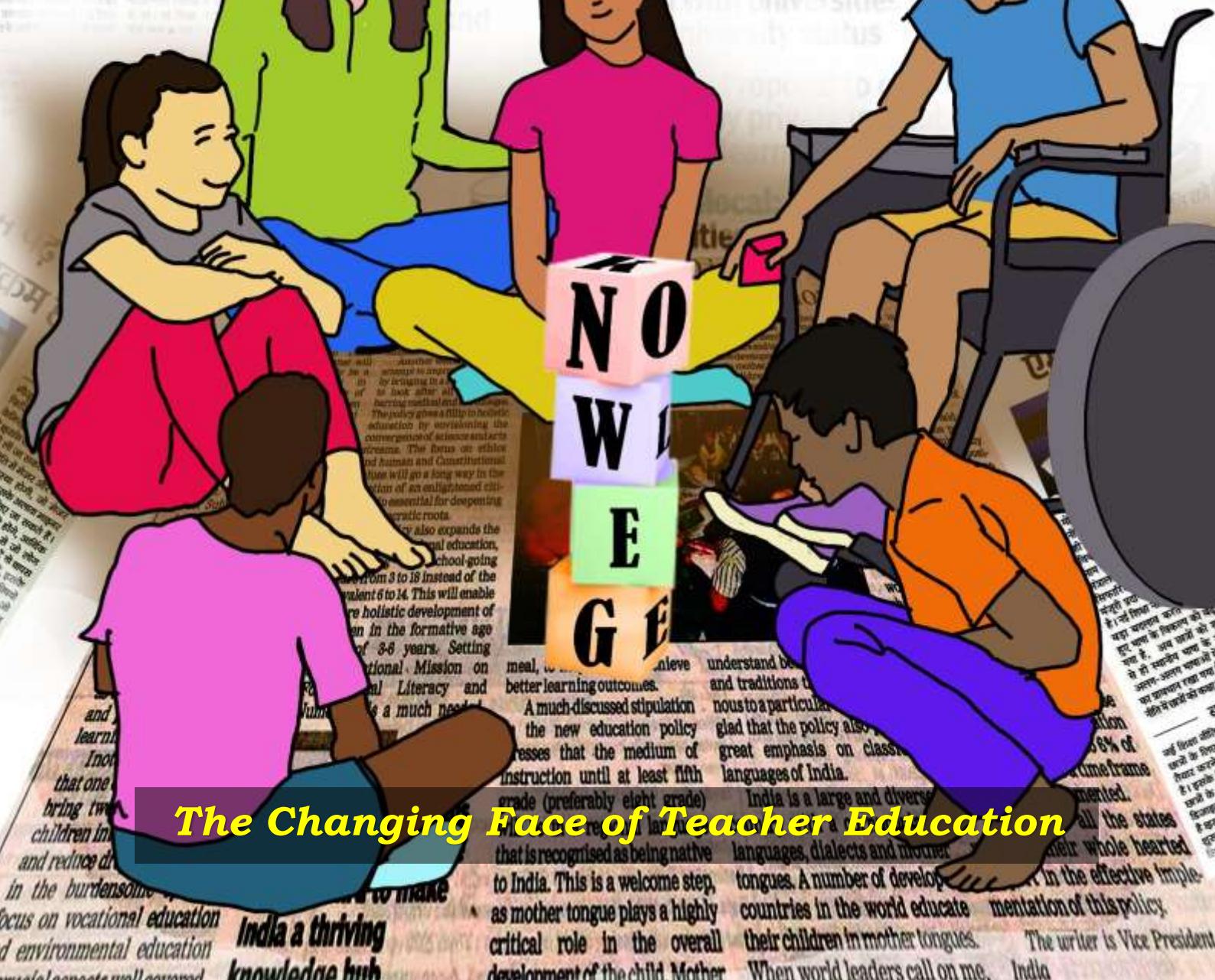


राष्ट्रीय संकार

Mehkama-E-Taleem, Khabarnama



The Changing Face of Teacher Education

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The writer is Vice President

