About Golos

The bi-annual Newsletter of the Department of Foreign Languages (DoFL) is published and is distributed among students, faculty members and administrators at Bhagat Phool Singh Mahila Vishwavidayalaya (BPSMV). It is also available on DoFL page of BPSMV Website www.bpswomenuniversity.ac.in. The word "GOLOS" (Voice) is derived from an Old Russian word glasses. Literally, it means being able to speak openly and loud. The main vision of Golos is to provide a platform for the creative writing skills of the students. The aim of Golos is to bring updates from DoFL on regular basis. Updates will include past events; report, analysis and forthcoming events, news related to admissions, careers. ■

Editorial
Dr. Sudipta Sil

This editorial is inspired a unique film festival was organized by Vigyan Prasar and film division of India during 13-15 August, 2021, to celebrate the 75th independence, under the banner of swatantrata ka vigyan filmotsav. This platform articulated the contribution of science and technology by Indian origin to pave the path of independence of India.

Now it is time for us to think and rethink about the scientific institutionalization of virtuality and learning. It is a leap toward a less explored modernity. If we could find the role and the contribution of science and technology during *freedom struggle of India*, it certainly has an immense contribution in bridging the gap between the world before pandemic and the new normal stage during "lockdowns". Covid-19, the global pandemic has taken its toll in such a glum manner that it is humanly impossible for any of us to turn a blind eye toward this unprecedented phase. With the rising number of Covid-19 cases everyday even when the severity of second wave is receeding, we should remind ourselves of Caryn Sullivan, award-winning author and columnist "*in the face of adversity, we have a choice. We can be bitter, or we can be better*". With the innumerable loss, we have at hand a time of being digital, being virtual (at the receiver's end).

The antidote of the stress of this turbulent time is that we need to put a stop on overflooding ourselves with all the information of loss due to this deadly virus. We shall turn the table of adversity into opportunity by embracing the technology with a scientific temperament to embitter the future of humanity with overall wellbeing of human race. If science claims to be progressing, it shall not only come handy while teaching and learning from a virtual platform, but also find alternate ways to offer effective strategies to curtail the lengthy work hours with minimum exposure to the radiating screen. ■

Vice Chancellor's Message
Prof. (Dr.) Rajendra Kumar Anayath
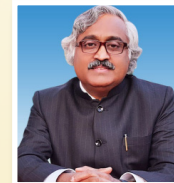
BHAGAT PHOOL SINGH JI, a visionary and a staunch proponent of women empowerment and founder of our University, had an ideological conviction: "Only women who are educated in the Indian value system can bring about a truly egalitarian and progressive society". I am delighted and privileged to be the part of "*Golos*" which aims at empowering the female students by strengthening their critical thinking by encouraging them to engage creatively and artistically with the social situations around. The sporadic occurrence of covid-19 and the extraordinary situation created by the pandemic in the whole world, the departmental newsletters like " *Golos*' offers a platform to discuss the learning situations under covid-19 to the students. Being a women's university, our primary aim is to nurture every enrolled student into a thoughtful, skillful and responsible citizen with leadership capacity. The platforms like '*Golos*' are envisioned for the same. At this juncture, let us also remember John Henry Newman's(1852) idea of a university: "University training must aim at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at facilitating the exercise of political power and refining the intercourse of private life" Best Wishes ■
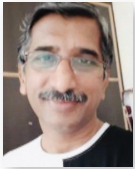
Registrar's Message

Dr. Neelam Malik

I appreciate the effort of Dept. of Foreign Languages in bringing out GOLOS giving shape the thoughtful voice of the students and concerned staff.

Faculty Corner

Learning and the Virtual Context

Education is to discover truth, improve the standard of human life and to improve physical and intellectual capacity of an individual. Indian philosopher J. Krishnamurthi says that the function of education is to create human beings who are integrated and intelligent. Intelligence is not mere information; it is capacity to perceive the essential, to awaken this capacity in self and others. Learning, which is the quintessential part of education, is the development of analytical and intellectual skills; ability to deconstruct and evaluate given knowledge; acquiring practical skills; inquire; seeking solutions to complex problems and to be able to work in teams. Learning must bring about ASK (positive change in attitude, skill & knowledge). In fact learning is thinking (John Dewey, American philosopher) and transformation through experience (David Kolb, American educational theorist). John Dewey in his book How We Think writes that we think effectively when confronted with a problem and reflective thought is best developed in blank ambiguous state. Thinking spark lies in psychological restlessness rooted in ambiguity.

