

Issue 7

June 2021

Aalekh

A REFLECTION OF OUR THOUGHTS



Cover by: MS. Mansi Negi IV Year

Department of Elementary Education

Mata Sundri College for Women, University of Delhi

2020-2021

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From the Principal's Desk



The Department of Elementary Education of Mata Sundri College in its pursuit to provide holistic learning experiences to our students and hone their talents, works persistently throughout the year and organizes a range of curricular and co-curricular activities.

Aalekh, the department's annual e-newsletter, is one such academic endeavour that not only harnesses the creativity of the students but is also a hallmark of success for any educational institute. It gives me immense pleasure that the department is releasing the 7th edition of *Aalekh*, encapsulating the Department's yearly endeavours and students' expressions that make it a captivating and a stimulating read. My heartiest congratulations to the tireless efforts of the B.El.Ed faculty who have once again proven their mettle with this endearing compendium.

The editorial members are praiseworthy for their efforts in encouraging the students to showcase their creativity and cogent viewpoints.

Prof. (Dr.) Harpreet Kaur
Principal

Teacher In-Charge Speaks



With great pleasure and a sense of humility, we present before you the 7th Volume of Aalekh, the annual newsletter of the Department of Elementary Education. It wasn't an ordinary year where we sit, work, eat and share our joys and sorrow together. It was an enormous shift from the ordinary. But, together as a team, under the wise guidance of our Principal Ma'am, we worked our way ahead. This issue of Aalekh is part testimony to the year it was and part appraisal of what we could achieve and gain through these unprecedented times in this past one year.

In October 2020 the Department in association with Dr. Hari Singh Gour Vishwavidyalaya, Sagar (MP) and, IQAC organised a week long Faculty Development Program (FDP) on *Teacher, Teaching and Teacher Education: Processes, Concerns and Prospects*. The FDP provided much needed intellectual stimulation and opportunities to interact with and learn from learned professionals and subject experts. It revealed to us what we are capable of achieving amidst the shift from physical to virtual work. I am certain that if there is dedication, commitment and coordination, we can achieve great goals.

I cannot but be proud of my colleagues and learners who continued with their innovative, creative and academic endeavours. Some of the elements of the course (field visits, projects) were moulded to suit the changing circumstances. This newsletter, a collective of reflective articles, creative expressions, activities reports and visuals gives us a peek-a-boo into the year it has been.

Hope you all enjoy and resonate with the thoughts we have tried to put together in it.

Dr. Ravneet Kaur
Teacher In-charge

Editors' Note

It is with immense pleasure that we present the seventh issue of Aalekh, the annual e-newsletter of the Department of Elementary Education. This issue not only offers a glimpse of the department's proud achievements, the wide ranging series of events and activities organised all throughout the year but also takes its readers into the world of beautifully penned poems, artistically yet sensitively crafted posters and thought provoking reflective articles by the students. All in all, this issue is a reminder of the departments' sustained endeavours towards creating holistic and fulfilled learning experiences for its students.

The year that went by presented unforeseen challenges as the college remained shut due to the COVID-19 pandemic. Some of the writings cater to the unprecedented challenges and questions faced during these times. However, it did not dampen the spirits of, neither the faculty nor the students, who despite the tough times, put in their best foot forward to organise and participate in various academic events and co-curricular activities. One of the many fruitful undertakings of the department this year was the week long Faculty Development Programme organised in collaboration with the Teaching Learning Centre for Social Science, Dr. Harisingh Gour Vishwavidyalaya, Sagar-Madhya Pradesh. A detailed report inside the issue narrates the success story that this programme was.

We would like to extend our gratitude to all the contributors whose creativity is showcased within the pages of this issue. We also thank Dr. Ravneet Kaur, Teacher-In-Charge of the Department, for entrusting us with the opportunity of editing this issue.

Credit for the artwork that embellishes the cover page of this issue goes to Ms. Mansi Negi, B.El.Ed. IV Year.

Wishing all the readers 'Happy Reading'!

Editorial Team:

Ms. Shubhneet Kaur Kharbanda (Editor)

Dr. Richa Sharma (Editor)



Ms. Shubhneet Kaur
Kharbanda



Dr. Richa Sharma

A Glimpse into the Department ...

Department Student Council

2020-21

President

Bhavneet Kaur
III Year

Vice President

Eshana Arora
II Year

Secretary

Kashish
I Year

Joint Secretary

Simarpreet Kaur
II Year

Class

Representatives: -

Ayushi – I Year
Sejal – II Year
Manpreet – III Year
Sushmita – IV Year

Our Faculty Members

Dr. Radhika Menon

Dr. Ravneet Kaur

(Teacher In-Charge)

Ms. Neerja Singh

Dr. Aarti Mathur

Ms. Nidhi Kunwar

Ms. Divya Sharma

Dr. Jasmeet Kaur

Ms. Anshika Shrivastava

Dr. Manisha Subba

Ms. Ruchi Garg

Ms. Shubhneet Kaur

Ms. Neha Sharma

Dr. Shweta Tanwar

Mr. Manish

Dr. Richa Sharma

Faculty from Cooperating Departments

Mathematics

Dr. Ramita Sahni
Dr. Sonia Aneja
Dr. Pooja Sharma

English

Dr. Kiranjeet Sethi
Ms. Suprita Jha
Ms. Praveshika Mishra
Ms. Gurpreet Kaur

Political Science

Dr. Shashwati
Ms. Simarpreet

Hindi

Dr. Laxmi
Ms. Savita
Ms. Vijay Devi

Physical Education

Ms. Gursharan Kaur

Guest Faculty

Mr. Lokesh Jain
(Theatre & SDW)
Mr. Surjeet Rai Gaur
(Craft)
Mr. Moh. Jubair
(Theatre)

Guest Article

Online Teaching-Learning Process during Covid-19

As we all know, due to this covid-19 pandemic the whole world has suffered a lot. The different aspects of living have taken a step back. Similarly, the whole education system has been affected. Children are no longer a part of the school environment. They are not in a classroom or with their friends. They are deprived of being together, playing with each other or sharing their lunch boxes. Though our government has come up with different approaches to overcome this challenge but still it has also come with a lot of drawbacks both for the teachers as well as students. If we talk about taking online classes as one of the important measures suggested by the government, it is very helpful. The teacher can come in contact with the students even though virtually but still a different and helpful environment is made. The students found it helpful and when they actually see their teachers imparting knowledge to them or to clarify their doubts. At least it helps them to break the monotonous life they are living in the four walls of their homes. This somewhere has a great impact on them. The teachers and students carry out a lot of activities related to their subjects which are quite indulging. Also it may make both of them more pro in terms of technology and its benefits. But there are some drawbacks or challenges of this method.

- Students having resources like laptops, smartphones, and internet connectivity can be greatly benefitted from this. But again thinking / talking about students belonging to the socio economically backward groups, it becomes a great hindrance for them.
- Students whose parents are either daily wage workers or have work on and off cannot afford to have a smartphone or to have any internet connection. So, it becomes impossible for them to have these online classes. As govt. school teachers, we have faced many challenges as well. Because of this pandemic, a lot of parents have lost their jobs. Therefore, they have shifted to their villages, so it becomes very difficult for us as teachers to get hold of them. Even if we do, they do not have the basic resources.
- There are many students who live in a small room house with all their family members so it becomes difficult for them to attend online classes due to a number of distractions.
- Most of the students who have smartphones and internet connections hardly attend one or two classes because their mobile data gets exhausted as they cannot afford a Wi-Fi connection.
- Even if by overcoming all of these challenges of teaching learning process, still a relationship of a student and teacher is somewhere lost which was there in a classroom school setup.
- Also, we must not forget that if internet is a boon, it also is a curse. Especially for students who do not have people around them to help them or to guide them channelize their energies in the right direction. As they are bombarded with different information/ things by the internet, it creates confusion in them to understand what is right or what is wrong for them.

Therefore, I personally feel that though the government is leaving no stone unturned, but still there are a lot of gaps to be filled in by the government and all the members of education system to make it a success during these difficult times.

In an interaction session of our School Collaboration Program ' Sahyog: Stepping Together Ahead' , Ms. Manpreet Kaur (Teacher, Mata Sundri School) shared at length about her experience of teaching online and catering to the needs of the underprivileged students.

