

ISSUE 5
MAY, 2019

AALEKH

A REFLECTION OF OUR THOUGHTS

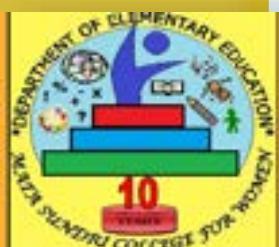


**MATA SUNDRI COLLEGE FOR WOMEN
DEPARTMENT OF ELEMENTARY EDUCATION
UNIVERSITY OF DELHI
2018-2019**



**INSIDE THIS
ISSUE:**

Departmental Activities	6
Activities' Reports	7-14
Penning down Our thoughts: Students' Articles and Poems	15-25
A Picture Says a Thousand Words	26
Laurels and Achievements	27



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FROM THE PRINCIPAL'S DESK

The Department of Elementary Education of Mata Sundri College remains active all round the year and organizes many activities to maximize the learning opportunities and nurture the talent of our students. The annual e-newsletter, *Aalekh*, is one of its many initiatives that calls for special appreciation.

This issue of *Aalekh* is a compendium of the Department's yearly endeavors, and students' expressions and reflections on contemporary and pressing issues of society. *Aalekh* is a testimony to the hard work and perseverance of the B.Ed faculty to provide myriad opportunities to students for their holistic growth as future teachers. The special segment on creative art by students is a visual delight.

The editorial members deserve praise for their efforts to motivate the students to come up with creative ideas and compelling viewpoints. Such platforms provide opportunity to put forth their creative vision.



Dr. Harpreet Kaur
Principal
Mata Sundri College for Women

TEACHER IN-CHARGE SPEAKS



Dr Radhika Menon

Teacher In-charge
B.El.Ed Department

It is indeed a great pleasure to present the fifth issue of *Aalekh*. As we mark half a decade of this e-newsletter of the Department of Elementary Education. It is also a moment of pride to go back over the previous years and observe that the Department has been consistent in its efforts to constantly improve itself and provide quality teacher education. Over the years, the curricular activities have been strengthened by several co-curricular initiatives. The efforts are now towards strengthening these activities, refining them and striving to make them a platform for reflection and learning for students and faculty. The efforts of the teachers and the enthusiasm of the students and alumni make this journey a dear experience for all of us, as we strive to make the Department a place for learning, caring and growth. In the process we hope that collaborative spaces for intellectual and ethical practices can be established.

In 2019, the Department organized its first international collaborative workshop by partnering with teacher education institute from Switzerland, HEP-Laussane, to take up the pressing concern for sustainable development in education. Significantly, the year has also been marked by the Department's engagement with the values that guide the college. Both teachers and students have been actively involved in developing a greater understanding of the profound teachings of the Sikh gurus and its contribution to humanitarian growth and social reform.

Aalekh captures snapshots of the journey that was part of 2018-19 and offers yet another issue of students' learning, concerns and creativity. My best wishes to the editorial board, the students and the department's faculty who have worked as a team.

FROM THE EDITORS

It is our pleasure to bring forth this issue of the newsletter. Like all the previous years, this time too, *Aalekh* is an amalgamation of creativity, imagination, insights, criticality, celebrations and so on. It has been a very significant platform for self expression and sharing of experiences with each other.

Along with reflection of thoughts and voices of the contributors, *Aalekh* is also a kaleidoscope of the departmental activities, events and achievements. It reminiscences of the enriching learning experiences students and faculty of the Department had through the past year.

This year's issue has a special addition to it, 'A Picture Says A Thousand Words' page, which exhibits paintings by the student contributors. Each painting expresses a different story and each stroke unfolds a unique emotion behind it. This section further adds to the vibrancy of the newsletter.

We would like to acknowledge the contributions of the Class Representatives of all the years and the Student Council members for encouraging students to contribute articles for this issue. Credit for designing the cover page for this issue goes to Ms. Mansi Negi of B.El.Ed. II year

Wishing all the readers 'Happy Reading'!

Editorial Team:

Ms. Anshika Srivastava

Ms. Shubhneet Kaur Kharbanda

**DEPARTMENT
STUDENT
COUNCIL
(2018-19)**

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Kajal Gupta

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I YEAR:
Anisha Gupta

II YEAR:
Sejal Bharadwaj

III YEAR:
Karuna

IV YEAR:
Monika,
Ridhi Mendiratta

A GLIMPSE INTO THE DEPARTMENT.....

OUR FACULTY MEMBERS

Faculty at the 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
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Dr. Manisha Subba
Ms. Ruchi Garg
Ms. Shubhneet Kaur
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Ms. Taruna Jain
Ms. Bhawana Mishra

FACULTY FROM COOP- ERATING DEPARTMENTS

Mathematics:

Dr. Gurinder Jit Kaur
Dr. Sonia Aneja
Dr. Pooja Sharma
Ms. Geetika
Ms. Preeti

English:

Dr. Ruby Kapoor
Dr. Chandra Chatterjee
Dr. Kiranjeet Sethi
Ms. Gurpreet Kaur

Political Science

Dr. Shashwati
Dr. Khushboo

Hindi:

Dr. Laxmi

Physical Education :

Ms. Charanjeet Kaur
Ms. Gursharan Kaur

Guest Faculty:

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



The B.Ed Faculty

DEPARTMENTAL ACTIVITIES (2018-19)

VISITS MADE

- ◆ National School of Drama for the play 'Bayan' by Mahashweta Devi staged at Repertory.
- ◆ Indira Paryawaran Bhawan, New Delhi for poster making competition on International day for preservation of Ozone layer.
- ◆ Lal quila for the event 'ARTISTS UNITE'.
- ◆ National School of Drama for Bharat Rang Mahotsav.
- ◆ India International Centre for the 10th Annual Summit on "Learning Spaces" organized by ITIHAAS.

TALKS, PANEL DISCUSSIONS , WORKSHOPS ATTENDED

- ◆ 'EWS children in private schools: Promises, failures and possibilities' at Gargi College, University Of Delhi.
- ◆ Discussion on 'Maths education' by M Rao (Giri) at Central Institute of Education, University Of Delhi.
- ◆ Talk on 'The dream of egalitarian and the reality of exclusion: Studying discrimination with a focus on gender and sexuality' by Dr. Chayanika at Central Institute of Education, University Of Delhi.
- ◆ Seminar on 'Literacy Environment: Children's Literature in Diverse Contexts' at Central Institute of Education, University Of Delhi.
- ◆ Seminar 'LGBTQ And Education' at Miranda House, University Of Delhi.
- ◆ Awareness talk on 'Sexual Harassment Act, 2013' organised by Internal Complaint Committee at Mata Sundri College, University Of Delhi.
- ◆ Workshop organized by National Museum, New Delhi as a part of pre- Independence Celebrations.

EVENTS ORGANISED BY THE DEPARTMENT

- ◆ Workshop on the theme 'Education for Sustainable Development: Curricular and pedagogic experiences from Switzerland and India' in collaboration with Haute école pédagogique (HEP), a teacher education university in Switzerland.
- ◆ Heritage Walk to Safdurgung Tomb, Gandhi Memorial and Sacred Heart Cathedral for I year.
- ◆ Slum visit to Lal Bagh, Azadpur, Delhi facilitated by the organization Janhit Society for Social Welfare, Azadpur for I year.
- ◆ Visit to Oxford Book Store for II year.
- ◆ Visit to Delhi and World Book Fair for II year.