The postmodern life, of which virtuality is the defining attribute, is witnessing dilution of meaning and flattening of learning curve. Education, especially online education has come to be content + consumption. The process of ideas and insight generated through engagement in critical dialogue is being demolished because of virtual mode of education. It has resulted in dwindling culture of reading and contemplation.

Education offered through offline mode offers multidisciplinarity and student exchange. Campus offers space for voluntary associations outside family and community and a shared space to discuss and contest ideas. It is a known fact that direct human engagement is ideal for education (diversity and depth of education). Since education is a socio-human endeavour, remote teaching remains didactic and unidirectional.

Since digitization of life is inevitable, on/offline are not to be seen as exclusive terms rather need to be reconciled. Quantitative approach will be detrimental; education is a qualitative attribute of life so absence of value education will be a huge loss. Also School/ college is like a safety net from the familial and social evils that surround learners, so education through face to face interactive mode will facilitate effective learning. Blended/hybrid learning model with more share for physical interaction can be a viable option. Since, learning in contemporary times is going to be 4Ts: teacher, taught, training, technology, teacher has to update with digital and non-traditional skills of teaching. ∎
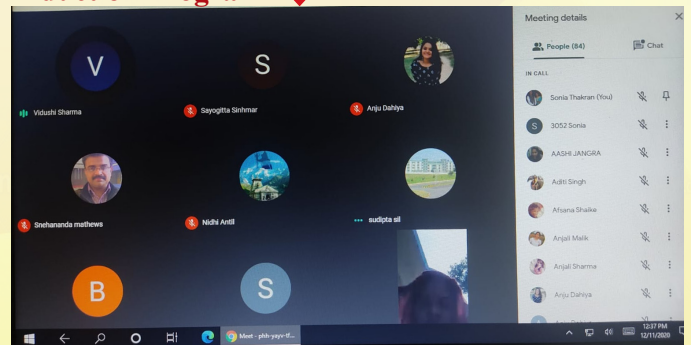
Dr. Ravi Bhushan
Chairperson, DoFL

Aditi Malik
DFLT Russian
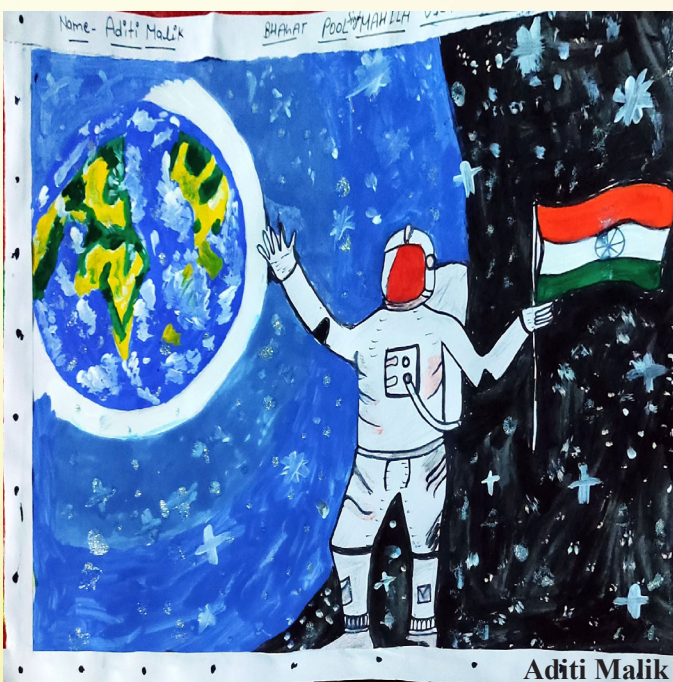
Extension Lecture 🔻

Induction Program 🔻

Virtual Learning, a Substitute?

