

# Newsletter

# the educator



*redefining the art of teaching*

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SESSION 2010-2011

## FROM THE DESK OF THE DIRECTOR...



I am pleased to acknowledge the release of the first newsletter, '*the educator*' of Inspiration College of Teacher Education. I congratulate the staff and students under the guidance of our visionary Principal for this significant initiative.

With the advent of norm-based curriculum and high stakes in the assessment of students, the effectiveness of teachers has become the matter of paramount importance. The quality of teaching in every classroom can be directly correlated to the ability of its students attaining the set standards. Today teachers have big challenges. Apart from the classroom management to reporting of the student's progress, they have also to ensure that the students acquire the skills of successful living also.

Under the heavy load of various roles and responsibilities teachers need to groom themselves with varied knowledge, skills and attitudes. The teachers need to develop the ability of thorough understanding of learning process, effective communication, effective application of classroom management and techniques, understand and apply CCE, integrate technology into planning and learning etc.

In addition to it teachers should help the young minds to build trust on the rich heritage and traditional values of our culture. For all this, a thorough "understanding of the child" is must. **Meladee McCarty** has rightly remarked, "*The kids in our classroom are infinitely more significant than the subject matter we teach*".

Thus, my request to all the educators is, to give due importance to their sacred mission of teaching the children which contribute significantly to the well being of the mankind in a long run.

With Best Wishes,

**(Deepak Balutia)**

Director, ICTE, Kth.

## HOW TO IMPROVE TEACHERS?



It is possible to hold teachers accountable without crushing their morale and wrongfully dismissing good teachers. The attempts made by few education societies are worth mentioning here.

Traditional teacher evaluation typically involved cursory/ stringent observation by the Principals or the administrators who visit the classroom once or twice-without taking student achievement into account. In most schools, even the most competent teachers receive positive evaluations. Struggling teachers never get help for which they need to improve.

Few educational societies render specific help to teachers when they need. To do that it focuses on;

- ◆ Growth in the student learning.
- ◆ Teachers' instructional abilities.
- ◆ Professionalism & collegiality among the teachers.

They provide teachers almost constant feedback so that they are fully aware of where they stand and what they need to do to improve.

Teachers who receive the highest rating on a 1 to 5 scale are eligible for increments and promotions to higher positions where they share skills with colleagues. Those rated lowest on the scale are given intensive coaching and, if they fail to improve, can be dismissed as soon as the end of the school year.

This plan of teacher empowerment helps to develop a good teaching in the school system which ultimately upgrades the teacher fraternity in a fairly short period of time.

**-Dr.L.M.Joshi**

Principal, ICTE, Kth.

## EDITORIAL



I am immensely pleased to release the first issue of our newsletter '*the educator*' which is an outcome of the continuous efforts of the students and staff.

Life is changing at a fast pace. The western culture and modernization has so much influenced the young generation that it can easily be reflected in the attitudes of people. The young mind is under deep psychological disturbances, so the young mind should be channelized in such a way that the end product should be promising as well as challenging. To shape the destiny of society the teachers should enhance their responsibility well and should play by heart as well as the head. Abilities are not bound to any race or color. So the teachers should give a proper shape to the raw material provided to them and try to add more and more jewels in it. Through this issue the major activities conducted during the session 2010-11 are highlighted.

I welcome the valuable suggestions from our readers for our improvement.

**Mrs.H K Chadha**  
Editor

### MAJOR EVENTS OF B.Ed. SESSION (2010-11)

#### 28 July -11 August, 2011

Practice Teaching for student teachers organized at Nagarpalika Inter College, Kathgodam.

#### 1 August, 2011

Joining of the new Principal, Dr.L.M.Joshi.



#### 12 August, 2011

The new Principal addressed the staff and student teachers at college, after completion of the practice teaching in schools.

#### 15 August, 2011

The Independence Day celebrated was by the staff and students. Cultural programmes were held.



#### 24 August, 2011

Elections for Student Council of B.Ed. 2010-11 session were held.

#### 5 September, 2011

Teachers' day was celebrated by the staff & student teachers with much joy and vigour.



