

Issue 4

July 2018

# ***A ALEKH***

*A Reflection of our thoughts..*



**MATA SUNDRI COLLEGE FOR WOMEN  
DEPARTMENT OF ELEMENTARY EDUCATION  
UNIVERSITY OF DELHI  
2017-2018**

# ALEKH- 2018

## Our Faculty Members

### *FACULTY AT DEPARTMENT OF ELEMENTARY EDUCATION*

DR. RADHIKA MENON  
MS. RAVNEET KAUR  
MS. NEERJA SINGH  
DR. AARTI MATHUR  
MS. NIDHI KUNWAR  
(TEACHER-IN-CHARGE)  
MS. ANSHIKA SRIVASTAVA  
MS. BHAWANA MISHRA  
MS. DIVYA SHARMA  
DR. JASMEET KAUR  
DR. MANISHA SUBBA  
MS. NEELAM DALAL  
MS. NEHA SHARMA  
MS. RUCHI GARG  
MS. SHUBHNEET KAUR  
MS. TARUNA JAIN

### *FACULTY FROM COOPERAT- ING DEPARTMENTS*

#### ENGLISH :

MS. DIVYA PRADHAN, MS. MANISHA  
MATHUR, DR. RUBY KAPOOR,  
MS. PRAVESHKA

#### HINDI :

DR. LAXMI VATS, MS. SAVITA MEENA,  
DR. RITA DUBEY, MS. ANUPRIYA

#### POLITICAL SCIENCE :

MS. ROSELIN SEKHO, DR. KHUSHBOO  
VARMA

#### MATHEMATICS :

MS. SONIA ANEJA, MS. PREETI,  
MS. POOJA SHARMA

#### PHYSICAL EDUCATION :

MS. CHARANJEET KAUR,  
DR. ANUJ KUMAR CHAUDHARY

#### *GUEST FACULTY*

MS. JAIMALA IYER (THEATRE & SDW),  
MR. LOKESH JAIN (THEATRE),  
MR. SURJEET RAI GAUR (CRAFT)





## INSIDE THIS ISSUE

Departmental Activities	5
'Sahyog' Report	6
Digantar Report	8
Heritage Walk Report	10
Parliament Visit Report	11
Alumnae Meet Report	12
Students' Articles and Poems	14
Results	25
Book Reviews	26
Students' achievements in Inter-college events	30
Placements	31



# आलेख 2018

ISSUE 4

JULY 2018

## From the Principal's Desk.....

My heartiest congratulations to the Department of Elementary Education for this issue of the newsletter. Like the previous years, this year too, *Aalekh* comes forth as a forum for self-expression and reflections of the faculty and students.

Further, the numerous activities undertaken by the Department, that *Aalekh* showcases, reaffirms its consistent efforts and commit-

ment towards providing enriching learning opportunities and experiences to the students.



Not to forget the special celebrations on account of the Department's Decennial Anniversary, which are also

highlighted in the special Decennial Lecture Series as well.

I wish the Department very best for this endeavour and hope that the interaction established through *Aalekh* grows stronger in the coming years.

**Dr. Kwarjit Kaur**  
(Officiating Principal)

## Teacher In-charge Speaks.....

This issue of *Aalekh* comes up again as an expression of what students and the faculty feel, experience and reflect about the issues and aspects around us. It is also a testimony to our curricular engagements over the last year. Each word weaved into the contributions to the newsletter is unique for the thought process and author's engagement behind it.

The past year has been all the more special for the department, given that we completed ten years of our journey since 2007. *Aalekh* is also a corroboration of these celebrations and accomplishments in the last year.

The achievements of the department is a reflection of the hard work of our faculty and students. Each and every faculty of the department has contributed to her best and the



performance of our students are a testimony of this.

This issue is especially dedicated to my faculty for their stupendous contribution.

**Ms. Nidhi Kunwar**  
Teacher In-charge

**Student Council of  
B.El.Ed.  
department  
(2017-18)**

Janvi Sharma  
(President)

Palak Sharma  
(Vice President)

Ekjot Kaur  
(Secretary)

Yogita Gola  
(Treasurer)

**Class Representa-  
tives of B.El.Ed.  
department  
(2017-18)**

Kanika Bansal  
(I Year)

Preksha Gupta  
(II Year)

Poonam  
(III Year)

Deekshi  
(IV Year)

## *Editorial Team*

We are very delighted to present yet another issue of *Aalekh*. Like the previous issues, this issue too blends within itself varied colours of insights, feelings, imagination, creativity, criticality, celebrations and so forth of both the faculty and students of the department. It emerges as a channel for sharing of our voices and experiences, a role which *Aalekh* has been playing effectively since its inception.

This issue is a platform for self-expression and we hope that the contributions by the authors will engage the readers for the questions they invoke and issues they highlight. Further, *Aalekh* is also a kaleidoscope of the departmental activities and events. This again showcases how the past year has been enriching with varied learning experiences and exposure it has unfolded for each one of us at the department.

We would like to acknowledge the contribution of the class representatives in mobilizing students to contribute articles and B.El.Ed. 3rd year students- Janvi, Yogita, Poonam-for screening articles for the newsletter. Credit for designing the cover page for this issue goes to Ms. Monika of B.El.Ed. 4th year. We would also like to thank Ms. Divya Sharma for extending technical help in finalizing the newsletter.

Wishing all the readers 'Happy Reading'!

### **Editorial Team:**

**Ms. Anshika Srivastava**

**Dr. Manisha Subba**

**Ms. Shubhneet Kaur Kharbanda**



# Department Activities (2017-2018)

## Field Visits

### **I year**

- Heritage Walk to Salimgarh Fort and Ferozshah Kotla Fort
- Attended Play 'Tukda Shehar' at National School of Drama
- Attended Play 'Agyaatvaas' at Siri Fort Auditorium
- Attended Play 'Kala Suraj Safed Saaye' at Alliance Francaise, Delhi

### **II year**

- Visit to NBT, CBT, Katha Publication
- Visit to Children's Museum of Master Pieces
- Visit to World Book Fair

### **III Year**

- Innovative School Visit to Digantar, Rajasthan
- Innovative School Visit to Mirambika and Ark SDMC School
- Visit to Yamuna Bio Diversity Park
- Presented a Play at One Billion Rising Event, Connaught Place, New Delhi

### **IV Year**

- Visit to the Parliament
- Social Science Pedagogy Students interned with Itihaas

## Talks

- Critical Inquiry and Education - Prof. Harjeet Kaur Bhatia, Jamia Millia Islamia University
- Diversity in Indian Childhoods - Prof. Vasanthi Raman, Centre for Women's Development Studies
- Identity and Multiple Childhoods - Prof Anita Ghai, Ambedkar University Delhi
- Exploring the Facets of Curriculum - Ms. Sandhya, Alumnae
- Right to Education: A Critical Inquiry - Ms. Vandana Tiwari, Alumnae
- कहानियाँ: बच्चों के संसार का प्रतिबिम्ब - Ms. Rajni, Alumnae

## Workshops

- Exploring the World of Picture Books - Ms. Aarti and Ms. Rachna, Reading Caterpillar Children's Library
- Storytelling: A Pedagogical Resource - Ms. Indira Mukherjee
- Innovative Teaching in Mathematics – Jodogyan Shiksha, New Delhi
- Engaging Students at a Museum - National Museum, in collaboration with Itihaas
- Movie Making: Developing Pedagogical Resources - Ms. Shiwani Maan, Alumnae
- Classroom Management Strategies - Ms. Avneet Kaur, BLISS India
- Orientation on CV/Resume writing - Placement Committee, Mata Sundri College for Women
- Labor Net for Employability – Mata Sundri College for Women
- Gender and Education - Ms. Kamla Bhasin

## Conferences Attended

- Taking Science beyond the Classroom - Lady Shri Ram College for Women, University of Delhi
- Teaching as a Reflective Practice – Jesus and Mary College, University of Delhi
- Identities and Education – Delhi School of Economics, University of Delhi
- Environment: Its Antecedents, Assessment and Possibilities – Central Institute of Education, University of Delhi
- Education for Sustainable Development: Negotiating the Curriculum - Central Institute of Education, University of Delhi
- Writing in School: Processes, Practices and the Writer - Central Institute of Education, University of Delhi
- History Education: Perspectives and Possibilities from the Field - Central Institute of Education, University of Delhi
- Men, Masculinities, Violence and Problematic Sexual Behavior - Gerry Pinto Memorial Annual Lecture, India International Centre

## *School Collaboration Project 'Sahyog-Stepping Together Ahead'*



School children interacting with B.El.Ed. students during Exhibition

**School Collaboration Project** is a collaboration programme of the Department of Elementary Education, Mata Sundri College with the schools in the neighbourhood. It is an attempt by the Department to harness an academic bond with the three neighbouring aided schools- **Sri Guru Harkrishan Khalsa Girls Senior Secondary School, Kamlesh Balika Vidyalaya (Primary) and Kamlesh Balika Vidyalaya (Middle).**

In the last two years, activities were organized and facilitated by the students and faculty from the Department of Elementary Education. The focus this year has been on enriching the experiences and learning of school teachers, by providing them with opportunities to attend various talks and workshops organized by the Department.

