

**ICFAI**

**UNIVERSITY**

**DEHRADUN**

Recognised under Section 2(f) of UGC Act



**IEdS**

**ICFAI Education School**

**ICFAI EDUCATION  
SCHOOL,  
THE ICFAI UNIVERSITY,  
DEHRADUN**

**PANORAMA**

**ISSUE: 2**

**JANUARY TO JUNE 2021**





About Us



Recognition



Vision & Mission



# CONTENTS

Brass Tacks



Our Students	Our Faculty	Distinctive Features
--------------	-------------	----------------------

Tutelage



Unique Teaching Internship



Academic Enrichment Activities



Master Stroke by IEdS Students



Alumni Achievements



Alumni Speaks



# ABOUT US



ICFAI Education School (IEdS) is a constituent of “The ICFAI University”, Dehradun which was established in 2006 to promote quality education, research, training, and consultation in teaching & training.

Approved by National Council for Teacher Education (NCTE), ICFAI Education School produces well-trained, dedicated, and competent teachers.

The B.Ed. Program of The ICFAI Education School, The ICFAI University, Dehradun has been approved by the National Council for Teacher Education vide letter no.

***FNRC/NCTE/F-7/UR-31/30623064***  
***code No. APN-01572 Dt.25th July 2006.***

F. No./NRC/NCTE/UR-31/2019/205853

Date: 11 SEP 2019

TO BE PUBLISHED IN GAZETTE ON INDIA PART III SECTION 4

ORDER

WHEREAS, in exercise of the powers conferred by sub-section (2) of Section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993) and in supersession of the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 01.12.2014.

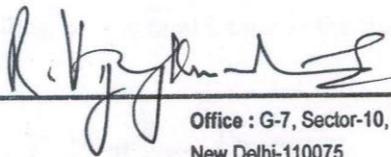
2. AND WHEREAS, the recognition was granted by NRC to **ICFAI Education School, The ICFAI University, Rajawala Road, Central Hope Town, Selaqui, District – Dehradun, Pin Code – 248197, State – Uttarakhand** for B.Ed. course vide Order No. NRC/NCTE/F-7/UR-31/4602-4610 dated 11.08.2006 with an annual intake of 100 seats from the academic session 2006-07.

3. AND WHEREAS, the institution **ICFAI Education School, The ICFAI University, Rajawala Road, Central Hope Town, Selaqui, District – Dehradun, Pin Code – 248197, State – Uttarakhand** has by affidavit consented to come under New Regulations and sought for two basic units in B.Ed., which require additional facilities.

4. AND WHEREAS, it has been decided to permit the institution to have two basic units of 50 students each subject to the institution fulfilling following conditions namely.

- (i) The institution shall create additional facilities that include (a) additional built-up-area, (b) additional infrastructure, (c) additional funds as per Regulations, 2014 and inform Regional Committees with required documents.
- (ii) The applicant - institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC) and the Building Plan (BP) in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities immediately. Building completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting Team at the time of inspection.
- (iii) The institution shall identified/selected the faculty/staff and obtained the approval from the affiliating body for the same and same be conveyed to the Northern Regional Committee.

Cont. 2





# VISION

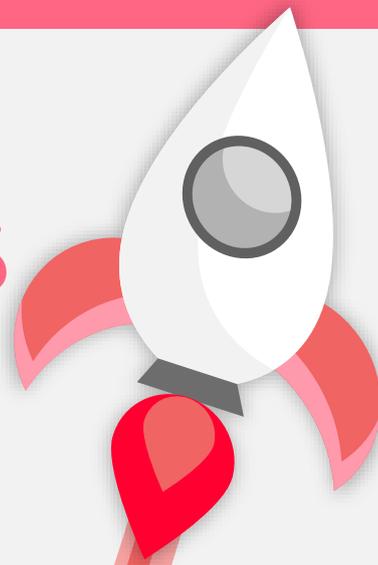
We endeavor to prepare quality pupil teachers who can mould the life of prospective citizens of the country in bringing about their holistic development by arousing the curiosity, developing their minds and helping in their character formation along with awakening the light of knowledge in them.



# MISSION

*To train and prepare good, efficient teachers who can draw out the best in the child's development in all aspects of mind, body and spirit.*

# BRASS TACKS- OUR STUDENTS



01

ICFAI Education School has Pupil Teachers with well rounded chiseled personality with a calm, pleasant, friendly, enthusiastic and sympathetic demeanour.

02

Pupil Teachers from across the world have embarked the B.Ed. Course at ICFAI University, Dehradun.

03

Pupil Teachers are ingenious, visionary, showcasing their talents in various fields including the Co-curricular and extra curricular activities organized at University.

04

Most of them have qualified the CTET/ UTET/ State TET Examinations



ICFAI Education School, The ICFAI University has experienced and competent faculty, engaging pupil teachers into cognitive, emotional and behavioral aspects of human development. Faculty members are multi-faceted, balancing research, teaching and service.



*“By three methods we may learn wisdom: First, by reflection, which is noblest; Second, by imitation, which is easiest; and third by experience, which is the bitterest.”*

**— Confucius**

*"You can't use up creativity. The more you use, the more you have."*

**— Maya Angelou**

*"Great things are done by a series of small things brought together."*

**— Vincent Van Gogh**



# Our Faculty



Dr. Meena Bhandari  
Head, IEdS-IUD



Ms. Atulya Verma  
Academic Coordinator,  
IEdS

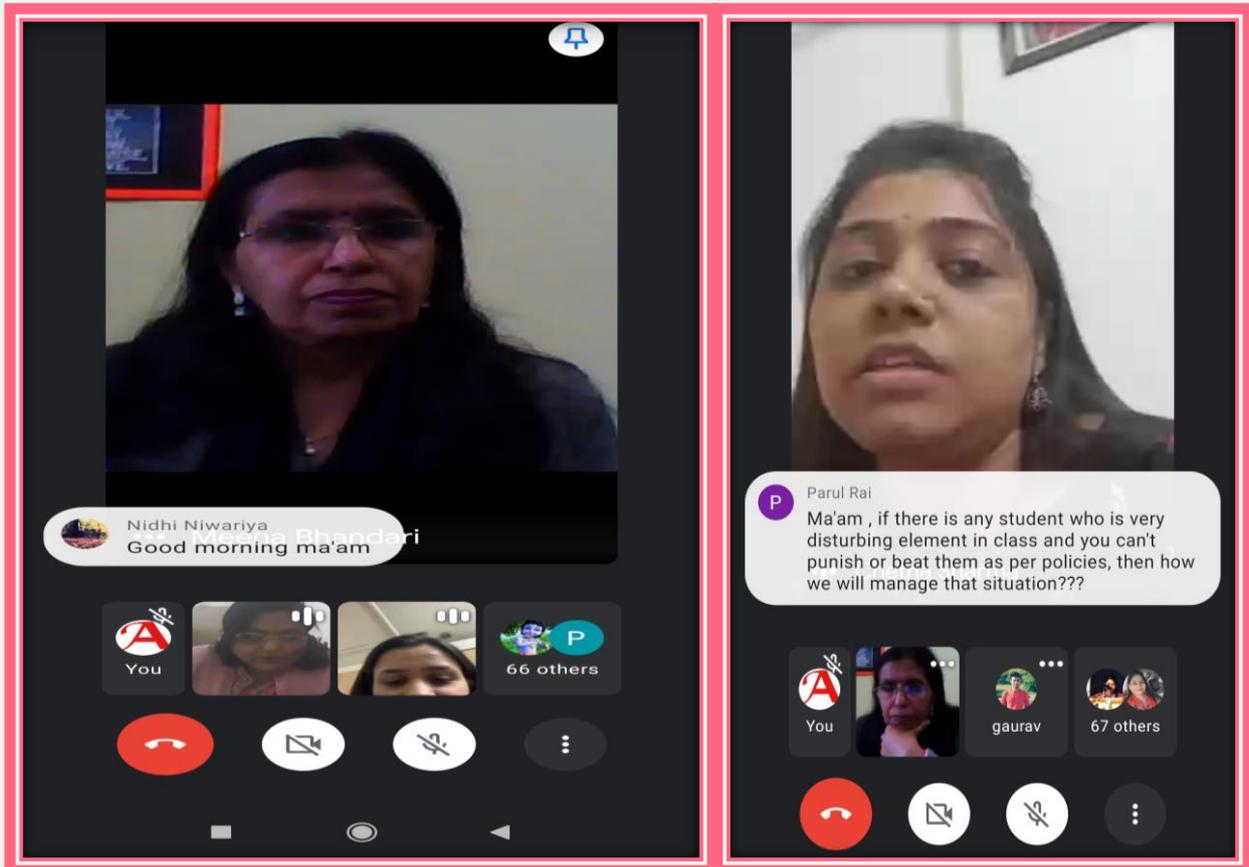


Ms. Swati Raturi  
Faculty Associate,  
IEdS



# Faculty Achievements

- ❖ **23.01.2021-** *Dr. Meena Bhandari* received an invitation as an External Examiner for Practical Examinations. Subject: Skills of Creative Expressions-I (First Semester, 2021) for the B.Ed. Programme at Amity Institute of Education, Amity University, Uttar Pradesh.
- ❖ **28.01.2021-** *Dr. Meena Bhandari* received an invitation to be a Guest Speaker by BVM, Group of Institutions, Gwalior, M.P.



- ❖ **21.02.2021-** *Dr. Meena Bhandari* received a Certificate of Appreciation for presenting a Research paper on 'Impact of Digitalization on Divergent Thinking of students Post Covid-19' in National Conference at OPJS University, Churu, Rajasthan.



# Faculty Achievements

**20.03.2021-** *Ms. Atulya Verma* was awarded the Leadership award for her contribution towards admissions for 2020-21 session.



## RESEARCH PAPERS BY FACULTY

- ❖ **Author: Dr. Meena Bhandari**, Impact of Digitization on Divergent Thinking of students Post Covid-19
- ❖ **Authors: Dr. Meena Bhandari, Ms. Atulya Verma**, A study of the effect of Inclusive Approach on Conceptual Clarity and Divergent Thinking of students at Primary Level, Psychology and Education, ISSN:0033-3077, Double-Blind Peer Reviewed Journal-2020 7-57(9):6043-6045, An Interdisciplinary Journal, Scopus

# Faculty Development Programme (FDP)

Faculty Development Programme on 'Modifications in Setting of Question Paper' on 04.02.2021

Speaker: Dr. Meena Bhandari

## Objective of the event:

- ❖ Create an awareness about the relevance of Bloom's Taxonomy
- ❖ Enhancing the quality of Teaching and Assessment of students

Organizer: Maj. V.N. Saxena, IQAC Coordinator





# Tutelage

The work of faculty members is multi-faceted: they need to balance research, teaching and service — Aristotle

Flipped and Blended Learning are the pedagogical methods which help the Pupil Teachers learn new skills, engaging students with an active learning strategy.

Online Internships have been organized for the first time in history due to the pandemic and it marks the success of our Education School.

Soft Skills training is provided to students in order to develop strong leadership, delegation, teamwork and communication abilities which will help them in their overall personality development.

# Why is Teaching Internship Unique at IEdS?

The ICFAI Education School prepares the pupil teachers by a specially designed training programme that facilitates development of necessary abilities and skills in each teacher trainee so that they are able to meet the challenges of the competitive era ahead to the best of their abilities.

Before taking them to the rigorous internship programme in the 3rd Semester the pupil teachers are given an exposure to the real-life situation in schools. Hence in the first semester the pupil teachers are engaged for 15 days in schools known as Preliminary School Engagement (1).

The objective of this engagement is that the pupil teachers get an opportunity to observe regular classroom teaching with respect to pedagogical practices and classroom management techniques used by the teachers at the schools. It also gives them an insight and reflection on roles and responsibilities of different school staff and to also to critically study the infrastructural facilities, viz. Library , Laboratories, Playground, etc. of the school.

# Why is Teaching Internship Unique at IEdS?

In the second semester, again there is an engagement of 15 days in the school of the pupil teachers. This is known as the Preliminary School Engagement (2) which provides the students opportunities to Organize Co-curricular and co-scholastic activities in collaboration with the schoolteachers.

The third Semester has a rigorous internship programme of three months.

The initial first month is devoted to training the pupil teachers in the campus, in the nuances of teaching skills by Micro Teaching. As the name suggests it breaks the teaching skills and components in micro and separate units which focuses on understanding behaviors important in classroom teaching. It increases the confidence of the pupil teacher because the training is so designed as to enable the student-teachers to connect theory to practice in order to undergo a meaningful experience.

# Why is Teaching Internship Unique at IEdS?

Gradually they are moved over in a smooth manner to Macro Teaching Training which amalgamates the components and skills of teaching into a single unit.

The students are then trained for simulated teaching. Simulated teaching is an artificially arranged teachers training technique which helps the pupil teachers to learn the art and techniques through role playing.

Simulated teaching helps them to come to terms with demands of a complex skill learning without the stress of the real situation. At the same time, it is to be preferred to merely training the pupil teachers how to teach when he finds himself in the school.





