



Vidya Vikas Education Trust's

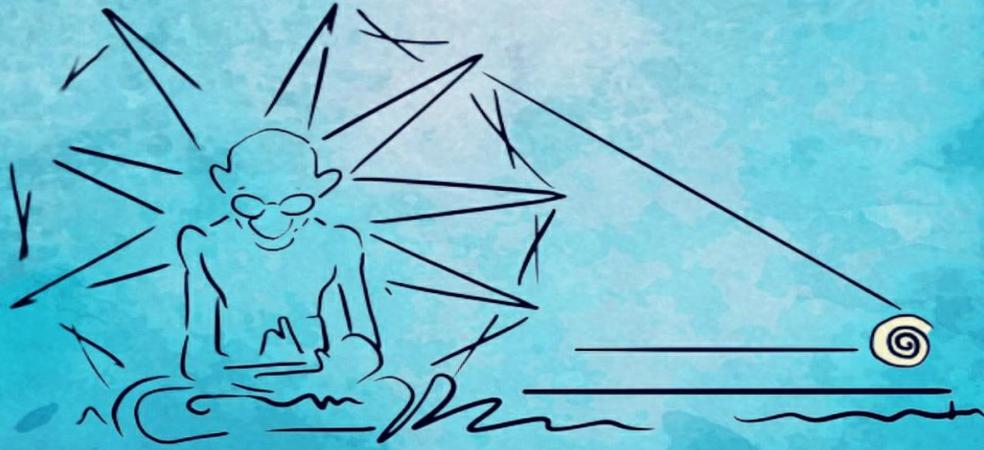
THE LORD'S UNIVERSAL OF COLLEGE OF EDUCATION

(Linguistic Gujrati Minority Institution Affiliated to Mumbai University, Recognized by NCTE)

# જાણે Soch

2018-2019

Vol. II



**A Tribute to Bapuji on His 150th Birth Anniversary**

*"By education, I mean an all-round drawing of the best in child and man in body, mind and spirit."*

**The Lords Universal College of Education  
(2018-2019)**

# **EDITORIAL TEAM**

## **Patron**

Mr. Jesus Lall

## **Principal**

Dr. Savita Manchekar

## **Editors**

Asst. Prof. Sonali Singh, Asst. Prof. Soma Guha

## **Students Editors**

Ms. Priya Trivedi, Ms. Kavita Pachpor, Ms. Foram Shah,  
Ms. Jasmine Lopes, Ms. Rinky Das, Ms. Jyoti Rathod

## **Advisory Committee**

Asst. Prof. Dr. Deepa Savalani, Asst. Prof. Dr. Shashikala,  
Asst. Prof. Mrs. Swati Sharma, Asst. Prof. Dr. Nikita Rathod  
Asst. Prof. Bhindya Ramachandran

## **Support Staff (Non-teaching)**

Ms. Lalita Uplori

## **Cover page designed by**

Ilhaam Motlekar, Student Teacher Batch- 2018-2020

## **Back Cover designed by**

Asst. Prof. Bhindya Ramachandran

*"An ounce of practice is worth more than tons of preaching."*

**The Lords Universal College of Education  
(2018-2019)**

## **PATRON'S MESSAGE**

Dear Students,

You are entering the next phase of your academic life. These years will be the turning point of your career. Your efforts during the current year will help you to propel your career. We, at Universal Education, are determined to empower you and to help you stay focused in your efforts to achieve your best. In addition to excellence in academics in the classroom, we are looking at providing a hands-on experience that will help you to consolidate learning. We have put together a package based on the stream and the class you are pursuing.

Our intention is to make our students competent human beings and not merely degree holders. Sports, dance, music and art and activities of social responsibility should become an integral part of your daily lives. We believe that participating in various competitions and practicing for the same will keep your interest alive and keep you agile mentally and physically.

We would like to take this opportunity to invite everyone individually, and in groups to approach your Principal for planning these activities and begin early practice sessions. Our team will be ready to offer you required support wherever necessary. We are happy to engage special coaches/ trainers for you, should we see serious amounts of dedication and interest in your endeavors. Wishing you every success.



**Mr. Jesus Lall**

*“The aim of a university education should be to turn out true servants of the people”.*

**The Lords Universal College of Education  
(2018-2019)**

## **VISION OF THE INSTITUTION**

To create a culture of excellence in teacher education conducive to produce facilitators of learning recognized as creative, globally competent, technologically sound, critically reflective, research oriented and sensitive towards the needs of uniquely abled individuals of the society.

## **MISSION STATEMENT**

To provide latest ICT enabled learning environment for capacity building of student-teachers by

- Developing research skills through inquiry based educational activities;
- Sensitizing about right attitude, values and beliefs required to mould young minds and build respectful relationship with them by organizing value based co-curricular activities;
- Motivating to contribute and lead diverse..... societies through community outreach programmes.

*“The difference between what we do and what we are capable of doing would suffice to solve most of the world’s problems”.*

## FROM THE EDITOR'S DESK

Welcome to the second edition of the annual magazine “Nai Soch” of The Lord’s Universal College of Education. We are really proud and exuberant to acclaim that we are ready with all new hopes and hues to bring out the second issue which surely will unfurl the unraveled world of the most memorable and precious moments of the college.

The magazine is to be viewed as a launch pad for the student teacher’s creative urges to grow naturally. As the saying goes, ‘Mind, like parachute works best when opened’. This humble initiative is to set the matured minds free, allowing them to roam liberated in the realm of imagination and experience to create a world of beauty in words. The enthusiastic write ups of our student teachers are unquestionably sufficient to hold the interest and admiration of the readers.

The magazine also espouses the reflection of our achievements which is the epitome of the magazine. It showcases deliberate changes done in educational practices and also sensitizing student-teachers to contribute meaningfully to the needs of the society. It also will prove as a platform for literary expressions, and recognition to all the achievers in the academic and extracurricular activities that help to strengthen the internal bonding amongst students whom we fondly term as LUCEites from all batches as one family. These alumni are going to experience a trip down the memory lane through a special section devoted to the photo Gallery that includes photo memories of the batches right from the inception of the Institution till today.

We tried our best to accommodate all the deserving articles and poems into the magazine with the hope that the second edition of Nai Soch will set the bar higher with its interesting and novel material which will certainly overwhelm the readers. We would be highly delighted to receive your valuable feedback for motivation and self-retrospection.

Staff Editors

Asst. Prof. Ms.Sonali Singh,

Asst. Prof. Ms.Soma Guha

*“Happiness is when what you think, what you say, and what you do are in harmony.”*

**The Lords Universal College of Education  
(2018-2019)**

# **INSTITUTION'S UNIQUE SELLING POINTS (USP)**

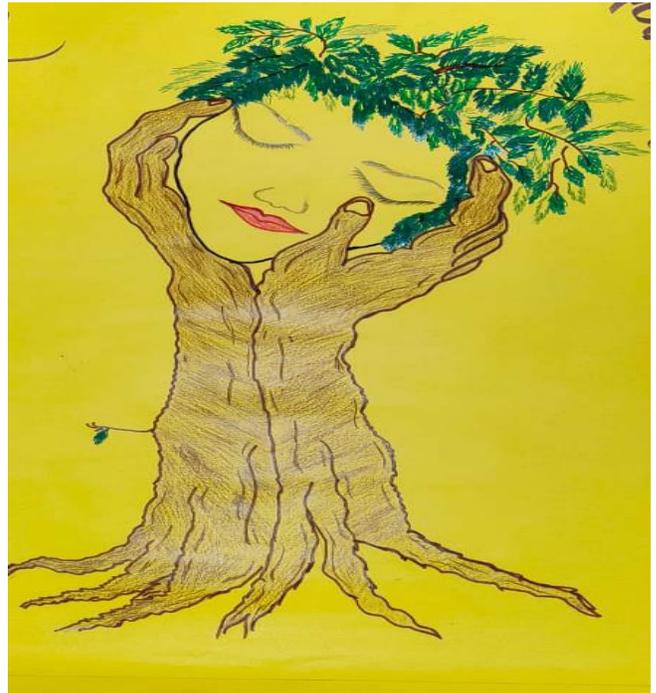
*“First they ignore you, then they laugh at you, then they fight you, then you win.”*

**The Lords Universal College of Education  
(2018-2019)**

## Theme Based Assembly (TBA)

In the pursuit of our vision and mission different activities are conducted throughout LUCE has started with Theme Based Assembly from the academic year 2017-2018. In the year 2018-19, TBA was re-designed to make it more meaningful and also to sensitize students about their social responsibilities.

The students are given the themes based on the significance of the week in the form of National/International days, social concerns, remembering of great personalities etc. Some of the theme which has been planned is: Freedom v/s slavery in free India, Inclusion for mainstreaming, and Develop Nature For our Future, Following Gandhian philosophy as global teachers, Inspiring students to read and many more. The students are provided with one-week time to conduct varied activities in the social environment or in schools during Internship depending upon the theme selected and the students' academic activities. For all these themes they made ICT based resources like- Power Point Presentation (PPT), Videos and Piktochart, performed role play, conducted exhibitions, organize awareness drives and campaigns.



*Poster By: Kajal Maurya*

Once this is done then on weekend mostly Saturday one full lecture is devoted for TBA and students in groups perform assembly and share their week long activities to the fellow students based on the themes in the form of presentations, role-play, and dramatization.

*“Knowledge gained through experience is far superior and many times more useful than bookish knowledge.”*



**In the year 2018-2019, following themes have been covered:**

|   |   |   |
|---|---|---|
| ➤ Significance of Ramzan  | ➤ Calamity Control  | ➤ Preserve forest: Be nature loveliest                                    |
| ➤ Love thy Nature   | ➤ Colour Psychology   | ➤ Nonviolence   |
| ➤ World Population Day  | ➤ Audio visual Heritage   | ➤ Nurture the Nature  |
| ➤ Guru Purnima  | ➤ Best out of waste   | ➤ Religious tolerance   |
| ➤ Women Freedom Fighters  | ➤ Learner centered education  | ➤ Service to man is service to God  |
| ➤ Women Achievers (women writers)   | ➤ Secular Education for Social Emancipation                               | ➤ Holi: the beginning of spring season                                    |
| ➤ Intensifying the feeling of Nationalism among civilians                               | ➤ Celebration of International Women's Day                                | ➤ Effective Self-regulation leads to high self-efficacy                   |
| ➤ Appreciating the beauty of poetry- paying tribute to Late Shri Atal Bihari Vajpayeeji | ➤ Women Achievers (Contribution for women in education)                   | ➤ Problems and challenges observed in schools and colleges                |
| ➤ My perspective about Nations Independence   | ➤ Prevention is better than cure  | ➤ India and secularism in the context of equal treatment to all religions |
| ➤ Creating awareness about environment friendly ways to celebrate festivals             | ➤ Removing barriers to create an inclusive and accessible society for all | ➤ Scientific awareness encouragement in community                         |
| ➤ Dignity of labor  | ➤ Students Expectations from Teachers                                     | ➤ Relevance of Gandhian Philosophy in the present time                    |

*“Greatness of a nation and its moral progress can be judged by the way its animals are treated.”*

## **Research Centered Curriculum**

“All undergraduate students in all higher Institution should experience learning through and about research and inquiry.”

*Healey and Jenkins2003*

Institution believes that learning through inquiry contributes in developing research skills and thereby making learning more meaningful. The course content in the syllabus has in-built elements of research activities spread throughout. However, going beyond prescribed syllabus, institution strives for training students for research informed teaching-learning practices keeping following objectives in mind:

- To develop inquiry skills through curricular and extracurricular activities;
- To develop skills to review other’s researches
- To develop an understanding of doing research

### **Curriculum Transaction:**

The entire curriculum is researched by teaching staff through brainstorming to identify the connects and correlations between the theory papers and also between theory and practicum. This helps the teacher to avoid unnecessary repetition due to overlapping and make curriculum transaction more meaningful and holistic in nature.

### **Facilitating learning of the syllabus course through inquiry:**

Staff use different research-based strategies and methods like the flipped classroom, Cooperative learning, and other problem-based learning, seminars etc. that requires lot of inquiry to the problem or challenge posed. Such contextual learning helps student-teachers to develop an understanding of the content through self-inquiry and also to use it in their practice-teaching.

Different workshops conducted for students culminate in the product based on their understanding. This ensures application of theory in developing learning resources, presentations. During Practice teaching students create their reflective diaries on the observations made on curricular and co-curricular activities carried out in schools. This data is used to identify the hidden curriculum of each school that is implemented to realize its vision. The interviews taken in the school of children of special abilities are collated by teachers and common characteristics and efforts that schools take towards their better inclusion are analyzed.

*“Service which is rendered without joy helps neither the servant nor the served.”*

Students are exposed to research related activities as follows:

**Research Article Reading in Theme based Assembly:** Institution provides sufficient encouragement to students to study research article from the library related to the theme and presenting it in the assembly. Reflective discussion follows after the presentation. The group writes the report of the entire session and submits to the college.

The entire process thus makes them familiar with the research language, format of conducting and reporting.

**Action research:** student conducts an action research on the felt need in school by following all the steps of the research required, writes the report and presents in the college in the form of Viva-voce. Institution has converted this university required activity into a **co-research project** whereby staff and the group of students are involved in the action research. For example, brainstorming the theme and questionnaire is developed and the implementation takes place on an individual level at different allotted schools. Students carry out analysis and interpretation on the individually collected data and complete the task.

Teacher's contribution in the research is in the preparation stage and then combining the data of all the students to carry out analysis on a different level.

Students are given opportunities to participate and present research paper in other institution. Students' research reports are published on the college website.

**Research activities by teaching faculty:**

Teacher educators of the Institution too are active in research practices in the following ways:

- Pursuing Ph.D.
- Writing research papers for seminars, journals

**Value Added courses:**

Institution offers value added courses like, YOGA training, Phonetic etc. which are well researched by using need analysis, testing students' achievement levels through feedback and achievement tests so as to keep the scope open for further improvement.



**Co-curricular activities**

Most of the co-curricular activities and competitions, guest lectures are analyzed through feedback given by the students and participants.

- Analyzing feedbacks on every activities for further improvement
  - Collating students' action research data into mega data to use as need survey and convert into research paper
- 30 Hour Yoga Course*

**ICT enabled Educational Practices**

Information and Communication technology is here to stay with its dynamic nature. This requires all the educational set ups to create the competitive working culture to face the

challenges of latest technology related knowhow.

Institution has taken up the challenge to train student teachers in ICT enabled teaching-learning practices through direct and indirect learning experiences by keeping following objectives in line with its vision:

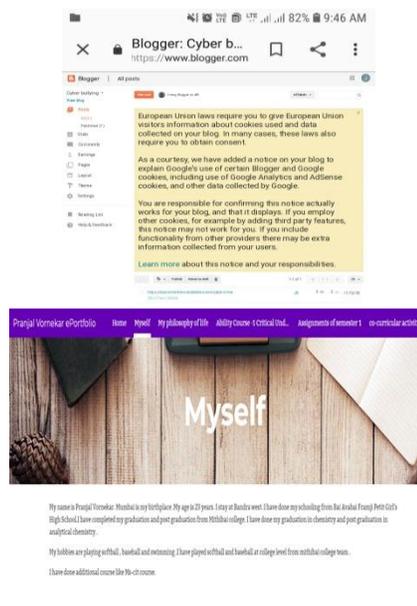
- To design ICT enabled teacher education practices to enhance ICT related competencies in student-teachers.
- To train student-teachers to use easily available and cost effective web page creation tool, wiki like Google site, BLOGS, etc. to create and design own website and learning materials.
- To develop research skills using ICT tools like online survey form

Revised B.Ed. syllabus demands the integration of computer technology in all the courses. In addition, it includes a workshop based course on Enhancing Professional Competencies in critical understanding of ICT in education. Institution is well equipped with the ICT enabled infrastructure. The Universal Group of education has a separate IT department that caters to the technology

related requirements of the educational institutions

The campus of the Institution is fully WIFI enabled with a computer lab having the capacity of around forty laptops. The lecture halls are equipped with LCD projectors and smart boards. Few computers are dedicated to students for completing their assignments or for practice purpose. All the staff members are provided with the personal computers at their desks. The office and library is equipped with

the management Information system (APPLANE) Institution, strives to make the ICT training prescribed in the syllabus more meaningful and product based that can be applied throughout the curriculum and beyond it.



