

THE ICFAI UNIVERSITY DEHRADUN ICFAI EDUCATION SCHOOL



ABOUT US

The ICFai Education School (IEds) is a constituent of "The ICFai University", Dehradun, established in 2006 to promote quality education, research, training, and consultation in teaching and training. The ICFai Education School produces well-trained, dedicated, and competent teachers. The B.Ed program of IEds is approved by the National Council for Teacher Education.

NEWSLETTER
FEB 2023-APR 2023

VISION

To train and prepare excellent and efficient teachers who can draw out the best in a child's development in all aspects - mind, body, and spirit. IEds endeavours to prepare quality pupil teachers who can mould the lives of prospective citizens of the country in bringing about their holistic development by arousing curiosity, developing their minds and helping in their character formation along with awakening the light of knowledge in them.



E-LEAD CERTIFIED

E-Learning Excellence
for Academic Digitisation

QS I-GAUGE

INDIAN COLLEGE & UNIVERSITY RATINGS

MESSAGE FROM THE VICE-
CHANCELLOR

PROF. (DR.) RAM KARAN SINGH



If we foresee the future, one can say with confidence that the application of knowledge and skills will be a key resource one has to equip to oneself, to be highly sought-after. At this juncture of life, your decision to select the right university is important because it would impact your future path for years to come. It is perhaps the biggest challenge that you and your parents are facing these days.

The ICFai University, Dehradun encourages education that is distinctly keeping in mind the holistic growth of the students which makes them industry ready individuals. We are proud to be consistently ranked among premier institutions of higher education in India by different rating agencies in the domain of technical education, science, management, law and education. If you have the inner passion to excel, not only in the academic field, but also have a desire to give wings to your creative instincts, we offer you a platform to grow at The ICFai University, Dehradun. Our multidisciplinary programmes are contemporary with flexibility and choices featured in their curriculum design, at par with international standards. We constantly update programmes and course content to meet the challenge of grooming professionals with knowledge and skills for the constantly changing requirements of local and global needs.

A real-world experience is a crucial component of our approach to education. Our latest curriculum supports autonomous and creative thinking, which we believe is the key to creating new knowledge and a continuous learning approach. The various research and innovation funds provision can financially support you in exploring your ideas and converting them to real life research activities. In order to enhance research, innovation, quality of teaching and to facilitate student and faculty exchanges, the IUD has collaborated with leading national and international universities. I on behalf of the IUD family welcome you to be part of the ICFai family to pursue your future endeavours

Prof. (Dr.) Ram Karan Singh
Vice Chancellor
The ICFai University-Dehradun



MESSAGE FROM THE REGISTRAR
BRIGADIER RAJIV SETHI (RETD.)



The future belongs to those who believe in the capabilities of young minds. At The ICFAI University, Dehradun all our endeavours of achieving academic excellence are driven with the goal of creating a solid edifice for a brilliant future of our youth.

Program structures are designed keeping in mind the market requirements vis-a-vis quality academic delivery, so as to enable our students to take on their future responsibilities with confidence. ICFAI group being a not for profit organization delivers quality education at a very reasonable cost to the students with a plethora of scholarships.

Apart from academic rigor, the students are provided with various sports, curricular and extra co-curricular exposure to create a well-rounded personality. We aim to develop diverse educational backdrops to give the employers varied options as they seek bright students to join their organizations. These students are value-added products ready to enter the corporate arena and I am confident they would prove to be an asset to the organization they join.

ICFAI University Dehradun, with its salubrious climate and green campus away from the bustling city provides a serene and motivating ground for a right mix of academics and personality development.

We welcome you to develop your potential and create a lifetime career.

Brigadier Dr. Rajiv Sethi (Retd.)
Registrar
The ICFAI University-Dehradun



EDITORIAL



Dear Readers
Greetings of the day !

It gives me immense pleasure to share with you all the latest edition of the IEDs magazine Chronicle. "The world is moved along, not only by the mighty shoves of its heroes, but also by the aggregate of the tiny pushes of each honest worker." - Helen Keller

The best thing about this issue is that it represents the creative side of IISER M students to a fair degree-something that we think we all need to reconnect with. So this time we have made an attempt to bring out the talent concealed within our student community. This issue includes articles, poems, anecdotes, art-works, a host of other things and also a parody.

Enjoy every moment you have because in life there aren't any rewinds, all you are left with are the flashbacks. We have worked hard to bring up an exhilarating flashback of the events and achievements during 2023.

I hope you will enjoy reading this edition and will give your valuable feedback for the next edition of the university magazine.
Happy Reading !



Mrs. Shalini Gupta
Editor
B.Ed Batch 2022-24



Mr. Simarjeet Singh Dang
Editor
B.Ed Batch 2022-24



Mrs. Durga Tamuli
Co-Editor
B.Ed Batch 2022-24

CONTENT

POEMS AND ARTICLES

**EVENTS, ACTIVITIES &
STUDENTS ACHIEVEMENTS**

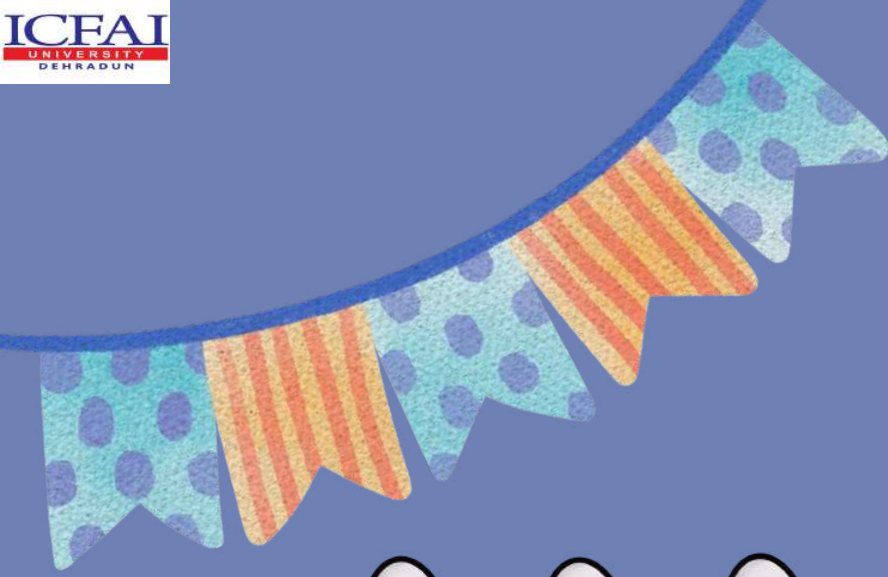
**PHOTOGRAPHY AND
PAINTING DIGEST**

**TRAINING
AND PLACEMENT**

IEdS - FACULTY

IEdS COURSES







OBESITY

Childhood obesity is a serious medical condition that affects children and adolescents. It's particularly troubling because the extra pounds often start children on the path to health problems that were once considered adult problems – diabetes, high blood pressure and high cholesterol. Childhood obesity can also lead to poor self-esteem and depression.

One of the best strategies to reduce childhood obesity is to improve the eating and exercise habits of your entire family. Treating and preventing childhood obesity helps protect your child's health now and in the future.

Products & Services

One of the yogic practices that help our adolescents and even adults get rid of this problem is MITAHARA.

Yogic texts believe in the concept of MITAHARA means 'moderate diet'



MITAHARA REFERS TO BALANCED AND MODERATE DIET, it restores balance at all levels

THREE aspects of MITAHARA:

Quality of food: It should be sattvika that heals your body, which means natural food.

Quantity of food: Half of the stomach should be filled with food, one-fourth should be filled with liquid and the rest one-fourth should be kept empty for the movement of air(gases), this is to avoid laziness.

State of mind while eating food: while eating food, the mind should be calm and quiet and free from all anxiety. That is why it is advised to offer food first to the almighty who governs every activity of the universe. Then one should properly concentrate on food and chew it well, mixing it with saliva for proper digestion and assimilation.

Together with this, some yoga practices help children to fight obesity.



Mrs. Shalini Gupta
B.Ed. 2022-2024

Success is not happiness. Happiness is success

If Success was Happiness
Then achievers would be glad
But look around and you will find
That many of them are sad

Of course, Achievement gives joy
And excitement, oh boy!
But when our need becomes our greed
To misery, this will lead

The whole world is chasing Success
Everyone wants achievement
Sometimes we win, sometimes we lose
There is no Contentment

Why do people want to succeed?
Why is everyone in a race?
The Truth is that we want to win
So that there is a smile on our face

But though we win, we are not glad
We have money, why are we sad?
Happiness is not money, the sages said
It's sleeping soundly when you are in bed

We hear of suicides in the homes of the rich
If they were Happy, then why this glitch?
Although they are achievers, this fact we know
They are not Happy, their face has no glow

Happiness has no price tag, know this my friend
It's a state of mind where nothing can offend
It's being able to smile, and able to laugh
Not just trying to raise our Success graph

We can't measure joy in dollar and pound
Happy is he who peace has found
Though we may fly the world around
We may be miserable on the ground

Success is not Happiness, this Truth we must know
We may have everything, what's the use of this show?
The truly successful one is he
Who lives with smile, laughter, and glee

If one is Happy, then one has achieved all
One doesn't have to be rich and in fame be tall
One can have little, but if content is he
Then he can live joyously

Achievement gives Happiness, this fact we know
But with Fulfilment and Contentment, does Happiness grow
One who is Happy, doesn't need to win
He has Peace and Joy without committing sin

Joy doesn't need a foundation of cash
One doesn't have to be rich, to enjoy life's bash
Happiness is a simple state of the mind
It comes from being loving, it comes from being Kind

Happiness is Success. It is achieving life's goal
It is being Happy in the heart, Peaceful in the Soul
True Happiness is eternal, not just a moment of joy
It lasts forever, it can't be destroyed
Success is a journey of valleys and peaks
Life is a see-saw, there are laughs and squeaks
Success, unlike Happiness, doesn't last for long
But the truly Happy ones always sing a Happy song

So, Success is not Happiness, Happiness is Success
You may be an achiever, whose heart is not at rest
But though not successful, if Happy you are
Then you are an achiever, you are the very best



Mr . Simarjeet Singh Dang
B.Ed. 2022-2024



National Education Policy 2020



The National Education Policy of India 2020 (NEP 2020), approved by the Union Cabinet of India on 29 July 2020, outlines the vision of the new education system of India. It replaces the previous National Policy on Education, 1986. The vision of the policy is to build an education system rooted in Indian ethos that contributes directly to transforming India by providing high-quality education to all, thereby making India a global knowledge superpower.

Highlights of National Education Policy (NEP 2020) for school education :

1. Focus on Early Childhood Care and Education (ECCE) & Foundational Literacy and Numeracy (FLN)
2. Curtailing dropouts and ensuring universal access at all levels of school education
3. Learning Should be Holistic, Integrated, Enjoyable, and Engaging
4. Teacher Empowerment
5. Equitable and Inclusive Education: Learning for All
6. Standard-setting and Accreditation for School Education
7. Adoption of pedagogically sound teaching & learning practices
8. Adoption of technology in teaching, learning and assessments

THE NEW 5+3+3+4 ACADEMIC STRUCTURE:

10+2 refers to two years of schooling post grade 10. According to India's new National Education Policy (NEP) 2020, 10+2 schooling system in India is set to be replaced by a new 5+3+3+4 system.

Here is the age-wise breakdown of the different levels of the school education system based on the new education policy 2020

1) 5 years of Foundational Stage:

- For ages: 3 to 8
- For classes: Anganwadi/pre-school, class 1, class 2
- This stage will focus on teaching in play-based or activity-based methods and on the development of language skills.

2.) 3 years of Preparatory Stage:

- For ages: 8 to 11
- For classes: 3 to 5
- The focus in the preparatory stage will remain on language development and numeracy skills. Here, the method of teaching and learning would be play and activity-based, and also include classroom interactions and the element of discovery.

3.) 3 years of Middle Stage:

- For ages: 11 to 14
- For classes: 6 to 8
- As per NEP 2020, this stage of school education will focus on critical learning objectives, which is a big shift from the rote learning methods used in our education system for years. This stage will work on experiential learning in the sciences, mathematics, arts, social sciences and humanities.

4.) 4 years of Secondary Stage:

- For ages: 14 to 18
- For classes: 9 to 12
- This stage will cover two phases: Classes 9 and 10, and classes 11 and 12. Concepts will be covered in greater depth in this stage.



Transforming Exams:

- As per the National Education Policy 2020, Exams will also be made 'easier'. They will test primarily core competencies to eliminate the "Coaching Culture".
- Students will be allowed to take Board Exams twice in any given year, to eliminate the high stakes of board exams.
- In accordance with the New Education Policy 2020, board exams in certain subjects could be redesigned. Board exam questions to have two types:
- Objective type with multiple-choice questions
- Descriptive type
- The National Testing Agency (NTA) will offer a high-quality common aptitude test, as well as specialized common subject exams in various subjects, at least a twice every year as prep for entrance examinations.

THE 3 LANGUAGE POLICY:

The National Education Policy 2020 (NEP 2020) has emphasised on the use of mother tongue or local language as the medium of instruction till Class 5 while recommending its continuance till Class 8 and beyond. It recommends that all students will learn three languages in their school under the formula. The three languages learned by children will be the choices of States, regions, and of course the students themselves. However, at least two of the three languages should be native to India, one of which is most likely to be the local/ regional language. The rule will apply to both private and public schools. High-quality textbooks, including science, will be made available in home languages. In cases where home-language textbook material is not available, the language between the teachers and students will still remain the home language wherever possible.

The National Education Policy 2020 encourages teachers to use a bilingual approach, including bilingual teaching-learning materials, with those students whose home language may be different from the medium of instruction.



