



# AALEKH

Volume 6

May 2020

*A reflection of our thoughts....*



## *Lead article*

**The Global  
Lockdown:  
A great  
opportunity  
for educators**

By  
Prof. Namita  
Ranganathan

## *Inside stories...*

Message From 2  
Principal, Teacher  
In-charge and  
Editors

Lead Article 5

Departmental 6  
Activities

Event Reports 8

Penning Down 12  
Our Thoughts-  
Students' Articles  
and Poems

A Picture Says A 20  
Thousand Words

Echoes From Our 22  
Alumni

Laurels and 24  
Achievements

Our Faculty 27



Department of Elementary Education  
Mata Sundri College for Women

(University of Delhi)

2019-2020



## From the Principal's desk

The progression of Covid-19 into the global pandemic phase is an unprecedented phase in our lifetimes. None of us have actually dreamt even in our wildest dreams that such a thing could grip the world. The events are truly not under our control and hence, it is natural for all of us to feel helplessness. We were locked in our homes and this self-isolation is unusual for most of us. The main challenge is to carry out normal activities in abnormal conditions.

To engage with the students had been paramount in our minds and the faculty connected with the students on the daily basis. The anxiety issues were dealt with by the Counselling Committee specially constituted in wake of the present crisis that went beyond the classroom to connect with the students in a more positive manner.

Yes, the times are tough but humans have to be tougher to overcome this calamity. The lost human interactions have to be made up as soon as possible. Isolation and introspection are the correct recourse to come out of this dim phase for humanity.

ਹੋਇ ਕ੍ਰਿਪਾਲੁ ਸੁਆਮੀ ਅਪਨਾ ਨਾਉ ਨਾਨਕ ਘਰ ਮਹਿ ਆਇਆ ਜੀਉ॥ (SGGS: Pg.104)

*When my Lord and Master blessed me with His Mercy, O Nanak, then His Name entered the home of my mind.*

In such dim circumstances, I congratulate the B.El.Ed. Department to bring out this issue of its newsletter rejuvenating the readers. *Aalekh*, is a compendium of the Department's yearly endeavours, and students' expressions and reflections on contemporary and pressing issues of society. What adds to its rigour this year is the contribution by Prof. Namita Ranganathan (Former Dean and Head, Faculty of Education, University of Delhi). Also the special segments on creative art by students and poems by the alumni are worth mentioning.

The newsletter is a testimony to the hard work and perseverance of the B.El.Ed. faculty to provide myriad opportunities to students for their holistic growth as future teachers.

The editorial members deserve praise for their efforts to motivate the students to come up with creative ideas and compelling viewpoints.

Prof. (Dr.) Harpreet Kaur  
Principal



**Prof. (Dr.) Harpreet Kaur**

**(Principal)**



## Teacher in-charge speaks

It is with immense pleasure that I bring forth the sixth edition of *Aalekh*. The newsletter is now almost a magazine as it has provided more space for students' reflections, poems and paintings. The enthusiasm of the students to write for it is heartening and it is a delight to note that alumni have come back to contribute articles.

The year 2019-20 has been very busy for the Department as it is engaged with both Department's work and the responsibilities of the Divinity Society of the college. This was the 550<sup>th</sup> year of Guru Nanak Devji and the teachers and students of the Department participated in the celebration by organising and learning about the Guru's visionary humanitarian teachings through conferences and several other year long activities.

The teachers in the Department have strived to strengthen the regular curricular and co-curricular activities by adhering to the year long calendar of events- they are mentioned here in the newsletter. This year once again International collaborations were pursued and seminars and workshops organised with Swiss teacher education university HEP. We sought to open up collaborative spaces for students, school teachers and college faculty to come together with experts. Placement was actively pursued for students.

There were many plans for enriching the academic activities of the department. Programmes, workshops and exhibitions were fixed in March and April. However 2020 turned out to be more eventful for humanity than our plans and the Covid 19 pandemic led to the closure of schools and colleges. The department tried to work in the new situation through new measures.

The unfamiliarity of the situation has led to certain anxieties and challenges, also reflected in some of the student writing here. There is certainly a need for educators to be engaged with these questions, and it has been highlighted here in *Aalekh* by Professor Namita Ranganathan, former Dean of Faculty of Education, who prepared a note for educators to deliberate upon. We are happy to carry it here to start a conversation.

*Aalekh* captures snapshots of the journey that was part of 2019-20 and offers yet another issue of students' learning, concerns and creativity. The editorial board has worked hard along with the students. The department's faculty has worked as a team and it is a matter of pride that we have kept the platforms of dialogue open in the times of physical distancing. We strive to make the Department a place for learning, caring and growth.

Dr. Radhika Menon  
Teacher In-charge  
B.El.Ed. Department



**Dr. Radhika Menon**  
**(Teacher in-charge)**



## From the editors.....

It is with pleasure that we present the sixth consecutive issue of *Aalekh*, the annual e-newsletter of the Department of Elementary Education. This year's edition bundles in itself unbounded creativity, imagination, insights, celebrations and reflections.

Offering a glimpse into the views and voices of its contributors, *Aalekh* also carries a vivid account of the activities, events and achievements of the department spread over the year. The invigorating learning experiences of students are fondly recollected in this edition.

Like special ingredients to a finely crafted menu, this issue presents an engaging article by Prof. Namita Ranganathan (Former Dean and Head, Faculty of Education, University of Delhi) and a section, 'Echoes', which showcases poems written by our alumni. Each piece in this section is unique in its expression of idea, feeling and emotion entwined within itself.

A note of thanks is especially due to all our contributors, whose beautiful and thought provoking writings feature in this issue. In particular we express our sincere gratitude to *Prof. Namita Ranganathan* for her article.

Credit for the artwork that graces the cover page of this issue goes to *Ms. Vidya Bharti*, B.El.Ed. IV Year.

Wishing all the readers 'Blissful Reading'!

### Editorial Team:

Ms. Anshika Srivastava (Editor)

Ms. Shubhneet Kaur Kharbanda (Editor)

Dr. Garima Aggarwal (Editor)

### Managing Editor (Technical)

Ms. Divya Sharma



Ms. Anshika  
Srivastava



Ms. Shubhneet Kaur  
Kharbanda



Dr. Garima Aggarwal



Ms. Divya Sharma



## LEAD ARTICLE

# The Global Lockdown: A Great Opportunity for Educators

As several countries remain in a state of lockdown, there are fears, apprehensions and free floating anxiety about what the future holds. School children, their parents and guardians, teachers and educators are particularly troubled about this. Let us all try to see the situation from a more optimistic and positive lens. Let us not forget that schools may be closed but the minds of children are open. They crave for stimulation, opportunities to learn and rich and novel experiences. The centre of learning has shifted from the school to the home, the primary natural environment in which children are born, live and grow. Let us see this as a great strength to support children's learning and development.

A child's home is not a brick and mortar structure; it is a composite of people living together as family. This is a great opportunity for all the members of the family to bond, to spend meaningful time together, build a sense of pride in family identity, dialogue with each other, construct the history of their respective families through sharing stories from the past, look at family photographs and relive the moments of joy and happiness. Let us never forget that it is family that gives us both the roots and wings of our existence. It naturally insulates and protects us and at the same time prepares us to live in the big bad world with satisfaction and confidence. Education we are often told aims to enable every student to acquire life skills like decision making, problem solving, empathy and concern for others, effective communication, negotiation capacity and self-confidence .... all of these get naturally facilitated by the home.

We are very fortunate to be living in an era where technology is abundantly available and the wealth of e learning resources is plentiful. The platforms to communicate with students are many. Google classroom, hangout, zoom etc. can be used for regular on-line teaching and learning with older children. Many schools are following a regular time-table using these platforms for students in standards 9, 10, 11 and 12. It is almost like a home school with a regular rhythm and schedule. For those who do not have computer access at home or poor connectivity, their parents' or guardians' cellphones may

be used for outreach. Whatsapp and sms are universally available to keep in touch. Younger children can be given tasks and worksheets that unleash their imagination and creativity. It is a great opportunity for teachers to use. Their own creativity and ideas can actually be put into practice. The role of a class teacher is to be a parent surrogate to all the students of her class. Here is the opportunity to live up to this.



