















Source of Inspiration
Smt. Anandiben Patel
Hon'ble Chancellor & Governor
Uttar Pradesh

Abstracts Book

NATIONAL SEMINAR

ON

RECONDITIONING INDIAN TRADITION AND CULTURE THROUGH NEP 2020: MULTILINGUAL, MULTICULTURAL AND MULTIDISCIPLINARY EDUCATIONAL APPROACHES

March 1 & 2, 2024



Presided By
Shri Yogendra Upadhyay
Higher Education Minister
Govt. of Uttar Pradesh



Chief Guest
Dr. Dinesh Sharma
Member of Rajya Sabha



Vice-Chancellor
Prof. Vinay Kumar Pathak
CSJM University, Kanpur



Pro Vice-Chancellor
Prof.Sudhir K. Awasthi
CSJM University, Kanpur



Registrar
Prof. Anil Kumar Yadav
CSJM University, Kanpur



Ex. Vice Chancellor
Prof. G.C. Tripathi
Banaras Hindu University

Convener

Dr. Manas Upadhyay
Assistant Professor
CSJM University, Kanpur













(March 1 & 2, 2024)

Dept. of Lifelong Learning & Extension C S J M University, Kanpur, U. P. (Accredited A++ by NAAC)

Indian Council of Social Science Research (ICSSR), New Delhi



The Book of Abstracts

NATIONAL SEMINAR

ON

RECONDITIONING INDIAN TRADITION AND CULTURE THROUGH NEP 2020: MULTILINGUAL, MULTICULTURAL AND MULTIDISCIPLINARY EDUCATIONAL APPROACHES

March 1 & 2, 2024



Dept. of Lifelong Learning & Extension C S J M University, Kanpur, U. P. (Accredited A++ by NAAC)

Sponsored by



Indian Council of Social Science Research (ICSSR)
New Delhi

Conference Coordinators

Chief Patron

Prof. Vinay Kumar Pathak
Vice-Chancellor
CSJM University, Kanpur

Patron

Prof. Sudhir K. Awasthi
Pro Vice-Chancellor
CSJM University, Kanpur

Convener

Dr. Manas Upadhyay Assistant Professor CSJM University, Kanpur











(March 1 & 2, 2024)

advancement of social science research.

Dept. of Lifelong Learning & Extension C S J M University, Kanpur, U. P. (Accredited A++ by NAAC) Indian Council of Social Science Research (ICSSR), New Delhi

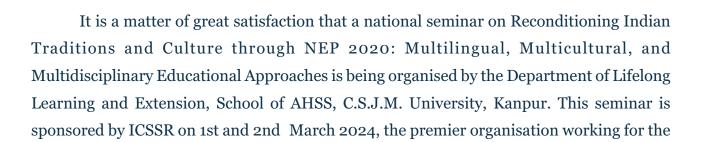




Prof. Vinay Kumar Pathak Vice Chancellor CSJM University, Kanpur



Message



Education is a powerful tool of development and one of the strongest instruments for any nation's burgeoning. For a nation like India on the path of development, education is the key to its glory. The New Education Policy proposed in 2020 by the Government of India delineates a path for making 'Atmanirbhar Bharat' by making an association between the Indian Traditional Knowledge Systems of the past and the present educational structure. This seminar in the University will serve as a conduit for fostering various ideas and critical approaches towards the craftsmanship behind NEP 2020.

I sincerely hope that the participation of distinguished professionals and students around the country in the seminar will up the ante on research around the Indian education system. I welcome all the participants and distinguished resource persons to this National seminar and extend my warm wishes to the organisers and their team for the grand success of the event.

Prof. Vinay Kumar Pathak











(March 1 & 2, 2024)

Dept. of Lifelong Learning & Extension C S J M University, Kanpur, U. P. (Accredited A++ by NAAC) Indian Council of Social Science Research (ICSSR), New Delhi





Prof. Sudhir K Awasthi Pro Vice-Chancellor CSJM University, Kanpur



Message



Greetings to all Seminar participants,

It is my immense pleasure to state that the Department of Lifelong Learning and Extension of CSJM University, Kanpur, is organising a National Seminar on Reconditioning Indian Traditions and Culture through NEP 2020: Multilingual, Multicultural, and Multidisciplinary Educational Approaches sponsored by ICSSR on 1 and 2 March, 2024.

The NEP 2020 is a visionary document that aims to transform India's educational landscape by promoting a student-centric and holistic approach to learning. NEP 2020 is particular about the idea of inclusive education. Providing culturally sensitive and need-driven education is the very gist of NEP 2020, which aspires to fortify India's cultural identity and nurture a path for a self reliant nation.

The seminar being organised reflects our institution's commitment towards providing the best learning experience, fostering creativity, and promoting critical thinking, which are the basic goals of NEP 2020. The seminar encourages groundbreaking ideas over NEP 2020 to revitalise endangered dialects, arts, and cultures by redefining their place in our contemporary educational frameworks.

I welcome all the distinguished resource persons and participants to this two-day National Seminar and extend my best wishes to the organising team for the success of the event.

Prof. Sudhir K Awasthi











(March 1 & 2, 2024)

Dept. of Lifelong Learning & Extension C S J M University, Kanpur, U. P. (Accredited A++ by NAAC) Indian Council of Social Science Research (ICSSR), New Delhi





Dr. Anil Kumar Yadav Registrar CSJM University, Kanpur



Message



With immense pleasure, I invite you all to the 2-day National seminar based on the New Educational Policy entitled "Reconditioning Indian Traditions and Culture through NEP 2020: Multilingual, Multicultural, and Multidisciplinary Educational Approaches" being held on 1 and 2 March, 2024 under the auspices of the , School of AHSS, C.S.J.M. University, Kanpur. The premium research organisation, ICSSR, is sponsoring this seminar.

Education plays a very important role in bolstering the progress of a nation. The New Education Policy of 2020 is an aspirational step that seeks to change India's educational system by endorsing a comprehensive, student-driven approach to Education. NEP 2020 aims to provide an enriching learning experience grounded in Indian culture and knowledge. The National seminar demonstrates our institution's dedication to offering need-driven education that fosters creativity and promotes critical thinking. To rejuvenate imperilled Indian traditions and knowledge systems by rethinking their place in our modern educational systems, the seminar creates a venue for discussing novel and creative ideas regarding NEP 2020.

I offer a very warm welcome to all the distinguished guests and participants and best wishes to all the members of the organising team for the success of the seminar.

Dr. Anil Kumar Yadav













(March 1 & 2, 2024)

Dept. of Lifelong Learning & Extension C S J M University, Kanpur, U. P. (Accredited A++ by NAAC) Indian Council of Social Science Research (ICSSR), New Delhi





Prof. R. K. Dwivedi Director, CDC CSJM University, Kanpur



Message



With great pleasure, I extend an invitation to you all to attend a two-day national seminar on the New Educational Policy 2020, entitled "Reconditioning Indian Traditions and Culture through NEP 2020: Multilingual, Multicultural, and Multidisciplinary Educational Approaches", which will be held at C.S.J.M. University, Kanpur, on March 1 and 2, 2024. The seminar is the result of a collaboration between the Department of Lifelong Learning and Extension, C.S.J.M University and ICSSR, Delhi.

A nation's ability to advance is greatly aided by education. Considering this, the New Education Policy of 2020 is an ambitious initiative that supports an all-encompassing, student-driven approach to transform India's educational system. NEP 2020 aims to offer a high quality infrastructure that is driven by demand and firmly rooted in Indian cultural ethos.

The national seminar being hosted here demonstrates our institutions' commitment to providing need-driven education that stimulates critical thinking and innovation. By reconsidering their role in our contemporary educational institutions, imperilled Indian traditions and the Indian Knowledge Systems might be revitalized. This seminar provides a forum for discussion of novel ideas related to NEP 2020.

I extend a hearty welcome to each and every distinguished guest and participant, as well as my best wishes to the organising team for the seminar's success.

Prof. R. K. Dwivedi













(March 1 & 2, 2024)

Dept. of Lifelong Learning & Extension C S J M University, Kanpur, U. P. (Accredited A++ by NAAC) Indian Council of Social Science Research (ICSSR), New Delhi





Dr. Prashant
Director, SAHSS
CSJM University, Kanpur



Message



It gives me great pleasure to invite you all to a two day national seminar on the New Education Policy 2020, titled "Reconditioning Indian Traditions and Culture through NEP 2020: Multilingual, Multicultural, and Multidisciplinary Educational Approaches", which will take place on March 1 and 2, 2024, at C.S.J.M. University, Kanpur. The Department of Lifelong Learning and Extension, School of AHSS, C.S.J.M. University, Kanpur and ICSSR, Delhi, are collaborating on this seminar. Education has a major role in a country's capacity to develop it's human resources. In light of this, the New Education Policy 2020 is a bold endeavour to overhaul India's educational system by promoting a comprehensive, student-driven approach to learning. NEP 2020 seeks to provide a multidisciplinary and holistic education with firm roots in Indian culture and tradition.

The two day National Seminar organised by the Department of Lifelong Learning and Extension, CSJM University will explore a wide array of themes, including 'Atmanirbhar Bharat', youth empowerment through NEP, skill development, ICT in pedagogical training, and more. The seminar serves as a platform for participants to exchange ideas and discuss innovative approaches and challenges for implementing NEP 2020.

I offer a very warm welcome to all the distinguished guests and participants and extend my best wishes to the organising team for the success of the event.

Dr. Prashant













(March 1 & 2, 2024)

Dept. of Lifelong Learning & Extension C S J M University, Kanpur, U. P. (Accredited A++ by NAAC) Indian Council of Social Science Research (ICSSR), New Delhi





Convenor

Dr. Manas Upadhyay Assistant Professor Dept. of Lifelong Learning & Extension CSJM University, Kanpur

Message





It is a matter of great pleasure to host a seminar on Reconditioning Indian Traditions and Culture through NEP 2020: Multilingual, Multicultural and Multidisciplinary Educational Approaches. This event is a two day national level seminar with sponsorship from ICSSR, Delhi, and is being organised by the Department of Lifelong Learning and Extension, School of AHSS, C.S.J.M. University, Kanpur, on March 1 and 2, 2024.

I am delighted to welcome Shri Yogendra Upadhyay Ji, Minister of higher education and chairman of this seminar and chief guest Dr. Dinesh Sharma Ji, Member of Rajya Sabha for gracing this event. I am thankful to our chief patron, our Honourable Vice Chancellor, Sir Prof. Vinay Kumar Pathak Ji, and our patron, Prof. Sudhir K. Awasthi Ji, for their encouragement and motivation for conducting this event. I am indebted to our Co-Patrons, Prof. Sudhanshu Pandiya, Prof. R.K. Dwivedi, Prof. Sandeep Kumar Singh and Dr Anil Kumar Yadav, for their support. I also welcome all eminent speakers, distinguished guests and delegates to this seminar. I am highly obliged to the seminar committee members for being a part of this event.

My sincere thanks to our Chairperson, Dr. Prashant, and our Co-Convener, Dr. Anshu Singh, and Dr. Abhishek K. Mishra, for their contribution in organising this event. I am also thankful to Dr. Kiran Jha and my organising team members, Dr. S.P Verma, Dr. Pooja Singh, and Dr. Shilpi Kukreja, for their formidable support in organising this seminar. On behalf of the organising committee, I extend a warm welcome to all and pray for the grand success of the seminar.

Dr. Manas Upadhyay











(March 1 & 2, 2024)

Dept. of Lifelong Learning & Extension C S J M University, Kanpur, U. P. (Accredited A++ by NAAC) Indian Council of Social Science Research (ICSSR), New Delhi





Organising Secretary
Dr. Kiran Jha
Associate Professor
Department of Social Work
CSJM University, Kanpur



Message

I take great pleasure to bring to you this national seminar "Reconditioning Indian Traditions and Culture through NEP 2020: Multilingual, Multicultural and Multidisciplinary Educational Approaches". I congratulate the Department of Lifelong Learning and Extension, School of AHSS, C.S.J.M. University in organizing this seminar with the sponsorship from ICSSR.

NEP 2020 is a major reform in the field of education introduced by the Government of India which transforms education from a result or grade-based education to skill-based and a multidisciplinary approach to education. NEP 2020 presents a revamping of the Indian education system that will lead to the reinvigoration of traditional knowledge systems.

The seminar on 1 and 2 March, 2024, at CSJM University, Kanpur aims to provide a platform for insightful discussions around NEP 2020 which will contribute to overcoming challenges in its implementation for the betterment of Indian education system.

I welcome you all to this national seminar at our institution. I hope that this seminar does inspire you, resulting in new knowledge and academic collaboration. I hope this endeavour will provide you with a clear insight into the salient features and objectives of NEP 2020.

Dr. Kiran Jha













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Dept. of Lifelong Learning & Extension C S J M University, Kanpur, U. P. (Accredited A++ by NAAC) Indian Council of Social Science Research (ICSSR), New Delhi



Seminar Schedule Plan



Day 1: Friday - March 1, 2024

INAUGURAL FUNCTION

Time - 10:00am to 11:30am

Venue: Virangana Rani Lakshmibai Prekshagraha (Auditorium)

10:00am- Lighting the Lamp

10:05am- University Anthem

10:10am- Saraswati Vandana

10:20am- About the Seminar: Dr. Manas Upadhyay

10:30am- Presidential Address: Shri. Yogendra Upadhyay, Minister of Higher Education

10:40am- Chief Patron Address: Prof. Vinay Kumar Pathak, Vice-Chancellor

10:50am- Patron Address: Prof Sudheer Kumar Awasthi, Pro Vice-Chancellor

11:00am- Guest of Honour: Smt. Rajni Tiwari, State Minister of Higher Education

Guest of Honour: Prof. G.C. Tripathi, Ex. Vice Chancellor, BHU

11:10am- Chief Guest Address- Dr Dinesh Sharma, Member of Rajya Sabha

11:20am- Vote of thanks: Dr Anil Kumar Yadav, Registrar, CSJM University, Kanpur

High Tea

11:30am to 12 Noon

SYMPOSIUM

12 noon to 1:30pm

Theme: Reconditioning Indian Tradition and Culture through NEP 2020 **Venue:** Virangana Rani Lakshmibai Prekshagraha (Auditorium)

S. No	Name	Designation		
1.	Prof. Arvind Joshi	Professor		
		Department of Sociology		
		Banaras Hindu University		
2.	Prof. Arbind Kumar Jha	Professor		
		School of Education, Indira Gandhi National Open		
		University (IGNOU), Delhi		
3.	Prof. B N Dubey	Professor		
		Department of Sociology, Babasaheb Bhimrao		
		Ambedkar University, Lucknow		
4.	Prof. D. R. Sahu	Professor and Head		
		Department of Sociology, Lucknow University		
	Lunch Proof			

Lunch Break

1:30pm to 2:15pm

Venue: New Building of SAHSS













March 1 & 2, 2024)

Dept. of Lifelong Learning & Extension C S J M University, Kanpur, U. P. (Accredited A++ by NAAC)



Technical Sessions- 1				
	2:30pm to 4:00pm			
	Venue: School of Art Human			
Subject	Chair	Co-chair		
Session – 1	Prof. B. N. Dubey	Dr. Pooja Singh		
(Hybrid)	Department of Sociology	Assistant Professor		
	Babasaheb Bhimrao Ambedkar	Department of Economics CSJM University,		
Venue: Chandra	University, Lucknow	Kanpur		
Shekhar Azad				
Conf. Hall	Fridous Ahmad Malik			
(Room no. 111)	Assistant Professor			
	Department of Economics			
	University of the People, Delhi			
Session – 2	Prof. Arbind Kumar Jha	Dr. Shilpi Kukreja		
	School of Education	Assistant Professor		
T. GATIGG	Indira Gandhi National Open	Department of Lifelong Learning &		
Venue:SAHSS	University (IGNOU), Delhi	Extension CSJM University, Kanpur		
(Room no. 201)				
	Prof. D. R. Sahu			
	Professor and Head			
	Department of Sociology			
	Lucknow University	D. C. D. V.		
Session – 3	Prof. Arvind Joshi	Dr. S. P. Verma		
Wasses CALICO	Department of Sociology	Assistant Professor		
Venue: SAHSS	Banaras Hindu University	Department of Social work		
(Room no. 209)	Dung Inne Chairman	CSJM University, Kanpur		
	Prof. Jaya Shrivastava			
	Professor and Head			
	Department of Sociology			
Session – 4	BBAU Lucknow	Dr. Aigy Proton Singh		
(Online)	Prof. Samriti Mahajan Head School of Commerce and	Dr. Ajay Pratap Singh Assistant Professor		
(Online)		Department of Social work CSJM University,		
Venue: SAHSS	Management Lingaya's Vidyapeeth	Kanpur		
(Room no. 210)	Nachauli, Faridabad	Kanpui		
(Koom no. 210)	Nachauli, Falidabad			
Session- 5	Dr. Erkol Bayram, Associate	Dr. Pawan Kumar Gupta		
(Online)	Professor and vice-dean in	Assistant Professor		
	tourism faculty, department of	Department of Economics CSJM University,		
Venue- SAHSS	tour guiding, University	Kanpur		
(Room no. 212)	of Sinop, Turkey			
		Dr. Priyanka Shukla		
	Dr. Anuradha Kalani	Assistant Professor		
	Associate Professor			













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Dept. of Lifelong Learning & Extension C S J M University, Kanpur, U. P. (Accredited A++ by NAAC)



	Department of Life Science and	Department of Lifelong Learning &
	Biotechnology, CSJM	Extension
	University, Kanpur	CSJM University, Kanpur
	Technical Se	essions- 2
	4:00 to 5:	15pm
Session – 6	Prof. Syed Tariq Murtaza	Dr. Vimal Singh
(Hybrid)	Department of Physical	Assistant Professor
	Education, Aligarh Muslim	Department of Education CSJM University,
Venue: Chandra	University	Kanpur
Shekhar Azad		
Conf. Hall	Dr. Patanjali Mishra	
(Room no. 111)	Associate Professor	
	Department of Education	
	University of Allahabad	
Session – 7	Prof. Sandeep K Singh	Dr. Ajay Pratap Singh
	Director of IQAC	Assistant Professor
Venue: SAHSS	CSJM University	Department of Social work CSJM University,
(Room no. 201)	Kanpur	Kanpur
	Dr. Rashmi Gore	
	Associate Professor	
	Department of Education CSJM	
	University, Kanpur	
Session – 8	Dr. Prashant Mishra	Dr. Sharad Dixit
(Online)	Director	Assistant Professor
	School of Arts Humanities and	Department of Economics CSJM University,
Venue: SAHSS	Social Sciences	Kanpur
(Room no. 209)	CSJM University, Kanpur	
Session – 9	Dr. Snigdha	Dr. Anshu Singh
(Online)	Assistant Professor Department	Assistant Professor Department of Lifelong
	of Commerce Jai	Learning & Extension
Venue: SAHSS	Prakash University	CSJM University, Kanpur
(Room no. 210)	Chhapra, Bihar	
Session – 10	Dr. Usha Rana	Dr. Urvashi
(Online)	Assistant Professor	Assistant Professor
	Department of Sociology &	Department of Social work CSJM University,
Venue: SAHSS	Social Work	Kanpur
(Room no. 212)	Dr. Harisingh Gour	
	Vishwavidyalaya	
	Sagar, Madhya Pradesh	
	Dr. Kiran Jha	