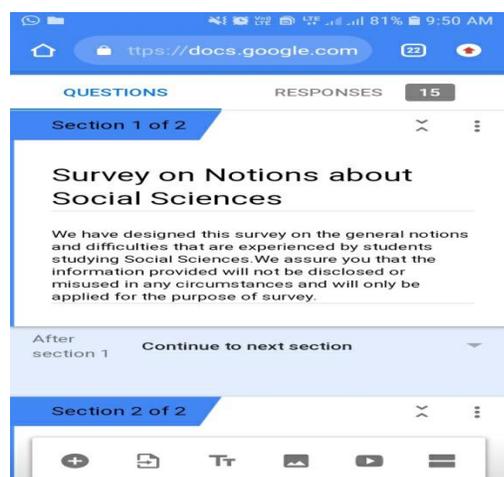
### *Blog and ePortfolio*

Most of the assignments given in the courses are completed by using the latest mobile and computer technology, like Whatsapp, e-mail, document sharing, BLOGs, survey forms etc. In-house workshop is conducted to train students in creating and using learning management system, BLOG, Document Sharing, e-portfolio etc. The students learnt to create blogs current issues that are caused by the misuse of ICT. In that they studied few cases, discussed on ways to keep an individual safe on the web etc. The students worked on LMS (Edmodo), some students acted as teachers in that simulated environment and some as learners. It was an effort to give them the experience of using LMS the right way.

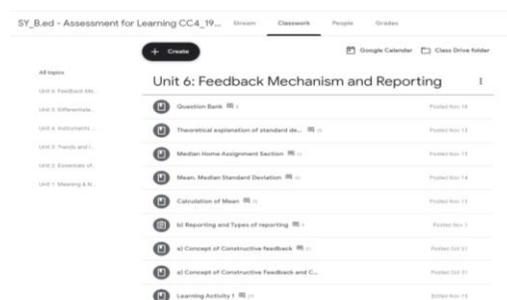
The Students created e-portfolio as part of the ICT workshop. The students upload document about their participation in every curricular as well as co-curricular in their e-portfolio.

Apart from it, students made e-brochure and pamphlets for creating awareness among the women, children living in their vicinity about sexual harassment, child abuse, good touch and bad touch, laws to protect the rights of the victims in their . A survey was also conducted by our students from the women living in their vicinity. This was part of the community outreach program organized by the institute.

Action research is part of students’ practical work. Students use online survey forms to collect data for the same. They are encouraged to use the learning strategies like flipped classroom, Cooperative learning or any other constructivist approach where such resources can be used to facilitate learning.



Google survey



Google Classroom

Using Piktochart software students developed text graphics for spreading awareness through cleanliness drive in the surrounding area as part of Institution’s community outreach programme. Guest lecture using Online webinars, video sessions are organized for students to avail expertise in the virtual set-up.

Institution encourages Staff members and students to take up online courses i.e. MOOC as part of their professional growth on varied topics. Students are encouraged to take up online courses offered by Department of life long and extension (DLLE) of Mumbai University.

Students were trained in software like storybird, Puzzle which they used during their Internship as instructional material and also during community work to make pamphlets in creating awareness on social issues and topics of concern.

Students are trained in different software like Piktochart, flippity, storm board etc. to create learning resources to use in their practice teaching.

*“The emphasis laid on the principle of spending every minute of one’s life usefully is the best education for citizenship.”*

Course Discussion Progress Notes

Course Progress for  
'PranjalRajanVornekar'  
(pranjalvornekar@gmail.com)

Your certificate is  
available  
You've earned a certificate  
for this course.

View  
Certificate



VERIFIED  
CERTIFICATE of ACHIEVEMENT  
CATALYST

This is to certify that

**Pranjal Rajadatta  
Vornekar**

successfully completed and received a passing  
grade in

**DIV1x: Communication  
Skills for Bridging Divides**

a course of study offered by CatalystX, an  
online learning initiative of Catalyst Inc..

*Tolonda M. Tolbert*  
Tolonda M. Tolbert, PhD

Senior Director, Inclusive Leadership Initiative and



*Peer Resource Person: Ms. Jasmine Lopes*



*Peer Resource Person: Ms. Kajal Thathagar*

*MOOC Certificate course*



*Peer Resource Person: Ms. Heeloni Gada*

*“If we are to teach real peace in this world,  
and if we are to carry on a real war against  
war, we shall have to begin with the  
children”.*

## COMMUNITY WORK

Community work is a planned process to mobilize communities to use their own social structures and resources to address their own problems and achieve their own objectives. Community work focuses on participation and fosters empowerment, emancipation and change through collective action. Community service for pre-service teacher is an opportunity for direct experience to train themselves for inclusive classes by knowing the characteristics of children with special needs for better learning. It also aims to develop the values like empathy, patience, tolerance and better communication skills required for the children with special needs. This programme enhanced the understanding of prospective teachers on inclusion of children with special abilities into the mainstream schools.

*“I will not let anyone walk through my mind with their dirty feet.”*

**The Lords Universal College of Education  
(2018-2019)**

LUCE celebrated Gandhian philosophy week and organized cleanliness drive to Marve beach. Students provided their services at the following centers:-

Cheshire Homes, Punarvas center and Prayas NGO.



*Marve Beach Cleaning*

Continuous community service is done in municipal schools and with social organization like 'Prayas' that educates street children using available human resources. Our students regularly on the rotation basis contribute in the organization's venture and their work is acknowledged through certificates awarded after completing at least 30 hours of service.

Campaigns and drives to create awareness about social issues like Swachhata Mohim, tree plantation, parent education on saving young children from abuse, Digital literacy, women empowerment etc. are organized as part of our contribution to the Government's policy implementation for social upliftment. These activities are carried out by students who show wholehearted involvement for the service of the society. Institution's anti-ragging committee and women cell, Extension work departments are active throughout the year and implement varied programmes and drives for training students towards their social responsibilities. The Institution helps the community by promptly responding to the appeal of BMC schools who face shortage of teachers send students as and when required.

*"Education which does not mold character is absolutely worthless".*

## **PILLARS OF STRENGTH**



*“Glory lies in the attempt to reach one’s goal and not in reaching it.”*

**The Lords Universal College of Education  
(2018-2019)**

# PROFESSIONAL PERFORMANCE OF STAFF MEMBERS

| <b>Staff Professional Performance</b> |  |
|---------------------------------------|--|
| <i>Name of The Faculty</i>            |  |
| <b>Dr. Deepa Savalani</b>             | <ul style="list-style-type: none"> <li>● Awarded Ph.D. in Education</li> <li>● Presented and published a paper titled " A Study of B.Ed. Students' Attitude towards Applicability of Edmodo: A Learning Resource" in An Interdisciplinary International Conference On "Innovative Teaching Learning Practices in Higher Education" at Nirmala Institute of Education, Panaji, Goa on 16th of August 2018.</li> <li>● Presented and published a paper titled " A Study of B.Ed. Students' Attitude towards Applicability of Edmodo: A Learning Resource" in An Interdisciplinary International Conference On "Innovative Teaching Learning Practices in Higher Education" at Nirmala Institute of Education, Panaji, Goa on 16th of August 2018.</li> <li>● Conducted two days workshop as a Resource person on "Critical Understanding of ICT" at Gandhi Shishan Bhavan's Smt. Surajba College of Education on 29th and 30th November,2018.</li> <li>● Presented a paper titled "Effectiveness of Webquest Programme in English Language for Developing Critical Thinking Skills, Goal Orientation and Learning Strategies among Secondary School Students" in 12th Doctoral Thesis Conference Organised by ICFAI Business School (IBS), Hyderabad with Indira Gandhi Institute of Development Research (IGIDR), and Mumbai on 18-19 April, 2019.</li> <li>● Presented a paper titled "Effectiveness of Webquest Programme in English Language for Developing Critical Thinking Skills, Goal Orientation and Learning Strategies among Secondary School Students" in 12th Doctoral Thesis Conference Organised by ICFAI</li> </ul> |

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|---------------------------------|--|
|                                 | <p>Business School (IBS), Hyderabad with Indira Gandhi Institute of Development Research (IGIDR), Mumbai on 18-19 April, 2019</p>  |
| <p><b>Mrs. Sonali Singh</b></p> | <ul style="list-style-type: none"> <li>● Attended a one week training programme from 16th to 22nd July,2018 for IQAC coordinators at University of Mumbai</li> <li>● Presented a paper in the International conference on "Innovative Teaching Learning Practices in Higher education" at Nirmala Institute of Education, Panaji, Goa on 16th of August 2018</li> <li>● Presented a paper at the National conference on Women Empowerment and Education at the Department of Education Mumbai University on 1st Oct, 2019</li> <li>● Attended a talk by International experts on "Israel /palestine conflicts" and "Free Speech" at Kapila Khandvala College on 7th Jan,2019</li> <li>● Attended a National level seminar cum workshop on Academic Writing at Kapila Khandvala College on 14th -16th March,2019</li> <li>● Attended a National level seminar on "Remembering the Mahatma-Epitome of Humanism" at Smt.Surajba College of Education on 30th Jan, 2019.</li> <li>● Presented a paper at the National Level Seminar on Ethical Education in the Present Scenario- Integration in the Curriculum' at LUCE on 17th April,2019</li> <li>● Presented and published a paper in State level Seminar on Contribution of women in Nation building: "Creating the momentum for social inclusion" at Lords Universal College of Education on 10th March 2018</li> <li>● Completed six weeks Swayam course on Education in Contemporary India</li> <li>● Participated in the three day Workshop-cum -training on "Preparation of SSR and Data Filling in SSR under Revised Norms by NAAC.</li> <li>● Organized and Conducted a 30 hours workshop on content analysis and Lesson plan for Degree College Teachers</li> </ul> |

|                              |   |
|------------------------------|---|
|                              | <ul style="list-style-type: none"> <li>● Participated in One Day Workshop on "Nai Talim Through Experiential Learning" held on 10th April,2019 at GSB's Smt. Surajba College of Education</li> </ul>  |
| <p><b>Mrs. Soma Guha</b></p> | <ul style="list-style-type: none"> <li>● Presented and published a paper in State level Seminar on Contribution of women in Nation building: "Creating the momentum for social inclusion" at Lords Universal College of Education on 10th March 2018</li> <li>● Presented and published a paper in International Conference on "Global Advancements In Women Studies " on 17th March 2018 at GSB's Surajba College of Education</li> <li>● Presented a paper in the International conference on "Made in India Campaign - A Catalyst for change" at Nirmala Institute of Education, Panaji, Goa on 16th of August 2018</li> <li>● Appointed as one of Judge for Regional Science Exhibition organized at M.H.Chogle Vidyalaya Secondary Section on 13th December,2018</li> <li>● Qualified MU PET in Education</li> <li>● Organised National Level Seminar on Ethical Education in the Present Scenario- Integration in the Curriculum'</li> <li>● Presented a paper at the National Level Seminar on Ethical Education in the Present Scenario- Integration in the Curriculum' at LUCE on 17th April,2019</li> <li>● Conducted a workshop on Flipped Classroom Model for Junior College Teachers at Lords Junior College</li> <li>● Conducted a workshop on Cooperative Learning Strategies for Junior College Teachers at Vidya Vikas Junior College</li> <li>● Conducted B.Ed. promotion program in VVUC</li> <li>● Organized and Conducted a 30 hours workshop on content analysis and Lesson plan for Degree College Teachers</li> <li>● Presented a paper in the National Level Seminar on Environmental Protection - An Avenue for Better Tomorrow, 23rd - 25th September, 2019 at Seva Sadan College of Education.</li> <li>● Presented a paper in the National Level Seminar on <b>Teacher's in the Learner's Seat: Applying Digital Learning Resources</b> for</li> </ul> |

|                                    |  |
|------------------------------------|--|
|                                    | <p>21st Century Digital Student - 21st December 2019 at Thakur Shyamnarayan College of Education</p>   |
| <p><b>Dr. Shashikala Yadav</b></p> | <ul style="list-style-type: none"> <li>● Awarded Ph.D. in Education</li> <li>● Presented and published a paper titled " A Study of B.Ed. Students' Attitude towards Applicability of Edmodo: A Learning Resource" in An Interdisciplinary International Conference On "Innovative Teaching Learning Practices in Higher Education" at Nirmala Institute of Education, Panaji, Goa on 16th of August 2018.</li> <li>● Presented a paper titled "Development of Curriculum in Ethical Education for B.Ed Teacher Trainees" in National Level Seminar on "Ethical Education in Present Scenario - Integration in the Curriculum" at The Lord's Universal College of Education on 17th April,2019.</li> <li>● Participated in One Day Workshop on "Gandhiji's Nai Talim Based Experiential Learning" held on 25th September 2019 at Thakur Shyamnarayan College of Education &amp; Research.</li> <li>● Presented a paper titled " Development of Life Skill Programme for Adolescent Students and Study its Effect on their Mental Health and Academic Achievement" on 12th Doctoral Thesis Conference" at IBS Hyderabad, on 18-19 April, 2019</li> </ul> |
| <p><b>Mrs. Swati Sharma</b></p>    | <ul style="list-style-type: none"> <li>● Participated in One Day Workshop on "Assessment Methodology Under Revised Norms By NAAC on 22nd June 2019 organized by MAMEI and SES's L.S.RAHEJA COLLEGE OF ARTS AND COMMERCE</li> <li>● Participated in First Term Training program for Extension Work Teachers &amp; Student Managers on 2nd July,2019 at B.L.Amlani College of Commerce and Economics</li> <li>● Participated in Second Term Training program for Extension Work Teachers &amp; Student Managers at Vidyapeeth Vidyarthi Bhavan on 15th December,2018</li> </ul>  |

|                                 |  |
|---------------------------------|--|
|                                 | <ul style="list-style-type: none"> <li>● Appointed as one of Judge for Regional Science Exhibition organized at M.H.Chogle Vidyalaya Secondary Section on 13th December,2018</li> <li>● Participated in Annual Extension Activities (Community Work) related to Values of National Integration,Secularism,Democracy during the Academic Year 16 February 2019</li> <li>● Presented a paper in the International conference on "Made in India Campaign - A Catalyst for change" at Nirmala Institute of Education, Panaji, Goa on 16th of August 2018</li> <li>● Presented a Paper titled "Restructuring Education Through Gandhian Philosophy and Thoughts" in One Day Interdisciplinary National level seminar on "Remembering the Mahatma- Epitome of Humanism" at Smt.Surajba College of Education on 30th Jan,2019</li> <li>● Participated in One Day Workshop on "Nai Talim Through Experiential Learning" held on 10th April,2019 at GSB's Smt. Surajba College of Education</li> <li>● Participated in the three day Workshop-cum -training on "Preparation of SSR and Data Filling in SSR under Revised Norms by NAAC.</li> <li>● Presented a paper at the National Level Seminar on Ethical Education in the Present Scenario- Integration in the Curriculum' at LUCE on 17th April,2019</li> </ul> |
| <p><b>Dr. Nikita Rathod</b></p> | <ul style="list-style-type: none"> <li>● Presented a paper at the National Level Seminar on Ethical Education in the Present Scenario- Integration in the Curriculum' at LUCE on 17th April,2019</li> <li>● Attended a National level seminar cum workshop on Academic Writing at Kapila Khandvala College on 14th -16th March,2019</li> <li>● Coordinated for the organisation of National Level Seminar on Ethical Education in the Present Scenario- Integration in the Curriculum' Presented a paper in the National Level Seminar on</li> </ul>   |

|                                 |   |
|---------------------------------|---|
|                                 | Gandhian Values and Challenges" held at Gandhi Shikshan Bhavan  |
| <b>Ms. Bhindya Ramachandran</b> | <ul style="list-style-type: none"> <li>● Conducted a workshop on Flipped Classroom Model for Junior College Teachers at Lords Junior College</li> <li>● Conducted a workshop on Cooperative Learning Strategies for Junior College Teachers at Vidya Vikas Junior College</li> <li>● Presented and published a paper in the National Level Seminar on “A study on Google Classroom as a sustainable service for education”</li> <li>● Presented and published a paper in the National Level Seminar on Environmental Protection - An Avenue for Better Tomorrow</li> <li>● Conducted a two-day ICT workshop for Critical Understanding of ICT course paper at Gandhi Shikshan Bhavan College of Education.</li> </ul> |

*“Whenever you are confronted with an opponent, conquer him with love.”*

**The Lords Universal College of Education  
(2018-2019)**



### **Editorial Department**

The purpose of an editorial is to present a point of view on an issue or event of significance to a particular organization. Such editorials are found in a range of publications and are written by the members of the organization and compiled by the editor to convey the organization's thoughts and opinions.

The Institution is striving to become the proficient user of modern technology for its tech savvy consumers, i.e., current generation of aspiring teachers. In this direction, it intends to publish an online journal on the yearly basis that can help the readers from all over the globe to understand the writers; and Institution's vision and perspectives.