**Prof. Namita Rangnatathan**

*(Former Dean & Head Faculty of Education, University of Delhi)*

Education also teaches us that every individual is unique and should be given the opportunity to experience his/her uniqueness. Being with oneself, introspection and self-exploration are some ways through which we can recognise and identify what we like and dislike, what our dreams are, what our interests are, what we enjoy doing the most, what we would like to be and make of our lives and who are the people we care for and matter to us the most. Older children can certainly engage in this. They only require a mature parent or teacher to set the trigger. For younger children this can take the form of promoting their naturalness, curiosity and self-expression.

The importance of living in harmony with nature is probably the biggest lesson that this lockdown has taught us. The marvels of chirping birds, butterflies, beetles, sea turtles coming to the shores, wild animals daring to walk across deserted urban streets tell us a lot about what our relationship with nature should be. In our quest for modernity we have lost touch with nature. Let us try to regain our connection. This can become an important thrust of our interaction with students.

The list is endless . . . . there is so much to do ..... let us as educators at least make a beginning.

Prof. Namita Rangnatathan  
Former Dean & Head Faculty of Education,  
University of Delhi

# Departmental Activities (2019-2020)

## Events organised by the department



**Inauguration of International Seminar and Workshop on "Practices and Pedagogies for Sustainability"**



**Swiss teachers visited internship schools during International workshop**



**Students attending Story Telling workshop**



**Principal addressing I year students during orientation programme**

International Seminar and Workshop on the theme 'Practices and Pedagogies for Sustainability' in collaboration with Haute école pédagogique (HEP), a teacher education university in Switzerland and Delhi University (February 3 to 5, 2020).

Storytelling workshop on the theme 'Storytelling: A Pedagogical Resource' by resource person Ms. Sheetal Paul (February 20, 2020).

Classroom Management workshop by Pre-minda Langer for III year students. Students got hands-on experience in various CRM strategies especially group work and cooperation among children while working together (February 21, 2020).

Orientation session with Peepul for IV year students. They had interactions with the students regarding placement opportunities in Peepul (January 8, 2020).

Orientation session with Bharat National Public School regarding job opportunities in their school (January 21, 2020).

Orientation with IAE Global for higher education and related opportunities abroad (February 19, 2020).

Visits by the Principals and teachers of the collaborating schools to the International Conference on Guru Nanak Dev Ji: Life, Philosophy and Legacy (September 27 to 28, 2019) and the International Seminar and Workshop on Practices and Pedagogies for Sustainability (February 3 to 5, 2020).

Orientation session for I year, attended by the principal, teachers and II year. Details presented of the courses and practicums through various activities by II year (August 22, 2019).

Paperless elections for the student council were held through computers (September 19, 2019).

Open House with parents for discussing the important aspects of the programme was held by the Department. Parents of the III year were invited for interaction on important elements of innovative school visit (January 8, 2020).

Parents of I, II and III year students were invited for interaction on the academic growth of their wards (March 4, 2020).



**Teacher Educators from HEP, Switzerland and Mata Sundri College during International Seminar**



**Participants visited Humayun's Tomb during International workshop**



**Participants with Prof. Anita Rampal during International workshop**



**Students and faculty members at Digantar, Jaipur**



## Departmental Activities (2019-2020)

### Visits by students

National Gandhi Museum, for a special exhibition on the topic 'Tracking Gandhi Before India', presented by Anja Bohnhof, Germany, by B.El.Ed. III year (October 15, 2019).

Innovative School Visit to Digantar, Rajasthan for III year (From January 13 to 18, 2019).

Slum visit to Lal Bagh, Azadpur, Delhi facilitated by the organization Janhit Society for Social Welfare, Azadpur for I year project (February 15 and 18, 2020).

Nehru Planetarium, Teen Murti Bhawan, New Delhi, by B.El.Ed. I year (October 18, 2019).

National Science Centre by B.El.Ed. III year (February 10 and 12, 2020).

Jodo Gyan Organization at Jia Sarai by B.El.Ed. III year (February 10 and 12, 2020).

Miranda House College by B.El.Ed. I year students as part of their Theatre practicum (February 14, 2020).

Delhi Book Fair by I and II year students as an opportunity to see and purchase books from different genre (September 13, 2019).

World Book Fair by II year students (January 11, 2020).

### Talks, Panel Discussions & Workshops attended

10 days Theatre Workshop organized by National Museum, New Delhi, attended by B.El.Ed. III year (From June 19 to 30, 2019).

Seminar organized by Jesus and Mary College, University of Delhi, on Multiple Childhoods in India: Voices of Subaltern, attended by students of I and II year (October 23 and 24, 2019).

Talk arranged by Jesus and Mary College, University of Delhi, 'Why education does not succeed?', speaker- Prof. Krishna Kumar, attended by III year students (February 13, 2020).



**Students observing exhibits at Nehru Planetarium**



**Students and teachers visited Jaipur city**



**Students and teachers at Teen Murti Bhawan**



**Students during Slum Visit project**



**Students at National Science Centre**



**Students at Jodo Gyan Centre**



## Orientation Programme (2019-2020): Welcoming the first year

The orientation programme for I year students was organised on 22<sup>nd</sup> August 2019. It was attended by the II year students and all the faculty members of the Department. Our College Principal Prof. (Dr.) Harpreet Kaur graced the occasion by her presence.

This session holds a significant place in initiation of the new students into the course. They were briefed about the nature of various theory subjects, practicums, colloquia in the I year.

Dr. Harpreet Kaur addressed the students by welcoming



them and sharing useful information and ethos about the college. She also made them aware about

expectations from this college and motivated them to utilize its positive and conducive academic environment for their all round development. She encouraged them to participate in all the activities in college throughout the year and perform to the highest potential in them. She also congratulated them for choosing this course, highlighting its potential to develop reflective and creative thinking in them, giving them

pedagogic and theoretical grounding and thereby carving out the best of them in all aspects.

The II year students planned a number of activities which displayed their multiple creative sides. These included recitation of a self-composed poem on a recent social issue, play and a parody showcasing brief of the content of each subject. Also, all the faculty members introduced their professional background and specialization to the students. Through this academic welcome, the students got to know several important facts about the department, and specifically about their course and the required work-culture.

## Being Eco-friendly

The B. El. Ed. Student Council elections for the year 2019-20 were held on 19<sup>th</sup> September 2019. The elections recorded active involvement and participation of students for both filling of nominations for various posts and exercising their right to vote.

The highlight of this year's elections was their 'paper-less' nature. Unlike the practice of the past years, students casted their vote on the computer. The voting was super-

### ***The 'Paper Less' Student Council Elections , 2019***

vised by the Student Council advisors with the department's support staff. It was the first time that such practice was attempted by any department in the college so far for conducting the elections.

Such a mode of conducting Student Council elections

was appreciated by one and all. The attempt to save pa-

per and go the eco – friendly way in these elections was a reflection of one of the department's efforts to make a difference towards the environment. The elected Student Council took charge of their duties immediately after the declaration of the result.



## Department's Student Council (2019-20)

**President**  
Swati Panda, III year

**Vice-president**  
Anisha Gupta, II year

**Joint secretary**  
Priyal Gupta, III year

**Treasurer**  
Nikita, III year

**Class Representatives:**  
Ishika Garg- I year  
Bhavneet Kaur- II year  
Divyanshi- III year  
Japsifat Kaur- IV year

## Visit to Nehru Planetarium

A visit to Nehru Planetarium was organized on 18<sup>th</sup> October 2019 for B.El.Ed. I year students. A total of sixty people participated in this visit. Along with students, four faculty members and one non-teaching staff member of the college accompanied them.

Students in I year, study core natural science as an essential paper and learn various theoretical constructs in this paper re-

garding the nature of science and scientific concepts.



Major objective of this visit was to familiarize students with significant milestones in the field of Astronomy and Indian contribution to astronomical knowledge, from past to present. It was also aimed to enable students to reflect on the way scientific knowledge evolves and the way technology complements it.