Mr . Simarjeet Singh Dang
B.Ed. 2022-2024



LACK OF HIGHER EDUCATION TO POOR CHILDREN

आज कल शिक्षा इतनी महंगी हो चुकी है की एक मध्यमवर्गीय परिवार भी अपने बच्चों की फीस देने में थक जा रहा है! तो एक गरीब परिवार भला इतने पैसों का इंतजाम कैसे करेगा ! ऊपर से अगर बात अपने बच्चों को प्राइवेट स्कूल में पढ़ाने की हो तो अच्छे अच्छे अमीरों की भी हालत खराब हो जाती है ! ऐसे में एक गरीब घर के बच्चे को उच्च शिक्षा तो दूर शिक्षा ही मिल जाए तो बहुत बड़ी बात होगी ! इतनी महंगाई में एक गरीब के घर में दो वक्त का भोजन ही बन जाए तो बहुत है ! अपना तन ढकने के लिए ठीक ठाक कपड़े ही मिल जाना खुशी की बात होती है ! ऐसे में पढ़ाई के लिए खर्च कर पाना बहुत मुश्किल साबित होता है

REASONS FOR POOR CHILDREN NOT GETTING HIGHER EDUCATION;-

वर्तमान समय में गरीब घरों के अभिभावक अपने बच्चों को प्राइवेट महंगे स्कूलों में भेजने के बारे में तो सोच भी नहीं सकते ! पढ़ाई के अलावा तरह तरह के शुल्कों का बोझ एक गरीब परिवार के लिए उस कर्ज के समान है जिसे कभी चुकाया नहीं जा सकता है ! गरीब बच्चों को उच्च शिक्षा ना मिल पाने के प्रमुख कारण निम्नलिखित है !

1. SHORTAGE OF QUALIFIED TEACHERS :-

गरीब परिवार के बच्चे या तो किसी सरकारी स्कूल से अपनी पढ़ाई की शुरुवात करते है या फिर किसी संस्था द्वारा संचालित मुफ्त स्कूल से ! जिसमें पढ़ाने वाले अधिकतर अध्यापक पढ़ाने योग्य नहीं होते ! एक बच्चे का भविष्य पूरी तरह से उसको पढ़ाने वाले शिक्षको पर ही निर्भर करता है !

2. DISTANCE OF SCHOOL FROM HOME:-

आज भी देश में ऐसे बहुत से गाँव है जहाँ जरूरी सुविधाएं रेगिस्तान में बरसात के जैसे है जिसका कोई भरोसा नहीं ! भले ही हम बहुत विकास कर चुके हैं लेकिन आज भी बहुत से गाँव वैसे के वैसे ही पिछड़े हुए हैं जहाँ से स्कूल कई किलोमीटर दूर है ! छोटे छोटे बच्चे बहुत हिम्मत करके एक दिन स्कूल जाते हैं लेकिन वापस आकर वो इतना थक जाते हैं की अगले दिन उनके पैर जवाब दे देते हैं!

3. DUE TO GENDER INEQUALITY:-

शहरों में भले वर्तमान समय में लड़के लड़कियों में कोई अंतर न समझा जाता हो परंतु आज भी ऐसे गाँव है जहाँ लड़कियों को पढ़ाना व्यर्थ समझा जाता है ! गरीब परिवारों की मानसिकता आज भी पुरानी की पुरानी है !

4. FAMILY RESPONSIBILITIES IN CHILDHOOD:-

गरीब परिवारों में बच्चों को 13-14 वर्ष के होते ही पारिवारिक जिम्मेदारियों का आभास होने लगता है। बचपन से ही वे सीमित संसाधनों में गुजारा करते आए हैं। बढ़ती उम्र के साथ सबकी तरह उनकी भी आवश्यकताओं की गगरी बढ़ती जाती है जिसे पूरा करने के लिए खुद कमाने के अलावा उन्हें दूसरा कोई उपाय नजर नहीं आता है। बच्चों के बड़े होने पर खर्च भी उसी प्रकार से बढ़ जाता है और इस खर्च को उठाना घर के सिर्फ एक सदस्य के लिए बहुत ही मुश्किल होता है। जिसके फलस्वरूप बच्चे खुद कमाने के लिए कहीं कोई छोटी मोटी नौकरी करने लगते हैं और पढ़ाई धरी की धरी रह जाती है।

CONCLUSION:-

गरीबी एक दीमक की तरह है जो वर्तमान समय में इंसान को अंदर से खोखला करता जा रहा है। इस गरीबी में बच्चों को उच्च शिक्षा दिलाना तो और भी अधिक चुनौती पूर्ण कार्य है। वैसे तो अब ऐसे बहुत से सरकारी सुविधाएं गरीबों को दी जा रही है, जिससे उनके बच्चों को शिक्षा प्राप्त करने में कोई दिक्कत न आए लेकिन अफसोस की बात यह है कि आज कल गरीबों की मानसिकता बहुत संकुचित हो चुकी है। वो खुद तय कर लेते हैं कि गरीबी में उच्च शिक्षा की प्राप्ति नहीं हो सकती। ऐसे परिवारों को शास्त्री जी और अंबेडकर साहब के जीवन से प्रेरणा जरूर लेनी चाहिए।



Ms. Neha Panchbhaiya
B.Ed Batch 2022-24



The Universal Language: MUSIC

Music is known as the Universal language because it knows no boundaries. The music consists of Sargam, Ragas, Taals, etc. Music has great qualities of healing a person emotionally and mentally. Music is a form of meditation. It can be cited that in the Dwapar Yug, the Gopis would get mesmerized with the music that flowed from Lord Krishna’s flute. They would surrender themselves to Him. Also, the research has proved that the plants which hear the Music grow at a faster rate in comparison to the others.

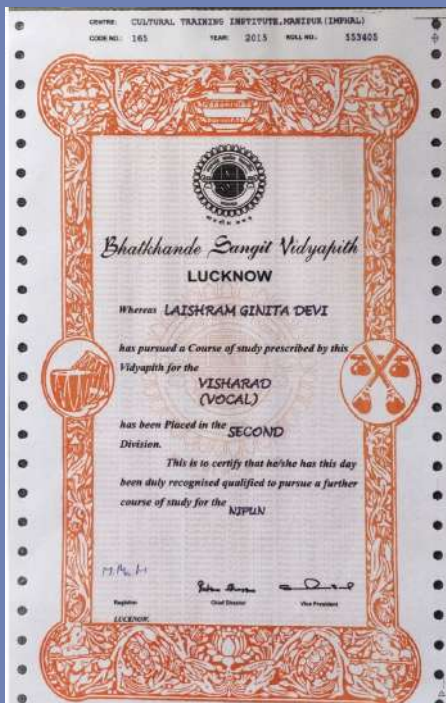
“The music is not in the notes, but in the silence between.”

-Wolfgang Amadeus Mozart

Exposure to music can improve learning and increase positive classroom atmosphere. Active engagement with music can impact the way that the brain processes information, enhancing the perception of language and speech, and subsequently improving our ability to communicate with others and learn to read. Experiencing calming music can reduce aggressive behaviour and feelings of anxiety and stress. This is an important consideration for the classroom, as teaching students to manage emotions in more positive ways can enhance their learning potential.

Educators share strategies for creatively and intentionally integrating music into the classroom. Some examples include exploring the historical events and periods in which songs were written, examining song lyrics to teach elements of poetry. Music stimulates the brain, and with its varied sounds and lyrics, students are exposed to a large amount of vocabulary in a short amount of time. Music also provides exposure to other languages, which creates a foundation for the student's ability to understand and communicate in a different language

I got my music loving habit in the generation from my mother and her side of the family. I remember as a child I have always admired my grandaunt and my teacher for their singing skills. My mother has grown up in a musicians’ family and she has a good knowledge about music. My parents have a good taste for music. I have completed my Visharad in Hindustani Classical Music from Shri Shri Bal Mukunda Music College, Imphal in the year 2015 when I was 15 years old. I will always be thankful to my parents for their support and my teacher for the knowledge I have got for him.



Ms. Laishram Ginita Devi
B.Ed Batch 2022-24



A QUEST IN ETHIOPIA

Travelling has been an activity that I cherish dearly. Raised by the roaring 80s, we had little electronic entertainment to pacify us. Exploring new places and marvelling at natural sights was all we had in store for us. This led to me being bitten and smitten by the travelling bug and I have not stopped since then.

While most of the 'tourists' prefer to see the acclaimed and textbook-mentioned attractive sights, I prefer to be a traveller and am fond of places that are offbeat and non-touristy. It has been my endeavour to become a dark tourist, who prefers visiting villages in Uttarakhand that host shamans and oracles, instead of going to see the Taj Mahal. My choice of locations has often left me alone on my adventures, with my friends preferring to opt-out. This is also when I discovered the joy and convenience of solo travelling.

One such travel itinerary on my bucket list was to travel to Ethiopia. I had two objectives to visit this country: to see the oldest written bible still preserved and to see Lucy.

The world's earliest Christian bible was saved by a British charity which is still located at a remote Ethiopian monastery while Lucy, also known as AL 288-1, is a collection of several hundred pieces of fossilised bone representing 40 per cent of a female of the hominid species *Australopithecus Afarensis*- 3.2 million years old.

I decided to travel here in January to save myself from the merciless African summers. The temperatures in January were a time we could enjoy ourselves. A close friend of mine, Margot from Portland, Oregon agreed to accompany me to Ethiopia because every cousin and friend of mine in India refused to travel to a civil war-torn country fearing we would be eaten by the cannibal warlords there! Come January, Margot flew from America and I flew from India synchronising our flights in such a way that we landed in Addis Ababa just 30 hours apart from each other.

The airport of the capital city could not rival any of our well-maintained and beautiful airports. It was dark, not painted in years and had no provisions for a decent meal that both of us could find.

We were due to stay in the capital city- Addis Ababa for two days and get to know the culture. We also were eager to visit the church and museum of the emperor of Ethiopia- Haile Selassie. He was the emperor of the country from 1930 to 1974, known and revered for modernising the country and helping establish the Organisation of African Unity (now called the African Union). The Rasta community of people also regard him as a messiah for his role in helping exiled Africans return to the country. In the two days that followed, we visited the local markets, ate in the oldest restaurant in Ethiopia (built-in 1898!), and tried to get accustomed to the African food that we would eat in the next ten days. We visited the church of the emperor and saw the tombs of Haile Selassie and Menan Asfaw, his wife, in the Holy Trinity Cathedral. The priest of the church took a good two hours and showed us around the church and blessed us with a historical chronology of Ethiopia.

Our next visit was to the national museum of Ethiopia that I enjoyed most. The museum hosts Ethiopia's artistic treasures. The main attraction of course was the room where Lucy was, in addition to other local archaeological finds such as fossilised remains of early hominids. Ethiopia is famous for archaeological discoveries of fossilised remains of humans and early-age animals and many people believe that the first homo sapiens did actually exist in Ethiopia and then moved to the rest of Africa and Asia, where they met other human species such as the Neanderthals, Homo Erectus and the Denisovans. Crossing the entire gallery of these specimens, I finally laid my eyes on Lucy! She acquired this name after the 1967 song "Lucy in the sky with diamonds" by the Beatles. She acquired this name because this was the song that was played all evening when the archaeologists discovered her.

Lucy's cause of death has still not been accurately determined. The only visible damage is a single carnivore tooth mark on the left of her pubic bone. Her molars were complete and a little worn, which makes scientists believe that she was fully matured with a complete skeleton development. The age estimate of the fossil was completed in



1992 and the volcanic ash on the outer layers of the bones was estimated to be human origins at 3.22 and 3.18 years. Basically, the fossilised bones of Lucy were the earliest humans to have ever lived on Earth! I was looking at the bones of a girl who was one of the first human ancestors on Earth. The First Humans! Wow !!

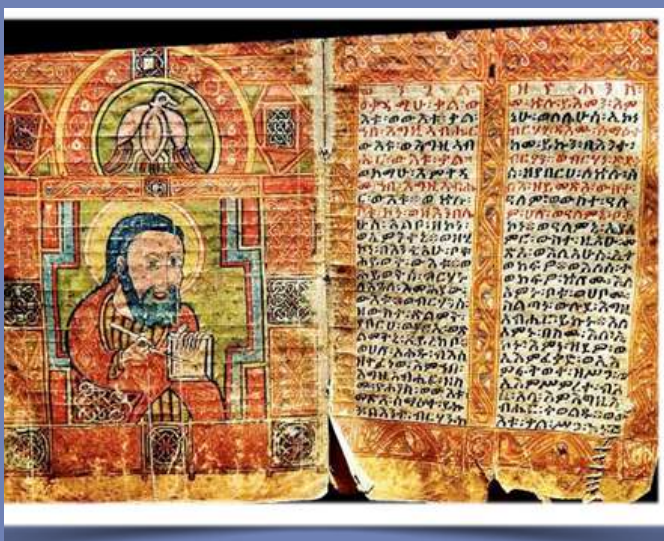
Our next few days of travel took us through the countryside of Ethiopia to the pristine farmlands and natural reserves. We reached a place called “Shashamene”, which was home to exiled Africans from all around the world. The emperor had given them this piece of land to re-settle and call it home. I wondered at the many Rastafarians in this place and was in awe of their lifestyle, food and, most notably, their deadlocks. Spending two evenings here, we were due to go to the monastery where the oldest bible was found. The gospels were housed in the “Abba Garima” monastery. With no flights available at that time, the only way was to travel by road. The problem here was the risk of insurgents and rebels present in the villages dotted throughout the route. Everyone we spoke to forbade us to travel to the place. Margot, being an American citizen was a great risk for us. The idea of kidnapping American citizens for ransom in these parts of the country was well known. Leveraging her nationality status, she was able to secure help from a United Nations outpost, who agreed to take us there in their official UN vehicle to mitigate the risk. Off I was the next day, sitting in a UN jeep, excited to see the monastery and its most prized possession. A 15-hour drive, with the apprehension of us being stopped by goons, kept me awake throughout the journey. Cross-cultural stories from our countries kept us entertained through the journey, and we finally reached Adwa where the monastery was located. Finding a homestay quickly, we retired for the night.

The next morning, we trekked to the monastery to find an old, decrepit, but intriguing structure that captured my attention instantly. The keeper of the monastery knew what we were looking for and he told us no one, apart from the bible seekers, come this far in this remote land. He narrated that long before King James V1 and 1st’s forebears were but a glint in their own fathers’ eyes, Ethiopia already had an illustrated Bible.