The Chief Guest of the celebration was Prof. D.C. Upreti, Retd. Dean & Head, Education, Kumaun University, Almora.

#### 19 September, 2011

The post celebration of the Hindi Dewas was carried out through the recitation programme of the self composed



poems. Students from PCTE Kth. also participated in the event.

#### 14 September - 2 November, 2011

Student teachers were rigorously trained for eight major teaching skills during micro teaching sessions. Lead lectures on micro teaching were jointly delivered by Dr. L.M. Joshi & Mrs. Bhawana Joshi.

#### 21 November, 2011

Inter collegiate Badminton championship between ICTE & PCTE, Kth was held at the college campus. **ICTE won the trophy.**

#### 31 December 2011 -15 January, 2012

The college was closed for the winter vacations.

#### 25 January- 8 February, 2012

Pre-University Examination were conducted jointly for PCTE and ICTE, Kth.

The result of the pre-university examination of the students was declared on 11<sup>th</sup> February, 2012.

#### 14 March -31 March, 2012

University Examinations for the ongoing B.Ed. session were held at M.B.P.G.Govt. College, Haldwani.

#### 16 April -18 April, 2012

## TIPS FOR CREATIVE LEARNING IN SCHOOLS

### Start Simply, build progressively

- ◆ Find easy ways into creative learning. Start with the classroom environment. Move on to how pupils and staff use speech and questions....show and share tangible changes. This will develop confidence to go further.
- ◆ Be a “*Creative Advocate*”. Create a presentation or materials that you can use within your school to convince colleagues and out of schools. This will help to build a whole school ethos around creativity.
- ◆ Focus on one area at a time, for example in developing more creative learning in Maths and use



this to raise awareness and encourage staff to think about applications in other subject areas and spaces in the schools.

- ◆ Organize a meeting/conference where pupils could meet and discuss the aim and steps to be carried out.
- ◆ Set up an ‘**Inventor Club**’ after school.
- ◆ Transform one small area in the school as a space designed for creativity and imagination. Make sure that the pupils have some ownership of the project.

**Dr. Geetika Balutia**  
Manager, IPS, Kth.

Educational Practice Examination was held at Govt. School, Kathgodam. Prof. Bheema Manral, from SSJ Campus Almora and Dr. Manish Dubey from Kanpur University were the external examiners. Mrs Indira



Joshi was appointed as the internal examiner for the educational practice examinations.

**18 April, 2012**

A group photograph of students along with faculty was clicked. The students were blessed for their bright professional career.

### FEW FACTS ABOUT INDIAN EDUCATION SYSTEM

#### FACT 1:

Just one out of nine children finishing school joins a college. India has one of the lowest higher education rates.



#### FACT 2:

A recent ASSCoM-McKinsey study showed that only **one** out of **Ten** Indian students with degrees in humanities and **one** out of **four** engineering graduates are employable. So much for India's boast of having one of the largest technical and scientific manpower reserves in the world.

#### FACT 3:

A study by the National Assessment and Accreditation Council showed that **90** per cent of the colleges and **70** per

cent of the **universities** that the council graded were of middling or poor quality.

#### FACT 4:

Over-regulation by the government and a multiplicity of agencies has seen higher education stagnate and **corruption become institutionalized**.

#### FACT 5:

In **50** years, only **44 private institutions** were **granted deemed university** status by the University Grants Commission. In the last **5 years**, it has granted that status to **49** more, leading to charges of impropriety.

#### FACT 6:

Studies show that the number of students committing suicide because of the pressure to perform well in secondary board exams is **rising** alarmingly.

#### FACT 7:

The quality of school education hasn't improved. A recent study found that in rural north India on an average day, there is **no teaching** activity in about half of the primary schools

#### FACT 8:

Almost half of the country's population is **below 25 years**. Almost **10 per cent of them or 12 crore** are between the ages of 18 and 23. If they are equipped with both knowledge and skills, they could drive India's entrepreneurial and competitive spirit and make it into global power.

Compiled by:

**Mrs. Mamta Fulara**  
Teacher Educator

## ROLE OF NCTE IN TEACHER EDUCATION



NCTE is playing a very important role in Teacher Education. The main objective of NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standard in the teacher education system and for matters connected there with. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programmes including, research and training of persons for equipping them to teach at Pre-Primary, Primary Secondary and Senior Secondary stages in schools and non formal education, part-time education, adult education and distance (correspondence) education courses.