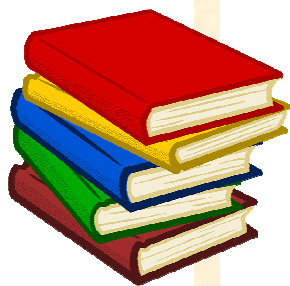
The best aspect of this visit was attending a show on 'our solar system' in Sky Theatre. It explained the evolution of the Universe and provided information on different aspects of the solar system. Students were also encouraged to study various exhibits displayed at Planetarium and prepare a report on their learning in smaller groups.



## Visit to Book Fair

As a part of the Storytelling and Children's Literature practicum, B.El.Ed. II year students visited New Delhi World Book Fair, Pragati Maidan on 13<sup>th</sup> September, 2019 and World Book Fair on 11<sup>th</sup> January 2020. The visits were planned to fulfil one of the major objectives of the practicum, that is, to provide exposure to wide ranging children's literature and its utilization as a pedagogical resource.

Prior to the visits the students were oriented regarding vari-



***"opening a gateway to the world of books for the students"***

ous children's publishing houses that can be explored. During the visits, students were given a guided tour of the same as well. Students took keen interest in exploring, reading and purchasing various children's books. The book fair offered a one stop source to provide exposure to a wide range of publishers and their publications for children. It made for an engaging

platform for sharing ideas and enhancing literary understanding regarding various types of books published for children. The visits opened up a gateway to the world of books for the students, providing the necessary exposure to augment their awareness of recent reading materials published for children. The visits also provided resources to students to build their own collection of children's literature required for undertaking various tasks under the Storytelling and Children's Literature practicum.

## Innovative School Visit

An innovative school visit to Digantar, Jaipur was organised by the Department of Elementary Education for III year students.

The visit is a part of their essential practicums -

'Classroom Management' and 'Material Development and Evaluation'. The visiting group consisted of 49

students and 4 faculty members from the Department.

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

Some pre-visit activities were carried out in the Department to facilitate smooth conduction of the visit. Orientation on the purpose of the said visit was conducted for the students in the Department. Detailed discussions in small groups regarding the framework of classroom observations were carried out in the 'Classroom Management' and 'Material Development and Evaluation' classes. Some essential committees comprising of students and faculty members were formulated. Some of these essential committees were; discipline, medical, luggage and refreshment. An interactive session was held with the parents of the students in the Mata Gujri Hall of the college on 8<sup>th</sup> January, 2020.

The visiting group reached Jaipur station by Ajmer Shatabdi on 13<sup>th</sup> January, 2020 at



10:35a.m. The group was received by the representatives of the organisation and taken to Digantar campus. Accommoda-

tion was arranged in the campus for the students and faculty members. Well-furnished dormitories and basic amenities were provided by the organisation. Students were divided into seven small groups of

five to seven members to visit different classes in Kho-Rebarian and Bhavgarh schools. Two faculty members accompanied students to each of these schools.

Through the field engagements, the students got the opportunity to understand the practice of innovation in Digantar schools. Mr. Hemant, Mr. Naurat and Ms. Riti shared the philosophy, genesis, organisational structure, teaching-learning approaches and specific challenges of running the schools (institutional recognition, admission and funding) with the students. The class teachers of different classes (classes are identified as 'samooch' at Digantar) discussed with the students, the importance of developing rational autonomy in young learners and the significance of helping children learn at their own pace.

Our students further inquired about several aspects of Digantar's schooling like, pedagogical practices, teacher-student relationship, school-community collaboration and specific school practices like cleanliness activity carried out by students and teachers; *balsabha* and *bal panchayat*.

Visit to the community was a novel experience for both students and faculty members. The students got an opportunity to interact with the parents, siblings and other family members of the present students in their home setting. Some of them also got an opportunity to interact with the alumni of Digantar too.

Reflective sessions for the students were organised after coming back to the residential campus. These sessions provided them the space to share each other's field experiences and analyse their observations in light of the constructs and perspectives they have read in theory papers. Excursion to popular sites like Jaigarh Fort, Jal Mahal, Hawa Mahal and Bapu Bazar helped them understand the historical importance and experience the cultural richness of Jaipur city.

Along with the academic gains, visit to Digantar helped the students nurture the feeling of living in a community, that is, from sharing space in a dormitory to owning responsibilities like waking each other up in the morning, washing one's utensils after eating and helping each other in

carrying the luggage, and taking initiative and responsibility for various tasks assigned to them.

B.El.Ed. III year stu-

dents could experience both independence and interdependence at the same place. Students expressed their gratitude to the Digantar team for their hospitality and academic engagements through beautiful handmade cards.





## International Seminar on Pedagogy for a Sustainable World

3<sup>rd</sup> February 2020

and

## International Workshop: Practices and Pedagogies for sustainability

4<sup>th</sup> & 5<sup>th</sup> February 2020

(In collaboration with University of Delhi and Haute école pédagogique, Vaud, Switzerland)

Education for Sustainability has become an important area for teacher education. In order to ensure that teachers are prepared to take on these questions in schools and colleges, the Department for the second year consecutively collaborated with *Haute école pédagogique* (HEP), Lausanne, Vaud, Switzerland to host a one day seminar and two days of workshop. Students and faculty from India and Switzerland interacted closely during the three days to learn from the practices and methods adopted in the classrooms. The **International Seminar held on 3<sup>rd</sup> February** focussed on walks as a pedagogic method and explored conservation practices



highlighted the Cross-Cultural Perspectives in looking at sustainability in textbooks. The seminar was also addressed by Geographer Nadia Lausslet, from HEP, Principal of the college Professor Harpreet Kaur and Convenor of the Seminar and workshop, Dr. Radhika Menon.

The seminar saw large participation of students, faculty and researchers. Swiss and Indian students deliberated in the seminar on appropriate learning plans for teaching sustainability. A film prepared by the Swiss team as part of the collaboration in 2019 was released on the day.

**The International Workshop** was held on 4<sup>th</sup> and 5<sup>th</sup> February 2020 and focussed on practices to carry forward sustainability in schools. The second day of the workshop was held at Shaheed Hemu Kalani School. The students of the department, Japsifat Kaur, Harshita Rajput, Ramneek Kaur and Preksha shared their practices as interns in the school.

The Principal of the school, Dr.



**“Workshop focussed on practices to carry forward sustainability in schools”**

B.K. Sharma addressed the participants of the workshop on his experiences of working in a public school system and practices needed for turning the school around to a model school. The day's session was processed and facilitated by Dr. Radhika Menon, Ms. Neha Sharma and Ms. Richa Sharma.



The third day of the workshop focussed upon hands on experience of exploring sustainability through heritage. The department students worked with the Swiss students in exploring the UNESCO Heritage Site Humayun's Tomb Complex. Professor Anita Rampal and Ms. Nadia Laussalet, addressed students at the site. A number of faculty participated along with the students.

The International Seminar and Workshop organising team included Ms. Neha Sharma, Ms. Richa Sharma, Ms. Divya Sharma, Ms. Anshika Srivastava, Ms. Shweta Tanwar, Dr. Manisha Subba, Dr. Jasmeet Kaur, Ms. Ruchi Garg and Mr. Manish.



in order to nurture and sustain heritage.

The keynote address was by historian, author and convenor of Delhi INTACH,

Dr. Swapna Liddle. The main speaker in the pedagogy session was Professor Anita Rampal, former Dean & Head of Faculty of Education, Delhi University and former Chairperson of NCERT textbook development committee. She

## Placements at the Department

The Placement Committee of the Department organised a series of activities for the IV year students. These included workshops, sessions and placement drives to familiarise final year students with various organisations and opportunities at work place. Organisations such as Ark Foundation, BNPS and IAE Global In-

dia visited our students for placement related sessions. In addition to organising various workshops and placement related sessions for the students, they were kept updated about information pertaining to job vacan-



cies, scholarships and avenues in higher education.

Some students from the present batch obtained campus placement in esteemed organisations and institutions. However, they will join once they complete the current academic session.