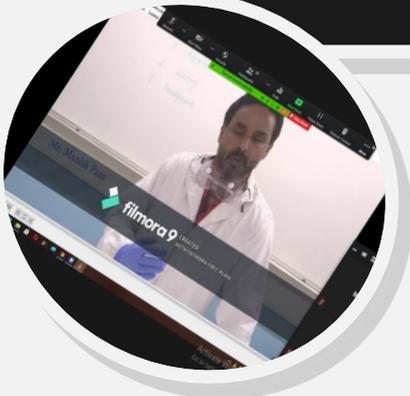
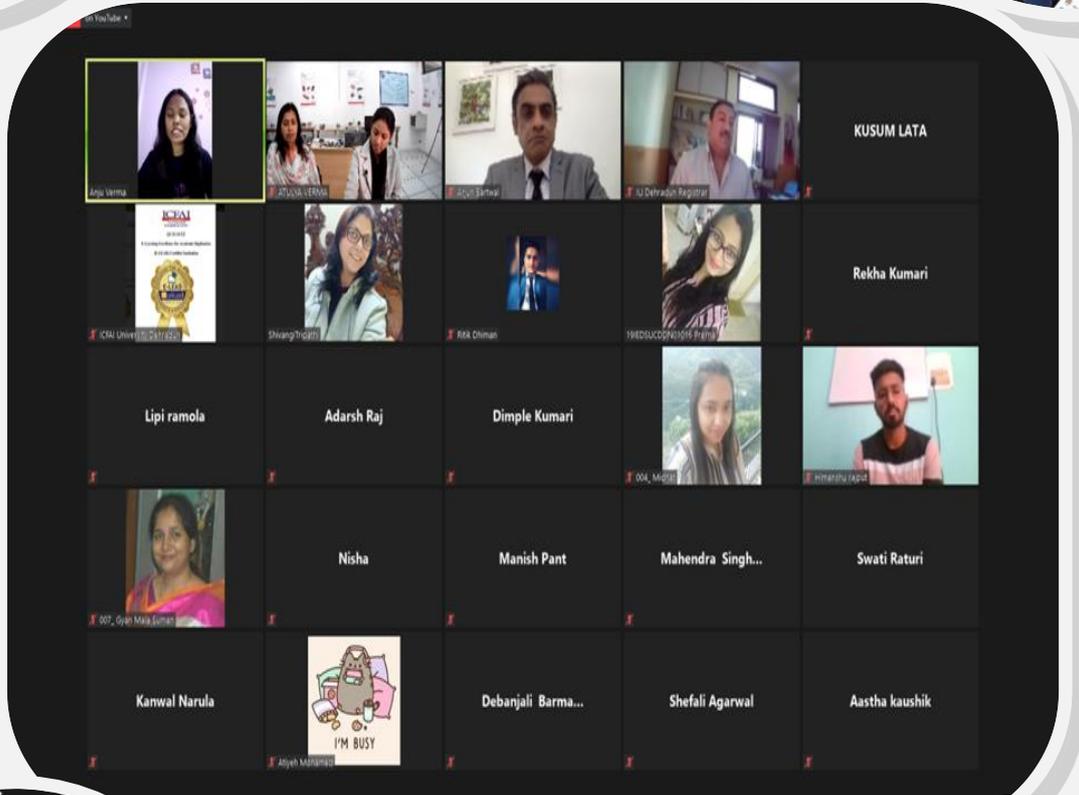
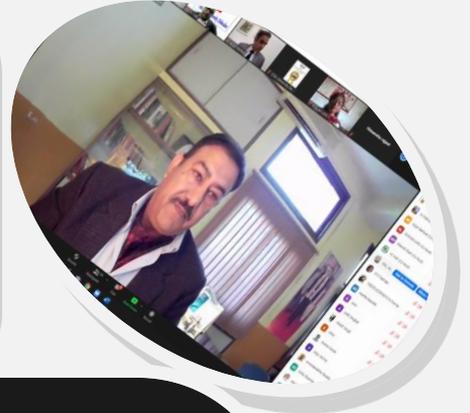
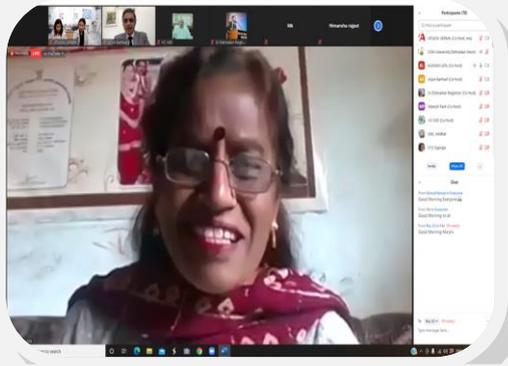
# Academic enrichment activities



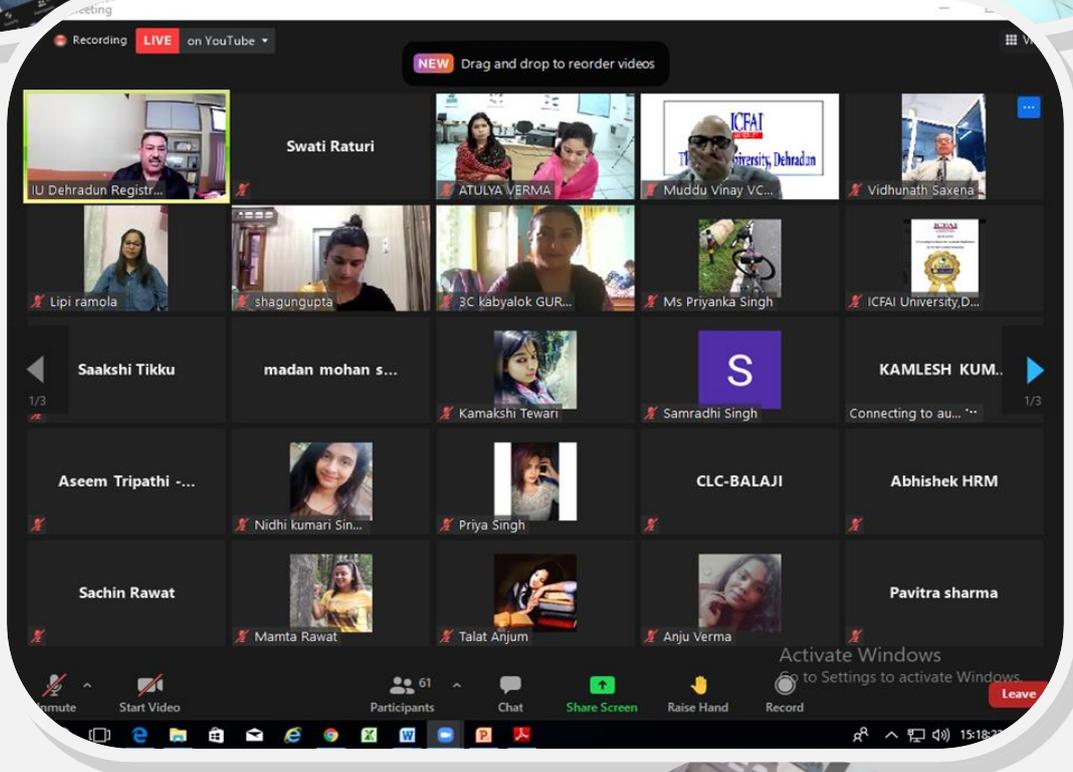
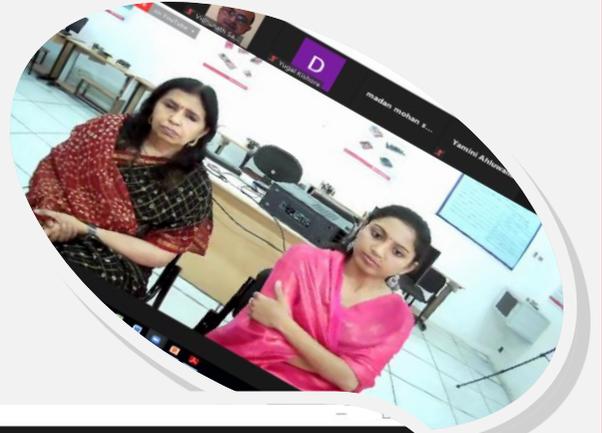
# Webinar Series

S.No.	DATE	SPEAKER	DESIGNATION & ORGANIZATION	TITLE
1.	19.01.2021	Mr. Siddharth Luthra	Senior Advocate at The Supreme Court of India	National Webinar on 'National Youth Day'
2.	03/03/2021	Smt. Kusum Lata Narula	National and State Awardee, Punjab Govt. of India, Principal @ Govt. High School, Sarabha Nagar, Ludhiana	National Webinar on "National Science Day"
3.	08/03/2021	Ms. Shagun Gupta Ms. Priyanka Singh	Linguist @ Zen3 tech, Hyderabad Fitness Coach @ The Doon School, Dehradun	National Webinar on "International Women's Day"
4.	22/03/2021	Dr. Prashant Shahi Dr. Anudeepika Kashyap	Orthodontist , Asst. Professor@ Sharda Institute of Medical Sciences, Greater Noida Periodontist & Implantologist at Laughin-dent Multispecialty Dental and Aesthetic Clinic, Noida	National Webinar on "World Oral Health Day"
5.	03/05/2021	Dr. Jasleen Kalra Sharma	Consultant, Physiotherapist, Dehradun	Webinar on "Breathing Techniques"
6.	14/05/2021	Mr. Yogesh Chabria	Successful Entrepreneur, Best-selling author & founder of The Happionaire Way	Webinar on "Conquering Covid with a positive mind set"
7.	21/05/2021	Prof. L.M. Patnaik,	NASI Honorary Scientist and Adjunct Professor, The National Institute of Advance Studies, Bangalore	Webinar on "Technology-Centric Education & Health Care: A paradigm shift in post-pandemic living"
8.	08.06.2021	Mr. Rajendra Singh	Indian water conservationist and environmentalist	National Webinar on 'World Environment Day'

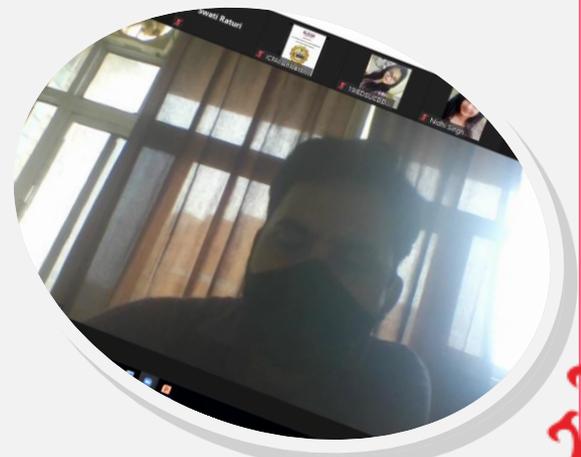
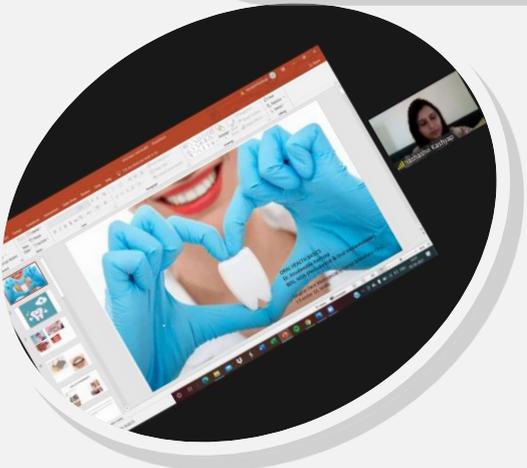
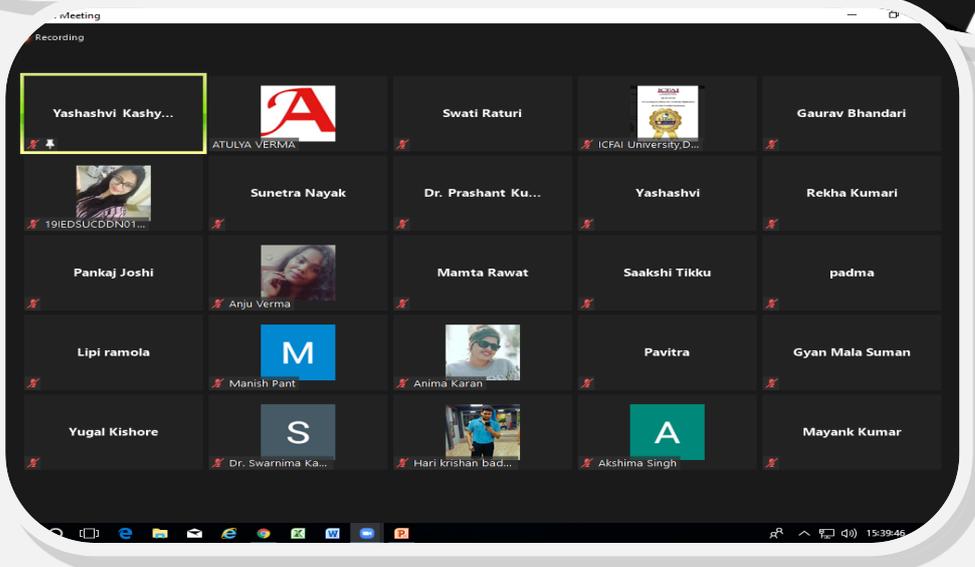
# National Science Day



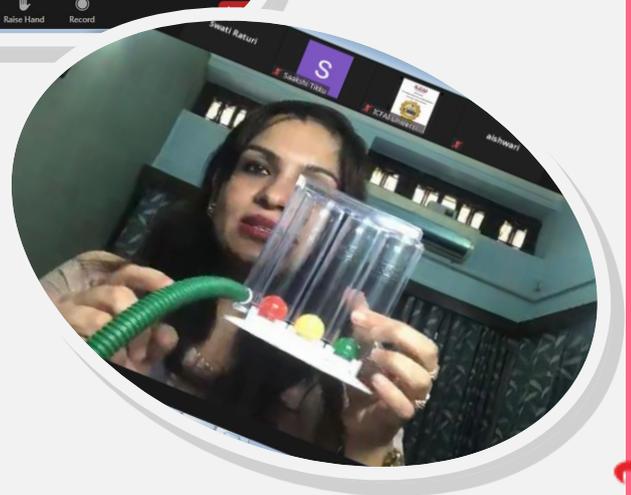
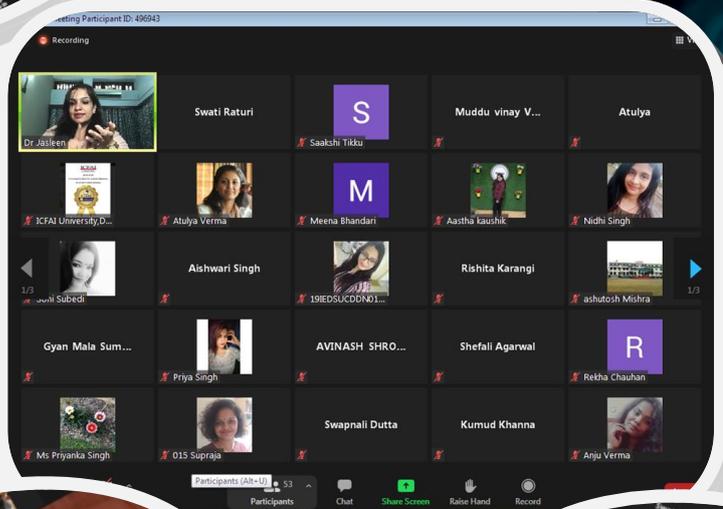
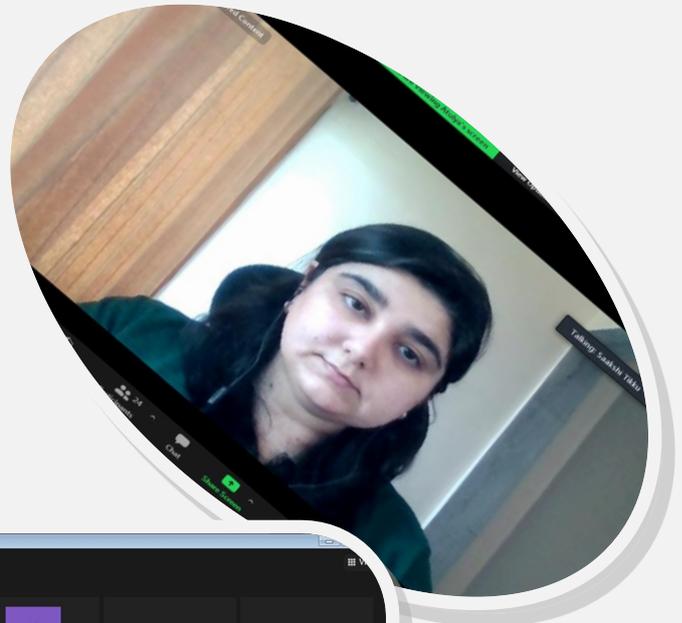
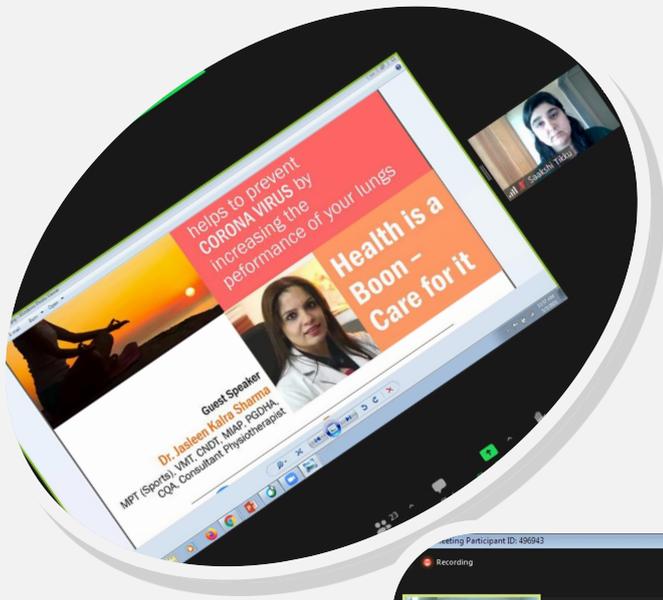
# International Women's Day



