

A Special Issue on Online Education

सफर

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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इदारिया

Editorial

The COVID-19 pandemic has changed our lives in unprecedented ways. It began with complete lockdown, but soon it was declared that we have to learn to live with it. This pandemic forced us to re-imagine and re-invent our realities in virtual domains. With everything, the face of education changed as well and online classes becoming the new normal. Teachers around the world re-shaped their pedagogy according to online spaces, sometimes without any prior training. There have been different opinions about e-learning - while some saw online teaching-learning as a wasteland of impersonal interaction, dehumanizing rote learning and impoverished communication, others believed that this gave learners a chance to learn in a safe, supportive and convenient environment. However, the situation isn't the same for everyone when larger issues of digital accessibility and equity were quickly brought to the forefront. According to a recent survey by India's National Statistics Office, only 15 per cent of children in rural areas have access to the internet facilities. This pandemic successfully exposed and worsened deep inequalities in access to education, quality learning and above all digital connectivity. This is especially true in developing countries where the closure of schools and universities highlight the persistence of the digital divide between- those who can afford computers and fast Internet access for everyone in the family and, those who only have smartphones or no access at all.

There are people who believe that Covid-19 has taught us that the world can continue to be educated while a pandemic closes public spaces, including schools and universities. We are not in the place to take sides right now. A major life lesson that this pandemic has taught us is that the life doesn't stop. Even when it feels like it is about to end, we rise up and re-invent. This issue of *Safar* is a special one. In this issue we dip a toe into the world of online teaching-learning. It covers the activities that took place in the department before and amidst the pandemic. In *Guftgu*, we bring to you an exclusive interview with Dr. Gagandeep Bajaj, Assistant Professor, Department of Education, SPMC(W). Through the *edu-selfie*, we share activities that gave us hope during these tough times. So musafirs, hop on and join us in this *Safar* of hope and resilience.

– Jyotika Jain (B.El.Ed IV Year)

महकमा-ए-तालीम

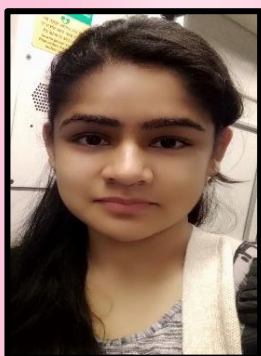
Updates About the Department

In recent times, the Covid-19 pandemic has changed the global landscape, bringing the world to a halt and has brought many unprecedented challenges in its wake. Educational institutions, the world over, initially responded by completely shifting to online teaching. Indian educational institutions were not left far behind and accepted the challenge, responding to it as best as their circumstances permitted.

The University of Delhi, in the month of March 2020 issued a directive that teaching should shift completely to the online mode. At SPMC, the University directive was implemented and the Department of Education also shifted to the online mode, initially providing reading materials to the students via Google classroom, WhatsApp and the official website of the college. Once the university reopened for the new session in August, the online teaching and learning processes shifted on to Google Meet. Online teaching and the virtual classrooms have now become the acceptable mode for transacting teaching learning. Capacity building programmes for the final year B.El.Ed and B.Ed students, conducted entirely in the online mode, have also been undertaken by the department.

छूने चले आसमाँ

Recognising the Accomplishments of Students



- ❖ Ms. Shruti Mishra of B.Ed II year won the **Fulbright FLTA Scholarship for 2020-2021**. She is currently working as a teaching assistant in the Department of Asian Languages and Culture, University of Michigan, Ann Arbor. As a Fulbrighter she is also a cultural representative of India during her stay in the US.



- ❖ Aarzoo Mathur, Mamta Kaushik and Gauri Tiwari from B.El.Ed III year were the 'Event and Management Heads' of the Rangoli Making Competition which was organised as a part of the College Fest.



- ❖ Gauri Tiwari from B.El.Ed III year led the Yoga Team, on the Annual Sports Day of the college and was awarded the Yoga Captain Trophy and Certificate for the same.
- ❖ Nikita Yadav and Apoorva Chand of B.El.Ed IV year did a certificate course in Spanish from Daulat Ram College, University of Delhi.

- ❖ Ms. Geeta, Ms. Deeksha, Ms. Drisha, Ms. Neha Bodh of B.El.Ed IV Year volunteered in the winter camp organised by Vidya Bhawan Society (Udaipur) from 25 December 2019 to 31 December 2019.