Organizers



(March 1 & 2, 2024)

Dept. of Lifelong Learning & Extension C S J M University, Kanpur, U. P. (Accredited A++

Indian Council of Social Science Research (ICSSR), New Delhi



Associate Professor Department of Social Work CSJM University, Kanpur

High Tea

5:15pm - 5:30pm

Cultural Evening

6:00pm - 7:30pm

Venue: Virangana Rani Lakshmibai Prekshagraha (Auditorium)

Organizers Name

1. Dr. S. P. Verma

2. Dr. Pooja Singh

3. Dr. Urvashi

Dinner

8pm onwards













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Dept. of Lifelong Learning & Extension CSJM University, Kanpur, U. P. (Accredited A++ by NAAC

Indian Council of Social Science Research (ICSSR), New Delhi



Day 2: Saturday – March 2, 2024

Breakfast

9:30am to 10:30am

Venue: New Building of SAHSS

Technical Sessions-3

10:30am to 12:00 Noon

School of Art Humanities and Social Science

Venue: School of Art Humanities and Social Sciences			
Subject	Chair	Co-chair	
Session – 11	Dr Maulishri Shukla	Dr. Anita Awasthi	
(Hybrid)	Assistant Professor Avadh Girls	Assistant Professor Department of	
Venue: Chandra	Degree College, Lucknow	Social work	
Shekhar Azad		CSJM University, Kanpur	
Conf. Hall	Dr. Yatendra Singh		
(Room no. 111)	Assistant Professor		
	Department of Hindi		
	D.A.V. PG College, Kanpur		
Session – 12	Dr. Supriya Singh	Dr. Mamta Tiwari	
	Assistant Professor	Assistant Professor	
Venue: SAHSS	Department of Sociology Khun Khun	Computer Applications	
(Room no. 201)	Ji Girls Degree PG College, Lucknow	CSJM University	
		Kanpur	
		Mr. Satyendra S Chauhan	
		Assistant Professor Department of	
		Lifelong Learning & Extension	
		CSJM University, Kanpur	
Session – 13	Dr. Snigdha Vishnoi	Dr. Abhishek K. Mishra	
(Online)	Assistant Professor	Assistant Professor Department of	
	School of Liberal Studies	Lifelong Learning & Extension	
Venue: SAHSS	Dr. B. R Ambedkar University Delhi	CSJM University, Kanpur	
(Room no. 209)			
Session – 14	Dr. Sneha Kadyan	Dr. Priyanka Maurya Assistant	
(Online)	Assistant Professor	Professor Department of Education	
	Department of Sociology	CSJM University, Kanpur	
Venue: SAHSS	Jindal University		
(Room no. 210)			
Session – 15	Prof. Rabins Porwal	Dr. Pawan Kumar Gupta	
(Online)	Head	Assistant Professor	
	Computer Applications	Department of Economics CSJM	
Venue: SAHSS	CSJM University, Kanpur	University, Kanpur	
(Room no. 212)		Dr. Priyanka Shukla	











RECONDITIONING INDIAN TRADITION AND CULTURE THROUGH NEP 2020:

(March 1 & 2, 2024)

Dept. of Lifelong Learning & Extension C S J M University, Kanpur, U. P. (Accredited A++ by NAAC) Indian Council of Social Science Research (ICSSR), New Delhi



Dr. Shweta Pandey
Associate Professor
Department of Library Science
CSJM University, Kanpur

Assistant Professor

High Tea 12:00 to 12:15 pm

Poster Presentation 12:15pm to 1:30pm

Venue: Chandra Shekhar Azad Conf. Hall (Room no. 111)

Session -16

Venue: Chandra Shekhar Azad Conf. hall (Room no. 111) Prof. Rakesh Upadhyay Director Hindi Journalism, Indian Institute of Mass Communication, Delhi

> Prof. Sandeep K Singh Director of IQAC CSJM University, Kanpur

Dr. Yatendra Singh Assistant Professor Department of Hindi D.A.V. PG College, Kanpur

Dr Maulishri Shukla Assistant Professor Avadh Girls Degree College Lucknow

Dr. Supriya Singh
Assistant Professor
Department of Sociology Khun Khun
Ji Girls Degree PG College, Lucknow

Dr. Prashant Mishra
Director
School of Arts Humanities and
Social Sciences
CSJM University, Kanpur

Dr. Manas Upadhyay Assistant Professor Department of Lifelong Learning & Extension CSJM University, Kanpur

Dr. S. P. Verma
Assistant Professor
Department of Social work
CSJM University, Kanpur

Lunch Break 1:30pm to 2:30pm

Workshop 2:30pm to 3:30pm

Theme: How to Publish Research Papers in top tier Journals **Venue:** Chandra Shekhar Azad Conf. Hall (Room no. 111)

1. Fridous Ahmad Malik Assistant Professor
Department of Economics
University of the People, Delhi











(March 1 & 2, 2024)

Dept. of Lifelong Learning & Extension C S J M University, Kanpur, U. P. (Accredited A++ by NAAC) Indian Council of Social Science Research (ICSSR), New Delhi



Valedictory Session

3:30pm to 4:30 pm

Venue: Senate Hall

Welcome Address: Dr. Manas Upadhyay

Presidential Address: Prof. Vinay Kumar Pathak, Vice Chancellor

Patron Address: Prof Sudheer Kumar Awasthi, Pro Vice-Chancellor

Keynote Address: Prof. Rakesh Kumar Upadhyay, Director Hindi Journalism, Indian Institute

of Mass Communication, Delhi

Felicitations

Award for Best Paper (Faculty)

Award for Best Paper (Research Scholar)

Award for the Best Poster

Award for Best Volunteer

Certificate Distribution

Vote of Thanks: Dr Anil Kumar Yadav, Registrar, CSJM University

National Anthem

High Tea 4:30pm onwards











March 1 & 2, 2024

Dept. of Lifelong Learning & Extension C S J M University, Kanpur, U. P. (Accredited A++ by NAAC) Indian Council of Social Science Research (ICSSR), New Delhi



Inaugural Function

Chairmanship



Shri Yogendra Upadhyay Higher Education Minister Govt. of Uttar Pradesh

Chief Guest



Dr. Dinesh SharmaMember of Rajya Sabha

Vice-Chancellor



Prof. Vinay Kumar Pathak
CSJM University, Kanpur

Guest of Honour



Smt. Rajni Tiwari
State Minister of Higher Education
Govt. of Uttar Pradesh

Prof. G.C. Tripathi Ex. Vice Chancellor Banaras Hindu University

Pro Vice-Chancellor



Prof.Sudhir K. Awasthi
CSJM University, Kanpur

Registrar



Prof. Anil Kumar Yadav CSJM University, Kanpur











(March 1 & 2, 2024)

Dept. of Lifelong Learning & Extension C S J M University, Kanpur, U. P. (Accredited A++ by NAAC)

Indian Council of Social Science Research (ICSSR), New Delhi



Keynote Speakers of Symposium

Theme: "Reconditioning Indian Tradition and Culture through NEP 2020"



Prof. Arvind Joshi
Department of Sociology
Banaras Hindu University



Prof. Arbind Kumar Jha
School of Education
IGNOU, Delhi



Prof. B. N. Dubey
Department of Sociology
BBAU, Lucknow



Prof. D. R. SahuHOD, Department of Sociology
Lucknow University

Experts for Technical Sessions



Prof. Arbind Kumar Jha
School of Education
IGNOU, Delhi



Prof. B. N. Dubey
Department of Sociology
BBAU, Lucknow



Prof. Arvind JoshiDepartment of Sociology
Banaras Hindu University











(March 1 & 2, 2024)

Dept. of Lifelong Learning & Extension C S J M University, Kanpur, U. P. (Accredited A++ by NAAC)





Prof. D. R. Sahu
HOD, Department of Sociology
Lucknow University



Prof. Syed Tariq Murtaza
Department of Physical Education
Aligarh Muslim University



Prof. Jaya Srivastava HOD, Department of Sociology, BBAU Lucknow



Dr. Pramod GuptaAssociate Professor
Department of Sociology
University of Lucknow



Dr. Patanjali Mishra
Assosciate Professor
Department of Education
University of Allahabad



Fridous Ahmad Malik Assistant Professor of Economics University of the People, Delhi



Dr. Supriya Singh Assistant Professor, Khun Khun Ji Girls PG College, Luckmnow



Dr. Maulishri Shukla Assistant Professor Avadh Girls Degree College Lucknow



Dr. SnigdhaAssistant Professor
Department of Commerce
Jai Prakash University, Chhapra, Bihar



Dr. Yatendra Singh
Assistant Professor
Department of Hindi
D.A.V.College, Kanpur















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Experts for Online Sessions



Prof. Samriti Mahajan Head, School of Commerce & Managment Lingaya's Vidyapeeth Nauchauli, Faridabad



Dr. Erkol Bayram
Associate Professor & Vice-Dean
Tourism Faculty
Department of Tour Guiding
University of Sinop, Turkey



Dr. Sneha Kadyan
Assistant Professor
Jindal University



Dr. Snigdha Vishnoi Assistant Professor School of Liberal Studies Dr. B. R Ambedkar University, Delhi



Dr. Usha Rana
Assistant Professor
Department of Sociology & Social Work
Dr. Harisingh Gour Vishwavidyalaya
Sagar, Madhya Pradesh

Workshop

Theme: "How to Publish Research Papers in top tier Journals"



Fridous Ahmad Malik
Assistant Professor of Economics
University of the People

Poster Presentation Session











RECONDITIONING INDIAN TRADITION AND CULTURE THROUGH NEP 2020:

(March 1 & 2, 2024)

Dept. of Lifelong Learning & Extension CSJM University, Kanpur, U. P. (Accredited A++ by NAAC

Indian Council of Social Science Research (ICSSR), New Delhi



Valedictory Session

Presidential Address



Prof. Vinay Kumar Pathak Vice-Chancellor **CSJM University, Kanpur**

Patron Address



Prof. Sudhir K. Awasthi **Pro Vice-Chancellor CSJM University, Kanpur**

Keynote Address



Prof. Rakesh Upadhyay Director Hindi Journalism, IIMC, Delhi

Vote of thanks



Dr. Anil Kumar Yadav Registrar **CSJM University**













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ICT's role in Pedagogical Training: Empowering Educators ICT'S EFFECT ON PEDAGOGICAL EDUCATION IN REFERENCE OF NEP 2020

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Abstract:

The New Education Policy (NEP) 2020 introduces the importance of technology for improving teachers and removing the language barriers that arise between teachers and students due to the technology gap. Under this policy, ICT plays a vital role in creating the National Digital Library, developing the technology skill sector, and promoting access to advanced education for teachers and students. It encourages the upcoming generation's reliance on technology and education. It works effectively in making education convenient for teachers. This policy encourages financing in a digital framework. This policy also helps grow online learning platforms and tools, formation of virtual labs and National Academy depository. Teach professionals in education to develop excellent online content and develop and implement pedagogy, technology, materials and online assessments. It encourages setting grades for online learning and teaching. The integration of ICT in emerging teacher training programmes plays a vital role in preparing future teachers who are capable and confident in managing and influencing change for efficient teaching and learning in the classrooms. Education institutions must create an atmosphere for teachers who create appropriate student learning experiences.

Keywords: Academic Bank of Credit, ICT, NEP-2024, NDL, Virtual Labs, NAD,



ICT's Role in Pedagogical Training: Empowering Educators
ASSESSING THE IMPACT OF SOCIAL MEDIA ADVOCACY ON AWARENESS AND IMPLEMENTATION
OF NEP 2020 IN HIGHER EDUCATION: A SECONDARY DATA ANALYSIS

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Abstract

In the contemporary era, social media plays a crucial role in shaping the learning habits of university students, contributing significantly to the attainment of sustainable education. The influence of social media on sustainable education is increasingly recognized as a pivotal and compelling factor. Globalization and the extensive use of technology, primarily driven by social media, have significantly reduced its perceived size. This transformation is particularly evident in education, where instructional methods are undergoing notable changes. The onset of 2020 brought about a mix of unexpected events, both positive and negative. Amidst various challenges, the introduction of the National Education Policy (NEP) stood out as a positive development, serving as a beacon of hope. An extensively planned, imaginative, and progressive education policy for the country aims to establish an Indian education system deeply rooted in culture and actively contribute towards the sustainable development of our nation as an equitable and dynamic knowledge-based society. This is achieved through the provision of high-quality education that is accessible to all. NEP 2020 has been strategically crafted to introduce transformative changes in the higher education landscape. Acknowledging the transformative power of technology, NEP-2020 prioritizes digital learning and the incorporation of technology within the educational sphere.

This research paper employs secondary data analysis to evaluate the influence of social media advocacy on awareness and implementation of the NEP 2020 in higher education. The study scrutinizes digitally disseminated policies in higher education, drawing comparisons with the current adopted system. Additionally, the research investigates various innovations and anticipates the repercussions of NEP 2020 on the Indian higher education system, accompanied by a comprehensive discussion of its merits.

Keywords: Awareness, Higher Education, Social Media, National Education Policy



Interdisciplinary Horizons: Theories, Practices, and Values in Education EXPLORING MISSING ASPECTS OF NEP 2020 THROUGH INTERDISCIPLINARY HORIZONS

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Abstract:

Now that academia has started getting hands-on with NEP 2020, it is time to look into the areas that have remained













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unexplored. If inculcated or implemented in the curriculum, specific interdisciplinary knowledge and theories can not only enrich school Curricula but can also contribute to the child's holistic development. In studying the policy, one finds it talks about sharpening mathematical skills among school students under the foundational Literacy and Numeracy program. However, the policy fails to complement arithmetic with 'financial education'. Another unexplored life skill is the 'sporting attitude'. Though NEP mentions that sports culture should be introduced in every institution, it goes further by implementing it through the Fit India Movement. However, there is also a need to introduce its psychological perspective to reduce rising cases of anxiety, depression and suicides among youngsters. Moving forward with another such interdisciplinary aspect in education, our students must learn 'Civic Sense' as a part of life right from their foundational years. It includes a plethora of social etiquette ranging from judicious use of resources to cleanliness and self-hygiene in public places, from self-discipline to peaceful communication, and so on. Moving in line with similar thoughts, 'Ethics in daily life' is another important subject that has remained outside the curriculum in NEP 2020. Moral and Environmental education holds little meaning for students if they are not equipped to deal with real-life ethical dilemmas. This needs to be brought up in classroom discussions and implemented in academics, sports and extra-curricular activities both within and outside school premises. NEP talks about experiential learning as well. Keeping this in mind, 'emotional intelligence' becomes essential to add among the missing aspects. Thus, the intelligence and emotional quotients must be balanced to build sensitive and resilient youth.

Keywords: Civic Sense, Ethics, Emotional intelligence, Financial Education, Sporting Attitude,



NEP 2020: PROSPECTS, CHALLENGES AND IMPLEMENTATION STRATEGIES

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Abstract

Well-defined and futuristic education policy is essential for a country at school and college levels due to the reason that education leads to economic and social progress. Different countries adopt distinct education systems by considering tradition and culture, and they adopt various stages during their life cycle at school and college education levels to make it effective.

The National Education Policy 2020 (NEP 2020), approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021.

Shortly after the release of the policy, the government clarified that no one would be forced to study any particular language, and the medium of instruction would not be shifted from English to any regional language. The language policy in NEP is a broad guideline and advisory in nature; it is up to the states, institutions, and schools to decide on the implementation.

Education in India is a Concurrent List subject. Himachal Pradesh has become the first state to implement the New Education Policy 2020. The national educational policy should be implemented in all schools across India by 2022.

Keywords: Education policy, Economic and social progress, National Education Policy 2020 (NEP 2020), National implementation, Transforming education system



Embracing Linguistic and Cultural Diversity in India's Educational Landscape: Insights and Imperatives for NEP Implementation

Dr. Anjali Srivastava, Scientist-I, All India Institute of Medical Sciences, New Delhi, India

Abstract

This paper delves into the imperative aspects of the National Education Policy 2020 (NEP) in India, focusing on its potential to unify diverse linguistic and cultural identities through an enriched educational framework. It addresses the challenges, prospects, and strategic implementations envisioned in the NEP to foster a more inclusive and comprehensive educational system in India.

Keywords: Challenges, Diverse linguistic and cultural identities, Enriched educational framework, National Education Policy 2020 (NEP),













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Scientific Attitude in Students with Hearing Impairment at Secondary Level

Neelesh Kumar, Research Scholar, Department of Education, Chhatrapati Shahu Ji Maharaj University, Kanpur

Abstract

Science education must become an integral part of school education, and ultimately, some study of science should be included in all courses in the humanities and social sciences at the university stage as well. The quality of science teaching must also be considerably improved to promote a deep understanding of basic principles, develop problem-solving and analytical skills, and foster the spirit of inquiry and experimentation.

According to Kirk and Gallagher (1986), "when youngsters in the same classroom are remarkably different, it is difficult for teachers to help them reach their educational potential without some kind of assistance. The help that schools devise for children who differ significantly from the norm is called special education."

The study aims to understand the present status of Curiosity, Humility, and Scepticism in deaf children. People may have different views and attitudes about science education. Whether a person accepts science as a source of development or not depends upon his attitude.

The research design used for the study is a descriptive design. Random sampling is employed, and the sample consists of deaf schools in the Lucknow district. After proper analysis and interpretation, data findings will be drawn and presented in a proper form, and suggestions will be provided for further research. Suggestions for studies in the field of research will also be given.

Keywords: Curiosity, Humility, Skepticism, Scientific Attitude



Sub theme- NEP 2020: Prospects, Challenges and Implementation Strategies NEP 2020 AND TECHNOLOGY AIDED CLASSROOM: A MOVE TOWARDS A CHANGE

*Moromi Gohain, Research Scholar, **Professor Gyanendra Nath Tiwari Department of Teacher Education, Nagaland University, 797004, Kohima Campus, Meriema

Abstract

Technology in the field of education has played a tremendous role in bringing about change. It has facilitated a significant transition from the traditional method of imparting education to the modernized system of education through the use of various advanced educational technology tools. With the implementation of the New Education Policy 2020, approved by the Union Cabinet of India on July 29, 2020, there has been a remarkable change in the entire education system of the country. The policy places special emphasis on the integration and use of technology in education.

The utilization of various educational technology tools in the classroom, transforming it into a technology-aided classroom, has greatly contributed to enhancing the quality of education across the country. The intervention of technology in the classroom has played a key role in making education accessible at all levels by overcoming hurdles and barriers. It has also marked a significant move towards achieving educational goals and improving the overall quality of life.

Therefore, this study aims to explore the significance of NEP 2020 on technology use and integration, examining how a technology-aided classroom contributes to the progress of learners and acts as a catalyst for positive change. The study also aims to analyze how this integration contributes to the creation of a digitized and knowledge society. With these objectives in mind, the researcher proceeds further into the study topic and briefly analyzes its findings.

Keywords: Education, NEP 2020, Learning, Technology, Technology Aided Classroom



Empowering Rural Communities through Skill Development: A Pathway to Sustainable Livelihoods Niraj Kumar Prajapati, ICAR- Indian Institute of Vegetable Research, Varanasi, U.P. – 221 305

Abstract

The skill development of rural people is a critical component in fostering sustainable development, enhancing livelihoods, and bridging socio-economic disparities. This abstract explores the multifaceted dimensions of skill development initiatives targeted at rural communities, emphasizing their pivotal role in unlocking the latent potential of these populations.