*“The weak can never forgive. Forgiveness is an attribute of the strong”*

**The Lords Universal College of Education  
(2018-2019)**



### **Women Development Cell**

The college established the Women Development Cell with the following objectives: -

- Maintaining and strengthening the status of women.
- To create social awareness about the problems of women and in particular regarding gender discrimination.
- To develop the self-confidence of women.
- To guide about women welfare law.
- To create awareness about the importance of health and hygiene.
- To organize seminars, workshops related to women development.

*“To give pleasure to a single heart by a single act is better than a thousand heads”*



### **Internship Department**

Internship is an integral part of B.Ed. Programme. It provides Direct learning experience to student-teachers on various roles of a teacher including teaching the subject. The important aspect of school-based teaching practice is that it provides trainee teachers with the opportunity to integrate the theoretical knowledge on strategies and methods and instructional aids to try out in the real-life situation

The Institution is determined to create the teachers who are in demand who are compatible to adjust in the ever-changing learning culture of the schools. They are provided with the exposure to different essential theoretical bases and also the learning situations to get acquainted with any kind of challenges they may face in their future career as teachers.

***“Strength does not come from physical capacity. It comes from an indomitable will.”***

**The Lords Universal College of Education  
(2018-2019)**



### **Anti-Ragging Committee**

Ragging has ruined countless lives. Hence as per the University norms Institution has established Anti ragging committee whose objectives are as follows to create awareness about the mal-practices of harassing freshers. To train the pre-service teacher to deal effectively with the cases related to bullying and harassment by school students in future.

*“Earth provides enough to satisfy every man’s needs, but not every man's greed.”*

**The Lords Universal College of Education  
(2018-2019)**

## **STAFF ARTICLES**

### **Get the whole world in your stride- Communicate efficiently!**

“Wise men speak because they have something to say; Fools because they  
Have to say something” - Plato

Efficient communication is not just transacting information. It's about accepting the sentiments and intentions behind the information. As well as being able to clearly convey a message. As rightly said by Plato in the above quote, prudent individuals' converse as they have principles they maneuver on. They speak confidently because they have a rationale, a path and have conviction in pursuit of

that meaning. They have something to say, or in other words, something that is validated.

Whereas some people just talk with no principles behind their words. For several of us, conversing more visibly and competently requires learning some important skills. These skills can intensify our associations with others, construct trust and admiration, and advances teamwork, problem solving, and overall social and poignant health. Skillful communication is a rational and consciously acquired skill set, which can be practiced over time and is erudite by nature. As rightly said by James C. Humes “The art of communication is the language of leadership.” Those who master the skill can persuade others to help them shift mountains. So don't be terrified to master this skill, you'll be well on your way!

*Mrs. Sonali Singh*  
*Assistant Professor*

*“You don't know who is important to you until you actually lose them.”*

## Bharatanatyam: A way of Education

There are the basic seven Indian classical dances. They are Bharatanatyam, Kathak, Oddisi, Kuchipudi, Kathakali, Mohiniattam, and Manipuri. From the mentioned classical dance forms Bharatanatyam is the oldest amongst all and it originated in Tamil Nadu.

It is Hindu believed that Bharata Muni's Sanskrit Hindu text on the performing arts called 'Natya Shastra'. Bharatanatyam word comprises of bhārata and natyam. It has been said that it is in the name of Bharatmuni who wrote the Natya Shastra. Whereas Natya means dance.

Bharata consists of Bh states Bhava which means emotions and feelings, ra states for raga which means melody and ta states for taal which means rhythm. Here natyam means dance.

Bharatanatyam dance form has typical body posture which has to be followed throughout the time of the dance it is called 'Arrai Mandi' (half sitting position) along with that during performing various dance steps the dancer has to do hand gestures. It is called 'Mudras'.

There are mudras which are one hand which is called '**Asamyukta Hasta**' and there are Mudras which has to be done with two hands it is called '**Samyukta Hasta**'. The dancer has to follow some rhythm to perform the dance. It is called 'Taal'. It is Rhythmic Pattern or Beats in Bharatanatyam. There is a speech on which the dancer has to perform it is called 'Laya'. Laya is the tempo, or speed of a piece. There are basic three laya i.e. Drut, Madhya and vilambit Drut is the fast, Madhya is medium speed and Vilambit is slow. At initial stages teacher starting with vilambit and then moves accordingly. Each laya is double of previous.

For example

| Vilambit | Ta           | Ka           | Dhi          | Mi           |
|----------|--------------|--------------|--------------|--------------|
| Madhya   | Ta ka        | Dhi Mi       | Ta Ka        | Dhi Mi       |
| Drut     | Ta Ka Dhi Mi |

The laya or tempo usually changes throughout the performance. 'Nritta', 'Nritya' and 'Natya' mentioned in 'Natya Shastra' and followed by all major Indian classical dance forms. 'Nritta' is a technical performance where the dancer presents pure Bharata Natyam movements emphasizing on speed, form, pattern, range and rhythmic aspects without any form of enactment or interpretive aspect. In 'Nritya' the dancer communicates a story, spiritual themes, message or feelings through expressive gestures and slower body movements harmonized with musical notes. 'Natyam' is usually performed by a group or in some cases by a solo dancer who maintains certain body movements for certain characters of the play which is communicated through dance-acting. Taking training and learning any Indian classical dance form is not everyone's cup of tea. Individual

should have an interest in learning the classical dance form. Any Indian classical form requires physical and mental readiness to learn the form. Dancer has to go through the rigorous 7 to 9 years of training to learn the prescribed practical along with theory. Along with that dancer has to have faith in the Guru who is teaching proving the training and knowledge throughout the 7 to 9 years.

Dance is one of the art forms which allow the performer to create that incidence. Nothing is there on the stage but performer will create that incident and audience feel that happening in front of them. One can ask this question how the learning of any classical dance form benefitted a teacher in her profession.

Dance will help a teacher in improvement of the facial expression. With the help of proper facial expression teacher can explain the content in much better way. Especially in language teaching narrating a story, appreciation of the poem and author's work would be effective if teach through improvised expression. Along with that it will also help in effective execution of reading aloud. Classical dance also helps in maintaining the discipline of body and mind. The dancer has to do 'riyaz' (practicing) of the learnt practical after the classes. This will help the child to improve and practice the learnt things and try to get perfection in all the steps.

It also develops the confidence as a dancer has to perform in front of the audience. In Bharatanatyam all the steps, posture and gesture performed logically. It has science behind it and it should be performed in that manner only else it will harm the performer. Indirectly it is also teaching; thinking and doing things in a logical and scientific manner.

As it is very rigorous in learning many of the young generation prefers to learn western dance forms. Hope the young generation value and preserve our classical forms of dance while continuing to learn them.

*Dr. Deepa Savalani*  
*Assistant Professor*

***"Literacy in itself is no education. Literacy is not the end of education nor even the beginning."***

**The Lords Universal College of Education  
(2018-2019)**

## तुम कब तक साथ चलोगे..

तुम कब तक साथ चलोगे..तुम कब तक साथ चलोगे..

छणभंगुर भावनाओं की राह पर,डोलते विश्वास की सवारी पर।  
छलनी पथ, लथपथ की छाती पर,संकरे मन की इस पगडंडी पर।।

तुम कब तक साथ चलोगे..तुम कब तक साथ चलोगे..

ये सफ़र अधूरा ही पहुँचेगा , लक्ष्य, स्वप्न, अन-छुआ ही रहेगा।  
यथार्थ कल खुद ढकेल देगा,कल अकेला था कल भी अकेला  
रहेगा।।

तुम कब तक साथ चलोगे..तुम कब तक साथ चलोगे..

बंद मुट्टी की फिसलती रेत पर,तेरा नाम सागर के किनारे पर।  
सितारों में लिखे तेरे नाम पर,पक्का शायद हो भी जाए, पर।।

तुम कब तक साथ चलोगे..तुम कब तक साथ चलोगे..

निष्ठुर मन से, अनमने से,हृदय सिकोड़ के बुझे मन से।  
वृहद् है जीवन, है अग्निपथ,इस अग्नि को, इस ज्वाला को.. बोलो।।

तुम कब तक साथ चलोगे..तुम कब तक साथ चलोगे..

इस चौराहे पे, मूक हूँ बैठी,अँधियारा है, इक सन्नाटा ।  
कौन दिशा था-मे ये पथिक,निश्चय कर लो तब ही आना।।

तुम कब तक साथ चलोगे..तुम कब तक साथ चलोगे..

सुने मन से, किसने कब जीता,अँधियारे में कैसी गीता।  
प्रण कर पक्का, फिर कर लूँगी,मुझे बता दो, जग हर लूँगी।।

तुम कब तक साथ चलोगे..तुम कब तक साथ चलोगे..

एकाकीपन, हर पल मर्दन, हँसता बाहर,अंदर रूदन।  
गहरे घाव में मन की चुप्पी,कह दो, अब कर दो गुंजन।।

तुम कब तक साथ चलोगे..तुम कब तक साथ चलोगे..

सांसों जैसे, है चलते रहना,निरंतरता, अथक है रखना।  
हाँ लोहा मनवा सकती हूँ,बस आँखो से इतना कहना।।

तुम कब तक साथ चलोगे..तुम कब तक साथ चलोगे..

इक बंधन है, हर दिक् में ज्वाला, कैसे काटूं, इस सोच का जाला।  
तन जले, पर आत्मा के जलने से पहले,आ जाना, दे जाना एक  
आस का प्याला।।

तुम कब तक साथ चलोगे..तुम कब तक साथ चलोगे..

उठ जाऊंगी, अंतिम शय्या से, यम से मोह-लत मिल जायेगी।  
ज़िंदगी, दूसरी भी मिल जायेगी,अब भी, है वक्त बस कह दो।।

तुम कब तक साथ चलोगे..तुम कब तक साथ चलोगे..

*Ms. Soma Guha*  
*Assistant Professor*

*“There are people in the world so hungry, that God cannot appear to them except in the form of bread.”*

## **STELLAR PERFORMANCES**



**(2018-2020)**

*“Purity of personal life is the one indispensable condition for building up a sound education.”*

**The Lords Universal College of Education  
(2018-2019)**



In the ‘Gandhi Vichar Sanskar Pariksha’ 2018-2019, our second-year student- Lalita Dubey received gold medal for best performance at the district level



*3rd prize in Street play organised by Department of Life Long Learning and Extension.*

In the ‘Udaan Festival’ organized last year by the Department of Lifelong Learning and Extension; our students secured third position in the skit performance where more than fifteen colleges including degree colleges and B.Ed. colleges had participated. The skit was based on Gender related issue which was widely appreciated by all.

***“ Glory lies in the attempt to reach one’s goal and not in reaching It”***

**The Lords Universal College of Education  
(2018-2019)**

## Webinar On “Early Identification of Mental Disorder”

LUCE organized a Webinar by the resource person from Australia Dr. Tejas Golhar on “Early identification of mental disorder” on 16<sup>th</sup> Feb 2019. Many institutions of the Universal group became a part of this webinar and gained insight into an enormous pool of information related to mental disorders. The highlights of the webinar were as follows: -

1) The session began with the formal introduction of the resource person Dr. Tejas Golhar by Principal Dr. Savita Manchekar Ma'am.

2) The session highlighted types of mental disorders, its early identification; accurate diagnoses and effective treatment that can help prevent significant mental health problems from developing.

3) The session also focused on the symptoms that a teenager may showcase because of these disorders which were very well portrayed with the help of various case studies taken up for discussion.

4) Sessions also accentuated on the most imperative part that is the role of schools and teachers in dealing with such mental disorders, providing primary care and if necessary, arrange referrals to a psychiatrist.

5) The session concluded with posing interesting questions which solved the queries raised by the target audience.



*“Whenever you are confronted with an opponent, conquer him with love.”*

# **STUDENTS' ACHIEVEMENTS**

*“Education in the understanding of citizenship is a short-term affair if we are honest and earnest.”*

**The Lords Universal College of Education  
(2018-2019)**

**The Lords Universal College of Education provides education in all domains. The students are motivated to participate in various intercollegiate competitions.**

## **INTER COLLEGIATE LEVEL (2018-2019)**

### **1. Gandhi Research Foundation**

Gandhi Vichar Examination

1st Prize - Lalita Dube (Mumbai District)

### **2. Tahuko (LUCE)**

Garba Dance

Best Costume- Anuja Mestry, Sunita Yadav, Rochelle Lewis, Priyambada Bhagat, Chandni Mandalya, Sarika Yadav

### **3. Taarangan 2018 (Thakur College)**

Poetry Slam

1st Prize - Ilhaam Motlekar

Creative Writing

3rd Prize - Ilhaam Motlekar

Cooking Without Heating

3rd Prize - Megha Somaiya,  
Shifanaz Sayyed

General Quiz

3rd Prize - Rinky Das, Hiloni Fadia

### **4. Udaan 2019**

Department Of Life Long Learning and Extension

### **5. Street Play**

3rd Prize - Mahesh Madyalkar, Sunita Choudhary, Heena Dayya, Ricky Bohara, Sunita Yadav, Forum Shah, Ira Jadhav, Jyoti Tiwari, Rinky Das, Vandana Maurya

### **5. Vista 2019 (Thakur College)**

#### **Rotating Trophy**

Street Play

1st Prize - Mahesh Madyalkar, Sunita Choudhary, Heena Dayya, Ricky Bohara, Sunita Yadav, Forum Shah, Ira Jadhav, Jyoti Tiwari, Rinky Das, Vandana Maurya

*“Real education consists in drawing the best out of yourself.”*

Nail Art

1st Prize - Aarti Kanjar

Blind Typing

1st Prize - Shivangi Tripathi

Treasure Hunt

1st Prize - Afifa Momin, Rini Nadar, Kosha Shah, Pooja Bhatt

### **6. Karma (Vidya Vikas College)**

Street Play

3rd Prize - Mahesh Madyalkar, Sunita Choudhary, Heena Dayya, Ricky Bohara, Sunita Yadav, Forum Shah, Ira Jadhav, Jyoti Tiwari, Rinky Das, Vandana Maurya

### **7. Pratyush 2019 (K.J. Somaiya College)**

Street Play

1st Prize - Mahesh Madyalkar, Sunita Choudhary, Heena Dayya, Ricky Bohara, Sunita Yadav, Forum Shah, Ira Jadhav, Jyoti Tiwari, Rinky Das, Vandana Maurya

## **INTRA COLLEGE COMPETITIONS (2018-2019)**

### **1. Skit on Gandhian Week**

Best Skit – Anuja Mestry, Maria Fernandes, Mahesh Madyalkar, Iqbal Mulla, Nancia Correa, Netravathy Mali, Rajni Kumari, Neha Mathur, Heena Dayya

Best Actor

1st – Maria Fernandes

2<sup>nd</sup> - Rebecca Britto

3<sup>rd</sup> - Darshana Gupta

### **2. Debate on Gandhian Week**

Winning Team-

Anuja Mestry, Melicia Ferreira, Rochelle Lewis, Bhavika Shah, Pooja Sharma, Kauser Shaikh

Best Speaker-

Anuja Mestry, Melicia Ferreira, Mahesh Madyalkar

### **3. Quiz on Gandhian Week**

Best Group (1<sup>st</sup>)-

Rajni Kumari, Krishna Sarda, Anuja Mestry, Renita Saldanha, Satya Nadar, Nancia Correa, Melicia Ferreira

### **4. Dandiya Stick Competition (Navratri)**

1<sup>st</sup> – Nancia Correa

2<sup>nd</sup> – Satya Nadar

3<sup>rd</sup> - Krishna Sarda

3<sup>rd</sup> – Kiran Vishwakarma

Consolation – Sneha Harbux

*“ Earth provides enough to satisfy every man’s needs, but not every man’s greed”.*

### **5. Thali Decoration (Navratri)**

1<sup>st</sup> – Pooja Sharma

3<sup>rd</sup> –Priyambada Bhagat

Consolation – Jyoti Gupta

2<sup>nd</sup> –Vandana Maurya

Consolation – Neha Mathur

### **6. Garbi Pot (Navratri)**

1<sup>st</sup> – Harsha Koli

2<sup>nd</sup> –Sharfeen Shaikh

2<sup>nd</sup> –Heena Dayya

### **7. Dandiya Dance (Navratri)**

Best Costume

Girls - Anuja Mestry

Boys-Mahesh Madyalkar

Best Dancer- Ruchi Shah

Best Group Dance-

Ramadevi Pillai, Priyambada Bhagat, Ruchi Shah, Rochelle Lewis, Chandni Mandalya, Sarika Yadav