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: Jhilmil Sehrawat**

Organisation: Nabarun Sangah
Role: Content Developing Intern
Duration: 26 June 2020 to 16 July 2020

Organisation: UNIOF
Role: Content Developing Intern
Duration: 20 September 2020 to 19 October 2020

➤ **Name: Aarti**

Organisation: The Entrepreneurship Network (TEN)
Role: Digital Marketing Intern
Duration: 12-27 August 2020

➤ **Name: Umang**

Organisation: World Youth Organization
Role: Teacher Volunteer
Duration: August 2020 to October 2020

Organisation: The Entrepreneurship Network
Role: Audio Content Creator
Duration: 4 September 2020 to 10 October 2020

Organisation: Delhi University Student Union
Role: Student Volunteer
Duration: 28-30 June 2020

➤ **Name: Gauri Tiwari**

Organisation: Bizbehindsports
Role: Market Researcher and Content Writer
Duration: 20 June 2020 to 30 July 2020

➤ **Name: Palak Arora**

Organisation: The Entrepreneurship Network
Role: Content Editor
Duration: 7 September 2020 to 6 October 2020

➤ **Name: Saloni Jindal**

Organisation: World Youth Council
Role: World Youth Council
Duration: 21 July 2020 to 21 August 2020

Organisation: Teach for India
Role: Classroom Volunteer
Duration: 7 June 2020 to 10 August 2020

Organisation: Edusnap
Role: Content Designer
Duration: 20 July 2020 to 19 August 2020

Organisation: Sirona
Role: Campus Ambassador
Duration: 10 August 2020 to 11 October 2020

Organisation: Hamari Pehachan
Role: Digital Media Marketing (Fundraiser)
Duration: 14 July 2020 to 13 August 2020

Organisation: The Entrepreneurship Network
Role: Digital Media Marketing
Duration: 27 July 2020 to 10 August 2020

➤ **Name: Anshika Sahni**

Organisation: SEO Mantra.Pro
Role: Content Writer
Duration: 26 December 2019 to 26 February 2020

Organisation: Sparrow
Role: Digital Marketing Intern
Duration: 17 April 2020 to 1 May 2020

Placements

The following B.El.Ed IV year and B.Ed II year students from Department of Education, SPMC were placed in various organisations and schools for the year 2020.

Name: Sanjana Mittal (B.El.Ed IV Year)

Designation: Assistant Teacher

Name of the organization: Rukmani Devi Public School

Name: Nikita Yadav (B.El.Ed IV Year)

Designation: PRT General

Name of the organization: Lancer's Convent School

Name: Apoorva Chand (B.El.Ed IV Year)

Designation: Primary Teacher

Name of the organization: G. D. Goenka school

Name: Jyotika Jain (B.El.Ed IV Year)

Designation: Primary Teacher

Name of the organization: Peepul

Name: Nikita Saini (B.Ed II Year)

Designation: Assistant Teacher

Name of the organization: Rukmani Devi Public School

गुफ्तगू

In Conversation with Dr Gagandeep Bajaj

In this section, we get to know our faculty members better and learn from their *Safar* into the world of Education. Here, we are presenting excerpts from an interaction between Dr Gagandeep Bajaj, and two of our students Ms. Jhilmil Sehrawat and Ms. Umang from B.El.Ed II year.



Dr Gagandeep Bajaj with Dr Veena Kapur, Teacher Coordinator for Safar and Interviewers for the day – Ms. Jhilmil Sehrawat and Ms. Umang (B.El.Ed, II year)

JS: What made you interested in teaching? Any specific incidents that you remember which might have made you pursue this profession?

GB: Over the years I have had many inspiring teachers to look up to, both in school and college. Some classes were so interesting and it was always very intriguing for me to see how one teacher could make everything come alive, while other classes were boring. I used to role play as a child. I would stand in front of the mirror and try to act like my teachers. I think the journey started from there. Once I had the opportunity to choose a profession, I thought this should be one of my top priorities. So that's how it happened.

U: What is the most challenging part of being an educator? Do you remember any incident from your life that was quite challenging?

GB: I think challenges are a part of life. But one of the most challenging aspects of being an educator is that students learn more from who you are as a person rather than what you teach. So, ours is an inimitable profession. It's not just about the content and how well you have prepared your subject, of course that's a major part of it, but beyond that, it is equally important to be aware of how you conduct yourself, how you behave, how you actually set an example. So, students imbibe that more than anything else. I think there is a great responsibility on the shoulders of a teacher. Other than that, a constant up gradation about the new frontiers of knowledge is required. Awareness about contemporary issues in education and a dialogue with students is essential. All of us sitting here are so different from each other, we're so unique. Therefore, how to engage each and every person and how to construct your strategies according to the uniqueness of every child is other challenging aspects of being an educator.

JS: What are some of the positive and negative trends in the evolution of the field of education that you have observed?

GB: I think I would not like to label it positive or negative, since change is the only constant and we know how dynamic things are: they are always in a state of flow. If I think back about earlier times, there was a very intrinsic kind of approach towards learning: there existed an inner motivation to learn and the joy of learning was pretty much in the forefront. Now, I feel that things have become a little more instrumental, a little more materialistic and getting a degree and after that, getting a nice job have become more important rather than the joy of learning. However, there are many good things that are happening: technology has become such a great driver and we have got so many resources, so much knowledge at our fingertips, which was not available earlier. The challenge that remains is how to make use of all this in a constructive manner and that is something we have yet to master.

U: How can science education be more inclusive?