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In the face of evolving global challenges, empowering rural individuals with diverse skills not only facilitates personal growth but also contributes significantly to community resilience and economic prosperity.

The abstract examines various strategies and interventions implemented globally to address the unique challenges faced by rural populations. It delves into the importance of tailoring skill development programs to align with the specific needs and contexts of rural areas, taking into consideration factors such as local economies, cultural nuances, and environmental sustainability. Furthermore, the socio-economic impact of skill development initiatives on rural communities is examined, emphasizing how enhanced skills lead to increased employability, entrepreneurship, and overall community well-being.

The abstract also discusses the importance of collaboration between governments, non-governmental organizations, and the private sector in creating a conducive ecosystem. In conclusion, this abstract advocates for a holistic approach to skill development for rural people, emphasizing the integration of education, technology, and community participation. By fostering a culture of lifelong learning and skill acquisition, rural communities can break the cycle of poverty, empower their residents, and contribute meaningfully to the larger narrative of global sustainable development.

Keywords: Empowerment, Rural communities, Skill development, Sustainable livelihoods



Educational Renaissance: Understanding the Extensive ICT Impact on India's NEP Landscape
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Abstract

The Educational Renaissance in India, fueled by the profound impact of Information and Communication Technology (ICT) on the National Education Policy (NEP) landscape, signifies a transformative era. The NEP, a visionary roadmap, has embraced technological advancements to overhaul education. ICT integration has democratized access, dismantled geographical barriers and reaching remote corners of the country. Learning platforms have emerged as potent tools, nurturing interactive and personalized learning experiences, aligning with the NEP's shift from rote memorization to skill-centric education.

Virtual classrooms and online resources amplify collaborative learning, fostering critical thinking and problemsolving skills. ICT has streamlined administrative processes, enhancing efficiency and transparency. The digitization of educational records facilitates seamless data management, ensuring a more accountable and accessible education system. Furthermore, it aids in monitoring and evaluating the implementation of NEP reforms, fostering a culture of continuous improvement.

The advent of Massive Open Online Courses (MOOCs) and digital libraries democratizes knowledge dissemination, extending quality education beyond traditional classrooms, aligning with the NEP's commitment to providing equitable educational opportunities. Assessment methodologies have evolved with technology, emphasizing competency-based evaluations over conventional exams.

Adaptive learning platforms leverage data analytics to tailor educational content, addressing individual learning needs and optimizing the learning experience. However, challenges such as the digital divide and the need for teacher training in ICT persist. Bridging these gaps is crucial to realizing the full potential of the ICT-driven Educational Renaissance, ensuring the attainment of the NEP's goals of fostering creativity, innovation, and holistic development across all strata of society. In navigating these challenges, India's educational landscape stands at the crossroads of a promising future, propelled by the synergy of the National Education Policy and the transformative power of Information and Communication Technology.

Keywords: E-learning, Educational Renaissance, India, ICT, NEP



ROLE OF SOFT SKILLS IN NURTURING THE INDIVIDUALS IN GLOBALIZED ERA

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Teaching Assistant, Alagappa, Institute of Skill Development, Alagappa University, Tamil Nadu, India

Abstract

The Indian economy has witnessed unique growth in the last decade, driven by the expansion of the service sector, particularly fueled by industries such as IT Services, Retail, Marketing, Hospitality, Travel, and Financial Services.











Organizers



RECONDITIONING INDIAN TRADITION AND CULTURE THROUGH NEP 2020:
MULTILINGUAL MULTICULTURAL AND MULTIDISCIPLINARY EDUCATIONAL APPROACHES

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It is a recognized fact that all these sectors heavily rely on trained manpower, not only in technical competencies but also in soft skills. However, this growth is now threatened by the fact that the effectiveness and growth of India's talent pool have been significantly hindered due to a deepening soft skills crisis.

There is a severe dearth of professionals with the required skills to navigate the market successfully. Every year, with a growing demand for professionals, the challenge lies in sustaining this growth. Research in fields such as sales and marketing, software development, engineering, and law has shown that to succeed in the workplace, knowledge alone is not sufficient. Soft skills are essential to deal with the external world and to collaborate effectively with colleagues.

Schools and colleges play a crucial role in refining students' skills, not just orienting them towards acquiring information. There may arise a need to enhance the curriculum and teaching methods to improve employability skills. Collaborating closely with corporations will help identify areas for improvement. This paper aims to highlight the necessary skills that need refinement for employability, propose adjustments to the curriculum, and suggest how job aspirants can align themselves with industry requirements.

Keywords: Curriculum, Employability, Globalization, Soft Skills, Workplace, Knowledge



BEYOND THE TEXTBOOKS: A REVIEW OF JOYFUL LEARNING INITIATIVES IN NEP 2020 SUB THEME: NEP 2020: PROSPECTS, CHALLENGES, AND IMPLEMENTATION STRATEGIES

Romy Kumar, PhD Research Scholar, PG Department of Education, University of Jammu

Abstract

This paper critically reviews the National Education Policy (NEP) 2020, with a specific focus on its provisions and implications for fostering joyful learning experiences in the Indian education system. The NEP 2020 represents a visionary overhaul of the country's education framework, emphasizing the importance of learner-centric pedagogies and holistic development. This review aims to analyze the policy's nuanced approach to joyful learning and assess its potential impact on reshaping educational practices.

Through an extensive examination of primary sources, including the NEP 2020 document, government reports, and related policy documents, the paper provides a detailed overview of the specific provisions addressing joyful learning. The theoretical foundations of joyful learning are explored, drawing on a range of educational theories and global best practices. The review delves into key elements of the NEP 2020, such as the restructuring of curricula to promote flexibility, the integration of arts and sports in education, and the emphasis on experiential learning. It critically evaluates the feasibility and adaptability of these provisions across diverse educational settings, considering factors such as infrastructure, teacher preparedness, and resource allocation.

Furthermore, the paper examines early implementations of the NEP 2020 at different educational levels, seeking to identify successes, challenges, and emerging trends. Insights from educational stakeholders, including educators, students, and policymakers, are incorporated to provide a multifaceted perspective on the policy's impact on joyful learning.

The paper concludes with a synthesis of the reviewed literature, offering recommendations for refining and enhancing the policy's effectiveness in promoting joyful learning. The findings contribute to the ongoing discourse on educational reform, providing valuable insights for policymakers, educators, and researchers committed to cultivating an engaging and joyful learning environment within the framework of the NEP 2020.

Keywords: Educational Level and Reviews, Implications, Joyful Learning, National Education Policy



Atmanirbhar Bharat: Developing Youth for Entrepreneurship Through NEP Sushmita Chandra, Research Scholar, Patliputra University, Patna

Abstract

The Atmanirbhar Bharat initiative aims to make India self-reliant and economically strong. One key aspect of this effort is to empower young people to become entrepreneurs. This aligns with the National Education Policy (NEP), which emphasizes skill development and practical education. In simpler terms, Atmanirbhar Bharat means India wants to rely on its own resources and talents to grow.













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To achieve this, the government wants to encourage young people to start their own businesses. This fits well with the National Education Policy, which focuses on teaching students practical skills that can help them become successful entrepreneurs.

In a nutshell, Atmanirbhar Bharat and the National Education Policy are working together to prepare young Indians for entrepreneurship and self-reliance, ultimately helping the country become stronger and more self-sufficient. This paper is an attempt to examine the main entrepreneurial education-related provisions of the NEP and to evaluate how well the NEP's entrepreneurship education program is fostering an entrepreneurial mentality in young people.

 $\mathbf{Keywords}$: Atmanirbhar Bharat, Entrepreneurship, Entrepreneurs, National Education Policy, Self-sufficient



Women Rising: Breaking the Mental ceiling of Leadership: Exploring Work-Family Interface and Organizational Environment

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Abstract

The ongoing pandemic is a sharp reminder to the academic community to prepare themselves for unprecedented conditions for learning outcomes and changing socio-cultural contexts. The unraveled prospects and challenges reiterate the need to look beyond the rhetorical practices of academic leadership. Governance practices should be more humanistic with techno-competent pedagogies (Weick et al., 2005). This qualitative study aims to contribute to a precise understanding of academic governance by discussing the impact of the socio-cultural environment on the role of females heading leadership positions in the academic sector in India.

Methods used

The critical narrative inquiry method was adopted for data collection from 36 senior females (from 4 Universities) working in Universities and affiliated colleges in the Delhi NCR region. After coding the data, thematic content analysis was used.

Main research questions

- 1. What unique initiatives have been taken by women in academic governance to improve the performance of institutions in terms of learning outcomes for students?
- 2. How does socio-cultural context affect women in academic decision-making bodies of higher education institutions?

Key findings

Women in academic governance take initiatives to encourage teamwork, professional development, innovative pedagogies and assessment and mentoring. The findings revealed that the socio-cultural environment significantly affects the quality of governance.

Implications and scope of the study

Studies suggest that certain practices like continuous sensitization among males and females must be carried out at regular intervals to change their approach to accept the competency of women to perform leadership roles in decision-making.

Claim and conclusion made

Women in academic governance are involved in the execution of the plan, take unique initiatives for the better performance of students, and build team spirit among students. Contextual nuances are significant in promoting these initiatives.

Keywords: Academic Governance, Higher Education, Socio-Cultural Environment, Women



Role of Culture, Language and Art: NEP 2020

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Abstract

The identity of any country is known by its culture, language, and art. India is one such country that is very rich in culture, language, and art. We have inherited our culture thousands of years ago as our heritage. Indian literature, which has its origin from ancient times, has been exemplary worldwide. The first ancient literature was Sanskrit Sahitya, which included Rigveda, Ramayana, and Mahabharat, written in the 1st millennium BCE.













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The culture of India can also be seen in its ancient universities (such as Nalanda, Takshashila, Vikramsila, etc.), temples, and monasteries. Every year, millions of people from all over the world partake in and enjoy tourism, experience the hospitality of India, participate in festivals, and yoga, and get influenced by the uniqueness of India (handmade clothes, music, art, classical literature).

Culture, language, and art play very important roles in education. Our culture is what makes us special from others and shapes us into good individuals. Only being educated is not education; we should always remain connected with our language, culture, art, and literature.

The New Education Policy aims to bring large-scale transformational reforms in education at both school and higher levels. The policy shifts from education-centric toward Bharat-centric, also emphasizing mother tongue language up to the fifth class. The main objective is to create a long-term impact on nation-building. It also focuses on SDG goal -4, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." The main purpose of this policy is to promote education with culture, art, and language to provide value education. Vocational education and skill development courses are also introduced in this policy. The main focus of this study is to find out the role of culture, art, and language through NEP 2020.

Keywords: Atmanirbhar Bharat, Entrepreneurship, Entrepreneurs, National Education Policy, Self-sufficient



Reviving Indian History and Culture in the Modern ContextArjita Singh, Department of Drawing and Painting, CSJM University, Kanpur

Abstract

The National Education Policy (NEP) 2020 is a significant landmark for India's education landscape, intending to promote holistic development, critical thinking, and strong linkages to the rich historical and cultural heritage of the country. The study examines one specific subtheme of NEP 2020 – Reviving Indian History and Culture in the Modern Context. This paper incorporates how, with the help of experiential learning design, history lessons not only add a visual and interactive dimension but also foster a deep understanding and appreciation of India's rich cultural heritage. Design being multidisciplinary has the potential to fill the gap between traditional knowledge and contemporary learning styles and design methodologies make exploring history and culture more engaging and accessible. This also explains how thoughtful design strategy can add value to curriculum planning, educational resources, and learning spaces and can help educators develop dynamic learning experiences using design thinking that not only familiarizes with facts but also promotes critical thinking, creativity, cultural self-esteem, and resonates with contemporary learning preferences of student.

Moreover, the paper delves into case studies and best practices from other schools that have successfully incorporated design into their history and culture curriculum, showing how this can positively affect student involvement and knowledge retention. This art-integrated, experiential approach will strengthen the linkages between education and culture. To sum up, this paper argues that the National Education Policy 2020 can revive and rejuvenate the study of Indian history and cultural tapestry by embracing design as an essential tool that turns education into a thriving and dynamic process, giving students deep knowledge about their traditions while preparing them for global challenges and converting teaching into a vibrant and dynamic practice that makes learners deeply understand their heritage while preparing for modern issues.

Keywords: Reviving, experiential learning, Multi disciplinary, Engaging, Learning Space, Knowledge Retention



Towards Self-Reliance: A Paradigm Shift in Indian Education through Atmanirbhar Bharat and New Education Policy

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Abstract

Recently, the notion of Atmanirbhar Bharat, or self-sufficient India, has acquired considerable momentum, highlighting the necessity for India to achieve self-sufficiency in multiple domains. To promote creativity, critical thinking, and holistic development, the New Education Policy (NEP), unveiled in 2020, sought to transform the Indian educational













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system. Atmanirbhar Bharat aims to strengthen local communities, encourage indigenous industries, and lessen reliance on imports. This translates into developing a curriculum for education that is not only globally competitive but also deeply ingrained in Indian languages, cultures, and knowledge systems. The NEP supports a multidisciplinary approach, flexibility in curriculum design, and the advancement of regional languages, all of which align with this goal. In addition, the NEP strongly emphasises the value of early entrepreneurship, skill development, and vocational education. These objectives align with Atmanirbhar Bharat's mission to generate a workforce fostering innovation and economic progress. The NEP attempts to close the gap between school and employment by incorporating real-world learning opportunities and business partnerships, encouraging students to be self-reliant and innovative. In addition, the NEP places a strong emphasis on using technology to improve learning results and democratise access to education, supporting the digital infrastructure required to realise Atmanirbhar Bharat's objectives. The NEP seeks to close the digital divide through digital platforms, reach underserved areas, and advance inclusive education.

In summary, the combination of Atmanirbhar Bharat and the New Education Policy offers a revolutionary chance to create a society that is knowledge-driven and self-sufficient. India can produce a generation of empowered people who can propel sustainable development and global competitiveness by implementing a comprehensive education system that places a high value on innovation, inclusivity, and cultural heritage.

Keywords: Atmanirbhar Bharat, New Education Policy, Holistic Development, Innovation, Self-Reliance



Influence of Indian Traditional Culture in the Modern Context

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Abstract

Indian culture is the legacy of social standards, values, morals, and innovations that have long advanced from the thousands, extending from Indus Valley civilization to the display setting within the cutting-edge period. Numerous components of Indian culture, such as soothsaying, Arithmetic, conventional information about medications, otherworldly writings, yoga and meditation, Indian food and India's greenery and fauna, have not been pulled in but too have had significant effects on the Asian subcontinent and other landmasses as well. It is evident from the Covid-19 battle that the Indian Knowledge of plant-based medicines to boost immunity proves effective in saving thousands of lives across the world. This paper aims to shed light on the areas where Indian traditions and culture have been globally accepted and culturally followed due to their scientific and logical significance. The paper also talks about the challenges and prospects of Indian traditional knowledge and culture in the modern context.

 ${f Keywords:}$ Reviving, experiential learning, Multi disciplinary, Engaging, Learning Space, Knowledge Retention



NEP2020: Prospects, Challenges, and Implementation Strategies Impact Of National Education Policy 2020 on Teachers' Emotional Intelligence and Work-Life Balance: A Secondary Data Analysis in Higher Education

Ashish Kumar Upadhyay, Research Scholar, Department of Commerce, Christ Church College, CSJMU Kanpur

Abstract

India has witnessed a consequential legislative evolution in its educational framework with the advent of the National Education Policy 2020 (NEP-2020); focusing on modern issues and conformity to international educational standards, the Government of India unveiled its third educational policy on July 30, 2020. This strategic policy can significantly alter and mould the country's educational landscape in the foreseeable future. The National Education Policy 2020 is a broad framework that attempts to change the Indian educational system. In addition to offering new ideas, the policy statement suggests changes for higher education institutions (HEIs); monitoring the quality of education delivered in the higher education system is vital for an economically rising nation like India, where there is a strong need for highly qualified personnel. The National Education Policy 2020 (NEP, 2020) has significantly reshaped the landscape of the Indian educational system, which has revolutionised pedagogical techniques and restructured the professional dynamics of













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seducators in higher education institutions (HEIs). NEP 2020's regulation's impact on educators' emotional intelligence and work-life balance is a crucial factor that requires careful investigation. This secondary data analysis aims to investigate the effects of the National Education Policy 2020 on teachers' emotional intelligence and work-life balance in higher education because there is a dearth of research focusing on these relationships. It is essential to comprehend how the National Education Policy 2020 will affect teachers' emotional intelligence and work-life balance to protect their well-being and the general standard of education. This research will investigate the main elements of NEP 2020 and examine the potential effects on teachers' work-life balance and emotional intelligence in higher education.

Keywords: Emotional Intelligence, Higher Education, NEP, Teacher's well-being, Work-Life Balance



Reviving Traditions: A Sociological Perspective of Bhitauli in UttarakhandAyushi Dubey, Department of Sociology, University of Lucknow, Lucknow

Abstract

Human migration involves the movement of people from one place to another either with the intention of setting, permanently or temporarily at a new place. Migration is due to many reasons and one among them is due to marriage. When migration occurs due to marriage, on the one hand, new relations and bonds are being developed; on the other hand, one's family and siblings are also missing. The festivals and culture of society help us to strengthen social relations. During festivals, people gather and meet, which not only recharges the social battery but also acts as a catalyst for strengthening social relations. This paper attempts to understand the role of festivals and culture in strengthening social relations and the impact of migration on social relations and its changing conditions. The study is conducted by using both primary and secondary sources. This paper attempts to understand the significance of folk culture and local traditions and how they are important in today's scenario to maintain social order.

Keywords: Culture, Migration, Social Relations, Society, Traditions



NEP2020 and Medical Education of Indian Systems of Medicine: Status, Challenges and Prospectsn

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Abstract

Indian society is proud of its "Unity in Diversity" and is renowned for its rich and varied cultural heritage. The diversity in medical practice, education and health culture is acknowledged by the term "medical pluralism." The National Education Policy (NEP) 2020 strongly focuses on cultivating a deep-rooted feeling of pride in India's rich cultural legacy. The term "AYUSH" is commonly used to refer to the Indian systems of medicine. This paper aims to analyse AYUSH medical education in the context of NEP 2020's overarching mission, which is primarily focused on the comprehensive development of the nation's educational infrastructure. It notes the significant expansion of these systems' educational infrastructure, which as of 2021 accounts for 789 undergraduate colleges with an annual admission capacity of 63477 students. Of these systems, Ayurveda and Homoeopathy account for the largest portion of the educational infrastructure—50% and 41%, respectively, of undergraduate colleges. However, the proportion of other Indian medicinal systems, such as Yoga, Naturopathy, Siddha, and Sowarigpa, in medical education is quite small.

The growth of AYUSH medical education poses challenges in terms of monitoring, regulation, quality maintenance, and recruitment opportunities for the graduating students. So, the paper calls for the government's efforts towards fostering the educational development of these systems, as well as research and development in the field. This could significantly influence the current status and offer better prospects for the development of Indian systems of medicine and health culture.