Departmental Activities

Collaborative Events

Online Faculty Development Programme in collaboration with IQAC and DHSU University (Sagar, MP) on 'Teacher, Teaching and Teacher Education: Processes, Concerns and Prospects' – October 2020

Online Workshops

- Workshop titled 'Using MS PowerPoint as Teaching Aid' by Ms. Puneet Kaur (Assistant Professor, Mata Sunri College – August 2020)
- Workshop titled by Dr. Ravinder Pal (Retd. Faculty NCERT) 'Strategies of Teaching EVS'- November 2020.
- Workshop titled by Ms. Sarita Mathur (Education Consultant) 'Knowing and Learning Mathematics for Teaching' – November 2020.
- Workshop titled 'Puppets in Classrooms' by Ms. Surinder Kaur (Mentor Teacher, DoE) - January 2021.
- Workshop on 'Story Telling: A Pedagogical Resource' by Ms. Sheetal Paul (Children's Author)- January 2021
- Workshop titled "Copyright Issues and OER" by Dr. Nisha Singh (Deputy Director, CoE, IGNOU) - February 2021.
- Workshop on 'Art Integrated Learning' by Ms. Japsifat Kaur, M.Ed. Scholar, CIE, Delhi University-

Online Talks

- Talk on 'Sustaining all life on the Earth' by Dr. Syed Anil Hussain (Scientist, Project Manager, Ganga Biodiversity Project) -October 2020
- Talk on 'Pedagogy of Environmental Studies' by Dr. Kavita Sharma (NCERT) – December 2020.
- Talk on 'Understanding Education as a Right' by Ms. Neelam Dalal (PGT, SBV, Delhi)- December -2020
- Talk titled 'Working in Collaboration and Placement in Schools' by Ms. Sonali (Project Manager, School Operations, Peepul) – April 2021.

Online Lecture Series

- Lecture-I titled 'Heritage: Mapping the Context' by Ms. Jaymala Iyer (Delhi by Foot) – October 2020.
- Lecture-II titled 'Heritage as Interdisciplinary Subject to Enhance Teaching' by Ms. Smita Vats (*Itihaas*) - November 2020.
- Lecture-III titled 'Studying Heritage through Walks' by Vikramjit Singh Roprai (Heritage Activist) – December 2021

Innovative Practice Sessions

- Session I: by Mr. Pramod Maithil (Prakriti Initiatives /Tinkering Labs) - February 2021.
- Session II-VII: by Ms. Tultul Biswas & Team (Eklavya, Bhopal, MP) - February 2021.
- Session VIII: by *Umang: A Democratic Schools'* Team, March 2021.

Orientation for the First Year

The Department organized an Orientation Program for the First Year Students- October 2020.

Departmental Activities

National Education Day Celebration & Competitions

Poster Making Competition on the theme 'Online Education-A Peep into Children's World' – November 2020.

Essay Writing Competition on the theme 'Education in COVID Times: Expectations V/S Reality' – November 2020.

Peer Mentoring Initiative

- 'Read Aloud Session' by Mentors from IV Year B.El.Ed. Students – November & December 2020.
- 'Story Telling Session' by Mentors from III Year B.El.Ed. Students- December 2020.
- 'Simulated Teaching Session by Mentors from IV Year B.El.Ed. Students- January 2021.
- Sessions on 'E-Resources & Apps' Mentors from IV Year B.El.Ed. Students - January 2021.

Tours and Field Visits

- Guided Virtual Tour to National Museum by Ms. Rige Shiba (Museum Education Officer, National Museum) Ms. Anita - February 2021.
- Field Visit to National Museum and Workshop titled 'Reconstructing Pasts: Engaging with Primary Sources' by Ms. Rige Shiba (Museum Education Officer, National Museum) - February 2021.
- Guided Virtual Tour to Yamuna Biodiversity Park by Dr. Faiyaz A Khudsar and Ms. Ranjeeta – June 2021

Alumnae Interaction

- Session-I: A Discussion on 'Teaching Experiences at Schools' by Ms. Divya Sehgal (BNPS, Delhi), Ms. Bhawana Upadhyay (SKV, Delhi) and, Ms. Yashika Goyal (KV, Orissa) – November 2020.
- Session-II: 'A Movie-Making Workshop' by Ms. Isha Attri (Asstt. Teacher, SKV) and Ms. Nisha Bhardwaj (Video developer) - January 2021.
- Alumnae Meet 2021- June 2021

Career Counselling & Orientation

- Session-I: A Talk in 'Resume Making and Placements in Schools' by Ms. Deepti Menon (Aravali International Schools) -January 2021.
- Session-II: A Talk on 'Work Ethics in Schools' by Ms. Shalini Joseph (HR Head, BNPS) – March 2021.

Online Elections

The Department election were held following a general body meeting and the department Student Council was formed - December 2020.

Webinars

- Webinar on 'Plagiarism: Causes and Consequences' by Dr. Gaurav Singh (IGNOU) - November-2020.
- Webinar on 'ABC of Cyber Footprints' by Ms. Pooja Malhotra (Writer) & Mr. Sangam Singh Kochar (Advocate, Hon. Supreme Court)

Activities' Report

Faculty Development Program

Teacher, Teaching and Teacher Education: Processes, Concerns and Prospects

The six days online Faculty Development Programme (FDP) from 18-23 October, 2020 organised by Department of Elementary Education and Internal Quality Assurance Cell (IQAC), Mata Sundri College for Women, University of Delhi and Teaching Learning Centre for Social Science, Dr. Harsingh Gour Vishwavidyalaya, Sagar (DHGVV, Sagar), Madhya Pradesh (under the aegis of Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching, Ministry of Education), marked another attempt to build an academic discourse around the New Education Policy, 2020. The FDP had its thematic focus on teachers, teaching and teacher education as envisaged in the policy perspective. The support of its patrons Prof. Harpreet Kaur, Principal, Mata Sundri College and Prof. Janak Dulari Ahi, Hon'ble Vice Chancellor, Dr. Harisingh Gour Vishwavidyalaya, Madhya Pradesh and, and the concerted efforts by Dr. Ravneet Kaur, (Coordinator, FDP, Mata Sundri College), Dr. Lokesh (Coordinator, IQAC, Mata Sundri College) Dr. Sanjay (Convener, FDP, DHGVV, Sagar) and Dr. Afreen (Coordinator, FDP, DHGVV, Sagar) ensured the successful completion of the FDP.

During this week long FDP, the theme 'Teacher, Teaching and Teacher Education: Processes, Concerns and Prospects' was explored with more than 20 sessions where resource persons with expertise in their fields interacted with the participants.

One Week Interdisciplinary Online Faculty Development Programme
October 18-23, 2020

TEACHER, TEACHING AND TEACHER EDUCATION: PROCESSES, CONCERNS AND PROSPECTS
शिक्षक, शिक्षण एवं अध्यापक शिक्षा : प्रक्रियाएँ, सरोकार एवं संभावनाएँ

Registration

- Registration is mandatory for all the participants of the FDP.
- All those who want the regular certificate are required to give a bank transaction link of INR 100.
- The eligible participants are required to register online on or before 14th October 2020, 11:30 PM.
- Registration Link: https://mscw.ac.in/msc_fdp2_registrations.aspx
- Enquiry visit the Website: www.mscw.ac.in or info@mscw.ac.in
- Registered participants will be informed through their registered email ID.

Important

- Participants must attend all the online sessions in order to receive a certificate of participation.
- The sessions on online business of the FDP will be conducted either on a live track or through the LMS/MSLCA webportal.
- Attendance and submitting all the required assignments are mandatory, and each participant should score a minimum of 20% (average) to be eligible for the programme completion certificate.
- Graded Certificate on the basis of performance will be awarded to the participants.
- As part of the FLC requirement under the Professional Learning of participants need to submit the feedback for the FDP.
- The participants should note that the content of their respective assignments for joining this programme is mandatory.
- Further participants may be asked to share the necessity of writing/submitting assignments of sessions for a number of interactive/lecture/evaluation will be carried out throughout.
- Failure to meet any of the above conditions will result in denial of a certificate of completion to the participants.

