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MATA SUNDRI COLLEGE FOR WOMEN

UNIVERSITY OF DELHI
MATA SUNDRI LANE, NEW DELHI-110002

PHONE: 23237291



Ref. No: MSC/IQAC/SSR-CR1/DVV/1.3.2_B

Report of courses year wise during last five years


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1. Under the course AECC – Environmental Studies

Environmental Studies is offered under the course AECC. In this course, field visit is a regular practice in the college. The visit can be to any of the ecosystems or to any biodiversity park in and around Delhi. Such field visits complement the theoretical aspects taught in the classroom; enhance awareness, capacity building, and critical reasoning among students.

2016-2017: Field Excursion were organised for the students to Yamuna Biodiversity Park, near Wazirabad, New Delhi to understand nature conservation.

2017-2018: Field Excursion were organised for the students to Yamuna Biodiversity Park, near Wazirabad, New Delhi to understand nature conservation.

2018-2019: Field Excursion were organised for the students to Aravalli Biodiversity Park, New Delhi to understand nature conservation.

2019-2020: Field Excursions were organised for the students to Yamuna Biodiversity Park, near Wazirabad, New Delhi and to Aravalli Biodiversity Park, New Delhi to understand nature conservation.

2020-2021: Due to pandemic, virtual field visits were organised for the students to Yamuna Biodiversity Park to understand nature conservation through virtual nature trails.

Link to year wise report 2016-2021:

https://mscw.ac.in/NAAC/Criteria1/EVS_Proofs.pdf


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2. Skill Enhancement Course under CBCS

Skill Enhancement Course (SEC) under CBCS mode are value-based and/or skill-based. These courses are aimed at providing hands-on-training, competencies, skill and experiential learning to the students. These courses may be chosen from a pool of courses and should contain both theory and laboratory/hands-on/training/field work. The main purpose of these courses is to provide students life-skills in hands-on mode so as to increase their employability.

Link to sample of reports for project work/ fieldwork/ practical of different departments 2016-2021:

https://mscw.ac.in/NAAC/Criteria1/Samples-of-ProjectWork_Fieldwork/


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3. Department of Elementary Education

The Bachelor of Elementary Education is four years integrated teacher education professional program. The course offers theory papers – foundation, core, pedagogy and liberal; and practicums, project, internship, field visits as regular practice in the curriculum.

Please find the report year wise of last five years:

2016-2017

The following projects were done by the students:

Under Core Natural Science paper, first year students did a project on any topic from middle school science. They had to either conduct a series of activities to investigate some problem chosen from everyday context or design a working model to explain processes/concepts integrating science & technology.

Under Core Social Science paper, first year students had to observe, interact and make a sociological understanding of people living in a slum setting. This helped them to be aware about the social setting of the student community and the various problems they face in their day to day living. The project was based on the pre-visit, during visit and post-visit tasks.

Under the School Planning Management paper, a project was conducted by third year students to develop an in-depth understanding of school as an organization. It aimed to enable students understand the nature, functioning and role of schools as an institution by exploring various categories of schools and focusing on various aspects such as constitution of Management Committee, School Administration, Budget, Annual Planning, Infrastructure, Role of stakeholders.


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As part of the compulsory practicum, final year students conduct school-based project. These are intended to introduce them to the nuances of research and develop the process of scientific thinking, reflective enquiry, making focused observation, documentation, data collection, critical analysis, interpretation and implications. Students are encouraged to base the research in the school settings, and it takes place simultaneously with their internship practicum.

The following internship were done by the students:

Under School Contact Program, first year students have to plan and conduct meaningful group and individual activities with students of primary grades. These sessions are conducted at MCD schools, with at least 6 contacts and each contact of 3-4 hours planned across the year.

Under Block Teaching, third year students have to plan and conduct lesson plans of Language, Mathematics and Environmental Studies with students of primary grades. These are conducted during two weeks at MCD schools.

Under Internship, final year students undergo a comprehensive 17 weeks internship at government schools. After one week of observations, students plan and conduct lesson plans of Language, Mathematics and Environmental Studies in the primary grades for 12 weeks. Then the last 4 weeks, they plan and conduct lesson plans of specialization at the middle grades teaching either Hindi/ English/ Mathematics/ Social Science.

The following field visits were done by the students:

Under Heritage Walk, first year students were taken to different places to explore and appreciate the historical and cultural heritage of our country. These visits help students to view these sites in the historical, cultural, socio- economic and political contexts of the time


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in which these were built. Students were taken to Siri Fort Art Gallery, Mohammadwali mosque and Sultangarhi.

Under Innovative Visit, third year students were taken to Digantar, Jaipur for a week-long educational visit. 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.