The NCTE performs functions that are regulatory and also concerned with academic development of teacher education. Its functions are wide ranging and include among others planning, programming advising and formulation of norms for different teacher education courses. In addition the NCTE is expected to undertake periodic surveys, studies and researches for promotion of innovation in teacher education and for institutional development, NCTE undertake surveys and studies relating to various aspects of teacher education and publishes the result there of NCTE make recommendations to the central and state governments, universities and recognized institutions in the matter of preparation of suitable plans and programs in the field of teacher education. NCTE co-ordinates and monitors teacher education and its development in the country. NCTE takes all necessary steps to present commercialization of teacher education and performs such other functions as may be entrusted to it by central government.

**Mrs. Indira Joshi**  
Teacher Educator

## IMPACT OF ICT IN TEACHER EDUCATION

Teaching is becoming one of the most challenging professions in the society when knowledge is expanding rapidly and modern technology is demanding to teachers to learn how to use these technologies. ICT can provide more flexible and effective ways for professional development of teacher, improve pre and in service teacher training and connect teacher to the global community.



Education is one of the most important inputs that influence the all round development of any nations economic,

physical, social, cultural, ethical and spiritual background. New technology if exploited and implemented effectively can bring a sea change in teaching learning process .ICT is capable to transform the boring classes to the interesting. With the use of communication and technology the classes can become more interesting. ICT has the potential to motivate, develop confidence and self-esteem, and overcome many barriers that learners encounter, widen access and improve the learning experience. The recent attempts of using the “interactive boards” in the traditional classroom situation by the edupreneure companies like Educomp, Teach Next etc. is a significant step in making ICT a major component of the teaching learning in Indian context.

**- Mr. Harishankar Singh Kharayat**  
Teacher Educator

## E-LEARNING – A NEW TREND IN EDUCATION



E-Learning fosters independent learning. The use of E-Learning in educational activities in various fields has introduced new methods to enhance and transform teaching and learning.

E-Learning provides individualized attention on the students. Internet and a vast array of digital resources and content are used for the purpose. E-Learning provides vast information required for independent learning to students which otherwise is not available in the traditional facilities of classroom. E-Learning increased the quality of teaching, learning in the form of vast resources available to them. E-Learning increased the quality of teaching, learning in the form of vast resources available to them. Independent learners can now learn differently according to the difference they possess. In underdeveloped countries-learning can raise the level of education, literacy and economic development. This is especially true for countries where technical education is expensive, opportunities are limited, and economic disparities exist.

The biggest advantage of e-learning lies in its ability to cover distances. For an organization that is spread across multiple locations, traditional training becomes a constraint. All trainees need to come to a classroom to get trained. Additionally, the trainee’s learning pace is not addressed as all trainees are treated as having equal abilities and there is little flexibility in terms of timing and completion of the course.

**-Mrs.Gayatri Balutia**  
Teacher Educator

## WHAT TEACHER EDUCATION PROGRAMS FORGET TO TELL THEIR CANDIDATES?

- A teacher cannot be all things to all people
- You are not a “bad person” if you are not always able to meet all the needs of all your students
- You are a powerful and compelling figure in the lives of your students
- In recalling their school years, students mostly remember their teachers, and not the courses they took.
- You need to find a “critical friend” whom you can trust to serve as a sounding board
- At times students can be very cruel, difficult, and mean-spirited
- It is a mistake to personalize a student’s unacceptable behavior.
- Teachers love their students as their parents love them—but in a different way and for a different reason.
- Few people will ever appreciate the amount of time and effort teachers give to their teaching.
- By choosing to be a teacher, you have entered an emotionally dangerous profession.
- You are both a role model and change agent.
- You need to pay attention to both your physical and emotional well-being.
- Teaching is not like inducing a chemical reaction, but more like creating a painting, or planting a garden, or writing a friendly letter.
- Teaching is a complicated business because students are such unexpected blends of character, personality, and background.
- Most of the significant advances in civilization have been the result of the work of teachers.
- Teaching is an act of faith in the promise of the future
- Teaching is a way of life.