**Interaction Session-** School teachers were invited for an interaction so as to take the collaboration forward and plan the way ahead. The specific requirements of the school teachers were taken note of, who also requested a specific focus on Mathematics pedagogy.

**Special Lecture-** Teachers were invited to attend a lecture on 'Critical Inquiry and Education' by Dr. Harjeet Kaur Bhatia.

This was especially relevant wherein teachers have to continually reflect on the aims and objectives of education, and its important role in building of critical inquiry in both teachers and students.

School Collaboration Team with School Teachers



**Play-** Students from B. El. Ed. staged a play on ‘the importance of hygiene in our homes and schools’. This request came from the schools as they wanted students to be sensitised and aware regarding cleanliness. The message was put across in an interesting and effective manner through the play.

**Mathematics Materials-** Teachers attended a workshop on developing cost effective Mathematics materials to make learning more fun and interesting for young learners. Individual and groups tasks were given by resource persons from Jodogyan Shiksha to the participants to make workshop interactive and ‘hands on’ based. Conceptual misconceptions and common mathematical mistakes made at the primary grades were also addressed.

**Storytelling-** Renowned author and story teller, Ms. Indira Mukherjee, took the session. She discussed the different forms of storytelling, the importance of folk tales as a pedagogical resource. Also, how the teachers need to be aware of the students’ reactions/ expressions as the story narration is going on as it may communicate many things/ emotions/ experiences about the learners.

**Classroom Management Strategies-**A workshop on the various strategies on effective classroom management was taken by resource persons from BLISS, India. First issues at schools were raised up and the various steps that could be taken up to address the same by teachers were discussed.

**Exhibition-** Teachers and students were invited to attend an exhibition of materials developed by B.El.Ed. students of I, II, III years. Learning material included school based craft, story boards, subject learning material for EVS, Language and Mathematics. School teachers were provided an exposure to a variety of learning material that are cost effective as well as innovative.

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



Exhibition by B.El.Ed. students



# Digantar Visit



B.El.Ed. students interacting with families of Digantar students

A visit to innovative schools at Digantar, Jaipur was organised by the Department of Elementary Education for B. El. Ed. III year students between **October 09-14, 2017**. 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 visiting group comprised of 45 students and 4 faculty members from the Department.

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. An interactive session was held with the parents of the students in the Mata Gujri Hall of Mata Sundri College for Women on 11 September, 2017.

The visiting group reached Jaipur Station on 9th October where they were received by the representatives of the organisation. Well furnished dormitories and basic amenities were provided by the organisation for their stay. Students were divided into seven small groups of five to seven members to visit different classes in Kho Rebarian and Bhavgadh schools. B. El. Ed. III year students got the opportunity to understand the practice of innovation at Digantar schools.



B.El.Ed. students engaging with School children at Digantar

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.

B. El. Ed. 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*. 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 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 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 of the various tasks assigned to them. B. El. 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.



**Visiting Group at Digantar  
Campus, Jaipur**

## Heritage Walk



Students on Walk  
with Ms. Jaya and  
Mr. Lokesh Jain

The Department organised Heritage Walk for its I year students on March 14, 2018. The sites for the visit included Salimgarh Fort and Ferozshah Kotla Fort. The students were accompanied by the faculty members and a non-teaching staff member. The walk was conducted by Ms. Jaimala Iyer, Mr. Lokesh Jain and Mr. Ayushman. All these resource persons are experts in the field and have been conducting many walks held over the last 10 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 and the larger societal fabric of the times.

In walking through the Salimgarh Fort, the resource persons also linked its historical relevance and relation with respect to the Red Fort which stands in the vicinity of the former. Thus a socio-historical connect of both was well highlighted. Also, the Museums at Salimgarh Fort were visited which helped us trace back the trajectory of our struggle for freedom and the contributions and sacrifices which were made by the leaders and common people.

The visit to Ferozshah Kotla Fort was an experience of a different kind in itself. The stories around the presence of djinns, spirits being real and the prayers conducted for their worship by locals made each one of us realise the diverse local cultures and little traditions that weave into India's cultural fabric. Also, the connect between the historicity of the site and the local cultures and traditions

emerged clearly. Most crucially it also established how multiplicity of beliefs needs to be accepted and respected even when some/ all do not match an individual's belief system. It is this respect and acceptance of diversity that was well reflected upon. In all, the heritage walk was an enriching, stimulating and a reflective exercise for each of the participants.

B.El.Ed.  
teachers  
having light  
moments  
during  
Heritage  
Walk





## *Visit to Parliament*

Department of Elementary Education organized an educational visit for Pedagogy of Social Science students on April 09, 2018. The students were taken to the Chambers of Parliament, Parliament Museum and Parliament Library. The visit was to orient them on the importance of field visit as an important teaching-learning strategy in Social Science. An introductory orientation was conducted by Mr. Pulin B. Bhutia, Director, Lok Sabha Secretariat at Bureau of Parliamentary Studies and Training. He gave a detailed introduction and also addressed many queries at the end of the discussion. Then a guided tour was conducted which helped in building our understanding of the two Houses and the Central Hall, and its importance. The visit also helped in knowing the history and architecture of the Parliament, and more so the functioning of the democratically elected Members of Parliament.

The visits to the Parliament Museum and the Parliament Library introduced us to the repository of primary sources that are available for enriching our knowledge. The focus was both on learning from the visit as well as on 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 teachers.



**Visiting group with Mr. Pulin Bhutia  
(Director, BPST) at Parliament**

# Alumnae Meet



**Ms. Shiwani Mann**  
reminiscing her  
college days

Department of Elementary Education of Mata Sundri College for Women organized its Alumnae Meet 2017-18 on November 21, 2017 at Mata Gujri Hall, which was attended by the faculty, alumnae of the department as well as the teachers who had previously worked at the department. This year, the alumnae meet was special for each of the attendee as it marked the completion of ten years of B.El.Ed. Department in the college and each of the attendee has been contributors in helping the department reach its height.

Preparations for the event started long back. The alumnae had to register themselves for the event, for which a provision was made for online registration as well as on the spot registration on the day of the meet. Posters were put in the college and shared on social networking sites in order to inform everyone. Out of approximately 350 pass outs, around 147 alumnae registered themselves online and as many as 74 alumnae could come for the meet. Maximum participation was seen from the recent passed out batch from which 17 students came. From 2016 batch 11 students came, 5 from 2014 batch, 6 from 2013 batch, 3 from 2012 and 4 from 2011 batch.

The function started at 2:00pm. The department had planned a lunch for its alumnae as most of them are employed and were coming to attend the meet from their respective jobs. Simultaneously, on the spot registration were carried out. Everyone exchanged fond remembrances and memories over lunch. Many of our alumnae came with their children. So, it was a heartwarming moment to see everyone together and sharing their experiences and mile stones.

After an informal interaction over lunch, everyone proceeded inside the hall and thereby the meet began with a Welcome Note by Ms. Taruna Jain, addressed to Dr. Kawarjit Kaur (Officiating Principal of the college), Ms. Nidhi Kunwar (Teacher-in-charge of B.El.Ed. Department), faculty members and alumnae. Ms. Jain is 2013 batch pass out and is currently working with the department as a faculty. She is teacher representative of Alumnae Association from the department along with Ms. Ruchi Garg. Ms. Jain handled the mike during the meet and Ms. Garg coordinated back stage.