Patrons

Prof. Janak Dulari Ahi
Vice Chancellor
Dr. Harisingh Gour Vishwavidyalaya, Sagar

Prof. Harpreet Kaur
Principal
Mata Sundri College for Women, Delhi

Coordinators

Dr. Ravneet Kaur
Coordinator, FDP
Mata Sundri College for Women, Delhi

Dr. Afreen Khan
Coordinator, FDP
Dr. Harisingh Gour Vishwavidyalaya, Sagar

Dr. Lokesh Kumar Gupta
Coordinator, IQAC
Mata Sundri College for Women, Delhi

Technical Assistance

Ms. Sangrita Pathak
Mata Sundri College for Women, Delhi

Convener

Dr. Sanjay Sharma
Coordinator, FLC
Dr. Harisingh Gour Vishwavidyalaya, Sagar

Registration & Payment Link

https://mscw.ac.in/msc_fdp2_registrations.aspx

Organized by
Department of Elementary Education
&
Internal Quality Assurance Cell (IQAC)
Mata Sundri College for Women
(University of Delhi, Delhi)

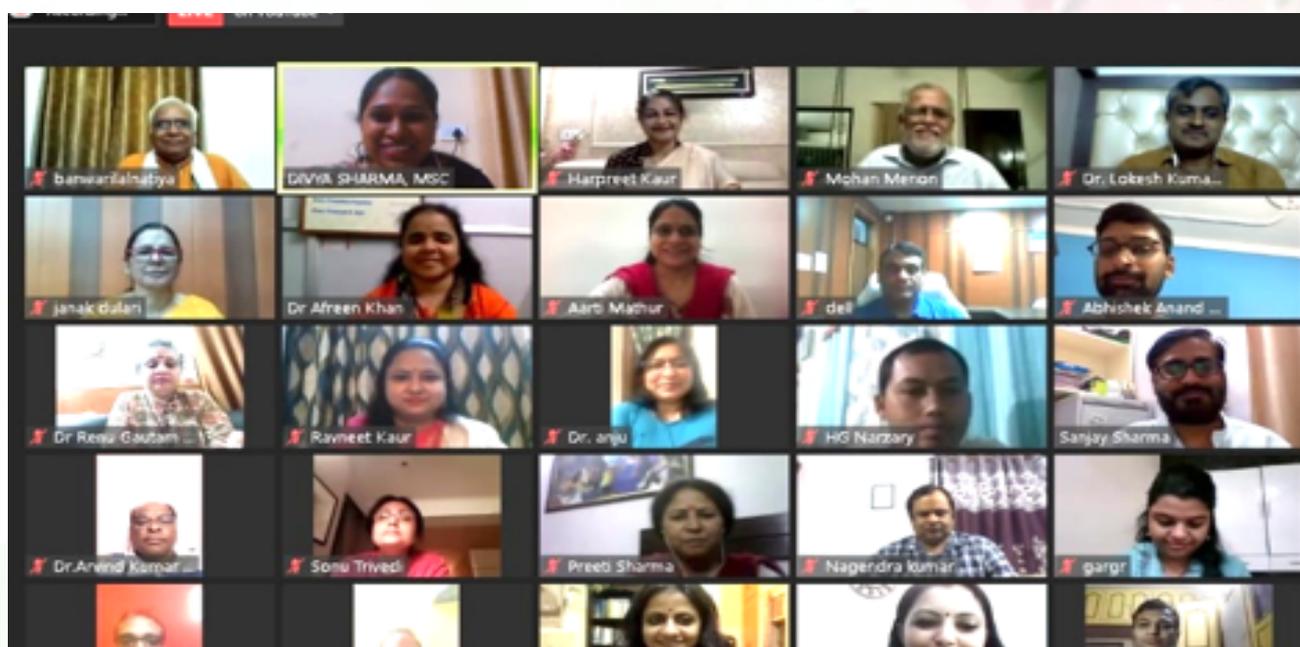
In Collaboration With
Teaching Learning Centre For Social Science
Dr. Harisingh Gour Vishwavidyalaya
(A Central University)
Sagar 470003, Madhya Pradesh

These experts were prominent personalities from some of the most prominent institutions of the country like National Sanskrit Foundation, Department of Education, Delhi University, Mahatma Gandhi Antarrashriya Hindi Vishwavidyalaya, Wardha, Maulana Azad National Urdu University Hyderabad, GND University, Amritsar, Ambedkar University Delhi, Banaras Hindu University, IGNOU, NCTE to name a few and many others from premier national and international institutes and organizations.

The FDP saw mass response with more than 250 registrations. It's a matter of pride that the organisers were not only able to reach out to participants across the expanse of the country; the urban, semi -urban and rural belts, but also from our neighbouring country Nepal. The FDP joined by participants affiliated to many central universities, state universities, private universities and institutions, located across different states and union territories. The participants represented a diverse cohort of disciplines and research interests.

The various sub-themes through which the programme unfolded, concerned a number of dimensions of teacher and teacher education. There was an attempt to weave an interdisciplinary understanding, through perspectives building on different strands of teacher education, whether they emerge from the disciplines of Education or Liberal subjects. Each day of the programme brought with itself insights about different dimensions. The resource persons engaged the participants in reflection and critical appraisal of a number of aspects of pedagogy, classroom environment, inclusion and many more.

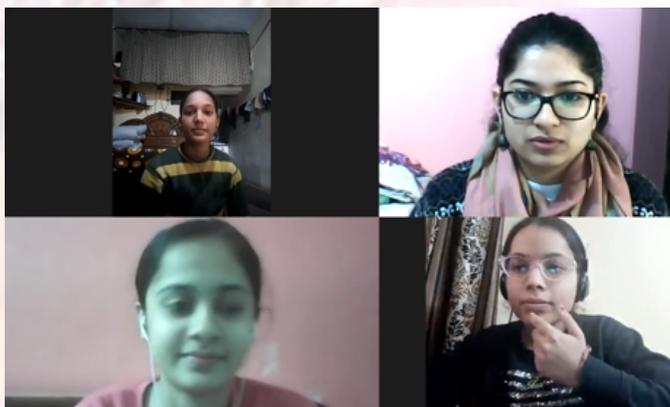
Open discussions towards the end of each session, provided opportunities to the participants to raise questions, concerns and express their views. This proved crucial for the sharing of ideas and suggestions, and building dialogue between the speaker and the participants. Involvement of the participants was secured by giving some an opportunity to moderate the sessions and contribute in the conduction of the FDP. The comments, questions and feedback on the FDP is a valuable source of public knowledge and also provides immense scope for improvement. Apart from the apparent learning in terms of session-discussions and participation, for its organisers, this was a great exercise in team building, cooperation, critical and creative thinking, decision making and crisis management. At every step from its conceptualization, to planning and execution there was something new to enhance one's life skills. It is this kind of experience that proves to be a milestone in the process of lifelong learning.



Peer Mentorship Program

This year, given the online mode of interaction several new initiatives were taken by B.El.Ed. Department for the Peer Mentorship Programme

I Year: Students of III and IV year conducted sessions on storytelling techniques and e-resources and apps such as story weavers, inshot, wordwall. These sessions were planned keeping the School Contact Practicum in which the I year students are required to interact and conduct activities with school students. Based on their seniors' experiences, they were introduced to various ways through which activities could be planned and conducted.



II Year: A series of sessions was conducted by IV year students on various topics such as suggesting children's literature across different age levels and introducing them to a variety of themes and genres, demonstrating reading aloud stories including critically reflecting on the stories presented, sharing of experience on the use of literature in their classroom and dimensions of student responses, using apps such as kinemaster app, peardeck, canva and word wall, and building e-resources by giving voice over for a book, or developing e-theme boards. All these activities helped the students in the Storytelling and Children's Literature practicum and in the succeeding years as well.



III Year: Students of IV year conducted simulated teaching of Language, Mathematics and Environmental Studies which the III year attended, making observations and keeping records. Another session on exploring various online resources, apps and available repositories and understanding how they can be helpful to create relevant material and resources which can be beneficial for their learners in various subject classrooms was also conducted. As a part of the Block Teaching tasks, III year students are supposed to go to schools and conduct classes but as this year they did not get this opportunity, so this session was planned to give them an exposure and also orient the students to conduct simulation teaching

IV Year: Students of IV year conducted simulated teaching of Language, Mathematics and Environmental Studies for their own peers. The observations made and learning from these sessions helped them to reflect on their own pedagogical practices.