## Penning Down Our Thoughts: Students' Contributions



### It all starts within

So, this story is of a teenage girl who lives alone in an apartment, separated from everyone. She feels trapped in this apartment and feels that quarantine has made her lonely and depressed. The story takes a sharp turn when she falls in love with nature. So now, being quarantined for about two weeks and experiencing depression and trying to harm myself twice this week, I'm again in my battle field. Battling all this all alone, there's no one who can help me, there's no one who can save me, there's no one to ask if I am fine and doing alright. Except myself. Quarantine was hurting just because I thought it to be that way and let it hurt me because of all blames myself constantly. At night, I am filled with thoughts, often motivational. Sometimes, I think it's good it's actually wonderful that I'm alone because I don't want anyone to feel this hurt and go through this pain. But, there are some moments where I realise that all my friendships, relationships and family ties are breaking. And here I am, stuck with my life, blaming all this on quarantine and lockdown. But then one morning, when I woke up, after the worst of my nightmares, I went to the balcony and realised there's no one in the park, there's no one on the roads and this left me thinking what if, what if there were no humans except me on this Earth, what if for one day I am left alone with this nature. What if these plants could speak, what if these ani-

mals could convey that they are so happy now to see the tables turn and to see all the humans locked up in their homes? I guess life would be much easier this way, I wouldn't have doubted my existence, I wouldn't harm myself because nature is not like humans. It doesn't betray us in the name of love, it doesn't fake emotions, and it doesn't play with our feelings like humans do. A little bit of love from us means the double from their side. And yes I know these are very contradicting statements! People might feel offended, questions might arise, that my family is best, they love me, and my friends are there for me always. And that's normal, forget about family and friends, just ask yourself were you there for yourself when your soul needed you? No, you will not agree to this, but the truth is, when your body wanted only your attention you were dying for someone else's attention, you were waiting for them to ask if you were alright!

But think of nature, we are using it regularly for our needs, from as simple as to write on a sheet of paper to being able to drink water. It's been long since we are exploiting it, don't you think that more than we need nature, nature needs us! But, we humans just focus on words, actions aren't our cup of tea, right? Global warming, depletion of ozone layers, glaciers melting weren't these actions enough to prove that nature is in danger? Just like when you are exhausted, you are depressed from

life, you take a break right, so why aren't we humans allowing nature to take a break? Quarantine isn't us humans being locked up in our homes, rather it is the nature being set free, nature too needs some alone time like us.

Just then I stopped and got up, went to my room again! But with a lot of energy, with a lot of happiness I realised that after birth, Mother Nature leaves its offspring's alone, alone they develop, alone they grow, alone they blossom and alone they fight! So why can't I fight this all alone? After all I'm a child of nature too. And here ends my dark phase, my dark thoughts and my dark persona.

I'll prove I am worth living, my life is precious and I'm rare. Nature has gifted me this time, why to waste it in thinking that I am alone? Because I am not alone, I have nature with me! Yes, they hear me! they respond! I have seen my sunflowers bending their heads when I was low and I have also seen them blooming when I was smiling. I have been criticizing myself for years and it hasn't worked. Now I'll try appreciating myself this quarantine and see what happens. So let's take a step towards our nature, for our nature, with our nature full of positivity.

Samiha  
I Year

## Life as it is

"It is what it is" they say. No, it's not. It is what you make of it. It is how you see it. It is how you feel about it. It is what you do about it. Life's always been this puzzle where you constantly try to find the pieces and you cannot sometimes fit in the piece you tried to find so hard.

It doesn't make sense even you somehow managed to fit a piece here and there. It is not a puzzle, it doesn't need to be perfect, and it is never meant to be 'fixed'. It is a canvas on which you paint every time you do something, old or new, it adds on each time, enriches your masterpiece that you create; this is life. A lot of time is taken to realise this, but when you do, every-



thing seems colourful and together rather than in pieces waiting to be picked up and put up. I always used to see my life as a puzzle, something that always needs to make sense, but now I don't. This realization hit me slowly but had such a profound impact on my life that it turned it over making it beautiful and complete as it can get.

Everything that I thought wasn't there and was a façade, it always existed, around me. The only thing that was to be done was to draw that power from myself to make things happen. I read it somewhere and I resonate with it so much that, "life is how you see it", it is inde-

pendent of what you have and what you don't. It's what you want and how willing you are to work for it. It is what you have now and how careful you're with it. Do you take it for granted or are careless enough to lose it?

Life is ever changing, like our mind is ever evolving. Nothing is permanent. Change is the constant. These are some hard pills we must swallow to know the value of what we have and appreciate it while it lasts. Only then we can be truly free and we can aspire to live a wholesome and fulfilling life.

Garima Kumar  
IV year

## What freedom means?

As I step into my balcony today,  
I see the sky full of colourful kites,  
Going high into the unrestricted sky.  
I look around to find people with smiling faces,  
Celebrating the end of drudgery's traces.  
Suddenly the next moment, this celebration seems so futile!  
On thinking, how can India be free, when Indian women are not free?

Lives of many girls are similar to these kites in the sky,

The one who holds your string decides how high you can fly.  
It's time to pick the battle up,  
For must we go hand in hand,  
Let each one of us take this pledge,  
To once again fight for what we truly deserve.



To be free to do whatever she likes,  
To be free to take decisions of her life,  
To be free to walk alone in the dark,  
To be free to not just let beauty set the bar,

To be free and just be herself.  
Is this too much to ask for,  
I ask yet again.

Muskan Tyagi  
III year



## दर्द उसका

दर्द प्रकट कर रही है यह कहानी,  
उस अंजान के दिल की, मेरी ज़बानी ।  
सहम जाते हैं हृदय, हो  
जाते हैं परेशान,  
चाहे वह मासूम, फिर  
हो हिन्दू या  
मुसलमान।



जब निकले पग उसके  
घर से बाहर,  
आ जाए दरिंदे पैर पसार।  
चाहे वह पहने हो स्कर्ट या पहने हो  
हिजाब,  
बदले तब इंसानियत और हैवानियत का  
हिसाब।

जिसका ना चाहते हुए भी बन जाए वह  
भाग,

हो चाहे फिर दिन या अंधियारी  
का मार्ग।

बन ही क्यों जाती है, दुनिया  
वही अंधी,  
ज़िन्दा लाशों का शमशान या  
कब्रस्तान।

पर कभी अगर उस भेड़िए के खिलाफ,  
उठा ले कोई आवाज़,  
तो कहां मिल पाता है, उसको वक्त रहते  
इंसाफ ?

कुछ लोग रह जाते हैं, अफसोस जताकर,  
तो कुछ बताते हैं, चरित्रहीन का टैग  
लगाकर ।

और कहते हैं कुछ तो शर्म-लाज करो,  
अपना नहीं तो, हमारी इज़्जत का कुछ  
लिहाज करो ।

इंसाफ - इंसाफ चिल्लाते गला रूंध गया  
है अब,  
बस सवाल है यह, उम्मीद की रोशनी  
आखिर दिखेगी कब ?

सच तो आज है यही, अखबार तो देखते  
हैं हम लोग,  
एक नई निर्भया और प्रियंका की परछाईं  
का प्रतिबिंब दिखता हर रोज़।

मयूरिका चौधरी  
प्रथम वर्ष

## माफ़ी

आँखों के परदे अब नम हो गए हैं,  
बातों के सिलसिले भी कम हो गए हैं,  
पता नहीं ग़लती किसकी है?  
वक्त बुरा है,  
या बुरे हम हो गए हैं ।  
पलकों पर रखा आज भी समुंदर का  
खुमार है,  
ऐ दोस्त तेरी माफ़ी का मुझे आज भी  
इंतजार है ।

बातें ना बताने के फैसले जो लिए हैं,  
हम दोनों में उसके बाद, सिर्फ़ फासले ही  
बढ़े हैं,  
ना जाने तेरी मुझसे कौन सी तक्रार है,  
हाँ तेरी माफ़ी का मुझे दिल से इंतजार है।

अक्सर अंधेरा मुझे मेरी ग़लतियों का  
अहसास करवाता है,  
शांत रातों में तेरी-मेरी यादों के पल याद  
दिलाता है,  
ना जाने इतने दोस्त होने पर भी तेरी  
कमी क्यों महसूस करवाता है?  
भावनाएं दिमाग पर करती बुरा वार हैं,  
मेरी दोस्त, तेरी माफ़ी का मुझे बहुत  
इंतजार है ।

माना दोस्ती में दूरियाँ आती हैं,  
जो दोस्ती को मजबूत बनाती हैं,  
दूरियों से फर्क नहीं पड़ता, बात दिलों की  
नज़दीकियों की है, मेरे लिए मेरी दोस्त,  
तू बहुत मायने रखती है ।  
वरना मुलाकात तो हमारी न जाने रोज़  
कितनों से होती है,

तेरी दोस्ती में कुछ अलग सा खुमार है,  
हाँ तेरी माफ़ी का मुझे दिल से इंतजार  
है।

बीते हुए कल वापिस नहीं आते हैं,  
तेरी-मेरी दोस्ती के किससे मुझे बहुत  
याद आते हैं ।  
यादों का सहारा लिया है मैंने, किसी रूठे  
को मनाने के लिए,  
पुरानी दोस्ती पाने को दिल बहुत बेकरार  
है,  
ऐ दोस्त तेरी माफ़ी का मुझे आज भी  
इंतजार है।

कीरतलीन कौर  
तृतीय वर्ष

## The city at riot

The city is at riot  
windows are painted black  
law and order stinks of bombs  
and politics  
curfew for unending days  
after 5 pm ... don't leave your  
houses.