-Mrs. Bhawana Joshi

Teacher Educator, PCTE, Kth.

## WE ALL...INFLUENCE THE LIFE OF A CHILD

**“When you thought I wasn’t looking”.....by a child**



*When you thought I wasn’t looking, I saw you hang my first painting on the refrigerator,*

**And I immediately wanted to paint another one.**

*When you thought I wasn’t looking,*

*I saw you feed a stray cat,*

**And I learned that it was good to be kind to animals.**

*When you thought I wasn’t looking,*

*I saw you make my favorite cake for me.*

**And I learned that things can be the special things in life.**

*When you thought I wasn’t looking, I heard you say a prayer*

**And I knew there is a God I could always talk to and I learned to trust in God.**

*When you thought I wasn’t looking, I saw you give up your time and money to help people who had nothing*

**And I learned that those who have something should give to those who don’t.**

*When you thought I wasn’t looking, I felt you kiss me good night*

**And I felt loved and safe.**

*When you thought I wasn’t looking, I saw you take care of our house and everyone in it*

**And I learned we have to take care of what we are given.**

*When you thought I wasn’t looking, I saw how you handled your responsibilities, even didn’t feel good*

**And I learned that I would have to be responsible when I grow up.**

*When you thought I wasn’t looking, I saw tears come from your eyes*

**And I learned that sometimes things hurt, but it’s okay to cry.**

*When you thought I wasn’t looking, I saw that you cared*

**And I wanted to be everything that I could be.**



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When you thought I wasn't looking,

**I learned most of life's lesson that I need to know to be a good and productive person when I grow up.**

When you thought I wasn't looking, I looked at you and wanted to say,

**Thanks for all the things I saw when you thought I wasn't looking.**

Each of us teacher or parent or friend or relative, influence the life of a child.

### TEACHERS WHO MAKE A DIFFERENCE ARE THOSE WHO...

- Lift us high when we are low.
- Strengthen us when we are weak.
- Show us the right path for our dreams to come true.
- Make us believe that nothing is impossible.
- Make us aware of our hidden Talents.
- Show us the right way when we go astray.
- Inculcate positive thinking in us with their positive attitude towards life.
- Guide us to become better humans.
- Generate in us a feeling, "Yeah! I want to be like him/her."



**Mrs. Himani Mer**  
Student Teacher

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### DIGITAL CLASSES

#### "SMART CHOICE FOR A SMARTER FUTURE"

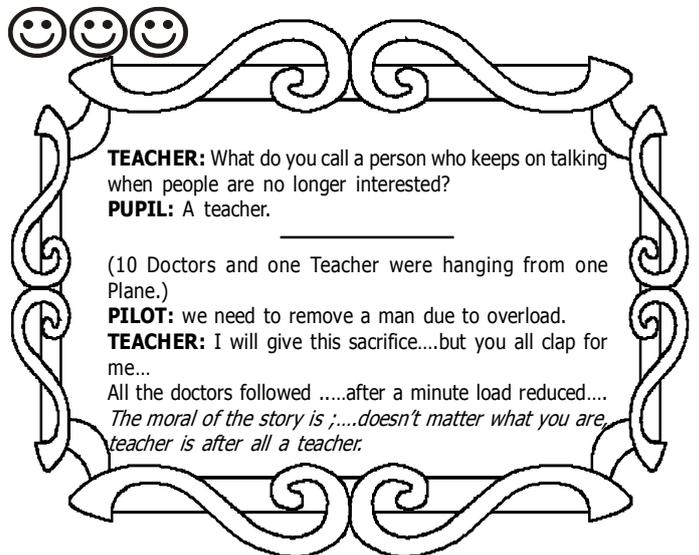
Technology has affected us in every aspect of our lives from communication to education. The days of gurukul are far behind us, it is time now for students to learn the techy way.



Introducing the concept of digital class or smart class where teaching happens through digital instruction materials, 3D animated modules and videos. This innovative system of learning is expected to enroll children in the process of learning increase the effectiveness of teachers, understanding and performance of students and will also save time through instant assessment methods.