- ◆ Innovative School Visit to Digantar, Rajasthan for III year.
- ◆ Visit to Yamuna Bio Diversity Park for III year
- ◆ Visit to Rashtrapati Bhawan for IV Year.
- ◆ Talk titled 'Narratives: As Pedagogical Resource' (part 1 of the series on narratives) by Ms. Jyoti Sagar (alumna 2014 batch), Ms. Isha Attari (alumna 2016 batch), Ms. Kirti Sharma, Ms. Anju Kumari and Ms. Vidhya Jyotsna, (IV Year), Mata Sundri College.
- ◆ Talk titled 'Right to Education: A Critical Outlook' - Ms. Vandana Tiwari, Alumna, Mata Sundri College.
- ◆ Talk titled 'Stories: A Medium to Enhance Critical Thinking' by Ms. Prachi Kalra, Assistant Professor, Gargi College, University of Delhi.
- ◆ Workshop titled 'Forms of Storytelling' by Ms. Rinki Devi (alumna 2017 batch), Ms. Anjali Sharma and Ms. Ridhi Mendiratta (IV Year), Mata Sundri College.
- ◆ Workshop titled 'Movie Making : Creating Pedagogical Resource' by Ms. Shiwani Maan (alumna 2017 batch), Mata Sundri College.
- ◆ Workshop on Material Development by Jodo Gyan Shiksha.
- ◆ Workshop by The 'Books for All' initiative by Guzarish, a Delhi-based NGO.
- ◆ Workshop by 'Safe Campus' initiative by a Delhi-based NGO.
- ◆ Workshop on 'Identity, Inclusion and Media Literacy' organized in collaboration with Standing Together to Enable Peace (STEP).
- ◆ Concept based workshop on theme 'Human body' by Alliance for Science.
- ◆ Exhibition of Materials developed by I, II and III year students under various practicums.
- ◆ Forum Theatre Performance by I year Students under the guidance of Mr. Lokesh Jain.
- ◆ Alumni Meet.
- ◆ Contribution of books and models to the MCD schools as a part of *Sahyog: Stepping Together Ahead*, the School Collaboration Project of the Department.
- ◆ Craft workshop as a part of project *Sahyog: Stepping Ahead Together*.
- ◆ Storytelling session and story board contribution as a part of project *Sahyog: Stepping Ahead Together*.
- ◆ Visits by the Principals and teachers of the collaborating schools to the exhibition.

ACTIVITIES' REPORTS

INTERNATIONAL COLLABORATIVE WORKSHOP

In 2019, the Department organized its first international collaborative workshop by partnering with teacher education institute from Switzerland, HEP-Laussane, to take up the pressing concern for sustainable development in education. In January we held three days of workshop to enable a wide range of interaction. In the course of it, Swiss pupil-teachers and teacher educators explored schooling in Delhi and familiarized with the work of the Department. The work of the IV year interns was observed by the delegation and discussed. The workshop provided an opportunity for the entire Department, both teachers and students to reflect and present on education for sustainable development. Several faculty from Delhi University colleges that are offering the B.Ed. programme participated in the workshop. The workshop culminated with educational and artistic explorations of sustainability facilitated by Swiss visual arts educator from HEP.



SCHOOL COLLABORATION PROJECT ‘SAHYOG-

STEPPING TOGETHER AHEAD’

Sahyog: Stepping Together Ahead is the School Collaboration Project of the Department of Elementary Education, Mata Sundri College with the schools in the neighbourhood. Department of Elementary Education is the youngest B.El.Ed. department in of University of Delhi that came into being in the year 2007. It envisions creating quality teachers and encourages the reconstruction of knowledge in an interdisciplinary framework. It aims to provide opportunities to understand issues and concepts in education in relation to the dynamic social, cultural and political realities that exist, drawing from various disciplines. One such attempt of it is also this project that came into being in the year 2015. It has a vision to harness an academic bond with the three neighbouring aided schools- **Sri Guru Harkishan Khalsa Girls Senior Secondary School, Kamlesh Balika Vidyalaya (Primary) and Kamlesh Balika Vidyalaya (Middle)**. Earlier, it was done in tandem with the B.A. Education Department. However, since 2017 it is independently run by the Department of Elementary Education. In accordance with the vision of the project, the department is making earnest efforts to strengthen its community ties and jointly working with the neighbouring schools to nurture the academic lives of young learners and teachers. All faculty members of the department have actively participated in the project to facilitate learning and collaboration. Moreover, we also believe that it creates opportunities for our students to have field experience and hands-on-experience in order to maximise their potential.

This year so far the Department has organised the following sessions:-

- ◆ **Craft Session:** This year we began with craft activities meant to develop the skill of recycling the waste and developing low cost, useful materials such as paper bag, decorative material and puppets. The session was conducted on August 30, 2018 in both the schools and facilitated by 25 students and 1 faculty member in each school.
- ◆ **Story Narration Sessions:** On September 15 and October 27, 2018, story narration session was organized at Kamlesh Balika Vidhyalya and Guru Harkishan Khalsa School respectively. During the session , B.El.Ed. III year students narrated stories in pairs to students of class I to V. B.El.Ed. students were well oriented before the session and had selected the story and follow up activities keeping in mind various aspects such as age, theme, context of students, etc. Students at school thoroughly enjoyed the session. At the same time, it was a learning experience for the B.El.Ed. students as they could reflect upon their selection and technique of reflection based upon the experience and interaction with the students. They were also given feedback upon the same.
- ◆ **Contribution of Story Boards:** Students of B.El.Ed III year contributed story boards to the two primary schools on September 5, 2018, which they had developed in their II year as a part of Story Telling and Children’s Literature practicum. These story boards were interactive in nature and provided spaces for developing a communicational exchange between the learners and the text. The stories chosen for representation on the boards catered to variable ages and themes. Some of the illustrated themes on the story boards were- colours, childhood experiences, relations and emotions. These have been put up in the school building and used as a learning resource by the teachers and principals for the young graders.
- ◆ **Science workshop:** Teachers and principals and principals from these neighboring schools were invited for the workshop which was held on September 11, 2018 as a part of Material Development and Evaluation practicum. In this session, a guidance to make the model of human body depicting various vital body parts was provided. Participants used waste material like cardboard, paper and other simple tools to create such

- ◆ **Contribution of Science Models:** On October 27, 2018, B.El.Ed II year students contributed those science models to its collaborating school. The model was descriptive in nature, projecting on vital life processes through the model of 'human body'. It elucidated human body parts with their distinct and specific roles in the sustenance of life of human beings. Model was appreciated by the principal and teachers and principals alike for being integrated with various science concepts and easy to use and make.

Department has many more ideas and activities in mind for the on-going academic session.