GB: Marginalization has been embedded in our lives. If we look at the historical evolution of education, whether we talk about the girl child or we look at it from the caste or class angle, we have multiple categories of people who have been left out from the mainstream of education. These issues become more challenging in the case of science education, because there is a perception that science is extremely tough, difficult to understand and very dry. These kinds of things create a phobia around the subject. I know what I am saying is nothing new but the problem is that we have not been able to translate it into practice. Stakeholders in the educational sphere need to look at the relevance of the subject and how it is important to the life of the child. Thereafter, our focus should be on creating such classroom activities which are hands on, minds on, and engage students in creative ways. This conversation has been going on in the educational discourse for a very long time but we have not reached a level where this sort of a science classroom is seen in every school. We do have some great teaching happening in a few schools but that's like a drop in the ocean. So, the overall perception of science continues to be that of an unimaginative and dull subject. Until the true nature of science permeates into each and every classroom, we cannot make it inclusive in the true sense of the word.

JS: What is your take on the sciences versus humanities debate? How do you see the status and obsession associated with science stream in our society?

GB: Yes, this is another very challenging aspect and I think a lot of people here would be witness to that. Many of us might have opted for science due to parental pressure or peer pressure because it is believed that, "I will be considered an intelligent person only if I take science", or "If I take arts, then it is going to reflect on my calibre". So, that is a very misleading notion and we have not really been able to come out of it. I think to some extent it also relates to our job opportunities because maybe a couple of decades back we had a dearth of opportunities and the only professional lines that were available were probably medicine and engineering.

These fields were directly linked to science. But now the situation is very different, there are a whole new plethora of opportunities that are available to us. The passion for a particular area and your desire to excel in it is much more important than what people are saying. I think if you are passionate about something and, if you are really interested in it, then you can do well in anything. So, that is more important, and that is what we need to focus on. We need to counsel our students about these issues, because we are in a position where we can convey such things to students. Else, they might be confused because of tremendous pressure from various quarters. We as teachers are 'a voice of reason' for them, who can actually help and open up the world to them and show them all the possibilities which were not present earlier. We are living in a very exciting time. So, why limit our choices, why limit ourselves to that straight and narrow path. So, I think this is a very important role that we need to take care of as teachers.

U: How do you unwind? What are the hobbies that you love?

GB: I am very fond of poetry and I love listening to music. I also like painting and it works as a stress buster for me. Along with these, I'm involved in spiritual pursuits and that gives me a lot of peace and calmness. So, when I find time, I go for yoga, meditation and various other things.

JS: What advice would you like to give to student teachers?

GB: I think being a teacher is not too different from being a good human being. Rabindranath Tagore has said that a lamp can never truly light another lamp until it burns in its own flame. So, the first and foremost thing that we need to do is to be a lifelong learner. Until and unless we keep the flame of knowledge alive within us, we cannot really make a difference in anybody else's life. So, that is something we need to inculcate within us as a person. One should never think that now I am at x or y age, and I know everything. Such an attitude deadens us. It is essential that, we are child-like from within; we open ourselves to new experiences, actively collaborating with our students, and trying to learn from them as well. These are the qualities of a good teacher and, of course, being a compassionate and a kind hearted person is very important. These are the things that students look for, along with all the knowledge of our subjects. If you look back at your time as students, you would see that you always remember such teachers who have said a kind word to you, smiled at you, or who helped you cope with a crisis. Those are the moments, we never forget. So, if we can give that sense of friendship and kindness to our students, I think that would be the best gift. We also need to know about pedagogic strategies, how to cater to individual differences, how to look at different management styles and all the technicalities of our profession. But along with that, the other component stands in the forefront.

U: What do you like and dislike about this profession?

GB: There is nothing much to dislike. I'm here because I like this profession. I'm very passionate about it and I think the best thing that I like about this profession is the ability to make a difference in somebody's life. Even if you can impact one person, the entire process is worth it. I truly believe that "Every individual is an opportunity; an opportunity to make a change, howsoever small it might be". Sometimes you don't even realize this because you take a class and move on to other things. One doesn't even know how it has impacted various lives but later, when some of the students come back and they narrate episodes of the past, you realize what a huge influence you have had on them. Therefore, we should never underestimate the power of a teacher. Of course, now we're living in a different time and sometimes we also say that technology can replace teachers. However, that human element and interaction which you have with your students is very special and that keeps us in this profession. It keeps us young and that's a gift which you all have given me as students. So, I thank you all for that! I'm very grateful that you all have given me the opportunity to be a part of your lives, and to be your mentor and counsellor.

Dr Veena Kapur: Has SPMC created a special place in your heart?

GB: SPMC definitely has a special place in my heart. It has been a part of my life and my identity. SPMC has played an important role in my journey as a teacher.