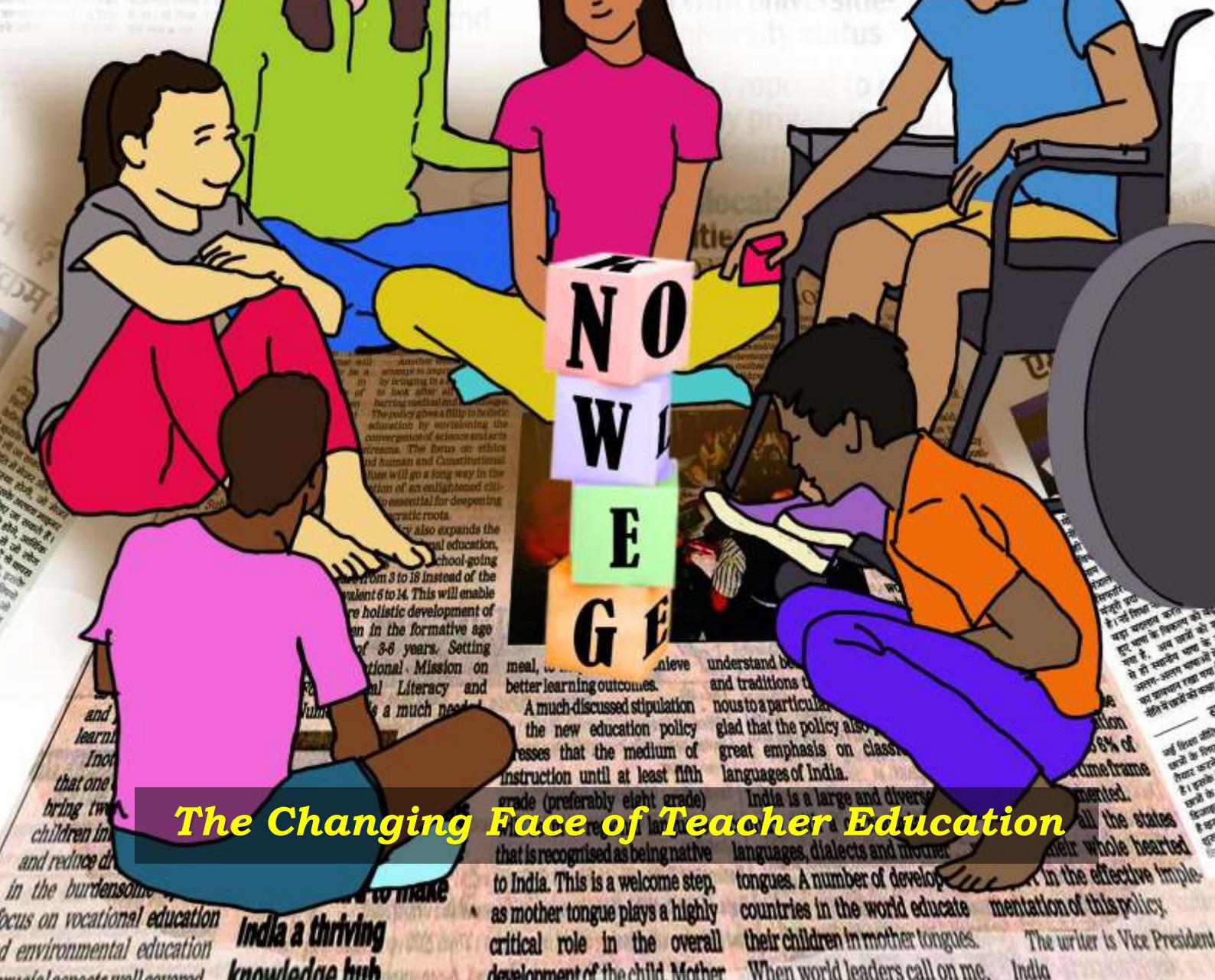
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SAFAR

Mehkama-E-Taleem, Khabarnama

An e-Newsletter of the Department of Education, Shyama Prasad Mukherji College for Women, University of Delhi

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(Editorial)
- **Mehkama-e-Taleem...03**
(Updates about the Department)
- **Chhune Chale Aasmaan...03-04**
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- **Nuqta-E-Nazar...04-06**
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इदारिया

Editorial

'Change is the only Constant' is one such quote that has managed to fall on every ear, that is there. The only thing that is inevitable and constant is 'Change'. Considering this, it is equally important to reiterate that 'Changes are necessary and essential. They stimulate progression and are integral for development in every sector. The domain of Teacher Education has also been undergoing a lot of changes in past few years, and will continue to do so in future. It is indeed a good news since there is a pressing need for continuous professional development for both pre-service and in-service teachers. Teacher education in itself an ever-evolving and dynamic concept, and in order to prepare teachers who are competent to face the challenges of dynamic society, teacher education has to keep abreast of new developments and trends.

One of the major driving forces, that would lead to drastic changes in Teacher Education, is the New Education Policy 2020. NEP 2020 is the first education policy of 21st century, which aims to transform India into a vibrant knowledge society, making education more holistic, inclusive, flexible and multi-disciplinary, programmed to meet the 21st century needs, and to bring out the unique capabilities of each student. Such transformation of education will certainly demand a robust overhauling system of teacher education. Additionally, teacher training and education is also a part of the policy, and the policy has put forth significant changes for the same.

In this special edition of SAFAR, let us make an attempt to understand this 'Changing face of Teacher Education' of our country. We have invited Dr Veena Kapur, Associate Professor, SPMC (W), as our guest columnist to deliberate upon the nature and implications on these changes. So *musafirs*, let us ride together and briefly dwell on this ever-changing SAFAR of teacher education.

— By Ms. Shilpa Payasi (B.Ed. II Year)

ਸਾਹਿਬ-ਚ-ਪਾਸੀਨ

Updates About the Department

The new academic session began from 10 August 2020 and the Department of Education, along with the rest of the university, continued to conduct classes in the online mode. Owing to the pandemic, new admissions were delayed for all programmes. The department welcomed the students of B.El.Ed. I year in the month of November 2020 and those of B.Ed. first year in December 2020. In order to ensure the professional development of its students in consonance with the changing times, the department continued to organize webinars and workshops in the online mode. The current issue documents the same. We would like to congratulate and celebrate the achievements of our students through this issue.