Under Pedagogy of Social Science paper, students are given a hands-on experience of educational trip as a progressive method and a co-operative learning activity which involves participation of both students and teacher. The focus is both on learning from the visit as well as how to organize one, as it is expected that the interns will carry out such visits when they are working as full-time teachers. The students were taken to Qutub Minar and National Museum (instead of Sanskriti Kendra as booking did not get confirmed on the day of the visit).

The following practical were done by the students:

Under Story Telling and Children's Literature, second year students get an opportunity to examine and develop criteria for evaluating a variety of children's literature. They become equipped with skills of storytelling and learn to use children's literature creatively as a pedagogical tool. They also learn the experiential skills of developing resources of children's literature and stories for use in the classroom. They are enabled to use stories as a medium to facilitate expression, foster imagination and hone the use language among children.

Under Observing Children practicum, second year students acquire an understanding of children's development within given socio-cultural, political, economic, familial and personal contexts. They try to establish links between developmental constructs and principles and


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psycho-social realities of growing children. Also, they develop experiential skills in observing and interviewing children, recording and reflective analysis.

2017-2018

The following projects were done by the students:

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Under Core Social Science paper, first year students had to observe, interact and make a sociological understanding of people living in a slum setting. This helped them to be aware about the social setting of the student community and the various problems they face in their day to day living. The project was based on the pre-visit, during visit and post-visit tasks.

Under the School Planning Management paper, a project was conducted by third year students to develop an in-depth understanding of school as an organization. It aimed to enable students understand the nature, functioning and role of schools as an institution by exploring various categories of schools and focusing on various aspects such as constitution of Management Committee, School Administration, Budget, Annual Planning, Infrastructure, Role of stakeholders.

As part of the compulsory practicum, final year students conduct school-based project. These are intended to introduce them to the nuances of research and develop the process of scientific thinking, reflective enquiry, making focused observation, documentation, data collection, critical analysis, interpretation and implications. Students are encouraged to base


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the research in the school settings, and it takes place simultaneously with their internship practicum.

The following internship were done by the students:

Under School Contact Program, first year students have to plan and conduct meaningful group and individual activities with students of primary grades. These sessions are conducted at MCD schools, with at least 6 contacts and each contact of 3-4 hours planned across the year.

Under Block Teaching, third year students have to plan and conduct lesson plans of Language, Mathematics and Environmental Studies with students of primary grades. These are conducted during two weeks at MCD schools.

Under Internship, final year students undergo a comprehensive 17 weeks internship at government schools. After one week of observations, students plan and conduct lesson plans of Language, Mathematics and Environmental Studies in the primary grades for 12 weeks. Then the last 4 weeks, they plan and conduct lesson plans of specialization at the middle grades teaching either Hindi/ English/ Mathematics/ Social Science.

The following field visits were done by the students:

Under Heritage Walk, first year students were taken to different places to explore and appreciate the historical and cultural heritage of our country. These visits help students to view these sites in the historical, cultural, socio- economic and political contexts of the time in which these were built. Students were taken to Salimgarh Fort and Red Fort.

Under Innovative Visit, third year students were taken to Digantar, Jaipur for a week-long educational visit. The purpose of the visit was to closely observe and understand the


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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.

Under Pedagogy of Social Science paper, students are given a hands-on experience of educational trip as a progressive method and a co-operative learning activity which involves participation of both students and teacher. The focus is both on learning from the visit as well as how to organize one, as it is expected that the interns will carry out such visits when they are working as full-time teachers. The students were taken to the Chambers of Parliament and the Parliament Museum.

The following practical were done by the students:

Under Story Telling and Children's Literature, second year students get an opportunity to examine and develop criteria for evaluating a variety of children's literature. They become equipped with skills of storytelling and learn to use children's literature creatively as a pedagogical tool. They also learn the experiential skills of developing resources of children's literature and stories for use in the classroom. They are enabled to use stories as a medium to facilitate expression, foster imagination and hone the use language among children.

Under Observing Children practicum, second year students acquire an understanding of children's development within given socio-cultural, political, economic, familial and personal contexts. They try to establish links between developmental constructs and principles and psycho-social realities of growing children. Also, they develop experiential skills in observing and interviewing children, recording and reflective analysis.


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2018-2019

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Under Core Social Science paper, first year students had to observe, interact and make a sociological understanding of people living in a slum setting. This helped them to be aware about the social setting of the student community and the various problems they face in their day to day living. The project was based on the pre-visit, during visit and post-visit tasks.

Under the School Planning Management paper, a project was conducted by third year students to develop an in-depth understanding of school as an organization. It aimed to enable students understand the nature, functioning and role of schools as an institution by exploring various categories of schools and focusing on various aspects such as constitution of Management Committee, School Administration, Budget, Annual Planning, Infrastructure, Role of stakeholders.