Heritage Lecture Series

‘Delhi: The Heritage City’

A three part lecture series on the theme “Delhi- The Heritage City” was organised in the months of November and December. The **first lecture by Ms. Jayamala Iyer** (*Delhi by Foot*), spoke at length about tangible and intangible aspects of heritage of the city Delhi. She drew students from familiar to the unknown and unexplored. Beginning a conversation around the meaning of heritage to us, she then at length talked about not just the socio-cultural and historical inheritance of Delhi but, also of its flora and fauna.

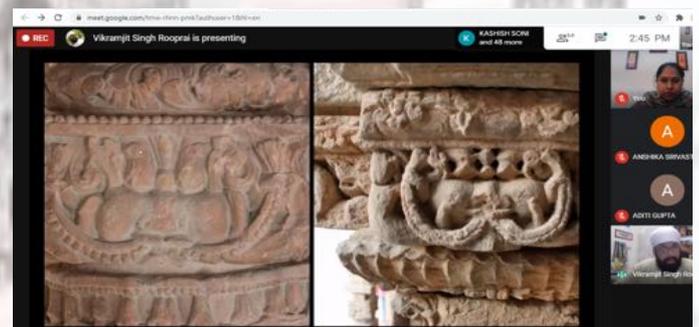
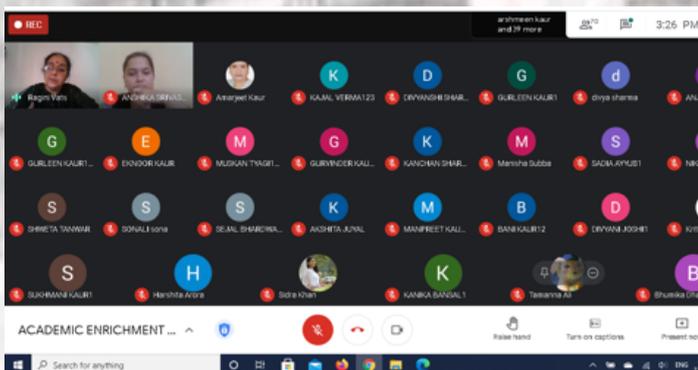


The second lecture by Ms. Smita Vats (Founder & Director, ITIHAAS), intended to develop a perspective of cultural heritage amongst prospective teachers that they can carry to their classrooms and weave it in their everyday teaching across subjects.

Ms. Smita made participants reflect, explore different dimensions of the city’s heritage.

She also put forth how heritage is not just what we usually understand in terms of material/non material dimensions, but rather it is an interdisciplinary subject in which children and teachers can engage.

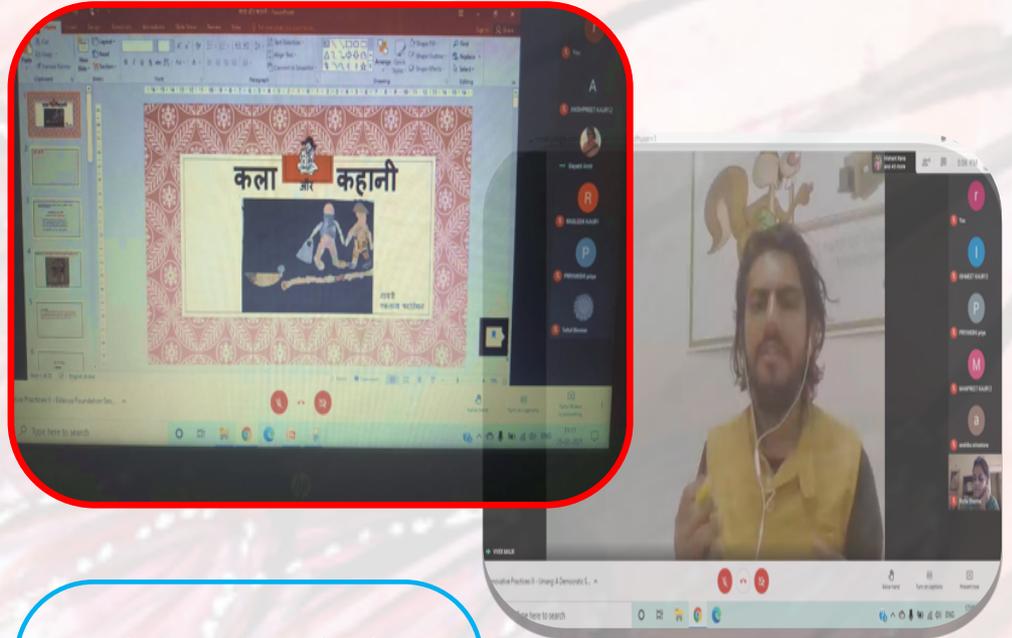
The third lecture was delivered by Mr. Vikramjit Singh Rooprai (Heritage Activists and Author) enabled students to appreciate the significance of guided walks in exploring and understanding our history and heritage. The lecture encouraged participants to reflect, She explained how the specific geography - the plains of river Yamuna, ridge, forests and location at the cusp of the Gangetic plains, the Himalayan foothills and western arid zone contributes to Delhi’s story of becoming a capital city. Students got insights on the symbolism of tangible heritage; the legacy, power and patronage aspects. explore various dimensions of the city’s heritage with specific focus on the Qutub Complex. Several interesting facts about the Qutub Minar and the complex were shared by the speaker along with unravelling how the architecture of the monument is an amalgamation of different cultural and architectural styles. The participants found the sessions to be interesting and at the same time



Innovative Practices

Sessions by *Eklavya*, *Tinkering Labs* & *Umang*

Through a six-part interaction sessions series from February 16-27, 2021, students were introduced to **Eklavya Foundation**, having over four decades of work experience in both formal and non-formal sectors of education. The various community initiatives coordinated by the organization which is a reflection of their practice of stakeholder taking ownership was shared. The need to integrate learning with different pedagogical domains as well as art education was highlighted. An important discussion on emotions and learning, wherein the need to recognize emotions of self as well as learners provided with rich opportunities to reflect and sharing experiences. An active participation of the students was seen and appreciated by the resource persons.



A session on “Introduction to Natural Learning” was conducted by the **Tinkering Labs’** (Prakriti Initiatives) sounder Mr. Pramod Maithil. In this session Students were introduced to Natural Learning Model which focuses on the basis that learning is a by-product of comprehensive exposure; children should make mistakes and learn on their own. The concept of Tinkering Lab as a space for students to create resources out of junk and readily available was shared. Examples and videos of functioning T-labs in the states of Uttar Pradesh, Madhya Pradesh and Gujarat were shown. The emphasis was laid on inclusivity where every child is given opportunities to work on their inherent creativity and learn in the process. Presently, students are in the process of creating a virtual learning platform where students across India can connect, create and share their resources.

In a session by a team from **Umang: A Democratic School**, Haryana, students were introduced to the idea and philosophy behind the foundation of UMANG: A Democratic School, as an alternative to mainstream education. It was an interactive session with many reflective questions and discussion with students on the role of individual space and interests, freedom to learn at one’s own pace, effective classroom processes. The **Umang** team shared in detail the pedagogical processes with respect to Language, Mathematics and Social Science. They further shared how all their processes aspire to maintain the democratic character of their institution and the alternative ways employed by them to counter the existing systemic failures we face around us.



National Education Day

To mark and celebrate the occasion of National Education Day on Wednesday, 11 November 2020 the department organized for its students two competitions: an essay writing competition and a poster making competition.

The topic for the **Essay Writing Competition** was “**Education in the Pandemic Times**”. The purpose of the essay writing competition was to give students the opportunity to demonstrate their writing talents and win an award for them. Essay writing competition is not only about finding people who can write well. Indeed, the aim of the contest is to identify individuals who have both critical thinking and writing skills.

The topic for the **Poster Making Competition** was **Education in COVID Times: Expectations V/s Reality**. The Poster making competition was also organized to enhance students’ expression through different mediums such as digital and handmade. It also builds a competitive spirit amongst them. Besides preparing them for wins and losses later in their adult life, competitive activities help students develop important skills like resilience, perseverance, and tenacity.

The winning entries of both the competitions are included in the upcoming sections of this newsletter.