Keywords: Ayurveda, AYUSH, Indian Knowledge System, Medical Pluralism, Human Resources for Health















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Negative Capability: Through the Lens of Religious Philosophies of the East and the West (Reconditioning Indian Tradition and Culture)

Baljinder Singh, Ph.D scholar (English) in Desh Bhagat University, Mandi Gobindgarh, Punjab

Abstract

This study delves into the captivating theory of "Negative Capability," proposed by the Romantic poet John Keats. Despite Keats's lack of recognition during his time, his theory finds contemporary applicability across diverse fields. The research aims to evaluate the literary significance of 'negative capability,' its manifestation in Keats's letters and poetry, its alignment with Eastern and Western religious philosophies, and its transformative potential through education and meditation, particularly in the context of the National Education Policy 2020.

Keats's focus on the sublime aspects of imagination, form, and style in crafting high-ranking poetry reflects his concern with the poetic process. His life experiences and innate poetic talent shaped his views on poets, poems, and poetry. The theory of 'Negative Capability' emerged from Keats's ability to confront adversity and adverse circumstances, rather than succumbing to them. When applied to the Indian education system and embraced by students from diverse backgrounds, the practice of negative capability, coupled with meditation, can significantly transform lives by imparting the art of tolerance, patience, and stability in navigating life's challenges.

Keats's letters serve as a primary source for understanding his philosophy of the 'silent mind' and 'negative capability.' These concepts align with the state of 'Superconsciousness' in Indian religious philosophy, especially within Yogic practices. The study emphasizes the universality of such techniques present in world religious philosophies, highlighting the concept of 'collective consciousness' that unites humanity.

In modern times, the literary theory of ambiguity and Albert Camus's absurdism inform the study of negative capability. By incorporating this profound concept into the Indian education system, the paper acknowledges its resonance with Indian scriptures, such as Bhagwad Gita, Upanishads, Guru Granth Sahib, underlining concepts like Sthit Prajna, Advaita Vedanta, and Hukam.

Keywords: Culture, Migration, Social Relations, Society, Traditions



Rejuvenating Cultural and Spiritual Ethos in the works of Swami Vivekananda and Sri Aurobindo
*Debpriya Das, Research Scholar, English Department, D.A.V. College
**Dr. Shruti Srivastava, Associate Professor, English Department, D.A.V. College

Abstract

Swami Vivekananda was born on 12th January 1863 and Sri Aurobindo on 15th August 1872. These mystics born in India were the true epitomes of cultural ethnicity. They have always been fascinated by Western notions, but what they applauded more was Eastern vision. These visionaries impacted the entire world globally on cultural grounds. Swami Vivekananda proclaimed that it was one of the oldest civilizations in the world. We are not the generation to worship only idols, but our religion has been propounded from a belief in oneself that is Hinduism. Our rich culture and vibrant past have forced the masses of this globe to follow in the footsteps of our great sages and leaders. Even during the pandemic, we proved that our Eastern visions held supremacy over these Western intentions. Sri Aurobindo's objective was to intrigue the passion of spiritual nationalism and the youth of our country. Today, our significant political leaders are re-energizing both of these notions. These are the vedant concept and the sublime belief in one's country. Whether in the works of Swami Vivekananda-'My India: The India Eternal'- essays on spiritual nationalism, it addresses the entire mass of India to be the global guru in every field, whether in technological aspects or spiritual ecstasy. Reviving Indian history is about exposing the rich values and portraying the world with an Eastern futuristic vision.

Keywords: Ayurveda, AYUSH, Indian Knowledge System, Medical Pluralism, Human Resources for Health













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Skill Development in the 21st Century India: Challenges and Opportunities

Deepika Kumari, Research Scholar, Department of Education, Iswar Saran P.G. College, Prayagraj

Abstract

The present era is facing a paradox as the students coming out of academia find themselves less competent for the industry because they do not have sufficient skills. Skills and knowledge are the prerequisites for any nation's economic growth and social development. A country with higher and better skills deals with challenges effectively and can create new opportunities. It is well acknowledged that the world of work is dynamic and ever-evolving, influenced by technological advancements and disruptions. It is very important to focus on advancing skills relevant to emerging economic development so that India can transform into a knowledge economy and meet the global skill demands. The 21st century is the era of globalization and to match the pace of change, there is a high need for the workforce to be regularly updated, upskilled and upgraded. If we lag, our workforce will soon be obscure, obsolete and ultimately omitted from their workplace. The government is taking various steps to eliminate this situation and emphasizing skill development to prepare the workforce to face the future. Skill development would help reduce the country's unemployment level, as it would help youth acquire the necessary skills for the employment they seek. The present paper aims to review the current status of education, skills development and the challenges of employment opportunities for the young generation.

Keywords: Challenges, Economic Growth, Opportunities, Skill Development, Technological Advancement.



NEP-2020: Prospects, Challenges, and Implementation Strategies ACTUALIZATION OF NEP- 2020 & CHALLENGES FACED BY HIGHER EDUCATION Deepti Shikha, Professor, Department of Chemistry, Brahmanand College, Kanpur, Uttar Pradesh

Abstract

Education is a systematic process through which one acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, and cultured. For a civilized and socialized society, education is the only means. It reduces poverty, boosts economic growth, increases a country's GDP, creates employment opportunities, and improves the health conditions of individuals. Introducing any new policy should not exploit education's current status and development. The National Education Policy 2020 identifies teachers and faculty as the heart of the learning process. An efficient implementation can make any policy a success, while, on the other hand, if the implementation is not exemplary, it might be a colossal disaster. The implementation steps should be more straightforward to incur changes with progress. This review paper highlights the requirements for implementation of NEP-2020 and brings more profound insights into challenges faced by Higher Education.

Keywords: Challenges, Education, Higher Education, National Education Policy, Requirements



Neo-Hinduism and Cultural Renaissance in Contemporary India: A Sociological Perspective Dheeraj Pratap Mitra, Research Scholar, Department of Sociology, Banaras Hindu University, Varanasi

Abstract

In a global context where major countries actively pursue policies to protect their culture, a significant challenge arises for followers of religions such as Christianity and Islam, who often encounter unwelcoming environments in foreign lands. The predicament is notably amplified for adherents of Hinduism, leaving India as the primary sanctuary for safeguarding their cultural and personal interests. Decades ago, Indian intellectuals conceptualized Hindutva, asserting that a person evolves into a true Hindu as awareness of identity and consciousness develops. This ideology gave rise to 'Neo-Hinduism' in India, calling for the reintroduction of cultural elements and restoration of civilizational landmarks like temples, monasteries, ashrams, and cultural centers.

Emphasizing renovation and re-operation, the intelligentsia, especially those educated abroad, interpreted Hindu cultural values with a nuanced blend of Western ideology. This cultural resurgence commenced immediately after India gained independence, symbolized by the renovation of the Somnath Temple. In the contemporary era, exemplified by the Amrit Kaal (Golden Age), the construction and consecration of the Ram Temple stand as a significant manifestation of this cultural revival.













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Ram, considered the ideal personality in Hindu culture, represents not only symbols of Indian values but also serves as the behavioral benchmark for the Indian people. Valmiki's perspective aligns religion with character, embodied by Ram, who demonstrates that ideal character and decisions define religion. The destruction of the temple at Ram's birthplace and the establishment of another religion on the site were viewed as an affront to Indian pride and culture, resulting in a loss of enthusiasm, pride, and religious identity.

This article seeks to comprehend the impact of Neo-Hinduism and cultural renaissance in contemporary India from a sociological perspective, shedding light on the societal transformations brought about by this cultural resurgence.

Keywords: Ashrams, Civilizational Restoration, Cultural Preservation, Hindu Renaissance, Hindu Culture, Neo-Hinduism, Sociological Perspective



Challenges & Implementation of Value Based Education

Deepika Kumari, Research Scholar, Department of Education, Iswar Saran P.G. College, Prayagraj

Abstract

The present era is facing a paradox as the students coming out of academia find themselves less competent for the industry because they do not have sufficient skills. Skills and knowledge are the prerequisites for any nation's economic growth and social development. A country with higher and better skills deals with challenges effectively and can create new opportunities. It is well acknowledged that the world of work is dynamic and ever-evolving, influenced by technological advancements and disruptions. It is very important to focus on advancing skills relevant to emerging economic development so that India can transform into a knowledge economy and meet the global skill demands. The 21st century is the era of globalization and to match the pace of change, there is a high need for the workforce to be regularly updated, upskilled and upgraded. If we lag, our workforce will soon be obscure, obsolete and ultimately omitted from their workplace. The government is taking various steps to eliminate this situation and emphasizing skill development to prepare the workforce to face the future. Skill development would help reduce the country's unemployment level, as it would help youth acquire the necessary skills for the employment they seek. The present paper aims to review the current status of education, skills development and the challenges of employment opportunities for the young generation.

Keywords: Challenges, Economic Growth, Opportunities, Skill Development, Technological Advancement



Challenges and Opportunities of National Education Policy (NEP) 2020

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Abstract

Education improves a person and teaches a variety of skills. It increases intelligence and the capacity to make sensible judgments. Education promotes personal development. Education also contributes to a country's economic prosperity. The "National Education Policy" (NEP) 2020 is the Indian government's first education policy for the twenty-first century. The National Education Policy (NEP) 2020, launched by the Government of India, marks a paradigm change in the country's educational system. The strategy also seeks to enhance teacher education quality, expand the use of online and blended learning, and establish a more student-centred and adaptable education system. However, implementing the NEP 2020 involves several problems, including implementation hurdles, resistance to change, resource allocation, and monitoring and evaluation. It proposes to address the nation's numerous and rising development imperatives. The strategy intends to transform higher education by restructuring and breaking down barriers. NEP 2020 aims to offer universal access to excellent education at all levels, from preschool to higher education, while emphasizing the value of holistic development, flexibility, innovation, and relevance in education. The NEP 2020 intends to address several inadequacies in India's education system, and it is predicted that this policy will help India attain the 2030 sustainable development objective of delivering inclusive and equitable quality education. Overall, the NEP 2020 proposes an ambitious and comprehensive blueprint for the growth of education in India. This paper attempts to highlight the challenges and opportunities in implementing NEP.

Keywords: Challenges, Education, National Education Policy 2020, Opportunities













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Empowering Educators through Technological Literacy: A Focus on ICT in Pedagogical Training Dr. Bhawna Bisht, Assistant professor, NKBMG PG College, Chandausi, Sambhal, MJP Rohilkhand University

Abstract

This research paper investigates the transformative impact of Information and Communication Technology (ICT) on pedagogical training, emphasizing the cultivation of technological literacy to empower educators. Through a comprehensive analysis of existing literature, educational practices, and case studies, the paper explores how integrating ICT into pedagogical training programs enhances educators' proficiency in leveraging technology for effective teaching. The abstract highlights the essential role of technological literacy in empowering educators to navigate modern educational landscapes, fostering student engagement, and preparing learners for the digital era. The study contributes valuable insights to the ongoing discourse on the intersection of ICT, pedagogy, and educator empowerment in contemporary educational settings.

This research paper delves into the intricate relationship between Information and Communication Technology (ICT) and pedagogical training, specifically focusing on nurturing technological literacy to empower educators. In an era of rapid technological advancements, integrating ICT into educational practices has become imperative for fostering a dynamic and effective learning environment. This study aims to provide a comprehensive understanding of how incorporating ICT into pedagogical training programs can enhance educators' proficiency in utilizing technology as a tool for impactful teaching methodologies.

In conclusion, this research paper contributes valuable insights to the broader discourse on integrating ICT in pedagogical training, emphasizing the transformative potential of technological literacy in empowering educators.

Keywords: Communication Technology, Pedagogical Training, Student Engagement



Developing Pilgrimage Tourism for Economic Development and 'Atmanirbhar Bharat' Dr. Kiran Kumari Singh, Associate Professor, Department of Geography, University of Allahabad

Abstract

'Atmanirbhar Bharat' or 'Self-reliant India' Mission is a visionary initiative of the Government of India to bring economic competitiveness and resilience and reduce dependence on other countries. India is a culturally diverse country and culture-based tourism offers tremendous potential for socio-economic development and achieving the goal of 'Self-reliant India'. Tourism generates revenue, creates employment opportunities, stimulates infrastructural development, and improves the local economy. Furthermore, it facilitates intercultural exposure and can help in understanding diverse cultures. In recent times, pilgrimage and spiritual tourism have been found to have a significant impact on the infrastructure and local economy of a place. The present study examines the economic potential of pilgrimage tourism in India. Furthermore, it presents sustainability challenges to India's pilgrimage cities. This paper argues that planned and sustainable development of heritage cities and tourism promotion can fulfil the vision of a 'Self-reliant India'.

Keywords: Atmanirbhar Bharat, Economic Development, Pilgrimage, Tourism



ICT's Role in Pedagogical Training: Empowering Educators New Ways of Learning to the Physics Teacher Through the use Of ICT's Dr. Manisha Bajpai, SVDT GDC Ruri, GanjMuradabad, Unnao

Abstract

Information and Communication Technologies (ICTs) and educational software have been integrated into Physics education due to their ability to simplify abstract content, create interest and improve learning outcomes. Physics allows us to understand the electromagnetic radiation we use to transmit data with fibre optics and satellites and to build computers that interpret those signals and transmit data on the Internet. Physics and technology both constitute science. Physics is the heart and technology is the body of science. The application of the principles of physics for practised purposes becomes technology, e.g. Aeroplanes fly based on Bernoulli's theorem and third laws of motion. Applications Communication physics aims to study and explain how a communication system works. This can be applied in a hard science way via Computer Communication or how people communicate. An example of communication physics is how computers transmit and receive data through











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networks. Many physicists and astronomers work in applied research. They use their knowledge to develop technology or solve problems in energy storage, electronics, communications, and navigation. The advantages of ICT in the education of Physics are that it improves concentration and comprehension, promotes student flexibility and autonomy, encourages critical thinking, facilitates communication between teachers and students, Increases classroom productivity and collaborative work and stimulates motivation. The objective of this article is to perform an article analysis and review of the conceptual aspects of teacher training, the use of ICTs and their implications in teachers' daily work, as well as in the teaching-learning process. Finally, it is concluded to highlight the importance of creating pedagogical dimensions that indicate the training competencies a teacher must have given the new technological tendency.

Keywords: Collaborative Work, ICTs, Pedagogical Dimensions, Physicists, Stimulates Motivation



Role Of Best Practices In Integrating Ict For Empowering Educators

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Abstract

This research paper explores the pivotal role of best practices in integrating Information and Communication Technology (ICT) to empower educators in the domain of education. With the rapid advancement of technology, ICT has become an indispensable tool in modern education, offering innovative opportunities for teaching and learning. However, the effective integration of ICT into educational practices requires the assumption of best practices that line up with pedagogical principles, organisational goals, and the demands of educators and learners. The paper begins by examining best practices in ICT integration in education, emphasising the value of evidence-based approaches and strategies that have effectively enhanced teaching and learning outcomes. Drawing upon an extensive literature review, the paper identifies and analyses various best practices in ICT integration, including professional development programs for educators, curriculum design principles, instructional schemes, and technological infrastructure support.

Furthermore, the paper explores the critical role of guidance in driving the implementation of best practices in ICT integration, highlighting the need for visionary leadership, strategic planning, and effective stakeholder engagement. Additionally, the paper discusses the challenges and barriers associated with ICT integration in education, such as digital divide issues, resistance to change, and inadequate infrastructure, and proposes strategies for reducing these challenges. Through synthesising research findings and case studies from diverse educational contexts, the paper provides insights into the potential impact of best practices in ICT integration on educator empowerment, professional growth, and student engagement. It underscores the transformative potential of ICT-enabled pedagogies in facilitating personalised and collaborative learning experiences, fostering creativity and critical thinking skills, and preparing educators to meet the evolving demands of the digital age. The paper highlights the remarkable adoption and dissemination of best practices in ICT integration to empower educators and enhance the quality of education.

Keywords: Curriculum Design, Digital Divide, ICT Integration, Instructional Strategies, Stakeholder Engagement



National Policy of Education 2020 and Its Impact On Higher Education

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Abstract

Education plays a vital role in the all-around development of an individual. It helps in the socialization of people in the society. The National Policy of Education 2020 came after 34 years and is all set to change the existing academic system of India. The purpose is to establish the international standard of academics in India. Its most significant impact would be the change in the learning environment as well as the learning process of the students, which will open up new learning opportunities. The policy is a comprehensive framework from primary to higher education. It has a framework for vocational training as well. The New Education Policy will increase the focus on the skill development and competency of the students.













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It focuses on making learning more inclusive and flexible, focused on 21st-century skills that will be enjoyable for all students in any age group. The policy aims to transform teaching methodologies, school curriculum and student assessments. However, the education policy has impacted school and school education. Similarly, this paper mostly centres around NEP2020 and its impact on higher education. So, this paper traces the conspicuous elements of NEP and investigates what they mean for the current education system.

Keywords: Education System, Educational Policy, Impact, NEP 2020



Decolonising Local Voices: Role of National Education Policy (NEP) 2020 in Promoting Indian Ethos & Culture

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Abstract

India, which is known across the globe for its philosophy of "Vasudhaiva Kutumbakam", that the whole world is one family, is the home to an abundance of cultural manifestations that have evolved over thousands of years, including artwork, literary creations, customs, traditions, language expressions, artefacts, heritage sites, and more. The National Education Policy (NEP) 2020, unveiled by the government of India on July 29, 2020, puts an enormous emphasis on preserving and promoting the rich cultural heritage as it is crucial to the country's identity and economy. One of the pivotal aspects of NEP 2020 is the promotion of Indian Languages, Arts, and Culture. The aim of this study is to examine the role of National Education Policy (NEP) 2020 in decolonising local voices by promoting Indian ethos and culture. This study critically examines each recommendation of NEP 2020, which gives voices to the people in promoting their culture, literary creations, customs and traditions. It highlights how the new National Education Policy is an antidote to Macaulay's system of education which was designed to colonise our minds. Further, the paper delves into the challenges of implementing those recommendations at the grassroots level. Additionally, the study sheds light on the importance of developing appropriate curriculum, pedagogy and assessment methods that accommodate the Indian ethos and culture in the teaching-learning process in an academic ambience.

Keywords: (NEP) 2020, Decolonisation, Indian Ethos & Culture, Local Voices



NEP 2020: Prospects, Challenges and Implementation Strategies Challenges to Diversity Among Underrepresented Groups in Higher Education in the Implementation of NEP-2020

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Abstract

This paper critically examines the discourse surrounding student and faculty diversity, assessing the extent of improved access to higher education in India. The historical backdrop reveals long-standing diversity initiatives aimed at enhancing access through admission policies, with caste and ethnicity identified as significant sources of disadvantage and marginalization. State-driven diversity and equity initiatives are categorized into access improvement, success in higher education, and promotion of civic learning.

Educational attainment assumes particular importance for Scheduled Castes, Scheduled Tribes, and Denotified Tribes, considering their underrepresentation in higher education relative to India's population. Inequities in income and gender further compound concerns. The percentage of first-generation learners has notably risen, accompanied by increased community engagement, enrollment, and decreased college dropouts and absenteeism. The multiple entries and exits provision under NEP-2020 may address gaps in the education ecosystem, fostering inclusivity and retention of disadvantaged groups.

This inquiry supports academic leadership in fostering an inclusive classroom and environment, aligning with NEP's policies for sustained education regardless of rural, social, income, and gender distinctions. Quality and access challenges persist in the teaching-learning process, hindering efforts to enhance learning outcomes and elevate the education system's standard.













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A flexible curriculum and assessment are imperative for inclusiveness, although concerns about exclusion and resumption of higher education linger, particularly for the most disadvantaged first/second-generation students.