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The following field visits were done by the students:

Under Heritage Walk, first year students were taken to different places to explore and appreciate the historical and cultural heritage of our country. These visits help students to view these sites in the historical, cultural, socio- economic and political contexts of the time in which these were built. Students were taken to Safdarjung Tomb, Gandhi Memorial/ Martyr's Museum and Sacred Heart Cathedral.

Under Innovative Visit, third year students were taken to Digantar, Jaipur for a week-long educational visit. 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


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would be able to draw linkages between various pedagogy courses which they are studying and classroom practices of the innovative school.

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The following practical were done by the students:

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Under Observing Children practicum, second year students acquire an understanding of children's development within given socio-cultural, political, economic, familial and personal contexts. They try to establish links between developmental constructs and principles and psycho-social realities of growing children. Also, they develop experiential skills in observing and interviewing children, recording and reflective analysis.

2019-2020

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The following internship were done by the students:

Under School Contact Program, first year students have to plan and conduct meaningful group and individual activities with students of primary grades. These sessions are conducted


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Under Block Teaching, third year students have to plan and conduct lesson plans of Language, Mathematics and Environmental Studies with students of primary grades. These are conducted during two weeks at MCD schools.

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The following field visits were done by the students:

Under Innovative Visit, third year students were taken to Digantar, Jaipur for a week-long educational visit. 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.

The following practical were done by the students:

Under Story Telling and Children's Literature, second year students get an opportunity to examine and develop criteria for evaluating a variety of children's literature. They become equipped with skills of storytelling and learn to use children's literature creatively as a pedagogical tool. They also learn the experiential skills of developing resources of children's literature and stories for use in the classroom. They are enabled to use stories as a medium to facilitate expression, foster imagination and hone the use language among children.


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2020-2021

The following projects were done by the students through online mode:

Under Core Natural Science paper, first year students did a project on any topic from middle school science. They had to either conduct a series of activities to investigate some problem chosen from everyday context or design a working model to explain processes/concepts integrating science & technology.

Under the School Planning Management paper, a project was conducted by third year students to develop an in-depth understanding of school as an organization. It aimed to enable students understand the nature, functioning and role of schools as an institution by exploring various categories of schools and focusing on various aspects such as constitution of Management Committee, School Administration, Budget, Annual Planning, Infrastructure, Role of stakeholders.

As part of the compulsory practicum, final year students conduct school-based project. They collected data using virtual tools and submitted reports to the allotted supervisors. They presented their studies and defended their findings for each project.


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The following internship were done by the students through online mode and simulation classes due to the pandemic and online classes:

Under School Contact Program, first year students did three tasks. First, they planned and made video recordings of themselves conducting the activities. Second, simulation activities were also planned with their peer groups. Third, they planned and conducted session with neighborhood school going children.

Under Block Teaching, third year students developed material resources of Language, Mathematics and Environmental Studies of primary grades which were shared with students of MCD schools online. Simulation sessions were also planned with their peer groups.

Under Internship, final year students conducted online internship in Guru Harkrishan Public Schools of Delhi from the month of August 2020 to February 2021. They used to take virtual classes at schools as per allotted time table from Monday to Saturday till 1pm. Simultaneously, their college theory classes, planning, resource room and project discussions were scheduled online from 1pm to 5pm as per their college time table. First, they planned and conducted lesson plans of Language, Mathematics and Environmental Studies of primary grades till December 2020. From January 2021 onwards, they planned and conducted lesson plans of specialization at the middle grades teaching either Hindi/ English/ Mathematics/ Social Science. Plus, simulation sessions were also planned with their peer groups.

The following field visit was done by the students:

Under Pedagogy of Social Science paper, students are given a hands-on experience of educational trip as a progressive method and a co-operative learning activity which involves participation of both students and teacher. The focus is both on learning from the visit as well as how to organize one, as it is expected that the interns will carry out such visits when they


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are working as full-time teachers. The students were taken to National Museum for an educational visit cum workshop in February 2021, when cases were comparatively less, following complete COVID guidelines.

The following practical were done by the students through online mode:

Under Story Telling and Children's Literature, second year students get an opportunity to examine and develop criteria for evaluating a variety of children's literature. They become equipped with skills of storytelling and learn to use children's literature creatively as a pedagogical tool. They also learn the experiential skills of developing resources of children's literature and stories for use in the classroom. They are enabled to use stories as a medium to facilitate expression, foster imagination and hone the use language among children.

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Please find consolidated proofs which includes permission letters, photographs, assessment criteria, internal assessment as applicable to support the report 2016-2021:

<https://mscw.ac.in/NAAC/Criteria1/Beled Proofs/Beled Proofs/>


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