### **8. Rangoli Competition (Diwali)**

1<sup>st</sup> – Priyambada Bhagat

Sarika Yadav

2<sup>nd</sup> –Chandni Mandalya

2<sup>nd</sup> - Shruti Upadhyay

Ramadevi Pillai

Priya Trivedi

3<sup>rd</sup> – Neha Mathur

Netravathy Mali

Consolation -

1. Heena Dayya, 2.Ruchi Pandey 3.Satya Nadar

Sharfeen Shaikh, Kavita Pachpor, Bonita Anthony

### **9. Kandil Making (Diwali)**

1<sup>st</sup> – Vandana Maurya

2<sup>nd</sup> –Anuja Mestry

3<sup>rd</sup> – Kauser Shaikh

Consolation – 1.Rashmi Singh (FY)

2. Bhavesh Rana (FY)

3. Shreya Chakkungal (FY)

4. Rukhsar Jamadar (FY)

### **10. Sugary Bite (Christmas Celebration)**

1<sup>st</sup> – Megha Somaiya (FY)    2<sup>nd</sup> –Pooja Manani (FY)    3<sup>rd</sup> – Ritika sharma (FY)

Anuja Mestry (SY), Neha Mathur (SY), Delita Almeida (SY), Netravathy Mali (SY)

Consolation- 1. Prachi D'Cunha (FY)

1. Priya Tiwari (FY)
2. Avril (FY)

### **11. Mocktail Mania (Christmas Celebration)**

1<sup>st</sup>- Ruchi Shah      2<sup>nd</sup> – Bhavesh Rana (FY)      3<sup>rd</sup> – Pooja Gaud (FY)  
Shreya Chakkungal (FY)

### **Consolation-**

1. Rashmi Singh (FY)
2. Pranjal Vornekar (FY)
3. Vandana Maurya (FY)

### **12. Solo Singing (Christmas Celebration)**

- 1<sup>st</sup> – Renita Saldanha  
1<sup>st</sup> – Flavia Remi (FY)

### **13. Group Singing (Christmas Celebration)**

1<sup>st</sup> – Delita Almeida, Melicia Ferreira, Renita Saldanha, Melissa Fonseca, Rochelle Lewis

2<sup>nd</sup> – Lianne Baretto (FY), Pooja Choudhary (FY), Jasmin Chetty (FY), Shweta Gupta (FY), Sylvie Henriques (FY), Divyani Singh (FY)

3<sup>rd</sup> – Mansi Chauhan (FY), Avani Chauhan (FY), Pratiksha Gonsalves (FY), Zeenal Crasto (FY), Devyani Morajkar (FY), Meenaksi Makwana (FY)

### **14. Candle Decoration (Christmas Celebration)**

- 1<sup>st</sup> – Krupali Tank  
2<sup>nd</sup> – Nancia Correa  
3<sup>rd</sup> – Maria Fernandes, Surekha Prajapati

### **SPORTS (2018-2019)**

#### **1. Shot put**

Girls

- 1st Prize- Sneha Jadhav  
2nd Prize- Rinky Das  
3rd Prize- Shweta Gupta

Boys

- 1st Prize- Ricky Bohara  
2nd Prize- Rajesh Shet  
3rd Prize- Mahesh Madyalkar

Consolation

- Anuja Mestry  
Jasmine Lopes  
Pranjal Vornekar

## **2. Discuss Throw**

Girls

1st Prize- Sneha Jadhav

2nd Prize- Rinky Das

3rd Prize- Pranjal Vornekar

Boys

1st Prize- Ricky Bohara

2nd Prize- Rajesh Shet

## **3. 50 Meter Running**

Girls

1st Prize- Heeloni Gada

2nd Prize- Maria Fernandes

3rd Prize- Snedal Menezes

Boys

1st Prize- Ricky Bohara

2nd Prize- Nandankumar Thakur

3rd Prize- Ritesh Gupta

## **4. Book Balancing**

Girls

1st Prize- Priyambada Bhagat

2nd Prize- Maria Fernandes

Boys

1st Prize- Nandankumar Thakur

2nd Prize- Mahesh Madyalkar

## **5. Running with Skipping**

Girls

1st Prize: Maria Fernandes

2nd Prize: Urmila Gurav

3rd Prize: Priyambada Bhagat

Boys

1st Prize- Nandankumar Thakur

2nd Prize- Bhavesh Rana

3rd Prize- Ritesh Gupta

## **6. Puzzle Running**

Girls

1st Prize- Heena Dayya

Boys

1st Prize- Bhavesh Rana,

2nd Prize- Ashutosh Samarth

## **7. King of the hurdle**

1st Prize: Vandana Maurya

## **8. Carrom**

1st Prize: Pranjal Vornekar

## **9. Chess**

1st Prize: Krishna Sarda

## **10. Langadi Both got same points**

House I- RED HOUSE

Ricky Bohara

Rajesh Shet

Sneha Jadhav

Avni Chauhan

Maria Fernandes

Sakshi Nair

Urmila Gurav

## **11. Water Relay**

1st Prize: GREEN HOUSE

Anuja Mestry, Pooja Gaud

Lalita Dubey  
Melicia Ferreira  
Nitu Gupta  
Heena Dayya  
Lianne Baretto

Rini Nadar  
Bhavesh Rana  
Sukanya T.SLigy  
Jyoti Tiwari  
Preeti Upadhyay

### **12. Relay race**

1st Prize: RED HOUSE

Ricky Bohara  
Maria Fernandes  
Avni Chauhan  
Sneha Jadhav

3rd Prize: YELLOW HOUSE

Rebecca Britto  
Bhagat Priyambada

2nd Prize: BLUE HOUSE

Ritesh Gupta  
Heeloni Gada  
Sharfeen Shaikh

Sharfeen Shaikh  
NandanKumar Thakur

### **13. Tug of War**

1st Prize: BLUE HOUSE

Priya Trivedi  
Pranjal Vornekar  
Megha Somaiya  
Seema Salian  
Deepika Singh  
Ilham Motlekar  
Chandni Mandaliya

Seema Salian  
Jyoti Pandey  
Ritesh Gupta  
Kajal Tathagar  
Sunita Choudhary  
Iqbal Mulla  
Sharfeen Shaikh

*“The weak can never forgive. Forgiveness is the attribute of the strong.”*

# **STUDENTS' CORNER**

*“Learning takes us through many states of life, but it fails utterly in the hour of danger and temptation.  
Then faith alone saves”*

**The Lords Universal College of Education  
(2018-2019)**

## **Denial**

We cling onto things  
So tightly sometimes  
Despite knowing that it's over  
Yet trying desperately to keep the pieces together  
Scrambling to get a grip on everything  
Despite coming being left with nothing  
We cling onto things  
So desperately sometimes  
Hoping and wishing and praying  
That it will be alright in the end  
That everything will turn out to be okay  
At Least that's what everyone tells you  
It's okay, it will be fine, it's all for the best  
What's for the best?  
And how do you freaking know that?  
Did you get a call from saying that it's going to be fine.  
We cling onto things  
So rigidly sometimes  
Not willing to face the truth  
Not willing to let reality be real  
Content in our denial and comfortable in our cocoons  
We cling on to things that we know can't be fixed and that have long passed their expiration date  
Sometimes there is no going back  
Sometimes things are irreversible  
Sometimes everything cannot be fixed  
And that's alright  
Because who cares what the world says  
I'll keep believing in what I want to  
Even if it's pointless and stupid  
And no matter how crazy it may seem  
It doesn't matter  
I'll move on when I want to  
I'll take my time and set my own pace  
And even though I may cling on to things and shed my pragmatism for once

I'll be fine and I'll be okay with the repercussions  
Because it's my life and it's my heart and it's my mind and my soul  
It's something that you will never understand  
So there's the door your welcome in and your welcome out  
As long as you don't go messing about.

- *Ilhaam Motlekar*



- *By Bhavesh Rana*

## PARENTS....

The love they shower...  
is like a season flower!!

The care they take...  
is like a delicious cake!!

I can't imagine a life without..  
All I want is them throughout!!

*-Pooja Ampin*



*Ruchi Pandey*

## The magic of the night

What is this magic of the night?  
That keeps you wide awake,  
For the ones that you hold  
Dear to your heart;

What is this magic of the Night?  
That long talks seem so small  
And lengthy moon lights are short;

What is this magic of the Night?  
That makes you fall in love  
Over and over again  
With your only muse;

What is this magic of the Night?  
That makes you forget and  
Forgive everything  
For just for time sake;

It is unknown  
To many;  
Explored by few  
But those who tasted it  
Believes in the magic of the night

*-Rinky Das*

*“Basic education links the children, whether of the cities or villages, to all that is best and lasting in India”*

The Lords Universal College of Education  
(2018-2019)

## What is the meaning of Life?

It is full of Hopes and Dreams,  
All I want is Happiness,  
So many Emotions and Feelings  
That run through my Heart.  
But life does not give,  
Everything comes true.  
The Feelings of Emptiness,  
I often express to feel Compunction.  
How often do I Succeed?  
Life is an Expedition and I will accomplish,  
To search for what  
I Deserve and not what I Despair.

-Neelu Singh



-Bhavesh Rana

## आखिरी दास्तान\*

कुछ बाते है जो तुमसे कहनी हैं.....  
पर डरती हू की कही कुछ गलत ना हो जाएं...  
सूर्य की सुनहरे किरणों में ...  
अंधेरों का कही ग्रहण ना लग जाए...  
हर रात ये सोच के सोती की...  
कल एक नया सवेरा आएगा...  
नई उम्मीद, नया सपना, नया विश्वास जगाएगा...  
पर रोक दी मैंने अपनी राह वहीं...  
सुन कर जो तुमने मुझसे कहा था...  
की छोड़ दो ये ज़िद... ये सपना अधूरा रह जाएगा...  
हा ये सच है कि कुछ हार ना नहीं जानती ...  
पर तेरे खुशी से बड़ कर कुछ माँगना भी नहीं जानती...  
हा ये सच है कि मेरी उम्मीद, मेरे सपने, मेरे विश्वास अधूरे  
रह गए...  
पर तेरी मुस्कुराते चेहरे को देख मेरे  
आखिरी दास्तान भी पूरे हो गए.....

“The day the power of love overrules the love of power, the world will know peace.”- ज्योती तिवारी



- By Kajal Maury

### ।।।।। लड़की क्या होती है।।।।।

जैसे सिक्के के दो पहलू होते हैं  
उसी तरह ज़िंदगी में लड़की भी ज़रूरी होती है।

पापा की औंगलिय पकड़ कर धीरे - धीरे चलने  
वाली,  
आज उसे बिना हाथ था-मे विदा कर देते हैं,  
लड़की क्या होती है उस पिता से जानिए।

माँ की हर बात मान कर हर काम करने वाली,  
आज उसे किसी और के ताने सुनने के लिए विदा  
कर देते हैं,  
लड़की क्या होती है उस माँ से जानिए।

बड़े भाई से बात - बात पर लड़ने वाली,

आज उसे खामोश रहने की सलाह देकर विदा कर  
देते हैं,  
लड़की क्या होती है उस भाई से जानिए।



By Flavia Remi

छोटे भाई को सता कर उसे माँ की तरह चाहने वाली,  
आज उसे अपने बेटे को छोड़ने की राय देकर विदा कर देते है,  
लड़की क्या होती है उस छोटे भाई से जानिए।

अपना घर है कोनसा ये जानने वाली लड़की से जानिए लड़की क्या होती है।।

अपने पराए हो जाते है, पराए अपने हो जाते है।  
अपना घर उनका हो जाता है, उनका घर अपना हो जाता है।  
हमारी खुशी उनकी, अब उनकी खुशी हमारी।  
उस लड़की से जानिए, लड़की क्या होती है।।।।  
-अफीफा मोमिन

### **The Value of Education**

'Education is a nation's strength' a famous saying which is very true. Education is very important in today's world. It is a must for one and all to receive education. It is the need of the hour

Education does not mean learning things from books or passing examinations. We can be well-educated without being literate. We can call a person truly educated only when we find him or her having a balanced and properly developed mind in addition to book knowledge. Education plays a very essential role today because it is only due to it that we learn the basic values of life which helps in the growth of ourselves as well as the society.

It is Education that makes us aware of the differences in the past, present and the future. An educated person becomes independent and is aware of his responsibilities in life at the same time. Education not only helps us to develop a healthy mind and a healthy body. We should educate ourselves

because only education will help us contribute to the well-being of the society. Education leads to an individual's all-round development. It is like a lamp in the dark which guides us on the right path in our lives.

Education is a must and the value of education should be understood by one and all to make our nation healthy, wealthy and prosperous.

*-Jasmine Lopes*

### **Faithful**

When the Lord testifies about You,  
He is blameless and upright  
He fears the Lord and shun evil  
Then you're faithful.

When the devil and his lies  
His accusations and his taunts  
Haunt You,  
The Lord will prove that  
You're faithful.

When you're stricken by  
Poverty, death and loss  
And you still choose to  
Glorify God,  
Then you're faithful.

Because Naked you come  
From your mother's womb  
And naked you return

The Lord has given and  
He has taken it away,  
And Nothing of you remains  
Still you chose The Lord  
Then you're faithful.

*-Rinky Das*

## **DARD - EK MAA KA**

Chaaron taraf khoon se lathpath dharti, Ashanti ka mahaul, logon ki cheekh – pukar, bhaag daud, aur golibari ki awaz ke baad jab meri aankhein khuli, to main un laashon ke beech khoon se lathpath pada tha jo mere hi watan ke the. Girte – padte kisi tarah main wahan se utha to mere paanv zakhm se ghayal the, aur main gir pada un laashon ke dher par. Mere shareer ke hisson par bhaari zakhm the, maine kisi tarah khud ko sambhala aur langade paanv wahan se bahar nikla.

Main bahar nikla hi ki achanak dard se karaahane ki awaaz mere kaano me aa padi. Maine chaaron taraf nazar ghumai, tabhi mera dhyaan kone mein baithi ek budhiya par padi. Main paas gaya to dekha wah khoon me puri tarah sani hui dard se cheekh rahi thi. Maine puchha, “Aap kaun hain? Yahan kaise? Aur aap khoon mein sani hui hain, par aapke zakhm aapke shareer par dikhai kaise nahi de rahe? Yeh sun kar budhiya ne badi gambheerta se uttar diya, “Zakhm mere shareer par nahi laga hai, meri aatma par lagi hai jo itni gehri hai ki asaani se bhari nahi jaa sakti. Wo zakhm jo nasoor ban gaya hai, aur badhta hi jaa raha hai. Ek aisi jwaala jo mujhe jalaaye jaa rahi hai, jisme main kayi varshon se tadap rahi hoon. Mere do bete hain, jinme kabhi bahut pyaar tha, ek – dusre ke prati aadar aur sammaan tha, par ek din aisa aaya jab wo ek- dusre se alag ho gaye. Unme daraarein badhti gayi, aur aaj wo din aa gaya hai jab wo ek-dusre ko meeta dena chahte hain. Unme nafrat, dwesh aur ahankaar ki bhavana panap gayi hai, jo andhkaar ki jwaala ko badhava dene lagi hai. Agar unki bhavna aisi hi rahi to ek din unki is ahankaar ki jwaala mein is duniya ka sampurn vinash ho jayega. Is khoon se lathpath dharti ko dekh mera kaleja phata jaa raha hai, mera aanchal

mere sapooton ke khoon me sana hua hai, yeh dekh mera rom-rom kaamp utha hai. Apne veer sapooton ki laashon ka dher jo mere upar pada hai, wo bhaar mujhse sehan nahi ho paa raha. Mere mazbut kandhe ab kamzor padne lage hain, kyunki main in sabki ‘Maa’ hoon. Wo Maa jise uske hi sapooton ne tod kar rakh diya hai. Mere sundar aur sunahare sapno ko choor-choor kar diya hai, main wah badnasib aur abhagin “BHARAT MATA” hoon. Main yeh sunte hi stabdh reh gaya aur us dard ko mehsus karne laga jo hamari bharat mata ke dil ke tukde kar use is dard ki khaayi me gira diya hai.

Din, mahine, saal beet gaye par aaj bhi wo dard bhara chehra meri aankhon se ojhal nahi hota. Wo maayus aur dari hui aankhein jo mujhse kayi sawaal kar gayi, jiske jawab aaj bhi main dhundh raha hoon. Wo sehmi aur jhuki nazarein aaj bhi mere sar uthaane par mujhe hazaaron sawaalon ke ghere me laa khada kar deti hain.