ਲੋਕੋ ਚਲੋ ਆਈਸਮੀ

Recognising the Accomplishments of Students

Results: Our students came out with flying colours in the annual examinations held in May-June 2019. The position holders are as follows:

B.Ed. 1st Year

First Position : Swati Sagar
Second Position : Tannu Katiyar

B.Ed. 2nd Year

First Position : Nilisha Singh
Second Position : Mahima Baranwal

B.El.Ed. 1st Year

First Position : Komal Dhingra
Second Position : Shivani Gupta

B.El.Ed. 2nd Year

First Position : Saloni Jindal
Second Position : Shruti Tyagi

B.El.Ed. 3rd Year

First Position : Saryu Sharma
Second Position : Antim

B.El.Ed. 4th Year

First Position : Sanjana Mittal
Second Position : Apoorva Chand

Internships

The following B.El.Ed. and B.Ed. students from the Department of Education, SPMC undertook internships with various organisations during the year 2020.

➤ **Name: Harpriya**

Organisation: Sarkari School
Role: Storyteller, Advisor and Project Leader
Duration: December 2020 to January 2021

➤ **Name: Neetika Aggarwal**

Organisation: AIESEC
Role: Member of Incoming Global Teacher Programme
Duration: 5 Months

➤ **Name: Kirti**

Organisation: Sarkari School
Role: Video Editor
Duration: 1 Month

➤ **Name: Shobha Bharti**

Organisation: Kabuliwala, MCD Primary School, Deepalaya School
Role: Storyteller and Facilitator
Duration: 15 Days

➤ **Name: Shivani Mahato**
Organisation: CollegeDunia.com
Role: Content Writer
Duration: July 2020 to December 2020

Organisation: Synergy Eduservices
Role: Content Writer
Duration: August 2020 to September 2020

➤ **Name: Saloni Jindal**
Organisation: Younity
Role: Intern
Duration: 1 August 2020 to 14 August

Organisation: PAVAKI
Role: Volunteer (Talent Training Project)
Duration: January 2021 to February 2021



त्रिमूर्ति-प-ठज्जर

Opinion: Teacher Education, NEP 2020

and the Cauldron that is India

It is after 34 long years since the National Policy on Education (1986), that a new educational policy was finally unveiled, marking a watershed moment in the history of Indian education. The changes that the policy envisages in the educational system are incremental and structural, not limiting and cosmetic ones. Each facet of education has been examined critically to clean 'the Augean stables.' However, the policy has raised doubts, ideas, conjectures, and apprehensions abound. The ensuing discussion is my attempt to understand the implications of the recommendations of NEP 2020 pre-service teacher education.

As a part of a teacher education programme, it is rational to undertake an examination of the recommendations of NEP 2020 for systemic reforms in the teacher education programmes. The varying dimensions of teacher education, teacher education institutions, continued professional development of teachers, quality of teachers, and status and prestige of teachers in society are discussed in the policy document. It is important that we begin by digressing a little and examining NEP 2020 from the historical perspective- for no policy can be understood in isolation. There are many similarities in the concerns, challenges of the Education policy of 1968 and NEP 2020. In both the policies we can discern an acceptance of the potential and possibility that lies at the heart of preparing an effective teacher. The need for transforming teachers into a strong, robust and capable workforce is immense because an effective teacher can play a significant role in nation building through the creation of high quality of human resource within their classrooms.

Recognising the potential of the empowered teacher, NEP 2020 has attempted to initiate reforms that would restore the high respect and status to this profession. The most important step in the direction is the re-envisioning and reconfiguring teacher education. The policy advocates a change in structure of teacher education. In place of stand-alone Teacher Education Institutions (TEI), TEIs must become an integral part of the multi-disciplinary institutions of higher education by 2030. The minimal degree qualification of teacher education is conceived as a multidisciplinary and integrated dual major bachelor's degree, in Education as well as a specialised subject, covering a period of 4 years. Situating teacher education within a multi-disciplinary educational context, is envisaged with the objective of transforming teacher education. Having people across disciplines work together exposes each to multiple perspectives integrating their learning into a comprehensive unit, empowering them to see tangible correlations across subject matters, rather than view each independently. This is an essential ingredient for successful teacher preparation. Moreover, teacher and learning resources can be drawn from various disciplines thereby

enriching the learning ethos. However, it needs to be understood that merely locating the program in a multi- disciplinary context will not yield positive results. The administration and each discipline need to be sensitised towards the benefits and transaction of inter-disciplinary linkages and learning. More than two decades of B.Ed. programmes in multi- disciplinary institutions hasn't helped to integrate or forge linkages as a by-product of inter disciplinarity. The two-year B.Ed. and one year (adapted) B.Ed. will continue to be offered by the multi - disciplinary universities to those candidates who have already completed the four- year undergraduate program. The implementation of this smorgasbord of teacher education needs greater thought than has been devoted to it at the policy stage to mitigate confusion for the applicants- will the three options of teacher education programmes run in tandem or the first two continue only till their course completion|. If they continue in tandem the message sent to the public at large is confusing- are these three courses considered at par with each other?

Teachers play a significant role within the teaching learning ethos and the policy, while building upon it, also recognises the need of aligning it with the emerging theories of learning. The recommendations point towards enabling the teacher to evolve into the guide on the side rather than the eponymous sage on the stage. They need to become co- constructors of knowledge along with their students, moving away from being the one who has all the answers, does all the talking, to one who facilitates learning. The recommendations consequently visualize an educated teacher as one who is equipped with the much-needed abilities and skills to transform teaching learning in school classrooms. The focus, therefore, shifts from syllabus completion to that of achieving learning outcomes with educators understanding and embracing concepts of multidisciplinary approaches. Active participation of students through group work/pair work is integral to this approach.