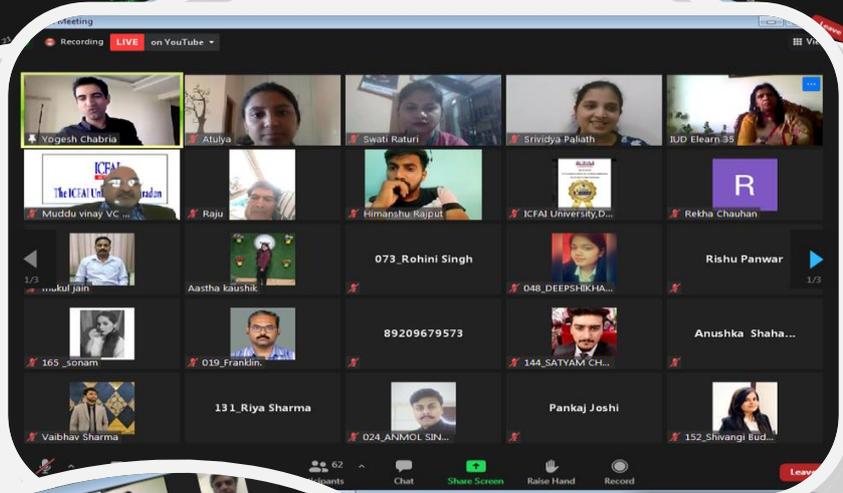
# World Oral Health Day



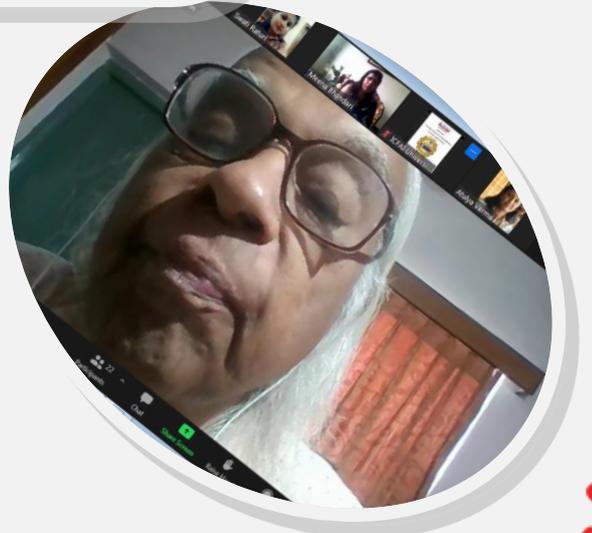
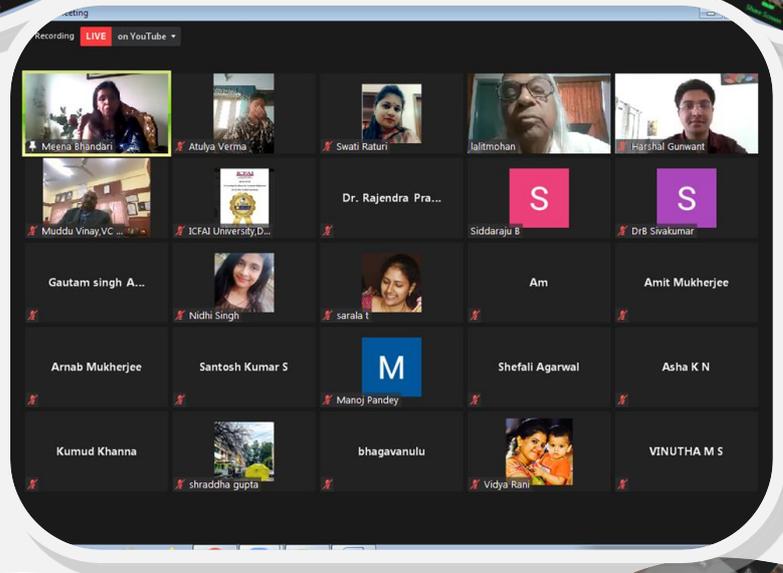
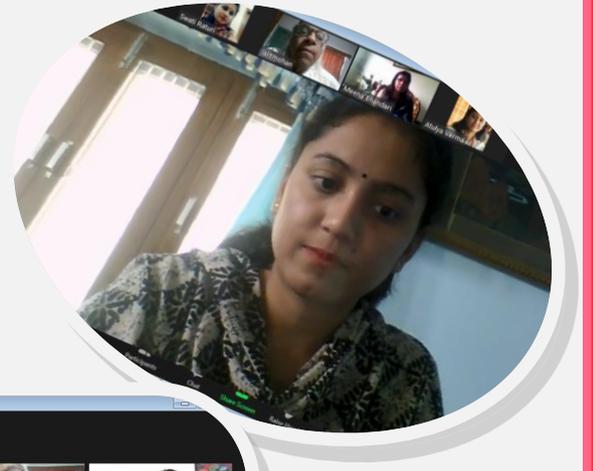
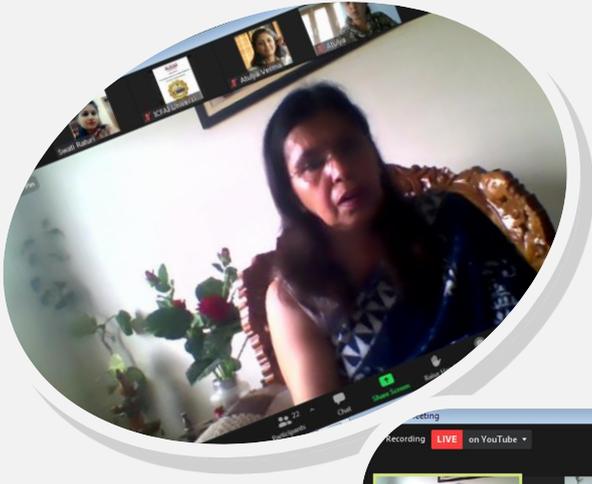
# Breathing Techniques



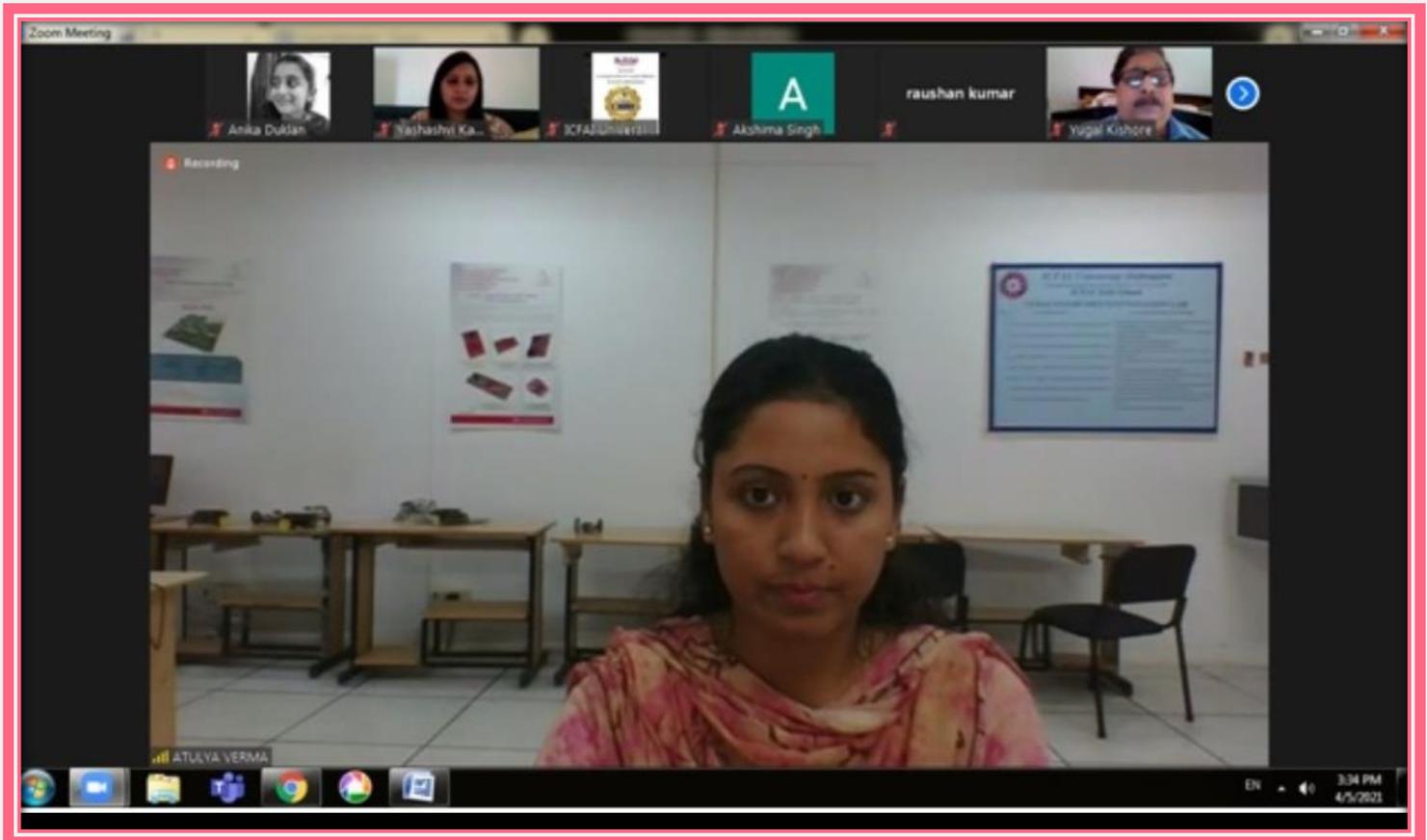
# Conquering Covid With A Positive Mind Set



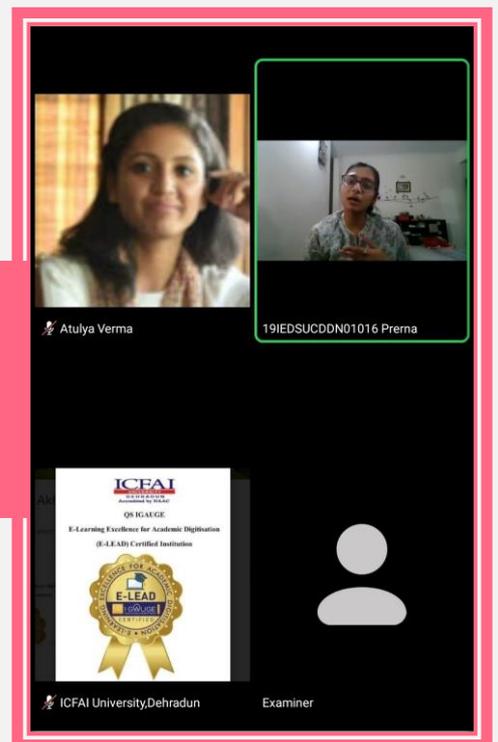
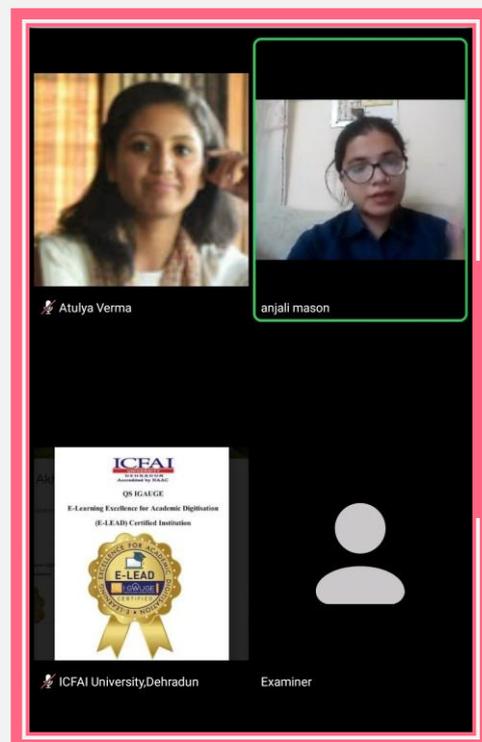
# Technology Day



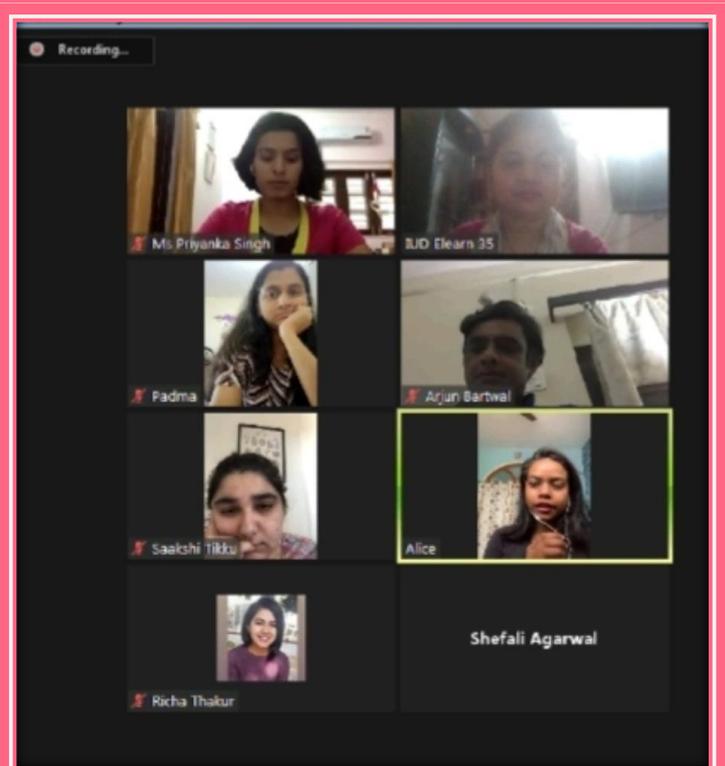
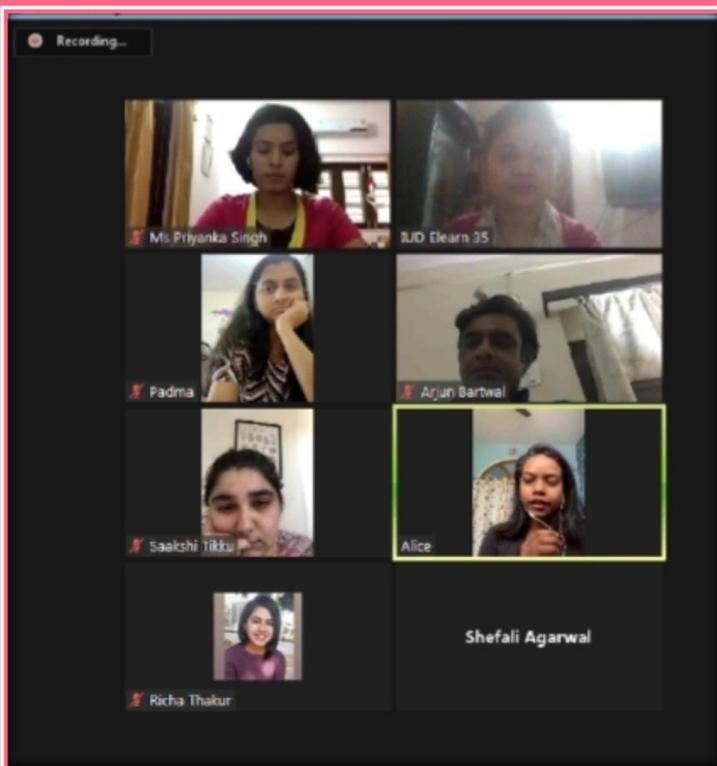
# Webinar on Oral health