This was followed by another Welcome Note by Ms. Kunwar, wherein she shared regarding the purpose behind such meets. She also congratulated everyone upon the completion of 10 years of the Department together, as all had worked together and contributed in achieving the milestone and establishing its position.



**Ms. Nidhi  
Kunwar  
(TIC) ad-  
dressing  
Almunae**

Welcome Note by the TIC was followed by Experience Sharing Session by alumna of I batch. The idea was to trace the journey and reflect upon the evolution of the department over the years. Majorly the event was planned in the form of interaction wherein alumnae were given space to share regarding their journey and experiences.

There was meaningful interaction wherein alumnae enthusiastically shared their experiences of the B.El.Ed. course and their beautiful journey outside the college upon completion of the course. They reflected upon the learning and their struggles during the period of 4 years while pursuing the course. They shared the ups and downs they faced in these years and how it strengthened them as individuals. Several alumnae expressed their gratitude towards the teachers for their kind support and shared fond memories. This interaction is really crucial to help alumnae remain connected with one another and the department. It gives a feedback to the department in order to strengthen itself. During the interaction, not just the alumnae but the faculty members also shared their experiences, learning and fond memories. This platform truly brought together teachers as well as the alumnae and ensued a reflective session.

Interaction was interceded with Performances from the alumnae. Some of the alumnae were contacted in advance to perform. Ms. Astha Kashyap, alumna 2014 batch, gave an enthralling performance which left everyone spell bound. Ms. Puja Yadav, alumna 2014 batch, recited a poem which left every one mesmerized. It was as if alumnae were once again living the journey in one go. It was truly a magnificent attempt to capture the 'entire' of B.El.Ed. Finally, Ms. Kavita, alumna 2015 batch, sang a beautiful song which was edited by her to help the audience connect much more. Audience couldn't help but sang along.

The highlight of the meet was the release of the Souvenir by TIC, faculty and representative from each passed out batch. This souvenir marked the journey and completion of ten successful years of the department. The mug which was given as the souvenir had a logo of decennial anniversary as well as the logo of the college along with a celebratory quote marking the grand year.

The event proceeded with a beautiful Video Presentation which gave a glimpse of all the aspects of students' life in B.El.Ed. Department. It was made by Ms. Nisha, currently studying in B.El.Ed. IV year. It re-winded the journey for the alumnae through its powerful collection of the photographs clicked over the past ten years. The audience even requested that video clip made by Ms. Shiwani Maan, for last year Alumnae Meet, be also played. It was another highlights of the day because of its sheer ability to bring back the memories for everyone present in the hall.

The event ended at around 5:30 pm with Ms. Nidhi Kunwar giving her Vote of Thanks to the alumnae for coming together in large numbers and making it a grand success. She invited the gathering for refreshments.

The event came to a close with everyone exchanging pleasantries during refreshments. The department Student Council contributed in making the event a grand success.



**Release of B.El.Ed. memento by  
Alumnae and teachers**



## *The Essence of Childhood is Play*



Talk by Prof. Anita Ghai on Identity and Multiple Childhoods

**CHILDHOOD....** after hearing this word beautiful vibes run through our minds. It is a precious time in which children grow strong and confident with the love and encouragement of their family and extended community of caring adults. As such, 'childhood' means much more than just the period between the birth and the attainment of adulthood. It refers to the state and condition of a child's life, to the quality of those years. Not all children have similar and ideal childhoods. There are multiple childhoods. Various factors like class, caste, ethnicity, health, etc., affect childhood in India.

A major aspect of childhood is 'Play'. Play is a free and spontaneous activity, which allows children to use their creativity and imagination. Play helps in physical, cognitive, emotional, moral and social development of a child. It is through play that children make sense of the world around them. Play is the universal language of childhood.

In the contemporary world, the play patterns of children have been continuously changing. This fact poses many serious questions.

When was the last time you saw children playing in parks? Where have all the children gone? When was the last time you saw children playing hide and seek and all those fun games of the past? When was the last time you heard children singing *poshampa bhai poshampa* or any other song while playing?

Prof. Vasanti Raman with B.El.Ed. faculty during talk on Diversity in Indian Childhoods



In my 'Observing Children' practicum, I observed and analyzed the indulgence of children more into passive play. Nowadays, children are seen at homes either doing the homework or just passively playing video games on phones and laptops. Children prefer to play with PS4 rather than actively engaging in games like basketball or football. Technological games have replaced the traditional games of the past. These technological games impact negatively the physical health of the child. Gamers become lazy and obese, it also damages eye sight of the children. Video games affect the mental peace of children and limits social interaction.

There are several reasons for the absence of children from play grounds which once used to brim with group of vibrant kids. The burden of homework and assessments is the primary cause which restricts children from going out to play. Secondly, the increasing number of crimes nowadays has made it obligatory for the parents to keep the children inside the house in order to keep them safe. Thirdly, children are sometimes not allowed to play in parks by the society members for the maintenance of flowers and grass. Children are forced to play on the streets and the vehicles moving on streets with great speed are a major hindrance in play.

Wise steps should be taken to encourage games and active involvement of children in play. Instead of handing over a tech toy to them, caregivers or parents should encourage children to play outside. The caregivers can accompany children while playing in order to overcome the safety issues. The school authorities should focus more on giving practical knowledge and lessen the burden of homework and assessments. Also, the government must take some actions to make public parks accessible and safe for the children.

In the end, I hope through these measures children enjoy their most beautiful stage of life, i.e., their childhood to the fullest.

**PALAK SHARMA (B.El.Ed. II Year)**



**Prof. Harjeet Kaur Bhatia addressing students and faculty on Critical Inquiry and Education**



**B.El. Ed. students  
visited Mirambika  
school**

## *Is Unfair Unlovely?*

In India, everyone is obsessed with fair skin. For centuries, this obsession with fairness has been seen. The prejudice against the dark is a proof to this obsession. The fair skinned is considered as a virtue, privilege and a measure of fortune. Black is considered as the color of evil.

All of this is vastly propagated in movies and television. We always see that the protagonist of the movies always have fair skin and the villain is a person with dark skin. The commercial advertisements promote fair skinned or the light toned skin. In all of these advertisements, it is shown that a person becomes successful, gets a job, gets a life partner or love when he or she starts using the fairness creams. Dark skin is associated with shame, insult and uselessness. Many Bollywood stars actively promote this obsession.

In our daily life also, we have encounters with racism. The elders while choosing a bride always say that they will bring a beautiful fair bride for their son. If anyone says '*kaali/ kaala*' to someone, it is taken as a big insult whereas '*gori/ gora*' is a big compliment for everyone. '*Kaala bhoot*', '*Kaala Kaloota*' all these phrases which are used commonly by everyone shows how our society is obsessed with fair skin.

Building bridges and rockets are achievements but real achievement and progress would only be achieved when we get rid of such mindsets within our society. Unfortunately, we still have to go a long way to achieve that.



**B.El.Ed.  
students  
visited  
Yamuna  
Bio Diverse-  
sity Park**

**MANSI SATI**

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



# धीरे धीरे सब छूट रहा है...!

धीरे धीरे सब छूट रहा है।  
छोटी सी दुनिया जो बनाई थी,  
9 से 5 की जो रुसवाई थी।

पहले साल से चौथे साल के रिश्ते जो बनाए थे,  
कुछ दिल के बड़े और उम्र के छोटे यार बनाए थे।

धीरे धीरे सब छूट रहा है।  
कभी न कर हार मानने के पल,  
टीचर्स से मिली थी शाबाशी जो कल।  
दिगन्तर में चीज़े जो बाँटकर खाई थी,  
कुछ अलग सी खुशियाँ सबने ही वहाँ पाई थी।  
धीरे धीरे सब छूट रहा है।

याद है जो अनगिनत projects और assignments जिनमें रात बिताई थी  
फिर भी library-canteen में जो हमने कलम दौड़ाई थी।

Block teaching से internship में जो नई दुनिया समझ में आई थी।  
हर दिक्कत में supervisor की जो परछाई थी।

धीरे धीरे सब छूट रहा है।  
Lesson plans और RJs के discussion की जो गहराई थी,  
गिरकर सँभलने के मौके की जो सच्चाई थी।

धीरे धीरे सब छूट रहा है।  
अब न वो रास्ते होंगे,  
न टीचर होंगे,  
अब आखिरी बार हम साथ होंगे, जब चेहरे पर मुस्कान होगी,  
पर दिल रो रहा होगा, तब आखिरी बार उन दोस्तों को लगा लेना गले  
जो 9 से 5 के सफ़र में फिर नहीं मिलेंगे।

क्योंकि धीरे धीरे सब छूट रहा है....!