Government's secrets are falling apart  
and the public transports are  
set on fire  
people beating their chests  
against the police shields  
after 5 pm ... don't leave your  
houses.

My li'l sister is missing since  
two days  
the sirens of ambulance are  
exploding my head  
now, it's difficult to differentiate  
between people from guns  
so every person with their  
hands  
hidden inside their jacket is  
shot  
mostly it's stolen food instead  
of rifles  
after 5 pm ... don't leave your  
houses.

One political party blaming  
the other  
while I am solving a math  
problem written on the black-  
board  
statistics question asking us  
to plot a linear graph  
for deaths which are taking  
place during the riot  
and I am redrawing it again  
and again and again  
because the line always goes  
out of my page  
no matter how much I shift it  
towards the margin  
I told my teacher how this  
question  
is making me feel sick to my  
stomach

she laughed and  
said I'm just bad  
at mathematics  
after 5 pm ...  
don't leave your houses.

They don't want to accept  
that things are wrong  
they don't want you to accept  
that something IS wrong  
so they organise a quiz for  
the school kids  
in the middle of the crisis  
each news channel covering  
it live  
to show the world how this is  
city is not at war with itself  
It's a rapid fire round of 5  
questions:

Question 1.  
they are asking the name of  
the person who  
won the Nobel prize for peace,  
born and raised here  
in this beautiful city, and  
died at the age of 89  
And I tell them about the  
date on which the official or-  
der  
for the massacre of the peo-  
ple protesting peacefully  
two blocks from here was is-  
sued

Question 2.  
the name of the device which  
uses electric shocks  
to bring back a dead heart of  
a dead man  
back to life in the hospital  
And I tell them about the  
wounds on people's body  
caused by Taser guns

Question 3.  
they are asking the name of  
the statue of the historic fig-  
ure  
established in the park



a hero of civil war fought on  
this very ground  
And I tell them about a single  
burnt shoe,  
shattered spectacles, broken  
toys and rotten flowers  
found outside the church af-  
ter bomb blast

Question 4.  
they are asking the synonyms  
of obedience  
definition of democracy  
antonym of hypocrisy  
And I start saying words like  
loss, hunger, fear, mercy  
like it's a prayer I've always  
known

Question 5.  
they are asking names of the  
people  
who dare stood against the  
government in the past  
and spoke the truth fearlessly  
for freedom and for nation  
And I ... keep quiet

5. they are asking names of  
the people who spoke the  
truth and I keep quiet  
5. names of the people who  
spoke the truth and I keep  
quiet  
5. people who spoke the truth  
and I keep quiet  
5. spoke the truth and I keep  
quiet  
5. truth and I keep quiet  
5. keep quiet  
5.  
it's 5 pm  
and after 5pm ...don't leave  
your houses

Diksha  
II year

## औरत हूँ, अपनी हदें जानती हूँ

बात जब आरजू की आए , तो उन्हें अपने दिल में दबोचना जानती हूँ ,  
औरत हूँ , अपनी हदें जानती हूँ ।

बात जब जन्म लेने की आती है ,  
बात जब जन्म लेने की आती है तो वह औरत सबसे बुरी लगती है ,  
न जाने फिर क्यूँ जब बात जन्म देने की आती है तो वह औरत पूरी लगने लगती है ,  
औरत हूँ , अपनी हदें जानती हूँ ।

बात जब ऊँची उड़ान भरने की आए तो अपने पंखों को बखूबी फैलाना जानती हूँ , औरत हूँ , अपनी हदें जानती हूँ ।

अगर बात तहजीब की आए , अगर बात तहजीब की आए , तो मीठी आवाज़ में बोलना भी जानती हूँ  
और जवाब देना भी ,  
मैं लता मंगेशकर बनना भी जानती हूँ  
और कमला भसीन भी ,  
औरत हूँ , अपनी हदें जानती हूँ ।

अगर जानती हूँ खुदको जंजीरों में बांधना तो उन जंजीरों को तोड़ना भी जानती हूँ ,  
औरत हूँ , अपनी हदें जानती हूँ ।



बात जब आए अस्तित्व की , बात जब आए अस्तित्व की ,  
तो उस अस्तित्व के खातिर खुदको बचाना भी जानती हूँ और तुम्हे मिटाना भी ,  
औरत हूँ , अपनी हदें जानती हूँ ।  
सवाल तो कई है इस ज़हन में ,  
मगर जवाब सिर्फ एक  
औरत हूँ , अपनी हदें जानती हूँ ,  
अगर जानती हूँ खुदको जंजीरों में बांधना तो उन जंजीरों को तोड़ना भी जानती हूँ ।

मुस्कान अरोड़ा  
तृतीय वर्ष

## Hope

When the world all around,  
seems so strange,  
And you feel that your sorrow has  
no range.

When the night is  
still,  
dark and dreary,  
your hopes become,  
weak and weary.

When you know  
that death is your  
solution,  
And someone's memory gives you  
utter desperation.

Hold on to your hopes  
as far as you can,  
even if failures



surround your plans.

Never ever, let your hope sink  
as sin and forgiveness have a  
link

no matter whatever  
sin you  
committed  
by God, forgiveness is  
always  
permitted.

Always hope,  
that everything is fine,  
and my guides, my parents,  
are always mine.

No matter, whatever sorrow  
you have to pay,  
behind this sorrow,  
happiness does lay.

We have to pass through  
both,  
good and bad times  
If bad comes first  
good always lies behind.

Thus, if in a certain situation,  
to save your life, you don't  
even  
have a rope,  
you always have with you  
your own hope.

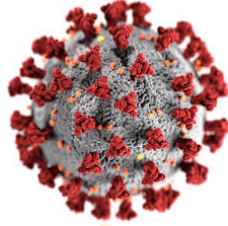
You achieve your aim,  
try your best  
leave to the Almighty,  
All the rest...

Tamanna Batra  
III year



## Is COVID-19 a tweet from God?

While the global population continues to battle the ongoing coronavirus pandemic, planet Earth has been healing. The worldwide slowdown in human activity has had a number of positive effects on the environment, including decreased air pollution due to less planes in the sky and less fuel-burning cars on the road. The coronavirus is definitely creating havoc over the World but perhaps it is God's way to teach mankind some lessons.



WHO describes the coronavirus as a zoonotic disease that is transmitted from animals to humans, possible through diet. Maybe God is tweeting that men should reduce the killing and consumption of animals or wet markets should maintain hygiene standards. Also, nations are spending huge amounts on ever-more technologically advanced weapons, missiles to become more powerful and

destroy other humans in case of wars, and because of this selfish behavior of humans, Nature has shown the human race its place. The Coronavirus pandemic has proven that it's better to reduce spending on the arms race and spend more on health, education and hygiene to avoid such contagions.

It's God's signal that humankind should reconsider its priorities. In this situation of global emergency Praying has the power to heal the world.