## Viva Voce



# Group discussions



# Celebrations @ICFAI



HOLI

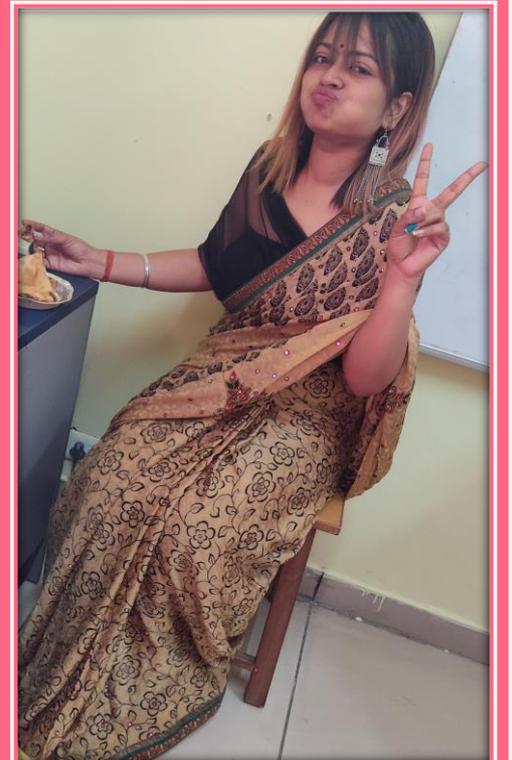


REPUBLIC DAY

# Celebrations @ICFAI

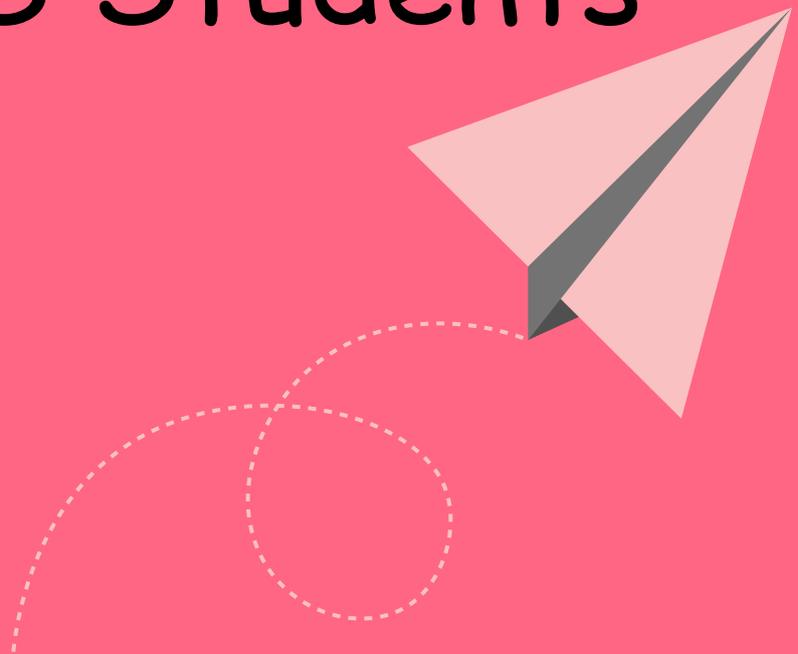


INTERNATIONAL  
WOMEN'S DAY





# Activity Masterstroke by IEdS Students



# Cuticle and Clavicle

Back then I was a teenager.  
Doing science more than my hair.  
And she pointed at my clavicle,  
'It's not sharp enough, you are fat,' she said.  
I stared as the other girls looked quizzically.  
Really! I wondered. That's where beauty lies?  
In my collar bones?

And then I was signing files.  
In an office, as an officer, but a spinster.  
So, my photo flew around the world.  
Someone, somewhere in Singapore decided,  
I was not good enough.  
Too dark! And there my worth lies?  
In my colour?

Today, I teach.  
Lessons, chapters and sometimes values.  
Pointing out potential, guiding when I can.  
And then, someone sitting near me remarked,  
'Get a manicure. Look at your cuticles!'

So, what has changed?  
Now I see.  
Who am I? What am I?  
If at all..  
Is now my cuticle....



BY:-SUNETRA NAYAK

# Kumaoni Language

Kumaoni (कुमाँनी) is an associate Indo-Aryan language spoken by over two million folks of the Kumaon region in the state of Uttarakhand in northern India. It is most closely associated with Garhwali, the 2 languages creating up the Central Pahari cluster. UNESCO's *Atlas of the World's Languages in Danger* designates it as a language within the unsafe class, that means it needs consistent conservation efforts. Most people that will speak and perceive Kumaoni may speak and perceive Hindi, one of the official languages of India.

Kumaoni language is written in Devnagri script. However, traditionally the Takri script was conjointly used as for different Khas languages, it is now replaced by the syllabic script. There are many dialects spoken within the Kumaon region. There is not one accepted methodology of dividing up the dialects of Kumaoni. Broadly, Kali (or Central) Kumaoni is spoken in Almora and northern Nainital, North-eastern Kumaoni is spoken in Pithoragarh, South-eastern Kumaoni is spoken in South-eastern Nainital, Western Kumaoni is spoken west of Almora and Nainital.

Being a part of the Indo-Aryan non-standard speech, Kumaoni shares its synchronic linguistics with different Indo-Aryan languages, Hindi, Rajasthani languages, Kashmiri and Gujarati. It shares abundant of its synchronic linguistics with languages of the Central Pahari like Garhwali and Jaunsari. The peculiarities of synchronic linguistics in Kumaoni and different Central Pahari languages exist because of the influence of the currently extinct language of the Khasaas, the primary inhabitants of the region.

There are demands to incorporate Kumaoni in conjunction with Garhwali within the eighth schedule of the Constitution of India so it might be a part of the scheduled languages of India. In 2010, a personal member's bill was introduced for discussion within the Lok Sabha whose aim was to incorporate Garhwali and Kumaoni within the Eighth Schedule of the Constitution. In an exceedingly positive step to market and shield autochthonic languages in December 2019, Government of the Uttarakhand state introduced official Kumaoni literature for class 1-5 students of the Kumaon division schools.

A glimpse of Kumaoni Poetry is given below. This is probably the only few lines written by **Shri Sumitranandan Pant** in Kumaoni. **Sumitranandan Pant** (20 May 1900 – 28 December 1977) was an Indian poet. He was one of the most celebrated 20th century poets of the Hindi language and was known for romanticism in his poems which were inspired by nature, people and beauty within.

बुरांश

काफल कुसुम्यारु छ, आरु छ, आँखोड़ छ,  
हिसालु, किलमोड़ त पिहल सुनुक तोड़ छ,  
पै त्वि में जीवन छ, मस्ती छ, पागलपन छ,  
फूलि बुरुंश ! त्योर जंगल में को जोड़ छ?

सार जंगल में त्वि जस के न्हां रे के न्हां,  
मेरी सू कै रे त्योर फुलनक म सुंहा ॥

BY:-PANKAJ JOSHI



# Learning How to Learn ?

Great teachers would cause more learning for students. But what is that one thing that sets such teachers apart?

Perhaps they have a better understanding of the subject we may feel. Maybe they have learnt the art of how to make students learn? They do not focus on teaching but students learning. Being a millennial scarred by the practice of rote, the first things that come to mind how people learn are like practicing a new skill or cramming some information by memorizing or repetition by reading, writing, speaking, mnemonics and so on.

Good teachers create memories for students in a way. They ask questions that make students think. They allow a child to make a mistake, as we learn better from our mistakes. A research shows how insignificant subject knowledge is compared to the ability to provide instant feedback or even understanding the student expectations before we embark on their journey to try and let them learn.

So as teachers start focusing on being facilitators of wholistic learning. The boundaries between subjects start lowering. Teachers must be mandated to acquire 2 nonacademic skills / passions or hobbies over their career of first 20 years. Someone must pay for the teacher to learn. Only then will they learn how to learn. It takes a certain basic method, that can get us fairly high skill levels.

One first begins with a new hobby. Patiently the skill increases. One start learning more from multiple sources as one explores things to improve their craft. This approach has two pronged benefits.

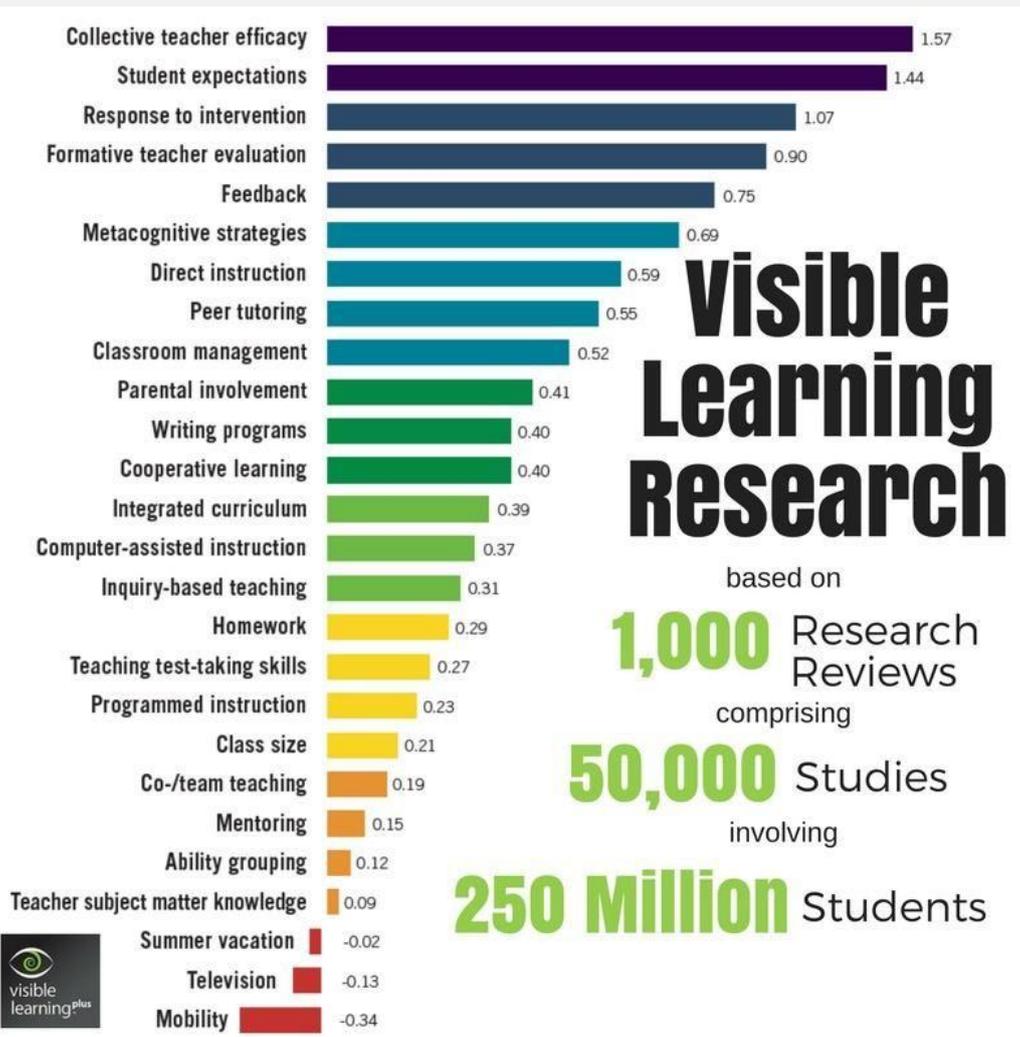
- ❖ Firstly, the teachers become learners, students can sense that vibe. It attracts them to follow such guides. It also increases the talent pool in the institution.
- ❖ Secondly, the collective teacher efficacy increases with higher self-confidence. They also learn understand their limits and stretch them over 10 years. The activity must be journaled and would be an indicator to the kind of learner he continues to be. Not just limited to degrees done in youth.

# Learning How to Learn ?

So, as we learn, we remember that what matters is not how many times we fall, but how quickly do we dust off and jump right back into the saddle.

Imagine a situation where a particular topic is being taught and is being taught across many subjects. Suddenly students would get a broader picture than learning related topics at different times. This collective teacher efficacy is something that we often tend to undermine. Well, that may be a far-off solution. But I urge masters to learn new skills even before training budgets would include trainings that are not limited to topics related to our subjects.

Our brain works just like any other muscle in the body. We need to train/exercise/use it. There is something called muscle memory, the very reason why sportsmen, musicians and skilled people regularly practice their craft is to master the skill.



BY:-ARJUN BARTWAL

# Connection before Content in Virtual Classrooms

Statements like ‘Sit down and bring out your books’, ‘Stop fidgeting with that pen’, ‘You look distracted, is everything fine?’, ‘Ma’am, may I please use the washroom?’ ‘Sir, I forgot my homework’, have all been replaced with ‘Please switch on your camera’, ‘Mute yourself!’, ‘There seems to be a network issue’, ‘Can’t hear you Sir’, all thanks to the pandemic. Undoubtedly this has been one of the most chaotic and challenging times as an educator. However, every challenge brings with it an opportunity for growth and positive change. As an educator who has had some experience teaching online, in this article, I would like to share some online tools which I have engaged with that may benefit some of the readers.

The importance of connection - human connection is not unknown or new, however, as educators, now more than ever our students need to feel that sense of connection and belonging in the virtual spaces. This is a time where emotions like a sense of loss, grief, anxiety, and depression are increasingly common among people, especially children and adolescents who are unable to wrap their heads around the uncertainty and unpredictability of life itself!

Given these circumstances, would it be realistic to expect our pupils to learn theories, formulas, and texts when they cannot stop worrying about an ill parent, relative, or friend? As teachers, we are taught to focus on the whole child and content is important but not as important as building that sense of mutual care, empathy, and trust with the students before going to the content. It is like preparing the canvas before painting it because, without that, the colors will not have the best effect, impact, and shine. Similarly, it's important to construct that bridge of connection before passing knowledge or information across it for it to have maximum impact.