**B.El.Ed. IV year**

**Inspired from: Every student from the batch of  
2014-2018**



**Dr. Satnam Kaur (Former Principal, Mata Sundri College for Women) addressing the department**



Play invite for B.El.Ed.  
department by Mandala  
(The Magic Circle)

## Narcissist Teachers

*"Naalayak! Ek dum naalayak! Ise jab tak maro nai tab tak samajh nai aata"*

These were the words used by a class teacher in a school, that we had observed in I year, to describe a timid boy who had not copied down notes from the blackboard fast enough and had a fearful expression etched on his face.

The children sitting near him snickered as he lowered his head and his tiny shoulders fell in defeat. He tried to crouch and ducked his head further down as if to vanish from the scene and escape this embarrassment. The pencil fell from his hand and he took a considerable amount of time to pick it up.

*"Agar ye aapki baat nai sunte, toh marna inhe"*, she called out to me and collectively to our SCP group sitting at the back of the class, while giving a distasteful look to the children of her class.

I pursed my lips tightly and nodded at her as I was selfish. I simply held back my opinion because it would have potentially ruined my chances to sit for SCP observations again.

It reminded me of another incident, when I was a pupil in a private school. A skinny child being continuously slapped by a teacher in front of the whole class. It was me, I distinctly remember the embarrassment and anguish I felt because I had not committed any folly, but the dread of that teacher had gripped me so hard that I couldn't utter any words in my defense except for hiccups as I sobbed fearfully.

Students and  
teachers  
from  
B.El.Ed. de-  
partment  
attended  
Play per-  
formance on  
special invi-  
tation



And so my self esteem was bashed down until there was scarcely any left. It was only after my first year in college that I questioned what had happened with me. Now that I am in a teacher education program, I understand how a teacher's actions or responses can have repercussions for a child. I understand how in certain classrooms, there remains a status quo between a teacher and students; how a teacher unabashedly assumes to be the authority holder; how a child is assumed to stay docile and follow the teacher's command unquestionably. There are many classrooms in India where incidents resembling these prevail on a daily basis because the teacher holds a presumption of students being innately stupid and chooses to disregard the fact that Corporal Punishment is banned under the RTE. A culture of silence and obedience is taught from the beginning to children in our society. Questioning the adult's action is seen as a nuisance and a sign of rebellion.

It is high time we question this culturally fostered submission and as students of a teacher education program reflect upon these:

Is it acceptable to hit someone else's child (or your own)?

Do they not have any right to speak up against the unfair practices of the authority?

Is it acceptable to be so condescending verbally, that it rips them off their self confidence and makes them silent?

The teachers were once students and may have faced the wrath of their teachers. But did they critically question it? And if they did and initially chose not to be like their own teachers, what made them slip back to the assertion of ultimate power in the class?

We, B.El.Ed. students, are encouraged to be patient, child-centric and challenge the notion of teacher as ultimate authority in the classroom. But the question to ponder here is— Will all of us practice this ideal in its true sense or will we cower to the ancient ritual of becoming narcissistic teachers?

**JAHNVI SINGH**

**B.El.Ed. II YEAR**





**Notable speaker  
Ms. Kamla Bhasin**  
visited B.El.Ed. depart-  
ment to interact with  
students and faculty

## *Will the 21st Century see the End of Gender Identity?*

Biological sexes are the nature's way of perpetuation of human race but 'gender' is that race's own creation. Though limitations on the sexes were imposed by nature, they have been accentuated by mankind. As put forward in various propositions, the concept of 'gender' was contrived to attune the sexes to their environment by assigning different roles, without forcing them, but as centuries swept by, these roles became obligatory to play and inhibiting in nature.

Gender identity, today, leads to behavioural consequences that pervade all experiences of the person and thereby, his life. Traits, expectations, aspirations and so forth are all set for a particular sex and even when unappealing, a person is forced to conform to the set standards, helpless at the clutch. Such is the distortion of the original notion that the proposers are being haunted by their own creation! Though steps to set things straight are being taken, the efforts are not very commendable.

Females, one of the categories, are individuals with no individual identity. Their sole identity is defined in terms of their relationship with others, with roles varying from an obedient daughter, a faithful wife to a doting mother. They are characterized as individuals with low intelligence, strength, decision making power and a docile, overtly emotional, obedient and obliging personality whereas men are recognized for their aggression, rational, emotional stoicism,

courage, intelligence, independence and reticence. Deviation from this pattern invites deprecation in strongest terms, and such deviation is checked by following methods of reinforcement. These stereotypes that mar the race, limit the realization of the full potential of its members and hopes of a fulfilling life dwindle.

**Students  
and teach-  
ers raising  
slogan with  
Ms. Kamala  
Bhasin dur-  
ing her ses-  
sion on Gen-  
der and  
Education**



Though masculinity and femininity are no longer viewed as two ends of a single continuum, they are still far apart. The aspirations and ideals set are widely different. Fidelity, chastity, gentleness and nurturance are sought in females while there is no compunction on part of males if any of these are violated, if all, they are considered 'cool'. Honour of the house is limited to the woman and thereby, honour killing is perpetrated against them if they bring 'dishonour' while men are held in high esteem for such 'dishonour'. Decisions of females in fields of marriage and occupation are not their own, if at all some liberty is allowed,, huge restraint is exercised on it. Women are mostly instruments to men's ends and this is the truth of the charade! On the same lines, the highest aspiration set for a female is finding a good suitor and letting go of all ambitions if she was wild enough to nurture them. And it is said that it is motherhood that confers her a purpose. On the other hand, a man of no ambition is looked down upon. Burdened they are, with pressure of responsibility. The three duties associated with a male are protection, procreation and providing. Males are expected to be initiator in courtship and if things happen otherwise, those females are branded by society. Manliness is associated with virility and potency, and impotency alone is enough to question manhood. Similarly, there are constraints on behaviour. Women are allowed no existence in public and men are supposed to always maintain a 'healthy' distance from their loved ones. And when it comes to occupation, though no doubt women are exploring unexplored avenues of past, they are not treated at par with their male colleagues. Continuing this line of address through another viewpoint, men who take on 'female' jobs are derided and ridiculed.

In response to the question posed in the title, the answer is a resounding 'NO'. The end of this century is too near a time for the greatest distinction to be swept away. The limited efforts of society in form of schools, home, cinema, etc., are incapable in bringing about any change. Though women are portraying different roles in cinema or society, their basic identity has been limited to that of beauty, sensuality and dependence. Even though actors remain in profession for long, actresses have to relinquish their position for younger talents. Though women have proved their worth in different walks of life, it is expected not of men but them to be responsible for the management of house and though they may have helps, the main burden lies on their shoulders. Similarly, males are not to have the freedom of free expression of emotions anytime soon. Path of their fathers is what they shall continue to tread for considerable time and suffer harsher punishments than girls for their capability to cope with, owing to their 'tough' nature.

When it has come down to aspired lifestyles and hobbies along with aspired traits in the sexes, change of such magnitude is definitely beyond the horizon for a long time. The depth is evident by sweeping generalizations that are made. Since traits, roles, expectations, actions, clothes, hobbies, lifestyle, occupation and everything differs for males and females, it is inconceivable that these boundaries shall vanish in next 80 years or so, at the most blurring of these lines can be expected. The gender roles that have been conceived, enacted and learnt within a complex of relationships and through agents such as tales, social institutions for ages aren't going to peter out anytime soon.