Rutheven et. al (2006) summarizes the scholarly discussions on ICT intervention for the actual classrooms into five distinct –but interconnected themes: broadening classroom resources and reference, enhancing working processes and products, mediating subject thinking and learning, fostering more independent pupil activity, improving pupil motivation towards lessons". Roesler (2010) differentiates between presence learning, distant learning, blended learning and total virtual learning to understand the role of digital and online technological interventions for academic and institutional learning. Presence learning indicates an institutionally facilitated learning that the teacher and the learners are present at the same place under same roof when the learning process happens. In distance learning the presence of the teacher and the learner are not at the same place when the learning process happens. Blended learning indicates a mix form of virtual learning and presence learning. Taking this view further one can conclude that total virtual learning as a combination of virtual learning and distance learning.

Covid -19 pandemic necessitated the institutional learning to accept and adopt total virtual learning as the only possible mode of learning. If one is able to see through the hypes and branding of online portals and marketing strategies, one question raises serious concern. Can ever be the total virtual learning can replace or can become a reliable substitute for the conventional presence or blended learning? Teachers experimented with different online platforms like Google meet, Zoom meeting, Whatsapp and audiovisual recorded classes through institutional digital portals for disseminating the knowledge. A combination of both recorded video or audio classes and Google, Zoom-meet classes were seemed to more optimal. From the perspective of Instruction, as a method of disseminating the knowledge to the learners, total virtual learning platforms appears to be working, provided that one sidelines the technological issues like no network, slow network, noises erupting from devices and neibhourhood etc. But if one tries to understand the perspective of how the learner construct the knowledge , total virtual learning lacks collective learning aspects that the learner learns not only from the teachers instruction but also constructs his knowledge through the fellow learners too. For a democracy this solidarity and collective learning is very essential because the democracy resides on solidarity. Therefore an attempt to provide education through ent-socialised environments has the potential to form more foot soldiers for global capitalism and market forces, than forming educated, responsible democratic citizens.

Dr. Mathachan K J
Assistant Professor of German

Virtuality … Learning …

Virtual learning is a learning experience that is enhanced through utilizing computers and/or the internet both outside and inside the facilities of the educational organization. … The teaching activities are carried out online whereby the teacher and learners are physically separated (in terms of place, time, or both).

When we say "Architecture for Integrating Real Objects with Virtual Academic Communities" (V. Jhorman Andres Villanueva, F. Jack Daniels Marquez, A. Zeida Maria Solarte, Alexander García Dávalos, in *e-Learning (econf) 2015 Fifth International Conference on*, pp. 385-391, 2015), it is with a hope that the virtuality would be accepted in the world of academics. Although we have imbibed the method online teaching and learning activities, yet there are lot of hunches to be recovered and accustomed ourselves to this new normal situation suddenly imposed by the pandemic.

E-learning, or electronic learning, is online instruction by a teacher where students can join and complete assignments at their own pace, on their own schedule. … Virtual learning is more interactive. If we consider the virtuality and the space created through the pandemic and the online learning as virtual learning, considering the term in a lighter mode of understanding, we can say that immersion in virtual settings allows participants to perceive, understand, and feel present in a computer-generated environment. User experience in a virtual setting is highly dependent on the surroundings, and the degree of interaction it provides. Understanding the users' perception and acceptance of virtual settings is a priority to predict the potential of its incorporation in the curriculum. Through a teacher's observation online, it can only be derived if the users are enthusiastic and participative; these positive emotions reassure the high potential of virtuality in educational settings.

In its own way learning on a virtual platform may also be useful and helpful in problem solving as shown in the diagram above. We may have various elements to enhance the learning experience. For educational software to take advantage of contemporary views of learning, instructional designers need to employ design models that incorporate the variety of ideas that are based on constructivist frameworks for developing learning environments. These environments, if well designed, can support learner construction of knowledge. Within these environments the learner is provided a safe and controlled earning environment to represent how the "world" operates. The development of framework of several virtual solutions would help us to understand and embrace the virtuality in a positive manner.

Dr. Sudipta Sil
Assistant Professor of French

Pandemic-Opportunity & Challenges

Foreign language education during on and off nationwide lockdown and at present requires certain research and introspection for its effective and smooth flow irrespective of the situation. Hence, it becomes indispensable to study the current state to prepare the academicians in every circumstance. As we know every cloud has a silver lining, so is the pandemic which taught us both positive and negative sides of it. The educators too have gone through their highs and lows in the process and have realized the positive and negative impact of it. Knowing one's strengths and weakness helps in the process called learning to both educators and learners.