- ◆ **Forthcoming plans in the series of activities for collaboration are-**

- ◊ Play to sensitize upon the theme of health and hygiene by II year B.El.Ed. students.
- ◊ A talk on 'cyber bullying' to create awareness and address the related concerns for mental health.
- ◊ A talk on teaching strategies for environmental studies at primary level.

The Department values its collaboration with the schools as it helps to connect with the community and we value learning from one another.



*B.El.Ed Student Narrating Stories
to School Children*

INNOVATIVE SCHOOL VISIT REPORT (2018-19)

An innovative school visit to Digantar, Jaipur was organised by the Department for B.Ed. III year students in October this year. The visit is part of the practicums - 'Classroom Management' and 'Material Development and Evaluation'. The visiting group comprised of 47 students and 5 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 through a democratic process. Some of these essential committees were - discipline, medical, luggage and refreshment. An interactive session was held with the parents of the students in College as well.

The visiting group reached Jaipur Station by Ajmer Shatabdi on 24th September, 2018. The group was received by the representatives of the organisation and taken to Digantar campus. Accommodation 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 Bhavgadh schools. Two- three faculty members accompanied students to each of these schools.

Through the field engagement, the III year students got an 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 'samooh' at Digantar) discussed with the students importance of developing rational autonomy in young learners and the significance of helping children learn at their own pace. Students further inquired about several aspects of Digantar's schools like, pedagogical practices, teacher-student relationship, school-community collaboration and specific school practices - cleanliness activity carried out by students and teachers, bal sabha and bal panchayat etc. 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 Digantar students in their home setting. Some of them got the 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 to analyse their observations in light of the constructs and perspectives they have read in theory classes at the college. Excursion to popular sites like Albert's Hall, Kanak Garden, 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 of the various tasks assigned to them. B.Ed. III year students could experience both independence and interdependence in the same place. Students expressed their gratitude to the Digantar team for their hospitality and academic engagements through beautiful handmade cards.



*B.Ed. Students
Observing a Class at
Digantar School*

HERITAGE WALK

The Department organised the heritage walk for its I year students on 26th February '19. The sites for the visit included Safdurjung Tomb, Gandhi Memorial and Sacred Heart Cathedral. The students were accompanied by the faculty members and a non teaching staff member. The walk was conducted by Ms. Jaimala Iyer, Mr. Ayushman, Mr. Zubair and Mr. Vaghish.K. Jha. All these resource persons are experts in the field and have been conducting many of the walks held over these years.

Like always, the focus of the visit was not only building a factual knowledge base among the participants about the sites but to also view these sites in the historical, cultural, socio- economic and political contexts of the time in which these were built. The resource persons well connected the history behind the building of each of the sites to the then prevailing politics of power, the larger societal fabric of the times as well as the contemporary issues. Through the visit at the Safdurjung Fort, the resource persons linked its historical relevance and relation with respect to the history of Delhi and a socio historical connect was well highlighted. Also the details of the architecture were reflected upon and changes in architectural traditions were discussed.

The visit to the Gandhi Memorial not only made students reflect on Gandhiji's contribution to the Indian freedom struggle, but also the relevance of his ideas and values in the contemporary times.

The experience at the Sacred heart Cathedral was also unique for its linkage with the socio religious fabric of Delhi and also gave an opportunity to the students to appreciate the value of secularism and its observance in India.

In all, the heritage walk was an enriching, stimulating and a reflective exercise for each participant.



Students on Walk with Ms. Jaya, Mr. Ayushman, Mr. Zubair and Mr. Vaghish.K. Jha

VISIT TO RASHTRAPATI BHAVAN

The Department organized an educational visit for Pedagogy of Social Science students in March this year. The students were taken to the Rashtrapati Bhavan, New Delhi. The visit covered three major circuits: Circuit 1 (Main Building and Central Lawn), Circuit 2 (Museum Complex) and Circuit 3 (The Mughal Gardens). The visit was organized specifically for students with Social Science specialization. This helped to orient students on field visits as an important teaching-learning strategy in Social Science. As it is an important component of their prescribed curriculum and would be beneficial to get a first-hand academic exposure about the history of the making of the Imperial City and the functioning of the Presidential House. Another major objective of this visit was to provide opportunities on how to make museum visits beneficial for students, and to realize its potential as a resource for learning about the pasts. The focus was 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 would be eventually working as full-time teachers. Since an educational trip is a progressive method and a co-operative learning activity which involves participation of students and teacher, a pre-visit session and a post-visit session was organised in the college. Such visits provide concrete experiences to the students, while the teacher helps to better clarify, establish, and co-relate theoretical concepts. This makes the teaching-learning process more concrete, effective, vivid and meaningful for both students and teacher.



Visiting group at the Rashtrapati Bhavan

ALUMNAE INTERACTION 2019

On April 06, 2019, the Department organized the 'Alumnae Interaction Session'. On the same day in the morning, the College had organized the centralized alumnae meet. The purpose of the meet was to maintain the space for dialogue with the alumnae that the Department has been doing over the years.

The interaction at the Department began, post lunch. It was initiated with an experience sharing session. In the experience sharing session, not just the alumnae but also the teachers participated. Also the former faculty members sent video messages for the alumnae narrating their experiences and memories. Alumnae from the recently passed out batches were especially overwhelmed while sharing their experiences.

In addition to the nostalgia, the purpose of the meet was also to have special focus on the jobs and conditions of employment. Recently, many of the alumnae from the Department have been placed in Government jobs. Hence, the session specifically focused upon the discussion on the various important issues such as eligibility criteria for various posts, promotion rules, process of appointment, etc. The aim was to share the understanding of these aspects not just by the faculty with the alumnae but also by the alumnae with each other as many of them have been working over the years and have close understanding of the ground realities and the issues that upsurge. In addition to facilitating understanding on all the above issues, this session also helped the recent alumnae understand the eligibility requirements for the upcoming jobs especially in Government sector.

Social media has also been used by us to keep the alumnae well informed. They are informed about any updates on the job vacancies or eligibility rules through social media. In all, the interaction was really a memorable one.



Alumni with the B.Ed Faculty

PLACEMENT REPORT

The placement committee of the Department organized a series of activities for the IV year students. These included orientation to higher education options, campus recruitment, workshop for preparation for professional life, orientation workshop on CV/Resume writing, presentation by the organisation Peepul, orientation to recruitment at BNPS school, presentation by NGO's Guzarish and Safe campus.

In addition to organizing various workshops for students, they were kept updated about information pertaining to job vacancies, scholarships and avenues in higher education. A presentation by Ambedkar University, Delhi for higher education programmes was also a part of it.

Many of our students from 2018-19 batch obtained campus placement in various esteemed organizations and institutions. However they will join once they complete the current academic session.