Mata Sundri College Department of Elementary Education

Results of Poster Competition

- 1 Swati Panda (BEL/17/49)
- 2 Simran BEL/19/51

Result of Essay Competition

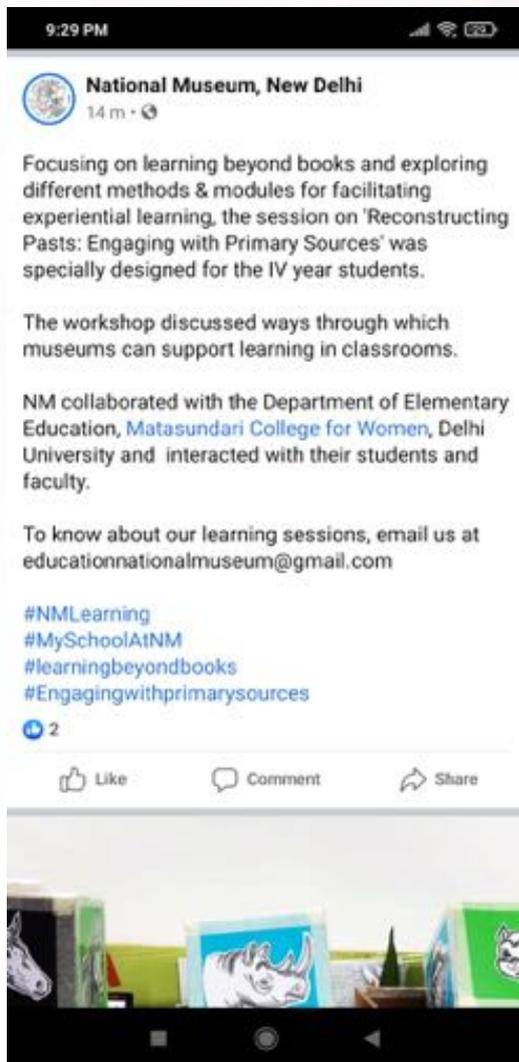
- 1 Nikita Aggarwal(BEL/20/21)

Student Advisors
Dr Jasmeet Kaur
Ms Shubhneet Kaur
Dr Shweta Tanwar

Dr Ravneet Kaur
(TIC)



Visit to National Museum & Workshop



An educational visit cum workshop was organized on 26 February, 2021 in collaboration with **National Museum for pedagogy of Social Science** students.

The objective of this visit and workshop conducted under the guidance of Ms. Rige Shiba (Museum Education Officer, Department of L&E, National Museum, New Delhi) was to give a first-hand academic exposure to various historical sources and how to make better use of the same in their classes. Students were divided smaller groups and volunteers gave them a guided tour of the museum. Post the tour, a series of activities was planned by the resource person and her team highlighting experiential learning.

Students got many opportunities to brainstorm, discuss and present their ideas. Concept of loan box and its use in class was also introduced. Strategies were discussed through which museums can support classroom learning. Dr. Manisha Subba Coordinated the visit and workshop.



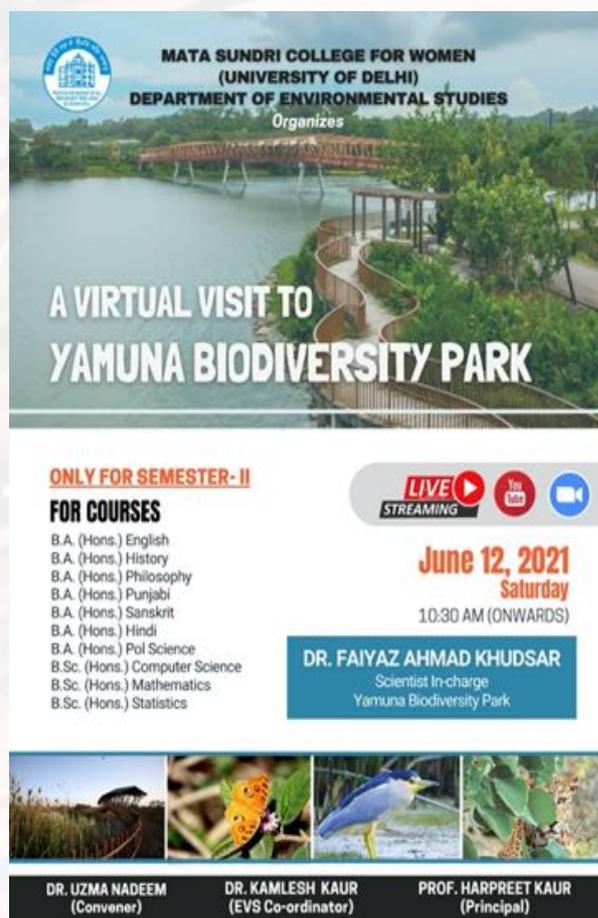
Virtual Visit to Yamuna

Biodiversity Park

Students of B.El.Ed. I year attended the live telecast of a virtual visit to Yamuna Biodiversity Park organized by Department of Environmental Studies of Mata Sundri College on 12th June 2021 from 10:30am onwards. Resource person Ms. Ranjeeta Kumari explained all important and interesting aspects of the Biodiversity Park including the flora and fauna while navigating the participants on the virtual trail. She also indicated that how Yamuna Biodiversity Park has developed from a barren land to a fully functional and self-sustaining ecosystem at present. She highlighted the significance of various species of plants and animals and their interdependence in our environment. Dr. Faiyaz A. Khudsar discussed how the biodiversity is significant for our existence on this earth, especially in the present COVID times. He encouraged students to become participative in conserving their environment and become a responsible person being the highly evolved species on the earth. Ms. Divya Sharma and Dr. Shweta Tanwar also accompanied the students in screening.

Youtube link of telecast-

<https://www.youtube.com/watch?v=yZw21fPmz8A&t=155s>



**MATA SUNDRI COLLEGE FOR WOMEN
(UNIVERSITY OF DELHI)
DEPARTMENT OF ENVIRONMENTAL STUDIES**
Organizes

**A VIRTUAL VISIT TO
YAMUNA BIODIVERSITY PARK**

**ONLY FOR SEMESTER-II
FOR COURSES**

B.A. (Hons.) English
B.A. (Hons.) History
B.A. (Hons.) Philosophy
B.A. (Hons.) Punjabi
B.A. (Hons.) Sanskrit
B.A. (Hons.) Hindi
B.A. (Hons.) Pol Science
B.Sc. (Hons.) Computer Science
B.Sc. (Hons.) Mathematics
B.Sc. (Hons.) Statistics

LIVE STREAMING

**June 12, 2021
Saturday**
10:30 AM (ONWARDS)

DR. FAIYAZ AHMAD KHUDSAR
Scientist In-charge
Yamuna Biodiversity Park

**DR. UZMA NADEEM
(Convener)** **DR. KAMLESH KAUR
(EVS Co-ordinator)** **PROF. HARPREET KAUR
(Principal)**

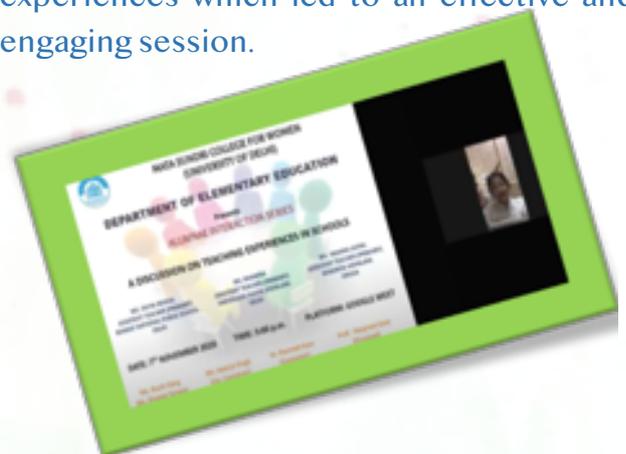


Alumni Interaction Series

A two and a half hour **Movie Making Workshop** was organised on 29th January 2021 over Google Meet Online Platform for B.El.Ed. III year students. The resource persons for the workshop were the department's alumni, Ms. Isha Attri (Assistant Teacher, SKV Delhi) and Ms. Nisha Bhardwaj (Video Developer & Students of M.A. English). During the workshop students were introduced with various forms of short movies and videos. Various video making apps like Kinemaster, Powtoon, Animkaer, Tubemate were used in the workshop to make short videos. Useful websites for resources were also shared that can be used for teaching in an innovative manner. The session saw fruitful discussion regarding the use of the above mentioned e-resources between the alumni and the students of the present batch.



