EDITORIAL

Greetings to all, in the name of our Lord and Saviour, Jesus Christ.

We are very pleased to present the second Issue of Xpressions for the session 2013-14. The Issue carries the activities and programmes conducted in the department. These activities will benefit and help the students in their future career.

Our heartfelt thanks to our Head and Dean Prof. Dr. Sr. Marion Mathew C.J., for guiding us and giving her valuable suggestions and lending full support to our endeavors.

We are also thankful to our faculty members for their cooperation and constant encouragement.

Last but not the least we also like to acknowledge contribution of the members of Literary Cell without whose effort and persistent determination it would have been impossible to publish this issue.

Editorial Board
CONTENTS

Message from Faculty Dean

From the desk of Head & Dean

Understanding diverse student populations and the strategies for differentiating classroom instruction

Stress: Causes and its Management

Purity of Heart

Women: The Most Suitable Leader In Environmental Education And Protection

Peace Education

Mehndi Competition

Chess and carrom competition

Children’s Day Celebration

The colours of Rangoli

AIDS Rally Organized

A Visit of delegates from University of Missouri USA

Christmas Day Celebrations

Scout and Guide

Excursion
My warm congratulations to the Editorial Team of the digital newsletter Xpressions, brought out by the Department of Teacher Education of the Allahabad School of Education, with great regularity, with the collaboration of the faculty and students. Surely, it offers an opportunity to the future teachers to replicate this best practice in their schools, besides providing a platform to the contributors to express their views, and to the readers to obtain information about the activities organized by the Department.

At the end of one more academic year, I am grateful to Sr. Marion Mathew, Dean of Allahabad School of Education, for her leadership, as well as to the faculty and staff for their dedicated work in favour of our future teachers.

It is very gratifying to note that the Department had an opportunity to interact with teachers from the University of Missouri, USA. The exchange of information, experiences and best practices between two Universities, one from the West and the other from the East, was an occasion for enrichment and was appreciated by all.

Students and teachers went on a field visit, in order to have a living experience of a different world and to test in a practical way, what they learned in the classroom. In what way is the protected world inside the Department different from the open world and how we learn to adjust to new realities - this is an important lesson in the life of a future teacher.

I wish that our students should come out of the classroom with flying colours, after a gruelling period of preparation for exams, in order to lead in their own future classrooms.
It is indeed a matter of immense joy to acknowledge the abundant blessings of God on the students and faculty members of the Dept. of Teacher Education, Allahabad School of Education. “I have come to believe that a great teacher is a great artist and teaching might even be the greatest of the arts since the medium is the human mind and spirit.” John Steinbeck

I am convinced of the fact that the present day teachers are the pillars and architect of any modern society and while realizing their responsibilities and challenges on their shoulders, they should adapt and respond to any changes taking place in the rapidly changing society, especially the present century is dynamic and the aspirations of the society is also undergoing tremendous changes. The quality of education depends on their competence, professionalism, commitment, dedication and attitude towards teaching profession. I have also realized that an educational system isn’t worth a great deal if it teaches young people how to make a living but doesn’t teach them how to make a life.

Throughout this academic session we, at the School of Education responsibly contributed to the skill development as well as personal growth of each pupil trainee so that they be capable to initiate desired learning outcomes among school children by optimizing the resources-human and material. They are also motivated to design their work to engage, inform and inspire listeners to discover new ways of thinking so that cognitive development of the students whom they will teach is ensured.

Education is basically caring for the whole person. Transformational development will only take place when the teachers are committed and devoted to their duty. I am sure our pupil trainees had umpteen opportunities throughout this year to develop their soft skills and life skills to be effective teachers in their own respective work place. The digital news letter aptly mirrors extracurricular and co curricular activities conducted with a focus to instill in them values of hard work, team spirit and cooperation.

I would like to place on record the selfless contribution of all the faculty members in moulding and shaping the personality of our pupil trainees. Simple gestures of kindness from a teacher promote the perfect climate for students to study, learn and grow. Your attitude translates into a spirit of friendliness and good will towards others in an atmosphere of creative freedom, joy and ease and you have fostered these feelings in the classroom.