चहल-कदमी

Events and Activities in the Department

National Seminar on Perspectives of Language and Inherent Challenges

A National Seminar on 'Perspectives of Language and Inherent Challenges' was held at The Department of Education, University of Delhi on 15 January 2020. In the first session, Professor Ramanujan Meganathan from the Department of Education in Languages, NCERT, shared his viewpoints on the topic 'Effect After-effect in Language, Citizenry, and Othering' and discussed the inherent challenges in English language teaching in India. The second session was conducted by Professor Shobha Sinha, Dean, Department of Education, University of Delhi, where she talked about the 'Response to Literature in Indian Classroom',



followed by the last session with Dr Sanjiv Nandan Prasad, Associate Professor, Department of English, Hansraj College, who highlighted the importance of mind-maps for efficient reading and writing. The seminar ended with Dr Pallavi's session on 'What is Wrong with Hinglish' which brought into focus the perceptions regarding the issue of code-switching and code-mixing in multi-lingual societies.

– By Ms. Komal Kapoor (B.Ed I Year)

Workshop by GuruShala

A workshop was conducted by GuruShala.co for B.El.Ed and B.Ed students on 22 January 2020. GuruShala is an online teacher training and professional development initiative implemented by Pratham Education Foundation. The workshop aimed at equipping attendees with the know-how of the website and the resources available on it. It started with the demonstration of making an account on GuruShala and working through it. The students explored the website through their own devices and the resource person ensured that each one of them was able to navigate through it. Certain games were also included in the workshop and the winners were rewarded. The workshop was very beneficial for the student-teachers as they learned about various resources that can be used in their classrooms.

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

Lecture on Culturally Responsive Curriculum and Pedagogy

Department of Education, SPMC organized a lecture on 'Culturally Responsive Curriculum and Pedagogy' by Prof. Amita Gupta, Prof. of Education, City University of New York on 8 January 2020. This lecture was attended by the students of B.El.Ed and B.Ed. Prof. Amita began her lecture by discussing the shift in education post-NCF 2005 which focused on learner-centered pedagogy. She further suggested how developing a culturally responsive approach amongst teachers could act as a step towards attaining a child-centered pedagogy. The lecture ended with questions from the audience. The session was an enriching learning experience for the student-teachers. – By Ms. Megha Khemani (B.Ed II Year)



Workshop on Feminist Schools of Thought and Conceptualizing Patriarchy



A workshop on 'Feminist Schools of Thought and Conceptualizing Patriarchy' by Dr Ratna Raman was organized for the students of B.Ed I year and B.El.Ed IV year on 20 January 2020. It began with a discussion on historical origins of patriarchy and its existing manifestations and understanding in our contemporary society. Further, different tenets of feminism such as liberal, social, and radical feminism in their historical contexts were also debated. The workshop came to end with a lively question-answer session where Dr Raman answered all the questions of the students and encouraged them to share their thoughts on the topic.

– By Ms. Monika Khurana (B.Ed I Year)

ELT Professional Development Conference

An 'ELT Professional Development Conference: Field-Tested Practical Activities for the Classroom', was organized by Regional English Language Office of the U.S Embassy, New Delhi on 18-19 February 2020 in collaboration with Miranda House College. The conference was attended by the students of English pedagogy students from B.El.Ed III year, B.Ed I and II year. The Conference offered 60 hands-on interactive workshops for the participants to choose from which were conducted by 23 American English language fellows from southern and central Asia.



The participants gained an exclusive insight into how to effectively plan their teaching lessons using games, diagrams, thinking maps, literature circles and role plays, etc. With these student-friendly and resource-friendly exercises, student-teachers gained a deeper understanding of how to create a more enjoyable yet engaging learning spaces for students. – By Ms. Shilpa Payasi (B.Ed I Year)

Workshop on Vedic Maths



A workshop on Vedic Maths was organized for Mathematics pedagogy students of B.El.Ed I year and B.Ed I year on 5 February 2020. Mr. Saurabh Jain, Vedic Maths Trainer and resource person for the workshop demonstrated various techniques to solve problems in the quickest possible ways using several shortcut methods. A range of interactive and fun classroom management practices were introduced to the student-teachers to make their teaching engaging for the learners. The workshop ended with a discussion about the ethics and role of a good teacher with lots of inputs from the student-teachers.

– By Ms. Smriti Balyan (B.El.Ed I year)

Visit to the National Museum

The Social Science pedagogy students of B.Ed I year went on a field visit to National Museum on 12 February 2020. The students recreated the past of Indus valley civilization based on their inferences and observations of the archaeological findings found in the Indus Valley Site. This exercise helped them to build upon their knowledge of the past and ponder upon the ideas involving explorations and discovery. The visit also helped them realize how museums can provide an immersive experience to the learners, thus, facilitating the teaching-learning process. The visit was successful as student-teachers learnt how they can stimulate the imagination and curiosity of learners beyond the realms of the classrooms.

– *By Ms. Tenzin Norzam (B.Ed I Year)*



Visit to Step by Step School



The Science and Language pedagogy students of B.Ed I year visited Step By Step School, Noida in January 2020 as a part of School Observation. As non-participant observers, both, the Science and Language pedagogy students got an exclusive insight into the workings of 21st century blended classrooms. Technology was seamlessly integrated within the lesson plans and communicative approach to teaching made the classrooms lively and students interested and involved in the learning process. In Science laboratories, students were provided with the opportunities to perform and explore everything at their level. During an interactive session with teachers of the school, student-teachers gained a lot of useful insight for lesson planning and classroom management.