Some may believe that it's easier to build rapport face to face than online and that may be true, but I am sharing a few tools that have helped me in my practice to create a comfortable and safe virtual space for students.

# Connection before Content in Virtual Classrooms

**1. KAHOOT!** - It is a game-based online learning platform. It can be used to create quizzes, games, polls, and surveys. It makes learning fun and engaging. It can be played individually or in teams. It is free for use however there is a paid version too with more features.

I have used Kahoot templates from the 'Back to School' icebreaker section and it has worked well to begin classes after the break. Students enjoy it, it's quick to execute and aids in knowing more about their likes and dislikes.

You can access some readymade templates on the following links:

<https://kahoot.com/blog/2017/08/22/welcome-students-back-to-school-best-practices-kahoot-ambassadors/>

<https://kahoot.com/blog/2018/08/16/back-to-school-kahoot-templates-icebreaker-kit/>

**2. MENTIMETER** - It is a platform that makes use of different techniques to represent data interestingly and interactively. This can be done using speech bubbles, word clouds, graphs, etc. The free version has limitations on the number of slides and questions that one can use. The paid version has access to many more features. This is a great tool to use for beginning any class or session with mood check-ins, introduction to topics, or for creating exit tickets to summarise learning or takeaways or feedback, etc.



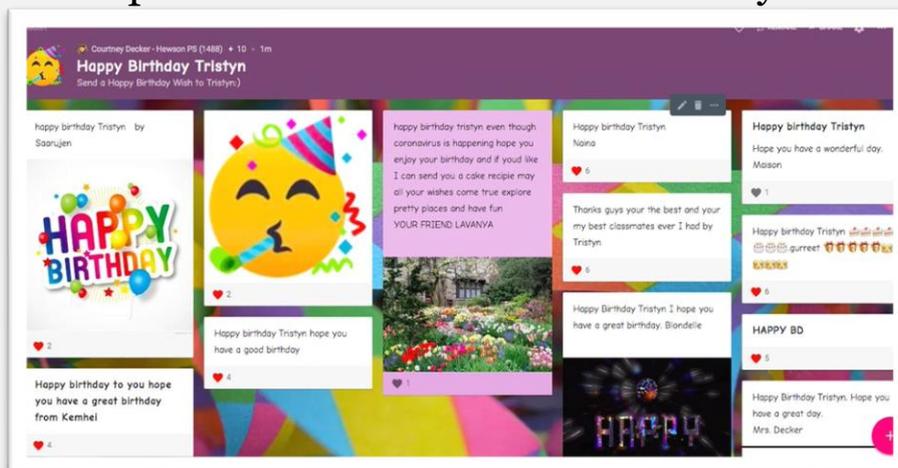
*Image Source:*

[https://images.ctfassets.net/rvtouslu5yqp/25MZ3RihdJD9GT9zh8F6RU/c11f8doa0315a3c971bc109ffc04597b/Screenshot\\_2021-01-05\\_at\\_14.50.22.png](https://images.ctfassets.net/rvtouslu5yqp/25MZ3RihdJD9GT9zh8F6RU/c11f8doa0315a3c971bc109ffc04597b/Screenshot_2021-01-05_at_14.50.22.png)

# Connection before Content in Virtual Classrooms

**3. PADLET** - It is a digital tool that allows educators to create an online shared space (it's like a wall or virtual notice board) for their students. Students can post images, videos, and text, etc. on any topic given by the teacher and this can be shared with the entire class. It's a collaborative tool that makes teaching and learning creative, colourful, and collaborative. Some examples for building connections- use it with students to share best memories from their vacation or ask students to draw/paint /photograph on a specific theme and share on the padlet or give a prompt like - ' My biggest learning from this pandemic has been....' etc.

The free version has limitations to the number of padlets that can be generated while the paid version offers more flexibility and features.



*Image Source: <https://pbs.twimg.com/media/EVqCpHwXoAg-C7H.jpg>*

These are just some of the tools that I have personally enjoyed using in my classes and there are plenty more available especially in Google classrooms which can be explored. In conclusion, it's important to remember that at the end of the day, these are only tools and it's up to the person using them to make them effective or ineffective. A tool is only as good as the artist using it. So, make sure you bring your warmth, genuineness, and compassion with you because tools cannot replace the soul of teaching - You !!!

## References

<https://kahoot.com/>

<https://www.mentimeter.com/>

<https://padlet.com/>



BY:-SAAKSHI TIKKU

# दिल की कलम से ----- बाजार

हफ्तों से बंद पड़ा बाज़ार...

खुल जाए गर...

तो थोड़ी आबोहवा खरीद लाऊँ...

कई दिनों से बंद पड़ा है मंज़र...

थोड़ी चहल पहल देख आऊँ...

वक़्त हुआ, अब तो ...

मेरे ख़्वाब बंद...

इरादे बंद...

मेरी सोच बंद..

भूख बंद..

सारे महकमे बंद...

मैखाने बंद...

कहीं सड़कें बंद...

यारियाँ बंद...

तो इशारे बंद...

न जाने अब होगा कब...

बंद का अंत...

इनका अंत...

या फिर मेरा अंत...

खुल जाए गर बस कुछ देर बाज़ार ...

तो जी आऊँ...

थोड़ी आबोहवा ही ख़रीद लाऊँ...

अन्न दाने के बगैर...

तो कुछ दिन जी सकता हूँ मेरे यार...

तेरे दीदार बगैर...

तू ही बता...

मैं कैसे जी पाऊँ...

मैं कैसे जी पाऊँ...

मुझे यकीन है तुझ पर...

मुझे यकीन है उस पर...

एक दिन तो बाज़ार खुलेगा....

सोया ख़्वाब फिर उड़ान भरेगा...

सड़कों पर मोटर भागेगी...

सूनी सड़कों पर फिर रौनक लौटेगी...

मेरे यार...

तुझसे मेरी मुलाकात...

उस दिन...

ज़रूर होगी...

खुल जाए बाज़ार गर...

तो थोड़ी आबोहवा ख़रीद लाऊँ...



# Wild Wonders of Assam

Assam, the land of red rivers and blue hills is a beautiful state of North-East India. Along with its diverse ethnic groups, rich culture and traditions, Assam also has a rich wildlife. A wide variety of habitat exists in Assam ranging from low lying swamps, marshes to sub-tropical broad-leaved forests, evergreen rainforests and tropical deciduous forests. The wide variety of flora and fauna has made Assam a 'Green Paradise'. The five National Parks, eighteen Wildlife Sanctuaries and five Bird Sanctuaries are houses of rare flora and fauna. About 950 species of birds and 116 species of reptiles are found in Assam. The Government has established the Wildlife Sanctuaries and National Parks for the protection and conservation of these large varieties of wildlife. Some well-known National Parks and Wildlife Sanctuaries of Assam are: -

**KAZIRANGA NATIONAL PARK:** The world famous Kaziranga National Park is located partly in Nagaon district and partly in Golaghat district. It covers an area of 430 sq. km. The beautiful landscape of Kaziranga is of sheer forest, tall grass, marshes and shallow pools. The various kinds of wildlife found in Kaziranga are one horned rhinoceros, elephant, Indian bison, buffalo, tiger, leopard, deer etc. During winter a large number of migratory birds are seen here. Kaziranga has been declared as National Park in 1974.

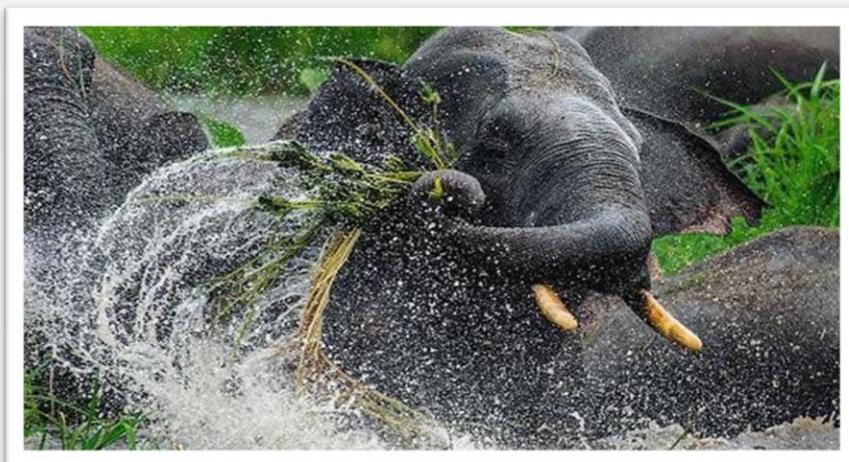


# Wild Wonders of Assam

**MANAS NATIONAL PARK:** The only Tiger Project in Assam, Manas is one of India's most magnificent National Parks. It is situated at the foothills of the Himalaya. Manas is well known as one of the world heritages sites for its unique combination of scenic beauty. The species found in Manas are- tiger, rhinoceros, wild buffalo, Himalayan bear, wild boar, sambar, deer, golden langur etc.



**NAMERI NATIONAL PARK:** Nameri National Park is situated at the foothills of eastern Himalayas. It covers an area of about 200 sq. km. Hills, deciduous forest and the river Jia Bhoroli have added unique charm to it. It is about 35 kms from Tezpur town. Tiger, elephant, leopard, white winged wood duck, various birds including four species of hornbill and reptiles are found in this National Park.



# Wild Wonders of Assam

**DIBRU-SAIKHOWA NATIONAL PARK:** This lies partly in Dibrugarh district and partly in Tinsukia district. It covers an area of 340 sq. km. Of the seven parts of the park, one part is wetland, and the rest is mainly grassland and dense forest. The main attractions of Dibru-Saikhowa are its semi-wild horse, white-winged wood duck, elephant, leopard, Indian wild water buffalo, gangetic river dolphin etc. More than 250 varieties of local and migratory birds are also found in this park.



**ORANG NATIONAL PARK:** Orang National Park is a miniature Kaziranga. It is situated on the north bank of river Brahmaputra. The animals to be seen in this sanctuary are one-horned rhinoceros, tiger, elephant, sambar, wild boar, hog deer etc. Various species of birds including pelican, kingfisher, and greylag goose have found this sanctuary as their ideal habitat.



# Wild Wonders of Assam

**SONAI-RUPAI WILDLIFE SANCTUARY:** This wildlife sanctuary is situated in Sonitpur district. Extending along the Himalayan foothills it offers magnificent view of both scenic beauty and wildlife. The sanctuary is the home of elephant, Indian bison, deer and a variety of birds.



**POBITORA WILDLIFE SANCTUARY:** Pobitora is one of the major wildlife sanctuaries of Assam. It is situated in the Morigaon district. Pobitora is mainly famous for its Great Indian one-horned rhinoceros, Asiatic buffalo, wild bear, civet cat etc. It is also the home to over 375 species of birds.



The wild wonders of Assam have formed part of a global bio-diversity hotspot. The National Parks and Wildlife Sanctuaries have enriched Assam. Every year thousands of tourists visit these National Parks and Wildlife Sanctuaries. The great varieties of wildlife, the National Park and Wildlife Sanctuaries are our wealth and pride too.



BY:-SWAPNALI DUTTA

# भारतीय राष्ट्रवाद और आधुनिक पाश्चात्य शिक्षा

पिछले कुछ सालों से राष्ट्रियता के उदय के बारे में बहुत कुछ लिखा गया है। लेकिन इस संबंध में किसी अंतिम निर्णय पर अब तक नहीं पहुंचा जा सका। क्या भारतीय राष्ट्रवाद के सिद्धांत यूरोप से प्राप्त किए गए थे या फिर इसका अंकुरण भारतीय ज़मोन में हुआ था? भारत में राष्ट्रिय आंदोलन यूरोपीय सांस्कृतिक हस्तक्षेप की देन है। कुछ विचारकों का कहना है कि भारत में राष्ट्रिय आंदोलन का जन्म इंग्लैण्ड के राजनीतिक प्रभुत्व के कारण हुआ है। अन्य भारतीय राष्ट्रवाद के उदय का कारण अंग्रेजो शिक्षा को देते हैं। इसे सरल रूप से ऐसे भी समझ सकते हैं।

राष्ट्रवाद का गर्भाधान पश्चिमी आधुनिक शिक्षा प्रणाली की देन है। क्या पाश्चात्य शिक्षा के बिना भारत में राष्ट्रवाद का उदय संभव नहीं था? जबकि राष्ट्रवाद की भावना अन्य देशों में, जहां अंग्रेजो शिक्षा का कोई अस्तित्व नहीं था, खूब दिखाई दी। पाश्चात्य शिक्षा के बिना चीन, श्रीलंका तथा तुर्की जैसे देशों ने अपने आपका ब्रिटिश दासता से मुक्त किया।

पाश्चात्य शिक्षा प्राप्त वर्ग भारत में राष्ट्रिय आंदोलन में उतना सक्रिय नहीं था, जितना परम्परावादी थे। आधुनिक पाश्चात्य शिक्षा का मुख्य उद्देश्य ब्रिटिश एजेंट तैयार करना था। 1930 ई० तक भारतीय जनसंख्या का केवल 2 प्रतिशत भाग अंग्रेज़ी बोल सकता था। 1911 ई० तक भारतीय जनसंख्या का 94 प्रतिशत भाग निरक्षर था। नगरीय शिक्षित आबादी का कृषि प्रधान भारत की शेष आबादी से कोई सरोकार नहीं था। फलतः पारंभ में भारतीय राष्ट्रिय आंदोलन सशक्त नहीं बन पाया। जहां कहीं भी भारतीय राष्ट्रिय आंदोलन जन आंदोलन के रूप में दिखाई दिया, उसमें अंग्रेज़ी शिक्षा का लेशमात्र भी योगदान नहीं था। इन भारतीय अंग्रेजों को ब्रिटिश शासन प्रणाली में भी कोई विशिष्ट स्थान प्राप्त नहीं था। ये सभी तत्कालीन प्रशासनिक व्यवस्था से असंतुष्ट थे। फलतः इन पर भी “भारतीयों के लिए भारत” जैसे नारों का प्रभाव पड़ना स्वाभाविक था।

किसी भी देश में राष्ट्रवाद का उदय बगैर जनचतना के असंभव है। पाश्चात्य शिक्षा का जन-जीवन से कोई लेना देना नहीं था। हां, ये ज़रूर हुआ कि राष्ट्रवादियों ने इस शिक्षा की आलोचना करते हुए कहा कि “इस शिक्षा से भारतीय जन-जीवन की सही स्थिति का संज्ञान नहीं हुआ।” अब तक पिछड़ेपन के कारणों का पता नहीं चल सका। पाश्चात्य शिक्षा ने भारतीय संस्कृति व इतिहास विकृत विवरण प्रस्तुत किया। लेकिन भारतीय ब्रिटिश विजेताओं का गुणगान किया और उन्हें सभ्यता का प्रचारक बताया।

# भारतीय राष्ट्रवाद और आधुनिक पाश्चात्य शिक्षा

श्री गोखले के अनुसार “ जन-शिक्षा की उपेक्षा के कारण यह स्पष्ट हो गया कि ब्रिटिश शासक इस देश के सामाजिक उत्थान के लिए नहीं आए हैं।” उन्हें छोटे सरकारी कर्मचारी चाहिए था, जो अंग्रेजी में कार्य कर सकें। जिनकी आपूर्ति सुदूर इंग्लैण्ड से संभव नहीं थी। अंग्रेजी पढ लिखे भारतीयों को क्लर्क जैसे काम देकर युवा भारतीयों को आकर्षित किया गया।