The new curriculum includes a range of knowledge content and pedagogy including strong practicum training. The intern, it is expected, should be exposed to effective techniques in pedagogy, foundational literacy and numeracy, multi -level teaching and evaluation, teaching children with disabilities, with special interests and talents, building an understanding of the use of educational technology, learner centred and collaborative learning. Though not spelt out, yet instilling the wide range of skills in a single teacher may not be feasible. What maybe implied is that in transaction the school classroom be manned by two teachers- the pedagogue and the special needs educator. Irrespective of the duration of Teacher Training, the programme will incorporate an apprenticeship module during internship. This is a unique recommendation for an Indian policy involving mentoring by experienced teachers and conducting of classes within a real classroom space. This is an inherent feature of the Finnish teacher education programmes as well and gives interns fruitful learning opportunities. It is envisaged that the intern will be fully familiar with the ecosystem of a school by the time they join the profession.

Another aspect of NEP 2020 that has direct implications for structuring of TEIs is that of creating school clusters. NEP 2020 stresses the need for establishing school clusters instead of individual schools for sharing of resources. The benefits of school-to-school collaboration is rooted in empirical research (Ainscrow et al, 2006). In fact, collaboration can become a powerful means of strengthening the capacity of schools and forging linkages can help in adequately meeting the challenges of student learning while addressing the needs of marginalized children. This learning can be applied to pooling and sharing of talent and resources of institutions in running Teacher Education as well. Large school groups who employ more than 300-400 teachers could be permitted to run TEIs to prepare the type of teachers they want supplementing it with adequate entry-level skills in IT, ICT, Digital Education, and language skills. This is a common practice adopted by many private schools in India today. Another important fact to be kept in mind is that TEIs are staffed by people who have experience of schools but this experience dates back to their own schooling. Another wise initiative can be to recruit key faculty members of TEIs from the field to benefit from their evolved understanding of the school ecosystem. Principals and teachers with enough experience can be deployed on deputation to TEIs and form their faculty.

Bringing out a new National Educational Policy after a gap of 34 years, implies that the vast majority of present teachers were trained to meet the objectives of an earlier policy and were practicing methods to

meet those objectives. Naturally, teachers must unlearn, relearn and retrain themselves. A new role for TEIs is to step forward for assisting in service teachers. Is it a tall order? However, the in-service training of teachers and teacher educators has not received the kind of attention that it merits in the policy document for they need to be trained in alignment of NEP recommendations to ensure success of the policy. The approach therefore should be two pronged- the preparation of the intern while supporting the in-service teacher and teacher educator. A great deal of capacity building is required along with creating engagement and drumming up of enthusiasm amongst the stakeholders. Teachers and teacher educators need to transit from fixed to an ever-evolving mindset in order to completely understand the concepts and changes that are envisaged. A complete 'makeover' is essential to instil a belief that becoming a teacher is not one time learning but 'teaching is about learning' and ongoing upgradation.

The issues that confront education today are ever evolving societal expectations, rapid technological changes coupled with the recent crisis that has laid bare the huge gap in our planning for teaching learning and its implementation. In the last one and half year teachers have grappled with technologies, and unheard-of apps that necessitated day to day reworking and experimentation. The 'digital abyss' that emerged has huge implications for the implementation of NEP. On the one hand the policy advocates experiential learning that isn't completely possible through the online mode while preparation for the digital space continues to be an emergent need. The COVID year has made us deliberate on the classroom ethos and the fostering of well-being, teaching with and for compassion, not merely as a lip service but incorporating it as the bedrock of teaching. Does the document have an inbuilt flexibility that can incorporate the newer ways of mobilising teachers, rethinking the needs of the classroom and enabling them to align their understanding of the policy with its transaction? For the NEP to become functional, we need supportive institutional mechanisms and well thought out strategies to equip those involved. Moreover, it is important to coordinate and align the policy with a detailed conceptualization of NCF and NCFTE. What is worrisome is the plethora of feel-good phraseology and ideals that abound in the policy and their successful translation in practice.

Discussing the progress of implementation of educational reforms is a difficult exercise, for any nation at any given time in its onward journey. In the Indian context it's even more of an educational jamboree. History has been not kind to us and recommendations of previous policies have not been implemented successfully. Learned strategic thinkers (without taking names) will mentally cogitate over roads not taken. But this exercise, though educative, misses the woods for the trees. Recounting a litany of losses cannot translate into valuable learnings without a careful understanding of the ground realities. It is not that Indian education hasn't progressed since the previous policies or that our socio-economic challenges are unsurmountable that it becomes impossible to implement the recommendations. What needs to be stressed is that the warp and weft of the Indian social-cultural fabric and its inequities are complex and diverse. Consequently, the policy that aims to make our teacher and students 'future ready' needs to be rooted in this diversity as it looks forward- very much like the Greek God Janus, looking into the past with one face and into the future with the other!