Carbon dating, puts the book at between 330 and 650, making the Ethiopian bible the oldest and most complete on earth. Popularly known as the Garima gospels, legend has it that the monk Garima arrived in the Axumite empire, today’s Ethiopia, around 494 AD and was able to copy the gospels in a single day. The manuscript is written on goatskin and is in the ancient Ethiopian language of Ge’ez. It is also believed to be the earliest example of book binding still attached to the original pages.

I cannot possibly express what I felt when viewing the artefact. Just the thought that you are looking at possibly the oldest bible ever written right in front of your eyes is a feeling that cannot be expressed in words- no matter how hard you try. There are some experiences that can only be felt and consumed by the soul without a way of narrating the experience to others.

This trip to Africa was one I will never forget, a trip where I saw two firsts- arguably the remains of the first human being and the first bible ever written.



Mr. Jasmeet Sondhi
B.Ed Batch 2022-24



READING COMIC AT 40

I was seated in the hospital lobby in Delhi early this week. My cousin had to very unwillingly undergo a balloon vital valvotomy surgery. Tucked into a corner on a sofa set that largely out-spaced my body requirements, I was reading a copy of the latest manga by Junji Ito- a legend when it comes to Japanese mangas.

A mid-aged man, with a turban and a beard, reading comics, I was constantly interrupted by men, women and children who enquired why on earth was I reading a comic. With various shades of appreciation, confusion and mockery, these intruders kept me away from focusing on this beautiful piece of art that I had just got my hands on after a month and a half of anxious waiting. This encroachment confirmed why I never preferred reading comics in public spheres; I was better off reading the desirable way- trekking to a mountain top or enveloped with a blanket on my bed and reading my comic. These were the only ways to relish a comic without the prying eyes of this 'mature' society.

My love for comics was fostered when my mother may have perhaps bought me my first 'Tintin' book. I cannot remember the occasion but I do remember my fondness, or rather an obsession, with these books. I would spend hours reading and re-reading them. The different adventures Tintin embarked on would introduce me to the different countries and cities of the world. I was a fan enough to finish my school exams earlier just to go home and read. Mother never seemed to have enough funds to buy me all the comics I wanted, so I devised an 'ingenious' plan to exchange books with friends so I could read more.

This fascination lasted throughout my school years, with my mother hoping, praying and wishing that it would last a few years and wither away. However, my love for comics refused to subdue and I continued reading and collecting comics way past my childish age. I was already in college and still saved money to buy the next comic I wanted. My room was filled with copies of 'The Adventures of Tintin', 'Asterix and Obelix', 'MAD Magazines', 'Calvin and Hobbes' and other books like 'Famous five', 'Nancy Drew', 'The Secret Seven' and 'The Hardy Boys'. Though every parent would today prefer his/her child to read books rather than scroll the screens of the dumb smartphone, my mother was close to losing her sanity. I was discarding clothes from my closet to make more room to 'hide' my comic books from her- oblivious to the fact that she washed and ironed my clothes every day and it was she who finally opened my closet to arrange my messy cupboard— only to find comics very carelessly hidden inside!

Today, at 40, I still buy, read and collect as many comic books as I possibly can. The one difference is that I now find my wife, in a tag team with my mother, constantly nagging and scolding me every time they find a 'new comic book'.

No longer considered an entertainment pastime, the graphic novel industry is now a competitive, serious dollar-crunching industry. I say dollar crunching because I still budget my comic expenses very earnestly every month and adhere to my commitments just as any mature and responsible 40-year-old man does!

Moving from comics to economics, the global graphic novel market size was valued at USD 15.56 billion in 2022. The ever-growing production of comics with fascinating stories and jaw-dropping art is driving this popularity worldwide. The many advantages of reading comics have been cited in various studies, research articles and psychology papers. These books help us improve our vocabulary, be multi-culturally literate, expedite our imaginative curiosity and most importantly help us de-stress after a hard day's work. The adoption of digital technology has helped fuel the production of these books and has helped comic artists propagate imaginative stories and art that are unparalleled today. Japanese Mangas lead the industry and I cannot even begin to express the world of these mangas. European war comics are a prize for any comic collector and they have been Copernican in introducing me to the nuances of the second world war and the holocaust. We all remember the famous 'Tinkle' and 'Chacha Choudhary' comics from India that we spend numerous evenings reading. The Indian comic industry has taken a leap since then and has evolved to support and nurture some very creative Indian comic artists who can compete on a global stage with the best artists around the world.

A prized possession of around 650 comics adorns my library at home today. I also have a decent collection of some more 'mature' reading material. Reading and caring for these books throughout my life has taught me numerous essential skills. Today, I very firmly confirm that reading is an activity that should be habituated by everyone. It is a habit that very unselfishly nourishes you with skills, manners and ideas that ornament your life. I am shameful enough to not quit this habit and am eager to pass on my materialistic and intelligible collection and love for comic book reading to my family's subsequent generations.



Mr. Jasmeet Sondhi
B.Ed Batch 2022-24



TECHNOLOGICAL ENSLAVEMENT: A PERSPECTIVE ON PERSONAL MANAGEMENT

“People who smile while they are alone used to be called insane, until we invented smartphones and social media”

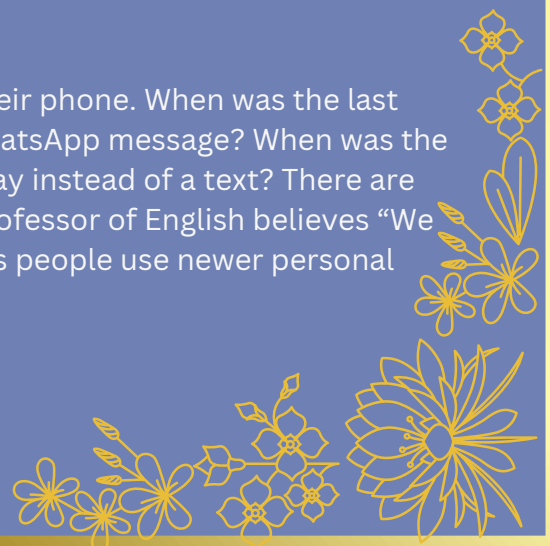


1. Are we becoming slaves to our technology? Is it making us less centred, less contented, less connected? and the biggest concern of all is it altering the human life? In this technological driven world, we do not just use digital devices for information consumption. We let them direct our life. Technology is more than just a means of communication. It is a tool for living. We need it for work, relaxation, and entertainment. The cost is alarming.

2. The digital periphery has extended in a way, that leaves for no or very limited scope for meaningful face-to-face interactions. We live on and through our screens, and we are always plugged in, always distracted. Changing the way we think, feel, and interact with one another totally and it will not be wrong to say that Technology has transformed what it means to be human. Well, ‘Do not take me wrong for an anti-digital person, nevertheless its high time we re-examine the role that smartphones and social media are playing in our daily lives’.

3. For instance, if you want to be a true friend or partner or lover or colleague and you want to really connect, then you have to look at the person you’re engaged with; you have to actually be with them. Empathy requires that I get into your mental space, and give you the comfort of knowing that I made that effort to listen and care. It is a commitment that we make to other people that involves us getting out of our own heads, and the constant self-curation online, the constant self-gratification of smartphones and social media, makes it harder for us to do this.

4. As you walk across the campus, students’ eyes don’t leave their phone. When was the last time you were asked out in person and not through a text or WhatsApp message? When was the last time you sent someone a card to wish them a happy birthday instead of a text? There are clearly downsides of technology. Sue Starke Ph.D., associate professor of English believes “We are beginning to see some of the societal downsides of the ways people use newer personal technology. I believe that



people will eventually adjust and develop new codes of behaviour and etiquette to respond to and control disruptive aspects of new technologies.” She added we must learn to control technology, and not allow technology to control us.

5. The key lies in awareness. Do you use your digital devices on purpose, or just roam mindlessly? In my experience, besides work and purposeful communication, most of our digital time falls into the latter category. Digital devices are our scapegoats for negative emotions. We surf Facebook/Instagram when we feel bored. We watch TV when we are depressed. And when we are stressed, we browse the net to forget our current struggle. Do they improve our mood? Sure, but only momentarily. After consuming them, we feel worse. Boredom, depression, and stress are now coupled with guilt and shame. So, be aware of your emotions and take good care of them.

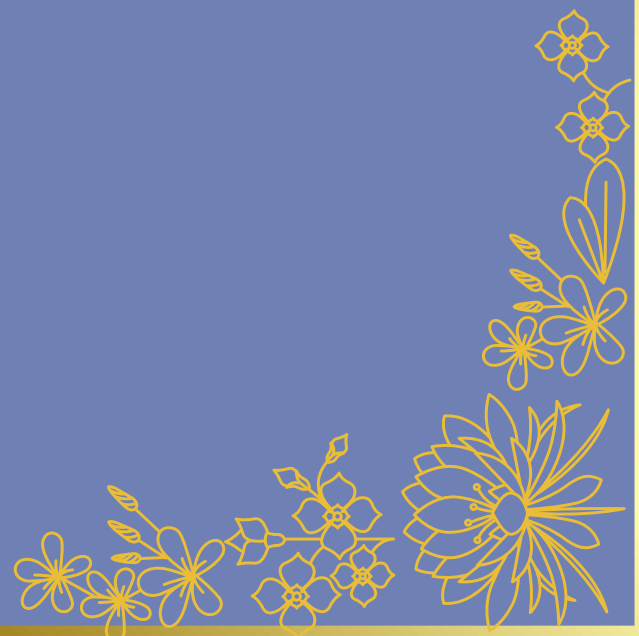
6. Now the question arises, “How?” Stop tuning into TV or your phone when you feel down. Instead, engage in an activity that cultivates awareness. Take a few deep breaths, walk, see nature. You may like to practice meditation. How about when we’re using technology for work and relaxation? How can we use our digital devices without being controlled by them? Again, the key is mindfulness. Until new norms come to be, it is important to realize that we can survive without our cell phones, and we must take the time to unplug. Believe it or not, unplugging can leave us feeling happier. Unplugging also gives us the ability to open our eyes and truly pay attention to what’s in front of us.

7. With finals approaching and summer break right around the corner, try unplugging and see what the world has to offer, rather than using technology as an escape from the world. Spend some one-on-one time with friends or your significant other. Remember that there is a beautiful world to be seen when you look up from your phone.

“Today be thankful and think how rich you are. Your family is priceless. Your health is wealth. Your time is gold.”



Mrs. Arti Malguri
B.Ed Batch (2022-24)



SAFETY OF CHILDREN IN SCHOOLS



The term 'School Safety' can be defined as creating safe environment for children, starting from their homes to their schools and back to Home. This includes safety from any kind of abuse, violence, psycho-social issue, disaster: natural and manmade, fire, transportation. Emotional safety can be considered as paramount as it is very difficult for Parents and Teachers and to identify emotional problems and difficulties in children. Bullying can cause such kind of children suffer in lower self-respect and building daily stress.

Various aspects related to the safety and security of children in school can be categorised as per the following:

1. **Infrastructure**
2. **Health and Hygiene**
3. **Psycho-Social Aspects**
4. **Roles and Responsibilities of Teachers**
5. **Monitoring**

Infrastructure:

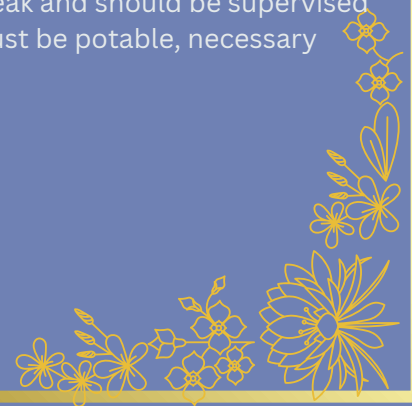
Teachers and children spend a substantial part of their day in school, it is essential to keep the school environment including building, premises, entrance and surroundings that comprise broader term 'Infrastructure' safe and secure.

Health and Hygiene:

Basic medicine kit/ first aid box should be available in the school to take care of common ailments prevalent among young school going children.

Separate toilets for boys and girls, with one unit generally having one toilet (WC) plus 3 urinals should be provisioned in every school.

Group hand washing with soap sessions should be conducted before the lunch break and should be supervised by teachers, who emphasize good hand washing techniques and drinking water must be potable, necessary filtration/purification to be organized.



Psycho Social Aspects:

Corporal Punishment

The corporal punishment may be identified as physical punishment, mental harassment or discrimination. Corporal punishment will also include all forms of sexual offences as per the Protection of Children from Sexual Offences Act.

Roles and Responsibilities of Teachers:

The teachers, including head teachers, should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties. The school teachers also have a responsibility to provide a safe learning environment for children, where they could identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. They also hold a responsibility to take appropriate action, working with other services as needed.

School Level Monitoring

Components of Safety and Security of children in schools to be recommended as one of the major themes while preparing School Development Plan by School Management Committee (SMC) members. The components of School Development Plan (SDP) comprising of elements Safety and Security of Children in Schools may be shared with PTA members for their feedback/suggestions. The decisions taken in anti-bullying Committee and Committee for prevention of Child Sexual Abuse meeting should be discussed in the meeting of SMC. SMC should be made responsible for compliance of the Manual. Periodic review of the compliance of this manual shall be discussed in SMC review meetings. SMC should ensure implementation of such guidelines related to safety and security of children based on which this manual has been prepared. Every school should prepare and display school safety plan that may be prepared involving children and school management committee/s (SMCs) The member of SMC who is part of Anti Bullying Committee to develop bullying prevention programme and creating awareness. Block Level Monitoring, District Level Monitoring, State Level Monitoring Commissions ensure for the protection of the child rights



Mrs. Neelima Chandu
B.Ed Batch (2022-24)



THE PIGEON IN MY BALCONY



Spring has ended and folks are gearing up for summers, preparing for the upcoming harsh heat waves. I, too, have started maintaining the coolers and air conditioners in my house.