– *By Ms. Ekta Baldodia (B.Ed I Year)*

Report on Virtual Placement Talk

A virtual placement talk was organised with the alumni – Ms. Sofiya, Ms. Harpreet, Ms. Yashika, Ms. Shafali, Ms. Poorvi ahuja, Ms. Shuchita Tuli, Ms. Harshita Arora and Ms. Jagriti on Google Meet for the final year students of B.Ed and B.El.Ed to answer their queries on future prospects after graduation. The alumni shared their experiences and challenges with the students. The talk included discussions on preparing a resume, appearing for a job interview, options for post-graduation, remote teaching and learning options available in the time of Covid-19. The session was very insightful and helpful for the students. – *By Ms. Jyotika Jain (B.El.Ed IV year)*

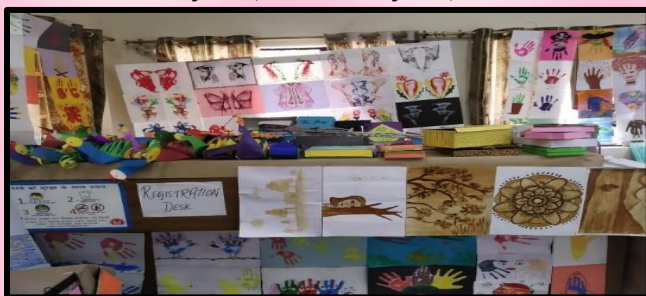
Art Exhibition by B.El.Ed I Year Students

On 12 February 2020, students of B.El.Ed I year organized art exhibition on the “JUNGLE SAFARI” under the guidance of Mr.Vijit Bhargava. The event was inaugurated by Dr Sadhna Sharma, Principal, SPM College for Women along with, honourable chief guests – Ekankshi Singh, theatre artist and a motivational speaker and, Dr Sulekha, a freelancer who has been engaged in the field of performing arts for a very long time. The exhibition showcased various artworks of the students like – doodling, pencil shading, coffee painting, puppet making, etc.



It received an overwhelming response. The Principal congratulated the students and lauded the efforts of the art teacher for the innovative work undertaken.

– By Ms. Smriti Balyan (B.El.Ed I year)



E-Farewell 2020



An online farewell event was organized on 16 May 2020 by the students of the Department of Education to bid adieu to the outgoing batches. This farewell was very special because it was the first-ever virtual farewell where everybody participated from their respective houses. The program commenced with the message delivered by Ms. Shivani Arora, Head of the Department. This was followed by video and audio messages from all the teachers of the department. The program also included a number of recorded performances by students such as – duet and group dances, role play and singing, etc. The event ended with the distribution of e-farewell cards made by the juniors for all the seniors. – By Ms. Gauri Tiwari (B.El.Ed III year)

कुछ इजाद करें, कल इस्तेमाल करें

Resource Centre Developed by Students of B.El.Ed IV Year

The resource room at SKV Avantika was developed by B.El.Ed interns – Ms. Saachi, Ms. Komal, Ms. Payal, Ms. Achint, Ms. Kavita, Ms. Bhawna and Ms. Soundarya. It was divided into various sections like – Environmental Studies, Maths, Language, Art and Craft, kids' corner and integrated environment corner. Environmental studies section included games on habitat, charts on parts of plants, models on animal shelter, caps, masks etc. Mathematics section included addition machine, division machine and multiplication games, place value charts and shapes and clock activities, etc.



Language section had many language games, activities on parts of speech and sentences in Hindi and English, poems, charts on various topics, word walls, fiction and non-fiction books, story folders and story calendars. The Art and Craft section contained things like – puppets, face masks, drawings, origami and other activities resources which were used to aid in the students' learning. The highlight of the resource room was the integrated environment section which aesthetically served the purpose of creating literacy and environmental awareness amongst the students. – By Ms. Saachi (B.El.Ed IV Year)



The resource room named as 'KHEL KHEL ME SIKHE' was developed by Ms. Sweta, Ms. Unnati, Ms. Payal, Ms. Garima, Ms. Anamika, Ms. Laxmi and Ms. Geeta at **SKV, Janakpuri, D-Block**. It aimed at integrated learning of all subjects. The resource room was divided into three corners – Language, Environmental studies and Mathematics.