Reference:

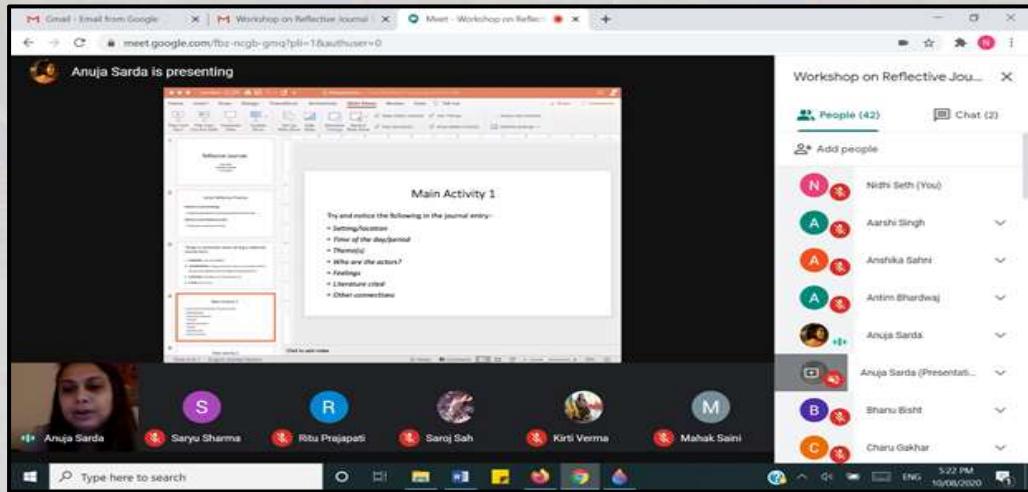
Ainscrown, M., Muijs, D., West, M. (2006). Collaboration as a strategy for improving schools in challenging circumstances, in *Sage Journals*, Vol.9 issue, 3, 192-202, November 1, 2006.

- **By Dr Veena Kapur, Associate Professor, Department of Education, SPMC(W)**

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Events and Activities in the Department

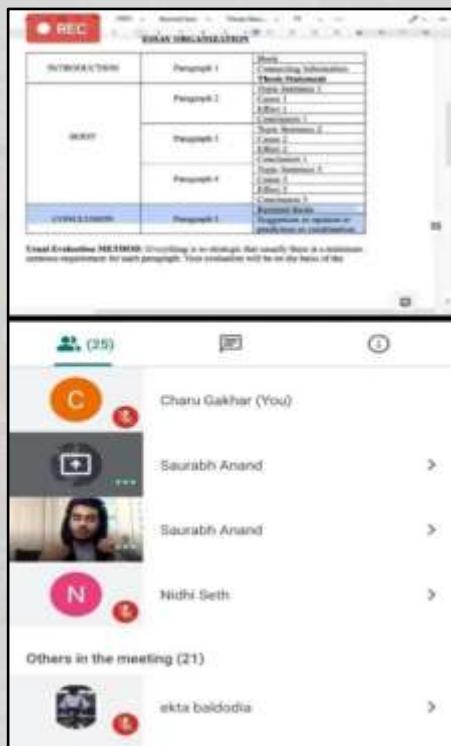
Workshop on Reflective Journal Writing



Dr Veena Kapur and Ms. Nidhi Seth organised an online workshop on 'Reflective Journal Writing' for the students of B.Ed. IV year on 10 August 2020. Ms. Anuja Sarda, Ph.D. Scholar and Graduate Teaching Assistant at the Department of Educational Theory and Practice, University of Georgia was the resource person for this workshop. Ms. Sarda started by helping students think why reflection is important, and the issues they could be reflecting on in their journals. She held an elaborate discussion on the Schön reflective practice, discussing "reflection in action" and "reflection on action." Further, the session focused on features of a well-written reflective journal and its significance for both the writer and the reader. In all, the workshop was an engaging and enriching learning experience for the student-teachers.

— By Ms. Charu Gakhar (B.Ed. IV Year)

Webinar Series on Developing Academic Writing Skills



A six-day writing focused series of webinars were organised by Dr Veena Kapur and Ms. Nidhi Seth for Pedagogy of Language students of B.Ed. IV year and Pedagogy of English students of B.Ed. II year between 11 August 2020 and 19 August 2020. Mr. Saurabh Anand, Ph.D. Scholar and Research Assistant, Department of Language and Literacy, University of Georgia was the resource person of the workshop. He conducted sessions on different aspects of academic writing skills such as - structuring and organizing three different genres of essays with focus on audience awareness, language usage and grammar. Further, the genres explored during the workshops were – cause and effect, compare and contrast, and problem solving. Throughout the webinar series, Mr. Anand used a range of interactive activities, tasks (using online application, like Kahoot) and power-point presentations and gave practical tips to student-teachers for improving the English Language teaching of learners in face-to-face and virtual classroom. Finally, by the end of the workshop, the student-teachers also learnt how to contextualize all these skills for teaching the elementary and middle school learners. — By Ms. Shivani Gupta (B.Ed. IV Year)

National Webinar on *Addressing Gender Issues in Education in India*



A national webinar on 'Addressing Gender Issues in Education in India' was organised by Dr Shivani Arora on 8 September 2020 on the occasion of International Literacy Day. Prof Mona Yadav and Prof Millie Roy from the Department of Gender Studies, NCERT, were the resource persons for the session. The session helped the participants in developing deeper understanding of gender and patriarchy as discussion were held on – social structures enforcing gender, women's liberation, interests, and patriarchy. The resource persons also took examples from NCERT textbooks to show the different dynamics of gender representation. The webinar ended with a lively question-answer session.