The study, based on qualitative methods, involves reflective observation through online and offline surveys of selected students and faculty in Pune City regarding awareness of institutional autonomy in higher education institutions. Data analysis employed statistical software, and continuous discussions with participants aimed at making them cognizant of NEP 2020 changes. The study concludes that the policy document emphasizes execution and implementation, calling for extensive deliberations with implementing agencies to adopt a right-based approach for the holistic development of underrepresented groups, necessitating an overhaul of the higher education system.

Keywords: Education System, Educational Policy, Impact, NEP 2020



Empowering Youth through NEP 2020: A Roadmap to Tomorrow's Success

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Abstract

The National Education Policy (NEP) 2020 stands as a transformative blueprint poised to empower the youth and pave the way for their success in the future. This comprehensive policy, with its forward-looking approach, seeks to revolutionize the education landscape by fostering holistic development, critical thinking, and vocational skills among students. Through a multidisciplinary and flexible curriculum, NEP 2020 aims to equip the youth with the tools necessary for adaptability in a rapidly evolving global landscape. The policy envisions a student-centric education system, emphasizing experiential learning, research, and creativity. With a focus on technology integration and digital literacy, NEP 2020 aligns education with the demands of the modern world. It addresses societal challenges by promoting inclusivity, equity, and a deep sense of cultural understanding. As the youth navigate the roadmap laid out by NEP 2020, they are poised to emerge not only as academically proficient individuals but also as well-rounded, innovative thinkers ready to contribute meaningfully to society. This policy, with its emphasis on empowerment and skill development, is indeed a beacon guiding today's youth towards a future characterized by success and resilience.

Keywords: National Education Policy, Youth Empowerment, Holistic Development, Experiential Learning, Digital Literacy, Inclusivity and Equity



ICT's Role in Pedagogical Training: Empowering Educators

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Abstract

Information and communication technology (ICT) has transformed pedagogical training by giving educators powerful tools and resources to improve teaching effectiveness and student engagement. This abstract investigates the transformative role of ICT in pedagogical training, focusing on its impact on professional growth and how ICT helps teachers, emphasising the development of digital competency and literacy. Teachers adept at using technology will feel more comfortable navigating the ever-changing educational landscape and will encourage a culture of lifelong learning. The study looks into how teachers' teaching techniques experience a paradigm shift when they adopt digital tools, which increases their efficacy and adaptability. The important role that (ICT) plays in enhancing teachers' pedagogical preparation is examined in this conference presentation. The benefits go beyond the classroom as teachers help shape a digitally aware generation prepared for the challenges of the twenty-first century. The paper's conclusion, which recognises ICT integration's crucial role in influencing contemporary education, calls for further professional development programs prioritising ICT integration in pedagogical training. The idea that information and communication technologies (ICTs) are potent instruments that can improve the calibre and effectiveness of instruction and learning processes is widespread in today's developing nations.











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NEP strongly focuses on instructors completing at least 50 hours of ongoing professional development each year. ICTs are now present in every part of life. ICT use has significantly changed the protocols and practices of practically every kind of enterprise in governance and business.

Keywords: Empowering Educators, ICT, Pedagogical Training



Fostering A Study into Curriculum Adaptations to Accommodate Students with Special Educational Needs in Inclusive Classrooms Settings of the Twenty-First Century

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Abstract

The Present study promotes curriculum adaptations to accommodate students with special educational needs (SwSENs) in inclusive classroom settings of the 21st century. Curriculum adaptation involves implementing differentiation strategies to address every student's unique needs and demands. Modifications might be implemented to the curriculum, instructional methods, resources employed, and physical environment to enhance student achievement within the classroom environment. For the activities chosen, including those designed for groups, the teacher must demonstrate flexibility to gauge the prior knowledge of both small groups and individual students. The following defines the adaptations required across multiple domains to incorporate inclusive teaching methods. Curriculum adaptation is modifying educational programs to accommodate students with different preferred learning methods. Regular, modified, and alternative education programs all include curriculum adaptation as an integral part of their lessons and curricula. The key objectives should be to maximize learning for kids with SENs and to meet their specific requirements. However, there are situations where individualized instruction is the best course of action, such as when a student with SENs would do better in a small group rather than one-onone. Curriculum adaptations refer to permitted modifications implemented within educational settings to ensure equitable access, benefits, outcomes, and levels of achievement for all students. Accommodations and modifications are included therein. Measures are implemented to account for the unique attributes of each neonate, which are contingent upon the specific circumstances and the child. Potential benefits of implementing multi-level instruction include a reduction in the frequency of lesson modifications. By employing differentiated instruction and offering a range of assessment techniques, educators grant students with SENs greater independence in fulfilling the prerequisites and requirements of the educational

Keywords: Fostering, Curriculum Adaptations, Accommodate, Students with Special Educational Needs, Inclusive Classroom Settings, and Twenty-first Century



Self-Awareness and Psychological Well-Being: An Indian Perspective

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Abstract

The ancient Gurukuls of India had a unique education system that focused on holistic development, practical skills, ethics and values. The objective of the ancient education system was to develop not only the student's outer body but also the inner body. The ancient Indian education system has some glorious features not found in any other country. In those times, the education provided to students was mainly focused on enriching culture, character, self-awareness and developing well-being. These traditional methods help students know their true purpose in life and understand themselves. This review paper aims to understand the concept of self-awareness and well-being from an Indian perspective and also tries to know how this concept can contribute to developing proper and purposeful education. Because the purpose of education is character building, instilling a sense of duty, and fostering awareness towards the nation. Having self-awareness is also very important to attain these goals.

It is a systematic review study based on research papers on self-awareness, well-being, and ancient education from the past ten years (2013-2023). The findings are derived from the past ten years of research papers and that awareness of self and well-being can contribute to achieving a real education. The supreme aim of education should be the complete realization of the self.











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It is neither a preparation for this worldly life nor for beyond the life.

Keywords: Self-awareness, Well-being and Ancient education



The Current State of ICT and its Opportunities and Challenges in Promoting Excellence in Education in India

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Abstract

Education requires using information and communication technology (ICT). The way the academic system is designed, operates, and is governed has been altered by ICT. Acquiring knowledge and increasing productivity are more likely when ICT is integrated into the teaching and learning environment. Technology gives children a lot of options, and it also helps instructors see that they have new duties. Numerous strategies used by educators and learners alike in the process of learning will shift as a result of the increasing usage of ICT. According to the report, India continues to face implementation delays, which has led to a further spread of knowledge and digitization. As a result, India may face significant challenges in providing access to ICT facilities. The study concludes that attempts to integrate ICT into educational systems have not had much influence and that ICT functions in Indian schools' education have not yet been generally embraced for teaching and learning processes. This essay explores the role of ICT and obstacles in fostering academic success. ICT in education is a means not just of advancing education but also of the nation's socioeconomic growth. The report recommends that the state and federal governments make an effort to assign and provide ICT-trained instructors to all schools so that students learn about information and communication technologies. They should also keep up with the maintenance of India's equipment and electrical supplies.

Keywords: ICT, Challenges, School education, Opportunities, Challenges



Transforming Modern Education through Ancient Indian Pedagogy Harshita Malviya, Research Scholar, CSJM University Kanpur

Abstract

From the revolutionary invention of 'zero' to the creation of wondrous petroglyphs, from the production of highly intricate crafts to the removal of cataracts and from the profound poetry of Kalidas to the scientific explanation of eclipses, Ancient Indians excelled in every field of knowledge. However, none of this would have been possible without a sound education system and highly developed philosophical ideas of the time. However, with the establishment of modern institutions of learning owing to nearly two hundred years of colonisation, the traditional Indian education system suffered a lot. Though Western learning, over a period of time, has transformed Indian society for good, there are still some severe drawbacks in the modern education system (which owes its origin to Western ideas) that require our consideration. Here, the mention of NEP 2020 is inevitable. To address the contemporary challenges in India and the world, the Ministry of Education established the Indian Knowledge System division in AICTE in 2020, which focuses on employing traditional methods of knowledge primarily based on experience, profound contemplation, rigorous analysis and experimentation.

The primary goals of our traditional education system were to cultivate in people the principles of moral values and ethics, development of their character and overall personality, realisation of their 'self'(atman) and the 'god'(brahman), preservation of country's history and culture and training of their mind and soul to be resilient in the face of challenges. It focuses on the holistic development of a person and the purification of their mind and soul. Unfortunately, these principles have been considerably declined in present-day learning. Contemporary learners often confine themselves to pursuing degrees and securing suitable jobs only, leading to a failure to develop into responsible citizens.

Keywords: Ancient Indian Education System, Indian Knowledge System, NEP 2020, Gurukul System, Modern Education System















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Indigenous Knowledge Systems: Indian Scriptures and Societal Relevance Bridging Wisdom and Modernity: Unveiling Traditional Knowledge Systems and Practices for Contemporary Education Reform Under National Education Policy 2020

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Abstract

This chapter delves into the profound repository of Indigenous Knowledge Systems (IKS) embedded within the rich tapestry of Indian scriptures and narratives. It explores their contemporary societal relevance in the National Education Policy (NEP) 2020 context. The policy aims to integrate traditional Indian education practices into global education and knowledge creation in contemporary contexts.

The chapter begins by unravelling the foundational pillars of Indian knowledge systems, drawing from revered scriptures such as the Vedas, Upanishads, and Puranas. These texts often considered the bedrock of Indian philosophy and spirituality, house a profound understanding of various fields, including science, ethics, governance, and social dynamics.

The chapter delves into the "vada" concept, highlighting its role in fostering a rich intellectual tradition in Indian society. It explores how debates and discussions were integral to ancient educational institutions, promoting critical thinking. The chapter underscores the practicality of integrating traditional wisdom into modern curricula through case studies, emphasizing the interconnectedness of indigenous knowledge with current challenges for a holistic understanding.

The chapter emphasizes the importance of developing critical thinking skills per the New Education Policy. It explores how traditional academic practices around discursive knowledge contribute to cultivating competencies essential for critical thinking. Integrating new and old educational traditions is discussed, highlighting its profound impact on society, culture, and politics. The chapter further analyzes how fostering critical thinking can positively influence the country's intellectual temperament, promoting public discourse, celebrating diversity, driving transformative politics, and advancing contemporary knowledge research and production.

In conclusion, through an interdisciplinary lens, this chapter advocates for the incorporation of Traditional Indian education practices into the educational curriculum as a means to recondition and revitalize Indian tradition and culture, aligning seamlessly with the transformative vision outlined in the National Education Policy of 2020.

Keywords: Indigenous Knowledge Systems, Critical Thinking, NEP 2020, Societal Relevance and Discursive Knowledge



NEP 2020: Prospects, Challenges, and Implementation Strategies Impact of NEP 2020 on Preserving the Cultural Heritage and Traditions of The Indian Tribal Society in Meghalaya

Ms Ibansara Mylliemngap, Assistant Professor, Department of Social Work, Women's College, Shillong North Eastern Hill University, Shillong

Abstract

Meghalaya stands to gain greatly from the National Education Policy (NEP) 2020, which offers a thorough framework for changing the educational system and promoting holistic development. Meghalaya's diverse linguistic and cultural heritage is well-known. This paper's primary goal is to examine the curriculum modifications to protect Indian tribal traditions and culture in the colleges located in Shillong City.

The official capital of Meghalaya state, Shillong, is home to several colleges from where primary data has been gathered. Faculty members' perspectives regarding the recently established NEP 2020 have been gathered through the collection of primary data. Primary and secondary data were gathered from various publicly accessible sources, including journals, publications, and current studies in the field.

Keywords: Education, NEP 2020, Culture















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Persuasion: Enhancing Skills for Happiness and Well-Being in the Globalized EraInsha Rasool, University of Kashmir

Abstract

This paper is submitted to the Seminar on Reconditioning Indian Tradition and Culture through NEP2020: Multilingual, Multicultural and Multidisciplinary Educational Approach and aims to contribute to the sub-theme of Skill Development in a Globalized Era: Imperatives and Significance. Persuasion, the art of influencing thoughts and opinions using compelling arguments and evidence, holds significant importance for personal and professional growth. However, little is known about how persuasion skills can be integrated and enhanced among individuals and groups and what the effects of such skills are on happiness and well-being. This paper, a review-based study, examines the existing literature on persuasion skills from various perspectives, including philosophy, psychology, sociology, and education. We draw insights from the works of Aristotle, Cialdini, Kahneman, and others, as well as from empirical research on persuasion techniques, outcomes, and interventions. Our review reveals a positive association between persuasion skills and happiness among diverse populations, such as students, employees, leaders, and consumers. We also identify strategies and interventions to bolster persuasion skills among individuals, including mindfulness, self-regulation, effective communication, and lifelong learning. These recommendations address the unique challenges faced by individuals across various socio-cultural contexts and contribute to their personal and professional development. We conclude by discussing the limitations and directions for future research on persuasion skills and happiness.

Keywords: Persuasion, Skill Development, Happiness



Fostering Atmanirbhar Bharat: Nurturing Youth for Tomorrow's Trials via NEP from Classroom to Entrepreneurship: Self-Reliant India through STEM Education as Envisioned in NEP 2020

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Abstract

This research paper studies Self-Reliant India as envisioned in National Education Policy (NEP) 2020 through Science, Technology, Engineering, and Mathematics (STEM) education in India. The paper aims to study the effectiveness of NEP 2020 initiatives in preparing students for entrepreneurship. Data was collected through both online and offline surveys from a diverse group of prospective teacher educators and students graduating in STEM majors across the states of Jharkhand and Odisha. The survey comprised questions related to the perceived improvements in STEM education, changes in teaching methodologies and the readiness of students for start-ups and setting up businesses in the STEM field. Research findings suggest a change in the educational approach, with an increased emphasis on practical, application-based learning and interdisciplinary studies. It studies the significance of integrating vocational training with STEM education. The results also indicate challenges in achieving uniform implementation across various educational institutions, mainly in rural areas. The role of NEP 2020 is to transform India's education system and create job givers rather than job seekers in a rapidly evolving job market. Through its analysis, the paper contributes valuable insights into the prospects of NEP 2020 in aligning classroom learning with industry expectations and realizing the vision of Atmanirbhar Bharat (Self-Reliant India).

Keywords: National Education Policy 2020, STEM Education, Entrepreneurship in STEM, Vocational Training Integration, Atmanirbhar Bharat Initiative



Indian Knowledge System, Life Skills, and the Vision of NEP 2020

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Abstract

Indian Knowledge Systems (IKS) refer to the rich and diverse traditional knowledge accumulated over centuries within India's cultural, philosophical, scientific, and spiritual traditions. IKS encompasses a holistic understanding of various domains, including science, medicine, philosophy, arts, and social sciences, often rooted in ancient texts, scriptures, and oral













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traditions. The incorporation of IKS into contemporary education aligns with the vision of promoting a more holistic and culturally sensitive approach. The National Education Policy 2020 in India recognizes the importance of integrating traditional knowledge with modern education to create a more comprehensive and contextually relevant learning experience. Life skills, encompassing a range of abilities necessary for adaptive and positive behaviour, resonate in Indian Knowledge Systems (IKS). IKS provides a cultural and philosophical foundation that inherently promotes the development of life skills. By acknowledging and leveraging the strengths of IKS, educators aim to equip students with a well-rounded education that values indigenous wisdom alongside global perspectives. Integration of life skills with IKS provides a culturally relevant and comprehensive framework for nurturing well-rounded individuals. Recognizing the synergy between life skills and the inherent wisdom of IKS, educators can create learning environments that impart not only academic knowledge but also instil essential skills for navigating the complexities of life. The NEP-2020 catalyzes educational reform, emphasizing a holistic approach that aligns with the broader vision of fostering well-rounded individuals. By examining key components of IKS and life skills, this paper provides insights into how incorporating indigenous knowledge can enhance the educational landscape, contributing to developing socially conscious, adaptable, and culturally competent individuals.

Keywords: Indian Knowledge System, Life Skills, NEP 2020, Curriculum



Educational Renaissance: Understanding the Extensive ICT Impact on India's NEP Landscape
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Abstract

The Educational Renaissance in India, catalyzed by the extensive impact of Information and Communication Technology (ICT) on the National Education Policy (NEP) landscape, marks a transformative era. The NEP, a visionary roadmap, has embraced technological advancements to revolutionize education. ICT integration has democratized access, breaking geographical barriers and reaching remote corners of the country's learning platforms, which have emerged as powerful tools, fostering interactive and personalized learning experiences. The shift from rote memorization to skill-centric education aligns with the NEP's objectives. Virtual classrooms and online resources enhance collaborative learning, nurturing critical thinking and problem-solving skills. ICT has streamlined administrative processes, promoting efficiency and transparency. The digitization of educational records facilitates seamless data management and ensures a more accountable and accessible education system.

Moreover, it aids in monitoring and evaluating the implementation of NEP reforms, fostering a culture of continuous improvement. The advent of Massive Open Online Courses (MOOCs) and digital libraries has democratized knowledge dissemination, making quality education accessible beyond traditional classrooms. This inclusivity resonates with the NEP's commitment to providing equitable educational opportunities. Assessment methodologies have evolved with technology, emphasizing competency-based evaluations over conventional exams. Adaptive learning platforms use data analytics to tailor educational content, addressing individual learning needs and optimizing the learning experience. However, challenges such as the digital divide and the need for teacher training in ICT persist. Bridging these gaps is crucial to realizing the full potential of the ICT-driven Educational Renaissance and ensuring that the NEP's goals of fostering creativity, innovation, and holistic development are achieved across all strata of society. In navigating these challenges, India's educational landscape stands at the crossroads of a promising future, driven by the synergy of the National Education Policy and the transformative power of Information and Communication Technology.

Keywords: Educational Renaissance, NEP, ICT, E-learning



Transformative Shifts: Analysing The Implementation and Impacts of India's National Education Policy 2020 in Higher Education

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Abstract

The National Education Policy (NEP) 2020 is a comprehensive reform initiative undertaken by the Government of India to revamp the country's education system. Envisioned to transform education at all levels, NEP 2020 focuses on key













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areas such as curriculum restructuring, promoting multidisciplinary education, enhancing flexibility, and integrating technology. The policy also emphasises skill development, research, and global exposure, aiming to equip students for the challenges of the 21st century. NEP 2020 represents a significant effort to align India's education system with contemporary needs and foster holistic development. Education is a vital component of a country's progress and development. Since independence, various commissions and strategies have been established to improve the educational sector. NEP 2020 is a creative and innovative proposal to provide quality school education and advanced education to all, assuming comprehensive and examination-based progress. Education plays a crucial role in this situation, and NEP-2020 provides quality advanced education through multidisciplinary colleges and independent schools. This research study aims to determine the impact of new education policies on learners in educational institutions and the relationship between new education policies and higher education. The study uses secondary data from existing literature and articles published in various journals, periodicals, newspapers, and online domains. The topic has the potential for further expansion and has theoretical and practical applications. This article can serve as a valuable perspective for the strategy execution groups of the Government of India.