*B.El.Ed IV Year
Students Attending
Orientation
workshop on
CV/Resume Writing*

PENNING DOWN OUR THOUGHTS: STUDENTS' ARTICLES & POEMS

CREATING LEARNING CULTURES THROUGH TECHNOLOGY

The world today is a global village and no society can live in isolation. As the world shrinks on account of developments in science and technology, these changes affect Indian education in many different ways. The field of education is fundamental and requires utmost attention and regard. Thus, it has become necessary to face the challenges of a rapidly changing world in the twenty-first century. 'Technology in education' implies the use of a variety of audio-visual aids to facilitate learning. It promotes learning in an effective and interactive manner. Technology in the field of education is a value addition to quality, relevance, appropriateness and other such attributes, transforming education by making it dynamic and responsive to the passions that motivate the learners and enhance their curiosity and desire to learn. The types of technology used in many of the classrooms include the use of Smart boards, projectors, computers and television screenings. Educational technology does not imply focus centred on machines and the educational software related to them. No programme that is only equipment-driven works well. It implies use of technology that is appropriate to the task in hand for meeting specific educational objectives, and the organization of all available resources into a workable system. Charts, graphs, textual material, experimental kits, projected electronic aids, audio materials, computers, films, videos internet, etc. can usefully serve the purposes of education in their own special ways and together they can make learning an enriching experience. These are beneficial as it enhances the learning process. The use of audio visual cues helps children to grasp any concept easily with fun. The use of technology in education is playing a crucial role in providing new and innovative forms of support to teachers, students and the learning process broadly. Use of educational technology requires the recognition of the diversity of learner's needs, the context in which learning will take place, and the range of provisions needed for them. Assistive technology helps students with special needs. The use of adaptive keyboards, screen readers, screen magnifiers, hearing aids etc. are some of the examples of technology in education for all students where every learners needs are recognised. Technology in education can help us to create an environment of "learning without burden". In times of today, our education system has become highly centralized, examination driven, joyless, impersonal and irrelevant to the child's world. Textbooks have come to play a dominant role in the teaching-learning process. Textbooks combined with examinations, which test what has been memorized from textbooks have undermined the goals of education. The knowledge base of humanity doubles every two to three years. However, it does not necessarily mean a bigger load of material for children to learn. What is required is to weave knowledge in a multi-disciplinary fashion into questions that are of relevance and interest to the learners. What is worth understanding is that knowledge is not something that comes from a central source, but that emanates from all around us. The E-learning (learning carried, facilitated or supported by electronic gadgets) makes students interested and motivated towards learning. Technology in education has unique advantage of providing learning experience to students at their will and convenience. The Internet and the Web provide alternative sources of information and connectivity across the world to people who share similar interests and concerns.

India has one of the world's youngest population. Thus, it is a challenge to ensure access to equitable and good quality education to all sections of children, especially given our track record in bringing children to school, ensuring their retention in school and attempting to provide them with a decent education. Here the new technologies and mass media can help but they have to be interactive rather than disseminative. Efficient teaching-learning systems which use available resources and appropriate technologies and processes, and which are flexible enough to incorporate changes based on observation and evaluation are the need of the hour. We should stop looking at knowledge as a packet to be delivered, and instead take up topics that are related to the child's environment. We have to enable students to access sources of knowledge, interpret them, and create knowledge rather than be passive users. This leads to a shift in the teacher's role as well. She has to move from being a "teacher" to being a "facilitator" or guide who can scaffold the children to learn by actively engaging with the environment. The teacher here has to transform her pedagogy by innovatively using technology to discuss everyday concepts. She can use technology to plan instructions and students can use it to explore and practice to catch up well and actively construct knowledge through facilitators and technology's guidance.

MUSKAN TYAGI (II Year)

AMANPREET KAUR (II year)

खतम होने को है एक सुन्दर सा सफर

खतम होने को है एक सुन्दर सा सफर ,
छूट रहा है हमसे बहुत कुछ मगर |
वो ९ से ५ कॉलेज में रहना,
छोटी छोटी बातों पर हँसना
प्रोजेक्ट और असाइनमेंट पर सोचना ,
थिएटर की क्लास में मिलकर खिलखिलाना और कभी रोना
खतम होने को है वह सुन्दर सा सफर |

बातों को गहराई से समझना और समझाना ,
स्कूल में जाकर अपने विचारों और सोच को
नया रूप देना,
कभी दोस्तों के साथ मुद्दों पर उलझना ,
तो कभी अध्यापिकाओं से अपने मन की बात कहना,
खतम होने को है एक सुन्दर सा सफर |

इस सफर ने हमें बहुत कुछ है सिखाया ,
एक दूसरे को हमने है अपनाया |
थर्ड फ्लोर पर हँसना , रोना
और एक दूसरे को चिड़ाना ।
एक विद्यार्थी बनकर आना,
और एक अध्यापिका बनकर जाना |
था इस सफर में कुछ खास ,
सुनहरा था दोस्तों का साथ ,
याद रहेगा ये सफर हमको उम्र भर के लिये
जिसने खूबसूरत पल हमें याद करने के लिए हैं दिए
याद आयेगा ये सब ,
न जाने मिलेंगे हम अब कब ,
क्योंकि खतम होने को है एक सुन्दर सा सफर |

RIDHI MENDIRATTA (IV Year)

टूटा खिलौना बचपन का !

देख एक नई गुड़िया एक बच्ची के हाथ में,
याद आ गया वो टूटा खिलौना बचपन का।
हाँ, था वो खिलौना उतरन किसी की।
हाँ, था वो खिलौना टूटा हुआ,
पर दिया था मेरी माँ ने मुझे वो,
जिसमें था मेरा संसार बसा।

दूर कहीं सपनों में खो जाती थी मैं,
देख उस टूटे खिलौने को।
कभी सोचती, कैसे चलता होगा यह?
जब होती होगी इसमें मशीन।
तो कभी सोचती, कैसा लगता होगा यह?
जब होती होगी इसमें लाइटें रंगीन।

विभिन्न पैमानों पर मापती, उस टूटे खिलौने को मैं।
हर पैमाने पर उत्तरता वो खरा।
हाँ, था वो खिलौना उतरन किसी की।
हाँ, था वो खिलौना टूटा हुआ,
पर दिया था मेरी माँ ने मुझे वो,
जिसमें था मेरा संसार बसा।

किसी की गुड़िया, किसी की गाड़ी, तो किसी की लाईटो
वाली बॉल।
सब लगते फीके, उस टूटे खिलौने के आगे,
जिसमें थी खुशियां अनमोल।

उस अधूरे से खिलौने में, था बचपन मेरा पूरा।
क्योंकि छिपा था कहीं उस टूटे खिलौने में मेरी माँ का
चेहरा।

हाँ, था वो खिलौना उतरन किसी की।
हाँ, था वो खिलौना टूटा हुआ।
पर दिया था मेरी माँ ने मुझे वो,
जिसमें था मेरा संसार बसा।

ANJU KUMARI (IV Year)

EQUALITY AND QUALITY: THE CRUCIAL DIMENSIONS OF EDUCATION SYSTEM

Most of the time we heard that ‘education leads to transformation’ or ‘education can bring social change’. Education is not just a tool of transformation but it can be used as a tool for destruction or to perpetuate inequalities in society. The latter may lead one to ask how can education inculcate inequalities in society? If I ask you “In which school you want to admit your child or your sibling?”, probably I may get to hear the name of a private school or an English-medium school. Many may do not like government schools because we think that the quality of education in those schools is not good. However such a generalisation is false and that there are government schools that provide equal or relatively better quality education than the private. Still, we can observe a kind of hierarchy in the quality of education in the country. There are international schools, public schools and government schools and further in government schools, there are sub-categories such as Kendriya Vidyalaya, Pratibha Vidyalaya, Government-aided schools, MCD schools, etc. It is also true that each type of school has a different educational scenario. All schools differ in their educational quality and are ranked in the same way.