A prayer that we can together practice in these times of COVID-19 is:

*When we aren't sure, God help us be calm;*

*When information comes from all sides, correct and not, help us to discern;*

*When fear makes it hard to breathe, and anxiety seems to be the order of the day,*

*slow us down, God;  
Help us to reach out with our hearts,*

*When we can't touch with our hands;*

*Help us to be spiritually connected,*

*When we have to be socially distant;*

*Help us to love as perfectly as we can, knowing that "perfect love casts out all fear"*

*(A prayer during times of COVID-19 by the Right Rev. Richard Bott, originally posted on Facebook)*

I believe faith and prayer to be important, however, everyone needs to follow the direction being provided by governments and health officials regarding safety protocols, self-isolation and social distancing in order to reduce the risk to themselves and others, and ultimately help in curing this global pandemic.

God please don't send more tweets through such viruses.

Japsifat Kaur  
IV Year

## Was it too big a mistake?

*"Chalk nikalegi dibbe se? teri itni himmat? tujhe to mai abhi batati hu, ruk...idhar aal!"*  
*(Will you take chalks from the box? How dare you? I will teach you a lesson, wait... come here!)*

Listening to this, the small girl took a long breath. With all the courage that she could gather and with heavy feet, she started to move towards the teacher. With every step she took, her face turned pale, showing the fear of in-

evitable pain that was about to come. As the girl was about to reach the teacher, she snapped her from the collar and slapped the girl continuously five to six times tightly on her face till she burst out into tears.

This was yet another day of my primary class observation for school internship. Seeing such a cruel treatment of school kids by the teacher, I was completely shocked. For once, it came into my heart how can a person be so harsh to a small

child? Were we not mischievous in our childhood? Come on! Everyone in childhood has had the craving to pick up chalks and start writing on the blackboard and play with them before the teacher comes in or after she leaves. So was this, too big a mistake made by the young girl who was so severely punished in front of the whole class? Teachers and students not only share an academic relation (Continued).....

## Was it too big a mistake? (continued)

-tionship but an affective one too. Students keenly observe each and every behaviour of their teacher and this is what makes a difference in their relationship.

On one hand, a positive, warm and supportive behaviour by the teacher can motivate a child and ensure her active engagement in the classroom along with the development of a sense of belongingness with the teacher and increase in child's confidence level. At the same time use of such harsh punishments and threats can lead to the development of a cold relationship between the teachers and the students; where

the students will never be able to find the classroom as a place where they could feel safe and respected. This ultimately would drastically impact the students' participation in the classroom as it might create a feeling of apprehension among children and they might feel afraid to interact with a teacher whom they perceive as uncaring, aggressive and rude. Also, ridiculing and brutally punishing a child in front of a whole class can deeply damage the self-esteem of a child and thus, could ruin her relationship with other students and the child might become victim of labelling, sarcasm and teasing which will further attack

the child's confidence and trust over herself and over others.

Hence, it is important on the part of the teacher to develop a healthy relationship with her students, show both verbal and non-verbal immediacy towards them, assure them that the teacher is always there to help them with any problem rather than using punishments, threats, sarcasm and labelling which could hinder teacher-student relationship and act as a roadblock to child's development.

Simran Kalra  
IV Year

## Schools, slogans and sanitizers

As I'm typing this sentence, my stomach lays flat on the bed with my elbows propped up and fingers typing about what felt like the most unpredictable year of my life.

In the beginning of my fourth year of B.El.Ed., I was quite the opposite of my current self. I was optimistic, excited and hopeful for the best of outcomes. After all, I had a school internship ahead of me. It's one of the most fruitful opportunities one could get in this course to develop their teaching-learning practices.

When the internship commenced, our lives became completely about balancing teaching at school and studying at college. There was no scope to think about personal

or social life. It was like being caught in a whirlwind where my students were everything for me. This is not an exaggeration. While pulling an all-nighter, gulping breakfast in the metro, hanging out at the stationary shop, or running around like a headless chicken in the school to get permissions for activities, all I used to think about was what could be the next new thing I could bring in my classroom that would bring a smile on my students' face. I barely had time to interact with my parents and friends. This period was filled with so many memories. We no longer had a bond with just the college, but also with children and the teachers in the school who helped and taught us so much in such a short span of

time. It was the most stressful yet memorable period of my B.El.Ed. journey.

As the year 2019 was nearing its end, I didn't think life could get anymore eventful than it already was. I had no clue that I was in for a series of surprises.

The first was the DUTA strike. We were made aware about the New Education Policy 2019 by a teacher, but we were so caught up in our internship that we only realized the gravity of the situation when we saw our teachers participating in the strike and expressing how unsure they were about their position as our teachers in the university.

(continued).....



## Schools, slogans and sanitizers (continued)

DUTA was demanding the absorption of ad-hoc teachers. The thought of losing our teachers and them being replaced by someone else was daunting. Us students felt the first blow of uncertainty when colleges were closed out of the blue as DUTA announced an indefinite strike and we saw pictures of police using water-cannons and lathi charge.

All of us wanted to take part in the strike along with the teachers. But we couldn't take part in the ground happenings of the strike. Yet we did learn to take part in online activism. I saw many of my batch mates who'd otherwise stay neutral actually using social media to spread awareness. I learnt some of us take action only when our life-style is directly under threat; otherwise we have a habit of not paying heed even if the neighbourhood is burning.

This was reflected in the next protest that was slowly churning but didn't gain momentum until the attack inside the campus of Jamia Millia Islamia. It was absolutely horrifying because I never had expected such violence taking place inside a university campus. My childhood friend was forced to spend a night out on the roads along with other girls because they no longer felt safe inside their hostel. To say the least, that ignited rage in me and I started going to

marches whenever I found time. Slowly the atmosphere in Delhi worsened in terms of the socio-political state and the protest was spreading especially among college students nationwide. I was friends with some people who were actively taking part in these protests and didn't deter when force was used by police on students. So, out of pure curiosity and sheer thirst for experience I attended my first protest.

It was my first visit to a place that had dominated headlines for about months now. To say the least, I had not expected students joyfully colouring and running around, artworks and slogans covering the entire premises, free snacks being distributed, songs being sung on the stage and people belonging to every socio-economic section discussing, de-

bating, spreading awareness and giving book suggestions to random strangers. Honestly, I barely knew anyone there and yet I found myself sitting around a bonfire amidst a journalist, a queer activist, a JNU student, a youth from the neighbouring slum, a filmmaker, a lawyer, a psychology student of JMI, a retired government officer, listening to a discussion on capitalism, Gandhi and Ambedkar. I felt I learnt a lot more by simply being present there as an observer, than I could have ever in a lecture.

Despite my encouragement and enthusiasm, I couldn't find

many people from my batch who'd like to visit a protest site. Even after the daily headlines of students being beaten, cases of islamophobia or the north-east Delhi riots, I realised some people would be interested in taking action or stand only when they see something directly threatening their own lives.

As we see nowadays, in order to save their lives from the Corona virus everyone is taking responsible action, be it sanitizing the entire house or staying under a lockdown and banging utensils in the balcony. Life seems to have come to a standstill where, although assignments are still being turned in every other day, but the lack of physical and social contact is such, that seeing the faces of our teachers and batchmates on a zoom call, brings a rush of warm happiness.

This academic year has been full of unpredictable turns, where our batch has faced enormous amounts of distractions due to the constant upheaval happening in our environment. Before the mid-semester break we didn't know that we'd face a situation where our 'lasts' will be gone. We missed our last lecture. We missed our last hangout at the canteen. We missed our last workshop. We missed our farewell. We missed our last adieu.