In this global era, foreign language plays an important role. Today's professionals are also required to be well versed in some of the foreign languages. There are enumerable advantages of knowing a foreign language, and the question is how to learn a foreign language and how it will reach the masses. In this regard, linguists and psychologists have already worked on numerous methods and theories on how to achieve proficiency in it. But what is required is hard work, dedication, consistency, regularity and above all the desire i.e. the will to learn. The methods of learning foreign languages before the pandemic were the traditional group classes, individual classes, virtually learning by immersion in the target language environment, audio, video classes. The involvement of technology already existed. During pandemic the group classes were offered on virtual platforms as Google meet, Zoom etc. to an extent technology helped in smooth functioning of classes, good attendance, ease of learning from home etc. Also helped in skills like reading, writing, listening but speaking which requires participation and involvement of a partner missed its satisfactory level. Traditionally the group learning of a foreign language was considered a very effective and successful method. Communication-based classes resulted in good speaking skills and critical thinking among learners. The absence of a real classroom affected the quality. Even though distance learning included everything as it used to earlier and even extra what was not included earlier also, it was still unable to replace the conventional classes and justify its results. However, in a Covid 19 like pandemic, the E-classes were the only way to keep things moving. This temporary and a partial replacement also played a vital role in the life's journey called learning.

Ms. Vidushi Sharma
Assistant Professor of Russian

Ananya Raje
DFLT (Sem II) French
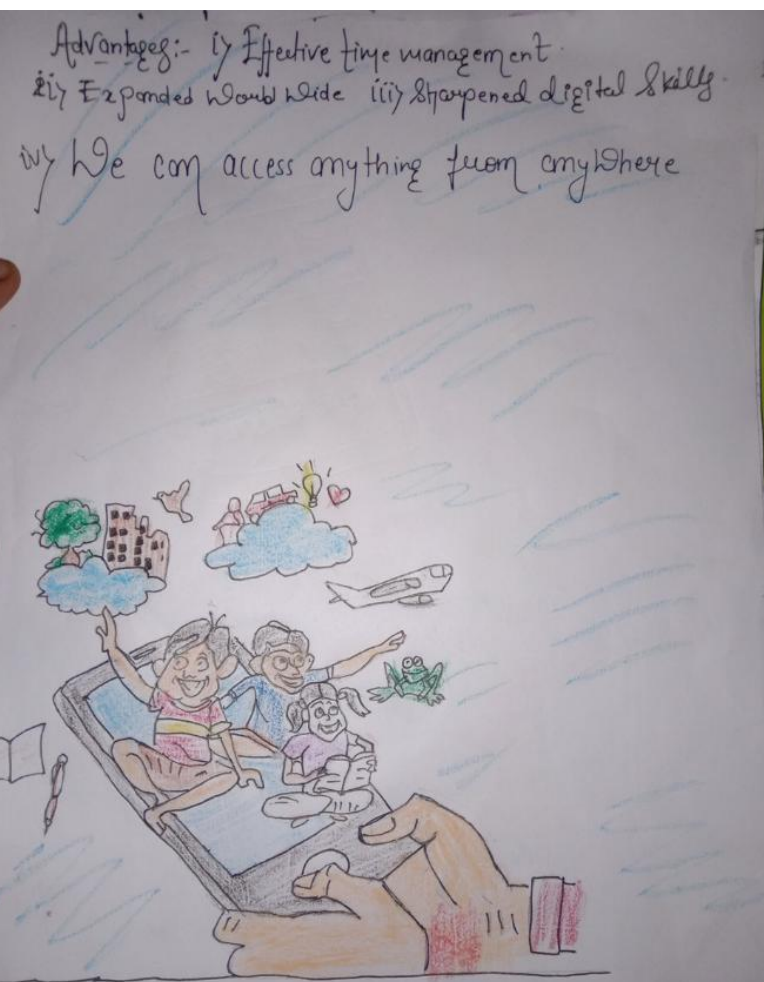
Student's Creative Pedestal

Life after Corona

Oh corona !

You locked me up in my home

Just like a bird in a cage,

Oh corona !