This difference in quality creates unequal opportunities. For example, a student who is getting a better quality of education will have more opportunities for learning from a student who is getting a poor quality of education.

These two words equality and quality in education seem interdependent. If there is a difference in the quality of education then there may be unequal opportunities and if there are unequal opportunities then it may further create a difference in the quality of life.

Right to Education Act 2009 makes elementary education, a fundamental right to ensure equal free and compulsory education to children in the age group of 6-14 years. That means education is a right of every child in the age group of 6-14 years. Also, according to the Universalization of Elementary Education(UEE) intent, every child has a right to get elementary education. But only enrolling children in schools does not fulfil the purpose. In fact, many children have not even got the opportunity of enrolling in schools. In many regions of India, there are geographical barriers and in many rural areas the facility of schooling is absent. Further even if there are schools then they lack the basic amenities such as basic infrastructure, qualified teachers etc.

After independence, the government has launched various schemes and policies such as Sarv Shiksha Abhiyaan, Operation Blackboard, District Primary Education Programme etc. to ensure education to all. However we have a long way to go to provide equal and qualitative education to all.

In the contemporary world, it is important to understand the necessity of the dimensions of quality and equality in education to promote the value of equality in society. At last, I would say that ‘if we have an equal and qualitative education system then only we can think of an equal society’.

PREKSHA GUPTA (III Year)

बचपन

बचपन में बड़े होने की बहुत उत्सुकता रहती थी,
आँखों में अपने कद से कई ऊंचे सपने रहते थे।

बचपन छूटने कब लग गया,
ये जवानी का हाथ पकड़ते वक्त पता ही नहीं चला,
कितने डर और नाकामीयां जाने इंतजार ही कर रही हों,
पर सबसे ज़्यादा अजीब मां की बढ़ती उम्र देख कर लगता है।

बाहर की दुनिया में पैर जमाने के लिए घर पर वक्त कम
मिलता है,
उनका विश्वास बनाए रखने के लिए खुद पर भरोसा कई बार
हिलता है।
पर वो बड़ी आँखें जो मां और मुझे एक-सा बनाती हैं,
उन पर उम्र का बोझ आने लगा है।
अपनी ज़िदगी में रंग भरने की कोशिश में,
कब मां के बाल सफेद होने लगे, ध्यान ही नहीं दिया।

कभी-कभी ये बातें बहुत परेशान करती हैं,
पर आज भी उनकी हँसी से खुशी मिलती है।
और उनके आँचल में सुकून।

छोटी थी तो "मम्मी की कापी" हो सुन कर बहुत खुश होती थी,
जैसे हम तीनों में से मैं ही उनकी बच्ची हूं।

मैं खुद को बहुत समझदार मानती हूं,
पर मां से पूछो तो मैं अब भी थोड़ी कच्ची हूं।
ये उम्र का भार जो उन पर बोझ डालने सा लगा है,
उससे ना जाने क्यों मेरा दिल भारी लगता है।

ANJALI SHARMA (IV Year)

तो बात अलग है

तस्वीर बदल जाती है उम्र बढ़ते बढ़ते,
इक किरदार जमा रहे तो बात अलग है।
अक्स तो आईने के हिसाब से बना है,
तुम क्या देखते हो उसमें वो बात अलग है।

हर सफ़र तो केवल चंद राहें हैं,
तुमने क्या चुना वो बात अलग है।
चले हो तो किसी मंजिल तक एक दिन पहुँच ही जाना है,
पर उस सफ़र में मंजिल से पहले खुद को पा सको तुम तो
बात अलग है।

जब ख़्याल हो मन में और बयाँ करने की तलब हो...
स्याही से भी पत्ते पर गर कह दिया तुमने, तो बात अलग है।
कलम से जंग जीत न भी सको पर,
हर शक्स को हर्फ़े किर्दार समझ सको तो बात अलग है।

किस्मत कोई दरवाजा नहीं जो खुला या बन्द हो,
कोशिश कर, आज़माने को छोड़ दो तुम, तो बात अलग है।
तुम्हे बदलने के नजरिये तो खूब मिलेंगे,
इक दिन वो सोच बदल सको तो बात अलग है।

तारीफ़ें ना भी मिले उस पथ पर जिसमें शिद्दत के साथ तुम
चले,
पर कई चेहरों के बीच, तुम अपनी पहचान बना सको तो
बात अलग है।

JANVI SHARMA (IV year)

SECTION 377 IN INDIA: A REFLECTION

India today is one of the fastest developing nations with impressive economic growth rates. But is the growth enough to imply that India is a developing nation? A nation is also characterized by the way it treats its people. With respect to this privilege the way India looked and still looks at homosexuality to a great extent is certainly not the way to look at it. Homosexuality is still considered a 'taboo' in India. It has even been considered either as a disease or a crime. Homosexuality was a 'criminal offence' under Section 377 of the Indian Penal Code dating back to 1861 which made it all the more hard to believe that India is a progressive nation and that we are the 21st century inhabitants of the country.

Although, this subject did see the light of the day when Delhi High Court legalized gay sex among consenting adults holding that making it a criminal offence violates fundamental human rights way back in the year 2009 as a result of persuasive struggles carried out by Gay Rights activists and foundations.

In December 2013, the Supreme Court (SC) passed the controversial order making gay sex illegal quashing the Delhi High Court's decision on the matter. In January 2014, the SC also refused to review the petition against its order. Needless to remark, the refusal drew flak internationally for violating fundamental rights.

Nine years later the Delhi High Court decriminalized homosexual acts among consenting adults by reading down Section 377 of the IPC. The SC also began hearing in the matter. The hearing assumes immense significance in the aftermath of the SC judgment last year declaring privacy as a fundamental right. And then the historic judgment came in September 2018 where a five judge SC Constitution bench unanimously decriminalized consensual gay sex. The court also partly struck down Section 377 as violative of the Right to Equality.

However, changing the law is only the first step towards a longer and a more cumbersome path of reform. Changing minds and hearts is the most difficult task. This concerns us all, where the individual responsibility of each one of us is to make a difference in our collective future. This is only possible if we have hope that things can gradually be improved for the better.

Having said that, we do realize that India is a multi-layered society. Conversations on same-sex marriage are still a 'no-no'. Society has only now taken its first steps out of the closet. It will take time for further reforms in this direction.

SAKSHI MITTAL (I Year)

BHAI GHANAIYA JI IN SIKH HISTORY

"Before becoming a Muslim, a Sikh, a Hindu or a Christian; let's become a human first".

Such were the sayings of Guru Nanak Dev ji, the founder of Sikhism. One of the most prominent beliefs of Sikhism includes that, "everyone is equal before God" and that, "a good life is lived as a part of the community, by living honestly and caring for others". And it was Bhai Ghnaiya ji who truly strived to uplift these beliefs throughout his life, and thus left an everlasting impression in the Sikh history.