Jahnvi Singh  
IV Year



# A Picture Says A Thousand Words....



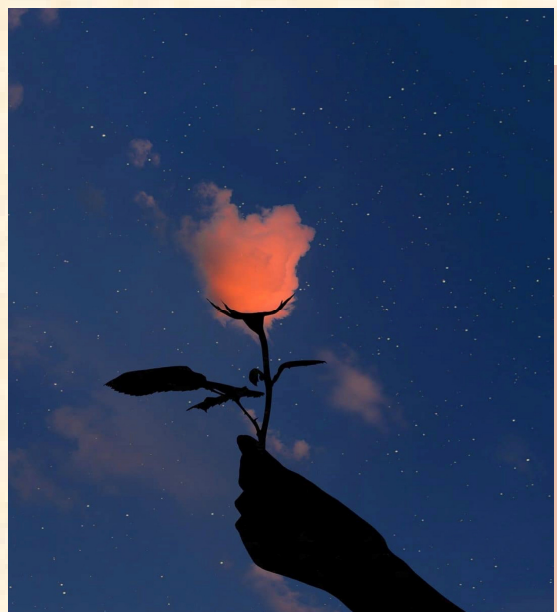
**Jahnvi  
Singh,  
B.El.Ed.  
IV Year**



**Mansi Negi, B.El.Ed. III Year**



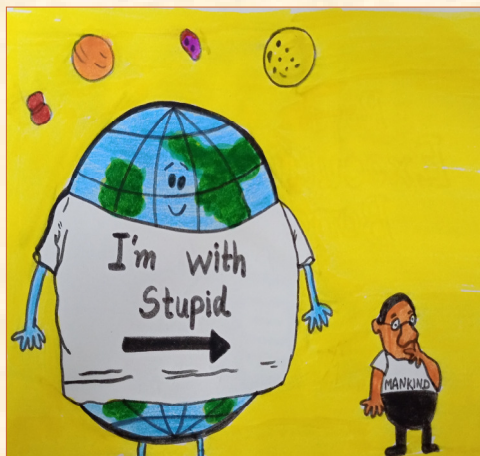
**Mahima, B.El.Ed. IV Year**



**Mitali Gondhi, B.El.Ed. II Year**



# A Picture Says A Thousand Words....



Anisha  
Gupta,  
B.El.Ed.  
II Year



Tanu Mittal & Simran Kaur,  
B.El.Ed. I Year



Aneet Kaur, Damanpreet Kaur &  
Kanika, B.El.Ed. III Year



Mansi Negi, B.El.Ed. III Year

## Echoes From Our Alumni

### एक सुबह

वैसे तो मैं खुद को बहुत हिम्मती समझती थी,  
पर यूँ ही एक दिन किसी परीक्षा के लिए सुबह छह बजे घर से निकलना था, रात में ही पापा को ऑटो तक छोड़ने बोल दिया,  
ये वो रास्ता है जिसे मैं रोज़ पैदल तय करती हूँ  
ऐसी परीक्षा पहले भी दी थी पर आज कुछ अलग था,  
नवम्बर की हल्की ठंड के साथ सुबह का धीमा अंधेरा,  
जो थोड़ी बहुत रोशनी थी उसे दिल्ली के प्रदूषण ने खा लिया था।  
पापा ऑटो में बिठा कर चले गए,  
ऑटो में ड्राइवर सहित तीन आदमी थे।

नाजाने क्यों डर सा लगने लगा,  
मानो जैसे कुछ होगा नहीं पर बहुत कुछ हो सकता है।  
अपनी हिम्मत फ़र्जी सी लगने लगी,  
मैं खुद से सवाल करने लगी कि कहीं मेरे चेहरे पर डर तो नहीं दिख रहा,  
पर ये डर था क्यों ये भी नहीं पता।  
इन सब सवालों के साथ हम मेट्रो तक पहुँच गए,  
ऑटो से उतर कर मेट्रो स्टेशन थोड़ी दूरी पर था,  
सुनसान सड़क देखकर थोड़ा बेहतर लगा।  
ऑटो से उतरा एक लड़का भी उसी तरफ़ चलने लगा, दूर रहकर उसके पीछे चलने में ठीक लगने लगा,

चल कर हम मेट्रो की लिफ़्ट तक पहुँच गए,  
वो डर और सवाल वापस आने लगे,  
क्या मैं लिफ़्ट में चढ़ जाऊँ, या क्या मुझे सीढ़ियाँ लेनी चाहिए थी,  
पर मैं चढ़ गई क्योंकि हिम्मत झूठी हो तो दिखानी पड़ती है।  
लिफ़्ट इतनी धीरे कभी नहीं चली,  
और चेहरे पर डर भी पहली बार पता लगा।  
डर शायद जायज़ थे, पर डर होने की वजह नाजायज़।

अंजली शर्मा  
(2015-2019)

### मैंने देखा

देखी मैंने आज सुबह,  
देखी मैंने शाम भी,  
देखा मैंने चाँद को,  
देखी मैंने रात भी.....  
देखा डाली के उस पंछी को,  
जो खिड़की के बाहर मेरी,  
रोज़ मुझे कुछ सुनाता था,  
मैंने ही देखा न उसको,  
वो तो रोज़ आता था .....  
आज शाम कुछ बादल देखें,  
जो रोज़ मुझे बुलाते थे,  
संदेशा देते थे पवन का,

बस देकर चले वो जाते थे.....  
माँ को देखा हसते आज,  
जो दबी - दबी सी रहती थी,  
कहती थी ना मुझसे कुछ वो,  
पर कहना बहुत कुछ चाहती थी.....  
बहुत दिनों बाद आज फिर,  
पापा के संग खेला खेल,  
बहुत दिनों बाद रुकी,  
जीवन की वो भागती रेल. . .  
कुछ भूले - बिसरे यारों ने,  
मुझको फिर से याद किया,  
सोच रही थी काम ने कितना,

यारी को बर्बाद किया. . .  
फिर रात सिरहाने चाँद को रख कर,  
उसको भी मैंने याद किया,  
मूँदी आँखें चाँद को लेकर,  
फिर सपनों ने आगाज़ किया. . .  
जिस बंद आँख के सपने को,  
खुली आँख के सपने ने मारा था,  
आज फिर बंद आँख के सपने ने,  
बरसों बाद पुकारा था. . .

अंजू  
(2015-2019)



## पक्षपात

सड़क पर चल रहे गरीब ,  
वहीं राशन इकट्ठा कर रहे अमीर ।

ऑनलाइन कक्षाएँ और गतिविधियों में लगे  
प्राइवेट स्कूलों के विधार्थी ,  
वहीं दो वक्त की रोटी तलाश रहे  
भोजनार्थी ।

अमीरों ने बंद करा अपने घर में किसी का  
आना जाना ,  
वहीं गरीब ढूँढ़ रहा रहने का कोई ठिकाना ।

गरीब कर रहा रोज़गार की तलाश ,  
वहीं अमीर का हर दिन हो गया अवकाश ।  
महामारी भी नहीं सबके लिए एक समान ,  
मत करो किसी एक धर्म का अपमान ।

आओ सब मिल के करें कोरोना योद्धाओं का  
सम्मान ,  
क्योंकि उन्हीं से है देश की शान ।  
कोरोना नहीं करता किसी से भी पक्षपात ,  
इसलिए ज़रूरी है एक दूसरे का साथ ।

रिद्धी मेहन्दीरत्ता  
(2015-2019)

## इंसान होने का हक कहाँ?

जब पैदा हुए तो वो भी रोया था,  
में भी रोई थी...  
फिर किसने जाने कब तय कर दिया कि तू  
लड़का है,  
रोएगा नहीं?

जब पैदा हुए तो वो भी निर्वस्त्र था...  
में भी निर्वस्त्र थी,  
फिर किसने जाने कब तय कर दिया कि...  
लड़का क्या पहनेगा और लड़की क्या  
पहनेगी?

बात केवल आज की नहीं...  
हर दिन की है।  
हर दिन के फर्क और हर दिन के अपमान की  
है।

अपमान जो पितृसत्ता केवल औरतों का  
नहीं,  
उससे कहीं ज़्यादा मर्दों का कर रही है।  
और इस बीच मैं नहीं भूली उन लोगों को...  
जो इन दो में से किसी श्रेणी में नहीं।  
और आखिर हो भी क्यों?