You replaced my books with phone and tab,

You took me to a different world of virtuality

Where I am all alone searching for my identity,

You distanced me from my favorite people

Yeah But you brought me closer to myself,

Oh corona !

You changed my classroom

From blackboard to phone screen

From sitting on bench to lying on bed,

You changed my learning process

From taking down notes to taking screenshots,

You changed my way of meet and greet

From sipping tea together and discussing to video calling,

Oh corona !

You gave me the joy of being at home

But you hold me back from exploring the world out there,

On some days

You gave me the strength to chase my hobbies

But on some other days

You took out my strength to do something,

Oh corona !

You make me realise the value of life

The value of each breath

And the value of each connection that I have,

Oh corona !

You gave me so much to learn and realise about

But you took my opportunity of being out,

Oh corona !

You caged me

Just like a bird in cage

Seeing the sky but not flying.

Stuti

Course - German Audit Course, Class - B.A.LL.B 4th year
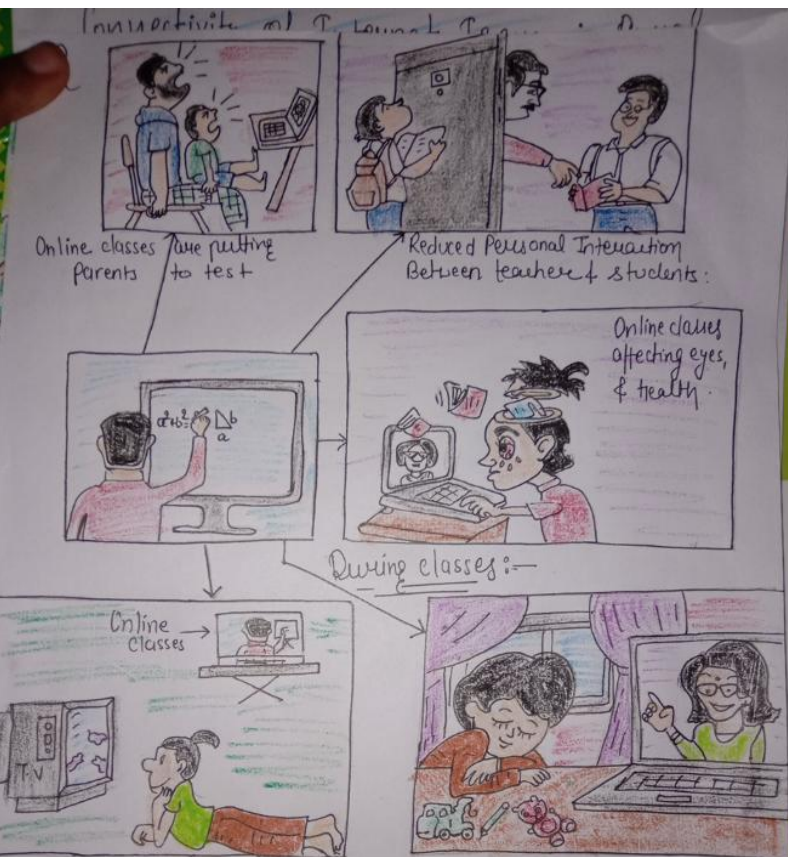
Ananya Raje
DFLT (Sem II) French
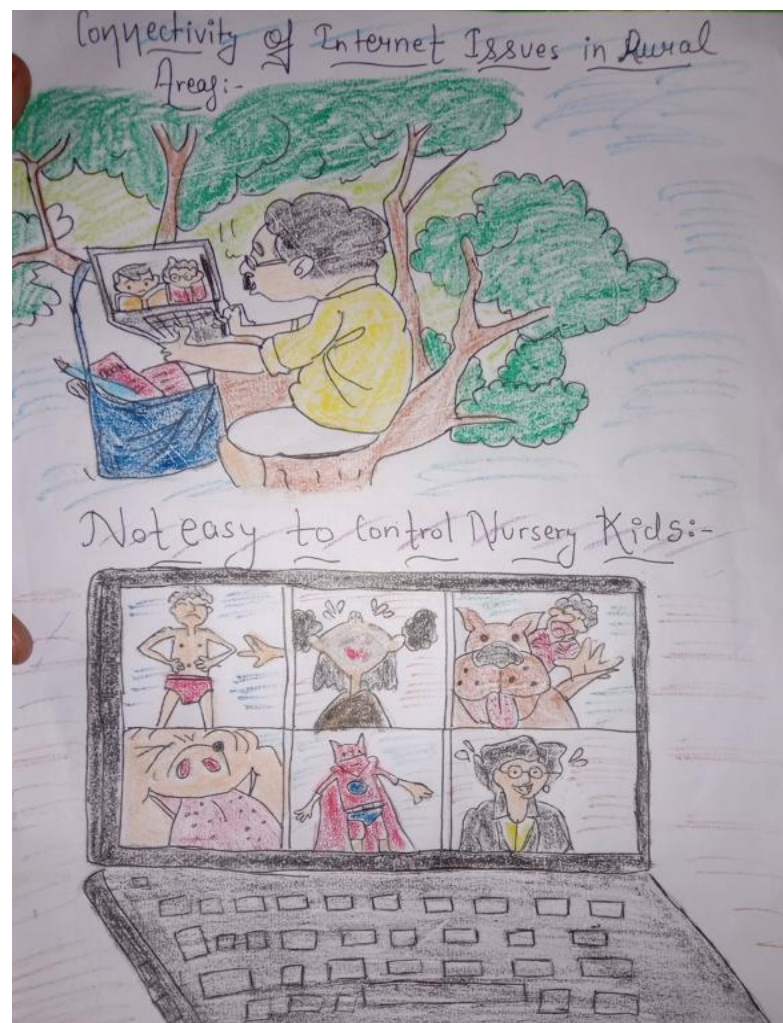
CLIMB UP