Keywords: Educational transformation, Higher education, Multidisciplinary education, National education policy, Skills Development



NEP 2020: Prospects, Challenges and Implementation Strategies

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Abstract

The Ministry of Education released the National Education Policy (NEP) 2020. The policy aims to modernize India's educational system to suit the demands of the twenty-first century. The new policy aims to improve the low levels of reading and numeracy in elementary schools, lower the dropout rates in middle and secondary education, and implement a multidisciplinary approach in the higher education system. In addition, the policy emphasizes early childhood care, curriculum and pedagogy restructuring, exam and assessment reform, teacher training, and broadening the basis for teacher evaluation. The National Education Policy (NEP) 2020 aims to give the nation's higher education system and public schools a holistic viewpoint and an all-encompassing framework. To create a new system, this approach suggests amending and reshaping every part of the educational framework, including its governance and regulation. The proposed system is grounded in Indian customs and values, as well as the goals of education for the twenty-first century, including the Sustainable Development Goals (SDGs). Education is believed to be a basic need for people, communities, countries, and groups. On July 29, 2020, the new national education policy 2020 was unveiled. It is a self-proclaimed, historic document. It covers every facet of modern education with an eye toward the future. The National Education Policy 2020 examines the Indian educational system, emphasizing its customs, traditions, morals, and values to actively aid in the nation's transformation into a just, sustainable, and wholesome society. Considering Contributions from numerous academics worldwide in various disciplines, including mathematics, astronomy, metalworking, medical and surgical science, crafts, architecture, yoga, fine arts, chess, and more.

Keywords: NEP 2020, Challenges, Implementation Strategy, Sustainable Development



Indigenous Knowledge System: Indian Scriptures and Societal Relevance Social Application of Vedanta Darshan in the Light of NEP-2020

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Abstract

The basic nature of Indian philosophy has been finding solutions to life's moral and material problems beyond intellectual pursuit. In Indian philosophy, in Purushartha Chatushtaya, Moksha is considered the ultimate goal of life and knowledge is an effective means of attaining Moksha. The supremacy and importance of knowledge have been accepted in













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Indian philosophy like 'Sa Vidya Ya Vimuktaye' and 'Gyanat Paratar Na Hi. Vedanta philosophy is the highest ideology of the Indian knowledge system, reflecting the entire philosophy of India. Advaita Vedanta is the theory of the unity of soul and Brahma and considers the world mere appearance. Among the main principles of Vedanta, Brahma Satyam Jaganmithya, Eko Brahma Dvitio Nasti, Aham Brahmasmi, Tatvamasi etc. are prominent.

The NEP 2020 paves the way to establish coordination among modern technical knowledge, morality and spirituality while remaining connected to the glorious Indian knowledge system to strengthen the foundation of the golden India of the future. The NEP 2020 has placed elements like Equity, accessibility, quality, affordability, accountability, unity and integrity of knowledge, development of morality and human values, and uniformity as its fundamental principles in light of the rich heritage of Indian knowledge and thought.

The finest point of the Indian knowledge system is Vedanta, and the most sophisticated form of Vedanta can be considered Advaita Vedanta. In Advaita Vedanta, the question of inequality is separated from the uniformity of Brahma and Jiva in the light of the Indian knowledge system. Vedanta presents a purely Indian problem-solving approach to achieving the constitutional goals of Equity, liberty, fraternity and justice. In the present value crisis, Vedanta discusses moral knowledge and emphasizes self-control. Self-control and self-discipline are what the present Indian young generation probably needs the most.

Keywords: Vedant, Brahma, Jiva, Accessibility, Indian Knowledge System, Purusharth Chatushtya, Equity



Harmony in Diversity: Exploring the Essence and Impact of Interdisciplinary Studies Laishram Sushil, Research Scholar, Department of Fine Arts, Tripura University Suryamaninagar

Abstract

Interdisciplinary study involves multiple academic disciplines and brings multiple dimensions into one activity. When several disciplines have studied one particular issue, It also brings multiple ways to solve the problem—interdisciplinary integration of different disciplines' information, data, methods, tools and concepts. Different parts of knowledge are related to different disciplines. The main objective of the Interdisciplinary study is to integrate the relevant knowledge of different disciplines.

Interdisciplinary practice gives explicit information about the subject, themes and issues. It brings balance among the different disciplines. Interdisciplinary has its value as it promotes innovative ideas, broadens perspective to discipline and tackles the complex problem of disciplines.

Keywords: Explicit, Integration, Interdisciplinary, Relevant, Perspective



Implementation Challenges of National Education Policy 2020

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Abstract

The goal of the National Education Policy (NEP) 2020 is to modernize, advance, and equalize India's educational system. It is a comprehensive reform policy to transform India's education system, focusing on holistic and multidisciplinary education, experiential learning, technology integration, and skill development. It is a comprehensive policy document that outlines the vision and roadmap for developing the education system in India. The NEP 2020 is the first major reform in the education sector in India in over three decades, and it aims to transform the education system to meet the needs of the 21st century. It covers all stages of education, from preschool to higher education, and it proposes significant changes in the education system, focusing on universal access, equity, quality, multidisciplinary education, vocational education, research and innovation, autonomy, and accountability. The NEP 2020 focuses on reducing the curriculum content to make space for critical thinking and in turn, develop individuals with 21st-century skills instilled in them. Hence, all aspects of the curriculum and pedagogy need to be restructured to attain these goals. While focusing on various facets of education, the policy also tries to bridge the gap between education and technology. One of the key highlights of NEP 2020 is the decision to make mother













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tongue or regional language the medium of instruction up to Class 5. The challenges in successfully implementing these changes include modifying the curriculum under the National Curriculum Framework. Also, educators must rethink the learning content and modify the textbooks accordingly. However, implementing the policy faces challenges such as inadequate capacity, resources, and infrastructure. The NEP 2020 aims to address various gaps in India's education system. Through this policy, India is expected to achieve the sustainable development goal 2030 by ensuring inclusive and equitable quality education.

Keywords: NEP 2020, Challenges, Strategies, Curriculum, Implementation



Integration of Tribal Indigenous Knowledge in School Curriculum and NEP 2020

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- **Assistant Professor, Dept. of Education, Dr. Harisingh Gour Vishwavidyalaya Sagar (M.P.)

Abstract

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. The right kind of relevant knowledge can transform the individual's life towards betterment and lead to their well-being. Tribal knowledge in India represents the rich and diverse traditional wisdom held by indigenous communities across the country. This knowledge is deeply rooted in the cultural, ecological, and social fabric of various tribal groups and has been passed down through generations via oral traditions, rituals, and practices. This NEP 2020 vision includes an immensely significant aspect of inculcating Indigenous traditional knowledge (ITK). Indigenous Traditional Knowledge (ITK) is an integral part of the culture and history of a local community. It has evolved through many years of regular experimentation on day-to-day life and available resources surrounded by the community. It is the unique, traditional, local knowledge existing within and developed around the specific conditions of men and women indigenous to a particular geographical area. Integration of Tribal Indigenous Knowledge into school curricula can create a culturally rich, inclusive, and transformative educational experience aligned with the vision of NEP 2020. Preserving and integrating this knowledge into contemporary practices can contribute to India's cultural diversity and sustainable development efforts. Efforts to respect, document, and incorporate tribal knowledge should be undertaken with sensitivity and collaboration, respecting the autonomy and rights of tribal communities.

Keywords: Tribal Indigenous Knowledge, Curriculum, NEP 2020, Sustainable Development



Fostering Atmanirbhar Bharat: Nurturing Youth for Tomorrow's Trials via NEP Reaping the Benefits of Demographic Dividend: A way to Atmanirbharta Mayank Bhardwaj, PhD Research Scholar, Department of Education, University of Delhi

Abstract

The Hon'ble Prime Minister of India, Sh. Narendra Modi gave a clarion call for "Self-Reliant India," emphasising the significance of a vibrant demography as one of its five pillars. India, currently endowed with a substantial and youthful population imbued with innovative ideas and enterprising spirit, is assured to leverage its demographic dividend. As of 2022, over 65% of the population is under 35, and over half falls within the working-age group of 15-59 years. This demographic advantage presents a valuable workforce that contributes to economic growth. However, implementing efficient structures and mechanisms for quality education, skill development, and critical thinking abilities is crucial to maximise these benefits. India has heralded in Amritkaal a golden opportunity for our youth to leverage their capabilities and transform India into Viksit Bharat. Therefore, it becomes important that we strive to remove all the barriers the youth faces regarding progress. Creativity coupled with opportunities will provide an ideal platform for intensifying the efforts towards self-reliance.

National Education Policy (NEP-2020) is a visionary document that intends to bring transformative changes in existing educational structures and processes by highlighting the importance of holistic and inclusive education, introducing a multidisciplinary approach and thus combining STEM, humanities and the social sciences, vocational training, and stakeholder collaboration. Emphasis has been laid on foundational literacy and numeracy, introducing coding and advanced concepts like artificial intelligence and extensive data analysis.













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To democratise learning and make it affordable and accessible for students across the length and breadth of the country, the government is actively implementing digital initiatives such as PM eVIDYA, DIKSHA, Swayam Prabha TV channels, and Shiksha Vani, offering diverse educational content to cater to various learning styles. Moreover, in rural areas, the government is working towards connecting schools through Fibre to Home (FTTH), ensuring even remote locations have access to educational resources. This comprehensive approach aims to unlock the full potential of India's young population, capitalising on the demographic dividend and paving the way for a self-reliant and innovative future.

Keywords: Demography, Atmanirbhar Bharat, Quality Education, NEP 2020, Multidisciplinary approach



NEP2020: Prospects, Challengers, and implementation strategies Ms. Meenakshi, Assistant Professor, Sociology, CSJM University, Kanpur

Abstract

The new education policy 2020 that the union government approved on July 29, 2020, intends to make substantial reforms in India's school and higher education system and bring about an inclusive, multidisciplinary, and holistic approach to learning. A comprehensive policy document, the NEP 2020, addresses aspects of education covering early childhood education, care, schooling, and higher education. Despite its promising goals, implementing NEP 2020 in school education faces challenges, such as a shortage of trained teachers, inadequate infrastructure, lack of funds, and resistance to challenges. This research paper aims to study the challenges and potential solutions to implementing the NEP2020 in school education in India. The paper highlights the importance of effective capacity-building for teachers through a literature review. The study concludes that the successful implementation of the NEP 2020 in school education in India will require substantial effort and collaboration from all stakeholders, including the government, educators and the community.

Keywords: Challenges in The National Education Policy 2020, National Education Policy 2020, School Education, Implementation of NEP 2020



Nurturing Resilience: Enhancing the Educational Experiences of the Missing Community Learners with Indigenous Flood Adaptive Knowledge

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Abstract

The Missing community in Assam faces significant challenges due to floods and land erosion on the river island of Majuli, affecting their economy, livelihood, socio-cultural, and educational spheres. The most significant impact is in education, where yearly flooding disrupts the functioning of government schools. Since education plays a pivotal role in shaping society's understanding and response to climate change, by incorporating the flood-adaptive knowledge of the Mising community into the curriculum, we can equip future generations with the tools and insights necessary to tackle the challenges posed by floods and other climate-related disasters. To address this, the paper explores the educational experiences of eighth-standard students from the Mising community during flooding and proposes integrating local knowledge and practices into the education system. The study uses a qualitative research paradigm, conducting semi-structured interviews and observations to understand the challenges these learners face and how their learning is affected during such times. The study also aims to identify ways indigenous knowledge and practices can be incorporated into the curriculum to make education more relevant and resilient for the Missing community in Majuli. The findings revealed the challenges Missing learners face in accessing education during flooding. They highlighted the importance of incorporating the flood-adaptive knowledge of the Mising community into the curriculum to ensure continuous education during and after floods and empower students to become active participants in climate change mitigation and adaptation efforts.

Keywords: Nurturing Resilience, Enhancing Educational Experiences, Mising Community, Learners, Indigenous, Flood Adaptive Knowledge















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Breaking Educational Barriers: Analysing the Inclusive Pedagogical Framework of NEP 2020 for Achieving Equitable Access to Education

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Abstract

This research explores the transformative dimensions of India's National Education Policy (NEP) 2020, specifically investigating its inclusive pedagogical framework and impact on dismantling educational barriers. The study provides a nuanced examination of NEP 2020, considering its intersection with the Rights of Persons with Disabilities Act, 2016 (RPwD Act), the crucial role of teachers, pedagogical advancements for Persons with Disabilities (PWDs), technology-supported teaching, professional education, and the Gender-Inclusion Fund aimed at providing equitable quality education for all girls and transgender individuals. NEP 2020 sets the stage for a holistic approach to education, emphasising inclusivity across various dimensions. The study critically analyses the alignment between NEP 2020 and the RPwD Act, shedding light on how the policy addresses the unique needs of PWDs. Furthermore, it examines the pivotal role teachers play in implementing inclusive pedagogies and fostering an environment that accommodates diverse learning styles. The research delves into pedagogical advancements tailored for PWDs, exploring innovative approaches and technologies that support inclusive teaching practices. It investigates the implications of technology in creating accessible learning environments and promoting a more inclusive educational experience.

Additionally, the study examines the impact of NEP 2020 on professional education, emphasising the need for teacher training programs that equip educators with the skills and knowledge to implement inclusive pedagogies effectively. A notable aspect of the research is the examination of the Gender-Inclusion Fund, highlighting its role in ensuring equitable quality education for all girls and transgender individuals. The study also discusses the influence of PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), the proposed framework for student assessment under NEP 2020. By amalgamating these diverse dimensions, this research contributes to the ongoing discourse on inclusive education, offering insights and recommendations for policymakers, educators, and stakeholders striving to create a truly equitable and inclusive educational landscape in India.

Keywords: Inclusive Education, NEP 2020, Rights of Persons with Disabilities Act (2016), Teacher Roles, Pedagogy, PARAKH



Scientific Attitude in Students with Hearing Impairment at the Secondary Level Neelesh Kumar, Research scholar, Dept. of education, CSJM University, Kanpur

Abstract

Science education must become an integral part of school education. Ultimately, some study of science should become a part of all courses in the humanities and social sciences at the university stage. The quality of science teaching must also be improved considerably to promote a deep understanding of fundamental principles, develop problem-solving and analytical skills and promote the spirit of enquiry and experimentation. Kirk & Gallagher (1986), "When youngsters in the same classroom are remarkably different, it is difficult for the teachers to help them reach their educational potential without assistance. The help the schools devise for children who differ significantly from the norm is called special education". The study aims to know how much Curiosity, Humility and Scepticism are present in deaf children. People may have different views and attitudes about science education. Whether or not a person accepts science as a source of development depends on his attitude. The research design used for the study was descriptive in nature. Here, we are using random sampling. We select the sample of deaf schools in the Lucknow district. After proper analysis and interpretation, data findings will be drawn and given in proper form. A suggestion is given for further research, and suggestions for studies in the field of research shall be given.

Keywords: Curiosity, Skepticism, Humility and scientific Attitude













Organizers



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NEP 2020: Prospect, Challenges, and Implementation Strategy New Education Policy 2020: Impacts and Challenges in Higher Education in India Kumar Neeraj, Research Scholar, Dept. of Political Science, Patna University, Patna

Abstract

New Education Policy 2020 is a comprehensive policy introduced by GOI in 2020, which is the third major revamp of the Indian education system framework after two previous education policies of 1968 and 1986. Education is fundamental to achieving full human potential, developing an equitable and just society, and promoting national development. Keeping in sight the agendas reflected in Goal 4 of SDG 2030, which was adopted by India in 2015, seeks to "ensure inclusive and equitable quality education and promote lifelong opportunities for all" by 2030 and achieving this critical target, the need arises for the entire reconfiguration of the education system in India. Rapid advancements in technologies such as big data, machine learning, and artificial intelligence worldwide have created a niche for a new set of skills for the workforce to meet the evolving demands. The need of the hour is a new strategy to tap into India's demographic dividend successfully. NEP 2020 has emphasized the overall development of students by ensuring access, quality, equity, relevance, and a renewed focus on foundational learning.

This paper provides a comprehensive overview of NEP 2020, including its strengths and weaknesses and the challenges that may arise during its implementation at ground zero. Additionally, this paper examines the current state of Indian higher education and presents a comparative analysis of the changes that will be introduced by NEP 2020. It discusses the various impacts and challenges NEP 2020 has in India's higher education field.

Keywords: NEP 2020, SDG 4, Indian Higher Education system, Demographic Dividend, Implementation Challenges



Role of Culture, Language and Art: NEP 2020 Nitika, MA (Education)

Abstract

The identity of any country is known by its culture, language, and art. India is a prosperous country in culture, language, and art. We have inherited our culture thousands of years ago as our heritage. Indian literature, which has its origin from ancient times, has been exemplary all over the world. The first ancient literature was Sanskrit Sahitya, which included Rigveda, Ramayana, and Mahabharat, written in the 1st millennium BCE. The culture of India can also be seen in its ancient universities (such as Nalanda, Takshsila, Vikramsila, etc.), temples, and monasteries. Every year, millions of people from all over the world partake in and enjoy tourism, experience the hospitality of India, participate in festivals and yoga, and get influenced by India's uniqueness (Handmade clothes, music, art, classical literature). Culture, language, and art play vital roles in education. Our culture makes us unique from others and makes us good individuals. Only being educated is not education, we should always remain connected with our language, culture, art, and literature. The New Education Policy aims to bring large-scale transformational reforms in education at both school and higher levels. The policy shifts from education-centric to Bharat-centric, emphasizing the mother tongue language up to the fifth class. Its main objective is to create a long-term impact on nation-building. It also focuses on SDG goal -4, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". The primary purpose of this policy is to promote education with culture, art, and language to get value education. Vocational education and skill development courses are also introduced in this policy. The main focus of this study is to find out the role of culture, art, and language through NEP 2020.

Keywords: Culture, Education, languages, Heritage, Literature



Multidisciplinary Approach in the Light of NEP 2020

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Abstract

A well-defined, well-planned and progressive education policy is necessary for every country because education is the cornerstone of economic and social progress. Considering their respective traditions and cultures, different countries adopt varied education systems. The Union Cabinet of India approved the National Education Policy (NEP) on July 28th, 2020.













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After a gap of 34 years, the Indian government consolidated feedback from 2.5 lakh village-level stakeholders to two national parliamentary-level committees over more than 50 months of consultations and workshops. However, the extent to which the policy has incorporated recommendations remains to be discovered. Amid multiple op-eds and commentaries about the NEP, the National Education Policy envisages that education should be completely multidisciplinary and that students should be provided with education that includes all subjects. In such a situation, knowing about those aspects mentioned in our National Education Policy is necessary for multidisciplinary education. Noteworthy is the presented research paper, which shows how the concept of multidisciplinary and holistic education was made possible through the National Education Policy. What are the challenges in the multidisciplinary education system, and what are the ways to accomplish them? Their detailed mention has been made through the presented research paper. Which is entitled MULTIDISCIPLINARY APPROACH IN THE LIGHT OF NEP 2020.

Keywords: Multidisciplinary Approach, National Education Policy 2020, Challenges of multidisciplinary Education Approach



Stimulating Atmanirbhar Bharat Accompanied by NEP to Devise Youth for Hereafter Challenges Nidhi Prakash, Research Scholar, Banasthali Vidyapith

Abstract

A curriculum is a structured plan that communicates the fundamental aspects of an educational program. It contributes to Specific objectives and a systematic approach, which is crucial for effective curriculum design and management. Curriculum evaluation is an ongoing process involving constant observation, measurement, and reporting at all stages of development. The goal is to identify areas that need improvement and implement corrective measures promptly. The New Education Policy (NEP) Curriculum emphasizes the importance of contextual designing in education. Multilingual aspects of instructional material design are highlighted, acknowledging the diverse linguistic landscape of India. NEP aims to transform the teaching and learning process, promoting inquiry, discovery, analysis, and critical thinking, which, as a significant shift, is essential for preparing students to navigate the complexities of the modern world. The need for a proactive approach to education is emphasized, especially in times of crisis like the pandemic. Planning changes in teaching, learning, examination, and assessment is crucial to ensure resilience and Atmanirbhar in the education system. This paper explores paradigms related to how a curriculum can address various issues and the considerations for technology integration, skill development, and adaptability to changing circumstances. In conclusion, the significance of context-aware curriculum design and the necessity for continuous evaluation and adaptation. The focus on fostering critical thinking and preparing students for future challenges aligns with the broader goals of educational reform, leading to Atmanirbhar youth in Atmanirbhar Bharat.