In my little balcony, the seasonal spring flowers cease to bloom anymore. But, hiding behind the flower pots, was something new to look forward to. Over a month ago, two pigeons were seemingly scavenging in and around the balcony. Subsequently, I noticed that they were tirelessly working towards building a nest. Initially, I tried to chase them away. However, upon the relentless insistence of my twelve-year-old, I gave in. The pair of patsies were busy, searching and collecting fine twigs and hay, to build their cradle. Within a few days, there stood the abode of their upcoming progeny. My daughter excitedly told me that the birds had laid two eggs in the nest. I was touched by her enthusiasm, and allowed nature to take its course. Over the span of the next few weeks, the mother pigeon would adamantly sit in her nest, nurturing the eggs. We too, aided by leaving water and grains for the birds. We researched about communicating with animals, and learnt that they are capable of recognizing voices. My daughter would spend a few minutes every day, trying to talk to them, and observing their habits.

Soon the day arrived, when we noticed a tiny, fragile claw reaching out from beneath the mother's wings, which belonged to the new squab. The eggs had hatched indeed! The mother moved aside for a while, and we were able to witness the adorable young one, with its yellow fur, resembling that of a chick's. It seemed unbelievable that it would turn into a grey flyer. Unfortunately, the second squab seemed to have perished before it could even hatch.

Now, over a month later, the squab has grown larger, with its yellow tinge turning grey, and beak turning slenderer. The mother often leaves for foraging, and we ensure that the nest remains undisturbed. We keenly wait upon the squab's first flight. Nature is fascinating, and one can learn many lessons from it.

'Would a bird build its nest, if it did not have the instinct for confidence in the world?'

– Gaston Bachelard



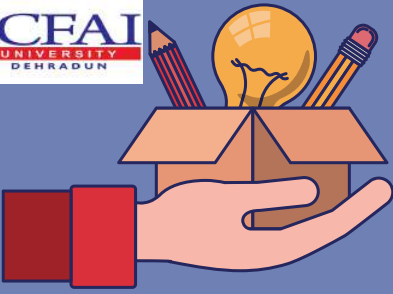
Ms. Durga Tamuli
B.ed Batch (2022-24)





**EVENTS,
ACTIVITIES &
STUDENTS
ACHIEVEMENTS**

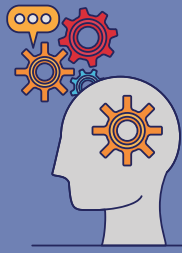




INTENSIVE TRAINING WORKSHOP (ITW)

Intensive Training Workshop was inaugurated by the Vice Chancellor Prof (Dr.) Ram Karan Singh on 1st February 2023. He explained the innovative practice initiated for improving the Teaching Learning Process. Present on the occasion was Registrar IUD Brigadier Rajiv Sethi, Coordinator Dr. Meena Bhandari and Deans of all Schools.





NATIONAL YOUTH DAY

ICFAI UNIVERSITY DEHRADUN
E-LEAD CERTIFIED
I-GAUGE
ICFAI Education School

"You have to grow from the inside out. None can teach you, none can make you spiritual. There is no other teacher but your own soul."
-Swami Vivekananda

**The ICFAI University
ICFAI EDUCATION
SCHOOL**
invites you for the enlightening
words by
"Dr. Harshita Ahuja"
Faculty Psychology and TOK
The Doon School
on the eve of
National Youth Day

Convenors:
Dr. Meena Bhandari
Ms. Atulya Verma

Date: 12th January 2023
(Thursday)
Time: 4 p.m. onwards

Faculty Coordinators:
Ms. Swati Raturi
Ms. Natasha Pallavi

Student Coordinators:
Ms. Manya Abrol
Mr. Vishal Mohla






**12TH JANUARY
NATIONAL
YOUTH
DAY**

"You have to grow from the inside out. None can teach you, none can make you spiritual. There is no other teacher but your own soul."
-Swami Vivekananda

Minute to Minute

- 15:50 hours - Login and check connectivity
- 16:00 hours - Welcome by Ms. Manya, B.Ed. Batch 2021-23
- 16:05 hours - Enlightening words by Prof. Dr. Ram Karan Singh, Vice Chancellor, The ICFAI University, Dehradun
- 16:10 hours - Session by Key note Speaker- Dr. Harshita Ahuja, Faculty Psychology and TOK, The Doon School
- 17:00 hours - Vote of thanks by Ms. Manya, B.Ed. Batch 2021-23

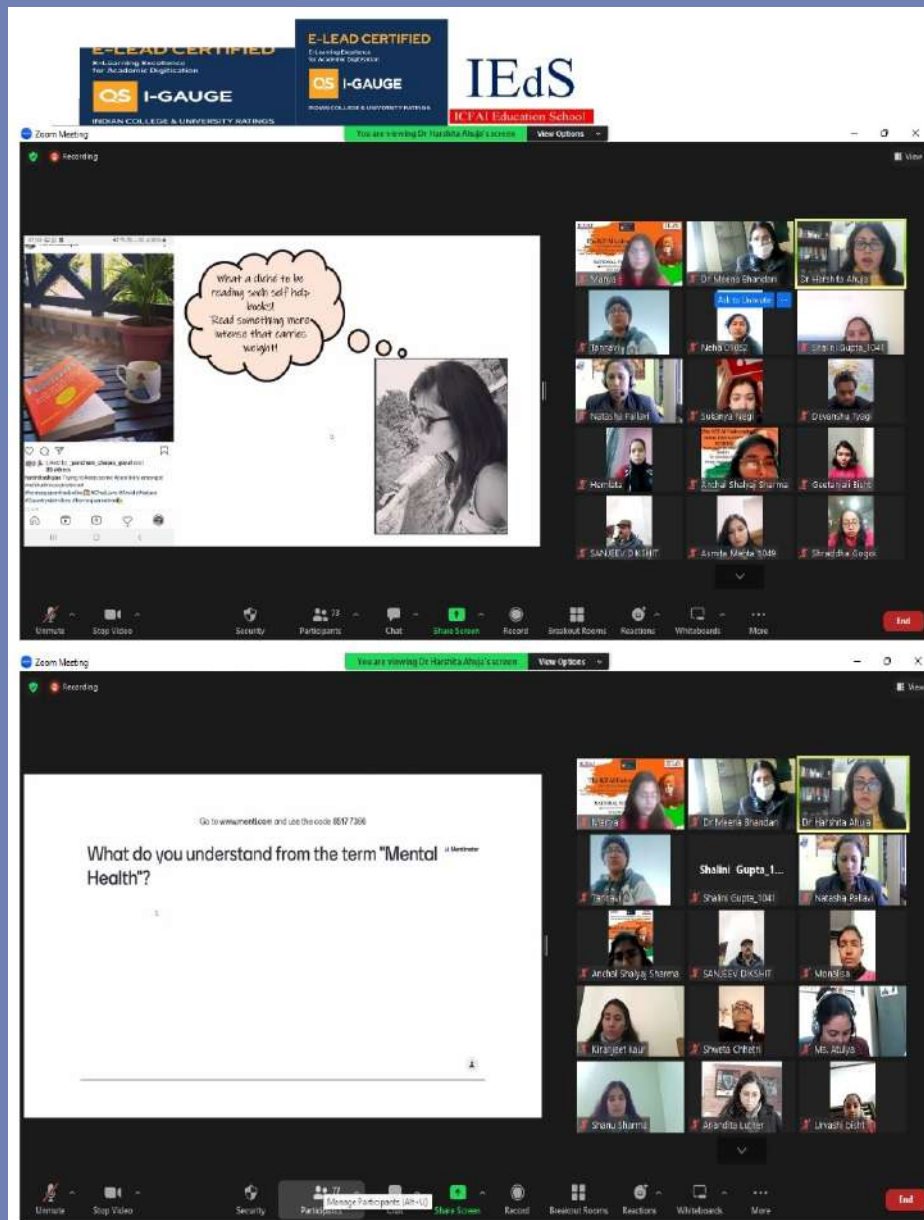
**The ICFAI University
ICFAI EDUCATION SCHOOL**

Webinar - Mental Health Continuum and Well-being

Speaker- Dr. Harshita Ahuja
(Faculty Psychology and TOK, The Doon School)

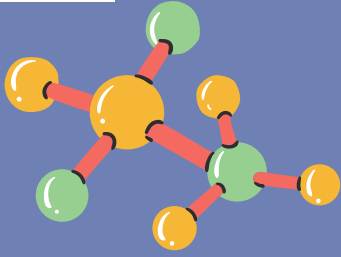






It was an enthusiastic webinar organised by IEds to celebrate the 'NATIONAL YOUTH DAY' on January 12th ,2023 to aware the students about the role of Swami Vivekananda ji in the field of education and challenges faced by the youth in today's scenario. After the word of thanks to honourable VC Sir , Registrar Sir and Dean Mam of IEds by Ms. Manya , student coordinator of IEds . She introduced everybody and invited the Chief Guest Dr. Harshita Ahuja, Faculty of Psychology and TOK in Doon School. The discussion was started and focused on the the importance and need of mental,social amd psychological well-being of youth with an aim that "If the youth is leading the way of development, then, only we can say that India can be developed." There were 80 participants in all inclusive of students and faculty members of the university.





Visit to UCOST, Jhajra, Dehradun

UCOST celebrated 7th annual day Regional Science Centre, Dehradun in its premises at Vigyan Dham, in which Hon'ble Governor of Uttarakhand, Lt. Gen. Gurmit Singh was the chief guest. Regional Science Centre is the centre of edutainment in the Dehradun which works for science popularization and complementing science education.

Prof Durgesh Pant, Director General UCOST welcomed Hon'ble Governor and guided him to the Intel AI Skill lab for inaugural ceremony.

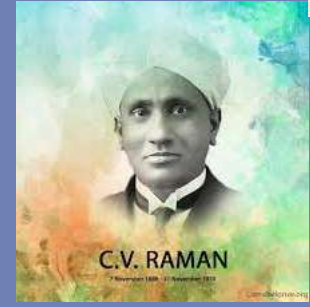
Hon. Governor interacted with Ms Shweta Khurana, Senior Director, Asia Pacific & Japan, Global Government Affairs Group, Intel and Prof Pant on objectives and various aspects of the lab.

After inaugural ceremony, Hon'ble Governor visited various facilities of the centre of which he appreciated Himalayan gallery the most. Thereafter in a formal welcome address in the auditorium, Prof Pant delivered formal welcome address and briefed about Rural Science congress, which is to be held from 10 – 12 February, 2023 at Vigyan Dham premises. The gathering was addressed by Ms Shweta Khurana where she elaborated on the need to empower India's young population for the future, "There is a need to enable and empower people from all walks of life, with the right skills and resources.

17 students of ICFAI Tech School and one Faculty each of all four Schools participated in the event.



NATIONAL SCIENCE DAY



The ICFAI University, Education School, Dehradun organized a visit to Wadia Institute of Technology (WIT), Dehradun to celebrate the National Science Day in the honour of Nobel laureate, Sir CV Raman who discovered the Raman Effect on February 28, 1928. The visit was meant to create awareness and appreciation of science and technology among students. The visit began with a tour of the institute and its various laboratories. The students were then taken to the WIT auditorium where a quiz was conducted on various topics related to science and technology. The quiz was followed by a discussion session where the students were encouraged to share their ideas and experiences. The visit was a great success and helped the students gain a better understanding of the importance of science and technology in our daily lives. Students of ICFAI Education School also visited to Lachhiwala and it was an amazing experience. The place is surrounded by lush greenery and the air is so fresh and clean. The Head of the Department of IEdS Dr Meena Bhandari and other faculty members of IEdS were also present for the event.



"Ask the right questions, and nature will open the doors to her secrets."
C.V. Raman



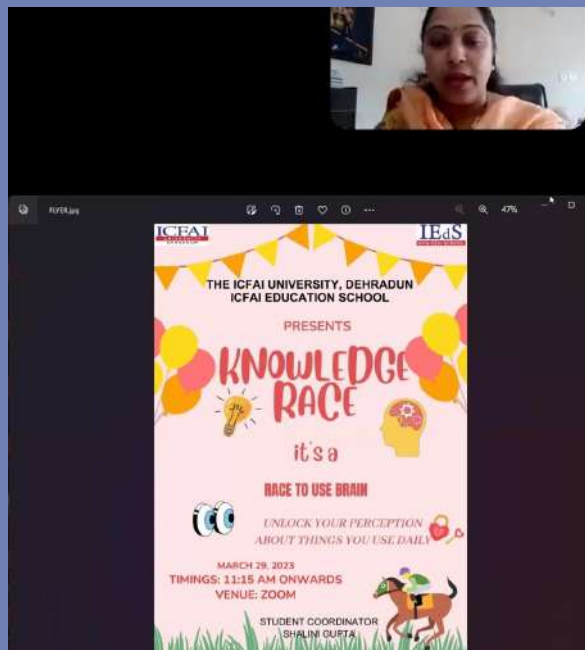
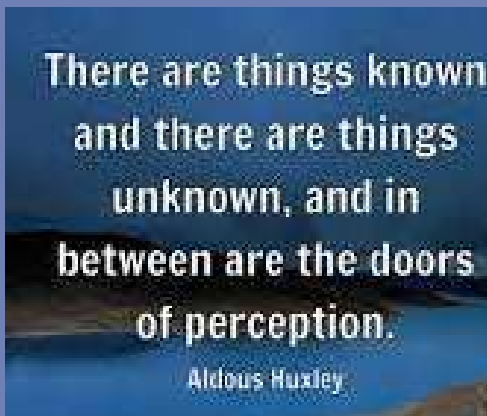
KNOWLEDGE RACE



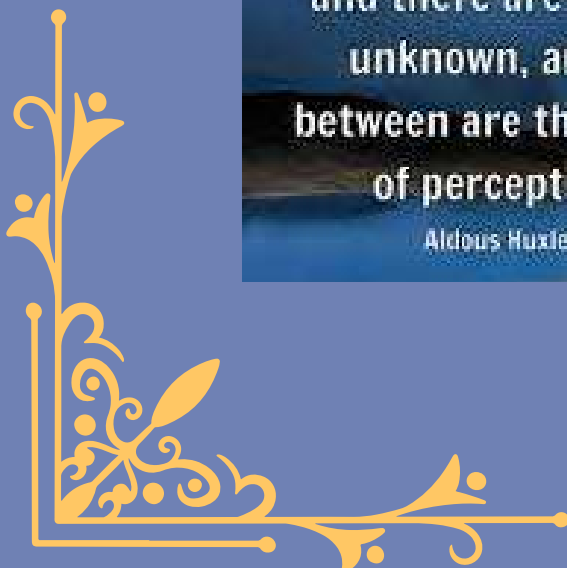
It was an amazing experience on doing an activity with everyone on perception where everyone actively participated and performed well on viewing the words according to them.