I wish all our students success in their future endeavours. “Be a wonderful role model because you will be the window through which many children will see their future” Thomas Mckinnon. May God, the maker of us all bless and guide us always.
By all accounts, learning is a complex task that requires a student to use and apply a range of cognitive skills. A student’s ability to retain information while performing concurrent processing, often referred to as working memory (WM), is critical to the acquisition of increasingly more complex knowledge and skills. Not surprisingly, WM is often linked to successful learning and student academic achievement. According to the academic literature, WM is a very useful measure of a student’s capability to acquire new information. Most students are able to successfully respond to classroom instruction that requires them to rely on their WM to acquire new knowledge or skills. Unfortunately, some students struggle and ultimately fail to process information effectively which, in turn, negatively affects the outcome of instruction.

Research has shown that a student’s WM capacity is a good predictor of his or her ability to accurately retrieve information, which is important because precise retrieval of acquired information is needed for learning to occur. Most teachers can attest to the fact that some students have WM deficits, which results in their being slower and less accurate in processing classroom instruction in class. These are the students who have problems determining the most relevant information and screening and “blocking out” irrelevant information, a problem that diminishes their WM capacity. For that reason, limitations on a student’s WM capacity often are associated with academic deficits in reading, mathematics, writing, and in the area of social skills.

Results of several recent studies show that attention significantly influences WM, particularly when students must encode information (e.g., when a student is listening to a lesson on various cloud formations). Attention controls the amount of time a student needs to maintain information in WM, especially in visual WM. Many factors influence student attention, such as motivation, anxiety, and fatigue. If, for any reason, a students’ attention is disturbed, his or her opportunity to learn is diminished because attention is essential to maintain information in WM.
Furthermore, if a student cannot control his attention, interfering information will not be filtered out and learning will also be adversely affected.

**Understanding diverse student populations**

Because the composition of today’s classroom is rapidly changing, understanding the needs of an increasingly more diverse population of students’ has become essential to effective instruction. Recognizing that some students have problems in the area of WM is no exception. Recently, McCloskey, Perkins, and Van Divner explored the concept of *learning* and *producing* difficulties. Based on that work, they proposed grouping students according to three specific academic difficulties:

1. students with learning difficulties only,
2. students with producing difficulties, and
3. Students with learning and producing difficulties.

In recognizing the link between attention, WM, and student learning, teachers should consider how to deliver instruction that does not overload a student’s WM capacity. As it is said above, attention maintains information in WM, and that information is transferred from WM to long-term memory. Unlike short-term memory, long-term memory has no limitations on capacity. Given the importance of attention in regulating a student’s WM, many teachers have learned to control the type and amount of interference to which students are subjected during classroom instruction.

**Strategies for differentiating classroom instruction**

Gathercole and Alloway offer seven principles for teachers to apply to prevent an overload of a student’s WM

1. Recognize WM problems (e.g., failure to follow directions).
2. Observe the child for early warning signs of WM overload and monitor the child’s behavior by asking, “What are you going to do next?” or “Tell me what you are going to read.”
3. Identify and evaluate the demands of various learning activities (e.g., amount of information to remember).
4. Reduce WM loads by modifying the activities.
5. Be ready to repeat information.
6. Encourage the use of memory aids (e.g., posters on the wall and technology).
7. Develop the child’s use of strategies for supporting memory (e.g., rehearsal and chunking information).
With these guiding principles in mind, teachers can make decisions about ways to differentiate instruction to address the diverse needs of their students. The following suggestions are supported by research on cognition.

**Strategy 1:** Provide short, simple, and sequential directions, one at a time.

**Strategy 2:** Use visual cues and modelling to reinforce oral directions or explanations.

**Strategy 3:** Repeat information or directions or ask other students to repeat and paraphrase what you have just said.

**Strategy 4:** Use rehearsal, visual imagery, and coding as ways to facilitate the transfer of information from short-term memory to WM to long-term memory.