आधुनिक पाश्चात्य शिक्षा ने हिन्दू-मुस्लिम वैमनस्यता को बढ़ावा दिया। आधुनिक पाश्चात्य शिक्षा के प्रति प्रारम्भ में उदासीन मुस्लिम वर्ग उदार राष्ट्रवाद से कम प्रेरित हुआ। तत्कालीन हिन्दुओं ने बड़ी संख्या में आधुनिक शिक्षा प्राप्त करके सरकारी सेवाओं व अन्य व्यवसायों में बहुत उन्नति की। फलतः मुस्लिम वर्ग में असंतोष दिखाई देने लगा। इस प्रकार की मानसिकता ने राष्ट्रीय आंदोलन के नकारात्मक वातावरण निर्मित किया। जिसका दीर्घकालीन प्रभाव तत्कालीन राजनीति में दिखाई दिया।

भारत एक ऐसा देश है, जिसमें अनेक प्रांतों में अनेक भाषाएं बोली जाती हैं। पाश्चात्य शिक्षा ने इन राज्यों के लोगों के बीच अंग्रेजी के माध्यम से वैचारिक आदान-प्रदान के लिए एक सेतु का काम किया। राष्ट्रीय कांग्रेस के प्रारम्भिक अधिवेशनों व सम्मेलनों में ‘अंग्रेजी’ भाषा ने वैचारिक आदान-प्रदान को भारतीय राष्ट्रवादियों के मध्य वैचारिक समझ व आदान-प्रदान को सुगम बनाया। मैक्ली के शब्दों में – पाश्चात्य शिक्षा पद्धति से शिक्षित ये भारतीय बुद्धिजीवी आशा के विपरीत आंग्ल-भारतीय प्रशासन के धुर विरोधी बन गए। ब्रिटिश शासकों के गुणगान की अपेक्षा इन्होंने उनमें सदा दोष निकाले। “भारतीयों के लिए भारत” की आवाज़ उठाई। इससे यह स्पष्ट है कि भारतीय राष्ट्रवाद का जन्म उस विशेष परिस्थिति-वश हुआ, जिसका वातावरण ब्रिटिश पाश्चात्य शिक्षा ने तैयार किया। भारतीयों को अपने पिछड़ेपन का आभास हुआ। देश के राजनीतिक जीवन को पाश्चात्य शिक्षा ने प्रभावित किया। फलतः नवयुवकों का एक ऐसा दल तैयार हुआ जिसका यह विश्वास था कि भारत का पुनरुद्धार सरकार पर राजनीतिक नियंत्रण के बिना संभव नहीं है।

पश्चिमी शिक्षा का तत्कालीन भारत व भारतीयों पर स्थायी प्रभाव पड़ा। पर हम यह भी देखते हैं कि 1920 ई० तक आंध्रप्रदेश व गुजरात ने प्रादेशिक भाषा के बल पर राजनीतिक रूप से अपने अधिकारों के लिए अत्यधिक सक्रियता हासिल कर ली थी। हम कह सकते हैं कि भारतीय राष्ट्रवाद का जन्म विभिन्न स्वार्थों के वस्तुनिष्ठ संघर्ष का परिणाम था।

# Book publication

Harshal Gunwant, student of B.Ed. first year published a book on “Framework for developing a meteorological data warehouse”. The book presents a virtuous blend of scheduling algorithms, machine learning, database management (DBMS), and optimization tools to encounter the challenges to capture and push data for weather forecasting.

## FRAMEWORK FOR DEVELOPING A METEOROLOGICAL DATA WAREHOUSE

FROM CONCEPT TO DESIGN



HARSHAL GUNWANT





**Certificate**

This Certificate is presented to  
**Mr. Sunil Anand of B.Ed. Class of 2020**  
in recognition of his excellent  
Academic performance and winning the

**Gold Medal**

*Delhi*  
Registrar

*Delhi*  
Vice-Chancellor



**Certificate**

This Certificate is presented to  
**Mr. Himanshu Joshi of B.Ed. Class of 2020**  
in recognition of his excellent  
Academic performance and winning the

**Silver Medal**

*Delhi*  
Registrar

*Delhi*  
Vice-Chancellor



**Certificate**

This Certificate is presented to  
**Ms. Merlin Julias of B.Ed. Class of 2020**  
in recognition of her excellent  
Academic performance and winning the

**Bronze Medal**

*Delhi*  
Registrar

*Delhi*  
Vice-Chancellor



मेडी-केप्स विश्वविद्यालय, इन्दौर  
Medi-Caps University, Indore

## CERTIFICATE

*of Participation*



This is to certify that  
**Rekha Chauhan**  
has successfully attended the Webinar on  
**NEP 2020**

**School Education: Key Takeaway**

held on March 25, 2021

Organized by  
Medi-Caps University  
&  
All India Council for Technical Education, Delhi

Prof. (Dr.) Sunil K. Somani  
Vice-Chancellor



मेडी-केप्स विश्वविद्यालय, इन्दौर  
Medi-Caps University, Indore

## CERTIFICATE

*of Participation*



This is to certify that  
**Rekha Chauhan**  
has successfully attended the Webinar on  
**Understanding NEP with special  
reference to Higher Education Sector**  
held on March 30, 2021

Organized by  
Medi-Caps University  
&  
All India Council for Technical Education, Delhi

Prof. (Dr.) Sunil K. Somani  
Vice-Chancellor

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विद्यालय

School M B I INTNL SCH D-BLOCK NEHRU CLNY DEHRADUN UK

ने निम्न विवरणानुसार ऑनलाइन सत्र में भाग लिया:

has attended Online Session with following details:

दिनांक  
Date : 01/04/2021 समय  
Time: 15:00-16:00  
शीर्षक  
Topic: SPREADING HAPPINESS IN SCHOOLS

यह ऑनलाइन सत्र उत्कृष्टता केंद्र

This Online session was organized by Center of Excellence Ajmer

द्वारा आयोजित किया गया।

Sharmila Devi

प्रमुख /प्रभार, उत्कृष्टता केंद्र  
Head/In-Charge, COE

निदेशक (कौशल शिक्षा एवं प्रशिक्षण), के.मा.शि.बो.  
Director (Skill Education & Training), CBSE

Serial No. CBSE/OS/2020/M/122538  
क्रमांक:

Date of issue: 06/04/2021  
जारी करने की तिथि:



केन्द्रीय माध्यमिक शिक्षा बोर्ड  
CENTRAL BOARD OF SECONDARY EDUCATION

ऑनलाइन सत्र में सहभागिता का ई-प्रमाण पत्र  
e-Certificate of Participation in Online Session

प्रमाणित किया जाता है कि डॉ./सुश्री/श्रीमती/श्री

This is to certify that Dr./Ms./Mrs./Mr. Rekha Chauhan

विद्यालय

School M B I INTNL SCH D-BLOCK NEHRU CLNY DEHRADUN UK

ने निम्न विवरणानुसार ऑनलाइन सत्र में भाग लिया:  
has attended Online Session with following details:

दिनांक Date : 29/03/2021 समय Time: 19:00-20:00  
शीर्षक Topic: Common Errors committed in English

यह ऑनलाइन सत्र उत्कृष्टता केंद्र

This Online session was organized by Center of Excellence Chennai

द्वारा आयोजित किया गया।

प्रमुख /प्रभारी, उत्कृष्टता केंद्र  
Head/In-Charge, COE

निदेशक (कौशल शिक्षा एवं प्रशिक्षण), के.मा.शि.बो.  
Director (Skill Education & Training), CBSE

Serial No: CBSE/OS/2020/D/111532  
क्रमांक:

Date of issue: 25/03/2021  
जारी करने की तिथि:



केन्द्रीय माध्यमिक शिक्षा बोर्ड  
CENTRAL BOARD OF SECONDARY EDUCATION

ऑनलाइन सत्र में सहभागिता का ई-प्रमाण पत्र  
e-Certificate of Participation in Online Session

प्रमाणित किया जाता है कि डॉ./सुश्री/श्रीमती/श्री

This is to certify that Dr./Ms./Mrs./Mr. Rekha Chauhan

विद्यालय

School M B I INTNL SCH D-BLOCK NEHRU CLNY DEHRADUN UK

ने निम्न विवरणानुसार ऑनलाइन सत्र में भाग लिया:  
has attended Online Session with following details:

दिनांक Date : 23/03/2021 समय Time: 14:00-15:00  
शीर्षक Topic: Adapting to post Covid in School Education

यह ऑनलाइन सत्र उत्कृष्टता केंद्र

This Online session was organized by Center of Excellence Delhi East

द्वारा आयोजित किया गया।

प्रमुख /प्रभारी, उत्कृष्टता केंद्र  
Head/In-Charge, COE

निदेशक (कौशल शिक्षा एवं प्रशिक्षण), के.मा.शि.बो.  
Director (Skill Education & Training), CBSE

Serial No: CBSE/OS/2020/M/118415  
क्रमांक:

Date of issue: 29/03/2021  
जारी करने की तिथि:



केन्द्रीय माध्यमिक शिक्षा बोर्ड  
CENTRAL BOARD OF SECONDARY EDUCATION

ऑनलाइन सत्र में सहभागिता का ई-प्रमाण पत्र  
e-Certificate of Participation in Online Session

प्रमाणित किया जाता है कि डॉ./सुश्री/श्रीमती/श्री

This is to certify that Dr./Ms./Mrs./Mr. Rekha Chauhan

विद्यालय

School M B I INTNL SCH D-BLOCK NEHRU CLNY DEHRADUN UK

ने निम्न विवरणानुसार ऑनलाइन सत्र में भाग लिया:  
has attended Online Session with following details:

दिनांक Date : 25/03/2021 समय Time: 18:00-19:00  
शीर्षक Topic: 21st Century Skills

यह ऑनलाइन सत्र उत्कृष्टता केंद्र

This Online session was organized by Center of Excellence Chennai

द्वारा आयोजित किया गया।

प्रमुख /प्रभारी, उत्कृष्टता केंद्र  
Head/In-Charge, COE

निदेशक (कौशल शिक्षा एवं प्रशिक्षण), के.मा.शि.बो.  
Director (Skill Education & Training), CBSE

Serial No: CBSE/OS/2020/L/24705  
क्रमांक:

Date of issue: 25/03/2021  
जारी करने की तिथि:



केन्द्रीय माध्यमिक शिक्षा बोर्ड  
CENTRAL BOARD OF SECONDARY EDUCATION

ऑनलाइन सत्र में सहभागिता का ई-प्रमाण पत्र  
e-Certificate of Participation in Online Session

प्रमाणित किया जाता है कि डॉ. सुश्री/ श्रीमती/श्री

This is to certify that Dr./Ms./Mrs./Mr. Rekha Chauhan

विद्यालय

School M B I INTNL SCH D-BLOCK NEHRU CLNY DEHRADUN UK

ने निम्न विवरणानुसार ऑनलाइन सत्र में भाग लिया:

has attended Online Session with following details:

दिनांक

Date : 23/03/2021

समय

Time: 15:00-16:00

शीर्षक

Topic: Innovative Pedagogy in English - Experiential learning (XI-XII)

यह ऑनलाइन सत्र उत्कृष्टता केंद्र

This Online session was organized by Center of Excellence Bhopal

द्वारा आयोजित किया गया।

प्रमुख /प्रभारी, उत्कृष्टता केंद्र  
Head/In-Charge, COE

निदेशक (कौशल शिक्षा एवं प्रशिक्षण), के.मा.शि.बो.  
Director (Skill Education & Training), CBSE

Serial No: CBSE/OS/2020/D/105817  
क्रमांक:

Date of issue: 18/03/2021  
जारी करने की तिथि:



केन्द्रीय माध्यमिक शिक्षा बोर्ड  
CENTRAL BOARD OF SECONDARY EDUCATION

ऑनलाइन सत्र में सहभागिता का ई-प्रमाण पत्र  
e-Certificate of Participation in Online Session

प्रमाणित किया जाता है कि डॉ. सुश्री/ श्रीमती/श्री

This is to certify that Dr./Ms./Mrs./Mr. Rekha Chauhan

विद्यालय

School M B I INTNL SCH D-BLOCK NEHRU CLNY DEHRADUN UK

ने निम्न विवरणानुसार ऑनलाइन सत्र में भाग लिया:

has attended Online Session with following details:

दिनांक

Date : 18/03/2021

समय

Time: 16:00-17:00

शीर्षक

Topic: Happy Classrooms-Exploring Happiness

यह ऑनलाइन सत्र उत्कृष्टता केंद्र

This Online session was organized by Center of Excellence Delhi East

द्वारा आयोजित किया गया।

प्रमुख /प्रभारी, उत्कृष्टता केंद्र  
Head/In-Charge, COE

निदेशक (कौशल शिक्षा एवं प्रशिक्षण), के.मा.शि.बो.  
Director (Skill Education & Training), CBSE



Serial No: CBSE/OS/2020/U/35267  
क्रमांक:

Date of issue: 18/03/2021  
जारी करने की तिथि:



केन्द्रीय माध्यमिक शिक्षा बोर्ड  
CENTRAL BOARD OF SECONDARY EDUCATION

ऑनलाइन सत्र में सहभागिता का ई-प्रमाण पत्र  
e-Certificate of Participation in Online Session

प्रमाणित किया जाता है कि डॉ. सुश्री/ श्रीमती/श्री

This is to certify that Dr./Ms./Mrs./Mr. Rekha Chauhan

विद्यालय

School M B I INTNL SCH D-BLOCK NEHRU CLNY DEHRADUN UK

ने निम्न विवरणानुसार ऑनलाइन सत्र में भाग लिया:

has attended Online Session with following details:

दिनांक

Date : 17/03/2021

समय

Time: 16:00-17:00

शीर्षक

Topic: Essentials of a lesson plan in English (Classes IX-X)

यह ऑनलाइन सत्र उत्कृष्टता केंद्र

This Online session was organized by Center of Excellence Dehradun

द्वारा आयोजित किया गया।

प्रमुख /प्रभारी, उत्कृष्टता केंद्र  
Head/In-Charge, COE

निदेशक (कौशल शिक्षा एवं प्रशिक्षण), के.मा.शि.बो.  
Director (Skill Education & Training), CBSE

Serial No: CBSE/OS/2020/D/102055  
क्रमांक:

Date of issue: 13/03/2021  
जारी करने की तिथि:



केन्द्रीय माध्यमिक शिक्षा बोर्ड  
CENTRAL BOARD OF SECONDARY EDUCATION

ऑनलाइन सत्र में सहभागिता का ई-प्रमाण पत्र  
e-Certificate of Participation in Online Session

प्रमाणित किया जाता है कि डॉ. सुश्री/ श्रीमती/श्री

This is to certify that Dr./Ms./Mrs./Mr. Rekha Chauhan

विद्यालय

School M B I INTNL SCH D-BLOCK NEHRU CLNY DEHRADUN UK

ने निम्न विवरणानुसार ऑनलाइन सत्र में भाग लिया:  
has attended Online Session with following details:

दिनांक

Date : 12/03/2021

समय

Time: 16:00-17:00

शीर्षक

Topic: Learning from Mistakes

यह ऑनलाइन सत्र उत्कृष्टता केंद्र

This Online session was organized by Center of Excellence Delhi East

द्वारा आयोजित किया गया।

प्रमुख /प्रभारी, उत्कृष्टता केंद्र  
Head/In-Charge, COE

निदेशक (कौशल शिक्षा एवं प्रशिक्षण), के.मा.शि.बो.  
Director (Skill Education & Training), CBSE

Serial No: CBSE/OS/2020/D/104383  
क्रमांक:

Date of issue: 17/03/2021  
जारी करने की तिथि:



केन्द्रीय माध्यमिक शिक्षा बोर्ड  
CENTRAL BOARD OF SECONDARY EDUCATION

ऑनलाइन सत्र में सहभागिता का ई-प्रमाण पत्र  
e-Certificate of Participation in Online Session

प्रमाणित किया जाता है कि डॉ. सुश्री/ श्रीमती/श्री

This is to certify that Dr./Ms./Mrs./Mr. Rekha Chauhan

विद्यालय

School M B I INTNL SCH D-BLOCK NEHRU CLNY DEHRADUN UK

ने निम्न विवरणानुसार ऑनलाइन सत्र में भाग लिया:  
has attended Online Session with following details:

दिनांक

Date : 16/03/2021

समय

Time: 14:00-15:00

शीर्षक

Topic: ENGLISH (XI-XII)-Literature in class room

यह ऑनलाइन सत्र उत्कृष्टता केंद्र

This Online session was organized by Center of Excellence Delhi East

द्वारा आयोजित किया गया।

प्रमुख /प्रभारी, उत्कृष्टता केंद्र  
Head/In-Charge, COE

निदेशक (कौशल शिक्षा एवं प्रशिक्षण), के.मा.शि.बो.  
Director (Skill Education & Training), CBSE

Serial No: CBSE/OS/2020/D/104383  
क्रमांक:

Date of issue: 17/03/2021  
जारी करने की तिथि:



केन्द्रीय माध्यमिक शिक्षा बोर्ड  
CENTRAL BOARD OF SECONDARY EDUCATION

ऑनलाइन सत्र में सहभागिता का ई-प्रमाण पत्र  
e-Certificate of Participation in Online Session

प्रमाणित किया जाता है कि डॉ. सुश्री/ श्रीमती/श्री

This is to certify that Dr./Ms./Mrs./Mr. Rekha Chauhan

विद्यालय

School M B I INTNL SCH D-BLOCK NEHRU CLNY DEHRADUN UK

ने निम्न विवरणानुसार ऑनलाइन सत्र में भाग लिया:  
has attended Online Session with following details:

दिनांक

Date : 16/03/2021

समय

Time: 14:00-15:00

शीर्षक

Topic: ENGLISH (XI-XII)-Literature in class room

यह ऑनलाइन सत्र उत्कृष्टता केंद्र

This Online session was organized by Center of Excellence Delhi East

द्वारा आयोजित किया गया।

प्रमुख /प्रभारी, उत्कृष्टता केंद्र  
Head/In-Charge, COE

निदेशक (कौशल शिक्षा एवं प्रशिक्षण), के.मा.शि.बो.  
Director (Skill Education & Training), CBSE

**Electronics & ICT Academies**  
**NIT Patna, MNIT Jaipur, PDPM IITDM Jabalpur, IIT Guwahati, IIT Kanpur, and IIT Roorkee**



**Certificate of Participation**

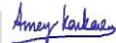
This is to certify that **Dr./Mr./Ms. HARSHAL GUNWANT** from **THE DOON SCHOOL, DEHRADUN** has participated in a two-week Online Faculty Development Programme on **"ICT Tools for Teaching, Learning Process and Institute"** jointly organized by Electronics and ICT Academies held from **15<sup>th</sup> – 26<sup>th</sup> March, 2021** under the **"Scheme of financial assistance for setting up of Electronics and ICT Academies"** of the **Ministry of Electronics and Information Technology (MeitY), Government of India**. He/She has successfully completed programme and has earned **Excellent** grade. The programme is recognized by AICTE/UGC. We wish him/her a very good luck for his/her future endeavor.



**Dr. Bharat Gupta**  
Principal Coordinator and CI, E&ICT Academy  
NIT Patna



**Dr. Gaurav Trivedi**  
Co-Principal Coordinator  
IIT Guwahati



**Prof. Amey Karkare**  
Co-Principal Coordinator  
IIT Kanpur



**Dr. Sandeep Kr. Garg**  
Co-Principal Coordinator  
IIT Roorkee



**Prof. Lava Bhargava**  
Co-Principal Coordinator  
MNIT Jaipur



**Dr. Prashant K. Jain**  
Co-Principal Coordinator  
IITDM Jabalpur

Date of Issue: 26<sup>th</sup> March, 2021



Reg No.- 0/ 28/ 02/ 21/ 136

**Certificate of Completion**

This is to certify that

**Aastha Kaushik**

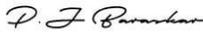
has successfully completed the academic year 2021

**"YOGA TEACHER TRAINING COURSE"**

Comprising of:

Theory : The history and philosophy of yoga, mysticism and holistic approach of yoga to life.  
Practical: Asanas, Pranayams, Mudras and Meditation.

It will enable him/her to widen his/her spiritual knowledge and impart knowledge of Yoga to others.  
The holders of this certificate has become proficient in teaching the practical and educational aspects of Yoga.



Director, IWYA



Head Faculty, IWYA



SENOGET TECHNOLOGY PRIVATE LIMITED

**CERTIFICATE OF COMPLETION**

This is proudly presented to

**Aastha kaushik**

for successfully completing a short online course on

**Yoga**

for 5 days in the month of Mar 2021,

Conducted by **Pavitra**, an expert in this field.



Awarded By  
**Alippo**

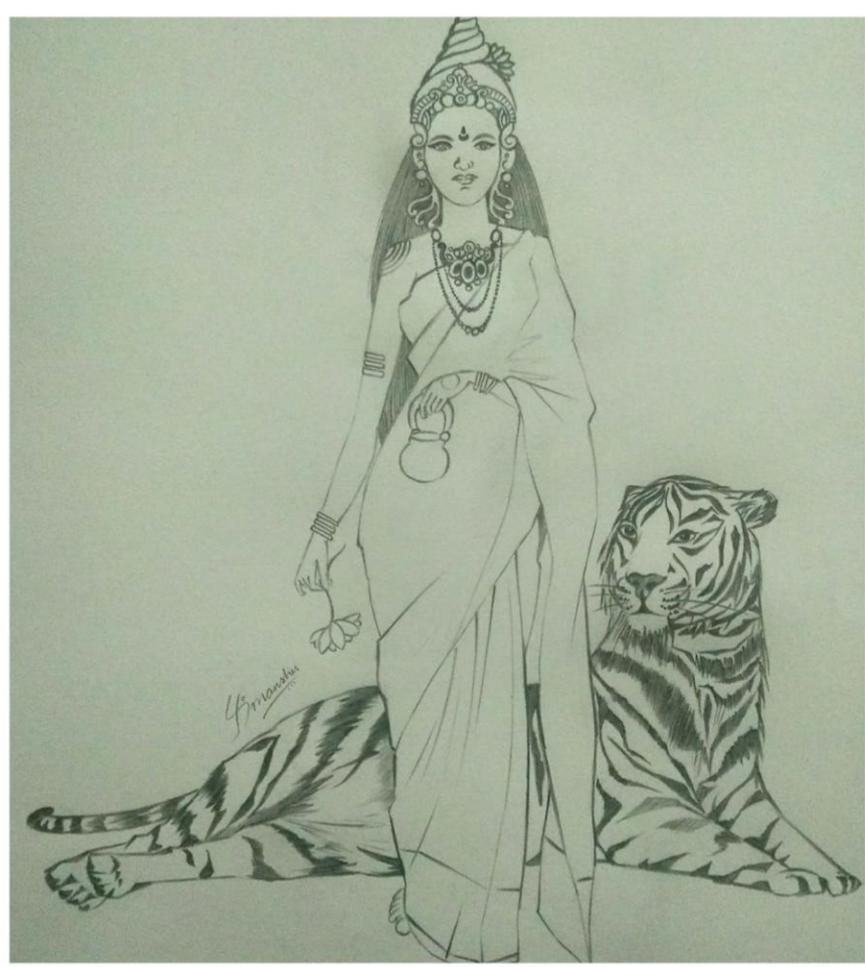
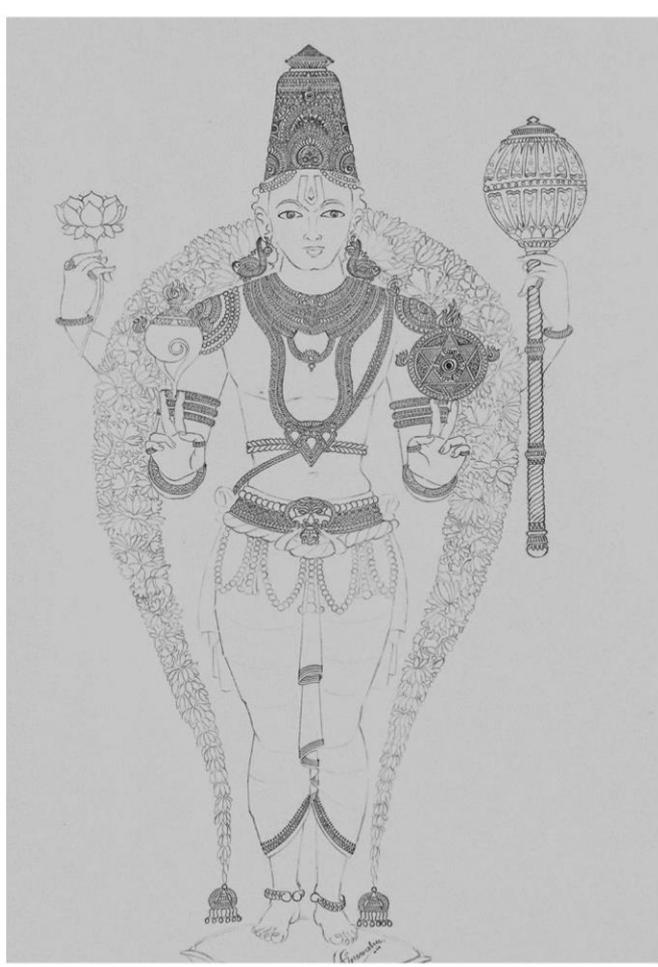


President  
**Ayushi Sinha**



BY:-  
SHIKHA KHATRI



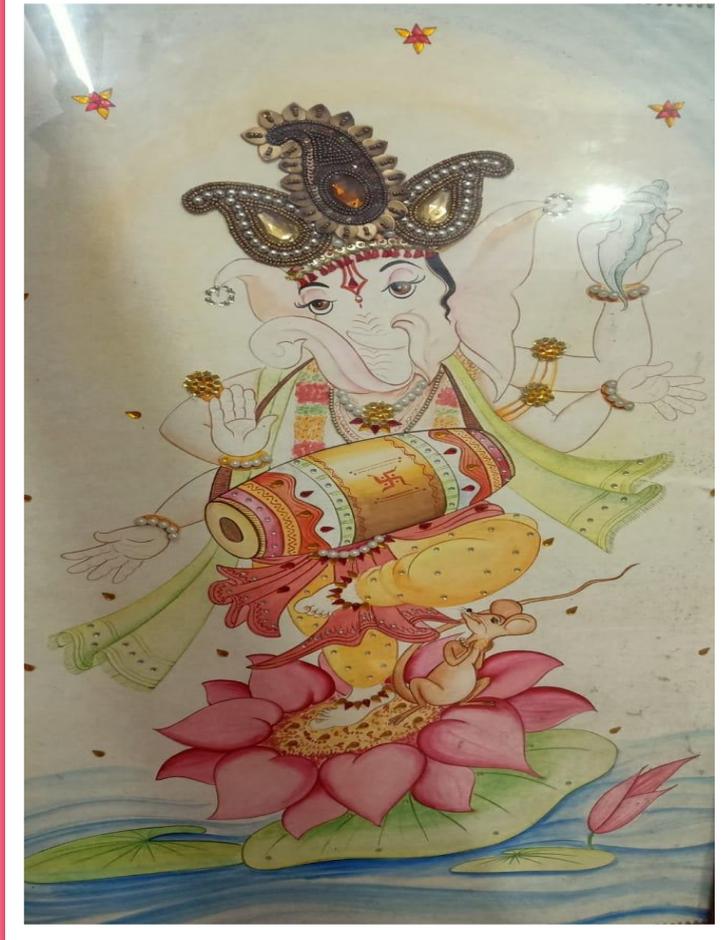


BY:-HIMANSHU KUMAR



BY:-AMBIKA GURUNG



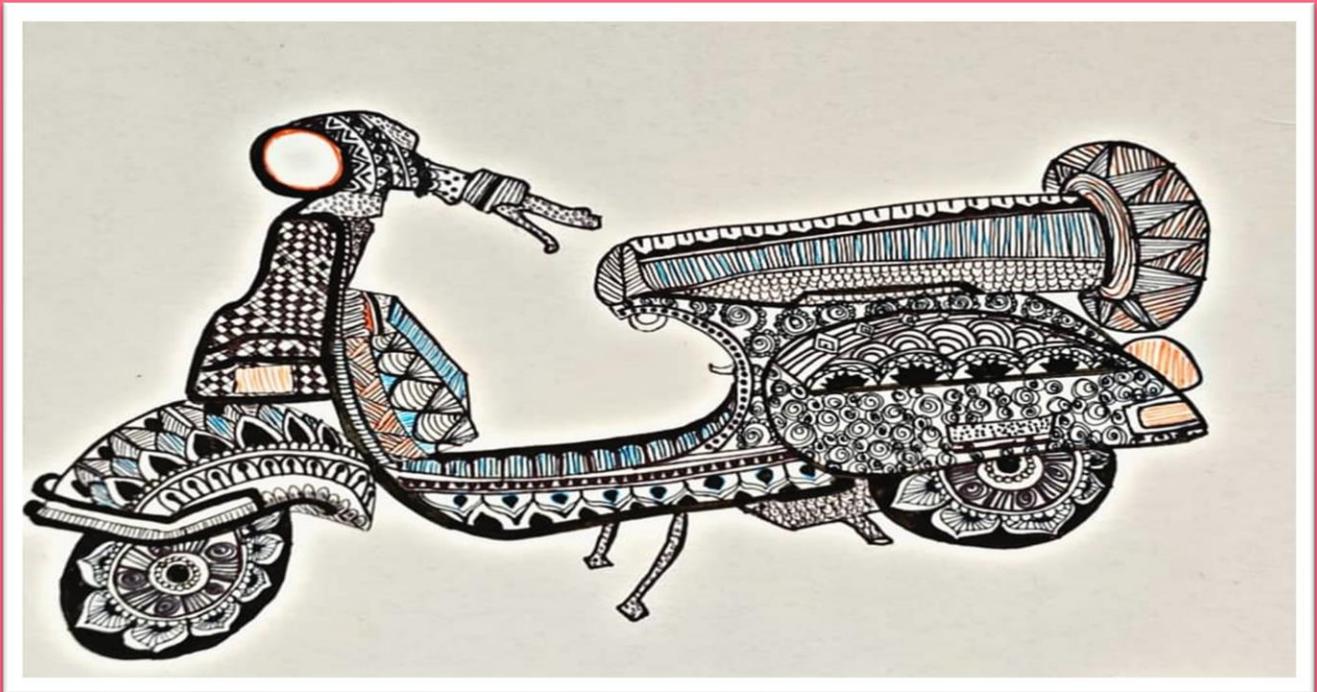
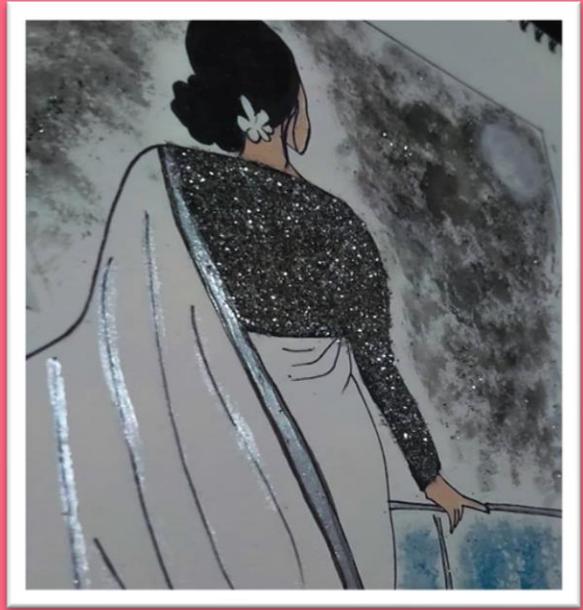