HITESH JI, DURGA JI, AND ESHA were the winners.

The main focus was on how to use the brain in logical reasoning as "Life is how we decide to perceive it".



Mrs. Shalini Gupta
B.ed Batch (2022-24)



Preliminary School Engagement Practical-II B.Ed. Batch 2022-24, SEM-II



For the Preliminary School Engagement practical we were allotted various Dehradun Schools. Preliminary School Engagement practicals gave student teachers live experience to observe the functioning of the school system and other duties and responsibilities which a teacher had to perform in the future. During this program, the student teachers shall observe:

- (i) Various curricular activities, e.g. sports and games, dance, and songs. The student teachers shall observe curricular activities for which they may use observation schedules. The institute shall develop these schedules; and orient the student teachers on the process of observation as well as use of the schedules.
- (ii) Student teachers shall be provided exposure to community life for at least one week during which they shall live with the community members and act in terms of preparing school development plan, sharing cultural practices, holding cultural programs, and gaining the community's perception about and aspirations from the formal education system.
- (iii) A report on co-curricular activities conducted by pupil teachers in the schools will be generated in the form of a reflective journal.
- (iv) A report on community service related to school and community interface will be generated. The student teacher shall also undertake the field activities pertaining to the practical's during this period.



WORKSHOP ON MOTIVATION,
TEACHING METHODOLOGY
AND
NATIONAL EDUCATION POLICY
2020



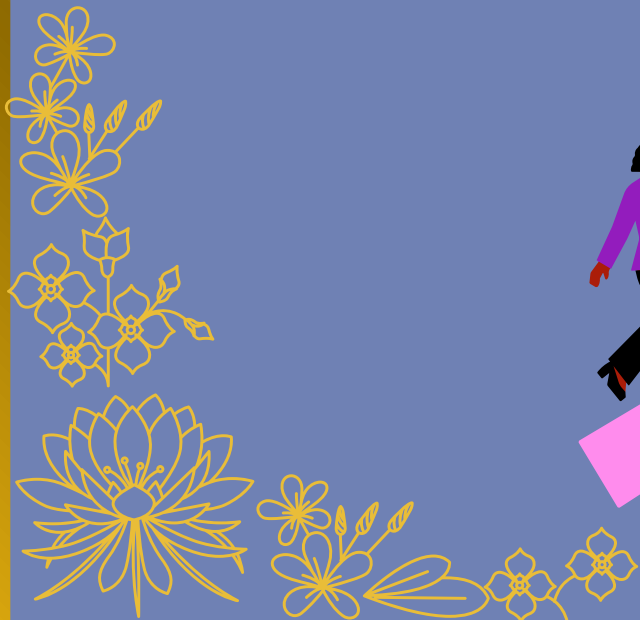
It was an amazing experience to be part of a fruitful workshop performed by Dr. Meena Bhandari mam (Dean, IEds) on Motivation for students and Teaching Learning Process followed by National Education Policy 2020 for teachers at Vandana Modern Academy, Mehuwala, Dehradun on 20th April 2023. Every staff member along with students actively participated in the workshop.

Mrs. Shalini Gupta
Ms. Hemlata
Mr. Simarjeet Singh Dang
B.Ed Batch 2022-24



STUDENTS' ACHIEVEMENTS

"Achievements of today are the stepping stones for the future ones."





केन्द्रीय माध्यमिक शिक्षा बोर्ड

Central Board of Secondary Education

<http://cbseresults.nic.in>

Examination Results 2022

Brought to you by **National Informatics Centre**

**CENTRAL TEACHER ELIGIBILITY TEST (CTET) DECEMBER 2022
MARKS STATEMENT**

Roll No 220212604010060
Name AJEET KUMAR
Mother's Name SUDAMI DEVI
Father's/Husband's Name RAMAKANT PRASAD
Category : OBC

Paper-I (For Classes I to V) Primary Stage :

SUBJECT NAME	MARKS OBTAINED
Child Development and Pedagogy	28 out of 30
Mathematics	23 out of 30
Environmental Studies	26 out of 30
Language I	19 out of 30
Language II	13 out of 30
Total	109 out of 150 (072.67%, See Note-1 Below)

Paper-II (For Classes VI to VIII) Elementary Stage :

SUBJECT NAME	MARKS OBTAINED
Child Development and Pedagogy	30 out of 30
Social Science	37 out of 60
Language I	22 out of 30
Language II	17 out of 30
Total	106 out of 150 (070.67%, See Note-1 Below)

Note :

1 Candidates securing 60% and above marks will be considered as CTET qualified. School managements (Government, Local Bodies, Government aided and un-aided) may consider giving concessions to persons belonging to SC/ST, OBC, differently abled persons etc., in accordance with their extant reservation policy.

2 The particulars of the candidate is as per the declaration in the Application Form of CTET DECEMBER-2022. The concerned appointing Authority may verify the same.

Delhi

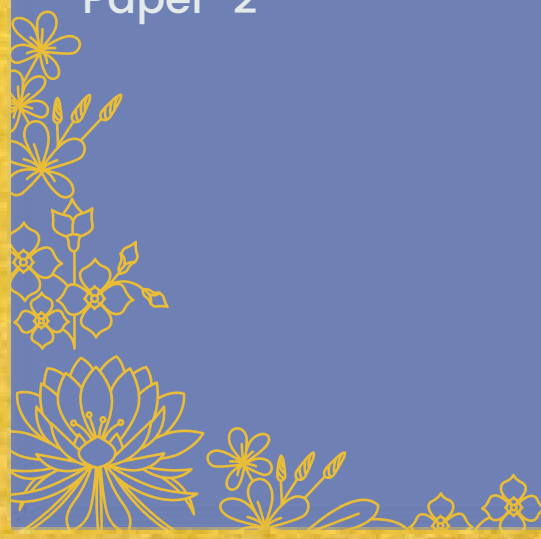
Dated : 03-03-2023

Director (CTET)

Disclaimer: Neither NIC nor CBSE is responsible for any inadvertent error that may have crept in the results being published on NET. The marksheets shall not be dispatched by the Board and the same can be downloaded from the website only.

[Designed, Developed and Hosted by National Informatics Centre](#)

Mr. Ajeet Kumar, student of ICFAI Education School, IUD, had cleared Paper-1 and Paper-2 of the CTET exam DECEMBER 2022 on 03/March/2023 by securing 72.67% in Paper -1 and 70.67% in Paper-2





केन्द्रीय माध्यमिक शिक्षा बोर्ड

Central Board of Secondary Education

<http://cbseresults.nic.in>

Examination Results 2022

Brought to you by [National Informatics Centre](#)CENTRAL TEACHER ELIGIBILITY TEST (CTET) DECEMBER 2022
MARKS STATEMENT

Roll No 220212603070192
Name VIKASH KUMAR
Mother's Name PUSPA DEVI
Father's/Husband's Name SHIOJEE PRASAD
Category : OBC

Paper-I (For Classes I to V) Primary Stage :

SUBJECT NAME	MARKS OBTAINED
Child Development and Pedagogy	24 out of 30
Mathematics	24 out of 30
Environmental Studies	16 out of 30
Language I	18 out of 30
Language II	13 out of 30

Total 095 out of 150
(063.33%, See Note-1 Below)

Paper-II (For Classes VI to VIII) Elementary Stage :

SUBJECT NAME	MARKS OBTAINED
Child Development and Pedagogy	25 out of 30
Social Science	36 out of 60
Language I	21 out of 30
Language II	19 out of 30

Total 101 out of 150
(067.33%, See Note-1 Below)

Note :

1 Candidates securing 60% and above marks will be considered as CTET qualified. School managements (Government, Local Bodies, Government aided and un-aided) may consider giving concessions to persons belonging to SC/ST, OBC, differently abled persons etc., in accordance with their extant reservation policy.

2 The particulars of the candidate is as per the declaration in the Application Form of CTET DECEMBER-2022. The concerned appointing Authority may verify the same.

Delhi**Dated : 03-03-2023****Director (CTET)**

Disclaimer: Neither NIC nor CBSE is responsible for any inadvertent error that may have crept in the results being published on NET. The marksheets shall not be dispatched by the Board and the same can be downloaded from the website only.

[Designed, Developed and Hosted by National Informatics Centre](#)

Mr. Vikash Kumar, student of ICFAI Education School, IUD, had cleared Paper-1 and Paper-2 of the CTET exam DECEMBER 2022 on 03/March/2023 by securing 63.33% in Paper -1 and 67.33% in Paper-2.



केन्द्रीय माध्यमिक शिक्षा बोर्ड

Central Board of Secondary Education

<http://cbseresults.nic.in>

Examination Results 2022

Brought to you by [National Informatics Centre](#)

**CENTRAL TEACHER ELIGIBILITY TEST (CTET) DECEMBER 2022
MARKS STATEMENT**

Roll No 220229603010337
Name URVASHI BISHT
Mother's Name BASANTI BISHT
Father's/Husband's Name BHAGWAN SINGH BISHT
Category : Gen

Paper-I (For Classes I to V) Primary Stage :

SUBJECT NAME	MARKS OBTAINED
Child Development and Pedagogy	28 out of 30
Mathematics	23 out of 30
Environmental Studies	23 out of 30
Language I	21 out of 30
Language II	18 out of 30
Total	113 out of 150 (075.33%, See Note-1 Below)

Paper-II (For Classes VI to VIII) Elementary Stage :

SUBJECT NAME	MARKS OBTAINED
Child Development and Pedagogy	28 out of 30
Social Science	28 out of 60
Language I	19 out of 30
Language II	18 out of 30
Total	093 out of 150 (062.00%, See Note-1 Below)

Note :

1 Candidates securing 60% and above marks will be considered as CTET qualified. School managements (Government, Local Bodies, Government aided and un-aided) may consider giving concessions to persons belonging to SC/ST, OBC, differently abled persons etc., in accordance with their extant reservation policy.

2 The particulars of the candidate is as per the declaration in the Application Form of CTET DECEMBER-2022. The concerned appointing Authority may verify the same.

Delhi

Dated : 03-03-2023

Director (CTET)

Disclaimer: Neither NIC nor CBSE is responsible for any inadvertent error that may have crept in the results being published on NET. The marksheets shall not be dispatched by the Board and the same can be downloaded from the website only.

[Designed, Developed and Hosted by National Informatics Centre](#)

Ms. Urvashi Bisht, student of ICFAI Education School, IUD, had cleared Paper-1 and Paper-2 of the CTET exam DECEMBER 2022 on 03/March/2023 by securing 75.33% in Paper -1 and 62.00% in Paper-2



केन्द्रीय माध्यमिक शिक्षा बोर्ड
Central Board of Secondary Education

Examination Results 2022
Brought to you by National Informatics Centre

CENTRAL TEACHER ELIGIBILITY TEST (CTET) DECEMBER 2022
MARKS STATEMENT

Print

Roll No 220212609010031
Name SONI KUMARI
Mother's Name SUJSHAMA DEVI
Father's/Husband's Name RAJKUMAR PRASAD
Category : OBC

Paper-I (For Classes I to V) Primary Stage :

SUBJECT NAME	MARKS OBTAINED
Child Development and Pedagogy	25 out of 30
Mathematics	20 out of 30
Environmental Studies	16 out of 30
Language I	17 out of 30
Language II	17 out of 30
Total	095 out of 150 (063.33%, See Note-1 Below)

Paper-II (For Classes VI to VIII) Elementary Stage :

SUBJECT NAME	MARKS OBTAINED
Child Development and Pedagogy	27 out of 30
Social Science	30 out of 60
Language I	19 out of 30
Language II	13 out of 30
Total	089 out of 150 (059.33%, See Note-1 Below)

Note :

1 Candidates securing 60% and above marks will be considered as CTET qualified. School managements (Government, Local Bodies, Government aided and un-aided) may consider giving concessions to persons belonging to SC/ST, OBC, differently abled persons etc., in accordance with their extant reservation policy.

2 The particulars of the candidate is as per the declaration in the Application Form of CTET DECEMBER-2022. The concerned appointing Authority may verify the same.