Keywords: Curriculum, National Education Policy, Curriculum Design Process, Atmanirbhar Bharat



Empowering Rural Communities through Skill Development: A Pathway to Sustainable LivelihoodsNiraj Kumar Prajapati, ICAR- Indian Institute of Vegetable Research, Varanasi, U.P.

Abstract

The skill development of rural people is critical in fostering sustainable development, enhancing livelihoods, and bridging socio-economic disparities. This abstract explores the multifaceted dimensions of skill development initiatives targeted at rural communities, emphasizing their pivotal role in unlocking the latent potential of these populations. In the face of evolving global challenges, empowering rural individuals with diverse skills not only facilitates personal growth but also contributes significantly to community resilience and economic prosperity. The various strategies and interventions implemented globally to address the unique challenges faced by rural populations. It delves into the importance of tailoring skill development programs to align with rural areas' specific needs and contexts, considering factors such as local economies, cultural nuances, and environmental sustainability.

Furthermore, the socio-economic impact of skill development initiatives on rural communities is examined, emphasizing how enhanced skills lead to increased employability, entrepreneurship, and overall community well-being. The abstract also discusses the importance of collaboration between governments, non-governmental organizations, and private













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sectors in creating a conducive ecosystem. In conclusion, this abstract advocates for a holistic approach to skill development for rural people, emphasizing the integration of education, technology, and community participation. By fostering a culture of lifelong learning and skill acquisition, rural communities can break the cycle of poverty, empower their residents, and contribute meaningfully to the larger narrative of global sustainable development.

Keywords: Empowerment, Rural Communities, Skill Development, Sustainable Livelihoods



Teachers' Role in Blended Learning: A Theoretical Analysis on the Perspective of NEP 2020

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Department of Education, Indira Gandhi National Tribal University, Madhya Pradesh

Abstract

"The teacher's place in society is of vital importance. He is the pivot for transmitting intellectual traditions and technical skills from generation to generation and helps keep the lamp of civilization burning."_Dr. S. Radhakrishnan

In this age and the world of technological advancement in the 21st century, teacher education is significant in developing a pool of educators who resolve to mould the future generation. Teacher willingness is a multidisciplinary activity that necessitates the construction of temperament and values and the improvement of practices under the guidance of the most excellent mentors. NEP 2020 promulges that teachers shape our children's futures and, thus, the upcoming success of our nation. More importantly, the teaching profession lacks clarity on what is expected of blended learning and competencies in using ICT tools. The blended learning process suffers from a lack of transparency and skills. The main agenda of this paper is to study the teachers' role and argue the challenges and opportunities of blended learning in education from the perspective of National Education Policy 2020. Through blended learning, teachers can ensure inclusive and equitable quality education for the students. All teacher education programmes (TEP) must be conducted inside amalgamated multidisciplinary institutions since teacher education necessitates multidisciplinary inputs as well as education in high-quality content and pedagogy. Therefore, blended learning is a medium with the help of which students can improve the quality of education as well as develop the skills of teachers in the teaching and learning process. The study needs to explore the future possibilities and more comprehensive implantation of blended learning in multidisciplinary education sectors in India.

Keywords: Blended Learning, Multidisciplinary Perspective, NEP 2020, Teacher Education, Teacher's Role, Quality Education



Internationalization of Higher Education in Context of National Education Policy 2020 Dr. Pratibha Yadav, Faculty of Education, Juhari Devi Girls PG College, Kanpur (UP)

Abstract

In today's modern scenario, day by day, new outcomes in every aspect of human life at the global level have affected the educational system worldwide to face challenges observed for humanity. Now, the integration of technological innovations along with the educational system has removed different barriers of distance, time, language, resources, manpower and many more among learners and teachers. In India, the National Education Policy (NEP) 2020 is in the early implementation stage, exploring the educational system according to modern needs at every level, i.e. from elementary to higher education. NEP 2020 has promised to maintain Global standards so learners can achieve their perspectives. The current article explores the Internationalization of Higher Education according to the NEP 2020 vision in a more transformative and effective manner via exchanging educational expertise, keeping Equality, Quality, Affordability and Accountability in mind. It is accomplished with multiple strategies to generate a global mindset among learners and teachers to improve global ranking with pride in being Indian. It also explores processes like credit recognition, the Global Citizen approach, ICT integration, Academic and research collaboration and many more. A particular focus is strengthened on monitoring and assessment of higher educational institutions. Some typical drawbacks like privatization, data security, ethics, and social and cultural values issues may be reflected in the internationalization of Higher Education. No doubt, internationalization in higher education will open many attractive directions for innovations and developments at a global level, but careful monitoring and assessment processes should follow its implementation.

Keywords: NEP, ICT, Higher Education, Internationalization













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Impact of Information and Communication Technology in Education and Social Life

Dr. Praveen Kumar Jha & Dr. Ratikanta Dash Associate Professor, Magadh University

Abstract

Education is the most powerful instrument to change the world and the approach towards thinking, working and exploring the world with innovative ideas. Technology has brought drastic change in every field and the lives of humans have become more accessible, more comfortable, and prosperous. Man is a social animal and life changes daily; the modern era is changing with innovation, entrepreneurship, skill development and advanced technology. The ICT has brought rapid changes in education and social life. Online education is available for everyone; the teacher, educator, mentor and guide are always available. Study material is available everywhere in the form of eBooks, notes, audio videos, YouTube, online study apps, etc. Now that life is easier than ever, this paper presents the role of ICT in education and social life. ICT is essential in modifying and modernizing present-day learning and educational systems. Like Information technology, ICT is another technology that helps people access information.

Keywords: NEP 2020, Teacher Education, Quality Education



Applications of Theories and Practices to Learn English Vocabulary Online

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Abstract

Learning vocabulary is essential to improving English fluency, which aids in better communication while writing and speaking. More importantly, it needs to be acquired using different techniques and strategies. Krashen (1989) recommends reading to improve vocabulary skills similarly. Similarly, the other receptive listening skill could contribute significantly to building vocabulary. However, suggesting a single strategy for learning important and specialised vocabulary words may not be pragmatic. Currently, language trainers are in a precarious scenario to teach vocabulary words to students in class as the pressure of hectic schedules overwhelms them and they focus on completing the essential syllabus rather than giving them more opportunities to express themselves in class to improve learners' communicative skills. One solution is to make online resources available for students. Importantly, NEP (2020) stresses innovation in integrating technology into education. Institutes could invest prudently so that language learners are provided with an opportunity in the form of autonomous learning in which learning essentially happens at their homes or outside the classrooms. This means classrooms could be converted into places where practice is implemented. This enables teachers to facilitate language learning sessions that promote active class participation. This paper explores the learning strategies to improve vocabulary learning online and online content creation to learn vocabulary words with the aid of learning theories.

Keywords: Online Vocabulary Learning, Vocabulary Learning and Learning Theories, Vocabulary Learning and Autonomous and Self-Learning



Beyond Academics: Nurturing Self-Discovery in Holistic Education According to J. Krishnamurti Priya Baliyan, Research Scholar (Ph.D.), Department of Philosophy and Religion, Faculty of Arts, BHU

Abstract

J. Krishnamurti, a renowned philosopher and world teacher, expressed his deep concern for education. He believed that the current system, which is based on merits, promotes fear and sets patterns, depriving students of the ability to think innovatively, creatively, and critically. Krishnamurti argued that this system is designed in such a way that it promotes a rat race and creates mental slaves who do not think in their own way and do not observe and inquire. This fragmentation allows for the flourishing of wrong values such as money, power, and prestige. Krishnamurti argued that education is not only about economic gain but also empowers individuals by fostering understanding, scientific attitude, critical thinking, problem-solving, and decision-making. He believed that education should not only lead to economic gain but also to a wholeness of











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personality. Krishnamurti proposed 'Right education', which he believed understood the significance of life as a whole and helped individuals be true to themselves. It aimed to create the right environment for children to develop fully as complete human beings, allowing them to flourish in love and goodness. His contribution to alternative education in India and abroad is unforgettable. This study aims to address the prime concerns of present education from Krishnamurti's perspective, tracing the roots of his philosophy of life and educational philosophy and assessing his contribution to alternative education.

Keywords: J. Krishnamurti, Education, Critical Thinking, Self-discovery



Gearing Up for the Future: Exploring the Role of ICT in Pedagogical Training

Dr. Priyanka Gaur, Assistant professor, Department of Economics, Government Degree College, Gosainkheda Unnao, UP **Abstract**

Technology has come a long way, from dusty chalkboards to interactive whiteboards, and it is revolutionizing the field of education. The integration of Information and Communication Technologies (ICTs) has become increasingly significant in pedagogical training. Teachers are no longer confined to traditional teaching methods but have access to a whole new world of possibilities through technology.

The rapid advancement of technology has revolutionized various aspects of our lives, including education. Information and Communication Technologies (ICTs) have emerged as powerful tools for enhancing pedagogical training and empowering educators in recent years. As traditional teaching methods evolve, incorporating ICTs into pedagogical training programs has become imperative to equip educators with the necessary skills and knowledge for the digital age. This article explores the role of ICTs in empowering educators and highlights the key benefits, effective strategies, challenges, and future trends in ICT integration within pedagogical training programs. Understanding the significance of ICTs in education is crucial in harnessing their potential to transform teaching and learning experiences, ultimately leading to more effective and engaging education practices.

Keywords: ICT, Pedagogical Training, Opportunities, Challenges, Virtual learning



Indigenous Knowledge Systems: Indian Scriptures and Societal Relevance Indigenous Knowledge of India: Relevance and Resurrection

Priyanshi Tripathi, Research Scholar (Social Work), Department of Sociology, Banasthali Vidyapith Tonk, Rajasthan

Abstract

India, a subcontinental-sized country, is rich in history, culture and philosophy. The rich traditional heritage of India finds exquisite expression in the numerous Indian scriptures and knowledge systems that have been endowed to us by the erudite scholars of ancient times. The appeal of these scriptures and their knowledge has defeated the cycle of time and continues to inspire, guide and enlighten the modern generations of India and worldwide. Ancient Indian knowledge is present in almost all areas of life such as Yoga, meditation, philosophy, art, architecture, astrology, cosmology, etc. Today, these are being explored by scientists, researchers and people who are interested in finding their relevance in solving the challenges being posed by the globally connected societies of modern times. Youth in modern societies find refuge in the ancient knowledge of India, assisting and empowering them to navigate through the miseries and challenges that baffle them during the various stages of their lives.

Keywords: Indian Culture, Scriptures, Indigenous Knowledge, Modern Times, Philosophy



Experiential Learning and Skill Development in A Globalized Era: Imperatives and Significance

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**Head & Dean, Dept. of Education, BBAU

Abstract

In the contemporary globalized landscape, characterized by rapid technological advancements, interconnected economies, and diverse cultures, the traditional approach to education and skill development is undergoing a paradigm shift.













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Experiential learning, as an educational methodology, emphasizes hands-on, real-world experiences to acquire knowledge and skills. In a globalized world, where traditional boundaries are diminishing, this approach becomes imperative to bridge the gap between theoretical understanding and practical application. The significance of experiential learning lies in its ability to prepare individuals for the challenges and opportunities presented by a complex, interconnected, and rapidly evolving global environment. One key imperative of experiential learning is its capacity to foster a holistic skill set beyond theoretical knowledge. This holistic approach is crucial in developing adaptability, critical thinking, problem-solving and effective communication skills - competencies essential for thriving in a globalized workforce.

Moreover, experiential learning encourages cross-cultural understanding and collaboration, promoting an indispensable global mindset in today's interconnected world. The present paper explores the imperatives and significance of experiential learning in the context of skill development within this dynamic globalized era. As education and skill development become increasingly pivotal in the globalized era, institutions, employers, and policymakers must recognize the transformative potential of experiential learning. Initiatives that integrate experiential learning into curricula and professional development programs can contribute significantly to cultivating a skilled and adaptable workforce capable of navigating the challenges and harnessing the opportunities of our interconnected world.

Keywords: Education, Skill Development, Experiential Learning, Globalized Era, Opportunities



Skill Development in The Globalised Era: Imperatives and Significance Shivangi Singh (Research Scholar) & Dr. Ravindra Bhardwaj (Assistant Professor)

Department of Business Management & Entrepreneurship, Dr. Rammanohar Lohia Avadh University, Ayodhya

Abstract

In the globalised era, skill development has become an imperative for individuals, organisations, and nations. The rapid pace of technological advancements and the changing nature of work have made it essential for individuals to continuously upgrade their skills to remain relevant in the job market. Organisations also need to invest in the skill development of their employees to enhance their productivity and competitiveness. At the national level, skill development is crucial for economic and social development. This paper examines the imperatives and significance of skill development in the globalised era, exploring its multifaceted dimensions, challenges, and potential solutions. Data analysis and literature review shed light on the evolving nature of skills demanded by the global economy, the impact of globalisation on skill requirements, and the role of education, technology, and policy in fostering skill development. The significance of skill development in the globalised era can be seen in the increasing demand for skilled workers in various IT, healthcare, and manufacturing sectors. The shortage of skilled workers in these sectors has led to a skills gap, a significant challenge for organisations and nations. Skill development initiatives such as vocational training, apprenticeships, and online courses can help bridge this gap and provide individuals with the necessary skills to succeed in the job market.

Moreover, skill development is also essential for entrepreneurship and innovation. Entrepreneurship has become a key driver of economic growth and job creation in the globalised era. However, successful entrepreneurship requires various skills, such as creativity, problem-solving, and business acumen.

Keywords: Skill Development, Globalised Era, Significance and Challenges



Women Rising: Breaking the Mental Ceiling of Leadership: Exploring Work-Family Interface and Organizational Environment

Dr. Renu Yadav, Associate Professor, Dept of Teacher Education, Central University of Haryana

Abstract

IThe ongoing pandemic is a sharp reminder to the academic community to prepare themselves for unprecedented conditions for learning outcomes and changing socio-cultural contexts. The unraveled prospects and challenges reiterate the need to look beyond the rhetorical practices of academic leadership. Governance practices should be more humanistic with techno-competent pedagogies (Weick et al., 2005). This qualitative study aims to contribute to a precise understanding of academic governance by discussing the impact of the socio-cultural environment on the role of females heading leadership positions in the academic sector in India.











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Methods used

The critical narrative inquiry method was adopted for data collection from 36 senior females (from 4 Universities) working in Universities and affiliated colleges in the Delhi NCR region. After coding the data, thematic content analysis was

Main research questions

- What unique initiatives have been taken by women in academic governance to improve the performance of institutions in terms of learning outcomes for students?
- How does socio-cultural context affect women in academic decision-making bodies of higher education institutions?

Key findings

Women in academic governance take initiatives to encourage teamwork, professional development, innovative pedagogies and assessment and mentoring. The findings revealed that the socio-cultural environment significantly affects the quality of governance.

Implications and scope of the study

Studies suggest that certain practices like continuous sensitization among males and females must be carried out at regular intervals to change their approach to accept the competency of women to perform leadership roles in decision-making.

Claim and conclusion made

Women in academic governance are involved in the execution of the plan, take unique initiatives for the better performance of students, and build team spirit among students. Contextual nuances are significant in promoting these initiatives.

Keywords: Socio-Cultural Environment, Higher Education, Women, Academic Governance



ICT's Role in Pedagogical Training: Empowering Educators Ritika Yadav, Assistant Professor, CSJM University

Abstract

Information and Communication Technologies play a crucial role in pedagogical training by revolutionizing traditional teaching methods. These technologies offer dynamic tools for instructive design, facilitating interactive and personalized learning experiences. Educators can access resources, collaborate with peers, and engage in continuous professional development through online platforms. ICTs also empower teachers to adapt to diverse learning styles, fostering a more inclusive and effective educational environment. The abstract explores the pivotal role of Information and Communication Technologies in pedagogical training. It delves into how these technologies enhance teaching methodologies, foster interactive learning environments, and equip educators with innovative tools. Despite the benefits, challenges such as access disparities and the need for digital literacy persist, underscoring the importance of strategic integration and ongoing support in pedagogical training programs. Additionally, it touches upon challenges and opportunities associated with integrating ICTs into pedagogical practices.

Keywords: Skill Development, ICT, Educational Environment



NEP 2020: Prospects, Challenges and Implementation Strategies Sakshi Shukla, Research Scholar, Christ Church College, Kanpur

Abstract

A well-defined and futuristic education policy is essential for a country at the school and college levels because education leads to economic and social progress. Countries adopt different education systems by considering tradition and culture and adopting different stages during their life cycle at school and college levels to make them effective. The National Education Policy 2020 (NEP, 2020), approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. Shortly after the release of the policy, the government











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clarified that no one would be forced to study any particular language and that the medium of instruction would not be shifted from English to any regional language. The language policy in NEP is a broad guideline and advisory in nature and it is up to the states, institutions, and schools to decide on the implementation. Education in India is a Concurrent List subject. Himachal Pradesh became the first state to implement the New Education Policy 2020. The national educational policy should be implemented in all schools in India by 2022.

Keywords: Skill Development, ICT, NEP 2020



Assessing the Impact of India's New Education Policy 2020 on Underemployment Among Youth Sakshi Yadav (Research Scholar) & Dr. Ramjee Prasad (Professor & Head) Dept. of Sociology, D. A. V. College Kanpur

Abstract

The National Education Policy (NEP) 2020 was launched by the Indian government in July 2020 to transform the education system in India to meet the demands of the 21st century and to make India a knowledge-based society. The policy envisions a holistic and multidisciplinary approach to education, focusing on developing students' cognitive, social, and emotional skills. The New Education Policy 2020 in India has significantly changed the education system. This study explores how these changes might affect the problem of underemployment among young people. By examining the policy's impact, we aim to understand whether it helps address issues related to job opportunities and better prepares youth for the workforce. The paper aims to assess the impact of the NEP 2020 on underemployment among youth in India. The research will analyze the policy's impact on the employability of students, the effectiveness of the policy in addressing the challenges of education in modern India, and the implementation of the policy. This research seeks insights into the policy's potential positive or negative consequences on reducing underemployment among India's youth.

Keywords: NEP 2020, ICT, Educational Environment

Multidisciplinary Perspectives on National Education Policy (NEP) Implementation: A Comprehensive Review

Ms. Saniya Ulhas Shiurkar, Ph.D. Research Scholar, MGM University

Abstract

The National Education Policy (NEP) is a key document that sets forth the objectives and vision for reforming educational systems to serve the changing demands of the public better. In this review paper, we examine the multidisciplinary aspects of NEP and its implementation, highlighting the cooperative efforts amongst many disciplines to guarantee its effective implementation. Through integrating knowledge from education, psychology, sociology, economics, and technology, our goal is to thoroughly comprehend the opportunities and problems associated with implementing NEP.