I hope it'll make education not only fun for them but also enhance their performance in making the concept of digitized classrooms possible.

**-Mr. Gaurav Joshi**  
ICT Educator



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एक शिक्षक या स्कूल अध्यापक व्यक्ति विशेष हैं जो किसी भी उम्र के बच्चों व व्यस्कों में ज्ञान बाँटता है इस ज्ञान का अध्ययन उन्हें अध्यापन से दिया जाता है। अध्यापन में निपुणता हासिल करने के लिए एक शिक्षक को व्यवसायिक योग्यता जैसे शिक्षाशास्त्र, शिक्षण के विज्ञान एवं अन्य कई व्यवसायिक कोर्सों के माध्यम से किया जाता है।

शिक्षक की भूमिका समाज को ज्ञान की दिशा में निरन्तर प्रगति के मार्ग में ले जाने की होती है। यह शिक्षक विभिन्न पृष्ठभूमि का हो सकता है जैसे धार्मिक एवं आध्यात्मिक शिक्षक, दार्शनिक शिक्षक, चिकित्सा एवं इंजीनियर के क्षेत्र का शिक्षक, इत्यादि शिक्षक का दृष्टिकोण छात्रों के व्यक्तिगत आधार में शिक्षा देना होता है। शिक्षा देते वक्त उद्देश्यों का आंकलन भिन्न-भिन्न होता है। उद्देश्यों में भिन्नता होती है। शिक्षक छात्रों को शोध की दिशा में बढ़ावा देता है। उनमें नेतृत्व विषय सीखने के लिए रुचि पैदा करता है। छात्रों में आन्तरिक प्रेरणा की खोज एवं प्रयोगात्मकता का अध्ययन किया जाता है।

एक शिक्षक का छात्र के जीवन में गाइड की भूमिका होती है। शिक्षक छात्र का रिश्ता प्रेरणा एवं दृष्टिकोण की बारीकी से जुड़ा होता है। शिक्षक छात्र को उत्साही बनाता है। उसमें विविधता, नवीनता एवं संस्कृति की सामग्री का समावेश करता है। इस तरह के लाभकारी सम्बन्ध बनने पर एक प्रभावी वातावरण का विकास होता है। छात्र जीवन के प्रत्येक चरण में सफलता पाने का लक्ष्य रखता है। यह सकारात्मक प्रभाव आत्मविश्वास बढ़ाता है।

शिक्षण कार्य में आनन्द की अनुभूति सर्वप्रथम है। शिक्षक उत्साह के लिए तीन सर्वाधिक महत्वपूर्ण पहलुओं पर ध्यान केंद्रित करता है जैसे छात्रों के उत्साह को बढ़ावा, विषय वस्तु के ज्ञान में रुचि रखना और शिक्षा को व्यक्तिगत ताने-बाने के साथ जोड़ना।

उदाहरण के लिए एक रसायन विज्ञान का शिक्षक छात्रों के अन्दर उत्साह को बढ़ाने के लिए रसायन सामग्री का उपयोग करते हुए चिंगारी पैदा करने की कोशिश करता है यह छात्रों में उत्साह एवं जोश भर देता है।