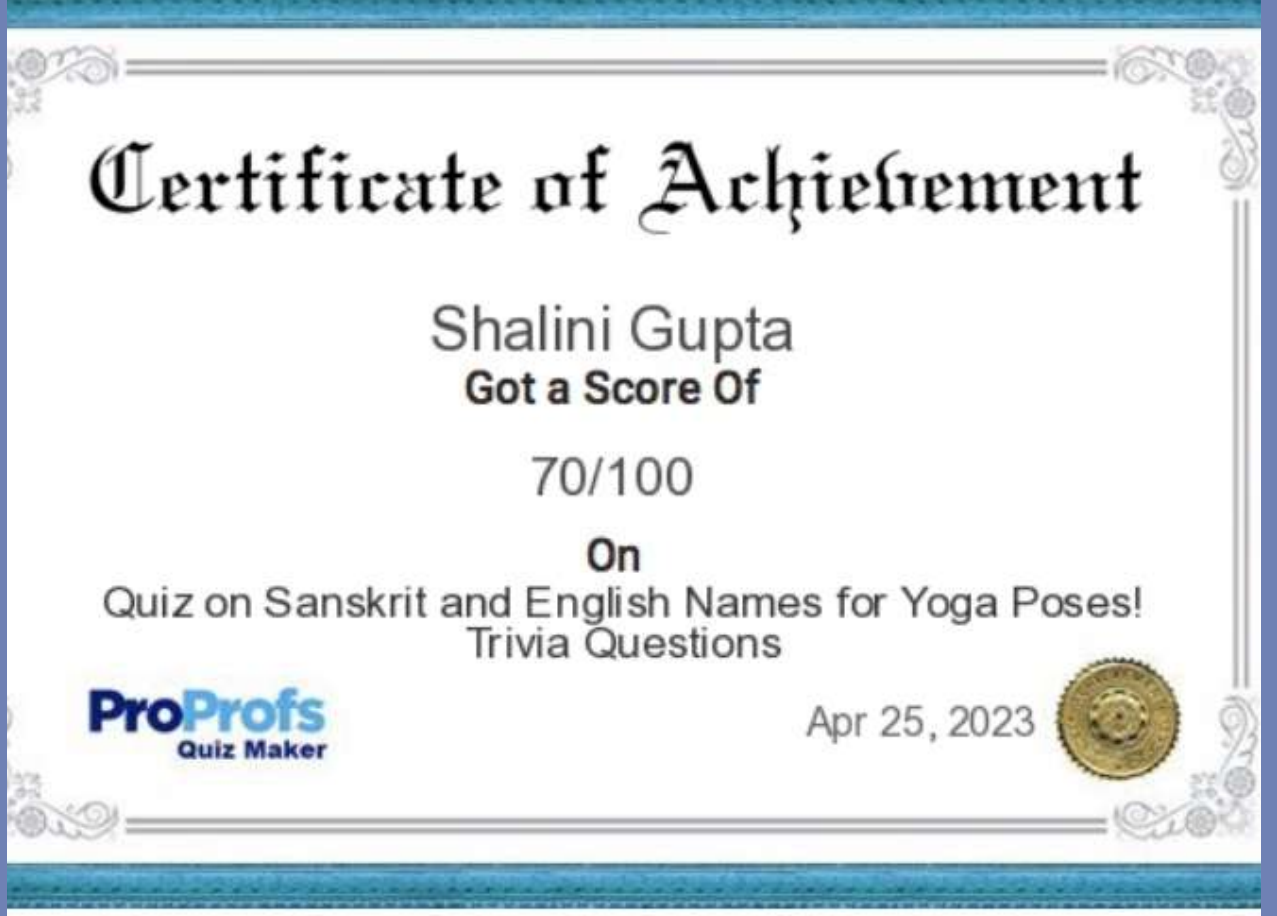
Delhi
Dated : 03-03-2023 Director (CTET)

Disclaimer: Neither NIC nor CBSE is responsible for any inadvertent error that may have crept in the results being published on NET. The marksheets shall not be dispatched by the Board and the same can be downloaded from the website only.

Ms. Soni Kumari , student of ICFAI Education School, IUD, had cleared Paper-1 and Paper-2 of the CTET exam DECEMBER 2022 on 03/March/2023 by securing 63.33% in Paper -1 and 59.33% in Paper-2



Ms. Soni Kumari
B.Ed Batch (2022-24)



Mrs. Shalini Gupta , student of ICFAI Education School, IUD, had participated and performed well in the quiz on Sanskrit and English Names For Yoga Poses Trivia Questions. She performed well by securing 70%.



Mrs. Shalini Gupta
B.Ed Batch 2022-24



8 Courses

Teach English Now!
Foundational Principles

Teach English Now! Theories
of Second Language
Acquisition

Teach English Now! Lesson
Design and Assessment

Teach English Now!
Capstone Project 1

Teach English Now! Second
Language Reading, Writing,
and Grammar

Teach English Now! Second
Language Listening,
Speaking, and Pronunciation

Teach English Now!
Technology Enriched
Teaching

Teach English Now!
Capstone Project 2



Jul 8, 2021

Jasmeet Sondhi

has successfully completed the online, non-credit Professional Certificate

Arizona State University TESOL

This course is designed for anyone who wants to teach English anywhere in the world. If you want to become a teacher, polish your teaching skills, or add a credential to your resume, this is the course for you! Get certified by a nationally-ranked university.

The online specialization named in this certificate may draw on material from courses taught on-campus, but the included courses are not equivalent to on-campus courses. Participation in this online specialization does not constitute enrollment at this university. This certificate does not confer a University grade, course credit or degree, and it does not verify the identity of the learner.

Dr. Shane Dixon
Senior International
Educator
Arizona State University
Global Launch

Dr. Justin Shewell
Senior International
Educator
Arizona State University
Global Launch

Emilia Gracia
Senior Global Educator
Arizona State University
Global Launch

Andrea Müräu Haraway
International Educator
Arizona State
University, Global
Launch

Jessica Cinco
International Educator
Global Launch
Arizona State University

Verify this certificate at:
coursera.org/verify/professional-cert/76G3D7MY4VA8

Upgrading our skills is considered indispensable. It not only aids us to adapt to the constantly evolving industry standards, but it also helps us learn new skills and techniques that make us refined professionals: justifying the salary we earn and the service we render.

With the same thoughts in mind, I decided to up-skill my teaching acquirements. I aimed to complete my TESOL and CELTA courses, considered essential for any teacher who wishes to teach English globally. Being a non-native speaker of English, it was all the more important for me to earn these certificates.

In 2021, I was successfully able to complete a one-year course and earn my TESOL certification from Arizona State University. I am particularly fond of this certificate because I was awarded a 100% scholarship by the University. The course consisted of attending lessons, completing assessments and securing an 'A' grade in examinations. We also had to appear for teach-back sessions, which were judged by the programme directors.

I am now enrolled in a CELTA course, which I thoroughly enjoy. These courses are extremely valuable as they help us learn and apply the latest nuances of the teaching industry.



Mr. Jasmeet Sondhi
B.Ed Batch 2022-24

STUDY
SECTION
E-Certification Center



SCAN TO VERIFY

CERTIFICATE
of
Economics
www.studysection.com

This certificate is awarded to **SIMARJEET SINGH DANG** on March 28, 2023 for successfully passing the **Economics (Foundation)** Exam conducted online by StudySection. The Reference Id for this certificate on www.studysection.com is 646970.



www.studysection.com - IT-C2, Sector 67, Mohali, India 160062, Email - support@studysection.com



Studysection Online Test Record

Student Name	SIMARJEET SINGH DANG
Certification Name	Economics (Foundation)
Test Id	646970
Date Appeared	March 28, 2023 10:19:55 UTC
Test Status	Pass
Total Questions	30
Passing Marks	50%
Marks Obtained	23 (76.67%)
Skill Level	Very Good

Mr. Simarjeet Singh Dang, student of ICFAI Education School, IUD, has participated in ECONOMICS FOUNDATION QUIZ . He has shown complete dedication and sincerity in completing this quiz on 28/MARCH/2023 by giving 76.67% result.



Mr . Simarjeet Singh Dang
B.Ed. 2022-2024

**STUDY
SECTION**
E-Certification Center



SCAN TO VERIFY

**CERTIFICATE
of
Mathematical Ability**
www.studysection.com

This certificate is awarded to **SIMARJEET SINGH DANG** on March 21, 2023 for successfully passing the **Mathematical Ability (Foundation)** Exam conducted online by StudySection. The Reference Id for this certificate on www.studysection.com is 644669.



www.studysection.com · IT-C2, Sector 67, Mohali, India 160062, Email - support@studysection.com



Studysection Online Test Record

Student Name	SIMARJEET SINGH DANG
Certification Name	Mathematical Ability (Foundation)
Test Id	644669
Date Appeared	March 21, 2023 06:42:37 UTC
Test Status	Pass
Total Questions	30
Passing Marks	50%
Marks Obtained	22 (73.33%)
Skill Level	Very Good

Mr. Simarjeet Singh Dang, student of ICFAI Education School, IUD, has participated in MATHEMATICAL ABILITY FOUNDATION QUIZ . He has shown complete dedication and sincerity in completing this quiz on 21/MARCH/2023 by giving 73.33% result.



Mr . Simarjeet Singh Dang
B.Ed. 2022-2024



Certificate of Participation

MyGov & Ministry of Education congratulate

Simarjeet Singh Dang

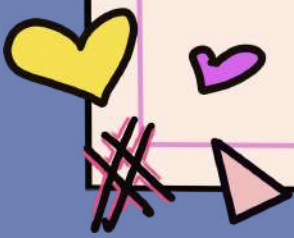
for successfully completing the G-20 Summit Quiz.
We acknowledge your efforts. Keep participating...!

Director, NCERT

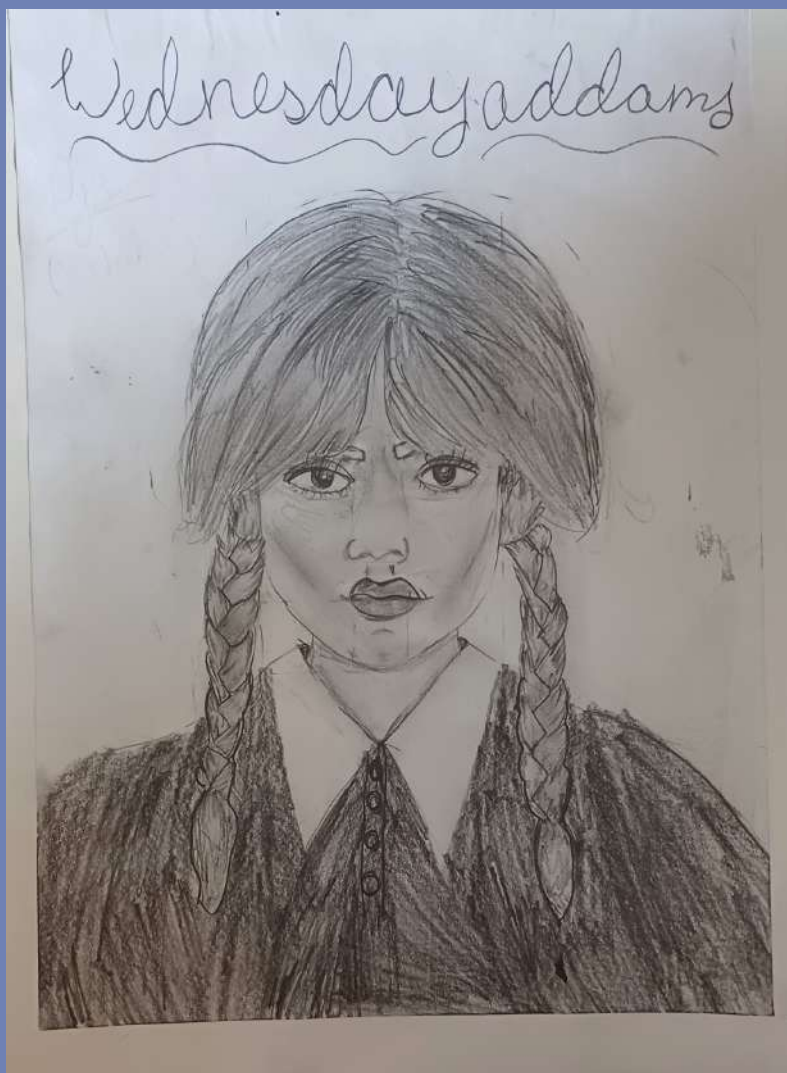
Mr. Simarjeet Singh Dang, student of ICFAI Education School, IUD, has participated and successfully completed the G-20 SUMMIT QUIZ . He has shown complete dedication and sincerity in completing this quiz.



Mr . Simarjeet Singh Dang
B.Ed. 2022-2024



PORTRAIT



Mrs. Shalini Gupta
B.Ed. 2022-2024



CLAY AND POTTERY MAKING PAINTING



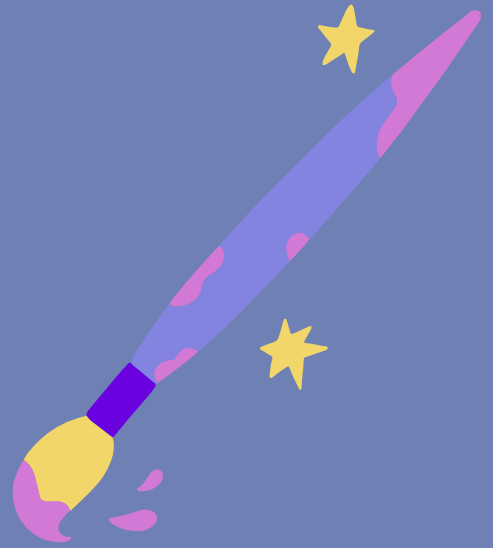
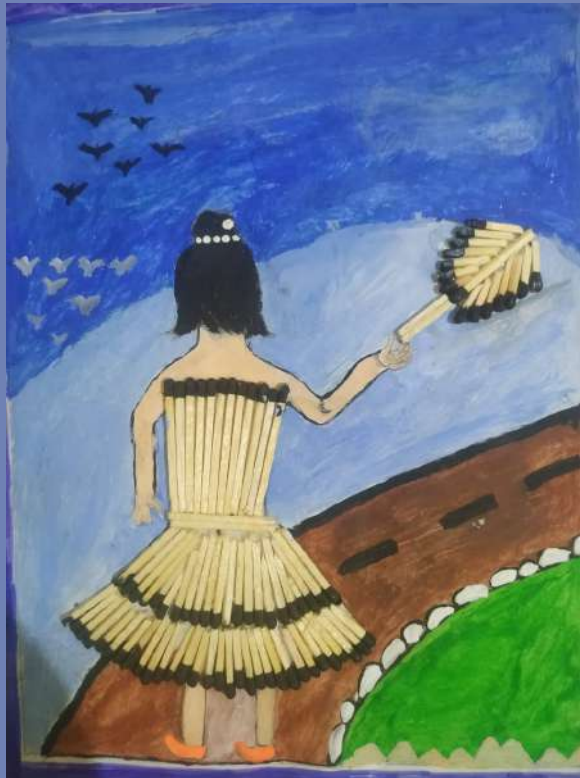
Wall Painting for elegant

Pottery making is not universal. It is rarely found among nomadic tribes , since potters must live within reach of their raw materials . Yet , pottery making is one of the most widespread and oldest of the crafts.