When a child tries hard
to climb up the stairs for fun,
Mother picks up the child on her back
To fill him up with fantasy in the long run.
When the child grows up
He may falter and fall
Life will give chances to everyone
To stand straight and recover every fall.
Let's the child climb up
To make him too tough.
Let the child climb up
To face every situation rough.
When the child climbs up the tree
Let us set him free.
Be like the sun or the moon
Passing by every casement with her silver spoon Let me make his tree house
Playful and jolly
Don't make him as fearful as a mouse
Grumbling with his follies.
Level of anxiety will increase
Patience and worry will decrease.
Step froward to accept the challenges.
Let's the child climb up.
To make himself strong.
To unite and be a face in the crowd.
Out from shadow and the shroud.

Amisha
DFLT Russian

Virtual Learning

C'était le jour de l'apprentissage à distance,
Les élèves s'apprenaient à parler à leur professeur via zoom.

Les arrière-plans ont été sélectionnés
Avec le plus grand soin, avec
L'espoir que leur professeur serait bientôt là.

Certains craignaient la science et je
Craignais les maths, pendant que d'autres
Attendaient et tous ont commencé à faire la sieste.

Parfois le microphone ne fonctionnait pas,
La connexion était faible, internet
Était en panne et nous avons tous blâmé notre destin.

Maintenant c'était facile de dormir
Manger n'importe quand comme
Apprentissage visuel est devenu le favori

De tous avec le temps progressif.
Tout a commencé avec un seul lien
Aussi simple que de faire un clin d'œil.

Tripti Chand
DFLT (Sem II) French

Learning & Virtuality

Every coin has both sides;

While Virtuality nowadays beaming pretty well!
But Reality has its own delectation.

In this 'so' advanced time;
When we all are gobbling the Sci-fi technology even at home,
The lack of 'Realness' (towards learning) leaves the traces
Of sourness in sweet delight.

With a click world appears to cater,
But self-service is yet to known!

So, Evolving into 'Balance Act' is must
Be habituate,
Both together (Reality & Virtuality) could
Elevate the sublime purpose of learning.