The Department organized an **Alumni interaction** on 7th November, 2020 for its IV-year students through Google Meet. The one-and-a-half-hour session focused on discussion on **teaching experiences in schools**. The alumni invited as resource persons for the discussion were Ms. Divya Sehgal (Assistant Teacher Primary from Bharat National Public School, Delhi), Ms. Bhawna (Assistant Teacher Primary from Sarvodaya kanya Vidyalaya, Delhi) and Ms. Yashika Goyal (Assistant Teacher Primary from Kendriya Vidyalaya, Orissa). The aim of the session was to initiate an interaction with the alumni of the department who shared their experiences pertaining to school teaching and other administration work with the fourth-year students and introduced life at school in various capacities. After sharing their experiences, alumni were asked many questions by the fourth-year students related to their own experiences which led to an effective and engaging session.



Alumnae Meet 2021

The Department of Elementary Education , Mata Sundri College for Women (University of Delhi) organized the annual Alumnae Meet on June 24, 2021. Amidst the covid situation, it was a virtual meet via Facebook Live and Google Meet. Alumnae of Bachelors of Elementary Education became a part of the online event.

The speakers were Alumnae of B.El.Ed. who shared their experiences from their journey of four years in the college and how the learnings from the course shaped their lives. Babita Maher who works with Ahvan Trust presently spoke first. She shared that how being a B.El.Ed. graduate made her know the difference between a teacher who works for a bulky salary and the one who works for bringing a change. She's been working on expanding and implementing the pedagogy of a new curriculum that she has created for early learners, in collaboration with SCERT. She concluded with expressing gratitude to the teachers and B.El.Ed. for giving her career such strong roots.

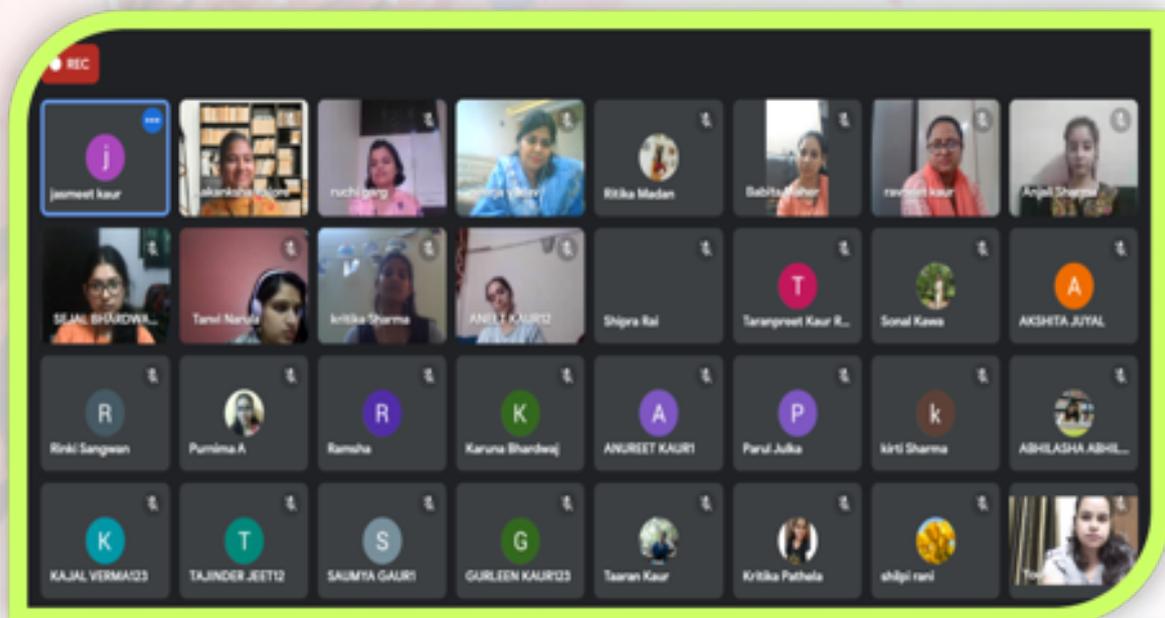
The next speaker Ms. Akanksha Rajore said that the ability to work hard, that she acquired through the course has been helping her at her workplace too. She has worked at a government school that started from scratch, under ARK foundation (a London based NGO) and has planned the curriculum of 'Hindi' along with her other B.El.Ed. colleagues, for that school. She has been working on the execution of the content of the curriculum at other schools and improving it. She concluded her talk by saying that B.El.Ed. isn't just limited to teaching, rather it opens multiple paths.

Third speaker Ms. Ritika Madan mentioned how the attributes of critical thinking, planning, articulation of ideas etc. that developed in her through discussions related to various subjects of B.El.Ed. became a major support for working as a content creator. She also said that working with children throughout four years of graduation, helped her deal with a non – judgemental approach with children who've been sufferers of sexual abuse or toxic relationships at her workplace. Finally, she advised the fresh graduates that they must have faith in themselves to excel in future.

Alumnae Meet 2021

Ms. Bhawna Chandra, fourth speaker, began her talk by accepting that she never wanted to be a teacher. She has been working as a social mobiliser and has been interested in the issues related to gender equality and education for the girl child. She believes that B.El.Ed. had a major role in shaping up her personality and thoughts and building up the base for her work field.

After the completion of the talks by respective speakers, a Q&A session was initiated. The queries were answered by the speakers, giving significant details. The speakers also provided details regarding the projects they are working on presently. They also shared the scopes and roles for B.El.Ed. graduates in their work organisations gave information regarding the application process as well.

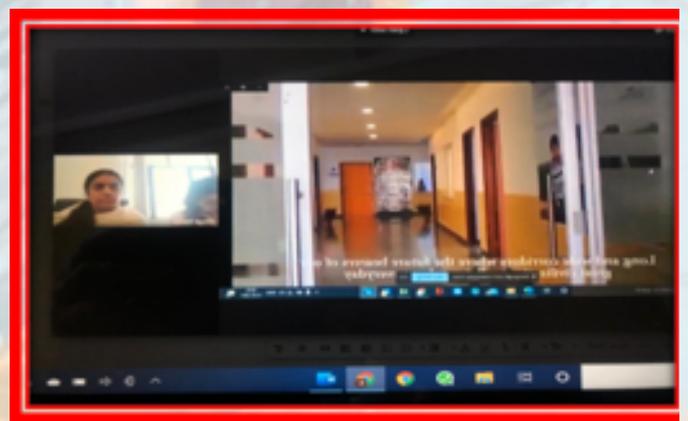
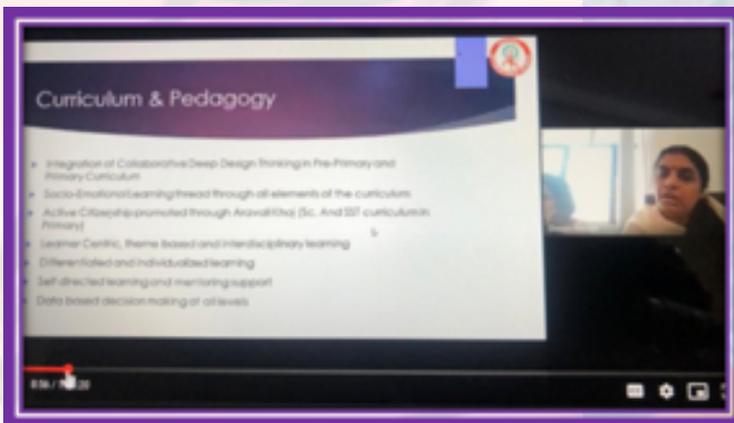


The event came to closure with the vote of thanks, followed by a chit-chat session amongst the alumnae and teachers, nostalgically sharing memories and experiences.

Career Counselling Sessions

The following career counselling initiatives were undertaken by the placement team of the department:

- A two hour talk and workshop for **Placement in Schools and Resume Making** was held on 13 January 2021 via Google meet for B.El.Ed IV-year students by Ms. Deepti Menon, Head (Curriculum and Training), Aravali Schools. She is heading the HR department. She is also involved in recruitment of the teachers for the various branches of Aravali Schools. The workshop was conducted so that students can work on making their resume and prepare for the interviews. The talk included discussion on the type of questions that are asked in the interview and tips on how to prepare for Demo classes etc. Ms. Menon also oriented them about Aravali Schools and explained about the vision and mission of the school.
- A two hour Online Talk on Work **Ethics in School** was organised on Wednesday, 17th March, 2021 via Google meet for B.El.Ed IV-year students by Ms. Shalini Joshi Head, Administrative Branch, Bharat National School (BNPS). She is heading the administrative branch and is in charge for the recruitment of teachers. The objective of this workshop was to enlighten the students about Work Ethics in school, how one should work in a school and behaviour with colleagues and children.