**PUSHPA OLHYAN (B.EL.ED.- IV YEAR)**

## Thinking Aloud



Orientation programme for B.El.Ed. I year students

The greatest myth that we have encountered in our student life is the idea of a ‘safe future’ and as my Physics teacher simply put it for me years ago –

*“Work like a donkey for a few years and live the royal life of a horse for the rest of your life”*

When you read this, you might re-visit the nostalgic realm of hope that such statements instilled when we were in school. When transition from primary to secondary and senior secondary was a repeated reminder of how ‘all this *toil* and abundant unpleasurable hours of hard work will all bear good results in a faraway future’. While sitting in the Resource Room of our department, I came by one such quotation-

“The roots of education are bitter but the fruit is sweet”

This at once triggered a chain of thoughts and as we have now been exposed to this word for four years now, I again found myself asking – ‘WHY?’

- Why the ‘roots’ of education have to be bitter and why should they not be enjoyable and meaningful instead?
- Why should the student’s life be perceived as the life of a hermit standing afoot in painful conditions in hope of a better future?
- Why is education only seen as an investment for the future and not as a skill for present life as well?
- Why is our future seen in complete isolation from our present?

There’s no denying the reality that majority of our classrooms stand teacher-dictated and the student remains a minor component of the system. As a result, most of the times s/he is unaware of the teacher’s decision to take up a particular content and is too scared to ask “what is in it for them?”

It will come as no surprise if an image of a remote-controlled machine builds up in the mind of the reader, just as on a similar level, the consent, awareness and interest of this ‘machine’ doesn’t affect the working of the system and our ‘machine’ thus remains at the receiving end throughout.

सुखार्थिनःकुतोविद्याविद्यार्थिनःकुतःसुखम्।

सुखार्थीवात्यजेत्विविद्यांविद्यार्थीवत्यजेत्सुखम्।

-चाणक्यनीति।10/3



Translation: The one who seeks comfort and pleasure doesn't get knowledge and should leave any hope for it

Such quotations, *shlokas* and sayings have now been used for a very long time in our education system to justify the prevalent traditional approaches that clearly run on the principle of *have* and *have not's*\* (of power) and the have-not's being subjected to oppression. This is a system which operates not with 'learning' as its end but marks and grades instead.

Children since their primary grades can be seen as cramming and vomiting out texts, abstract concepts and mathematical facts. Instead of teaching children about the inter-linkages between these concepts or equipping them with the skills to apply these concepts, our education system instead teaches our students not to ask the need or the purpose of these lessons.

So isolated is our pursuit of future from our present, that our children spend their years controlling their natural curiosity and interest for learning. They too join the rat race to the 'safe future' which apparently has no finishing line. Instead of understanding with meaning and interest the world around them, they too start swearing by the four-walled learning.

Hence, against the very spirit of ideologies of our educationists and philosophers, such as Tagore, Gandhi and Krishnamurti; and NCF 2005, schools teach students the dire necessity of boundaries in learning, to focus on the end, no matter how isolated from the means, and adherence to fear failure and thus a mediocre living.

As Apple et. al., (*Democratic School*, 2005), strongly points out that children with no practical exposure to skills of '*informed decision-making*' become adults with misinformed decisions and also increased dependency on others.

This race for the future doesn't end as one steps out of the school system. By the time one is out of the school system, she has internalized the utter need to be a part of this race towards a well-fulfilled future. Instead of enjoying and appreciating life with a holistic perspective, she becomes a permanent participant in this track line. And after a very long period one day, when she stops to catch her breath finally, she is faced with a question from her tired self-

"Were you able to find out where shall I use  $\sin^2 \theta + \cos^2 \theta = 1$ ?"

## References

Apple et.al.; *Democratic School*; reprinted 2005

## Notes

The term *have* and *have-not's* have been taken up from Freire's work, *Pedagogy Of The Oppressed*.

**SIMRAN SADH**  
**B.El.Ed. IV YEAR**



**B.El.Ed. Interns developed  
Resource Centre at school**

## Midnight Thoughts

My mind is moving around  
in a wonderland,  
Leaving me behind with my  
jumbled plans.  
I so want to be there,  
But at the same time still not  
aware...  
Aware about that  
"SOMEWHERE"  
Living around so many be-  
ings,  
But still clueless about my  
own being.  
I FIND THIS REALLY  
FUNNY!  
Calling this life as 'MINE',

When in reality it's a com-  
plete irony.  
In the soothing silence of  
night...  
My mind questions me every  
time,  
IS THIS WHERE YOUR  
HAPPINESS LIES??  
This question is what hurts  
me the most,  
Making me lost in my dan-  
gling thoughts.  
But in all this commotion,  
only thing which brings me  
peace...  
" IS THE SMALL WHIS-

PER OF MY HEART"  
Which rings in my ear as a  
lullaby.  
Telling me...  
"It's not important to always  
find happiness in your own  
smile,  
Sometimes happiness means  
to find your loved ones at  
peace".  
With a satisfying smile, I then  
drifted to sleep wishing for a  
new Dawn to arrive.

**RAMSHA**  
**B.El.Ed. III year**

## Whose...?

Looking past the sto-  
reyed buildings &  
lanes,  
With irregular ways  
armed with traffic  
canes.  
You breathe in air suf-  
fused with stagnant  
smell,  
Where sweat, puffs and  
akin dwell.  
With stray humans,  
searchful, hollowed  
some,  
Living among all and  
belonging to none!  
Whose are these people  
and their plight?  
Of their world shrink-  
ing with blackening  
sight.

Nearby, you hear the  
clinking belts and noise  
from buckled bags,  
You see them around  
the waist and off the  
shoulder sags.  
Satchels playing the  
sweet music of boxes  
inside,  
Little, small, bigger  
measures they abide.  
The laughs are huge  
and not disguised,  
Some are brutally  
scarred which often  
heaven admires.  
Whose are the twinkles  
and all the fidelity?  
Of transient spirits that  
attempt eternity?  
"World saves it for  
every being", anonym-  
ity says,

"Birth for reason", our  
history claims.  
These lives taste what  
is sparsely destined,  
Fight the odds and dig  
their undermined.  
And so, "He is one  
and for all" freed soul  
prays,  
The crave still do, the  
smile still paves,  
The hunger still wait,  
the heart still brays.

Then for whom is the  
charm and time so  
long?  
Patience, valor, beauty  
and this song?

**JANVI SHARMA**  
**B.El.Ed. III year**



**Ms. Garima Kumar**  
**University Topper**  
**B.El.Ed. I Year**  
**(2016-17)**

## पहला पड़ाव

पहला -पहला दिन था,  
सबको चाहिए एक जिन्न था।  
फिर कुछ आवाज़ें आयीं,  
सबको एक कमरे में खींच लाई;  
कमरे का नंबर था 311, जो  
लगा सबको बहुत प्यारा !  
आगे क्या होगा इस से  
अनजान ,  
सब बटोर रहे थे ज्ञान।

सखी- सहेली बन रही थी,  
कोई बहुत खुश, तो कोई छोटी-  
छोटी बात पर लड़ रहीं थी।  
कुछ दिनों में लगा, अब तो होगा  
हमारा हाल- बेहाल;  
कैसी है यह उलझन बाबा, कैसा  
है ये जाल।  
हाफइयरली के बाद आना था  
नया साल;  
सोच लिया था सबने अब तो

करके दिखाएंगे कमाल।  
टीचर के आगे बच्चे बनकर,  
खुद टीचर बन जाना;  
यारों अभी तो सफर शुरू  
हुआ है, खुशी से चलकर है  
दूर तक जाना।

**इकजोत कौर**  
प्रथम वर्ष

## A Desirable Place To Live

No, don't move  
That's not the place you  
want to live!

Let the garbage pile up  
here,  
Let the walls be stained  
with everyone's spit,  
Let the water be contami-  
nated till the marine  
comes on the surface,

Let the air be polluted till  
you are choked to death,  
Let the world become a  
place with ashes in the air  
and stagnated water  
around you.

Because then only it  
would become a desirable  
place to live!  
A place with no green

fields around,  
A place with no see  
through water,  
A place with no clean  
land.