Which is …
* To create and develop
Not to be relied or slaved*

Pratibha Bookal
DFLT (Sem IV) French

L'Amour d'une Mère

L'amour d'une mère est quelque chose
Que personne ne peut expliquer,
Il est fait d'une profonde dévotion
Et de sacrifice et de douleur,
C'est sans cesse et désintéressé

Et endurant quoi qu'il arrive,

Car rien ne peut le détruire

Ou enlever cet amour,

C'est patient et indulgent

Quand tous les autres abandonnent,

Et il n'échoue ou ne vaille jamais

Même si le c'ur se brise,

Il croit au-delà de la croyance

Quand le monde autour condamne,

Et il brille de toute la beauté

Des gemmes les plus rares et les plus brillantes,

C'est bien au-delà de la définition,

Il défie toute explication,

Et cela reste toujours un secret

Comme les mystères de la création,

Un miracle de beaucoup de splendeur

L'homme ne peut pas comprendre

Et une autre preuve merveilleuse

De la tendre main directrice du Dieu.

Anjali
DFLT (Sem II) French

L'apprentissage virtuel

L'apprentissage virtuel utilise des logiciels, internet ou les deux pour dispenser un enseignement aux étudiants. Cela minimise ou élimine le besoin pour les enseignants et les élèves de partager une salle de classe. L'apprentissage virtuel n'inclut pas l'utilisation croissante du courrier électronique ou des forums en ligne pour aider les enseignants à mieux communiquer avec les élèves et les parents sur les cours et les progrès des élèves ; aussi utiles que ces systèmes de gestion de l'apprentissage, ils ne changent pas la façon dont les élèves sont enseignés.

L'apprentissage virtuel se présente sous plusieurs formes :

Sur ordinateur : L'enseignement n'est pas fourni par un enseignant ; au lieu de cela, l'instruction est fournie par un logiciel installé sur un ordinateur ou un serveur local. Ce logiciel peut fréquemment personnaliser le matériel pour répondre aux besoins spécifiques de chaque élève.

Basé sur internet : Ceci est similaire à l'instruction sur ordinateur, mais dans ce cas, le logiciel qui fournit l'instruction est fourni via le web et stocké sur un serveur distant.

Enseignant à distance en ligne : L'enseignement est fourni par un enseignant, mis cet enseignant n'est pas physiquement présent avec l'élève. Au lieu de cela, l'enseignant interagit avec l'élève via internet, par le biais de médias tels que la vidéo en ligne, les forums en ligne, le courrier électronique et la messagerie instantanée.

Apprentissage mixte : Il combine un enseignement traditionnel face-face, dirigé par un enseignant, avec un enseignement en ligne par ordinateur, sur internet ou à distance. En effet, l'enseignement provient de deux sources : un enseignant traditionnel et au moins une des formes d'apprentissage virtuel décrites ci-dessus.

Apprentissage virtuel : Il s'agit d'un enseignement en ligne sur ordinateur, un internet ou à distance qui est complété par un « facilitateur » humain. Cet animateur ne dirige pas l'enseignement de l'étudiant, mais aide plutôt le processus d'apprentissage de l'étudiant en fournissant un tutorat ou une supervision supplémentaire. L'animateur peut être présent avec l'apprenant ou communiquer de la distance via le web ou d'autres formes de communication électronique.

Des formes similaires d'apprentissage virtuel sont parfois regroupées en catégories plus larges :

Apprentissage en ligne : Il s'agit de toute forme d'enseignement qui se déroule sur internet. Il comprend un enseignement en ligne des enseignants à distance ; et l'apprentissage mixte et l'apprentissage virtuel. Il exclut l'apprentissage sur ordinateur.

En ligne en plein temps : Il s'agit d'un apprentissage en ligne sans instruction et facilitation régulière face à face. Il s'agit d'un apprentissage en ligne des enseignants sur internet et à distance uniquement, bien qu'il puisse inclure des interactions occasionnelles avec des apprenants et des animateurs humains.

Anjali
DFLT (Sem II) French

7th सेमेस्टर से हमे कुछ इस कदर प्यार हो गया ,
देखते ही देखते एक साल हों गया
पास रहने का वादा कर ,पेप्रो का झांसा दे सारी म्होबत का सत्यानाश कर गया
7th सेमेस्टर से हमे कुछ इस कदर प्यार हो गया,
हर बार कुछ नया नोटिस लाया ,उसे देखकर जिंदगी में कुछ नया ट्विस्ट आया,
होस्टल खोलने का नाम लेकर हमे कुछ इस कदर पागल बनाया
की खुशी खुशी मे ये झला कुछ सोच ही ना पाया,
7th सेमेस्टर से हमे कुछ इस कदर प्यार हो गया
आखिर में एक सहानुभूति वाला मैसेज आया ,
जिसे देखकर बच्चों का मन मचलाया ,जानबूझकर छोटी सी बात को इतना बड़ा बनाया, एक पल में ही सारे लाड प्यार को हवा में उड़ाया ,
बार-बार नए नए नोटिस लाया इस 7th सेमेस्टर ने हमे इतना निकम्मा बनाया की रात दिन फोन में सिर्फ कैंडी क्रश ही चलाया।