*-Neelu Singh*

## **CHAHAT**

Chahat hai aasman chhoo jaane ki,  
Dariyaayon ko paar kar jaane ki,  
Baadalon ko cheer kar jaane ki,  
Manzilon ko pa jaane ki ||  
Gardishon me kho gayi hai kahin,  
Khwahishein, armaan dil ke,  
Uthate kadam dagmaga rahe hain,  
Zindagi ke toofan se dar kar ||  
Lad rahe hain sadiyon se,

Par hausale aaj bhi zinda hain,  
Parinde hain azaad hum,  
Saahas hai kuchh kar guzar jaane ki ||

-Neelu Singh



-Bhavesh Rana



- By Asst. Prof. Bhindya Ramachandran

### माँ बोली

बेटी तू है गीत परायी, प्रीत परायी,  
उड़ जा तेरे देश, मुझे ये माँ बोली।  
भूल तेरा हर ख्वाब यहीं, अरमान सभी,  
सीख ले करना त्याग, मुझे ये माँ बोली।  
भूल जा सखियों ये बतलाना, और ठठहाना  
चुप रहना तू सीख, मुझे ये माँ बोली।  
अब बड़ी हुयी तू, छोड़ ये बचपन,  
सिख ले घर का काज, मुझे ये माँ बोली।  
अब छोड़ ये बंधन, मोह यहाँ का,  
बसा नया संसार, मुझे ये माँ बोली।  
बेटी तू है शान मेरा, अभिमान मेरा,  
मगर कहीं की लाज , मुझे ये माँ बोली।

-Ruchi Pandey

**“Glory lies in the attempt to reach one’s goal and not in reaching it”**

**The Lords Universal College of Education  
(2018-2019)**

## मुंबई ... मेरी जान!!

" कुछ हकीकत कि बुंदे  
मेरे सपनों पार गिरी है,  
ये जादू कि नगरी है  
ये मेहेज शहर तो नही है "

- अमनदीप सिंह

अगदी समर्पकपणे कवीने मुंबई नगरीचे वर्णन 'स्वप्नांची नगरी' असे केले आहे. 'मुंबापुरी', 'बम्बई', 'बॉम्बे' अशा बऱ्याच नावांनी या शहराला संबोधले जाते. परंतु 'मुंबई' हे फक्त नाव नसून बऱ्याच जणांसाठी ती एक 'भावना' आहे.

मुंबई हि फक्त माझी 'कर्मभूमी' नसून ती माझी 'जन्मभूमी' हि आहे. त्यामुळे जन्मतः या शहरावर एक वेगळ्या प्रकारचे विलक्षण प्रेम आहे, एक नाळ जोडली गेली आहे. अगदी लहानपणा पासून या शहराने मला भरपूर काही शिकवले आहे किंबहुना माझी जडणघडण केली आहे. येथील भाषा, एकता, बंधुभाव, जिंदादिली, आयुष्य जगण्याची धडपड क्वचितच दुसरीकडे पाहायला व शिकायला मिळेल. म्हणूनच बहुतेक लोक म्हणतात कि काय 'एकदा व्यक्ती मुंबई मध्ये राहिला कि कुठे अजून राहणे त्याला कठीण होते.' अशीच आहे माझ्या शहराची जादू.....

अनेक जण या शहरात येऊन आपली स्वप्ने साकारतात व या शहराची एकरूप होऊन जातात. पण ज्याप्रमाणे नाण्याच्या दोन बाजू असतात तसेच काही लोक या शहराला दूषण लावतात. आपण जरी या शहरात जन्मलो नसलो तरी आपला चरितार्थ मिळवत असतो ...तर असे वागणे कितपत योग्य ?..आपल्या कर्मभूमी ला नाव ठेवणे कितपत योग्य ??..माझ्या मते तरी आपण ज्या ठिकाणी राहतो, आपली सर्वांगीण प्रगती करतो तिथे समरस होणे आवश्यक आहे. स्वतःला त्या रंगांमध्ये रंगून घेणे जरूरी होते कारण तेव्हाच आपण आपल्या, शहराचा व नकळतपणे देशाच्या विकासाला हातभार लावतो.

बऱ्याचदा मराठी भाषेवरचे बरेच वाद आपणास

*"To give pleasure to a single heart by a single act is better than a thousand heads bowing in prayer"*

आणि त्यामुळे मराठी भाषेचा तिला वारसा लाभला आहे. 'जसा प्रदेश, तसा वेष' या प्रमाणेच जर आपण तेथील स्थानिक भाषा हि आत्मसात केली तर त्यात काही गैर नाही ..किंबहुना कोणती हि नवीन भाषा शिकणे केव्हाही गैर नाही ना!!..याच गोष्टीचा एक दुसरा पैलू हि आहे . बरेच जण या शहराशी इतके समरस होतात कि पूर्णतः इथले होऊन जातात. अगदी पूर्वी पासूनचे स्थायिक अमराठी व्यापारी सुस्पष्ट मराठी बोलताना मी पहिले आहे व त्याचा अभिमान हि बाळगतात. शेवटी भाषा हि कोणती का असेना , 'भावना' एकात्मतेची असावी . हेच आपल्याला मुंबई शिकवते.

खूप वेळा लोक येथील अपुऱ्या जागा, घाण, चढाओढ , स्वार्थीपणा बदल आरडा ओरडा करतात पण माझ्या मते प्रत्येक नवीन गोष्ट हि परिवर्तनाने सुरु होते आणि परिवर्तन बऱ्याचदा सुखद नसते. सामान्य मुंबईकर हि रोज अशा इच्छित / अनिच्छित अनुभवातून जातो . असाच एक सुखद अनुभव हल्लीमध्ये मला आला. रेल्वेच्या नवीन नवीन बदलांमुळे रेल्वे स्थानके मायाजाळासारखी झाले आहेत आणि थोड्या दिवसांपूर्वी मी हि अशा मायाजाळात अडकले. नकळतपणे प्रवासी पूल सोडून तिकीट नसताना स्कायवॉल्क वरून रेल्वे पुलाजवळ पोहोचले. आपण चुकले असल्याचा भास होताच त्या ठिकाणी थबकले! समोर एक समवयस्क व्यक्ती उभा होता व त्याला विचारपूस करताच लक्षात आले कि आपण चुकीच्या पुलावर आहोत व तेथून जाण्यासाठी तिकीटाची गरज होती. जवळपास तिकीटघर नव्हते व दिवसभराच्या थकव्यानंतर पुन्हा एवढा द्रविडीप्राणायाम नकोस वाटत होता!! समोरच्या व्यक्तीने बहुधा हि गोष्ट ओळखली व मला स्वतःचे तिकीट दिले. मी त्याला बरयाचदा नाही म्हटले पण त्याने अगदी आपुलकीने गळ घालून मला तिकीट दिले व पैसे हि घेतले नाही. तो मुंबई चा वाटत नव्हता ..पण हीच तर जादू आहे माझ्या शहराची ! येथे व्यक्ती एक दुसऱ्याशी आपसूकच समरस होतो व एक दुसऱ्याची मदत करायला हि तत्पर होतो मग ती अतिवृष्टी , अतिरेकी हल्ले किंवा कुठलीही

या माझ्या शहराला व त्याच्या एकात्मतेच्या  
भावनेला कोणाची दृष्ट लागू नये!! काही योग्य आहे  
काही अयोग्य पण सगळं आपलाच आहे म्हणूनच ....  
“ए दिल है मुश्किल है जीना यहा ...  
जरा हटके जरा बचके  
ये है मुंबई मेरी जान....”

- कविता पाचपोर

### हाँ मैं एक शिक्षक हूँ

हाँ मैं एक शिक्षक हूँ,  
मुझे कभी कमजोर मत समझना,  
बिना दिल के धड़कने वाली इस दुनिया में,  
मैं हर रोज नई उम्मीदों के साथ धड़कने वाला एक  
नाजुक से हृदय हूँ।  
मैंने घंटो गला फाड़कर इस शानदार कक्षा का  
निर्माण किया,  
मैंने ही इस कोरी पाटी समान आये फूलों को, अक्षर  
ज्ञान देकर महकता बाग सजाया  
हाँ मैं एक शिक्षक हूँ,  
मुझे कभी कमजोर मत समझना,  
खान मै हाथ डालकर चमकदार हिरे निकले है मेरे  
हाथ से, मै शब्दों का सेवक हूँ, जिसने साक्षरता के  
झंडे फहराये है | लोग बड़े रुबाब से पूछते है मुझे,

### I found time

Today I found moment...  
Today I found life event..  
I wish the world around me to freeze...  
So that I would enjoy with you that wonderful  
breeze...  
Never imagined I would be with you...  
It was like a dream come true...  
Will never forget such memories ..  
It would be always be part of my life stories..

क्या किया आपने? इस तरह मेरे जाखमों को कुरेदा  
संसार ने, हाँ मै शिक्षक हूँ मुझे कभी कमजोर मत  
समझना |

न बोलूँ कुछ, न बताऊँ समाज की गलतियाँ, न  
उँगली उठाऊँ किसी पर उसी मैं संसार की भलाई  
है | बाकी मै भी सक्षम हूँ, अपना स्थान, रुतबा और  
प्रतिभा समाज मैं स्थापित करने के लिए | हाँ हाँ मै  
शिक्षक हूँ, मुझे कभी कमजोर मत समझना |  
हाँ मैं बडे हक्क से कहती हूँ की समस्त संसार मेरा  
ऋनी है, मामूली से महेनताने से मैंने वतन को  
संभाला है |

मान न दे सको तो, गलत इल्जामों से मेरा अपमान  
मत करना, क्योंकि मै एक शिक्षक हूँ मुझे कभी  
कमजोर मत समझना |

अंत मै शिक्षक का अर्थ

प्रेरक : सूचकश्चैर वाचको दर्शकस्तथा |

शिक्षको बोधकश्चैर षडेत्त गुरवः स्मृताः |

भावार्थ – प्रेरणा देनेवाले, सूचना देनेवाले, सत्य  
बताने वाले, मार्गदर्शन करनेवाले,

ओर बोध कराने वाले सभी उत्तम गुरु है |

-Alumni Gayatri

2015-2017

I don't mind to be your partner in crime...  
Spending moments with you was the place where I  
found time...  
ek anokhi dastan.....

- Rajesh Shet

### **Art of becoming an Intuitive Teacher**

Teacher's ability to instantly and adequately act upon the complexity of classroom situations particularly for actions that emerge in the moment, intuition is crucial. Intuition can spontaneously generate ideas, alternatives or solutions; it predominantly serves decision-making, problem-solving and creativity. Whatever subject you may be studying, it takes time and patience to build up the level of deep understanding on which intuitive expertise is built. But by employing a few simple strategies, you can accelerate the rate at which you acquire it.

Start by getting back to basics. Feynman was famous for asking 'stupid questions' and would frustrate his students by bombarding them with questions about basic concepts. However, Feynman knew something his students had yet to learn: it's possible to progress to complex concepts when you only have a vague understanding of foundational concepts. On the other hand, it's impossible to become an intuitive expert until you know the foundational concepts of your field inside-out.

A challenging learning experience can lead to a deeper grasp of the subject. That's why you should try and embrace the struggle. Resist taking shortcuts in your learning; if there are two ways to arrive at a solution, choose the longer, more involved one. Learning a few classic chess moves will probably improve

your win rate in the short term, but a lengthier study of chess strategy is a better route to a deep understanding of the game.

Try not to give up immediately when things get really challenging. Instead, implement a struggle timer. Force yourself to sit with every challenge or obstacle for at least ten minutes before you look for a simpler solution.

Finally, deepen your understanding of core concepts by proving them for yourself. Look at the theorems, ideas and processes that expert practitioners in your field have formulated, then try and prove them or replicate them for yourself. You're not trying to disprove those practitioners' work; you're trying to understand the procedure and thought patterns behind it.

Accepting the truth of ideas just because experts say they're true gives you a shallow understanding of your subject. To achieve deep knowledge and intuitive expertise, it's better to work through those ideas for yourself. Cultivating deep understanding is the surest path to finding your intuitive brilliance.

Reflection, teachers need to become more reflective and more aware of their responses, especially those responses not particularly effective. Then they need to talk with colleagues, finding out how others respond to a particular kind of situation

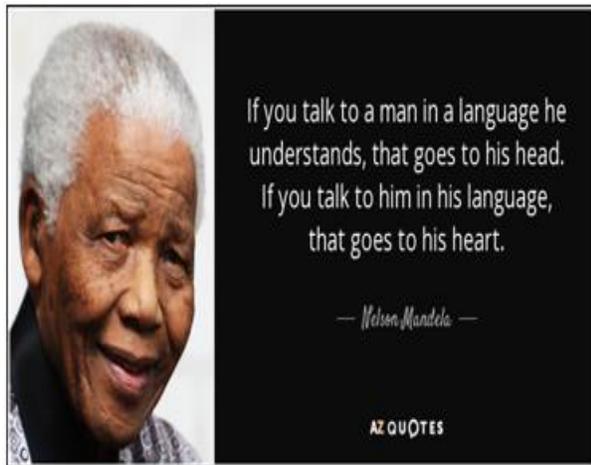
Teaching has become more and more complex, since greater demands are placed on teachers to

face the challenges of today's society and the diversity of expectations of students. Hence an intuitive teacher can sense pupils' needs, engage more easily and effortlessly with them, and prevent conflicts.

*Alumni Rajni Kumari  
B.Ed. 2017-19*

*M.Ed. 2019-21  
Department of education  
University of Mumbai*

### **“Vernacular Medium”**



As quoted by famous philanthropist and political leader, Nelson Mandela, the language is truly a tool for learning and especially when learning takes place in the native language or mother tongue of an individual; it draws the best out of it. It connects to the soul and works wonders in true sense. From ancient times it has been a tradition to take education in the native language or mother tongue since this language used to be widely spoken in persons' surroundings. This used to help the child to understand the concepts and learn effectively as the language was his own and it used to make it comfortable. As time passed, things changed gradually due to changed civilization and globalization. “English” language got touted as “Trade” language. It made it compulsory for all to learn and use in their daily communication without considering ‘it is a foreign language’ for many.

Somehow, it posed many hurdles in the way of effective learning and getting educated.

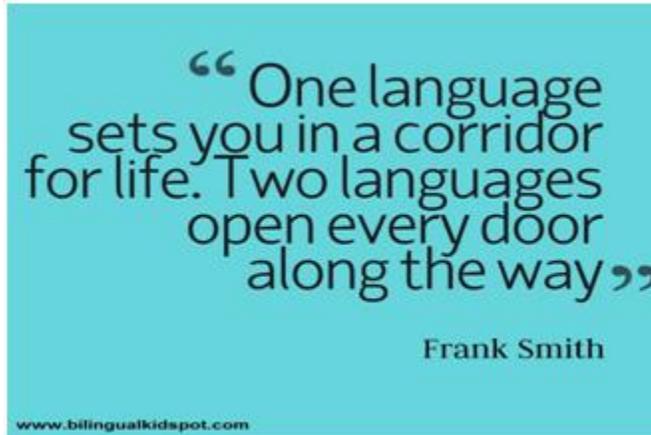
Nowadays, it is mainly observed that all the ‘regional’ or ‘vernacular’ language schools being taken over by ‘English’ language schools since such trend is observed in the market and somehow all are drawn towards it to survive in the race. There is nothing wrong in it! But is it ok to forget our mother tongue and run for a language which is totally new for us?? If we are unable to speak, read or write our own language which we use maximum in our surroundings we are indirectly torturing ourselves by ignoring our roots and running behind nothing. Learning our own language efficiently increases the chances of accommodating new languages and its great usage in educating ourselves. Hence, a person should first get command over his own language in order to achieve maximum in all areas.

English is merely a language and can never be a parameter to judge anyone’s intelligence. So a person shouldn’t be bothered or feel inferior if they are unable to get over it. Instead focus on learning it every way possible and use it without hesitation.

Even if you go wrong it would be learning experience and you improve. Take suggestion sportingly and try to implement as every experience, good or bad teaches you something. If we all take this approach towards this ‘Foreign’ language it would not pose significant impediments in our path of progress.

Whichever medium you have taken your education in, it should not serve as weakness but should be the strength for you.

The purpose of education is not just being able to speak impeccable English with an accent but being liberal in true sense and language is base for it. So, respect your roots and let it flourish into beautiful tree of wisdom through effective communication with languages, some of your own ...some new!! Nothing could be better to conclude than the quote below,



*-Ms.Kavita Pachpor*

## **Place of Women in Indian Society**

Since ancient times, women enjoyed pre-eminence. Some of them were great scholars and were held in high esteem, but as time passed men started looking down on women and considering them inferior. Women were not allowed to work. The women's duty was mainly to bear children and look after the house. To add to this, customs and traditions like Sati, child marriage and the ban on widow re-marriage only made a women's life worse.