– *By Ms. Shivani Gupta (B.Ed. IV Year)*

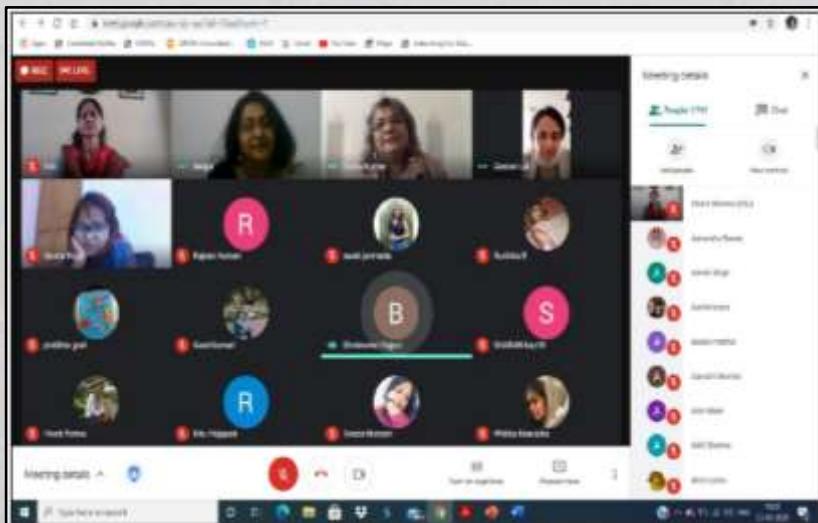
International Workshop Series on *Teaching English Online*

A three-week long International Workshop Series on *Teaching English Online* was organised by Dr Veena Kapur and Ms. Nidhi Seth in collaboration with Regional English Language Office of the U.S. Embassy, India from 28 September to 16 October 2020. Students of B.Ed. IV year took up the series on 'Teaching English Skills Interactively' while Pedagogy of English students of B.Ed. II year underwent the series on 'Critical Elements of CLIL Teaching.' The resource person, Dr Gina Mikel Petrie, Professor, Modern Languages and Literatures, Eastern Washington University, Washington, United States was the resource person for both the series. The participants learnt how to contextualize the four skills along with the six principles of ELT as outlined by TESOL International Association in their lesson plans for teaching elementary students. Dr Petrie suggested various teaching strategies for improving the effectiveness of English language teaching in school such as, use of trauma sensitive icebreakers, Curran style lecture, Visual Teaching Strategies and Scaffolding Reading Experiences. Various online tools like, Kahoot, Flipgrid and Quizlet were introduced and explored. Hands on experience in developing classroom activities on google classroom were organized. Overall, the workshops were very informative and a great learning opportunity for the student-teachers.

– *By Ms. Komal Kapoor & Ms. Charu Gakhar (B.Ed. IV year)*



International Webinar on *Psycho-Social Challenges Faced by Students*



Dr Deepa Idnani and Dr Charu Sharma organised an international webinar on 'Psycho-Social Challenges of Students During the Uncertain Times of Coronavirus Pandemic' on 23 September 2020. The webinar was open to students and faculty across all colleges. Ms. Naima Nigar, Assistant Professor, Department of Psychology, University of Dhaka, Bangladesh and Research Scholar, University of Nottingham, UK was the first speaker. She shared the diverse

perspectives of students from higher education across the globe regarding the new trend of online teaching and range of challenges faced by them, from the lack of resources for online education to poor internet connectivity. She vividly enhanced the students' perspective on well-being as an inclusive whole of social, mental, and emotional well-being.

The second speaker for the day, Dr Roma Kumar, a Clinical Psychologist at Sir Ganga Ram Hospital, emphasized on the need to develop one's emotional strength and resilience during challenging times of Covid-19. She also discussed the importance of and fundamentals behind Digital Detox – a term that refers to the time period when a person disconnects from electronic devices in order to reduce stress and engage in more meaningful real-life experience- in the present times when everything has moved online leading to an exponential increase in screentime.

The final session was led by Ms. Gauran Dhawan Lal, Founder of NGO Pravah. She effectively focused on some of the problems faced by the young adults due to the extensive use of social media and availability of overwhelming amount of information which leads to a state of mental chaos and confusion. She introduced a term called Social Media Diet which emphasizes on the effective filtering of information consumed everyday by an individual.

Overall, the event provided a deeper understanding of the need to create a stronger inner self during the Covid-19 pandemic. The webinar ended with an interactive question-answer session between participants and speakers where they connected deeply and exchanged ideas on positivity and mindfulness.