Vandana Varma
Audit German (BBA LLB)

Courses Offered

Courses of 2 year duration
- PG Diploma in Foreign Language Teaching (French, German and Russian)
- Diploma in Foreign Language Teaching (French, German and Russian)

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Careers in Foreign Languages

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- Interpreters in Cabinet Secretariat
- Language experts to finance, legal, IT and marketing organizations
- Officer in Defense (Indian armed forces) and other central and state ministries
- Intelligence Bureau (IB)

- Brahmos
- Officer in foreign embassies
- Call centre executives
- Tour operators
- Tutors
- Transcription
- Press reporters to international Media
- Business ventures in medical tourism, translation and immigration bureaus
- Think tanks researchers
- Accounting in Automobile industry
- Many other sectors where globalization is in full swing

Kindly Send Your Contribution to
Ms. Sudipta Sil

The Editor,
Department of Foreign Languages
Bhagat Phool Singh Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat-131305
sil.sudipta@gmail.com

Editor	Co-Editor		Co-Editor			
Dr. Sudipta Sil		Dr. K.J. Mathachan		Ms. Vidushi Sharma		Ms. Sonia (Office Assistant)

### Glimpses of Department Activities in JMI and Online Russian Day

Upcoming:

B. A Honors in Foreign Languages with Majors and Minors:
An academic program of 3 years duration which awards a Bachelor Degree and offers foreign language competencies in 3 languages and can choose between the major and minor subjects among the 3 major foreign languages, German, French, Russian and English.

Why shall you apply for the course?

If your answer is a Yes, for any one or more of these questions, then…
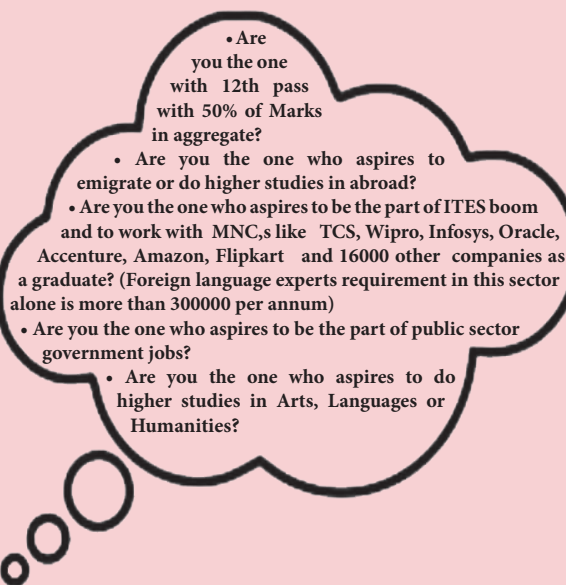
Contact:
Department of Foreign languages
Dr Mathachan K. J. 9991700173
Dr Sudipta Sil 9215301927
Ms Vidushi Sharma 9996574381

BPS Mahila Vishwavidyalaya, Khanpur Kalan, Sonipat

- Are you the one with 12th pass with 50% of Marks in aggregate?
- Are you the one who aspires to emigrate or do higher studies in abroad?
- Are you the one who aspires to be the part of ITES boom and to work with MNC,s like TCS, Wipro, Infosys, Oracle, Accenture, Amazon, Flipkart and 16000 other companies as a graduate? (Foreign language experts requirement in this sector alone is more than 300000 per annum)
- Are you the one who aspires to be the part of public sector government jobs?
- Are you the one who aspires to do higher studies in Arts, Languages or Humanities?

Bhagat Phool Singh Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat, Haryana-131305
Phone : 01263-283038, Fax : 01263-238154, E-mail : registrar@bpswomenuniversity.ac.in
www.bpswomenuniversity.ac.in