**Strategy 5:** Give only five to seven pieces of information at a time to avoid WM overload.

**Strategy 6:** Break tasks into sub-tasks to address the students’ attention and WM capacity.

**Strategy 7:** Group information into chunks to reduce potential overload of a student’s WM.

**Strategy 8:** Categorize information by grouping together related objects or events.

**Strategy 9:** Use semantic maps or networks to connect a main idea to related ideas.

**Strategy 10:** When conveying visual information, use the spatial contiguity principle.

**Strategy 11:** Make information meaningful by connecting the students’ prior experiences to the new information.

**Strategy 12:** Provide advance organizers prior to beginning a lesson to help students more easily organize information to be learned.

**Strategy 13:** Present information using graphic organizers to facilitate information storage and, consequently, learning.

**Strategy 14:** Teach organization of text such as story structure to facilitate comprehension of narratives.

**Strategy 15:** Use hierarchy to organize information.

**Strategy 16:** Review information frequently.

**Strategy 17:** Implement teaching routines and provide a structured and consistent environment.
Strategy 18: Divide study time into sessions.

Strategy 19: Have students practice the new skills in the same context in which they will be assessed.

Strategy 20: Apply the *serial position curve* concept to teaching.

Those students who have producing difficulties, learning difficulties, and difficulties with both learning and producing. It is specifically focused on working memory and attention as specific cognitive skills required for learning and producing work and the daily classroom challenges faced by students with problems in these areas. Without understanding the nature of the problem, educators may not provide students with the most effective interventions and accommodations to support their learning and performance. Students with WM and attention difficulties are at greater risk of academic and social failure compared to their peers without such difficulties.

We urge educators and parents to carefully observe their students to identify the specific difficulties they are having in school. Interventions and accommodations need to be designed to address an individual student’s specific problem. This article suggests ways to differentiate instruction on how that technique or strategy can address the student’s difficulty with WM and attention deficits in the classroom. By implementing strategies such as modifying the environment and using information clustering, teachers can avoid overloading students’ working memory. Teachers who support students in regulating their attention and working memory will be rewarded with classes full of learners.
Stress is a normal physical response to events that make you feel threatened or upset your balance in some way. When you sense danger—whether it’s real or imagined—the body's defenses kick into high gear in a rapid, automatic process known as the “fight-or-flight-or-freeze” reaction, or the stress response. The stress response is the body’s way of protecting you. When working properly, it helps you stay focused, energetic, and alert. In emergency situations, stress can save your life—giving you extra strength to defend yourself, for example, or spurring you to slam on the brakes to avoid an accident. The stress response also helps you rise to meet challenges. Stress is what keeps you on your toes during a presentation at work, sharpens your concentration when you’re attempting the game-winning free throw, or drives you to study for an exam when you'd rather be watching TV.

Modern life is full of hassles, deadlines, frustrations, and demands. For many people, stress is so commonplace that it has become a way of life. Stress isn’t always bad. In small doses, it can help you perform under pressure and motivate you to do your best. But when you’re constantly running in emergency mode, your mind and body pay the price. You can protect yourself by recognizing the signs and symptoms of stress and taking steps to reduce its harmful effects. But beyond a certain point, stress stops being helpful and starts causing major damage to your health, your mood, your productivity, your relationships, and your quality of life.

**Causes of stress:** What causes stress depends, at least in part, on your perception of it. Something that's stressful to you may not faze someone else; they may even enjoy it. For example, your morning commute may make you anxious and tense because you worry that traffic will make you late. Others, however, may find the trip relaxing because they allow more than enough time and enjoy listening to music while they drive.

**Common external causes of stress**
- Major life changes
- Financial problems
- Work or school
- Being too busy
- Relationship difficulties
- Children and family

**Common internal causes of stress**
- Chronic worry
- Unrealistic Expectations/Perfectionism
- Pessimism
- Rigid thinking, lack of flexibility
- Negative self talk
- All-or-nothing attitude
Learn how to manage stress:

You may feel like the stress in your life is out of your control, but you can always control the way you respond. Managing stress is all about taking charge: taking charge of your thoughts, your emotions, your schedule, your environment, and the way you deal with problems. Stress management involves changing the stressful situation when you can, changing your reaction when you can’t, taking care of yourself, and making time for rest and relaxation. Remember the four As: avoid, alter, adapt, or accept.