For teaching Social Science concepts, the interns tried to include examples from children's environment such as – culture, festivals, food, community etc. with the help of modals, interesting activities, flashcards, puzzles, games, worksheets, experiments, charts, posters, etc. The language corner had fun activities, story composition, poems, tongue twisters, riddles, fun games, charts with worksheets. Moreover, different mathematical concepts were introduced with the help of activities, games, worksheets and charts in maths corner. Most of the resources were developed by recycling waste or unused material. In fact, all the resources were shared by the interns and were modified and adapted accordingly to their students' age groups and needs. – *By Ms. Geeta (B.El.Ed IV Year)*



The resource room of **SKV, Keshavpuram** was developed by Ms. Nikita Yadav, Ms. Apoorva Chand, Ms. Sanjana Mittal, Ms. Pooja Kumari, Ms. Sudha Sharma and Ms. Pooja Vishwal. They divided it into various fun and interesting corners like – Language, Maths, EVS, Children's corner, Experiments, Drama and Real life. However, the Real-life corner of the resource was one of the best and most well-thought out as it consisted of resources from the immediate surroundings of the learners such as – newspapers, wrappers, bills, leaves and a student's corner with NBT

Books. Therefore, a livelier and engaging classroom was established by creating familiar, authentic, print-rich environment for the learners. In addition, the materials used for developing resources were easily available, inexpensive and versatile enough to be used in any classroom set-up.

– *By Ms. Nikita Yadav (B.El.Ed IV Year)*

B.El.Ed interns Ms. Shivani Doonga, Ms. Pallavi Shukla, Ms. Gauri Diwedi, Ms. Swati Yadav, Ms. Kusumlata and Ms. Varsha Rajput developed a Resource room at **SKV, Moti Nagar**. Their vision behind the resource room was to provide students with numerous opportunities to learn through multifaceted perspectives. They divided their room into mathematics, science and, language corner along with a dedicated reading corner for children. The mathematics section consisted of materials such as – geoboards, smart chart puzzles, a variety of index cards, board games and, dice games to ensure joyful, fun learning. Similarly, the language corner included materials in both, Hindi and English, such as – slide and form (subject verb agreement), word formation spinner, picture books, board and language card games. In the EVS section, numerous flash cards, innovative models and ICT resources on the topics which were taught in teaching plans were placed. And the highlight of the resource room was the beautiful Solar System hanging from the ceiling fan.

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

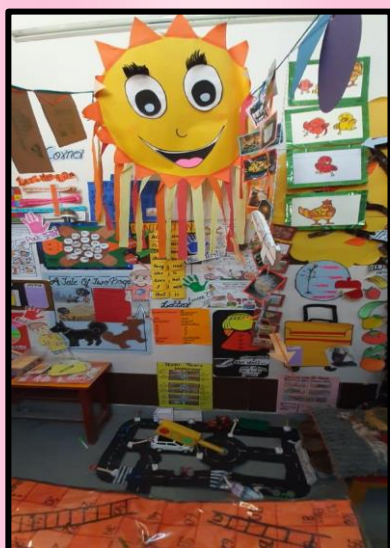




The resource room set up by Ms. Jyotika Jain, Ms. Ekta Tiwari, Ms. Bhavika Yadav, Ms. Anshu Siwarch, Ms. Jyoti and Ms. Deeksha at **SKV NO. 2, Punjabi Bagh** was categorically organised into 5 different sections, namely: language wall, EVS wall, maths wall, integrated resource material and experiment corner.

Language wall was further divided into different sections based on LSRW skills, parts of speech corner, vocabulary and grammar corner. EVS wall was divided on the basis of 6 themes suggested by NCF. Maths wall consisted of resources that would link learning of mathematics to everyday life of the students and help in building conceptual understanding of the subject. The Integrated resource material wall consisted of a library tree that contained more than 150 storybooks for the students to choose for themselves. Additionally, the resource room consisted of interdisciplinary material which was used in the classroom teaching. They envisioned the resource room as a learning space where students would interact with the material under teacher's supervision to further enhance their learning.

– *By Ms. Jyotika Jain (B.El.Ed IV Year)*



B.El.Ed interns – Ms. Isha Sharma, Ms. Divya, Ms. Nitu, Ms. Khushbu and Ms. Diksha Anjan set up a resource room at **SKV Ramesh Nagar** with an aim to make learning meaningful to their learners. The resource room was divided into the following sections – EVS Corner, Maths Club, Language hub, Experiment Corner, Teacher's Corner, Drama Corner and Be A Reader corner (for library books). EVS Corner covered all the themes of EVS as per NCERT. Maths Corner had resources which aided the learners' understanding of numbers and concepts through games such as – Snakes n Ladder, number games, etc. and, resource material on Number Operations, Symmetry (letters and alphabets), Shapes, Nets etc. Language Corner consisted of poems, jumbled story, story completion activities, and grammar games. In fact, students' work and drawings were also displayed in the resource room to develop a sense of ownership and belongingness. – *By Ms. Isha Sharma (B.El.Ed IV Year)*