Penning Down Our Thoughts: Students' Poems and Articles

What does feminism actually mean and what it doesn't

What does feminism mean? Well, the name gives a pre-notion that it is about just females having equal rights and opportunities but that is not the case at all; actual feminism is all about equal opportunities and rights for all the sexes and not just females. As Zendaya beautifully describes "A feminist is a person who believes in the power of women just as much as they believe in the power of anyone else". Now, here the question arises that why is it called "feminism" then and not something else? It is because females face inequality much more than any other group of people but it doesn't mean that feminism is all about women and nobody else. Feminism is against misogyny and it doesn't at all promote misandry. A real feminist is a person who believes that all the sexes should be given equal rights, respect and opportunities irrespective of their gender, caste or creed. A real feminist would respect gender identities but not gender roles and would treat every person in the same way irrespective of their gender. In today's world many people who openly say that they are feminist have such a thinking which a feminist wouldn't have at all. People who hate men, not support LGBTQ+ community, not respect gender identities, follow gender roles, believe that men's mental health doesn't have importance and that men shouldn't cry etc. are not feminist at all; a real feminist wouldn't ever say that cooking is a thing for girls but would rather say that cooking is a life skill and should be learned by all no matter what their gender is. Also, to be mentioned that there are many women who are pseudo feminists and nothing else, they want equal rights but when it comes to them sacrificing something or going against gender roles which men are supposed to perform they would be silent, this isn't feminism then. Another thing that is being followed by so called pseudo feminists is that they believe that if a woman is dressing up or behaving as per the pre-defined norms of how a woman should be according to the society then she's not a feminist. And again, that is not the case, feminism is about respecting people's choices and not judging them for their likes and dislikes, how they dress up and how they behave. Another practice of pseudo feminist which I would call upon is that they use their gender for inappropriate purposes, for instance, if they have a personal grudge against a guy they would falsely accuse him of doing something or the other and this has an extreme impact on the guy they are falsely accusing of. He and his family will not be able to fully recover from it for a much longer time. People of our generation too aren't still clear with what feminism actually means, due to which some people think feminism promotes misandry, some think that it's about female privilege, some think feminism is just about going against the social norms of how a woman should be according to the society but it isn't surely this. Feminism is just about treating all humans with equal respect, love, care and opportunities. Feminism supports all genders; a true feminist would call upon all those acts where the person would be oppressed and not treated equally due to any reason which is not under his control. It's high time we all understand real feminism and try to make others understand what feminism is all about; that is just equal love and respect for all no matter what their gender is. Lastly, I would end by quoting Emma Watson- "If you stand for equality then you are a feminist".

Arshmeen Kaur

I Year

PERIODS

The word of shame or the word of dignity!

As a girl, I always feel pity.

Why do I need to suffer the pain!

No, every girl is facing this, and there is a gain.

My mother, my cousins, my aunts, my grannies!!

We all have a pair of ovaries.

The pain, the bleeding, the discomfort of 5 days!

No care, No attention, No affection for 5 days.

I hide my pads, tampons, cups from my bro!

He never gets bothered though.

Being a girl, I can't enter kitchen and temple!

Huh!!! The sorrow and pain is ample.

Yes, I'm a girl, I get periods, I suffer pain!

But in front of my abilities, this pain is vain.

I know, I'm the strongest creature on the Earth!

I belong here, I know my worth.

Harparkash Kaur

II year

लड़की हूँ ना...

खुला आसमान है,
पर खुल के जी नहीं पा रही हूँ मैं।

पूरी जुबां है,
पर खुल के बोल नहीं पा रही हूँ मैं।

सामने पूरी दुनिया है,
पर खुल के घ म नहीं पा रही हूँ मैं।

इस जाललम दुननया को समझ नहीं पा रही हूँ मैं।

लड़की हूँ ना..

शायद इसी की सज़ा पा रही हूँ मैं।

खाना बनाना नहीं पसंद,

पर खाना बना रही हूँ मैं।

धीरे बोलना नहीं पसंद,

पर धीरे बोल रही हूँ मैं।

जज़्बात छुपाना नहीं पसंद,

पर जज़्बाद छुपा रही हूँ मैं।

लड़की हूँ ना...

शायद इसी की सज़ा पा रही हूँ मैं।

नज़र तुम्हारी बुरी...

सवाल मेरे चरित्र पर उठे।

सोच तुम्हारी बुरी...

सवाल मेरे पहनावे पर उठे।

नज़र तुम्हारी बुरी...

सवाल मेरे श्रृंगार पर उठे।

सोच तुम्हारी बुरी

सवाल मेरे हुनर पर उठे।

समाज की बुरी सोच का लशकार हो रही हूँ मैं,

लड़की हूँ ना...

शायद इसी की सज़ा पा रही हूँ मैं।

लड़की हूँ मैं, हाँ लड़की हूँ मैं।

खुल के जीना चाहती हूँ मैं,

खुल के अपनी बात रखना चाहती हूँ मैं,

खुल के अपने ख़्वाब जीना चाहती हूँ मैं,

बेखौफ़ हो कर जीना चाहती हूँ मैं,

पर... पर इस दुनिया का क्या?

जो लोगों की नीयत खराब होने पर भी

सवाल मेरे चरित्र पर उठाती है।

क्या करूँ?

लड़की हूँ ना,

शायद इसी की सज़ा पा रही हूँ मैं।

Anjali Semwal

III year

The sound of a bomb –

(The rising number child soldiers are not the problem confined to a single nation or race or time. Child soldiers are recruited by a state or non-state armed group and used as fighters, cooks, suicide bombers, human shields, messengers, spies, or for sexual purposes. Here, I present a letter in front of you, when we are exploring the problems and thoughts surrounding children. This letter is written by a little boy, abducted and forced into military, to his dead older brother.)

Brother, to call something a ghost, is to announce its death. Poverty is a landmine of hunger over which I have built you a house, waiting to be filled with the ghost of you. Remember this, in calling you an earthquake, I am also calling you my center. Thoughts have a sound of a gun before they shoot, I know this because I have been the gun, aiming at someone when they think of home. *I miss you* is a refugee, taken shelter on my tongue, under whose weight my tongue is dying. I think of you and not think of you at the same time. There's a limit to pain, but not to fear, so when I place the barrel of gun against my forehead, I can't distinguish between the sound of the gun and the sound of *I miss you* inside my mouth. Brother, do fathers ever wish death upon their children rather than ending up like I have? When I was abducted, what did mother think? What did you think? What is it to think without the fear of those words escaping your mouth like a murderer? I'm sorry I didn't run away with you when you came looking for me that night. What a vile ugly thing to do, to betray a brother for stomach full of food, a reward more disgusted than deserved, for the blood I have spilled of my own people. A bullet always kills something, you know, even if you miss the target. I'm allowed to miss the target but not allowed to 'miss you'. You stayed until they caught you, you shouldn't have, but at least nobody calls you stupid or retarded or dim-witted anymore at the camp, like they used to back at the village. Every night when you missed mother, we stuffed a cloth in your mouth, to cry without a voice is to like mourning and being mourned at the same time. If voice had a hand, would it reach out to us? I was the anchor which bound you to a rotten ship, if you scratch the surface, you'll die of something else before drowning. You never really went on a mission with us, which felt threatening, and know this, a threat is always a prophecy of grief. On one of the missions, another kid, a bit younger than me, was awkwardly trying to carry RPG, a shoulder-fired missile, double his height and weight, threatening the army unit posted in the area. It was hilarious to the point that we felt disappointed when the army didn't shoot him, instead one of their officer screamed at the top of his lungs "don't shoot the kid! Don't shoot the kid!" for the hands which are fast on trigger, until the kid dropped RPG and ran away. When you are a soldier, you always think more about the ones you didn't kill than the ones that you did.

