and handful of other languages are said to be developed enough to be used for higher education and administration. Here we must understand that languages live and develop only through language use. If people cease to use a language, it dies. Every language has a capacity to manipulate its resources to deal with new ideas and thoughts. In other words each language is creative and productive.

Further, we cannot promote 'pushing out' and talk of cultivating understanding, fostering tolerance and inspiring solidarity. Question of access to education and issue of equality of opportunity are entailed in the problem of language planning and state must deliberate on it.

-Ms Neerja Yadav

"we must understand that languages live and develop only through language use. If people cease to use a language, it dies"

Understanding the Relation between Conflict and Education

“The important need of democratic teaching and learning is a must for the success of ‘inclusive education’, wherein the political and cultural differences of each individual needs to be acknowledged and taken into account.”

Conflict is a living reality in the present times. Various identities are asserted to mobilize conflict, ‘ethnicity’ being one of them (Bush 1997). It could be one of the markers for understanding conflict, to understand conflict-mobilized to generate further conflict. Ethnicity as an identity emerges when ‘groups claim affinities of language, race, religion or territorial homeland; and such groups may be designated as tribes, sects, nations, or just communal groups’ (Brown 1994, xix). This association is a medium through which they fulfill their economic and/or political interests; and is “perceived as fundamental to the survival of the core moral values and identity of oneself and one’s children” (xiii).

Ethnicity as an ideology could be employed as a response to the threat of the state’s unequal distribution of power relations in society. State nationalism equated with political nation and ethnic ideology equated with cultural nation (Meinecke & Kohn) employs the same cultural markers of language, race, religion or territorial homeland to develop consciousness in the people. The former depicts ‘the nation as an overarching ethnically neutral community of equal citizens irrespective of their differing backgrounds’. The latter is seen as ‘a distinct community of people with its own language, way of life, history and homeland’. The problem arises when all the communities forming the political nation are not given equal status and sharing of resources in the society, this would in turn lead to the fight of formation and strengthening of the consciousness and demand of a distinct cultural nation by each group (Brown 258-261). The ethnic group legitimizes its existence by tracing a historical affinity with a common history and a common descent group, with a distinct cultural attributes of their own in the form of customs, rituals, dressing, language, so on. The assimilation politics of the state would fuel separatist aspirations of various ethnic groups. Hence, the state’s structure and its strategies of dealing with ethnic pressures would in a way determine the character of ethnic politics.

For instance, the North Eastern India is plagued by ethnic rivalries mainly over territory. Land alienation has been the root of conflict in the region, which constitutes the main grievance for the people, as their economy is mainly agriculture based. This could explain the attachment of the people to their lands. ‘Systematic ethnic cleansing’ has taken place in Assam, Manipur, Nagaland and Tripura over the issue of land loss to both tribal and non-tribal populations (Bhaumik, 2009, 62-63). This had been and continues to remain a sensitive issue of contestation. Also, the notion of a territorial homeland based on a shared ethnic identity is strong, with the demand of a separate Naga state (the demand for a sovereign, independ-

independent country has taken a backseat) adding to the conflict. The proposed territory of Greater Nagalim, demanded by the Naga separatists with the support of various tribes constituting the Naga group, would include the present day state of Nagaland, along with Naga-inhabited territories of Assam, Arunachal Pradesh and Manipur. The political parties and insurgent groups of the concerned three states do not accept this and the interim clashes continue.

Global Monitoring Report 2011 states conflict and education is multidirectional and impact each other. Impact of conflict on education is consequential in the sense that learning is disrupted as learners are denied access to schools and learning, destruction of infrastructure and school buildings as they are seen to represent the state; and in many cases are being used as safety refuge to provide shelter to civilians and as barracks and storage houses for the police personals in cases of emergencies. Studies from Rwanda, Cambodia and Timor Leste show how the lack of teachers leads to a superficial or to no teaching and learning.

Education, on the other hand, could play a key role in identity formation which may make it potentially either an instrument for peaceful development or a means of reinforcing intolerance. Those working in the field of education and conflict have made a significant contribution to challenging the assumption that education is always a positive force in areas of conflict. Bush & Saltarelli is of the view that education has both a destructive as well as constructive role in times of ethnic conflict. Education can be used as a weapon in cultural repression by the dominant groups in any kind of conflict as in the case of Sudan after independence in 1964 'all the missionary schools were taken by the state and all foreign missionaries expelled'. This would be seen as 'war-intellectual starvation' as the destruction and closure of schools is a denial of learning, child and human rights (2001, 10-11). In addition, there could be the distortion, complete negation or non-discussion of issues and controversial events such as the Holocaust, the Partition of India; the absence or isolate mention of Dalit, Native, Subaltern, Tribal and Woman in History writing. Such segregation could lead to further inequality, inferiority and stereotyping, thereby encouraging hate of the 'other' as "alleged in the case of the Nepali speaking population of Southern Bhutan and the encouraging of negative attitudes in educational materials, as argued by both the Israelis and Palestinians about each others' schools" (Hart 2002, 12).