Today, the situation is different. In the cities, women have stepped out of their homes and have started taking up rewarding careers. We have women doctors, engineers, Lawyers, teachers, judge and scientists. Women are now getting educated and are working out of their homes.

But in our villages, and still in some parts of the cities the situation is still quite dismal. Women are not allowed to choose their husbands ,widows are not allowed to remarry .In certain parts of India, there are many cases of female infanticide, bride-burning and child marriage .To add to this, the health of the rural women is quite poor-in most cases ,she is undernourished. She is the one to eat last after the whole family has finished eating and this is usually the leftovers if there are any. Besides, Indians have traditionally given more importance to male child and the girl often receives less favor.

Thus, though the future is bright for women, more needs to be done in this area to make them equal to their male counterparts. Mass media, like T.V ,radio as well as the print media can help to improve the status of women in India and see to that they get their due in society.

*-Ms. Jasmine Lopes*

*“The future depends on what you do today”*

**The Lords Universal College of Education  
(2018-2019)**

## **Mind the Gap**

The internship period in the First Year and Second Year of B.Ed. Internship Course is an opportunity to experience the school environment directly from the viewpoint of being a Teacher. This can be described as a role play of being a teacher in the ‘real world’ while still being a student of the course of Education. A classroom full of kids of varying intelligence, attention spans, abilities, interest, focus, discipline and temperament cannot be simulated in a laboratory. Every student-teacher looks forward with excitement and some edginess to the prospect of conducting a class on the very first day of the internship. The extended internship period in school is the most important learning task for a student-teacher in the second year of B.Ed.

A few schools contribute, interact, encourage, monitor and help the interning student-teaching group in their planned activities while also benefiting from their contribution. The school subject teachers attend lectures conducted by the B.Ed teachers and also advise them on the delivered content. A heart-felt namaskar and thank you to all such schools.

In many schools the student-teacher in the internship school is surprised at the unwelcome reception. Many school coordinators give the whole team the common label of a ‘B.Ed. teacher’ without bothering to know the names of individuals. If that sounds like a prerogative of the school administrators, wait .... there is more to come. Many schools do not even have a plan in place for seating arrangements till the student-teacher group lands in the school. If that appears to be a lack of planning, some schools actually have no permanent allocation of seats for the interning student teacher. The student-teacher may end up

sitting on the floor shifting places two or three times a day.

Municipal schools even with their many shortcomings are very good for a student-teacher to hone his/her skills. There is usually no dearth of classes or periods for any standard. But the student-teacher may end up doing a lot more than what was signed up for in the first place. Some administrators use the student-teachers to plug every teaching requirement, even assigning them to primary school classes – this is something the B.Ed. student-teacher has not being trained for.

A student-teacher primarily requests for units/chapters to be delivered to a particular standard. A confirmed period 48hrs in advance makes it possible for the student-teacher to design a good lesson-plan with creative & effective teaching aids while also ensuring that the College Supervisor is able to confirm presence for the agreed time-slot. There are schools who fail to comply with this basic need of the interning student-teaching group.

Some schools permit student-teachers to conduct lessons only during proxy classes. The scenario implies that the student-teacher prepares for a lesson plan (for a specific content) for a particular standard i.e. 6<sup>th</sup> or 7<sup>th</sup> or 8<sup>th</sup> etc. In anticipation of a proxy period in any of the divisions of that standard on that particular day and also ensuring the presence of the college supervisor. The lecture of the student-teacher is almost certainly not attended by the subject teacher or any other school teacher. The whole arrangement indicates 2 facts – one, the school pupils know that this is a session to fill up a free period; two – the school pupils know that the content will be repeated by their regular teacher

and can afford to be distracted. The lack of involvement of the subject-teacher/school is also demotivating for the student-teacher as the delivered content however excellent it may have been is never going to be considered as a contribution to student learning by the school.

The lesson plans created by the student excludes textbook reading or textbook referencing in class for History, Geography, Mathematics and Science subjects. This is as per the pedagogy implemented by B.Ed colleges and is reflected in the lesson plan of the student-teacher. The B.Ed. teacher introduces concepts based on creative teaching aids viz. model, presentations, videos or charts and also provides practice problems where ever numerical problems are to be solved.

However, the student has been developed by the school system for years with the textbook at the core of the teaching class. The textbook also accompanies the student home, so the student may feel that the chapter or concept is not fully covered. Although expected to study the textbook at home, the student has the space, the chaos caused and finally the lack of confidence in its effectiveness w.r.t the limited space, available time and high student strength. Some school administrators also refuse to allow the co-teaching method of delivering content.

It is an irony that the Schools which are part of the system are not completely in sync with the pedagogy practices followed by the B.Ed College for training teachers. The irony would be incomplete if the statement is not stated the other way around as well. The fact that many schools struggle to accommodate B.Ed internship student-teacher programme in the right spirit suggest that the gap between what

been conditioned to being introduced to the contents of the textbook by the school teacher (or the tuition teacher). The school teacher often points at textbook portions while teaching, asks students to underline content, points out terms, gives them references, alternate meanings or additional examples. The student may recall this when he/she encounters the printed text again in future. In this context, a lecture by the student-teacher without referencing the textbook may be producing a less than favourable effect on the student who is not used to this kind of teaching. It would be a subject of investigation how many (such) students are able to relate the content taught in class (without referencing the textbook) with the printed matter in the text book after a few days. Does this eventually lead to the decision of schools to allocate only proxy lectures to B.Ed teachers? .... more investigation required!

The gap between theory and practice is on full show in the case of co-teaching: Station Teaching. Most teachers are reluctant to participate in station teaching method citing limited space, large number of students' with they want and what is available to them is not in sync. Finding fault with either of the two entities is not the purpose of this article. Hopefully both the B.Ed curriculum and the Schools will be able to work together to bridge the gap where both will eagerly await services of each other during every academic year.

*-Mr. Ashutosh Samarth*

***“I will not let anyone walk through my m  
Happiness.....?”***

Ever since humans are born, there has been an act of making the baby cry to check if he or she can speak. That's how the journey starts of

making the person anything but happy. As children grow up, they are taught to be mature, responsible, talented, and skilled or whatever is better than the others. That's how the whole process of comparison, stress and pressure starts. Never is a single child appreciated for what he or she has done. They are asked for more. This makes them feel that they haven't done anything significant or they aren't good at all. In all of this one thing gets sidelined and that is happiness. Well, talking about happiness, what exactly is happiness or how can one define happiness.

According to the Internet, happiness means the state of being happy. Yes, it has been simply termed as being happy. But, is the definition of happiness is the same for all? No, right as each individual is different so is their state of being happy. For some travelling through trains is happiness while for others travelling by car is happiness. Some especially women find happiness in jewels, diamonds or gold whereas married men, on the other hand feel happy when they are away from their wives. Some feel happy when they are with animals while others feel weird and scared. So in the end, what I mean to say is each individual is different and so is their happiness so let's live the way we want, eat what we want, wear what we want and do what we want or in better words **DO WHAT MAKES YOU HAPPY!** This is nothing but happiness.

*-Ms. Priya Trivedi.*

### **Felling of the Trees**

The trees protect us from the harmful radiation of the sun.

But still we are cutting the trees

The Trees provide us with oxygen to breathe and take away the carbon-dioxide.

But still we are cutting the trees.

Trees provide us with yummy fruits to eat and beautiful flowers too see.

But still we are cutting the trees.

The trees prevent soil erosion.

But still we are cutting the trees.

Medicinal Trees provide us with important medicines

But still we are cutting the trees.

The trees provide shelter to birds and animals

But still we are cutting the trees.

Trees are not obstacles on the path of redevelopment of a city but instead trees are blessings to keep the environment of the city clean, beautiful and healthy.

But still we are cutting the trees.

The amount of trees that are cut nowadays for various purposes under the name of development should be stopped.

Trees are an integral part of our city and we should not mercilessly cut them we should protect them.

Trees selflessly provide us all the protection and yet man has become so selfish that he mercilessly cuts the trees for his benefits.

To grow a tree it takes years but cutting 100 trees it takes a few minutes .We all should behave as responsible citizens and should plant trees rather than cutting the trees.

To maintain the environment control it very important to have trees in the surrounding.

We all should take care of the trees and should not cut trees. Trees are the precious gift we have received from Mother Nature it is our primary responsibility to protect them.

*-Ms. Pranjal Vornekar*

## जाने के बाद....

मेरी प्रिय,  
कही खोई सी रहती, वो मेरे जीने पर ।  
आज वो रो रही है, मेरे खो जाने पर ।  
चाहता था  
वो दिल की बात करे मुझसे तनहाई मे ॥  
पर ये ना हो सका  
आज वो बात कर रही है मेरी तस्वीरों के साथ ।  
मेरे जाने के बाद  
  
मेरा बेटा,  
गोद में खिलाया , आँगुली पकड कर चलना सिखाया  
।  
चाहत था ओ आए ॥  
अपने सहारे दुनिया दिखाए  
पर ये ना हो सका,  
आज वो आए है, मुझे आपने कंधो पर उठाने के लिए  
॥  
देखा ना उसने प्यार से कभी मुझे ॥  
पर अब ओ रो कर देखता है  
तस्वीर को मेरी बडी उम्मीदो के साथ  
मेरे जाने के बाद

मेरी बेटी,  
देखा ना कोई ख्वाब, उसके ख्वाब के लिए ॥  
दिल खुश हो जाता उसकी खुशीयाँ देखकर  
मिलती तो बहुत शिकायत करती ।  
चहता था वो आए बाते करे शिकायत करे ॥  
पर ये ना हो सका,  
आज आई है, मेरी दुनिया मे ओ ॥  
मुझसे मिलने आँसुओ के साथ  
मेरे जाने के बाद  
मेरे दोस्त,  
दिल की बातो को दोस्तो ने समझा ॥  
पर बाता ना सके  
पर आज बाता रहे है वे मेरे दर्द को ॥  
तनहाई में आँसुओ के साथ  
मेरे जाने के बाद  
मेरी रूह,  
मैने पुछा रूह से क्या मै स्वर्ग मे हूँ ॥  
ओ बोली,  
मिला है विश्वास, प्यार और साथ तूझे अपनों का ॥  
तो तू बता क्या यहाँ स्वर्ग नही ।  
मिला मुझको भी स्वर्ग पर  
मेरे जाने के बाद

*ज्योति यादव*

# **STUDENT SUPPORT ACTIVITIES**

*“I object to violence because when it appears to do good, the good is only temporary; the evil it does is permanent”*

## **Students Support Activities for Nai Soch**

### **Visit to Drishti for Symposium on the Theme ‘Leading mixed Ability Classrooms**

On 4th August, 2018 Students and Staff attended the Symposium on the theme "Leading mixed Ability classroom" organized by Drishti. Mixed ability or 'heterogeneous' classes are terms used to describe classes made up of students of different levels of proficiency. All classes are to some degree made up of learners who differ in many ways. They may have different strengths, weaknesses and approaches to learning. Mixed ability classroom promotes greater equity among students. It is often seen grouping creates disparities between students which results in exacerbate achievement gaps. The mixed-ability classroom, in theory, creates equal expectations for all students and provides them with the same resources. This visit gave students an insight into the working of the organization. It also helped students to put all learning specially the theory studied into practical perspective. Students experienced the sessions-individual and group that are held with the students. Students were given free access to the teaching resources in their resource room where they had the opportunity to go through all the various teaching resources in detail. Students also noticed Individualized Education Plan (IEP), how they were planned over a period of time and how the goals for every student was designed from simple to complex helping them learn and study in mainstream Schools.

The mixed-ability classroom presents educators with both a challenge and an opportunity. It is not easy to differentiate instruction and to support students of different reading levels. But finding ways to bring students together and unlock learning opportunities that students simply can't find in homogeneous groups. Overall, the experience of the visit created a positive working environment, which is all part of ensuring better learning.

*“Learning takes us through many states of life, but it fails utterly in the hour of danger and temptation. Then faith alone saves”*

## **Session on Hygiene During Menstrual Cycle**

LUCE organized a session on "Hygiene during menstrual cycle for B.Ed. and D.Ed. students" on 18th August, 2018. The resource person for the same was Ms. Shivshakti Kate. According to the World Health Organization, "Hygiene refers to conditions and practices that help to maintain health and prevent the spread of diseases."

Menstrual Hygiene Management (MHM) is defined as 'Women and adolescent girls using a clean menstrual management material to absorb or collect blood that can be changed in privacy as often as necessary for the duration of the menstruation period, using water for washing the body as required, and having access to facilities to dispose of used menstrual management materials'.

This session was conducted to make students aware about menstrual hygiene management to safeguard their health risks. During the session there were few important reasons mentioned to maintain a good hygiene during menstruation which are, reducing risk of urinary tract infections which is caused by using dirty cloth or sanitary napkin for more than 4 hours which can create harmful bacteria & yeasts that can invade in urinary tract resulting in painful urination, lower abdominal pain, back pain or fever; the next reason is reducing incidents of rashes in genitals which may be caused if sanitary napkins are not been changed frequently, as vaginal skin may get infected with bacteria or fungus resulting in painful rashes.

Few of the other reasons mentioned were ensuring good reproductive health & minimizing risk of cervical cancer. Knowing all these reasons students were aware about the importance of maintaining good hygiene during menstruation. Also during the session, some important tips were shared which includes changing of sanitary napkin in every 4-6 hours; wash yourself properly; no using soaps or vagina hygiene products; Discard the sanitary napkin properly; Stick to one method of sanitation these tips were very helpful for the students as a precaution to be taken while menstruation. Lately the session was concluded by creating awareness about the toilet etiquettes to be followed for personal hygiene and cleanliness. There were few useful tips given to maintain personal toilet hygiene which include sweeping the floor and picking up any trash in the toilet; disinfecting all high-touch areas; cleaning the mirrors and lights; shutting up the lid before flushing; ventilation of toilet; keep toilet brushes clean; use toilet seat sanitizer and wash hands regularly. Overall the session was very informative & helped in clarifying many hygiene related things which are significant to everyone's life. The session ended up successfully by creating awareness among the students and hopes to spread the word among others too. So that everyone is safe and follow a good hygiene to lead a healthy life ahead.

***"There are two types of power: one is obtained through acts of love. Power based on love is more effective and permanent than fear of punishment"***

## **Seminar on Plagiarism in Digital Age**

LUCE held the seminar presentation by master students of Educational Technology Department of SNDT University on 8th of September. The seminar started with the explanation of what is plagiarism? Plagiarism is stealing and publication of another author's "language, thoughts, ideas, or expressions" and the representation of them as one's own original work.

The presenters conveyed that plagiarism is considered as dishonesty & breach of ethics. Plagiarism is not a crime but is punishable under prejudices caused by copyright infringement or violation of moral rights. Plagiarism and copyright infringement overlap to a considerable extent, but they are not equivalent concepts, and many types of plagiarism do not constitute copyright infringement, which is defined by copyright law and may be adjudicated by the courts.

Session also focused on the aspect that plagiarism is a serious issue in today's world as it is very easy to plagiarize the content at the digital age. The digital age includes the text, media & all the latest technologies wherein it's very easy to copy & paste the content which counts under plagiarism. There were different types of plagiarism highlighted in seminar.

Few of them were self-plagiarism, mosaic plagiarism & accidental plagiarism. In today's era the plagiarism has been increased between students to improve grades or to add up the creativity, this is a great fall in innovative & upcoming ideas as many of them prefer the ready matter rather creating their own. The focus of the seminar was to make students aware about the plagiarism & the consequences to be faced under the plagiarism. There can be a way to beat plagiarism on the digital ground, which involves colourful flow of unique writings individually or in a broader community on the web. Its simple to understand plagiarism & easy to avoid it.

## **Gandhian Philosophy Week Celebration**

*"True education must correspond to the surrounding circumstances or it is not a healthy growth"*

Mahatma Gandhi

Gandhiji emphasized certain ideals, practical work and the potentiality of students in education. LUCE celebrated Gandhian philosophy week from 1st Oct, 2018 to 6th Oct, 2018 as resourcefulness given by institution responding to the earnest request by government.

The highlights of the event were as follows: -

- Visit to Mani Bhavan on 4th Oct, 2018- Mani Bhavan is considered as a Research Institute in Gandhian thought and Rural Development. It highlighted important events in Gandhi's life. Visit to Mani Bhavan was making history tangible.