Bhai Ghnaiya was a Sikh disciple of Guru Tegh Bahadur and later on established the Sewapanthi. Those of us who are well known about the contributions of Bhai Ghnaiya to humanity would have an image of a tall, lean figure carrying a mashak full of water behind his back. He was known for pouring water for the wounded members of the battlefield, no matter whether they were Sikhs or fighting against the Sikhs. Tracing the history of Bhai Ghnaiya's life, we come to know that he was born into a wealthy family. But he himself being of a religious bent left home at a very young age, in search of spiritual peace. From a very young age, Bhai Ghnaiya used to keep coins in his pocket so that he could give them to anyone who needed it. He would also offer to carry heavy loads for people. Bhai Ghnaiya's quest for spiritual peace was met by Guru Tegh Bahadur and he accepted initiation at his hands. Ghnaiya ji established a dharamsdhat at Kavha village in present day Punjab, which he turned into a preaching centre. His mission included self-less service of humanity with no distinction of nationality, caste or creed.

At the time of war between the Sikhs and the enemy, Bhai Ghnaiya was often seen carrying a mashak to serve water to anyone who was thirsty. He offered his sewa to everyone with love and affection without discriminating between the Sikh soldiers and the enemy soldiers. He was sternly criticized for this act of his, by his fellow Sikhs, who even tried stopping him, but Bhai Ghnaiya paid no heed to them. The matter was then taken up to Guru Gobind Singh ji stating that Bhai Ghnaiya was serving water to the wounded soldiers from the enemy camp. They were especially annoyed because the mughals had surrounded the city and stopped all their food supplies, and here was Bhai Ghnaiya sharing with them what little they had. When confronted by Guru Gobind Singh ji, Bhai Ghnaiya ji replied - "I saw no Mughal or Sikh on the battlefield. I only saw human beings. And they all have the same God's spirit and thus should be treated as the same". Guru ji was pleased with this reply and said that Bhai Ghnaiya had understood the deep message of Gurbani correctly. In addition to this, Guru ji also gave him a medical balm to apply on their wounds. Thus, the principles Bhai Ghnaiya stood by was to serve humanity selflessly and with complete dedication and to open our minds to see divinity in all beings. He believed that we should serve all of humanity equally without discrimination and to provide help or assistance to everybody without prejudice or indifference. We must treat all with respect, compassion, humility and love.

Bhai Ghnaiya ji's principles hold a lot of relevance in times of today and are required to be reinforced through our acts – small or big. Where in recent times, people are fighting with each other, mercilessly killing others on the name of caste, religion and so forth, we must remember that we have had great people like Bhai Ghnaiya ji who believed that serving humanity is our responsibility as a being and no caste, class or religion barriers should hinder it. Every day the newspapers are full of articles stating the number of deaths and injured in communal riots. Politics is serving the cause by leaving no stones unturned to fuel fire. But we must not forget that we have had great leaders like Guru Gobind Singh ji, who supported Bhai Ghnaiya to serve the cause of humanity. It is time for us to give rest to the feelings of hostility, that we ourselves have built in us for our fellow beings and flip back through the pages of time. It is time for us to remind ourselves of people like Bhai Ghnaiya who have spent their entire lives working for the cause of humanity.

This legacy of Bhai Ghnaiya's service to humanity has been carried forward by present day Red Cross as a tribute to the universal message of compassion and kindness to all. The Red Cross society is a voluntary humanitarian organization to protect human life and health based in India. The society's mission is providing relief in times of disasters or emergencies and care for vulnerable people and communities. It works to inspire, encourage and initiate all forms of humanitarian activities; to prevent and minimize social sufferings and to create a more congenial climate for peace. As 'The Tribune', very appropriately stated- "what Red Cross does now, Bhai Ghnaiya used to do 200 years ago".

Learning about the life history of Bhai Ghnaiya would be an enlightening experience for any person and so was for me. If we all make his principles a part of our life, and together work towards the path Bhai Ghnaiya wished to lead us to, the world would be a beautiful place to live in.

This essay entry by Muskan Tyagi (II Year) won the Third Prize in the Essay Competition organised by the Divinity Society of the college on the occasion of Bhai Ghaiya Diwas.

LITERACY WORKSHOP

Literacy workshop was held in our college from 17th December,2018 to 21st January,2018. During this workshop we seven students from the B.El.Ed department interacted around the basic literacy skills with our college's non-teaching staff (Group IV employees). In this workshop we focused on different topics in each session. On first and second day we focused on the language skills of reading and writing in Hindi. We worked upon writing one's own and the family members' name. Then we discussed about the importance of marking signature with them. On the third day we focused on the mathematical skills. We discussed place value system, reading numbers and arithmetic operations. On the fourth day we discussed how to fill some of the bank forms such as cheque and withdrawal form. On the last day we discussed about different road signs and how to read them and what they mean. Then we wrapped up the session with overall discussion of five days we spent with them.

Initially we all were a bit nervous and at the same time excited about how this workshop would proceed. Would we be able to conduct it successfully?, was a major question in our minds. But when we entered the classroom, participants were very enthusiastic and cooperative. Their interest and enthusiasm boosted our confidence. They were so happy and eager to interact with us. As many of them already had basic literacy and numeracy skills, so they themselves told us what they expect from the workshop. It was very enriching to interact with them. They shared that even after this workshop they will continue to focus on things we discussed with them and will come to us in case of difficulty.

We are very grateful that we got this opportunity. We eagerly look forward to another such opportunity in near future.

MANSI SATI (III year)

A MOMENT OF REFLECTION

Reflections on moments spent with children makes us learn so much about them, their lives. . I would like to share one of these. It was the last day of our School Contact Practicum in the first year, where I conducted a small painting activity in which children could put down their imagination on those white sheets. I was sitting opposite to a girl who had painted the whole sheet multicolored. By mistake she put her hand on that sheet and on realizing that her hand was dip in paint and became colorful she exclaimed , "...mujhe asisa nahi karna tha...ohhhh ab ammi mujhse naraz ho jayengi, unhone haath gande karne ko mana kiya tha"(I shouldn't have done this....oh now my ammi will be angry on me as she told not to make my hands dirty). Hearing this statement I enquired about what would her mother do if she gets to know about this. She shared some consequences. This small instance led me to reflect on it at the very moment. I realized how morality of that child is shaped by the authority figure who wasn't even there in person. I wondered how the rules still existed for the child even while the person making the rules did not. The absence of mother in person but her presence in the mind and the rules internalized by the child shaped herself and her actions. I was reminded of the stage of Heteronomous Morality as put forth by Swiss Psychologist Jean Piaget in his theory.

Suddenly her voice interrupted my thoughts and my reflection when she asked , "Meri painting kaisi lag rahi hai?" (How does my painting look?). I looked at the painting and tried to comprehend it. But I did not succeed completely. On asking her about it, she replied in a low tone , "yahan main aur ammi rehte hain...yeh ghar hai hamaara" (Here me and my ammi lives, this is our house). The painting which I couldn't comprehend completely, had a lot of emotions and a touch of reality of her life to it. A lot of things were depicted on that white paper which needed to be looked beyond the colors on it. It is was difficult for me to completely look at the painting through her eyes, but the task and the interaction mentioned so far revealed a lot about her thoughts and her life.