*Because that wouldn't be a  
desirable place to live!*

**VANSHIKA GARG**  
B.El.Ed. III year

## Our shining stars of 2017...

Posi- tion	B.El.Ed. Part I	B.El.Ed. Part II	B.El.Ed. Part III	B.El.Ed. Part IV
First	<b>Garima Kumar</b> <b>University Topper</b> (77.81%)	<b>Ridhi Mehendiratta</b> <b>III Rank in Univer-</b> <b>sity</b> (79.81%)	<b>Shilpi Rani</b> (75.45%)	<b>Isha Attri</b> (78.31%)
Second	<b>Simran Kalra</b> (76.72)	<b>Cheshta Arora</b> (76.72%)	<b>Veena</b> (73.81%)	<b>Vaishali</b> (74%)
Third	<b>Ramneek Kaur</b> (76.54%)	<b>Diksha Bhatia</b> (76.54%)	<b>Prachi Arora</b> (73.09%)	<b>Divya Sehgal</b> (73.59%)





बच्चों को स्कूल  
के अनुरूप ढलने  
के बदले स्कूल को  
बच्चों के अनुरूप  
बनाया जाए वहाँ  
बच्चे 'फिट' न  
किए जाएँ, स्कूल  
ही उनके अनुसार  
'फिट' हो

## पुस्तक समीक्षा

### समरहिल स्कूल — ए. एस. नील

समरहिल एक नवाचारी स्कूल के प्रयोग और उसके 40 वर्षों के सफल अनुभव को साझा करने वाली एक पुस्तक है। यह इस बात पर जोर देती है कि बच्चों को स्कूल के अनुरूप ढलने के बदले स्कूल को बच्चों के अनुरूप बनाया जाए वहाँ बच्चे 'फिट' न किए जाएँ, स्कूल ही उनके अनुसार 'फिट' हो। नील उदार उन्मुक्त शिक्षा प्रणाली के पक्षधर रहे हैं। वे विद्यालयी व्यवस्था के भीतर ही विकल्प का रास्ता तलाशते नजर आते हैं। नील के अनुसार वर्तमान में हमारा समाज दुःखमय और जड़ इसलिए है कि यहाँ हमारे बच्चों की स्वतन्त्रता का अभाव है। इस अभाव ने लोगों को अमानवीकरण की तरफ धकेल दिया है। वे पढ़ लिखकर भी इस तरह प्रशिक्षित होते हैं कि उनमें खुशी की बजाय नाराजगी और नफरत पैदा होती है। और हमें अभी उस तरह की खोज करनी जरूरी है जिससे असली खुशी हासिल होती है।

नील के अनुसार अपनी वास्तविक रुचि तक पहुँचना ही शिक्षा है, शिक्षा जीवन की तैयारी होनी चाहिये। बच्चे केवल वही सीखते हैं, जो वो सीखना चाहते हैं। अनुशासन के डंडे से निकले बच्चे कल्पनाहीन शिक्षक, साधारण चिकित्सक या अन्य पेशेवर मजदूर तो बनाये जा सकते हैं पर वो अपने जीवन को उद्देश्यहीनता के साथ ही जी रहे होते हैं। नील के समरहिल विद्यालय की एक विशेषता यह है कि यह हर सीखने वाले के अंदर सबसे पहले व्यक्तिगत आधार जानने, खोजने तर्कबद्ध ढंग से सोचने की प्रणाली का विकास करना शिक्षा में महत्वपूर्ण मानता है। इस संदर्भ में वे कहते हैं कि 'जीवन का लक्ष्य है आनंद हासिल करना। इसका अर्थ है अपनी वास्तविक रुचि को तलाश पाना।'

बच्चों के जीवन में व्यस्कों की दखलंदाजी को नील ने सही नहीं माना है। उनके अनुसार बच्चों को निर्देशित करके कुछ पढ़ाया नहीं जा सकता। वह वही सीखता या बेहतर तरह से

करता है जिसमें उसकी इच्छा हो। उन पर अपने विचार और इच्छा थोप कर हम एक मशीनी पीढ़ी ही तैयार कर रहे होते हैं। उनके अनुसार सीखने के दौरान बालक/बालिकाओं में आत्मविश्वास पैदा करना चाहिए।

नील यंत्रवत अनुशासन एवं आज्ञाकारिता पर प्रहार करते नजर आते हैं। शिक्षकों द्वारा बच्चों पर किए जाने वाले क्रूरतम व्यवहार के वे विरोधी रहे हैं। उनके विद्यालय में बच्चों की स्वतन्त्रता और मुक्त वातावरण पर ध्यान दिया गया। एक बेहतर स्कूली व्यवस्था बनाए रखने में शिक्षकों और बच्चों की साझी भूमिका पर भी नील ध्यान दिलाते हैं। उनके अनुसार बच्चों का शिक्षकों और वयस्कों के साथ स्वस्थ संबंध बच्चों का स्वस्थ सांवेगिक विकास करने में महत्वपूर्ण होता है।

नील का विश्वास है कि बच्चों और वयस्कों के अधिकार समान होने चाहिए। इसी के संदर्भ में आगे नील कहते हैं कि लोकतन्त्र एवं आत्मनियमन में भी गहरा संबंध है। यहाँ बच्चे जीवन संबंधी निर्णय स्वयं लेते हैं और नियम कायदे लोकतान्त्रिक तरीके से बनाते हैं। आत्मनियमन से तात्पर्य है कि स्कूल प्रशासन और शिक्षक की सत्ता से कुछ भी नहीं चलता है, बल्कि यहाँ ऐसी आत्मानुशासित प्रक्रिया का प्रयोग किया जाता है, जो बचपन से ही भावी नागरिक होने और उसके उत्तरदायित्व समझने के अवसर देता है। साथ ही आत्मनियमन से उनका तात्पर्य यह है कि बच्चा किसी भी स्तर पर बाहरी नियमों के अधीन न हो और बचपन से ही उसे एक ऐसा माहौल दिया जाए जिसमें बच्चे को लगातार यह लगे कि वह अन्य लोगों की तरह स्वतंत्र है मुक्त है, उसे अपने फैसले लेने का सहज स्वाभाविक अधिकार है।

नील का मानना है कि यदि बच्चों को मौका मिले तो वे अपने आसपास के विषयों के बारे में बेहतर समझ बनाते हैं, उन पर वाद विवाद करते हैं। और बच्चे वयस्कों द्वारा समझे जाने वाले 'कठिन' (या बच्चों के लायक नहीं) विषयों पर भी आलोचनात्मक विचार रखते हैं और वे उनमें शामिल होने की उत्सुकता दर्शाते हैं। बच्चों की शिक्षा से सरोकार रखने वाले लोगों के लिए यह पुस्तक पठनीय सामग्री उपलब्ध करवाती है। शैक्षिक जगत से जुड़े व्यक्ति बच्चों के विषय को समझने व उनके लिए बेहतर शैक्षिक अवसर उपलब्ध करवाने की ओर प्रयास करने में इस पुस्तक से कई सीख पा सकते हैं।

**नीलम दलाल**

**(सहायक प्रवक्ता, माता सुंदरी कॉलेज)**



## पुस्तक समीक्षा

चूड़ी बाजार में लड़की- कृष्ण कुमार

### संस्कृति और शिक्षा की स्त्री-केंद्रित विवेचना

“चूड़ी पहन लेने और पहनाए जाने की प्रक्रिया में होने वाली क्षणिक सी रुकावट चूड़ियाँ धारण करने की सांस्कृतिक क्रिया का हिस्सा है। चूड़ी एक ऐसी वस्तु है जो कि दो ही अवस्था में रह सकती है- सम्पूर्ण या खंडित। चूड़ी के अस्तित्व का यह ध्रुवीकरण जीवन उसके पहने जाने के क्षण में जितनी स्पष्टतः से व्यक्त होता है, उतना फिर कभी नहीं।” (पृष्ठ 83)