The resource room named as 'The learning Hot-Spot', was prepared by Ms. Deepti, Ms. Drisha, Ms. Neha, Ms. Kirti, Ms. Priyanshi, Ms. Ritika and Ms. Santushti at **SKV, Rajouri Garden**. It followed a theme-wise progression towards the learning of all subjects and was divided into three corners – Language, EVS and Mathematics. For teaching of Social Science, integrated material such as – a Solar System model, culture model, water conservation chart, etc was built by the



interns. The language corner had as many as 20-25 story books which could be accessed by the children at any time. All the resources were collaboratively developed and shared by all the interns who modified and adapted them accordingly to their learners' needs and levels. Also, they developed creative and conceptual resources from reused material. – *By Ms. Santushti Nangia (B.El.Ed IV Year)*

समाजी मेल- जोल की झलक

Community Work Undertaken by Students of B.Ed Second Year

A group of students from B.Ed II year worked with the NGO called **Aaj Ki Awaz**, active in East Delhi. The NGO majorly dealt with the problems faced by people and ensure that people exercise and enjoy their fundamental rights. It also organizes awareness events and inform people about the upcoming Government schemes which may turn out to be helpful for them. The student volunteers worked with the NGO for 8 days and conducted a survey in Mangal Bazaar in Mandawali, East Delhi. The people living in Mandawali region primarily were from underprivileged background and



mostly worked as the vegetable-sellers, fruit-sellers or temporary shopkeepers in near-by areas. The questions asked in the survey ventured to find out if these people are aware of the basic public facilities available for them and, also, whether the schemes launched by Government are accessible to them or not. The community work provided an enriching experience to the student volunteers as they got a chance to interact and help people, thinking about their problems and also coming up with the plausible solutions.

– **By Ms. Varsha Gautam (B.Ed II Year)**



Six students from B.Ed II Year volunteered at an NGO called **Shikshalaya** located in New Moti Nagar, New Delhi, as a part of the School Experience Program 2019-2020. Established under the initiative of 'Soch India', the NGO strives to provide support to children from underprivileged backgrounds in all endeavours of their life. **Shikshalaya** accommodates around 35-40 students who reside in the neighbouring areas and study in the nearby schools. It tries to provide educational support to the children and also aims to hone their individual talents in the spheres of dance, music, arts, etc. Teachers have been appointed for the children along with the student volunteers who form small groups of students belonging to the same classes and then proceed to teach them the required lessons and concepts. With the help of this organisation, the student-volunteers got the chance to contribute to the lives to these children in a meaningful way.

– **By Ms. Madhurima Sarkar (B.Ed II Year)**

Six students from B.Ed II year volunteered at **Arya Gurukul** as a part of their internship program from 18-27 December 2019. **Arya Gurukul** works on the inspiration and legacy of Maharishi Dayanand Saraswati, who is known for his revolutionary ideas and developmental thoughts. This institution has helped improve lives of hundreds of children from tribal areas. The student-volunteers were given the task of tutoring students from grade VI to X, for 2-3 hours per day for the duration of 8 days. The volunteers tutored students as per the area of their expertise. They were also awarded a certificate of participation and appreciation for their work at the end of the community work program.

– **By Ms. Nidhi Soni (B.Ed II Year)**



Few B.Ed II year students undertook community work at an organization called **Harijan Sevak Sangh**. The organization was founded by Mahatma Gandhi in 1932 and its headquarters are located in Gandhi Ashram, Kingsway Camp. With the help of this organization, the interns got an opportunity to observe and understand the Gandhian way of life in its true sense. They also got the opportunity to teach the students of the co-ed residential school of this organization. After students left for their homes in lieu of winter break, interns undertook the work pertaining to several other departments such as – the library, family Counselling unit, yoga centre and naturopathy unit. The work ranged from watering the plants in the campus to working as invigilators in an exam conducted by naturopathy department. In library, their work involved – cleaning, classification and shelving (arranging in correct order) of the books. Through these experiences, the interns got an opportunity to understand the functioning of various aspects of the organization. – **By Ms. Megha Khemani (B.Ed II Year)**



As a part of school experience programme (SEP), a group of students from B.Ed II year went to the NGO called **Sai Sanskar Foundation**. This foundation aims at providing children from under-privileged class, a holistic development with – good education, moral values, love and affection, so that they grow up to become independent and better human beings in life. The interns undertook community work for a duration of 8 days, from 11-21 December 2019. They worked towards helping students coming from nearby slum areas and become a part of several initiatives such as Padhai Likhai, Achhe Sanskar, and Hunar Pradharshan. They were able to be a part of various activities such as Christmas Day arrangements and celebrations, action rhymes, card making etc. The NGO provided a very motivating, inclusive and accommodating environment to its learners, teachers and student-interns.

– **By Ms. Mahima Baranwal (B.Ed II Year)**



B.Ed II year students Ms. Nikita, Ms. Ritu, Ms. Anju, Ms. Manisha and Ms. Tanya worked with an NGO called **Manavta**. It is a Delhi based NGO which conducts spot fixing through cleanliness drives, native tree plantation and various other awareness programs. The group started their community work from 28 December 2019. They participated in the cleanliness and awareness drives conducted by the NGO in its the nearby areas and worked along with other volunteers to raise awareness amongst the residents, also involving them in the cleanliness drives. One of the drives conducted in Poochanpur village was very successful as the women and the children of that village participated enthusiastically in the drive.