यही तो दुविधा है।  
श्रेणियों में बाँट कर,  
इंसानियत को ही बाँट दिया गया है।

औरतों के दर्द को आज थोड़ा आराम देते हैं,  
आओ मर्दों पर क्या बीती उसकी बात करते  
हैं।

रोएगा नहीं ,  
तू खाना पकाएगा नहीं।  
अरे! लड़का होकर तैयार होने में इतना वक्त  
लगाता है,  
लड़की है क्या?  
अरे! तेरी आवाज़ इतने धीमे क्यों है,  
तू मर्द है क्या?  
क्या नाचने में अटका है,  
कुश्ती क्यों नहीं लड़ता है?  
समाज के पैमानों में तोल...  
हमने मर्दों को पितृसत्ता की ऐसी आग में  
झोंक दिया है,  
जहाँ मर्द क्या होता है, यह समझते समझते ...  
इंसान क्या होता है यही भूल गए हैं।

पैसे कमा पूरे घर की भाग-दौड़ संभालनी है,  
कहीं घूमने जाएँ तो मर्दों की शान दिखाते हुए  
बिल उन्हें ही तो भरना है।  
चाहे दर्द से चकनाचूर हो रहे हों,  
पर नहीं है हक दर्द दिखाने का मर्दों को।  
चूर-चूर होते जज्बातों की लहर में जब वो रोना  
चाहते हैं...  
फिर उनका मर्द होना उनके आंसुओं को रोक  
देता है।

और आजकल एक नया चलन और भी चला है,  
नए-नए अधिकारों का मज़ा औरतों पर भी खूब  
चढ़ा है।

अक्सर सुना है अपने भाई को कहते,  
लड़कियों से दूर रहता हूँ क्या पता कब कौन  
सा इल्ज़ाम लगा दे।

जब नारीवाद और जेंडर बराबरी की बात  
करते अपने भाई को यह बात कहता सुनती  
हूँ...

तो बहुत से मंज़र याद आते हैं ,  
जब लड़कियों की मदद करते लड़कों पर  
बेबुनियाद इल्ज़ाम लगते देखा है।  
पर फिर उन्हीं लड़कों को जेंडर बराबरी का  
हक मांगते देखा है...

इलजामों से ऊपर उठ, उन्हीं लड़कों को  
लड़कियों के लिए लड़ते देखा है।  
जानती हूँ इस बात पर बहुत सी असमंजस  
होगी,  
लड़कियों को गुस्सा आयेगा की नहीं मैं ऐसी  
नहीं।  
पर मैं मेरी और आपकी बात नहीं कर रही हूँ,  
बस एक अलग नज़रिया है जो है समाज का  
एक सच्चा पहलू।

हर वर्ष हर दिन यही दुआ करती हूँ..  
जेंडर बराबरी औरतों को नहीं हर किसी को  
मिल जाए।

मर्द को मर्द होने से पहले इंसान होने का  
अधिकार मिल जाए।

विद्या ज्योत्सना  
(2015-2019)

# Laurels and Achievements

They made us proud....!

Position	B.El.Ed. I Year	B.El.Ed. II Year	B.El.Ed. III Year	B.El.Ed. IV Year
First	<b>Ms. Priyanshi</b> 	<b>Ms. Muskan Tyagi</b> 	<b>Ms. Japsifat Kaur Bhatia</b> 	<b>Ms. Ridhi Mehndiratta</b> 
Second	<b>Ms. Anisha Gupta</b> 	<b>Ms. Sejal Bhardwaj</b> 	<b>Ms. Garima Kumar</b> 	<b>Ms. Diksha Bhatia</b> 
Third	<b>Ms. Jaskirat Kaur</b> 	<b>Ms. Amanpreet Kaur</b> 	<b>Ms. Simran Kalra</b> 	<b>Ms. Cheshta Arora</b> 

## University Rank Holders



**RIDHI MEHNDIRATTA**

**B.El.Ed. IV Year**

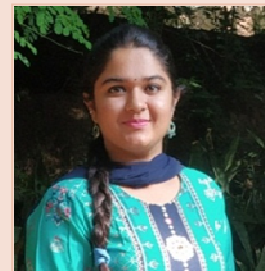
Secured 2<sup>nd</sup> Rank in University Examinations (2018-2019)



**JAPSIFAT KAUR BHATIA**

**B.El.Ed. III Year**

Secured 2<sup>nd</sup> Rank in University Examinations (2018-2019)



**MUSKAN TYAGI**

**B.El.Ed. II Year**

Secured 1<sup>st</sup> Rank in University Examinations (2018-2019)



**PRIYANSHI**

**B.El.Ed. I Year**

Secured 2<sup>nd</sup> Rank in University Examinations (2018-2019)





## Excellence in Inter-college Events

**Jasleen Kaur (B.El.Ed. II Year)** won I prize in 100M Race and II prize in Relay race held at Kirorimal College on October 23, 2019 ; and Consolation prize held at SRCC at February 3, 2020.

**Shrishti Kamra and Jaswinder Kaur (B.El.Ed. I Year)** won I Team prize in Intercollege Declamation Competition held at Sri Guru Gobind Singh College of Commerce on January 1, 2020.

**Manmeet Kaur (B.El.Ed. I Year)** won I prize in Costume Designing competition at Manav Rachna College on November 19, 2019 ; consolation prize for Newspaper Dress Designing at IIT Delhi on January 18, 2020.

**Ravleen, Sakshi and Priyal (B.El.Ed. II Year)** won II prize along with cash prize of Rs. 3000/- in Commerce Quiz held at Ambedkar University.

**Anisha Gupta (B.El.Ed. II Year)** won II prize in Debate, Face Painting and group Song competitions held during NCC Camp.

**Ashima, Kirandeep, Mitali, Prishita and Kiran (B.El.Ed. II Year)** won II prize worth a cash prize of Rs. 3000/- in a Wall Painting Competition held at Deshbandhu College.

**Kawaljeet Kaur (B.El.Ed II year)** obtained appreciation prize in an online poster competition held by the Department of Environmental Science, Mata Sundri College for Women on May 3, 2020.

# OUR FACULTY MEMBERS

## *Faculty from Department of Elementary Education*

Dr. Radhika Menon (Teacher In- charge)  
Dr. Ravneet Kaur  
Ms. Neerja Singh  
Dr. Aarti Mathur  
Ms. Nidhi Kunwar  
Ms. Divya Sharma  
Dr. Jasmeet Kaur  
Ms. Anshika Srivastava  
Dr. Manisha Subba  
Ms. Ruchi Garg  
Ms. Shubhneet Kaur Kharbanda  
Ms. Neha Sharma  
Ms. Shweta Tanwar  
Mr. Manish  
Ms. Richa Sharma  
Dr. Garima Aggarwal

### **Resource Persons**

Ms. Jaimala Iyer (Theatre & SDW)  
Mr. Lokesh Jain (Theatre)  
Mr. Surjeet Rai Gaur (Craft)

## *Faculty from Cooperating Departments*

### ENGLISH:

Dr. Kiranjeet Sethi  
Ms. Gurpreet Kaur  
Ms. Divya Pradhan  
Ms. Praveshika  
Ms. Manisha Mathur

### HINDI:

Dr. Laxmi

### MATHEMATICS :

Dr. Sonia Aneja  
Dr. Pooja Sharma  
Ms. Geetika  
Ms. Ramita

### POLITICAL SCIENCE

Dr. Shashwati  
Dr. Simerpreet Kaur

### PHYSICAL EDUCATION:

Ms. Gursharan Kaur







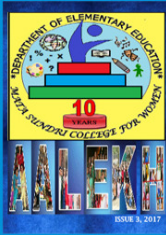

## An initiative by:

Department of Elementary  
Education

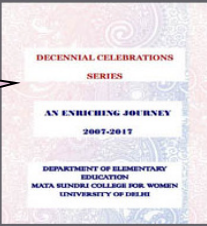
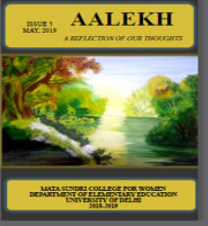
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<http://mscw.ac.in>

## Previous issues of AALEKH and other publications of the department

AALEKH-I	AALEKH-II	AALEKH-III	AALEKH-IV
			
Edition-I	Edition-II	Edition-III	Edition-IV
2014-15	2015-16	2016-17	2017-18

DECENNIAL SERIES	AALEKH-V
	
Lecture Series	Edition-V
2007-17	2018-19

To read the previous issues of  
*Aalekh* visit-  
<https://mscw.ac.in/publications.aspx>



Poster made by **Ms. Kawaljeet Kaur** of **B.El.Ed. 2nd Year** for participating in an **Online Poster Competition** on the topic '**Covid-19 & Environment**' organized by Department of Environmental Science at Mata Sundri College on 3<sup>rd</sup> May, 2020 . She won **Appreciation prize** for the same.