चूड़ी बाजार में लड़की शिक्षाविद् कृष्ण कुमार द्वारा लिखी गयी और राजकमल प्रकाशन द्वारा प्रकाशित किताब है। यह २०१४ में लिखी गयी और उसी साल इसे राजकमल प्रकाशन द्वारा सृजनात्मक गद्य से सम्मानित किया गया। लेखक एक विचारक, कहानीकार एवं शिक्षाविद् हैं और उनकी व्यक्तित्व के ये सभी पहलू इस किताब को पढ़ कर उभर कर आते हैं। ‘चूड़ी बाजार में लड़की’ पांच अध्यायों में भारतीय स्त्री की सामाजिक, सांस्कृतिक और नैतिक व्यवस्था को सामने लेकर आती है जो कि हैं- ‘समानता का मिथक, भिन्नता का ध्रुव’, ‘अंतर्जगत और चारों ओर’, चूड़ी का शिक्षाशास्त्र, ‘ताज कि कक्षा’ और ‘अभिमन्यु की शिक्षा’। किताब का पहला अध्याय एक कहानी से शुरू होता है जो कि फ़िरोज़ाबाद की यात्रा का वृत्तांत है, जिसमें वे अपनी 20 छात्रों और 1 सहकर्मी अध्यापिका के साथ गए थे। यह वृत्तांत इस किताब के विभिन्न पहलुओं को जीवंत करता है क्योंकि यह पाठकों को एक तरह की बैचनी, अँधेरे, घुटन, तकलीफ और अनिष्ट की आशंका के अनुभव से लेकर गुज़रता है। फ़िरोज़ाबाद के कारखानों में कतारबंध फर्श पर बैठे बच्चे, शारीरिक एवं मानसिक थकान और असहजता जैसे कुछ चित्र और अनुभव से जब पाठक होकर गुज़रता है, तब लेखक कृष्णा कुमार इस तरह के अनुभवों की विवेचना और विश्लेषण की तरफ बढ़ते हैं। यह एक विचारक और सुगढ़ कहानीकार का एक तरीका है जो कि पढ़ने वालों के साथ सिर्फ ज्ञान का विस्तरण नहीं बल्कि संवेगनात्मक तौर से एक रिश्ता कायम करता है, जिससे कि ये प्रक्रिया नीरस न रह कर भावनात्मक तौर पर एक जुड़ाव का सृजन करती है। इस अध्याय में फ़िरोज़ाबाद में गरीबी, बल श्रम और जर्जर शिक्षा के परिपेक्ष में भारतीय समाज में लड़की की स्थिति का गहराई से व्याख्यान करता है।

इस वृत्तांत के माध्यम से उजागर पहलुओं को लेते हुए आगे के अध्याय विश्लेषण की तरफ बढ़ते हैं। स्त्री की प्रकृति और उसके सामान्य से लगने वाले जीवन के पीछे उसके लालन पालन का शास्त्र है, जो कि कुछ बेहद महत्वपूर्ण पहलुओं पर हमारा ध्यान आकर्षित करता है, जैसे कि इन्द्रियों की क्षमता और उनका विकास। इन्द्रियों के विकास पर लगी सांस्कृतिक बंधिशों को लोकमान्यताओं और मृथको के माध्यम से अन्वेषित किया गया है। निगाहें नीची करके चलने कि हिदायत स्वाभाविक तौर से आँखों के निरुद्देशात्मक जायजा लेने से उत्पन्न

“चूड़ी एक ऐसी वस्तु है जो कि दो ही अवस्था में रह सकती है- सम्पूर्ण या खंडित। चूड़ी के अस्तित्व का यह ध्रुवीकरण जीवन उसके पहने जाने के क्षण में जितनी स्पष्टतः से व्यक्त होता है, उतना फिर कभी नहीं।”



जागरूकता और ऐंद्रिक विकास के पहलू को उजागर करता है, साथ ही साथ यह भी स्त्री के व्यक्तित्व के विकास से जुड़े पहलुओं को भी दर्शाता है। आँखों की तुलना के लिए इस्तेमाल होने वाले लोकप्रिय विशेषण जैसे कि मृगनयनी, मछली सी बनावट, झील सी गहराई- बहुत सारे गानों, कहानियों और डायलॉग्स के माध्यम से हमारे जहन में घर कर लेते हैं। इन सभी का सम्बन्ध ऐंद्रिक- अनुभव और ज्ञान अनुभव करने कि आज़ादी से कहीं ना कहीं गंभीर तौर से जुड़ा है।

इस किताब में अपने सुगठित विश्लेषण के माध्यम से, सांस्कृतिक चिन्हों का, स्त्री के शरीर पर अंकित होने के प्रभावपूर्ण पहलू का उल्लेख किया गया है। गहने, आभूषण और स्त्री के जीवन में समय समय पर की जाने वाली रस्में किस प्रकार उसके प्रारूप को सशक्त कर एक साँचे में ढालती चली जाती है। जिस प्रकार एक मछली को पानी में सम्पूर्णतः डूबे होने के कारन पानी का अनुभव नहीं हो पता उसी प्रकार ये प्रक्रिया भी बिना सोच विचार के मनः स्थिति को जकड़ लेती है। इसमें ज़रूरी है यह भी कहना कि ऐसा नहीं है कि यह अनुक्रमित प्रक्रिया है बल्कि यह जीवन की हर अवस्था में उतनी ही परिपूर्ण और मज़बूत रहती है।

इस किताब का एक विशिष्ट पहलू यह है कि बड़ी ही बेबाकी से यह जनसाधारण पहलुओं को लेकर इस पूरी संरचना को गढ़ते हैं जैसे कि निराश्रित स्त्री की तुलना के लिए इस्तेमाल किये जाने वाले विशेषण। जनसाधारण सोच को समक्ष रखने के लिए प्रसिद्ध कहानियों, कविताओं और जीवनी का उल्लेख किया है जैसे कि प्रेमचंद की लिखी कहानी 'मनोवृत्ति' में स्त्री का संज्ञान उसके यौन चरित्र पर होता है जो कि उसकी सम्पूर्ण मनुष्यता के बोध पर हावी रहता है। इसी प्रकार हरिवंश राय की जीवनी से लिए गए प्रसंग पुरुषों की प्रभावित मनःस्थिति को टटोलता है, जैसे कि किस प्रकार उनसे अपेक्षित भूमिका और स्त्री के बारे में पूर्व ज्ञान के द्वन्द में उन्हें जकड़ लेती है। इस ही में ज़रूरी है कि यह भी ज़िक्र किया जाए कि जिन प्रसंगों का ज़िक्र है, वे भी बेहद प्रभावपूर्ण हैं। इस ही जीवनी से एक ऐसा अनुभव साँझा किया गया है जिसमें राय साहब उल्लेख करते हैं कि उन्हें किस प्रकार पहली बार स्त्री के जीवन की असहायता और परिसीमन का अनुभव खुद हुआ। साथ ही साथ कुछ कविताओं की पंक्तियों का भी उल्लेख है जैसे की 'मैथलीशरण गुप्त' की मशहूर पंक्ति "अबला जीवन है तुम्हरी यही कहानी, आँचल में दूध और आँखों में पानी", जो की स्त्री के शरीर और उस पर अंकित चिह्नों को वेदना के अनुभव से जोड़ता है। यही पंक्तियाँ किताब के मुख्य पृष्ठ (cover page) पर भी मौजूद हैं।

इस लेख की शुरुवात में लिखी पंक्तियाँ मेरे हिसाब से इस किताब कुछ बेहद महत्वपूर्ण वाक्यांशों में से एक हैं, जो कि इस पूरी प्रक्रिया का संकेत शास्त्र रचती हैं और सबसे महत्वपूर्ण इसकी 'सहजता' को बखूबी दर्शाती है। इस पुस्तक के पांच अध्यायों में दी गयी सामग्री तीन आयामों में बाँटी जा सकती है- सांस्कृतिक, मानसिक और शैक्षिक। मैंने अपने इस लेख में पहले दो आयामों का ज़िक्र किया है और उतना ही ज़रूरी है कि अब 'शिक्षा' पर भी चर्चा की जाए। ये किताब शिक्षा से जुड़े अनुभवों को स्कूल के अनेकों दृश्यों के माध्यम से और ताज के सामने हो रही कक्षा के माध्यम से लेकर आती है, जिसमें से पहला लैंगिक स्वरूप की प्रबलता को समक्ष रखता है और दूसरा उस प्रारूप के ऊपर विवेचना का दृश्य है। इस किताब को पाठक के इसी सातत्य (कॉन्टिनम) से गुज़रने के लिए उच्च शिक्षा में स्तर पर इस्तेमाल होना चाहिए। मेरा मानना ये है कि इस किताब को पढ़ कर पाठक को इस प्रक्रिया की सहजता से असहज होने के अनुभव से ज़रूर गुज़रना होगा। यह रिसर्चरों के लिए एक रिसर्च के प्रारूप को भी पेश करती है। प्रोफ़ेसर मीनाक्षी थाप्पन ने अपनी पुस्तक 'एथनोग्राफ़िज़ ऑफ़ स्कूलिंग' (2014) में भी इस तरीके का उल्लेख किया है; ऑटो-एथनोग्राफी (auto-ethnography) जिसमें अपने खुद के अनुभवों को किस प्रकार बिना पूर्वाग्रहों के विश्लेषण के लिए उपयोग किया जा सकता है।