*"Those who cannot give up their attachment to the outcome of their work are on the wrong path"*

**The Lords Universal College of Education  
(2018-2019)**

- Intra collegiate debate competition on 5th Oct,2018 - Students participation helped them to hold a positive view for handling high pressure situations and debate offers one of the few environments to sharpen and polish their skills.



- Cleanliness drive to Marve beach by the S.Y.B.Ed students- Cleanliness is most important for physical well-being and a healthy environment. Students participated enthusiastically in this cleanliness drive and realized the importance of cleanliness and sanitation.

*“To give pleasure to a single heart by a single act is better than a thousand heads bowing in prayer.”*

## Art and Craft certificate course

*Doing something creative allows for self-expression and express feelings.*

As art and craft comprises a very important aspect of a teacher's life, LUCE also ensured training students for the same. LUCE had organized Art and Craft certificate course for S.Y.B.Ed. Students by Pidilite Company in the month of December, 2018. Experiences in art,

- Bottle Painting best out of waste



craft enabled students to learn and reflect critically on their own and others' work.

They learn to think and act as artists, makers, working creatively and intelligently.

Student-teachers were trained for following art:

- Clay Modeling
- Mahbubani Painting
- Canvas Painting



- Color dyeing
- Glass Painting

Student-teacher utilized the material with appropriacy, and ensured to be a successful one

*“Learning takes us through many states of life, but it fails utterly in the hour of danger and temptation. Then faith alone saves.”*

## **Educational visits**

LUCE organized educational visits to the following places: -

- Chhatrapati Shivaji Maharaj Vastu Sangrahalaya on 10th Dec, 2018
- Nehru Science Centre on 11th Dec, 2018
- Mahim Nature Park on 12th Dec, 2018

### **Chhatrapati Shivaji Maharaj Vastu Sangrahalaya**

The students of The Lords Universal College of Education, Malad visited the Chhatrapati Shivaji Maharaj Vastu Sangrahalaya on the 10th December, 2018. The Museum is located in the heart of South Mumbai near the Gateway of India. They were also accompanied by two faculty members. This museum is one of the most significant museums of India. They assembled outside the main gate of the museum at 8:30am. The first thing noticed by all was, the building which was made in the indo-saracenic style of architecture, incorporating elements of the other styles of architecture as well like the Mughal, Maratha and Jain architectural styles. The Museum building is surrounded by a garden of palm trees and formal flower beds and is a three storied rectangular structure. The museum is categorized primarily into three sections. Art, Archaeology and National History. It also houses a forestry section, which has specimens of timbers grown in the Bombay Presidency (British India), and one exhibiting a small geological collection of rocks, mineral and fossils. They also visited the Maritime Heritage, gallery which displays objects related to navigation it is said to be the “First of its kind in India”. The Natural History section showcases collection of reptiles, mammals, amphibians, birds and fishes. In this section they were acquainted by some unknown facts by one of the, Museum docents.

She explained about the process of taxidermy. Along with this there were other sections as well which displayed an array of weapons, swords shields in addition to other projectiles. Approximately the museum houses 50,000 exhibits of ancient Indian history which also includes objects from foreign lands. The museum provides visual and audio aids to its visitors such as headphones and LED screens stationed at various points to provide in-depth knowledge. By the end of their visit they carried back with them bits of history from every section that They visited. It was a great experience for each one of them.

*“The day the power of love overrules the love of power, the world will know peace.”*

## **Nehru Science Center**

The students of Lords Universal College of Education were taken to Nehru Science Center for an educational visit. Students were asked to reach the venue 9:30 am. After entering the center students were taken to the science odyssey to watch a documentary movie on aircraft carriers. The documentary was in Hindi and was very informative. Then they were taken to the main center to watch a three-dimensional movie on global warming and its increasing effects on the environment. They saw a short movie on our solar system on a ball shaped model which was used to project the presentation. After the movie a short explanation was given about the various moons of different planets and a short oral quiz was conducted by the presenter. They were then allowed to explore the science center on our own. There were various interactive models on various concepts. There was a giant model of the brain and the heart as well. After the exploration of the center the students were allowed to disperse for the day.

## **Mahim Nature Park**

The Lords Universal College of Education had arranged an educational trip to Mahim Nature Park. After reaching the venue students were given some time to recuperate and explore the place.

Later a guide from the park came and gave them a short talk about the local flora and fauna and also gave some instructions about the park rules. The guide lead us through the park, stopping to explain about any birds that they came across. The guide also explained about the various butterflies. While leading us through the park further the students also stumbled into a snake! Our guide also provided us with information about the various medicinal plants and their names as well. They were also shown the different types of trees and the variations in the shape of the leaves. After the completion of the tour of the park our guide explained to us about the importance of the jungle and how it helps to maintain a good and healthy environment. Some advice about planting trees - which would help in saving our environment, was also given. These visits took the students away from their normal environment with the purpose to observe and learn and thereby developing social skills and improve independence and self-confidence.

***"What is really needed to make democracy function is not knowledge of facts, but right education."***

## WEBINAR ON EARLY IDENTIFICATION OF MENTAL DISORDER

Mental well-being is a state through which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community. In this positive sense, mental health is the foundation for individual well-being and the effective functioning of a community.

The Lords Universal College of Education and other institutions of Universal groups participated in an online seminar scheduled on the 16th of February 2019. The online conferencing was for 90 minutes and was hosted by LUCE. The webinar was on “Early Identification of Mental Disorders” among adolescents in school wherein the resource person Dr. Tejas S Golhar interacted with participants from Australia through online system.

The highlights of the webinar were as follows:-

- 1) The session began with the formal introduction of the resource person Dr. Tejas Golhar by Principal Dr.Savita Manchekar.
- 2) The session by Dr. Golhar highlighted types of mental disorders, its early identification, accurate diagnoses and effective treatment that can help prevent significant mental health problems from developing. A video was played showcasing the developmental challenges.

He also spoke about Biological, Social and Occupation Dysfunction (B-S-O Dysfunction). He focused on the severe mental illness and neurodevelopmental disorder.

- 3) The session also focused on the symptoms that a teenager may showcase because of these disorders which were very well portrayed with the help of various case studies taken up for discussion.

Read more at:

<https://www.careerindia.com/features/13-quotes-on-education-by-the-mahatma-gandhi-jayanthi-018049.html>

- 4) Sessions also accentuated on the most imperative part that is the role of schools and teachers in dealing with such mental disorders, providing primary care and if necessary arrange referrals to a psychiatrist.

- 5) The session concluded with interesting questions /queries raised by the target audience which were solved by the expert available online.

The session helped to provide key elements to shine a light on the concept of self-care and responsibility for one’s own as well as the near and dear ones mental health and wellness , with an emphasis on the fact that mental health is an integral part of Education.

*"True education must correspond to the surrounding circumstances or it is not a healthy*

## Celebration of Marathi Diwas on 27th Feb

माझा माझा महाराष्ट्र माझा,  
मनोमनी वसला शिवाजी राजा,  
वंदितो या भगव्या ध्वजा,  
गर्जतो, गर्जतो महाराष्ट्र माझा...  
गर्जा महाराष्ट्र माझा...!

मराठी दिवस is celebrated on February 27 every year across the Indian states of Maharashtra, Goa and in some regions of Karnataka, and Madhya Pradesh. It is also known as 'Marathi Bhasha Din' and 'Marathi Bhasha Diwas' in Hindi and Marathi respectively. This day is celebrated on the birthday of eminent Marathi poet Vishnu Vāman Shirwādkar popularly known by his pen name, Kusumāgraj, also known as Vi. Vā. Shirwadkar. Kusumagraj was not just a poet, but also a renowned poet, playwright, novelist, and a story-writer. After his demise in 1999, the Maharashtra government started celebrating VV Shirwadkar's birth anniversary as Marathi Rajbhasha Gaurav Din. Marathi Bhasha Diwas holds a lot of significance for Marathi speaking people. This day is celebrated by Marathi-speaking people in the state to honor the rich history and literature associated with it. On this day, essay competitions and seminars are arranged in Schools and Colleges. Government officials are asked to conduct various events.

LUCE had organized following activities in the different internship schools and colleges on 27th February, 2018 on occasion of Marathi Bhasha Diwas Celebration.

The activities held at various internship schools are as follows:

Importance of the day

- Poetry recitation
- Drawing competition
- Handwriting competition
- Essay writing competition
- Poster Making
- Display Board Decoration
- Word games
- Translation of words in Marathi language



F.Y. B.Ed. students organized these activities and competitions at school level. Apart from it LUCE conducted a special Theme based assembly wherein each internship group shared report on the activities conducted.

*"To believe in something, and not to live it, is dishonest"*

**The Lords Universal College of Education  
(2018-2019)**

## **Visit to Homi Bhabha Science Center on National Science Day**

**National Science Day** is celebrated with great enthusiasm all over India on 28th Feb every in order to salute and honor the discovery of the “Raman Effect” by our Indian Physicist Sir, Venkata Raman in 1928. For his discovery, Sir C. V. Raman was awarded the Nobel Prize in physics in 1930. It is an event where students, teachers, scientists and researchers in all schools, universities, academic, medical, technical, research institutes of India. So that it gives an opportunity for the scientifically minded citizens in the country and to encourage people as well as popularize the Science & Technology. This National Science Day is being celebrated every year to spread a message about the importance of science and how science is used in our daily life. To show all activities, achievements in this field of science for human welfare as it is the main science function in India.

The Lords Universal College of Education organized a visit to Homi Bhabha Center for Science Education on National Science Day. The students reached there by 10:00am. The first place that they visited was the buildings where there were physics, chemistry and biology related inventions. There were various concepts that were explained through demonstrations. The visit infused eagerness and enthusiasm to learn and explore new things related to theoretical background knowledge. After that everyone went to view the methodology study work programmes where students from different B.Ed. colleges had arranged their lesson plans and provided explanations for their working models and different forms of strategies which can be used for learning and teaching particular topics. This was the last part of our day and all of us dispersed. It remained enlightening for them, and a new experience for student- teachers, all these things remained beneficial for them and everyone vowed to use all such approaches in their lesson plan. It was an excellent experience for them. The visit gave an opportunity for the scientifically minded prospective teachers to get firsthand experience and to encourage people as well as popularize the Science & Technology. This visit also helped them to discuss all the challenges of science teaching and implement new technologies for the development of science.

***“Education should be so revolutionized as to answer the wants of the poorest villager, instead of answering those of an imperial exploiter”***

**The Lords Universal College of Education  
(2018-2019)**

## **Session on Women Issues by Ms Sharmila Khare 13th March 2018**

Sexual abuse is an area of human behavior which, when discovered, quite understandably often evokes extreme reactions, due in the most part to ignorance, fear, and guilt. Sexual abuse has been a huge trend in violent victimization. According to the World Health Organization, "child sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend is unable to give informed consent to, or that violates the laws or social taboos of society". The law against the child sexual abuse has been more stringent the government of India has taken certain important measures to protect children from sexual offences.

India's Protection of Children Against Sexual Offences Act of 2012 (POCSO) and Immoral Traffic (Prevention) Act have been recently strengthened in their aim of fighting child rights violation. There has also been a corresponding increase in the number of child abuse cases filed, due to awareness about legal recourse, translating to an increase in a number of convictions. On 14th March 2019, LUCE has organized one session on "Educating parents about sexual harassment of young children". The guest speaker was "Sharmila Kher" director of "foundation for child protection Muskaan".

Resource person Sharmila Kher started this session with one activity in which she has given questionnaire to students in groups and given time to find the answer. Later some discussion was carried out on these questions. One song video was played in class room "IMAGINE". Sharmila Kher talked about legal age of a child to get married, children right and child sexual abuse. After this mam has discussed some cases which has occurred related to sexual abuse.

One video named as "KOMAL" related to sexual abuse of child is shown and help line number 1098 for safety purpose was discussed. She talked about not only sexual abuse of a child but also explained all other kind of abuse that a child faces, like force from parent to do some task, not allowing them express what they want and many other. At the end of this discussion a video of a psychiatrist teaching some children of age between 6 to 8 years explaining about "Good Touch & Bad Touch" was shown.

Then the speaker continued her speech by giving information about POCSO ACT 2012 (Protection of Child from Sexual Offence). In this mam explained all about major action to be taken once.

Students came to know about a child being sexually abused or assault which included mandatory reporting and in emergency case taking child for medical treatment. Later she talked about different acts that Indian judiciary system follows to punish abuser on the basis of his/her age group and type of crime committed by abuser. Later discussion on "Nirbhaya Hatyakand" happened in class and one case from Pune city.

***"It is unwise to be too sure of one's own wisdom. It is healthy to be reminded that the strongest might weaken and the wisest might err."***

One more case was discussed in class room where a 15 year old girl was sexually assaulted by the police. During the discussion of these cases students tried to find the problem and the major action to be taken against all such incidents occurring in our society. She talked about how people get afraid of societal norms and avoid reporting FIR for any such cases. In some cases parents themselves ignore and make their own child shut. At the end of session Sharmila Kher mam concluded her by saying that we need to bring out change in society not only for our child but for a better and safe future for all. She said don't close your eyes after watching any crime use your phone record crime and report immediately.

### **NURTURE THE NATURE**

*“What we are doing to the forests of the world is but a mirror reflection of what we are doing to ourselves and to one another.”*

Mahatma Gandhi

The Lords Universal College of Education conducted plantation drive in the month of July for one week. That week allotted a theme named 'Nurture the Nature'. The activity planned with the objective that students should foster an understanding about conservation, sustainability and preservation of natural resources for a better place to live.

As part of their internship practicum activity in schools and colleges, student-teachers performed plantation drive in their respective internship schools and colleges. During their internship week student-teachers were instructed to conduct activities related to plantation. Internship schools and colleges include BMC schools, SSC and ICSE boards.

Therefore, the student-teachers performed following activities under the guidance of teacher educators.

- Planting of saplings,
- Poem recitation,
- Essay writing,
- Debate,
- Notice Board decoration,
- Slogan writing
- Drawing

LUCE is dedicated to sensitize student-teachers towards society and environment with reference to develop right attitude, value and belief required to mould young minds and built respectful relationships with community and environment.

*“We need not wait to see what others do”*

**The Lords Universal College of Education  
(2018-2019)**



*"Earth provides enough to satisfy every man's needs, but not every man's greed"*

**The Lords Universal College of Education  
(2018-2019)**

## AWARENESS SESSION ON ANTI RAGGING

It would not be an exaggeration to say that, today, ragging has taken the shape of a serious human rights violation with even the most respected and disciplined educational institutes falling prey to it. To make student teachers aware about the effect of this notorious practice an awareness session on Anti Ragging was organized by Lords Universal College Of Education.

PSI Jagdish Rane was invited as a guest speaker. He gave a brief introduction on what is ragging, where ragging is usually done, what are the intentions involved in ragging, what are the results of such activity. He emphasized that ragging is not merely a socio-legal problem. It has a certain psychological basis too. He discussed some cases to verbalize the plight of a ragging victim's family, especially his or her parents who see their child suffering in pain and stress. Besides incurring medical expenses to rehabilitate their child, they also have to bear the trauma of seeing his or her prospective career coming to an end. He also introduced how schools, colleges or the staff members can help the victims of ragging, how different



institutes can take a step ahead to prevent ragging.

He gave information on what is anti-ragging act, gave some examples of different sections applicable under it. He shared some examples regarding the same. Several questions asked by the students were answered by him. Ragging is a problem faced by the students; and therefore, the solution to this problem also lies in the hands of students. With ragging becoming prominent in the educational arena, it is need of the time that the student community make themselves aware about anti ragging laws.



*"Whatever you do will be insignificant, but it is very important that you do it"*

## **Report on One Day State Level Seminar on “Contribution of Women in Nation Building: Creating Momentum on Social Inclusion”**

The Lords Universal College of Education organized one day State Level Seminar on “Contribution of Women in Nation Building: Creating Momentum for Social Inclusion” on 10th of March’ 2018. The focus of the seminar was on changing the attitude of male and female in favor of social equality through research activities.

The Seminar was based on the research activity that participants had to carry out as a prerequisite of the main event. A pre-seminar 2-day training workshop was organized for participants. The resource person helped participants in getting better clarity on the theme and purpose of the seminar.

The seminar was attended by 28 participants and dignitaries across the state. The highlight of the seminar was the galaxy of speakers from the education sector and women organizations who shared their knowledge and experiences with the participants and students over the sessions.

The participants presented research papers in parallel sessions on varied sub-themes. The presentations concluded with question answer session and fruitful interactions among the chairperson and the audience.