- **Avoid** unnecessary stress. Not all stress can be avoided, but by learning how to say no, distinguishing between “shoulds” and “musts” on your to-do list, and steering clear of people or situations that stress you out, you can eliminate many daily stressors.

- **Alter** the situation. If you can’t avoid a stressful situation, try to alter it. Be more assertive and deal with problems head on. Instead of bottling up your feelings and increasing your stress, respectfully let others know about your concerns. Or be more willing to compromise and try meeting others halfway on an issue.

- **Adapt** to the stressor. When you can’t change the stressor, try changing yourself. Reframe problems or focus on the positive things in your life. If a task at work has you stressed, focus on the aspects of your job you do enjoy. And always look at the big picture: is this really something worth getting upset about?

- **Accept** the things you can’t change. There will always be stressors in life that you can’t do anything about. Learn to accept the inevitable rather than rail against a situation and making it even more stressful. Look for the upside in a situation—even the most stressful circumstances can be an opportunity for learning or personal growth. Learn to accept that no one, including you, is ever perfect.

You can also better cope with the symptoms of stress by strengthening your physical health.

- **Set aside relaxation time.** Relaxation techniques such as yoga, meditation, and deep breathing activate the body’s relaxation response, a state of restfulness that is the opposite of the stress response.

- **Exercise regularly.** Physical activity plays a key role in reducing and preventing the effects of stress. Nothing beats aerobic exercise for releasing pent-up stress and tension.

- **Eat a healthy diet.** Well-nourished bodies are better prepared to cope with stress. Start your day with a healthy breakfast, reduce your caffeine and sugar intake, and cut back on alcohol and nicotine.

- **Get plenty of sleep.** Feeling tired can increase stress by causing you to think irrationally. Keep your cool by getting a good night’s sleep.
Dr. Kirti Cutting  
Assistant Professor, DTE  
The heart and soul of man is his main identifiers, if a person has a pure heart and soul of this means that it can not be evil, bad and envious. Human heart says it all about him, purity of heart and the soul of man is measured by his actions, his outlook on life, his thoughts and feelings, his life path. Look in your heart, in your soul, what you see there? Ask yourself, clean your soul? Ask yourself this question and try to answer it honestly and sincerely. Therefore the bible says in 1 Timothy 5:22 “Do not lay hands upon anyone too hastily and thereby share responsibility for the sins of others; keep yourself free from sin.” Proverbs 4:23 states, “Above all else, guard your heart, for it is the wellspring of life.”

The “heart” includes the mind and all that proceeds from it. Someone said that every sin we commit, we commit twice, once in our thoughts and again when we act upon those thoughts. It is easier to rid our lives of sin if we attack it at this fundamental thought level rather than waiting for it to become rooted in our lives by our actions and then try to pull it out.
Try to get rid of bad thoughts and feelings of your heart, try to fend for themselves envy and evil, clean your soul from this and you will feel how easy it would be to you, the world will change around you.

Be in God's Word so that when a sinful thought enters our mind (a temptation), we will be able to recognize it for what it is and know what course to take. Jesus in the wilderness (Matthew 4) responded to each of Satan's temptations with Scripture that applied to the direction He knew His mind should take instead of beginning down the path of the sinful thought. When tempted to meet His physical need (turn stone into bread), He recited the passage about the importance of relying upon God. When tempted to serve Satan in order to obtain the glory of the world, He brought up the passage that says we are to serve and worship God alone and speak of the glory that belongs to Him and those who are His.

Life is beautiful without evil, life in which there is no room for jealousy and lies, evil and revenge, life which surrounds you only goodness and love, because it is so beautiful. Create a world for themselves, it is very easy, banish evil and bad feelings from your heart and follow the Word of God, follow the path of Jesus, do good and open your heart to the beautiful and positive feelings, forget about revenge and all the bad, leave poor in the past and go forward with a pure heart, and you will see how beautiful the world without evil, how beautiful the world is when everything goes bad and only the good!

God bless you!