यह पुस्तक भारतीय सन्दर्भ में स्त्री विमर्श और शिक्षा शास्त्र में एक महत्वपूर्ण योगदान है और साथ ही साथ मेरे दिमाग में यह एक प्रश्न भी उठाती है कि क्या कुछ स्त्रियाँ इस दमन चक्र से पूर्णतः बाहर आ पाती हैं और अगर हाँ तो किस प्रकार।

**तरुणा जैन (सहायक प्रवक्ता, माता सुंदरी कॉलेज)**

## *Laurels and Achievements in Various Inter-College Events*

STUDENTS	YEAR	POSITION	EVENT	COLLEGE
KANIKA BANSAL DILPREET KAUR SONALI	I	FIRST	KHABAR-E- PEHNAWA	LADY IRWIN COLLEGE, UNIVERSITY OF DELHI
KANIKA BANSAL DAMANPREET KAUR ANEET KAUR	I	APPRECIATION AWARD	GALLERY WALK	JESUS AND MARY COL- LEGE, UNIVERSITY OF DELHI
SWATI	I	APPRECIATION AWARD	CREATIVE WRITING	JESUS AND MARY COL- LEGE, UNIVERSITY OF DELHI
KANIKA BANSAL MANPREET KAUR MUSKAN TYAGI MANSI TYAGI JASKIRAN KAUR GURLEEN KAUR AMANPREET KAUR HIMANI, DIVYANSHI DILPREET KAUR NIKITA, RATTAN KAUR	I	APPRECIATION AWARD	NUKKAD NATAK	JESUS AND MARY COL- LEGE, UNIVERSITY OF DELHI
KAJAL GUPTA	II	FIRST	SEMI CLASSICAL SINGING	SATYAWATI COLLEGE, UNIVERSITY OF DELHI
KAJAL GUPTA	II	THIRD	FOLK SINGING	INTER STATE INTER- UNIVERSITY COMPETITION
VIDYA BHARTI HARSHITA RAJPUT	II	FIRST	BEST OUT OF WASTE	VIVEKANANDA COLLEGE, UNIVERSITY OF DELHI
VIDYA BHARTI HARSHITA RAJPUT	II	SECOND	BEST OUT OF WASTE	MATA SUNDRI COLLEGE FOR WOMEN, UNIVERSITY OF DELHI
VIDYA BHARTI TAARAN KAUR	II	SECOND	BEST OUT OF WASTE	GARGI COLLEGE, UNIVERSITY OF DELHI
VIDYA BHARTI	II	FIRST	CREATIVE WRITING	KESHAV MAHAVIDYA- LAYA, UNIVERSITY OF DELHI
VIDYA BHARTI	II	SECOND	CREATIVE WRITING & COMIC WRITING	MOTILAL NEHRU COL- LEGE, UNIVERSITY OF DELHI
VIDYA BHARTI	II	THIRD	CREATIVE WRITING	VIVEKANANDA COLLEGE, UNIVERSITY OF DELHI
VIDYA BHARTI	II	SECOND	POSTER MAKING	MIRANDA HOUSE, UNIVERSITY OF DELHI
VIDYA BHARTI	II	SPECIAL MEN- TION	DEBATE	LADY IRWIN COLLEGE, UNIVERSITY OF DELHI
HARSHITA RAJPUT AINI KHAN ASMITA KAUR	II	SECOND	NEWSPAPER DRESS MAKING	SGTB KHALSA COLLEGE, UNIVERSITY OF DELHI
RADHIKA	II	FIRST	MEHENDI	MATA SUNDRI COLLEGE FOR WOMEN, UNIVERSITY OF DELHI
RADHIKA	II	SECOND	MEHENDI	LADY IRWIN COLLEGE, UNIVERSITY OF DELHI

## *Placements of the Year*

Batch	Name	Place of Posting
2013-17	Shayani Ghoshal	D.P.S. Raj Nagar
2013-17	Preeti Mann	G.D. Goenka
2013-17	Rekha	Presidium
2013-17	Simranjeet Kaur, Deepika Tiwari, Anu Saini, Divya Sehgal Kanwaldeep Kaur, Nisha, Latika, Shivani Mann, Kritika Madan, Tanya Mittal	Bharat National Public School
2013-17	Vaishali, Sonika, Kavya, Vishaka Bhati	Lead Organization
2013-17	Snehlata	Greenland School
2013-17	Ritika Madan	Pratham
2013-17	Kavya	Educationist Counselor Pivot Education Welfare and Society
2013-17	Sheetal	Delhi International School
2014-18	Deekshi, Arushi	Presidium (Sonepat)
2014-18	Riya, Simran, Monika, Jaya	Peepul, SDMC School

## *Students Pursuing Higher Education*

Batch	Name	Course	Institution
2013-17	Simranjeet Kaur	M. A. Education	Canada University
2013-17	Isha Atri	M. Ed.	University of Delhi
2013-17	Anjali Tripathi Nipun Ayushi Jain Shruti	M. Ed.	Jamia Millia Islamia
2013-17	Nidhi Mann	M. A. Education	Jamia Millia Islamia
2013-17	Amrita Shivani Jain	M. A.	IGNOU



# आलेख 2018



**Dr. Radhika Menon**



**Ms. Ravneet Kaur**



**Ms. Neerja Singh**



**Dr. Aarti Mathur**



**Ms. Nidhi Kunwar**



**Ms. Divya Sharma**



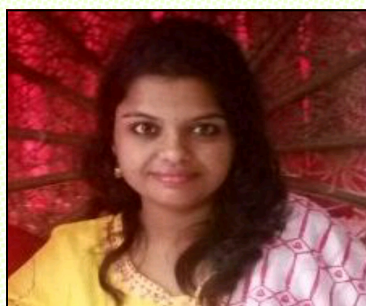
**Dr. Jasmeet Kaur**



**Ms. Neelam Dalal**



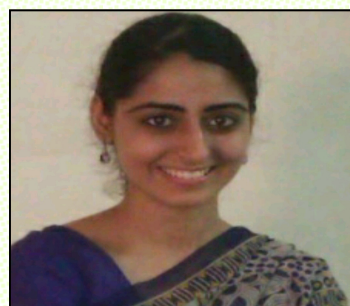
**Ms. Anshika Srivastava**



**Ms. Ruchi Garg**



**Dr. Manisha Subba**



**Ms. Shubhneet Kaur**



**Ms. Neha Sharma**



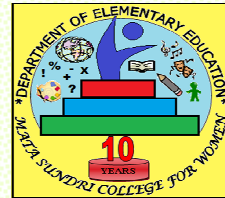
**Ms. Taruna Jain**



**Ms. Bhawana Mishra**



# AALEKH-2018



## MATA SUNDRI COLLEGE FOR WOMEN UNIVERSITY OF DELHI

Mata Sundri Lane, New Delhi- 110002

Tel: 011-23236102 ; Fax: 011-23221449

Website: <http://ms.du.ac.in>

Email: [matasundricollege.du@gmail.com](mailto:matasundricollege.du@gmail.com)

An initiative by:

DEPARTMENT OF ELEMENTARY EDUCATION  
MATA SUNDRI COLLEGE FOR WOMEN  
2017-18

[beledmsc@gmail.com](mailto:beledmsc@gmail.com)

[beledatmatasundri@gmail.com](mailto:beledatmatasundri@gmail.com)