## **Report on One Day National Level Seminar on “Ethical education in Present Scenario: Integration in the Curriculum”**

The Lords Universal College of Education organized the National level, seminar on the theme “Ethical education in Present Scenario: Integration in the Curriculum”. The seminar was attended by 28 participants and dignitaries from across the nation. The highlight of the seminar was the luminaries from the education sector who shared their knowledge and experiences with the participants and students over the sessions. All the sessions have been telecast in real time for the educationists who opted for virtual participation. The blended set up of the National seminar remained the distinct aspect, wherein the participants from distant areas could attend all the sessions. Participants experienced interesting sessions throughout the day followed by valedictory session.

*"The future depends on what you do today"*

## STUDENT COUNCIL

Council Members:

|                        |   |  |
|------------------------|---|--|
| President              | : | Dr. Savita Manchekar                         |
| Teacher In charge      | : | Mrs. Soma Guha<br>Mrs. Sonali Singh          |
| General Secretary      | : | Ms. Steffi Leitao<br>Ms. Ilhaam Motlekar     |
| Treasurer              | : | Mr. Iqbal Mulla<br>Ms. Rinky Das             |
| Assembly In charge     | : | Ms. Melicia Ferreira<br>Ms. Nakita Daniel    |
| Cultural Secretary     | : | Ms. Renita Saldanha                          |
| Cultural In charge     | : | Ms. Shruti Upadhyay                          |
| Sports Secretary       | : | Ms. Krishna Sarda                            |
| Sports In charge       | : | Ms. Pranjal Vornekar                         |
| Women Cell Secretary   | : | Ms. Surekha Prajapati                        |
| Women Cell In charge   | : | Ms. Priya Trivedi                            |
| Hygiene Department     | : | Ms. Pratiksha Gonsalves<br>Ms. Jyoti Chaubey |
| Disciplinary Committee | : | Ms. Sukanya<br>Mr. Rajesh Shet               |



*“It is unwise to be too sure of one's own wisdom. It is healthy to be reminded that the strongest might weaken and the wisest might err.”*

# ALUMNI ASSOCIATION- LUCEAA

## REPORTS ON ACTIVITIES 2018-2019

### Essay Competition

Essay competition sponsored by LUCEAA conducted on ‘Gandhiji’s belief and its relevance in the present scenario’ during the first week of October, 2018. Alumni working in school conducted Essay Competition for Grade 8th Students. Alumni working in the different schools conducted Essay competition in their respective school for Grade 8<sup>th</sup> Students. Following schools took part in this competition

- Kapol Vidyanidhi International School, Kandivali
- Gundecha Education Academy, Kandivali
- Poorna Prajna Education Centre, Dahisar
- Sanskar Dham Vidyalaya, Goregaon
- Mount Mary High School, Malad
- St.Sebastians English School, Malad
- Sidhharth Nagar BMC School, Goregaon



Students were from different board therefore school wise first prize given to the students. Along with that participation certificate was given to all students who took part in the competitions. To appreciate Alumni and their student’s efforts LUCE had organized Prize distribution ceremony was organized on 10th January, 2019.

*“ The greatness of a nation and its moral progress can be judged by the way its animals are treated.”*

**The Lords Universal College of Education  
(2018-2019)**

### **Alumni as Judge:**

LUCE organized many co-curricular activities. Along with that college organized many intra collegiate competitions for student-teachers. LUCE had tradition to call Alumni for judging those competitions for unbiased results and transparency.

- Meera Shah, Ajay Vyas were called for judging Dandiya & Garba Competition.
- Rupa Doshi & Daniel Khatiwada called for Carol singing competitions, Sugary Bite during Christmas Celebration

### **Alumni Invited for sharing of experiences before Campus Placement.**

LUCE had two months long training before students facing interview. During that time Alumni called to share their experiences with S.Y. Students so that they can be mentally prepared for those and of questions. Haroon Khan, Kavita Chaudhary and Sneha Ash invited to share their experiences with students.

### **TET and CTET:**

LUCEAA organizes orientation for TET for Alumni and current S.Y. students. This orientation basically involves paper patterns, solving of papers and techniques to solve such a difficult eligibility test. This year Mr. Snadeep Shah Alumnus of LUCE batch 2015-17 was invited for orienting students on 6th May, 2019. He successfully cleared TET and CTET in his first attempt.

### **Degree Distribution Ceremony for the batch 2016-18**

The Convocation ceremony commemorates the precious moments of the student's life, and offers an opportunity to celebrate the culmination of their college years and the beginning of new experiences to come. The Lords Universal College of Education, Malad –East, conducted convocation ceremony for B.Ed batch of 2016-18 on 23 rd March 2019 (Saturday) at The Universal High School, Malad –East. Student-teachers turned teachers received their B.Ed degree after having completed over 2 years of rigorous training in the area of education.

The ceremony began as per the tradition of LUCE by remembering the almighty with sarvadharm prayer. The event presided over by Dr. Ratnaprabha N. Rajmane madam, Principal, Gandhi Shikshan Bhavan's, Smt. Surajba college of Education, Juhu, Mumbai. The principal of LUCE, Dr. Savita Manchekar madam welcomed and introduced the eminent guest. As the graduates were eagerly waiting to take their degrees, Honorable chief guest handed over the degrees to them with best wishes. The ceremony continued with Chief Guest Dr. Rajmane madam addressed the gathering. During the keynote address, she began with a quote given by Harry and Rosemary Wong.

“Teachers are not in private practice. We are in the helping and caring profession, a service profession to help students to enhance the quality of their lives.”

She motivated the students to not to forget their value systems, work ethics and humanity. She emphasized on ‘Professional maturity’ in the field of education, to be followed by teachers and various aspects related to that were addressed. She mentioned, ‘Building professional maturity in the workplace will not only lead to fulfilling career success, it will lead to better self-reflection. Once you have improved your self-reflection, you will be able to more accurately identify your desired goals, understand your character and motives which drive your actions!’. Finally she concluded by giving ‘Oath for Student Teachers’ which added more value to the event. The students shared their experiences of college and current professional life. The sense of achievement was getting reflected through that. Later, Three times award winning, exhilarating Street play was presented by current batch students which added to the glory of the event.

The ceremony closed with all singing the national anthem and all the graduates went back home with flying colors.

***“Faith is not something to grasp, it is a state to grow into.”***

**The Lords Universal College of Education  
(2018-2019)**

**DIARY OF EVENTS**  
**2018-2019**

**JULY**

- 2<sup>nd</sup> Re-opening of the academic session  
7<sup>th</sup> TBA on Eid  
16<sup>th</sup> Second phase of Internship  
19<sup>th</sup> Evaluation Workshop  
21<sup>st</sup> TBA Based on World Population Day  
28<sup>th</sup> TBA Based on Women Achievers (Freedom fighters) + PTM

**AUGUST**

- 2<sup>nd</sup> TBA Based on Women achievers (Women writers)  
4<sup>th</sup> Visit to Drishti for Symposium on the Theme 'Leading mixed Ability Classrooms'  
9<sup>th</sup> Extension related work Orientation  
16<sup>th</sup> Session on Flipped classroom  
18<sup>th</sup> Session on personal health and hygiene  
25<sup>th</sup> TBA Based on 'Appreciating the theory of beauty of Poetry-Paying tribute to Shri Atal Bihari Vajpayeeji'

*“My religion is based on truth and non-violence. Truth is my God. Non-violence is the means of realizing Him.”*

## SEPTEMBER

- 1<sup>st</sup> TBA on 'Religious Tolerance'
- 5<sup>th</sup> Teacher's Day celebration
- 8<sup>th</sup> Seminar on plagiarism in Digital Age & Workshop on software training by SNTD student
- 13<sup>th</sup>- 17<sup>th</sup> Mid term break
- 22<sup>nd</sup> TBA Based on 'Creating Awareness about Environment friendly ways to celebrate festivals' + Essay
- 24<sup>th</sup> Workshop on Ability course –batch -1 FY B.Ed.

## OCTOBER

- 1<sup>st</sup> Execution of skit on Gandhian philosophy
- 3<sup>rd</sup>- 6<sup>th</sup> Workshop on Ability course –batch -1 FY B.Ed. + Theme based Assembly on 'No Violence' Quiz competition and Debate Competition on Gandhian philosophy
- 4<sup>th</sup> Visit to Mani Bhavan SY B.Ed.
- 6<sup>th</sup> Swachta Abhiyaan to Marve Beach SY B.Ed.
- 9<sup>th</sup> workshop on transactional analysis
- 10<sup>th</sup> Campus placement pre-training -Session 1-Exploring career choices
- 11<sup>th</sup> Beginning of Communication skills course
- 15<sup>th</sup> Welcoming batch-1 FY B.Ed. + Content test Course Orientation
- 16<sup>th</sup> Intercollegiate Cultural Competition (Navratri Celebration)
- 23<sup>rd</sup>-25<sup>th</sup> Community work batch-1 FY B.Ed.
- 26<sup>th</sup> Tahuko (Inter collegiate competition)
- 29<sup>th</sup> Beginning of Audit course batch 2& 3
- 30<sup>th</sup> Hindi exam- Gandhi vichar dhara + Diwali Celebration

*“What difference does it make to the dead, the orphans and the homeless, whether the mad destruction is wrought under the name of totalitarianism or in the holy name of liberty or democracy?”*

## NOVEMBER

- 1<sup>st</sup>-11<sup>th</sup>** Diwali vacation  
**12<sup>th</sup>-15<sup>th</sup>** Batch -2 Ability course FY B.Ed..  
**13<sup>th</sup> –14<sup>th</sup>** Audit course batch 2&3 FY B.Ed.  
**15<sup>th</sup>** Campus Placement Pre-Training Session - 2 “Know yourself”  
SY B.Ed.  
**16<sup>th</sup>** Orientation to observation of school activities  
**17<sup>th</sup>** TBA ‘Best out of waste’  
**24<sup>th</sup>** Orientation on NET/SET TBA on ‘Learner centered education’  
**27<sup>th</sup>** Session on Action research’

## DECEMBER

- 1<sup>st</sup>- 4<sup>th</sup>** Prelims exam SY B.Ed.+ Student council election FY B.Ed.  
**3<sup>rd</sup>** TBA on 'World Disabled Day'+ Elocution Competition  
**5<sup>th</sup>-8<sup>th</sup>** Study leave for University exam FY B.Ed. + TBA Based  
Mainstreaming of children with disabilities+Essay test  
**10<sup>th</sup>-12<sup>th</sup>** University Exam SY B.Ed. + Visit to museum, Mahim nature park &  
Nehru Science centre FY B.Ed.  
**13<sup>th</sup>** Orientation to Sem –IV SY B.Ed. + TBA Based on Creating inclusive  
and accessible society for all+Essay test  
**14<sup>th</sup>-20<sup>th</sup>** Drama and Art workshop by Pidilite + Theory for FY B.Ed.  
**17<sup>th</sup>** Session on CAI SY B.Ed.+ Theory for FY B.Ed.  
**18<sup>th</sup>** Session on Gaming strategy SY B.Ed.+ Theory for FY B.Ed.  
**19<sup>th</sup>** Session on Roleplay SY B.Ed.+ Theory for SY B.Ed. + TBA on  
‘Garbage free tourism’  
**20<sup>th</sup>** Session on CAM SY B.Ed.+ Theory for FY B.Ed.  
**21<sup>st</sup>** Soul Grand Finale

**24<sup>th</sup>** Christmas Celebration + Orientation to peer lesson guidance  
SY B.Ed.

**25<sup>th</sup>-1<sup>st</sup>** Winter Break

**Jan**

## JANUARY

**2<sup>nd</sup>** Orientation to practice teaching+ Preparation of CV +Orientation to  
ITM SY B.Ed. + Essay test FY B.Ed.

**3<sup>rd</sup>** Commencement of third phase of Internship

**7<sup>th</sup>-9<sup>th</sup>** Tutorials for SY B.Ed.

**12<sup>th</sup>** TBA Based on 'service to man is service to God' + Session by  
Academic Head of Universal School Mr. Harish on Expectations by  
School for recruitment +Campus Placement Pre-Training Session - 4  
“Facing Individual and Group Interview”

**14<sup>th</sup>-17<sup>th</sup>** Community work for batch 2&3 SY B.Ed.

**18<sup>th</sup>-19<sup>th</sup>** Campus Placement drive SY B.Ed.

**21<sup>st</sup>-23<sup>rd</sup>** Feedback on prelims + remedial teaching FY B.Ed.

**24<sup>th</sup>-25<sup>th</sup>** Study leave for university exam FY B.Ed.

**28<sup>th</sup>-30<sup>th</sup>** University Exam FY B.Ed.

## FEBRUARY

**1<sup>st</sup>** Orientation of Semester II+Theory

**4<sup>th</sup>** Annual Sports Meet-

**6<sup>th</sup>-9<sup>th</sup>** Lesson plan workshop FY B.Ed. + 3rd phase of Internship + One week  
of community service SY B.Ed.

**11<sup>th</sup>- 1<sup>st</sup>** 1st phase of Internship

**March**

**16<sup>th</sup>** Webinar on Early Identification of mental disorder

**25<sup>th</sup>-26<sup>th</sup>** Orientation for ability course (Reading and reflecting on text)

SY B.Ed.

27<sup>th</sup> Celebration of Marathi Diwas

28<sup>th</sup> National Science day Celebration

## MARCH

2<sup>nd</sup> TBA on 'Scientific awareness encouragement'

5<sup>th</sup>- Workshop on blended learning + Beginning of value added course

6<sup>th</sup> Phonetics + TBA on 'Pledge on parity (equality)

8<sup>th</sup> Celebration of International Women's Day

13<sup>th</sup> Awareness campaign on child sexual abuse + Session on women issues  
by Ms.Sharmila Kher

15<sup>th</sup> Educational movie based on women's issues

16<sup>th</sup> PTM FY B.Ed.

22<sup>nd</sup> TBA on 'Color Psychology'

23<sup>rd</sup> Convocation 2016-18 Batch

30<sup>th</sup> Class Picnic

## APRIL

3<sup>rd</sup> TBA on theme of Gudi Padwa

10<sup>th</sup> Session by Dr.Gauri Hardikar on 'Stress Management' + Submission Of  
Action Research + TBA on 'Effective self-regulation leads to high self-  
efficacy'

12<sup>th</sup> Action Research viva

17<sup>th</sup> National Level seminar

23<sup>rd</sup>-25<sup>th</sup> Preliminary Examination

30<sup>th</sup> Showing of paper i.e. remedial teaching

**MAY**

- 2<sup>nd</sup> - 3<sup>rd</sup>** Tutorial + preparation of Annual Day
- 4<sup>th</sup>** Annual Day And Farewell of 2017-19 batch
- 6<sup>th</sup>** TET Orientation

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*“A ‘No’ uttered from the deepest conviction is better than a ‘Yes’ merely uttered to please, or worse, to avoid trouble.”*



Vidya Vikas Education Trust's

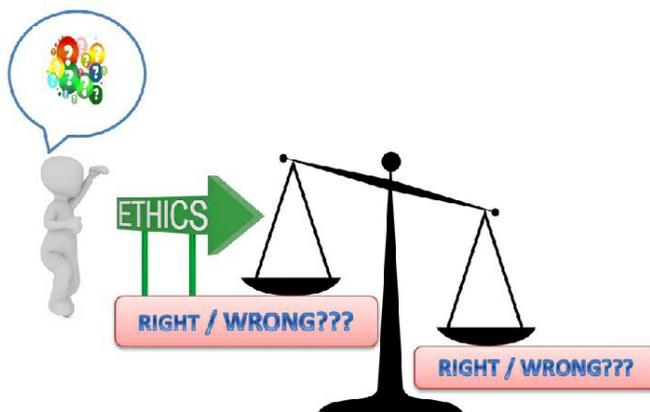
## The Lord's Universal College of Education

(Linguistic Gujarati Minority Institution Affiliated to Mumbai University, Recognized by NCTE)

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**NATIONAL  
LEVEL  
SEMINAR**  
(in blended set-up)

**ETHICAL EDUCATION IN  
PRESENT SCENARIO -  
INTEGRATION IN  
THE CURRICULUM**



**17<sup>TH</sup> APRIL 2019**

VENUE: ST. JOHN'S UNIVERSAL SCHOOL AUDITORIUM  
S. V. ROAD, GOREGAON (W), MUMBAI- 400104

+91 845 100 2890



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Yoga Workshop

Self Defence Workshop  
2018-19

Art Workshop

Nature Park Visit

Fire Safety Workshop

Campaign on single use plastic ban

Science Teaching Aid Workshop

Plantation Drive

Mahiti Doot

Mathematics Day Visit

Nehru Centre Visit

Nehru Science Centre Visit

Museum Visit