A very important issue in the study of conflict is the effect it has on children and adult alike as reported in a study which found them to be 'mentally disturbed. . . under acute stress and unable to relax, and in many cases slept poorly' (Hazarika 2008, 106). A study by the United Nations reports that 'such experiences leave emotional, psychological and spiritual scars that may last a lifetime' (1996). A small child, who is struggling with letters and lessons, has to struggle with one's identity - ethnicity, religion, gender and the likes alongside. The development of learner self identity in conflict area is seen to have affected their associations with others in later life. Plus, the important role of school in providing well being and hope for the future could form an important aspect in teacher education wherein the teachers could be encouraged to understand and support their students both in and out of school, more so in conflict area. The important need of democratic teaching and learning is a must for the success of 'inclusive education', wherein the political and cultural differences of each individual needs to be acknowledged and taken into account. Plus, the teaching and discussion of controversial issues and conflict as a living reality in the classroom could help answer many questions the learners have but don't know whom to go to for an answer, helping them form unbiased opinions and rational understanding about self and others.

Ms. Manisha Subba

FOURTH YEAR STUDENTS BIDDING ADIEU...

The best four years of my life . B.El.Ed an amalgam of what not ! B.EL.ED plus the staff of Mata sundri college gave beautiful memories and experiences . I have got so many opportunities to learn and came as a different person and will go as a grown up person. -RUCHIKA

B.El.Ed gives us so many opportunities to show our hidden talents. It is full of adventure, fun, drama and full of energy . Its loving and supporting staff adds up stars to our B.El.Ed department . I am feeling so grateful to be a part of it for 4 years . I would never forget the trip , theatre , craft , seminars and so much interesting and interactive classes I have taken throughout the B.El.Ed program . -JYOTSANA YADAV

Being a B.El.Edian is a wonderful experience that I have got in my life till now . I have learned so many things including craft , theatre and many more . It completely changed my personality . Now , I am more confident , reflective and more thoughtful . Its been a great experience . Thank you B.El.Ed . I am going to miss this course and the workload . -PRACHI

Coming to B.El.Ed was not my decision but yes going out of this college especially from this course is hurting . Throughout this journey , I have learnt a lot , I have experienced a lot , and I did so many things which would not be possible in any other course. B.El.Ed has given me the chance to know about my worth . It has given me an opportunity to make myself more brilliant in my profession . This course has made me more confident and independent . And yes this course has given me a group of people who are worth to be taken to my coming life including my teachers and all my classmates . These four years were the most beautiful years of my life - years that have made a girl stronger and more practical . Thank you for everything ! -BHAWNA SHARMA



**Our Fourth Year
Students**

KALEIDOSCOPE: BACK TO SCHOOL!

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OUR TOPPERS(2014-15)

Position	B.El.Ed Part I	B.El.Ed Part II	B.El.Ed Part III	B.El.Ed Part IV
First	Prachi Arora (72.36%)	Isha Attri (76.18%)	Prachi Malik (75.27%)	Neelima Sharma (74.90%)
Second	Priya Yadav (71.45%)	Sheetal (73.81%)	Sonia Bisht (74.90%)	Bharti Pandey (74.27%)
Third	Shilpi Rani & Pushpa Olhyan (71.27%)	Ayushi Jain & Vaishali (73.27 %)	Vaishali & Yashika (74.18%)	Priya Sharma (72.45%)

GEARING UP FOR JOBS



*Faculty from
BNPS,
Presidium and
Ahvaan
Foundation
orient the
fourth year
students during
Placement*

THE SCHOOL COLLABORATION PROJECT

Education is the key to economic prosperity and that such education both at the primary school as well as at the secondary school level should be given to the children, especially girls. The Department of Elementary Education under the guidance of Dr Aarti Mathur tried to achieve this objective by collaborating with the neighbourhood school Guru Harkrishan School (Mata Sundri lane)

In the B.El.Ed program there is a direct experience of school functioning in the form of an internship (IV year), Block teaching (III year) and School contact program (I year) and an opportunity for reflection in the final year.

Our students are involved for Internship, School contact program and Block teaching in various Government and Government aided schools for a few days to few months and make a mark in the school and lives of the children. We extending some activities throughout the year.

Some initiatives taken in this academic year were-

Health Education Program was also initiated for the primary school students of the school. Under this program stories, talks were held on related issues and the integration was done with various subjects

A Painting competition was also held on the topic '**Cleanliness**' for the primary school children. The aim was to develop the students' body, mind and spirit through creative arts. Role play on the related topics was also held on the same topic during the classes.

B.El.Ed second year students organized a **street play** on the topic '**How to have a healthy Life**' under the health Education Program. The objective of the street play was to create awareness amongst students of the primary classes about hygiene and to tell them how they can keep themselves and their surroundings clean so that they can keep disease carrying germs away from them and can reflect upon their habits.

A series of **lectures, workshops** will be conducted by our staff members for the students and the teachers of the school. The session for the teachers would be held after the dispersal of classes or end of the term.

SCHOOL COLLABORATION PROJECT

“No matter what you're going through, there's a light at the end of the tunnel and it may seem hard to get to it but you can do it and just keep working towards it and you'll find the positive side of things.”

-Demi Lovato



B.El.Ed second year students presenting a play for the school children.





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An initiative by:

DEPARTMENT OF ELEMENTARY EDUCATION

MATA SUNDRI COLLEGE FOR WOMEN

2015-16

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