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वर्तमान समय में हमारा मानना यह है कि हमारी शिक्षा व्यवस्था तथा शिक्षा सम्बन्धी हमारी नीति पूर्ण रूप से उचित है और इसमें गुणात्मक रूप से सुधार हो रहा है। इसके लिए सरकार भी अपना पूर्ण रूप से सहयोग दे रही है और सरकार बालकों के विकास चाहे वह शारीरिक हो, मानसिक हो या स्वस्थ सम्बन्धी हो सभी पर ध्यान दे रही है, पर क्या यह बात सही है? आप यह मान सकते हैं कि वाकई में हमारी शिक्षा व्यवस्था व शिक्षा सम्बन्धी अन्य व्यवस्था पूर्ण रूप से सही हैं। मेरे ख्याल से तो शायद नहीं हैं— क्यों? .....क्योंकि देखा जाये तो एक शिक्षक केवल अपने वेतन पाने तक तथा प्रधानाचार्य अपनी पदोन्नति तक ही निर्भर हैं और विद्यालय व्यवस्था तथा उचित भोज्य पोषण व्यवस्था अपनी चरम सीमा की कगार पर खड़ी हैं। इसके अतिरिक्त सरकार की यह नीति कि किसी भी बालक को कक्षा में अनुत्तीर्ण नहीं करना है, उसकी कक्षा उन्नति अवश्य करनी है, चाहे वह पढ़ने में कैसा ही हो, देखा जाये तो जब हम परिश्रम करते हैं उसके बाद हमें जो फल की प्राप्ति होती है तो उसमें एक सुख की अनुभूति होती है। परन्तु सरकार की यह नीति की बालको को कक्षा 8 तक उत्तीर्ण करना अनिवार्य है। यह नीति सही नहीं है। इससे तो बालको में पढ़ने और लिखने के प्रति इच्छा ही समाप्त हो जायेगी। वह तो मेहनत करना ही छोड़ देगा। क्योंकि उसे पता ही नहीं चलेगा की मेहनत या परिश्रम कैसे और क्या होता है और वह हमेशा आरामतलब तथा दूसरों पर आश्रित रह जायेगा। कहते हैं कि एक बालक कल का युग निर्माता तथा देश का आने वाला भविष्य होता है। वह एक कुशल नागरिक बनता है तथा एक आदर्श राष्ट्र का निर्माण करता है पर यदि किसी इमारत की नींव ही कमजोर हो जाये तो इमारत कैसे खड़ी रह सकती है। इसी प्रकार जब बालक की पढ़ने में रुचि ही नहीं होगी उसे कुछ ज्ञान ही नहीं होगा तो वह एक आदर्श देश का निर्माण कैसे कर सकेगा। हाँलाकि सरकार की नीति सभी को शिक्षित करना है। लेकिन क्या इस नीति से सही मायने में सभी शिक्षित हो पायेंगे।

Jherh Ekk; k xkLokch  
छात्राध्यापिका



भारत को एक ऐसा ज्ञान पुंज बनाना है।  
हो प्रकाशित विश्व जगत जिससे एक ऐसा दीप जलाना है।  
भारत को एक ऐसा ज्ञान पुंज बनाना है।

अज्ञानता के घने अधेरों को यह चीर फाड़ कर जायेगा।  
दुग्धित मानव मस्तिक को फिर से प्रज्वलित कर पायेगा।  
गाँव शहर और घर के आँगन में यही दीप जगमगायेगा।  
भारत को एक ऐसा ज्ञान पुंज बनाना है।

टूट गिरेगी कुप्रथाओं व रूढ़िवादिता की दरो – दीवारे  
फिर न लड़े जाति, धर्म, वर्ण क्षेत्र पर कोई  
फिर न सहनी पढ़े गुलामी की वो जंजीरे।  
बह उठेगी जब ज्ञान पुंज की नयी धारायें,

फैल रहा भ्रष्टाचार मचा रही मंहगाई हा – हा कार  
ठोकर खा रहा भारत का शिक्षित बेरोजगार लूटने को भारत  
आ रहा एफ.डी.आई का नया बाजार पूछ रही जनता,  
कौन सा अस्त्र-शस्त्र होगा इसके लिए कारगर,

इन प्रश्नों का एक ही उत्तर निकट दिखता है  
शुद्ध ज्ञान ही वह अस्त्र, शुद्ध ज्ञान है वह शस्त्र  
जो इसे भेद कर पायेगा।

भारत को एक शिक्षित सभ्य राष्ट्र बनायेगा।  
भारत को एक ऐसा ज्ञान पुंज बनायेगा।

होगी ज्ञान गोष्ठी जब कहीं धरा पर  
यह भारत का परचम लहरायेगा।

जगत गुरु यह भारत, ज्ञान गुरु कहलायेगा।  
भारत को एक ऐसा पुंज बनाना है।

हो प्रकाशित विश्व जगत जिससे, एक ऐसा दीप जलाना है।  
भारत को एक ऐसा ज्ञान पुंज बनाना है।

Jherh Xkhrk vk; Z  
छात्राध्यापिका