Matthew 5:8
"Blessed are the pure in heart, for they shall see God"
Dr. Avis Chintamani  
Assistant Professor, DTE

Women, to a great extent, are the most influencing force in the world – from the family to the policy decision maker. Their role as an agent of social change is less known than as a wife, mother, house keeper and income earner. And if we talk about environment, we will see that recently the world has recognized the urgent need for the balance and harmony between humanity and environment due to the increasing deterioration of the environment.

Environment education with its aims of promoting an awareness of and responsibility for the environment should be a lifelong process in order to improve and protect the environment now and in future. Women are an important link in the goal of achieving a satisfactory balance between nature, natural resources and human activities because of their central role in the family as managers of production and as consumers of scarce resources. They are directly or indirectly in close contact with the environment, may be as producers, consumers, managers, of fuel fodder – food collector for the family. They are most affected by the environmental degradation. Environmentally aware and concerned women influence the entire family circle, especially children in their perception, values, attitude, behaviour and in ethical considerations. They influence all the family members in the use of natural resources, energy, consumption and in waste recycling. Thus they are suitable leaders in environment education and protection. Empowering them with appropriate environmental information, training and employment opportunities can increase their number. They must be reinforced with a positive attitude and motivation to work with commitment for the more equitable and sustainable development of the planet as well as for the healthier environment.

Women have the ingredients of leadership. They have the ability to use power effectively and in a responsible manner. They have the fundamental understanding of the people. They have an ability to inspire followers to apply their full capabilities to a project and to act in a manner that will develop a climate conducive to responding to and arousing motivations.

Generally women had a wide knowledge of their environment, such as rural and tribal women are aware of energy quality and use medicinal plants etc. Such women if given basic training in the area of forestry management, silviculture, pisciculture, water management, land use planning, assessment of soil degradation, management of aquatic eco system, etc. Then these women will become a powerful leaders among themselves.
Mr. Vivek Stephen
Assistant Professor, DTE

Peace education in UNICEF refers to the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level.

The term ‘peace’ does not merely imply the absence of overt violence (sometimes referred to as ‘negative peace’). It also encompasses the presence of social, economic and political justice which is essential to the notion of ‘positive peace’ (Hicks, 1985). ‘Structural violence’ is a term that is used to refer to injustices such as poverty, discrimination and unequal access to opportunities, which are at the root of much conflict. Structural violence is perhaps the most basic obstacle to peace, which by definition cannot exist in a society in which fundamental human rights are violated. The Convention on the Rights of the Child, like other major human rights treaties, calls for the elimination of all forms of both overt and structural violence, and the creation of a society based on the principles of justice and peace.

The term ‘education’ in this context refers to any process – whether in schools, or in informal or non-formal educational contexts – that develops in children or adults the knowledge, skills, attitudes and values leading to behaviour change.

Peace education address the prevention and resolution of all forms of conflict and violence, whether overt or structural, from the interpersonal level to the societal and global level.

This vision of peace education is consistent with the UNICEF concept of rights-based, child-friendly learning environments (UNICEF 1999, E/ICEF/1999/14). This concept includes (among others) elements such as the realisation of the rights of every child, gender sensitivity, responsiveness to diversity, the promotion of quality learning outcomes such as life skills and successful problem solving, and the enhancement of teacher capacity.
A twelve member delegation from University of Missouri visited SHIATS on 9th January 2014. Two delegates, namely, Dr. Linda B. Bennett Associate Professor, Learning, Teaching and Curriculum, College of Education and Dr. Rajiv Darolia Assistant Professor, Harry S Truman School of Public Affairs visited the Department of Teacher Education at 3:30 in the evening. They were welcomed by the Deputy Registrar (Education) Dr. N. Stephen and faculty members. Dr. P.P. Singh gave the presentation apprising them about the Department of Teacher Education.