Ms. Barkha Bisht
B.Ed. 2022-2024

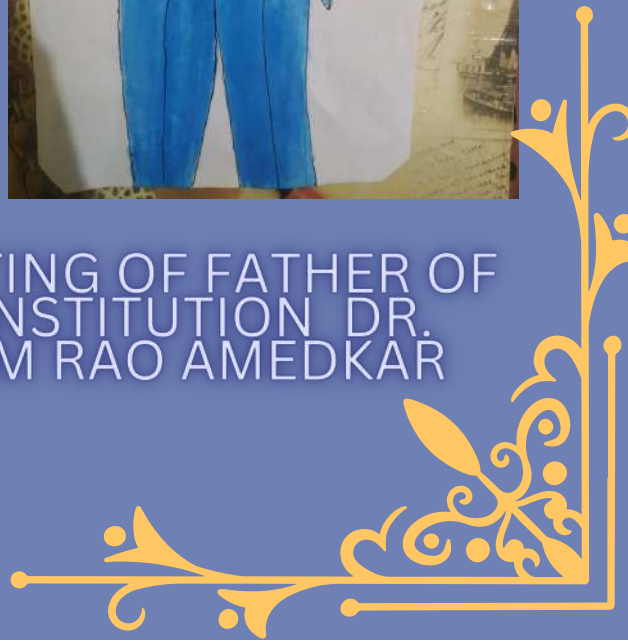
UNIQUE WAY OF MAKING DRESS THROUGH MATCHSTICK

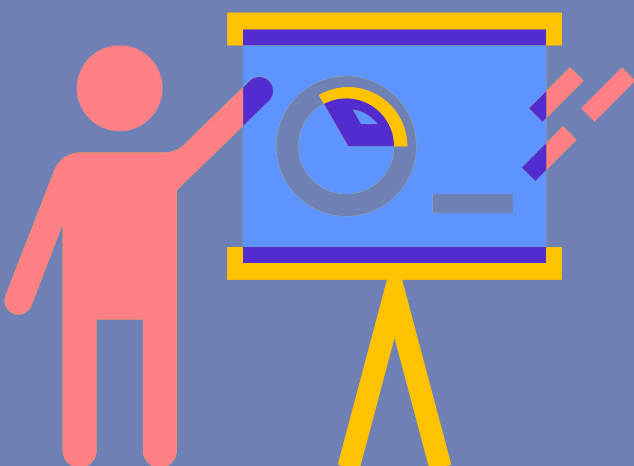
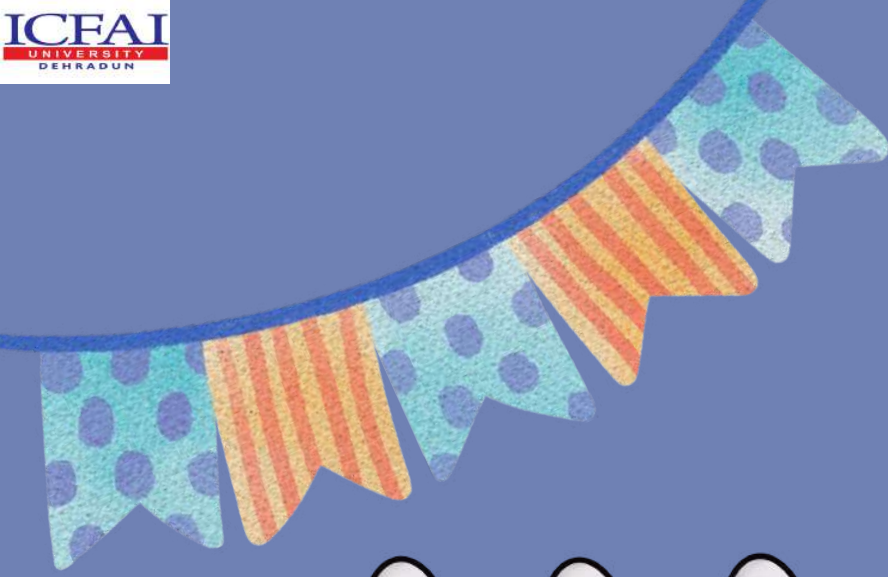


Ms.Soni Kumari
B.Ed. 2022-2024



PAINTING OF FATHER OF
CONSTITUTION DR.
BHIM RAO AMEDKAR

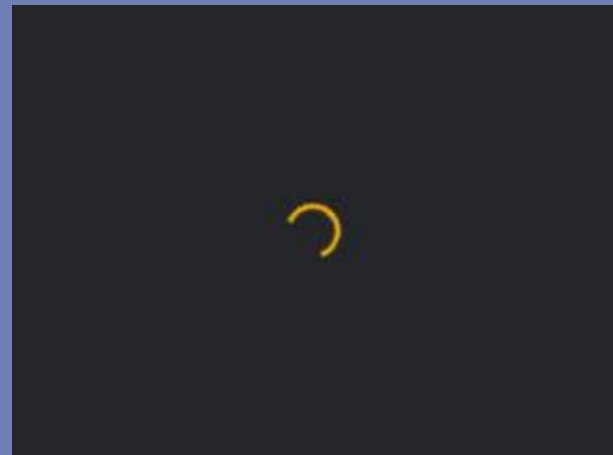


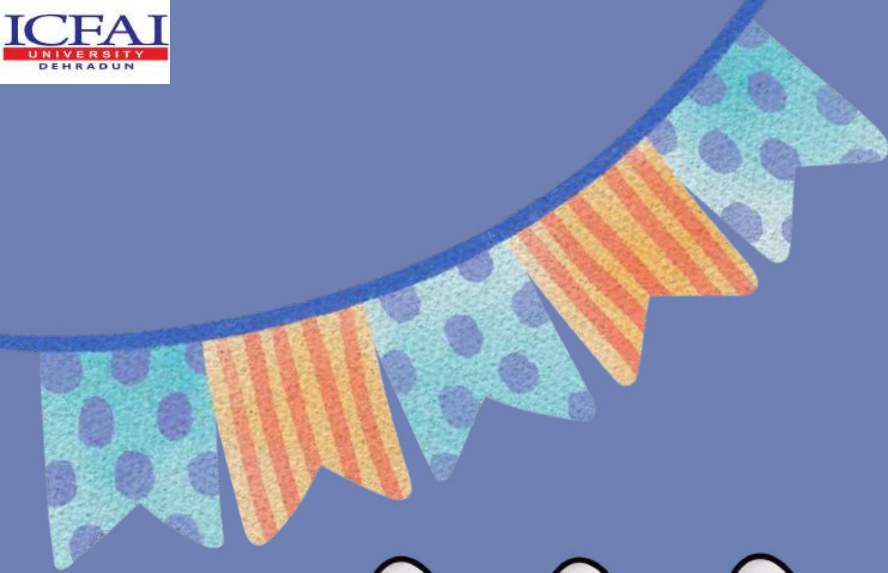


Date: 6th March 2023
Place: The ICFAI University, Dehradun

The placement activity is an essential aspect of the university's academic program, which provides employment opportunities to students. The placement drive was organised by Registrar Sir Brig Rajiv Sethi (Retd.). He coordinated with the TGES (The Galaxy Education System) ,Gujarat for the placement drive. ICFAI Education and Law School students participated in the same and 8-10 students got selected for different boards (IGCSE,IB,ICSE and State Board) . The placement cell provided students with the necessary guidance and support to prepare for the placement activity. The cell also invited companies to participate in the activity, and a pre-placement talk was organized for students to learn about the companies and the job roles offered. The placement activity was conducted in various rounds, including the written test, group discussion, and personal interview. Students who cleared the written test were invited to participate in the group discussion round, and those who cleared the group discussion were called for the personal interview round. The final selection was based on the candidate's performance in all the rounds. The students responded positively to the placement activity, and a large number of students participated in the activity. Students who cleared the placement activity expressed their satisfaction with the job roles offered and the companies that participated in the activity.

The placement activity conducted in the university was successful, and several students were offered employment opportunities. The placement activity provided students with exposure to the industry and helped them understand the requirements of the industry. The activity also provided an opportunity for companies to recruit skilled and talented students from the university. Overall, the placement activity was a win-win situation for both students and companies.





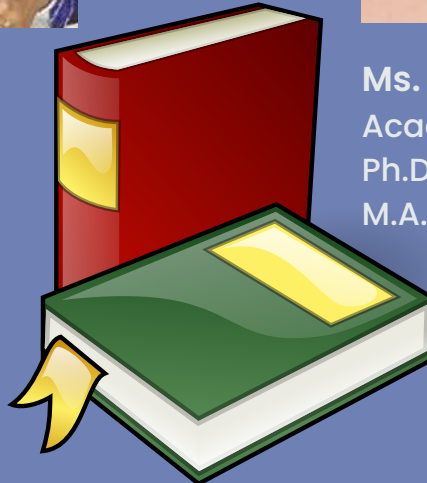
IEDS FACULTY



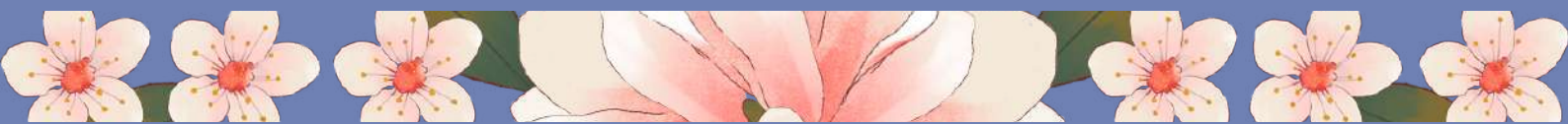
Dr. Meena Bhandari
Dean, IEdS
Ph.D. (Education), NET
M.A. (English)
LLB, M.Phil (Education)



Ms. Atulya Verma
Academic Coordinator IEdS
Ph.D. (Pursuing), NET
M.A. (English), M.A. (Education)



Ms. Swati Raturi
Faculty Associate-IEdS
Ph.D. (Pursuing)
B.Com, M.Com
B.Ed, M.Ed



ACHIEVEMENTS OF IEDS FACULTY



COUNCIL FOR EDUCATIONAL ADMINISTRATION AND MANAGEMENT (CEAM)
(A National Professional Organization to Strengthen Educational Administration & Management)
Regd. No. TVM/TC/978/2019
 (Regd. under Travancore - Cochin Literary, Scientific and Charitable Societies Registration Act 1955)
 E-mail: ceamindia@gmail.com Blog: ceamnational2019.blogspot.com

NATIONAL OFFICIALS

PATRON	PRESIDENT	WORKING PRESIDENT	VICE PRESIDENT	GENERAL SECRETARY	TREASURER
Dr. Usha Rao (Maharashtra)	Dr. V.M. Sasikumar (Kerala)	Dr. M.S. Geetha (Kerala)	Prof. Brinda Bazelley (Meghalaya)	Dr. Nimmi Maria Oommen (Kerala)	Dr. N. Johnson (Tamil Nadu)
SECRETARY	SECRETARY (Academic)	SECRETARY (Projects)	SECRETARY (IT)	SECRETARY (Publication)	
Dr. Pratiksha Dixit (Uttar Pradesh)	Dr. Neelu Gautham Ghosh (Gujarat)	Dr. Madhuri Isave (Maharashtra)	Dr. Syamal G. S. (Kerala)	Dr. Shnaoli Chakraborty Acharya (West Bengal)	

ACADEMIC CONSULTANTS	ADVISORY BOARD
Prof. Katja Mihurko Poniz (Slovenia)	Prof. Birgit Phillips (Austria)
Dr. Laila Kadriwal (UK)	Dr. Anjali Ahooja (Canada)
Prof. Protiva Rani Karmarker (Bangladesh)	Prof. Rajeswari K. (India)
Prof. K.Y. Benedict (India)	Dr. Usha Pathak (Uttarakhand)
	Prof. Benwari Lal Natta (Rajasthan)
	Dr. Renu Gupta (Jammu & Kashmir)
	Prof. Mohamadunni Alias Musthafa (Kerala)
	Prof. V. Reghu (Kerala)
	Prof. Lalithmasai Chuaungo (Mizoram)
	Prof. Jacob Mathew (Kerala)

<p>EXECUTIVE COMMITTEE MEMBERS</p> <p>Prof. Arun Kumar Goswami (Bangladesh)</p> <p>Dr. Taravani Raramasi (Fiji Islands)</p> <p>Prof. T. G. Amuthavalli (Andhra Pradesh)</p> <p>Prof. Kesang Degi (Arunachal Pradesh)</p> <p>Dr. Bobby Mahanta (Assam)</p> <p>Dr. Rinki (Bihar)</p> <p>Dr. Kirandeep Singh (Chandigarh)</p> <p>Dr. Anju Mehrotra (Delhi)</p> <p>Dr. Neelu Gautham Ghosh (Gujarat)</p> <p>Dr. Sachin Salgar (Goa)</p> <p>Dr. Amit Singh (Haryana)</p> <p>Dr. Anu G. S. (Himachal Pradesh)</p> <p>Dr. S. K. Panda (Jammu & Kashmir)</p> <p>Dr. Soumen Dey (Jharkhand)</p> <p>Dr. Shirty Antony (Karnataka)</p> <p>Dr. G. Vibhala (Kerala)</p> <p>Dr. Madhuri Isave (Maharashtra)</p> <p>Dr. Thokchom Aisha Sinha (Manipur)</p> <p>Prof. Devesh Walla (Meghalaya)</p> <p>Prof. H. Malsawmi (Mizoram)</p> <p>Dr. Yollu Sangtam (Nagaland)</p> <p>Ms. Praveen Bobby Binjah (Odisha)</p> <p>Dr. Kiran Arora (Punjab)</p> <p>Dr. Meenu Singh (Rajasthan)</p> <p>Prof. Yodida Bhutia (Sikkim)</p> <p>Dr. Subhash Sarkar (Tirupura)</p> <p>Dr. Usha Pathak (Uttarakhand)</p> <p>Dr. P.K. Singh (Uttar Pradesh)</p> <p>Dr. Shnaoli Chakraborty Acharya (West Bengal)</p>	<p>Ref. No. <u>CEAM/05/2023</u> Date: <u>22-03-2023</u></p> <p>To</p> <p>Dr. MEENA BHANDARI Dean, ICFAl Education School, The ICFAl University</p> <p>Dear Dr. Meena Bhandari,</p> <p>Greetings from CEAM!</p> <p>We have great pleasure to inform you that you have been nominated as PATRON of Council for Educational Administration and Management (CEAM), Uttarakhand Chapter w.e.f from March 22, 2023. Kindly acknowledge.</p> <p>Thank you</p> <p>Yours Sincerely</p> <p> Dr. V. M. Sasikumar</p> <div style="text-align: right;">  </div>
--	--