SWATI PANDA (II Year)

REALITY: DISCONNECTED

We have countless friends online, yet we feel lonely,
We contact them almost daily, yet don't know them
really.
We're living in a world where images are sent for pro-
motions,
We forget the best, that is, we leave out the emo-
tions.
There was a time when we would love to roam,
Climb up trees, play in parks, not just sit, at home.
On rainy days we'd read a book or two,
Paint pictures or feel the raindrops on us too.

Now we've made technology and mastered it,
Using the information available on it.
There's a media we call social,
Our mobiles are on, but hearts not open.
We are in public yet we feel alone,
Because everyone is busy on their mobile phone.
We type instead of talking, we read all our chat,
We spend hours together without making eye con-
tact.

Life isn't mobile phones so shut down those displays,
Look around, admire nature, see the difference every
day.
We don't need to tell hundreds of what we've done,
Just enjoy the moment with our loved ones.
Be there for them and they'll be there too,
Don't wait to miss them when they bid adieu.
Make the real connection, give life the needed atten-
tion,
Don't waste your time only using some social media
invention.
God has blessed us with a set number of days.
Go out into the world and live life the real way.

SHIPRA RAI (IV Year)**Oh, dear!**

Oh dear, a girl has taken birth again,
Inform them, it ain't a boon but indeed a bane.
This girl must know what her future is,
She'll remain a burden because such a law of
nature is.
She must not open her mouth nor her legs,
These girls are nothing but mere earth's dregs.
Her 'I' doesn't stand for Individuality but Interre-
lation,
She has to become number two because one is
male domination.
We demand Parda as society has no control over
itself,
Control your body, your language, your apparel;
BEHAVE thyself.
Men rule , govern , command; it is their assumed
'right',

Women follow, abide without demand; they are
not let to fight.
21st century, yet we're all hitched to patriarchy.
Male chauvinism has become a well and women
the frogs caught in it,
Can they ever free themselves and jump ahead
and out of this misfit?

RADHIKA THAKKER (III Year)

BREAKING THE SILENCE

I am a woman and I am proud to be one. But the main question is, why have we always been identified as a mother, a daughter or a wife but never as a human.

One moment there are shouts of women empowerment but the next moment our role, what to do, not to do, is defined and laid down as a rule. Discrimination against women is rampant all over the world even in this 21st century. Patriarchal societies in most countries are adept at exploitation as well as victimization of women. Even though about 50% of the world's population consists of women, but unfortunately most of them are denied basic rights education, freedom of speech and even independent identity.

Since history we have seen how women have been dominated and suppressed. We always have had to fight for equality, but what we all need to realise is that, we do not have to be equal. Why? Because we are so much more than what we all are trying to prove. One may hear this sentence a lot, "what people would say", but do not fear my dear women, because the society can never decide anything for us. We are an equal member of this society, not a subordinate and we do not have to bend ourselves to the so called rules that are bound only on us. We have the right to enjoy our freedom in every way – politically, professionally, socially, for education, occupation, legally and economically. In India, in theory, women enjoy a status of equality with men as per constitutional and legal provisions. Arguably, our country has taken enormous strides towards inclusion of women with women excelling in diverse fields, from literature to astrophysics to finance. But headlines about dowry killing, female foeticides and domestic violence still making the newspapers, put a silent question mark. Here, in this current age, true development and growth can only be achieved by taking successful strides in eliminating deep-rooted ideologies of gender bias and discrimination like the confinement of women to the private domestic realm, restrictions on their mobility, poor access to health services, nutrition, education and employment, and inadequate inclusion in the public and political sphere. We all have to raise our voices not to shout, but so that those without a voice can be heard...we cannot succeed if half of us are held back. This is the sentiment that precisely outlines the basis of new age women empowerment. A woman has the right to express her thoughts and opinions freely, without any restriction. Individual empowerment may be achieved by imparting self-confidence to articulate and assert the power of independent decision making. Women should be aware of their rights and social positions that they are entitled to constitutionally.

The most critical aspect of empowerment of women is the promotion of gender equality. Gender equality implies that in society women and men enjoy the same opportunities, outcomes, rights and obligations in all spheres of life.

Government laws and their subsequent amendments have seen larger inclusion of women with respect to their standing in the society. The Hindu Succession (Amendment) Act 2005 stating that women get equal share in the ancestral property or the Equal Remuneration Act, 1976, has contributed towards a better footing in the society. The Dowry Prohibition Act, 1961, Child Marriage (prohibition) Act, 1929, the Indecent Representation of Women (prohibition) Act, 1986 and the Hindu marriage Act, 1955, preventing polygamy and bigamy, and their strict enforcements has to a large extent contributed towards lessening women exploitation. The recent Beti Bachao and Beti Padhao scheme as well as the SABLA scheme has been aimed at reducing female infanticide and promoting the importance of educating the girl child. A number of councils and bodies have been established for the well-being of women such as the National Commission for Women, Department of Women and Child Development and the Parliamentary Committee on Empowerment of Women which has reviewed various laws and recommended amendments.

Empowering women socially, economically, educationally, politically and legally is going to be a Herculean task. It will not be easy changing the deep-rooted perception that women are inferior, dependent and dispensable, resulting in a culture of disregard for women in Indian society. But it does not mean that change is implausible. Time is needed to eradicate this perception. But with the push towards the right direction and a lot of effort directed, this task might just be achievable. All we need is an organized approach from the Government and law enforcement agencies of the country focused in the right direction that would rest only with the liberation of women from all forms of evil.

RASLEEN KAUR (I Year)

GENDER AND THE CLASSROOM

I remember during my school days, the class teachers would always choose girls to manage the class cupboards or run errands for her. I don't recall a boy doing that. What made the teacher think that only girls are suitable for such tasks and not the boys?

Intrigued by this idea, I asked a third grade student about what came to her mind after hearing phrases like 'washing clothes', 'driving a car', and 'cleaning the room'. Her responses were as follows - 'a girl is washing clothes', 'a man is driving a car', 'a girl is folding clothes, cleaning the mess in the room', respectively. What led to such segregation of tasks even in the mind of a child? Children tend to internalise what they see around them and tend to form notions about everything which in turn influences their thoughts.

And, school plays a very important role in that. School as an institution is a projection of the society. It is a miniature version of what we are as a society, the only difference is that it is the children acting as young adults. We see the influence of society's notions in the classroom.

Hence the school acts as a focal socializing agency.

But, there are some factors in the school that are restrictive to the intellectual development of the child, especially the girl child. These factors can range from something as

crucial as teacher student interaction to the material and even the school uniform. There are many other examples of such instances like segregation in seating patterns, the difference in the nature of co-curricular activities made available to chosen by students, differences in punishments, etc.