BY:-VIJETA



BY:-NANDITA MUKHERJEE





BY:-ANJU VERMA

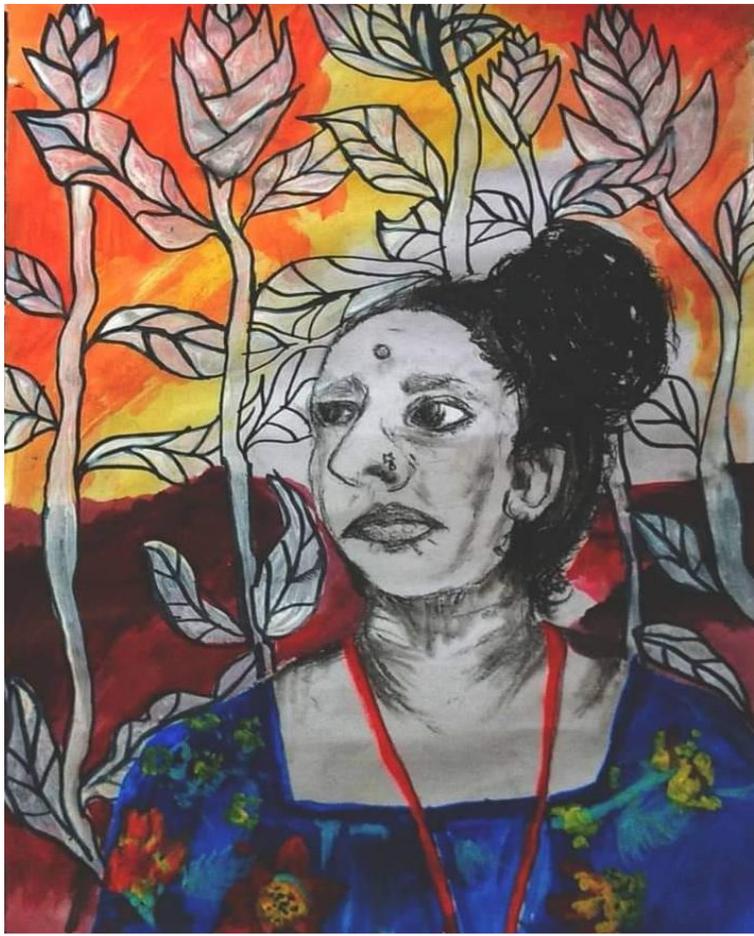


BY:-ARNAB MUKHERJEE





BY:-EKTA NEGI



BY:-SHUBHASHINI



BY:-REMYA

# Social Service

"***Simranjeet*** is one of the 130 volunteers, mostly from different parts of the country, who are helping the residents/patients of Yamkeshwar village to find ambulances, oxygen beds, oxygen cylinders, ICU beds, blood donors and providing them rations, etc. He is working on the ground to manage logistics in the area and villages in hills in an emergency which throws a major challenge. We praise him for this initiative for a noble cause. He is associated with the ***Million daughters Foundation*** and ***Raghav Juyal*** to carry out the mission.





# Alumni Achievements



**Sunil Anand (2018-20)** qualified Secondary Teacher Eligibility Test (STET), 2019 of Bihar School Examination Board, Patna



**Anju Verma (2018-20)** qualified Uttarakhand Teacher Eligibility Test-I & II (UTET-I&II), 2020 conducted by Board Of School Education, Uttarakhand





**BIHAR SCHOOL EXAMINATION BOARD, PATNA**  
**SECONDARY TEACHER ELIGIBILITY TEST (STET), 2019**

**RESULT SHEET**

Application No.	STET328473	
Roll No.	8200713	
Name of Applicant	SUNIL ANAND	
Father's name	SACHIDA NAND TIWARY	
Date of Birth	14/Oct/1984	
Gender	MALE	
Category	UR	
Differently abled	No	
Dependent of Freedom Fighter	No	
Paper	Paper 1	
Subject	MATHEMATICS (105)	
Total Marks	150	
Obtained Marks	88.4374	
Result	Qualified	

Note : This copy is not valid for any legal use.



उत्तराखण्ड विद्यालयी शिक्षा परिषद्, रामनगर (नैनीताल)  
BOARD OF SCHOOL EDUCATION,  
UTTARAKHAND, RAMNAGAR (NAINITAL)  
उत्तराखण्ड अध्यापक पात्रता परीक्षा प्रथम 2020  
UTTARAKHAND TEACHER ELIGIBILITY TEST-I  
(UTET-I) 2020  
MARK SHEET

Roll No. : 1202902147  
Candidate Name : ANJU VERMA Father's Name : D R VERMA  
Gender : Female Category : OBC  
Eligibility Code : 6 Sub-Category : N/A  
Training Qualification : B. Ed. Passing Year : APPEARING

Primary Stage (For Classes I-V)		
Subject	Max. Marks	Marks Obtained
Child Development and Pedagogy	30	19
Language-I (ENGLISH)	30	19
Language-II (HINDI)	30	12
Mathematics	30	15
Environmental Studies	30	19
<b>Total Marks</b>	<b>150</b>	<b>84</b>
<b>Result</b>	<b>Qualified</b>	

- अभ्यर्थी की अर्हता बोर्ड द्वारा सत्यापित नहीं की गई है। उनका विवरण उसी प्रकार है जैसा कि यू.टी.ई.टी. प्रथम 2020 के आवेदन पत्र में अभ्यर्थी द्वारा दिया गया है।
- अंक तालिका में किसी भी प्रकार की त्रुटि के संशोधन हेतु अंक तालिका निर्गत होने की तिथि से दो माह के अन्दर मूल अंक तालिका पर्याप्त साक्ष्यों सहित सचिव, उत्तराखण्ड विद्यालयी शिक्षा परिषद्, रामनगर (नैनीताल) को प्रेषित की जा सकती है। निर्धारित अवधि के उपरान्त किसी प्रकार का संशोधन किया जाना सम्भव नहीं होगा।
- श्रेणीवार न्यूनतम उत्तीर्णांक निम्नवत् हैं-

I. अनारक्षित श्रेणी (सामान्य) एवम् आर्थिक रूप से पिछड़ा वर्ग

II. अन्य पिछड़ा वर्ग

III. अनुसूचित जाति एवं अनुसूचित जनजाति

IV. स्वच्छता सन्धान सेनाजी आश्रित, भूतपूर्व सैनिक (सयव) एवं शारीरिक रूप से पिछड़ा

60 प्रतिशत या अधिक

50 प्रतिशत या अधिक

40 प्रतिशत या अधिक

50 प्रतिशत या अधिक



उत्तराखण्ड विद्यालयी शिक्षा परिषद्, रामनगर (नैनीताल)  
BOARD OF SCHOOL EDUCATION, UTTARAKHAND, RAMNAGAR (NAINITAL)

उत्तराखण्ड अध्यापक पात्रता परीक्षा द्वितीय 2020  
UTTARAKHAND TEACHER ELIGIBILITY TEST-II (UTET-II) 2020  
MARK SHEET

Roll No. : 2202802137  
Candidate Name : ANJU VERMA  
Gender : Female  
Eligibility Code : 7  
Training Qualification : B. Ed.  
Father's Name : D R VERMA  
Category : OBC  
Sub-Category : N/A  
Passing Year : APPEARING

Upper Primary Stage (For Classes VI-VIII)		
Subject	Max. Marks	Marks Obtained
Child Development and Pedagogy	30	22
Language-I (ENGLISH)	30	19
Language-II (HINDI)	30	12
MATHS / SCIENCE	60	22
<b>Total Marks</b>	<b>150</b>	<b>75</b>
<b>Result</b>	<b>Qualified</b>	

- अभ्यर्थी की अर्हता बोर्ड द्वारा सत्यापित नहीं की गई है। उनका विवरण उसी प्रकार है जैसा कि यू.टी.ई.टी. द्वितीय 2020 के आवेदन पत्र में अभ्यर्थी द्वारा दिया गया है।
- अंक तालिका में किसी भी प्रकार की त्रुटि के संशोधन हेतु अंक तालिका निर्गत होने की तिथि से दो माह के अन्दर मूल अंक तालिका पर्याप्त साक्ष्यों सहित सचिव, उत्तराखण्ड विद्यालयी शिक्षा परिषद्, रामनगर (नैनीताल) को प्रेषित की जा सकती है। निर्धारित अवधि के उपरान्त किसी प्रकार का संशोधन किया जाना सम्भव नहीं होगा।
- श्रेणीवार न्यूनतम उत्तीर्णांक निम्नवत् हैं-
  - अनारक्षित श्रेणी (सामान्य) एवम् आर्थिक रूप से पिछड़ा वर्ग 60 प्रतिशत या अधिक
  - अन्य पिछड़ा वर्ग 50 प्रतिशत या अधिक
  - अनुसूचित जाति एवं अनुसूचित जनजाति 40 प्रतिशत या अधिक
  - स्वतंत्रता संग्राम सेनानी आश्रित, भूतपूर्व सैनिक (स्वयं) एवं शारीरिक रूप से निशक्त 50 प्रतिशत या अधिक

डॉ. नीता तिवारी (Dr. Neeta Tiwari)

सचिव / Secretary

उत्तराखण्ड विद्यालयी शिक्षा परिषद्, रामनगर (नैनीताल)

स्थान Place : रामनगर (नैनीताल) Ramnagar (Nainital)

दिनांक Date : 30/04/2021

Result Printed On : 01/05/2021 09:59:45 AM from www.ukutet.com

# Alumni Speaks....



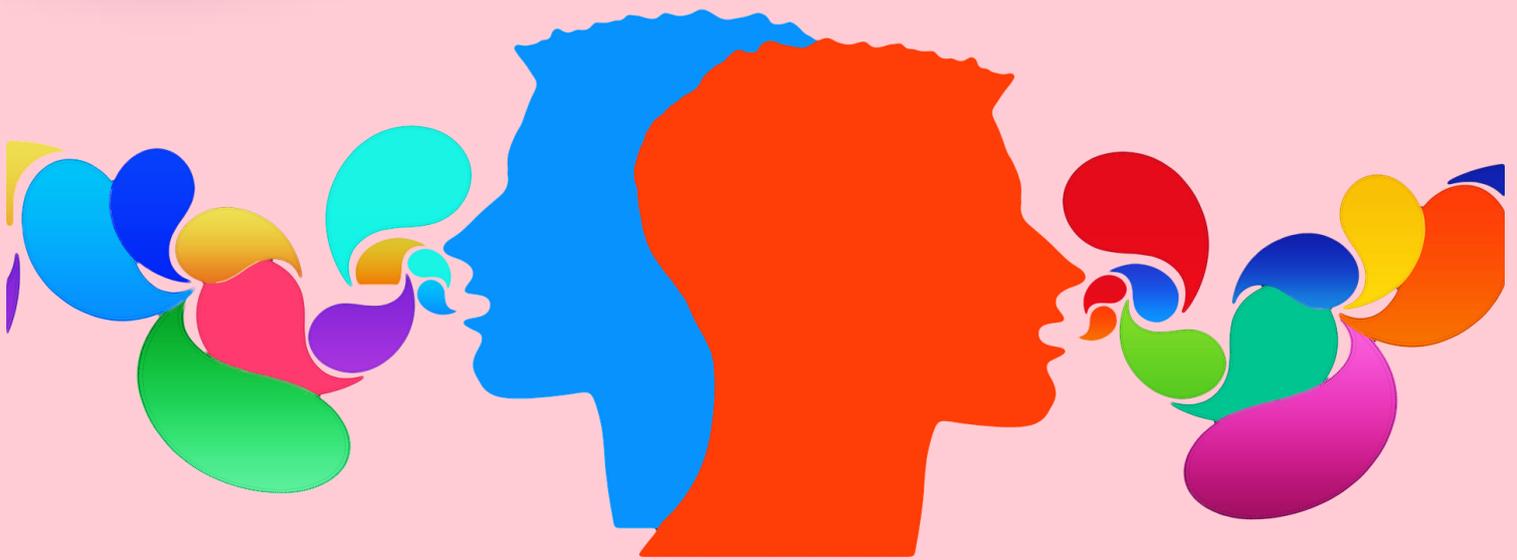
Dear Juniors,  
You have chosen one of the toughest profession and then you have chosen the institution which is going to make your journey easy, enjoyable and full of learning. I wish you all very best of everything. Be honest, be sincere and you will reach the heights of success.

.....Prerna



To dear juniors,  
I know time has been really tough for all of us and moreover for you people as you didn't even get to see the college 😊. I kinda pity you over the same but "humne jo khud chand mahine ki khushi dekhi hai tumhe kya bataenge". Never mind, here I wish you people all the luck and best for future endeavors. May you people keep growing and I can't thank you enough for the love and warmth you people provided us even when the classes were running online. Take care, stay safe and keep smiling.

.....Anju Verma



# Alumni Speaks....

Dear Friends,

It's an honour to share our feelings and experience with you so that our success journey can add milestones of Victory to your Achievement Graph. ICFAI University is like an immense and deep ocean where jewels and precious stones of Self Enhancement and Growth are available. The only requirement is to become efficient divers under the guidance of great trainers i.e., the faculty members so that you can gather these treasures. It is my personal experience that the day I joined it, I was burdened that the path was full of hurdles. But with the sincere cooperation of my faculty teachers, I got the desired result. . Sincerity and obedience will help you to achieve your goal. All the best!



.....Rekha Chauhan





**ICFAI EDUCATION SCHOOL,  
THE ICFAI UNIVERSITY, DEHRADUN**

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