– **By Ms. Ritu Sharma (B.Ed II Year)**

As a part of the School Experience Programme, a group of students from B.Ed II year worked with an NGO called **Saraj Foundation**, that works primarily in the slum areas of Kirti Nagar. The NGO runs an initiative called 'Mission Shakti' and works for 'Mission Pratibha' in collaboration with another NGO, **Pehchan**. Under 'Mission Shakti', the focus of **Saraj Foundation**, is on spreading awareness and providing educational and livelihood opportunities to women. The role of the student-volunteers under 'Mission Shakti' was to sensitize women about various issues that are relevant to their lives, such as, female hygiene, employment and career opportunities, government schemes etc.



Under 'Mission Pratibha', the focus was on encouraging children of different age groups to explore their talents. Through **Saraj Foundation**, the student-volunteers also got an opportunity, to work with **Pehchan** and they further worked and taught the children living in the slums of Indraprastha.

– By Ms. Shruti Mishra (B.Ed II year)

#CopingUp is the revamped version of #EduSelfie, which includes selfies and memes! In this special issue on Online Education, we bring to you the pictures of the Department of Education (SPMC) students with the things, people or activities that helped them cope up with the digital fatigue, screen burnout and all the technical difficulties, stress caused due to online classes and lockdown! As a bonus, we also bring to you the best and the most relatable memes about Online Education which made us laugh! So, move on to the next pages and get inspired to indulge in things that might help you to *cope up or laugh and meme through the pandemic blues!*

#CopingUpByGardening

#eduselfie



I'm a proud plant parent!

- Charu Gakhar
B.Ed IV year

#CopingUpWithLaado

#Eduselfie



I can never get angry on her

Jhilmil Sehrawat (B.El.Ed II year)

#CopingUpByCooking

#Eduselfie



Sara (B.El.Ed)



Surbhi Kanan (B.El.Ed II year)

#enjoyingthe
momentwithsis

#eduselfie



Khushbu Verma (B.El.Ed II year)

#CopingUpByOnlineTeaching

#Eduselfie



Nikita Yadav (B.El.Ed IV year)

Making videos for my Spanish Youtube Channel

#CopingUpByReading

#Eduselfie



Shilpa Payasi
B.Ed (1st year)

#copingupbybaking



Smriti Balyan (B.El.Ed)

#eduselfie

#COPINGUPBYPAINTING

#EDUSELFIE



Roopam Maheshwari (B.Ed II year)

#copingupbyplaying

#eduselfie



Shivani Gupta (B.El.Ed III year)

#CopingUpWithIndoorGames



Nikita Yadav (B.El.Ed IV year)

@Aaradhita

"Painting is silent poetry"
And that precisely what gives me tranquillity. Painting
has kept me sane during these gruelling times.
My journey through Covid has been beautiful and
colorful with the canvas.

Teachers B.C. : being a YouTuber is not a viable career path. No one is going to pay you to record videos and be online all day.

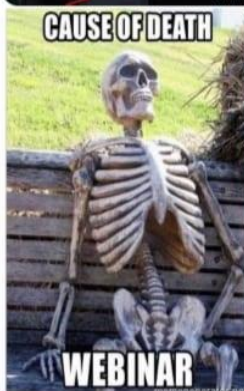


B.C. - the era Before Corona

"HOW WAS ONLINE TEACHING?"



After attending 6 hours of back to back online classes and submitting 2 assignments:



"How was the online class? What did you get from it?"

Me:



All the teachers after the online lessons.



When the teacher asks me to switch on the camera for attendance



When your classmate forgets to mute and you hear how they talk at home



Teacher on Zoom: "Can everyone turn on their cameras?"

Me at that exact moment:



name a better duo. I'll wait.



Me sitting through online lectures with a bad connection



Rushing to complete overdue assignments knowing that the OBEs begin in almost two weeks:



Me sleeping during online class while the teacher is taking a graded quiz:



Take notes in an online class

Take screenshots of the screen

Mom: how's school going

Me:



The teachers impressed with regular attendance in online classes, assuming that students understand everything.

Students:



That part is a little Dramatic

Editorial Team

B.El.Ed I Year: Ms. Smriti Balyan, Ms. Sana

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

B.El.Ed III Year: Ms. Charu Ghakar, Ms.
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Payasi, Ms. Tenzin Norzam

B.Ed II Year: Ms. Nidhi Soni, Ms. Megha
Khemani

Creative Editor: Ms. Swati Aggarwal (B.Ed I year)

Guest Interview: Dr Gagandeep Bajaj

Teacher Coordinators: Dr Veena Kapur

Ms. Nidhi Seth

Contact Details

Shyama Prasad Mukherji College for Women

(University of Delhi)

Road No. 57, Punjabi Bagh (W)

New Delhi- 110026

Website: www.spm.du.ac.in

E-mail: spmcollegedu@gmail.com,
beeled.spmc@gmail.com