– *By Ms. Gauri Tiwari (B.Ed. IV Year)*

Workshop on *Online Teaching Tools and Assessment Methods*



A workshop on 'Online Teaching Tools and Assessment Methods' was organized by Dr Veena Kapur, Ms. Alprata Ahuja and Dr Rajrani Kumari on behalf of the B.Ed SEP committee of the department in collaboration with 'Basava International School' for the students of B.Ed. II year on 18 and 19 November 2020. The objective of this workshop was to help students adapt to the emerging needs of online teaching and learning. They were thoroughly oriented with MS Teams (Learning Management System), with a special focus on a number of assessment features provided by the platform. The workshop was conducted by Ms. Bharti Sharma and Ms. Kamala Devanand, school teachers at the Basava International School which helped students learn about the real time issues experienced by teachers while teaching with technology. – *By Ms. Tenzin Norzam (B.Ed. II Year)*

National Webinar on National Education Policy 2020



A national webinar on 'National Educational Policy 2020: Transforming Education for the 21st Century' was organized by Dr Deepa Idnani and Ms. Hemlata on 28 October 2020 in association with SarkariSchool.in. The two-hour webinar was attended by all the students from the department of Education and faculty and students from other colleges as well. The webinar was divided in two sessions and was addressed by some of the most experienced professionals from the field of Education.

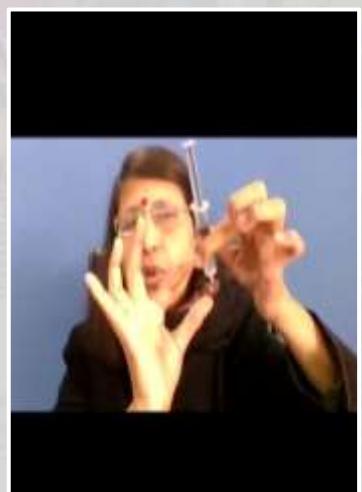
Prof. Pankaj Arora, Director ILLL, Department of Education, University of Delhi was the first speaker of the webinar. He brought forth the different dimensions pertaining to higher education in NEP and the way it challenged the traditional educational policies that have its roots in the colonial era and more precisely in Macaulay's Minute on Education. Prof. Saroj Yadav, Dean, Academics, NCERT, the second speaker of this session, explained how NEP can create a vibrant knowledgeable society where education remains affordable and promotes equity in all spheres of life. Further in this session, Prof. Amruth G Kumar, HOD, Department of Education, Kerala University, dwelt on the recommendations proposed in the policy and its role in helping students to be autonomous and adaptive to technology.

The inaugural address for the second session focusing on the implementation of NEP at the school level, was delivered by Mr. Abhishek Ranjan Kumar, Public Policy Analyst and founder of SarkariSchool.in. The speakers for this session were Mr. Saji Kumar, and Art teacher from Kerala, Dr Sudha Painuli, Vice-Principal, Eklavya Model Residential school and Ms. Chavi Aggarwal, a teacher at a government primary school in UP. The speakers focused on the importance of Art Integrated learning, the role of NEP 2020 in the development of the underprivileged sections, and on the importance of education students in their regional language respectively. The webinar significantly contributed to developing overall understanding of the students as all the speakers brought forth the various dimensions of NEP 2020.

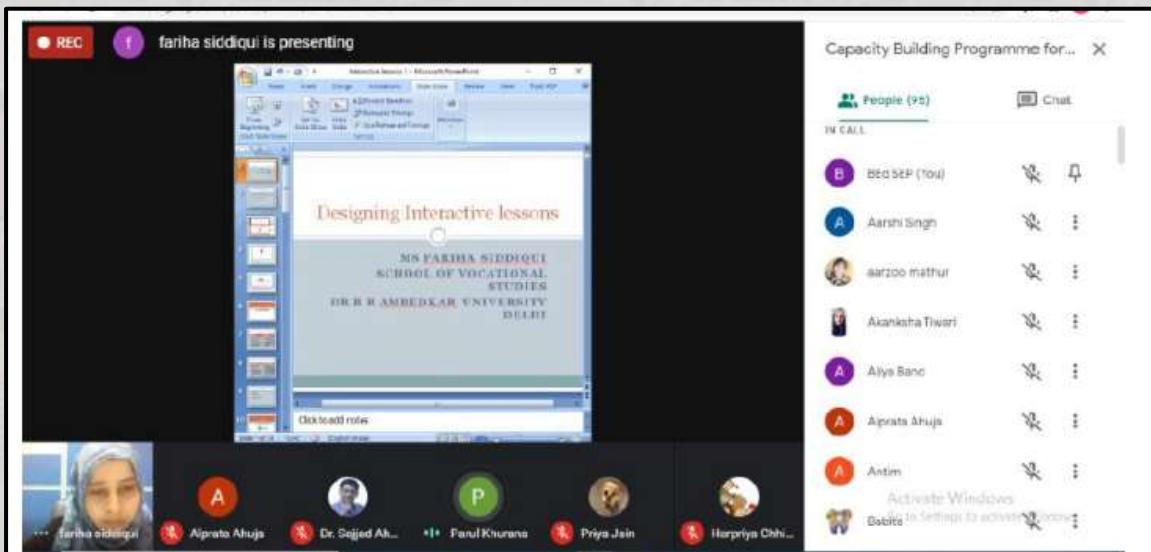
— **By Ms. Charu Gakhar and Ms. Gauri Tiwari (B.Ed. IV year)**