The ideals and beliefs held by the facilitator is what is deemed as ideal by the children. But sometimes teachers tend to project their subjective views about gender in the classroom. And by doing that they are influencing the child's perception about gender. In other words, the teacher's intentions are communicated to students through her behaviour, almost unintentionally. This is also a part of hidden curriculum in the classroom.

As a facilitator we must acknowledge the need to question and talk about gender stereotypes in the classroom rather than accepting them the way they are and encourage children to think critically about them.

Textbooks which serve as the primary teaching material in our traditional classrooms still contain content which in a subtle way holds women responsible for a certain specific set of tasks like household chores, etc. And the same time this is true for the case of men too. It's important for textbooks to be updated as gender neutral. The facilitator can also

question if the stereotypes depicted

in the book are valid or not. This will enable the child to think more critically about the issue. We as facilitators should consider it indispensable to provide children space to be vocal about their perception. The voice of child who questions must not be made dull in order for us to create an unbiased classroom in its true sense.

ISHITA KAPILA (III Year)

At The End of These 4 Years.....A Reflection On My Relationship With :

♦ Myself -

मुझे सुनना और बोलना आता था, मैंने समझना सीखा
खुद को अपनाने का और चीज़ों को देखने का एक नया तरीका
खुशी छोटी बातों में पाना, खुद को एक नए नज़रिए से जाना
बातें कहना अपने मन की, न सिर्फ जुबान से पर तन से
एक ज़माने बाद मिली मैं अपने बचपन से।

♦ Peers -

हमारी बात जितनी ज़रूरी है, उतनी दूसरे की बात भी
न सिर्फ राय, किस्से और कहानियां, पर ज़ज़बात भी
जो हमेशा हमारे साथ रहें सिर्फ वही हमारा अपना नहीं
सबको जान पाना, मैं से हम बन जाना, हकीकत है सपना नहीं

♦ A Practitioner -

Pedagogy, activities, theories पढ़ना, शिक्षा की मंजूरी है
शायद एक शिक्षक बनने से पहले, एक बच्चा बनना ज़रूरी है
खेल से शांति भी सीखते हैं, सिर्फ शोर नहीं
कहानियां सुनना और सुनाना, जज्बातों का एक करवाना है कुछ और नहीं
भाषा को ना हम सीखते हैं, ना सिखाते हैं
जब comfortable हो हम तभी बोलना सीख जाते हैं

♦ MAHIMA (IV Year)

A
PICTURE
SAYS
A
THOUSAND
WORDS

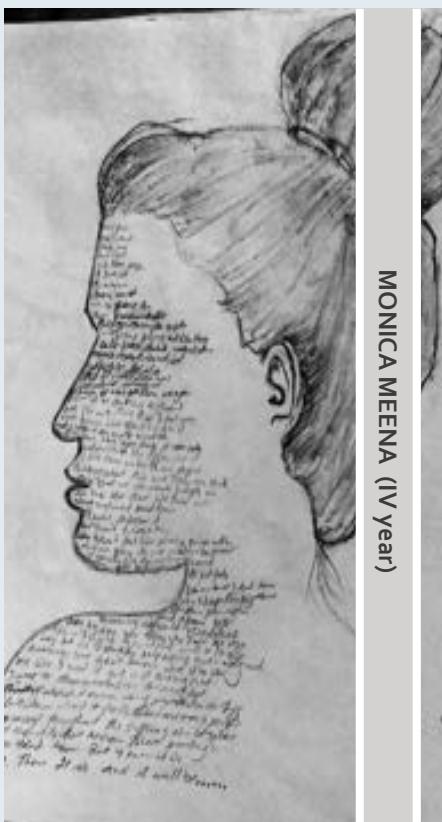
JAHNVI SINGH (III year)



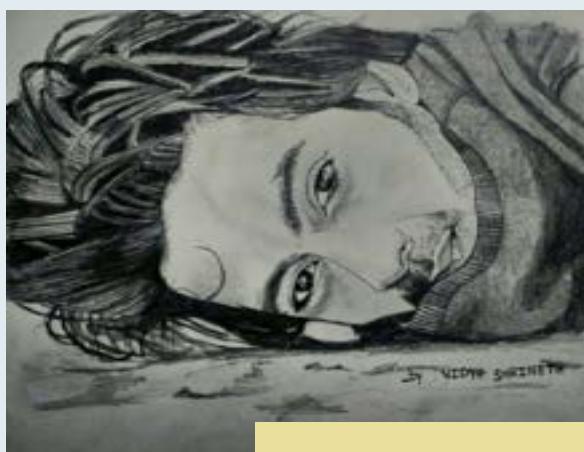
MAHIMA (III year)



MONICA MEENA (IV year)



Vidya BHARTI (III year)



KANIKA BANSAL (II year)



ASHMEET KAUR
(III year)



PERFORMANCE IN ANNUAL EXAMINATION

2018

Position	B.El.Ed Part I	B.El.Ed Part II	B.El.Ed Part III	B.El.Ed Part IV
First	MUSKAN TYAGI (76.5%)	JAPSIFAT (82.18%) UNIVERSITY TOPPER	RIDHI MEHNDIRATTA (76.73%)	SHILPI RANI (74.82%)
Second	SEJAL BHARDWAJ (74%)	SIMRAN KALRA (78.36%) FOURTH UNIVERSITY TOPPER	DIKSHA BHATIA (76.55%)	RINKI DEVI (74.45%)
Third	NIKITA & DAMANPREET KAUR (72.73%)	GARIMA KUMAR (75.64)	CHESHTA ARORA (76.18%)	PRIYA YADAV (73.32%)

LAURELS

AND

ACHIEVEMENTS

EXCELLENCE IN INTER-COLLEGE EVENTS

Students participated and won at various inter-college events. At University level, various positions were secured by the students such as-

- ◆ **Read Aloud Competition** at Lady Shri Ram College for Women – I position: Taranpreet Lekhi (III year), II position: Japsifat Kaur (III year) , III position by Taaran Kaur(III year)
- ◆ **Story Telling** at Lady Shri Ram College for Women- II position by Anju Kumari (IV year), III position by Ramsha Rashid (IV year)
- ◆ **Face Painting (NCC Fest)**, Daulat Ram College for Women- II position: Anisha Gupta (I year), Bio- Ornament Flower, Hindu College- Ashmeet Kaur (III year), Kaagaz Creative Writing, Keshav Mahavidhyalya- I position: Vidhya Bharti (III year).
- ◆ **Slam Poetry** - I year student Diksha Bhatia won prizes at Satyawati College, Bharti College and Maitreyi College (I position) as well as at Ramjas College and Maharaja Agrasen Institute of Technology (II position).
- ◆ **Saarang Fest** at Mata Sundri College for Women- III year students won prizes in various competitions such as-
 - ◊ **Paper Art** - I position won by Ashmeet Kaur
 - ◊ **Funk Out of Junk** - III position won by Vidhya Bharti and Harshita
 - ◊ **Mehendi Competition**- III position won by Harshita



MATA SUNDRI COLLEGE FOR WOMEN

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AN INITIATIVE BY:

DEPARTMENT OF ELEMENTARY EDUCATION

MATA SUNDRI COLLEGE FOR WOMEN

2017-18

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