Address for Communication: Dr. V.M. Sasikumar, National President, Omkar, PTR-77, Kezhipaloor Lane, Plamood, Pattom, Thiruvananthapuram - 695 004, Kerala India. Mob : 9447246190, whatsapp : 9188246190

Dr. Nimmi Maria Oommen, National General Secretary, Vadakkedath House, Maramon, Pathanamthitta, Kerala, India. Mob: 9847347697, E-mail: drnimmiommen@gmail.com

"Together we can, Together we will"



Dr. Meena Bhandari
 Dean, IEdS
 Ph.D. (Education), NET
 M.A. (English)
 LLB, M.Phil (Education)

**THINK IT,
 WANT IT,
 GET IT**



ACHIEVEMENTS OF IEDS FACULTY



Dr. Meena Bhandari , Dean of IEds has achieved certificate of participation for successfully presenting a paper titled Achieving Operational Effectiveness Through Automation and Efficiency with Technology in the National Conference organised by School of Management (SOM) , IMS Unison University, Dehradun on March 27th and 28th ,2023



Dr. Meena Bhandari
Dean, IEdS
Ph.D. (Education), NET
M.A. (English)
LLB, M.Phil (Education)



ACHIEVEMENTS OF IEDS FACULTY



Ms. Swati Raturi
Faculty Associate, IEdS-IUD



Ms. Swati Raturi, Faculty Associate, ICFAI Education School, IUD successfully completed online one week Faculty Development Programme on "AI IN EDUCATION" from Feb 22-28 ,2023 and also participated in one day workshop on " TOOLS and TECHNIQUES for an EFFECTIVE LITERATURE REVIEW " held on 17th February,2023.





**Factors Influencing Suicidal Behaviour among University Students:
A Cross-Sectional Study from North India**

Amrta Tiwari¹, Nidhish Kumar¹, Swati Raturi², Puneet Kumar Gupta³,
Mansvee Singh⁴, Hitesh Chopra⁵, Kuldeep Dhama⁶

¹Autonomous State Medical College, Shahjahanpur, India
²ICFAI Education School, The ICFAI University, Dehradun, India
³ICFAI Business School, The ICFAI University, Dehradun, India
⁴Dept. of Clinical Psychology, Manipal College of Health Education, Manipal, Karnataka, India
⁵Chitkara College of Pharmacy, Chitkara University, Punjab, India
⁶Division of Pathology, ICAR-Indian Veterinary Research Institute, Bareilly, Uttar Pradesh - 243122, India

Received - January 13, 2023; Revision - February 07, 2023; Accepted - February 25, 2023

Available Online - February 28, 2023

DOI: [http://dx.doi.org/10.18006/2023.11\(1\).54.61](http://dx.doi.org/10.18006/2023.11(1).54.61)



KEYWORDS
Suicidal behaviour
Mental health
COVID-19
Logistic regression

ABSTRACT
In the majority of the affected nations, suicidal behavior against COVID-19 leads to various concerns. This study aimed to analyze determinants affecting suicidal behaviour among university students in Uttarakhand. An online cross-sectional survey of 18-year-old university students in Uttarakhand was conducted between April 2 and May 13, 2022. The questionnaire comprised socio-demographic information, the Suicidal Behaviors' Questionnaire-Revised (SBQ-R) scale, and elements related to the physical and psychological health of COVID-19 (CRPPF). The statistical study included demographic information, basic statistics in terms of frequency and percentage, and logistic regression. In comparison to students with fewer than seven family members, students with more than seven family members were less likely to participate in suicide behaviour (AOR = 2.21; 95% CI: 1.79 to 2.67) and vice versa (AOR = 0.81; 95% CI: 0.56 to 0.97). According to the study, a substantial majority of students (76.35%) claimed that the lockdown implemented to stop the spread of COVID-19 was extremely upsetting for them and that the pandemic had caused them to miss their graduation (73.90%). Adjusted multivariate logistic regression shows that feelings of a burden on family, (AOR= 1.98, 95% CI: 1.09 to 2.82), distancing from family or friends, (AOR =1.66; 95% CI: 1.26 to 2.01), having relationship dilemmas,

* Corresponding author
E-mail: chopraontheride@gmail.com (Hitesh Chopra);
kuldhama@rediffmail.com (Kuldeep Dhama)

Peer review under responsibility of Journal of Experimental Biology and Agricultural Sciences.

Production and Hosting by Horizon Publisher India [HPI]
<http://www.horizonpublisherindia.in/>.
All rights reserved.

All the articles published by Journal of Experimental Biology and Agricultural Sciences are licensed under a Creative Commons Attribution-NonCommercial 4.0 International License Based on a work at www.jebas.org.

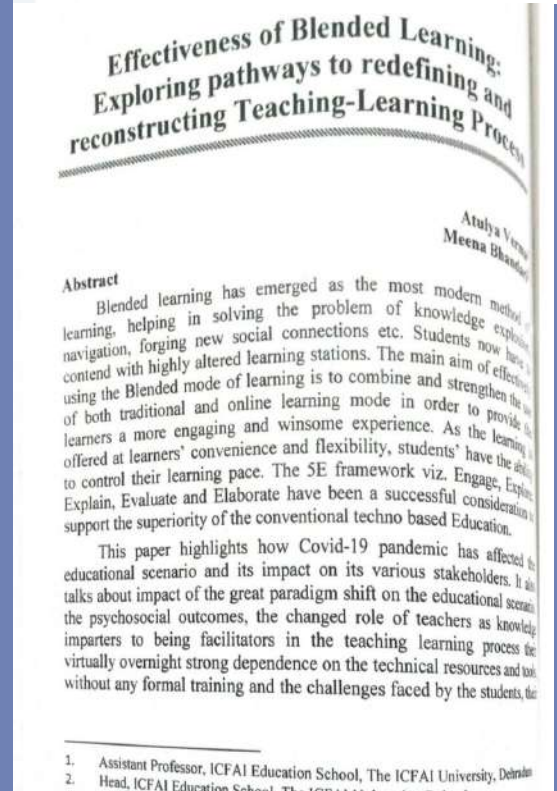
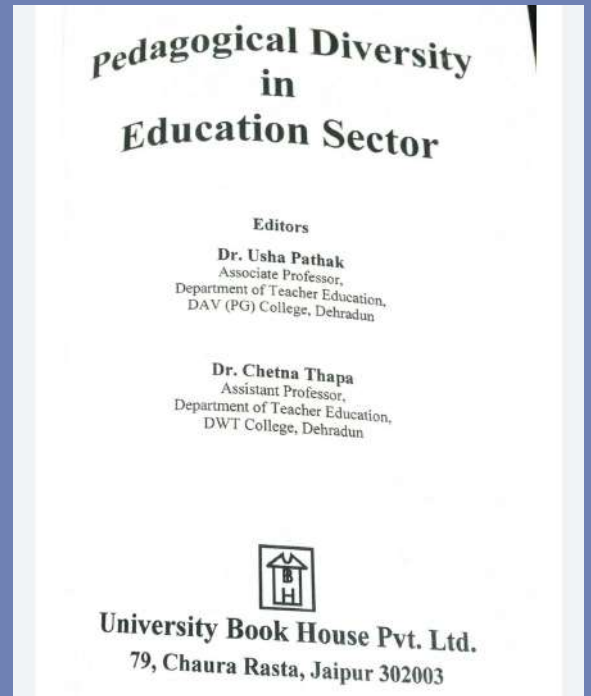
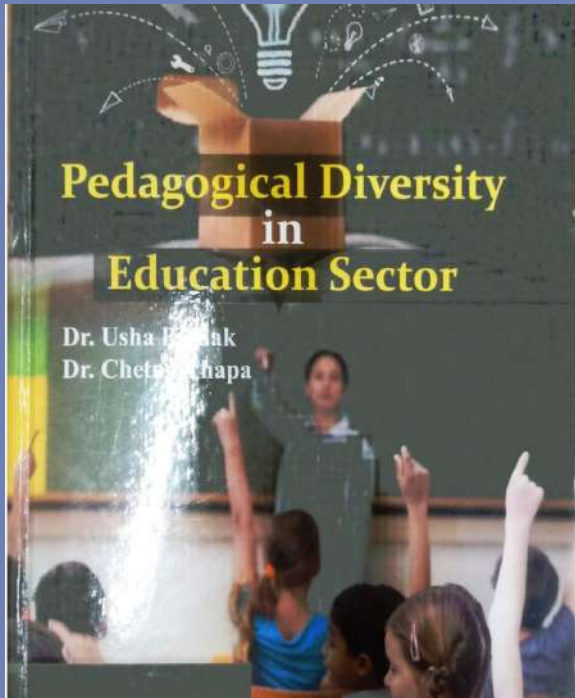
Ms. Swati Raturi, Faculty Associate, ICFAI Education School, IUD successfully presented a paper titled "A Social Constructive Approach to E-Learning : Methods and Challenges in two days ICMRP 2023 on 16-17 FEB 2023 and also participated in 4th LSME International Seminar-Looking Beyond 2020 on ' Breaking Barriers to Higher Education: Global Perspectives And solutions.'



Ms. Swati Raturi
Faculty Associate, IEdS-IUD



ACHIEVEMENTS OF IEDS FACULTY



1. She has co-authored a chapter titled "Effectiveness of Blended Learning: Exploring pathways to redefining and reconstructing Teaching-Learning Process" in the book titled Pedagogical Diversity in Education Sector.

2. She has successfully completed the course on SEL for Teachers by UNESCO MGIEP (Mahatma Gandhi Institute of Education for peace and sustainable development)



Ms Atulya Verma
Academic Coordinator, IEDS



ACHIEVEMENTS OF IEDS FACULTY

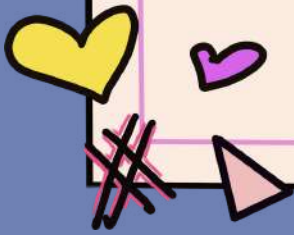
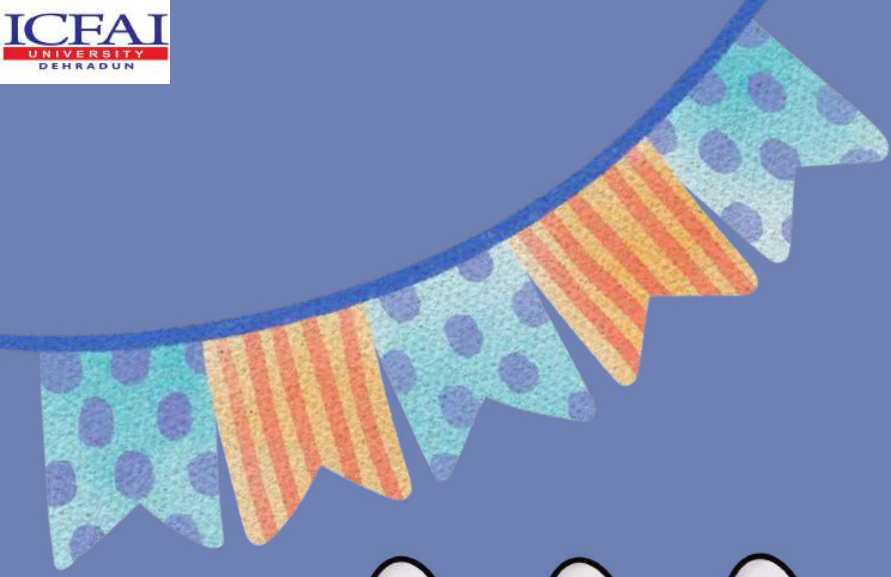


Ms. Atulya Verma, Academic Coordinator , IEds has achieved certificate of participation for successfully presenting a paper titled Achieving Operational Effectiveness Through Automation and Efficiency with Technology in the National Conference organised by School of Management (SOM) , IMS Unison University, Dehradun on March 27th and 28th ,2023



Ms Atulya Verma
Academic Coordinator







100% PLACEMENT

ICFAI EDUCATION SCHOOL

The ICFAI Education School, The ICFAI University, Dehradun. It has conceived and developed a unique B.Ed. and MA (Education) Program to train the teachers to meet the challenges of emerging trends and competitive environment. The curriculum and pedagogy adopted are exploratory and reflective in nature. An applied approach to learning is followed keeping in view the national and international standards of Education.

PROGRAMS

- Bachelors of Education (B.Ed.) - 2 Yrs
Bachelors in any stream with minimum 50% marks
- Masters of Arts (Education) - 2 Yrs
Bachelors in any stream with minimum 50% marks

HIGHLIGHTS

- SCHOLARSHIPS
- PREPARATION FOR CTET, UTET etc
- SOFT SKILLS TRAINING
- FOUR MONTHS TEACHING INTERNSHIP PROGRAM
- 100% PLACEMENT

PLACEMENT & PACKAGE

- THE DOON SCHOOL - 15 TEACHERS (UPTO 30 LPA)
- WOODSTOCK SCHOOL (24 LPA)
- ÉCOLE GLOBALE INTERNATIONAL GIRLS SCHOOLS (4.8 LPA)
- INTERNATIONAL SCHOOLS IN MIDDLE EAST (8 LPA)
- GOVERNMENT SCHOOLS (7TH PAY COMMISSION)



The ICFAI University, Dehradun
Rajawala Road, Central Hope Town,
Selaqui, Dehradun - 248 011, Uttarakhand