Workshop on Air Pressure

A science workshop was organized on 25 November 2020 by Joy of learning Foundation on 'Air Pressure' for the pedagogy of science students of B.Ed. II year and B.Ed. I year. Through the topic of air pressure, the workshop focused on the problems related to experimentation in the science classroom during online teaching and their plausible solutions. The workshop also guided the participants about ways through which one can conduct experiments by using everyday household resources such as mugs, buckets and balloons. The session further dwelt on how one can follow inquiry-based approach to understand science, and question the everyday phenomena of our lives. The session was highly interactive and informative for the student-teachers who were thoroughly engaged throughout the session. — **By Ms. Parul Khurana (B.Ed. II Year)**



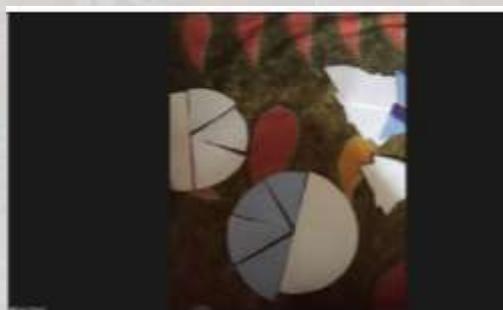
Capacity Building Programme on *Online Teaching and Skill Development*



A capacity building programme was organized by Dr Veena Kapur, Ms. Alprata Ahuja and Dr Rajrani Kumari of the B.Ed. SEP committee of the Department of Education for the students of B.Ed. II year and B.Ed. IV year from 1 December 2020 to 6 December 2020. The programme constituted of various sessions with different resource persons for each day. These were: Ms. Ankita Upadhyaya, Faculty Extra Marks Education Private Ltd.; Fariha Siddiqui, Assistant Professor, Ambedkar University, Delhi; Dr Rajesh Kumar, Librarian, INMANTEC Institutions, Ghaziabad; Dr Mohd. Muzahir Ali, Associate Professor, Al-Falah University and Mr. Reyaz Ahmad, Tawhid School, Uganda, Africa.

The programme emphasized on the two components of effective classroom management – content management and conduct management. Content management was demonstrated with the help of various applications and multimedia platforms such as Flipgrid, Seesaw, Google Products, Hot potatoes etc. and conduct management entailed discussions on learning styles, teaching styles, management of interpersonal skills in the online mode. Student-teachers were also introduced to newer methods of creating an inclusive learning space. The programme provided an enriching learning experience where students learned about delivering successful lessons online. – **By Ms. Charu Ghakar (B.Ed. IV Year)**

Workshop on *Teaching of Fractions*



A two-day workshop on 'Teaching of Fractions' by Jodo Gyan Shiksha Kendra was organised by Dr Vanadana Ghai and Ms. Alprata Ahuja for the students B.Ed. IV year and students of Pedagogy of Mathematics of B.Ed. II year on 25 and 26 November 2020. The resource persons, Ms. Komal and Mr. Bawan from Jodo Gyan elucidated students about ways to make the concept of fraction fun and meaningful for learners. The focus of the workshop was to provide insightful and conceptual understanding to the student-teachers for using cost effective resources like, fraction kits and stories. The workshop also provided deeper understanding of mathematical concepts and pedagogy by simplifying the representation of mathematical ideas by using their concrete resources and manipulatives. The session culminated with participants playing and enjoying an online multiplier game with the resource persons.

– **By Ms. Shivani Gupta (B.Ed. IV Year)**

Webinar on *Pedagogical Resources for Social Science*



A webinar on 'Pedagogical Resources for Social Science' was organised by Dr Deepa Idnani on 16th October 2020 for Pedagogy of Social Science students of B.Ed. IV year and B.Ed. II year. The resource person was Ms. Smita Vats, founder and Director of *Itihaas*, a Delhi based educational trust active in the area of heritage education. The webinar focused upon familiarising the pre-service teachers with the concept and importance of heritage education. It helped the participants explore ways of developing pedagogical resources to acquaint young children with material and non-material aspects of our heritage. From heritage walks to areas such as Lal Qila, Chandni Chowk and *baolis* to visiting a village or using artifacts and spices available in homes, Ms. Vats suggested several ways of incorporating Heritage Education in the school curriculum. The student-teachers learnt about heritage education as a way of teaching social science. The engaging session ended with a round of Q and A.

— **By Ms. Gauri Tiwari and Ms. Charu Gakhar (B.Ed. IV year)**

Department of Education Orientation Programmes (2020-21)

An orientation programme was organised for the students of B.Ed I year on November 18, 2020 over Google Meet. Students were given a warm welcome by the teacher-in-charge, Dr Shivani Arora. The concerned faculty members oriented the students about the theory papers and the practicum, discussing the structure of the papers and practicum as well as the pattern of assessment to be followed. Besides being introduced to the SCP and other practicum, students also got a chance to interact with the seniors and have their questions answered by both faculty members and senior students. An orientation programme was organised for the students of B.Ed. I year on December 14, 2020 over Google Meet.

Students were given a warm welcome by Dr Mamta Rajput. Students were oriented about the theory papers and practicum by the faculty members teaching the respective papers who also shared the pattern of assessment for the same. Post orientation regarding their EPC courses, students got to interact with their seniors who shared about life at SPM. The orientation session ended with election of class representatives for the academic year 2021-22.



Editorial Team

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B.El.Ed. III Year: Ms. Umang, Ms. Jhilmil Sehrawat

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