The focus of this visit was to have an interaction with the faculty members and Research Scholars. They were divided into two groups. The first group was addressed by Dr. Linda B. Bennett and the second group was led by Dr. Rajiv Darolia. Dr. Linda B. Bennett had an interaction on the Teaching-Learning process, Curriculum of College of Education. Dr. Rajiv Darolia discussed about the administrative skills and answered the questions put up by the students. It was the right platform for exchange of views and opinions. They were very much impressed by the fact that the drop-out rate of our department was almost nil in comparison to their department. In their own words, retention and graduation in their college are not cent percent. Together they explored more about their Curriculum, Latest Research, and Practice in teaching and Teacher-taught relationship Faculty and Students’ development.

There is a fascination among foreign delegates towards Indian culture and traditions. Hence the DTE presented a glimpse of Indian folk by a presenting a Punjabi dance which they enjoyed the most. The meeting came to an end with the exchange of wishes and a group photograph. The meeting was very fruitful and we are looking forward to such interaction in future.
In today's highly competitive world, we have to bear a lot of mental stress and also have to get involved in so many things inorder to acquire knowledge. That is where co-curricular activities play a very significant sole. They helps us get mental rest and also helps us stay physically fit healthy. As a future teachers, it is the need of the hour to give exposure to the student-teachers about the different co-curricular activities that is existing in the school curriculum. the students realise that through these co-curricular activities, their skills and inner capabilities are being developed. The College encourages its students to participate in activities planned and organize within its campus as well as in inter-collegiate activities. We also train them to organize different co-curricular activities in the college.

The student-teachers are exposed to various kinds of competitions as Mehndi Competition, Skit, Card Making, Salad Decoration, Games and Sports Debate and Poetry Recitation and Rangoli Competition. Students participate as a group and in some events there is individual participation as well. Students of the college had also participated in the Inter College Debate Competition where they bagged a trophy for the College. All these activities help to develop the all-around personality of the student-teachers to face the undaunted task and turbulent world of future.

By:
Mehvish Usmani
MEHNDI COMPETITION

COLOURS OF RANGOLI

SKIT COMPETITION
SALAD DECORATION

GAMES AND SPORTS

DEBATE COMPETITION AND POETRY RECITATION
AIDS is one of the most deadly diseases in the world. It kills many people every year. Many new born children become its innocent victims. One of the major causes of its rapid spread especially in the rural parts of India is the lack of information about it. So, Department of Teacher Education took upon itself the responsibility of spreading awareness about this disease.

An AIDS rally was organized under the able guidance of Prof. Dr. Sr. Marion Mathew(C J ),Dean and HOD of Allahabad School of Education. The rally was flagged off by our Faculty Dean Prof. (Dr.) Newman Fernandes.

The students took out the rally, holding banners and shouting slogans, so that their message could reach as many people as possible. Many street plays were also organized to spread awareness about the causes of this disease. Often we treat the patients of AIDS with contempt, but they are also human beings who deserve to be treated humanely. For this it is very important that we should know how AIDS is not spread. The rally concluded on a successful note as the message was spread to many people.

By:
Aiman Jahangir
Bharat Scout Guide Programme is a voluntary association, a non political programme. It was founded by Lord Beton Powell in 1907. This programme is a compulsory programme of B.Ed and this time it was held on 20th January 2014, in SHIATS in the Department of Teacher Education (B.Ed). What a marvelous disciplinary three days of working. This programme commenced under the supervision and guidance of Mrs. Shakshi Jaiswal mam and Mr. Shukla sir. The 1st day was the introduction to the Scout Guide Programme. A very beautifully explained and Mrs. Shakshi Jaiswal mam expressed her heart filled thanks to Prof. (Dr.) Sr. Marion Mathew, the Head and Dean of the Department.

All the students were very excited to start the three days journey of the Scout Guide Programme. On the 2nd day, Mr. Shukla sir introduced the various useful exercises and taught the importance of First Aid. The 3rd day was the most exciting for all of us. The B.Ed students had given a beautiful opportunity to make the tents with their group and to cook food. Oh! What an experience? Girls had got the opportunity to show their cooking skills while the boys were no less. At the end of the 3rd day everyone was exhausted but every lip praised the Department of Teacher Education to give such an amazing programme into the B.Ed course. It was really an outstanding experience for everyone. The Registrar, Prof. (Dr.) A. K. A. Lawrence, also gave a visit on the third day and motivated each student. Wow! A lifetime experience for the B.Ed students.