I have a 5-centimeter long cut across my head, when I was knocked over with the back of a gun when I saw you for the last time. I didn't feel it when it happened. Sometimes, mistaking blood for sweat is not mistaking at all. They sent you, brother, with a bomb wrapped around your waist, hidden under a new t-shirt. I wanted to yell *you look pretty* and *don't go*, at the same time so it came out as a scream. They call your kind as suicide bombers, but how is it a suicide when all you wanted to do was wear new clothes for the first time. I woke up about 2 days later in a place that looked like a hospital, with people who didn't look hungry and hence didn't look like killers. But you were gone, and with you my gravity shifted. I was at war again, but with my tongue. They kept saying 'you are safe, you will be okay now' and I kept saying *I will not, I am a ghost now, I am a ghost now, I am a ghost now....*

Brother, to call something a ghost, is to announce its death. Poverty is a landmine of hunger over which I have built us a house, waiting to be filled with the ghost of you. Remember this, in calling you an earthquake, I am also calling you my center.

DIKSHA BHARDWAJ

III YEAR

Education in COVID times: Expectations V/S Reality

Education is a major challenge in these times of COVID - 19 pandemic. The pandemic has resulted in schools shutting down all across the world. Globally, over 1.2 billion children in 186 countries are out of the classroom and are unable to make access to the technology. Education system has changed dramatically with the distinctive rise of e-learning on digital platforms. This sudden shift away from the classroom has impacted education worldwide. People have different perspectives and perceptions about the new education system. While some believe that the unplanned and the rapid move to online learning with no training, insufficient bandwidth and little preparation will result in a poor user experience that is uncondusive to the sustained growth; others believe that a new hybrid model of education will emerge with significant benefits.

There are several challenges to overcome. Some students without reliable internet access and technology struggle to participate in digital learning while some report of mental exhaustion due to their continuous involvement on screens for long hours. For those who do have access to the right technology, there is evidence that learning online can be more effective in a number of ways through chat groups, video meetings, document sharing and the interactive classes. But for some people, both students and teachers have been burdened with the task of adapting to an online learning environment overnight. Although the stark consequences of COVID - 19 have thrown both families and the education systems for a toss, the sudden switch to digital learning has brought with it a few valuable lessons. Despite substantial delays, technical difficulties, disruptive schedules and struggling parents, online education has managed to open the door to new opportunities and set in new waves of digital transformation.

Students' perceptions of what an online course will be like are often quite different from how it really is like. Students used to think that learning online will be a bit easier, takes less time and is self-paced but it is not!

Now, I'll be sharing some of my personal experiences regarding this.

- When I need to find a place with good internet connection:

we think that we would just sit down at our tables to join the online sessions without any pain till we start to hear just very choppy noises!

-When Zoom calls don't live up to my expectations:

All is well until our teacher suddenly stops talking and we are left staring at a frozen screen and we start waving our hands at the screen and realise that we have been cut off for the past 5 minutes!

- Becoming too comfortable with the online sessions:

It's easy to get distracted while attending online classes. We may be probably scrolling through our social media while our teacher goes on and on. Everything is in order when suddenly our teacher asks the class a question and everybody stays silent!

- When we are told to dress formally for an online session, when we had a virtual fresher's welcome party and so on and on... I hope everybody who are taking online classes have come across these!!!

Although there are a lot of complications because of the pandemic but we do need to cooperate and hope for the best.

This essay entry by **Nikita Agrawal of 1 year** won the first prize in the Essay Writing Competition on the topic Education in the Pandemic Times on the occasion of National Education Day.

कोविड-19 की कहानी

अनदेखी अनजानी सी आई एक बीमारी
जिससे भयभीत है दनिया सारी,
लॉकडाउन का फार्मूला लगाया तो कई जानों को हमने बचाया ।
पर !! इकोनॉमी का डब्बा बैठाया ॥
इस बीमारी ने कुछ को घर पर बैठाया
और वर्क फ्रॉम होम कराया
तो कुछ को नौकरी से निकलवाया ।
जंग का मैदान सिर्फ सरहद पर ही नहीं था,
इस बार घर के अंदर भी था
कोविड वारियर बने - डॉक्टर, नर्स और गवर्नमेंट एम्पलाइज,
सबको किया जगह-जगह डिप्लॉय ।
गरीब - अमीर इन सब में अब ना रहा भेद-भाव,
सब ही कर रहे थे अपना कोवि ड से बचाव।
चार महीने घर में बैठ यादों का सैलाब उमड़ आया,
बोर्ड-गेम, कुकिंग ने सबका मन बहलाया।
कुछ को लगा दनिया का अंत आ गया,
तो कुछ को परिवार का साथ भा गया॥
डिप्रेसन, एन्ज्जायटी का दौर अब बढ़ने लगा था,
घर बैठने की ख्वाहिश से अब मन भरने लगा था ।
वर्कर्स की हालत बुरी थी,
अपनों के पास जाने की उन्हें जल्दी थी।
मीलों का सफर पैरों से नापा,
तो इन के वीडियो देख बॉलीवुड कुछ जागा,
सोनू सूद जी ने अपना दिल दिखलाया
वर्कर्स को उनके घर पहुँचाया ।
इस प्रक्रिया मन में एक उम्मीद जगाई
इंसान अब भी इंसान का है भाई।
दोस्तों से दरियां अब खलने लगी थी,
लॉकडाउन में रिलेक्सेशन अब मिलने लगे थी,
व्हाट्सएप की घंटियां अब बजने लगी थी,
लोगों से मिलने की आस अब फिर जगने लगी ।
गवर्नमेंट ने मास्क और सोशल डि स्टेंसिंग किया कंपलसरी,
तो लोगों ने भी सावधानी बरतनी शुरू करी।
नए साल का हंगु आगाज कोविशील्ड,
कोवैक्सीन ने जगाई आस।
मानो दनिया संभलने लगी थी,
लोगों के बीच अब ढील दिखने लगी थी।
कोविड भी बदमाश था अपने वेरिएट्स के साथ तैयार था,
जैसे ही ढील मिली वेरिएट्स की लगा दी झड़ी,
सेकंड स्ट्रेन ने ऐसी वेव पकड़ी की
केसिज़ और डेथ की लगा दी झड़ी।
लोगों का खौफ अब फिर बढ़ने लगा है,
कोरोना अब सिर चढ़ने लगा है ।
देखते हैं यह कोरोना कि तना करेगा नाक में दम,
हम भी मुंह तोड़ जवाब देंगे इसे
मास्क, सैनिटाइजेशन और सोशल डिस्टन्सिंग के संग ॥

Mehak Gupta

I Year

To all the TEACHERS

From holding hand to screen sharing
From chalk to chat
From blackboard to whiteboard
From real to virtual
The journey was difficult
But YOU did not give up.
From offline to online
From keep quiet to speak up
From no mobile to turn on your
mobile
From conventional to technical
The journey was difficult
But YOU did not give up.
From notebook to screenshot
From teacher's assessment to self-
assessment
From classroom to zoom
From school to home
The journey was difficult
But YOU did not give up.

Tamanna Batra

IV year



Creative Expressions:

A picture says a thousand words...



This poster entry by **Simran Kaur of II Year** won the second prize in the Poster Making Competition on the theme *Education in COVID Times: Expectations V/s Reality* on the occasion of National Education Day.

This poster entry by **Swati Panda of IV Year** won the first prize in the Poster Making Competition on the theme *Education in COVID Times: Expectations V/s Reality* on the occasion of National Education Day.



This Poster entry by **Anamica Bisht of III Year** is a part of her Class-assignment.



STUDENTS WHO DID US PROUD!

Position	B. El. Ed Part I	B. El. Ed Part II	B. El. Ed Part III	B. El. Ed Part IV
First	MUFLEHA 83.81% 	PRIYANSHI 80.18% 	MUSKAN TYAGI 82.9% 	SIMRAN KALRA 79.31%  (I Rank in University)
Second	SAMIHA SAINI 80.72% 	ANISHA GUPTA 78.54% 	SADIYA AYYUB 79.81% 	JAPSIFAT KAUR BHATIA 79%  (II Rank in University)
Third	EASHANA ARORA 78.72%  KAJAL SHARMA 78.72% 	Bhavya Gupta 76.18% 	Amanpreet Kaur 79.27% 	GARIMA KUMAR 76.77%  (IX Rank in University)



Art by: Dr. Richa Sharma

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