By: Deepika David
Educational trips form a part of every successful curriculum. It provides an opportunity to gain much practical knowledge to students.

As a part of such a trip, we were taken to Jaipur for five days. Our group consisted of almost 120-130 students, 8 teachers and support staff. We left for Jaipur on the night of 10th February, 2014 by Jaipur Express and reached Jaipur on 11th afternoon. All the students and teachers were comfortably accommodated at Amer Heritage Palace Hotel.

The same day, after a sumptuous lunch we went to visit the Birla Mandir and Akshardham temple. Both these places were beauty in themselves. If the serenity of the Birla mandir was unmatchable; the architecture of Akshardham was a sight to see.

The next day after breakfast we went to visit the Jaigarh fort. This Rajput fort was built purely for defence activities and houses the largest canon of the world, the Jaivana. It also has a small museum dedicated to the Rajput armours. Our guide gave us a brief about this fort and how it is capable of harvesting rain water for thousands of people. This was followed by visiting the Amer Palace. This Rajput grandeur was built by three kings – Sawai Raja Man Singh, Raja Jai Singh I and Jai Singh II and is an exquisite example of Rajput and Mughal architecture. It houses the famous Sheesh Mahal, a room beautifully decorated with cut glasses. The Ganesh Pol stands majestically overlooking the Mughal Gardens.

The second half of the day was reserved for Chokhi Dhaani, a private city-like built a few kilometres from the main city. This place gives an insight of Rajashthani art, culture, food and overall life style. One can not only enjoy every bit of Rajashthani hospitality but also shop for specialities here.

The third day of the trip began with visiting the Jantar Mantar. We were told that there are three of these in India; but the concept of Jantar Mantar belongs to Jaipur Palace. This area is where the king lives today. The Palace houses a beautiful collection of traditional hand paintings and Rajasthani perfumes.
The brain child of Sawai Jai Singh II, Jantar Mantar is an astronomical observatory which consists of many fixed structures calculating time and tracing the movement of stars.

From here on we went to the City Hall. Post lunch we visited the B.Ed College. Located outside the city, this college runs various programs like B.Ed., M.Ed, B.PEd, MPEd BTC and CTC.

Returning from here, we went to shop at Babu bazaar for the local specialities.

The last day began with visiting the exceptionally beautiful Albert Hall or City Museum. This museum exhibits a lavish collection of miniature portraits, metalware, sculptures, Egyptian mummy, jewellery and dresses, pottery, books etc. Next was the turn of Jal Mahal. The Jal Mahal used to be a pleasure place for the Royal family. It is a five storey building with 4 storeys under water. Now, this has been turned into a hotel by the Taj group.

With this our tour concluded and by 3pm we caught our train back to Allahabad.

Jaipur is a beautiful city with much to explore and learn. But visiting it with classmates and teachers was a different experience altogether. The places we visited were easily captured in the cameras but the time we spent with each other there, can only be captured as memories in our heart.

By: Aiman Jahangir
Stress is one of the most widespread problems in the world today. It has become a cause for many mental and physical ailments. Thus, it had become imperative to try and find out a solution to this pandemic. Keeping this in mind, a lecture on Stress Management was organized in the Department of Teacher Education, SHIATS on the 5th of March, 2014. The chief speaker of this lecture was Prof. (Dr.) J.N. Bhargava, a senior professor at the Department of Commerce and Business Administration, MONIRBA, Allahabad University.

The program began with lighting the lamp by Prof. (Dr.) Newman Fernandes, Pro. V.C. Academic Affairs and Dean, Faculty of Humanities, Social Science and Education. Dr. (Mrs.) Niharika Denis, Dr. S. H. Qasim, Dr. Ajay Kumar. Dr. (Mrs.) Prem Prabha Singh welcomed the Guest Speaker. Dr. Fernandes began the talk with raising some pertinent questions like – should stress be removed? Is all stress bad? He also shed some light on the fact that we take and give stress at every step of our life. We were introduced to the new term frenemies which means people who behave as friends but are actually enemies; and were told about how to manage such people in our life.

Dr. J.N. Bhargava started his lecture with informing us about the two types of stress – Eustress, which is a positive stress and helps a person to perform well in life and Distress, which is a negative stress and reduces our competencies. He told us that stress or pressure in life is the same as that in science where stress is equal to force divided by area. Here force is the work pressure and area is our capacity. Then he told us that to manage stress we must learn to maintain a balance of mind and body. A golden rule he shared was to do physical work when mentally tired and to do mental work (entertainment) when physically tired. He also told that there are three main causes of stress – Self, Family and Workplace/Environment and these causes are also the most affected areas because of stress. The lecture closed successfully with a question answer session with Dr. Bhargava and closing prayer by Dr. (Mrs.) Seema Mallick.

By: Aiman Jahangir
A studious aura was set up on 4th of April, 2014. An outstanding programme of action was carried on by the Department of Teacher Education, a responsibility taken by seventy B.Ed students to do their bit by holding the little hands and leading and guiding them towards an educational path and giving them an opportunity to come out with flying colours.

The programme was conducted and seventy B.Ed students had taken part towards constructing and moulding a better India. This programme was held under the supervision of Prof. (Dr.) Sr. Marion Mathew, the Head and Dean of the department of Teacher Education, Mrs. Kamini Singhal and Dr. Ajay Kumar. The presence of Prof. (Dr.) Sr. Marion Mathew was a great blessing and enough to encourage the B.Ed students to achieve one more step towards the training of becoming of the future role models.

After the programme was over, the children along with the pupil teachers presented a small cultural programme taking the base of education and highlighting the urgency of literacy situation. Beautiful nursery rhymes were also presented. Altogether, it was filled with fun learning experience.

By: Deepika David
Every beginning has an end. And every end is a new beginning.
It’s a relentless cycle seen in every aspect of our lives.

The Department of Teacher Education is no exception. It was a time to bid farewell to the outgoing pupil teachers of Allahabad School of Education, SHIATS family. Thus Splendour 2014, was observed on 30th of April, 2014. Prof. (Dr.) Newman Fernandes Pro Vice Chancellor, Academic Affairs was the chief guest for the occasion. Other distinguished guests like Bishop D. K. Sahu, Dean School of Theology, Prof. (Dr.) Nahar Singh, Director, Directorate of Extension, Prof. (Dr.) Arif Broadway, Director Research, Dean and Head Prof. Dr. Sr. Marion Mathew, the teaching and nonteaching staff were present during the occasion. All the pupil teachers of B.Ed and M.Ed gathered in the evening dressed up in beautiful and colourful traditional sarees and lads in formal wear.

The event started with an opening prayer, as per the tradition of the department which was followed by a prayer dance and message by Bishop D. K. Sahu, Dean School of Theology. Many programs were conducted by the students to add a charm to that day. The students presented songs, skit, kathak, duet dance, garba dance and special song by B.Ed and M.Ed students. Certificates of Appreciation were also awarded to the students. Pratyanshi Dwivedi bagged the award of the Best Student of the Year.

The chief guest congratulated the students on successful completion of their course. He said that a teacher should be like a candle, and he or she should not only light his or her own world but others’ world as well. He further said that it is good to exit as it will open new opportunities and new world for them. At the end of the program, the senior prefect of the department led the fellow pupil teachers in oath taking ceremony where they took a pledge to live by the motto of the school. Last, but not the least the Head and Dean of the school Prof. Dr. Sr. Marion Mathew in her speech bade them adieu and wished them the best for their future.
Environment has a lot of impact on each one of us. Every aspect of our life is influenced by changes in the environment. Of late there has been a lot of concern about the damages on the environment because of excessive human interventions. To spread awareness about this, the world environment day is celebrated every 5th June.

Following the movement, Department of Teachers Education, SHIATS also celebrated on the World Environment Day on the 5th of June, 2014. Dr. Sr. Marion Mathew (Dean & Head) planted two saplings. All the teachers and many students were also present. After the plantation, we all prayed for the environment and each one of us.

By: Aiman Jahangir