The National Education Policy (NEP), which envisions a flexible response to the changing requirements of society, acts as a revolutionary template for educational systems. Examining the multidisciplinary aspects of NEP, this review highlights the importance of interdisciplinary cooperation for its successful execution. By combining knowledge from education, psychology, sociology, economics, and technology, the study seeks to comprehensively understand the potential and problems associated with implementing NEP.

Keywords: National Education Policy, Education Reform, Interdisciplinary Collaboration, Challenges, Opportunities.



Constructivist Approach of Teaching in the Implementation of NEP-2020

Sanjay Das, Research Scholar, Assam Don Bosco University, Guwahati, Assam (Assistant Professor, Ambedkar College, Fatikroy, Unakoti, Tripura)

Abstract

This research paper examines the constructivist approach to teaching in the Indian education system within the National Education Policy 2020 (N.E.P.-2020). The study involves educators, students, and policymakers to explore the theoretical basis, practical implications, and policy compatibility of constructive pedagogy. Quantitative data gathered n













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through surveys and document analysis offer insights into participants' perceptions and the convergence of constructive teaching principles with N.E.P.-2020. Qualitative data obtained from interviews, focus group discussions, and classroom observations enhance understanding of the lived experiences and challenges associated with implementing constructive teaching. The findings reveal supportive and challenging aspects, underscoring the significance of teacher readiness, cultural considerations, and policy adjustments. The study contributes to the theoretical discourse on constructivism while providing practical recommendations for educators and policymakers aiming to enhance the educational landscape in India. The integration of quantitative and qualitative insights forms a strong foundation for shaping future research and informed decision-making in the pursuit of educational transformation.

Keywords: Constructivist Approach, Knowledge construction, ZPD, Scaffolding, NEP-2020, Quality Education



NEP 2020: Prospects, Challenges and Implementation in Political Science Satyendra Gupta, Research Scholar, Political Science, CSJM University, Kanpur

Abstract

The NEP 2020 provides comprehensive guidelines that aim to transform the education system in India by introducing significant reforms in teaching, learning and evaluation. Political science has been a prominent theoretical subject, but it hardly focuses on practical understanding and applying its knowledge in the real world. However, NEP 2020 proposes a paradigm shift in its teaching, learning and evaluating approaches. It promotes the integration of political science with other social sciences, fostering a comprehensive understanding of political processes and institutions.

The paper explores the potential benefits of such an interdisciplinary approach, including developing critical thinking and analytical skills, understanding field situations and a more holistic understanding of political phenomena. Implementing the NEP 2020 in political science faces several challenges, especially in the practical papers. The curriculum revision requires extensive planning, faculty training, and the development of suitable resources and their proper allocation. The paper discusses the challenges associated with redesigning the syllabus and understanding NEP 2020 among the faculties and experts. Additionally, it addresses the potential resistance from traditional approaches and the need for stockholders' engagement to ensure smooth implementation.

The research uses a mixed-method research approach. The qualitative research component involves interviews and focus group discussions with key stockholders. It also includes policy documents, curriculum frameworks and academic literature. On the other hand, the quantitative component involves surveys or questionnaire administration to a sample of political science faculty members and experts of some colleges associated with CSJM University, Kanpur. Overall, the mixed method research approach will allow for a comprehensive and nuanced understanding of the prospects, challenges and implementation of the NEP 2020 in Political Science.

Keywords: NEP 2020, Practical Understanding, Empirical approach, Challenges, Implementation



Effectiveness of Integrating Warli Painting for Teaching Mathematics

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- *Research Scholar, School of Education & Research, MIT ADT University, Loni, Pune
- **Associate Professor, School of Education & Research, MIT ADT University, Loni, Pune

Abstract

Children always find mathematics challenging; in his book, Sundaram, an ex-principal and Math educator, stated, "No other subject possibly evokes such strong and opposite emotional reactions as Mathematics does. This is the reason why in mathematics, it is usually either "I understand it completely and love it" or "I cannot comprehend it at all and hate it." There is rarely a middle ground. In many cases, this "hate" develops into "math avoidance", "math anxiety" or even "math phobia"." Integration of Warli's painting with Mathematics is used as one of the strategies for teaching learning. This research focuses on using Warli painting for mathematics teaching class VI students at an English medium school in Pune city. The program was designed using warli painting to teach the concept of Symmetry. The students were taught a few topics of Symmetry, like lines of Symmetry and reflection symmetry, using this strategy, and a few students were taught using the traditional teaching methods. The researcher developed a program, and the effectiveness of the program was seen through the implementation of













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the program followed by statistical analysis, i.e. 't' test was conducted to find out which was the more effective way for teaching mathematics to the students. The research was a mixed method research where both quantitative and qualitative techniques were applied. The feedback was taken from the students to know how valuable this strategy was in learning mathematics. The data was collected from 30 control and 30 experimental students, and a proper experimental design was selected. The results showed that the students in the experimental group enjoyed learning through warli painting, and they understood the concept quickly; they did not feel that they were studying.

Keywords: Mathematics Teaching, Symmetry, Warli Painting, Quantitative And Qualitative Techniques, Mixed Method



A 21st Century Approach: Examining the Dimensions of New Education Policy- 2020 Shanu, Research scholar, Dept. of Sociology, S.D. (P.G) College, Ghaziabad

Abstract

The New Education Policy 2020 represents a paradigm shift in the Indian education landscape, primarily focusing on preparing students holistically. It seeks to go beyond the traditional emphasis on employment and academics, aiming to instil life skills, ethical values, and overall well-being in learners. One significant aspect of the policy is the introduction of innovative teaching methods. These methods are designed to enhance critical thinking and problem-solving skills among students. Special classes for oral, listening, and writing skills have been incorporated for children aged 6-14, addressing the need for a comprehensive approach to language development. Teachers, the backbone of the education system, are not left untouched by the reforms. The policy emphasizes their training in utilizing new teaching methodologies and leveraging technological tools to create a more engaging and effective learning environment. This approach acknowledges the evolving nature of education and the importance of adapting to modern pedagogical practices. The New Education Policy places a strong emphasis on achieving a predetermined standard of education, thereby reducing socio-economic disparities. By making quality education accessible to all, regardless of background, it strives to create a more inclusive and equitable educational landscape. Furthermore, the policy introduces new programs to equip students with the skills needed for employment across diverse sectors.

The New Education Policy 2020 signifies a transformative journey, shifting the educational focus from mere job preparation to comprehensive life preparation. By prioritizing developing critical skills and ethical values alongside academic knowledge, it aims to nurture individuals who are not just employable but also well-equipped for a prosperous and fulfilling life. This policy marks a crucial step towards aligning the Indian education system with the evolving needs of the 21st century.

Keywords: NEP 2020, Problem-Solving Skills, Life Skills, Teaching Methodologies, Technological Tools, Inclusive Education, Quality Education, Educational Landscape



Decolonising Local Voices: Role of National Education Policy (NEP) 2020 in Promoting Indian Ethos & Culture

Dr. Shisira Bania

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Abstract

Indian Languages, Arts, and Culture. The aim of this study is to examine the role of National Education Policy (NEP) 2020 in decolonising local voices by promoting Indian ethos and culture. This study critically examines each recommendation of NEP 2020, which gives voices to the people in promoting their culture, literary creations, customs and traditions. It highlights how the new National Education Policy is an antidote to Macaulay's system of education, which was designed to colonise our minds. Further, the paper delves into the challenges of implementing those recommendations at the grassroots level. Additionally, the study sheds light on the importance of developing appropriate curriculum, pedagogy and assessment methods that accommodate the Indian ethos and culture in the teaching-learning process in an academic ambience.

Keywords: (NEP) 2020, Indian Ethos & Culture, Decolonisation, Local Voices











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The Role of ICT in The Implementation of The New Education Policy 2020 Shobhit Sachan, Research Scholar, Chhatrapati Shahu Ji Maharaj University, Kanpur

Abstract

The National Education Policy was promulgated by the Prime Minister of India, Narendra Modi, in 2020. It is the third such Policy to be promulgated by the Government of India. While the first National Policy on Education was promulgated by the Then Prime Minister of India, Indira Gandhi, in 1968, the second National Policy on Education was promulgated by the Then Prime Minister of India, Rajiv Gandhi, in 1986. The National Polofy in 2020 to transform education granted the students higher education institutions (HEIs).

The paper focuses on ICT, which is indispensable in implementing the National Education Policy 2020. The word ICT stands for Information and Communication Technology. It is the use of electronic devices and the internet to deliver education. ICT makes teaching enjoyable for the students and helps them understand things better. The educator makes the application of ICT through PowerPoint Presentations. Nowadays, in schools and colleges, smart classrooms are equipped with electronic whiteboards and projectors.

The paper uses the primary and secondary data as the sources for data collection. While the primary data is the Policy Document Original, the secondary data is collected through newspapers, articles and the internet. The Research Methodology used in this paper is Doctrinal. The research hypothesises that technological teaching is better than traditional teaching as using ICT tools helps students understand the topics better than old teaching methods, like blackboard and memorisation.

Keywords: Promulgated, Transforming the way, Primary Data, Secondary Data, Whiteboards



ICT's Role in Job Satisfaction and Professional Commitment: Empowering Teacher Trainers Shrikant Singh, Research Scholar, Mahila Mahavidyala, CSJM University, Kanpur

Abstract

The pivotal responsibility of educating and nurturing students in any society is on the shoulders of teachers whose knowledge, affection, and commitment significantly influence students' lives; therefore, attending to teachers' emotional state and satisfaction with their profession is crucial. This study aimed to determine the role of ICTs in job satisfaction and professional commitment for teacher trainers. A Survey-based descriptive Research Design was used. The study was conducted on teaching faculty working in two public sector universities in India. About 250 survey questionnaires were distributed by employing diverse modes of communication. Stepwise regression analysis and one sample T-test confirmed the research hypothesis. The findings of the study indicated that satisfaction with ICT knowledge, work itself, quality of supervision, and pay satisfaction had a significant positive influence on the professional commitment of teacher trainers. They had a high degree of professional commitment and job satisfaction with ICT knowledge, work itself, supervision, salary, coworkers and opportunities for promotion. The focus of the study was teachers working at public sector Universities in India only. Self-reported measures were used to measure job satisfaction and professional commitment. Since respondents were from only two public-sector universities, the findings cannot be generalized to faculty members of public-sector universities in India.

Keywords: Job satisfaction, Professional commitment, Teacher trainers, ICT, Public sector universities



Experiential Learning: A Pathway to Interdisciplinary Horizons

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- **Assistant Professor, Dept. of Education Mahila Mahavidyalaya, Basti

Abstract

The presented paper investigates the recommendations focused on experiential learning in NEP 2020. It showcases how experiential learning can be a pathway to interdisciplinary horizons, as Suggested for flexible and optional course selections. It proposed the vocational coursework in time, to be Skilled and experienced. Learning by moving, doing, operating, feeling, watching, listening, smelling, tasting, and so on are the ways of experiential learning. According to David Kolb, Knowledge is continuously gained through personal and environmental experiences. Experiential learning has a













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comprehensive framework, as suggested by Carl Rogers. That is explored in perspectives of education and learning. Experiential learning means learning by experience, in a nutshell. Experiences are essential to survive as well as to thrive in the brain. The brain is an internal and central nervous system organ that interacts to communicate with external components and environments through sense organs and motor organs. These results, as retentions by interactions, are so-called 'Experiences'. To maximize learning, it is a must to maximize experiences, so it is a must to engage the brain in experience. According to Dr. David A. Sousa, students can be engaged in six ways: intellectually, emotionally, physically, socially, and culturally. The brains are unique, specialized, naturally designed and biological organs for learning by experience. Thus, the brains are biological in nature and socialized in nurture. As there are progressive discussions concerning the status of education in India towards internationalization, this paper also explores the way for a universal education system with experiential learning. Thus, the researcher proposes a stronger, brain-friendly, full of experiences, practice-based, using tools of edutainment (arts and sports), engaging individuals with technological advancement, consisting of exclusive content, and with the enriched environment to promote the empirical education system for experiential learning.

Keywords: Interdisciplinary Horizons, Nep-2020, Experiential Learning, Education System, Educational Neuroscience



NEP 2020: Opportunities and Impediments Considering Indian Higher Education Landscape
Smt. Swapna Ghosh & Smt. Shipra Das Bagchi
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Abstract

Education plays an important role in a child's life, giving wings to their dream and a ticket to quality of life. The contribution of education to the development of society is undeniable. It is important for social, psychological and moral development and overall human development, which leads to sustainable national development. The recent implementation of NATIONAL EDUCATION POLICY 2020 (NEP2020) in India has attracted debates and discussions from different forums. The aim is not only to educate students with facts and information but also to make them capable of facing and solving real-time challenges by applying knowledge, life skills, creativity and innovations. The world around us is transforming rapidly, and there is a need for experiential learning with a multi-disciplinary approach. We are witnessing a new phase in the industrial world that demands transformation in other sectors, too. The twenty-first century's technological development supersedes the development of all other sectors; education is one such sector. We all know that education and development of any Nation share a positive co-relationship with Industrial development. Therefore, changes in the educational system/structure to meet the needs of Industry 4.0 are the need of the hour. Hence, implementing a National Education policy to arm the students not only with knowledge but also with the skills and potential needed to cope with contemporary global challenges becomes necessary. This paper aims to identify and elaborate on the opportunities and challenges of implementing NEP 2020 in the higher education ecosystem.

Keywords: NEP 2020, Higher Education, National Development, Indigeneity, Empowerment



Impact of New Education Policy 2020 on Professional Education
Mrs. Snigdha

Assistant Professor, Department of Humanities and Social Science, SRMCEM Dr. A. P. J. Abdul Kalam Technical University Lucknow, Uttar Pradesh, India

Abstract

The National Education Policy 2020 (NEP, 2020) is formulated to revamp the professional education system and lay a road map for new India. The emphasis on increasing student enrolment across various educational institutions and the goal of achieving significant reforms suggest a commitment to addressing the challenges of the 21st century. The paper highlights the progressive nature of NEP 2020 and its potential to make India a global leader in education by 2030, given proper implementation.

It is mentioned that the study is based on secondary data and is exploratory in nature, relying on a systematic review of existing literature. The NEP is a comprehensive framework for transforming the education system in India. It aims to bring about significant reforms at all levels of professional education, from school to professional education.













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The idea is to make India self-sufficient in various sectors, reducing dependency on imports and promoting domestic production and innovation. It involves providing them with a well-rounded education that not only imparts knowledge but also develops critical thinking, problem-solving skills, and a sense of innovation.

This paper focuses on policies emphasising a holistic and flexible approach to learning, encouraging critical thinking, creativity, and practical skills. The National Education Policy is a tool to not only enhance the education system but also align it with the goals of self-reliance and equipping the youth to navigate the challenges of the future effectively. It may involve incorporating elements in the education system that promote entrepreneurship, innovation, and a strong foundation in both traditional and emerging fields.

Keywords: Self-Sufficient, Problem-Solving Skills, Technological Advancements, Entrepreneurship and Critical Thinking



Imperative for Skill Development: Exploring Government LED Initiatives in India
Somi Patel (Research Scholar) & Dr.Kiran Gupta
Manav Rachna University, Faridabad

Abstract

Today's globalized era necessitates a skilled workforce essential for the nation's economic growth. Employers all over the world are on the lookout for candidates who are skilled enough. India, possessing one of the largest and youngest workforces globally, grapples with a shortage of skilled professionals in today's competitive global job market. This paper explores the importance of skill development and sheds light on various government initiatives, such as the Skill India Mission and Pradhan Mantri Kaushal Vikas Yojana (PMKVY), among others, launched in India to address this challenge. By delineating the key features and objectives of these initiatives, the paper showcases the considerable efforts undertaken by the Indian government to transform its workforce into a skilled and competitive asset on the global stage. This research paper provides important insights into addressing the critical need for a skilled workforce in evolving global economic dynamics.

Keywords: Globalized Era, Skill, Workforce, Skill India Mission, Pradhan Mantri Kaushal Vikas Yojana (PMKVY)



A Sociological Analysis of the Relationship Between Education and Gender Inequality in Society Mrs. Sudeepa Dey, State Aided College Teacher, Dept. of Sociology, South Calcutta Girls' College, Kolkata, West Bengal

Abstract

Education is one of the major social institutions. The famous sociologist Emile Durkheim has defined education as a process of socialisation of the "younger generation" where they are imposed on the ways of seeing, feeling and acting that could not been achieved spontaneously. Again, Samuel Koenig has defined education as the process in which cultural and social heritage of the society is transmitted from one generation to another and thus the child learns the norms of behaviour of the social group in which he or she is born. Therefore sociologically, education is perceived as a social process (a process of socialisation, a medium of transmission of culture, heritage, tradition and custom and a continuous effort to gain knowledge and develop skills) and an instrument of social change (by bringing a change in the attitudes, pattern of thinking and perceptions of man and in the pattern of action, behaviour and interaction, relationships of man) and also education is perceived to be related with social stratification and its forms of inequalities in society. Education has been found to play a crucial role in solving some forms of inequalities in a limited way especially in societies when the traditional systems of stratification led to the rise of unjust inequalities, discrimination and marginalisation of people in society (for example gender inequality) that has forbidden the mobility of people. Again, inequalities of educational opportunities have led to the increasing rate of gender inequality in society. Hence, in this article, the relationship between gender inequality and education has been analysed from a sociological point of view.

Keywords: Socialisation, Culture, Stratification, Discrimination, Knowledge















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NEP 2020: Prospects, Challenges and Implementation Strategies NEP 2020: Challenges and Implementation Strategies

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Abstract

The National Education Policy 2020 is a revolutionary break from earlier educational policies bringing with it challenges and strategies for implementation. It is a bold attempt at indigenization, holistic knowledge, enculturation and assimilation of theory and skills from early childhood. The variation in this policy over earlier policies includes identifying capacities and needs of the individual child as against uniform content-teaching earlier; emphasis on conceptual understanding as against rote learning of the earlier era; promoting indigenous languages and teaching-content along with the local context over a foreign language as a medium of education; creativity and critical thinking as against the earlier following of the printed word as ultimate truth; continuous professional development of teachers along with a dignity and compatible service conditions as against the repetitive training and use of teachers for tasks other than teaching in the earlier era; a public-private partnership in education for educational competition and excellence; extensive use of technology with its access and training challenges; brain-based teaching along with the evocation of rootedness and pride in education and history of India in our children. These challenges shall demand a complete overhaul of our mindset in our functioning and approach towards the provision of education as an important responsibility of the state leading to the welfare of the masses in India. But we would also like to borrow from countries such as Finland, Singapore, Japan and Germany- the strategies, different approaches and differing mindsets to visit our educational issues for a successful implementation of the NEP 2020.

Keywords: NEP 2020, Holistic Education, Equity and Inclusion, Skills Education



Reviving Tribal Culture in the Modern Context: A Case Study of the Innovative Displays at the Tribal Museum, Bhopal

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Abstract

The Tribal Museum in Bhopal is a light of cultural revival and preservation, offering a subtle understanding of tribal life amidst the modern context. This paper will explore the innovative methodologies employed within the museum to revitalise tribal heritage and nurture cultural appreciation in contemporary society.

Tribal communities have long been marginalised, their traditions and identities at risk of being lost amidst the wave of modernisation. However, the Tribal Museum in Bhopal serves as a transformative space where the rich tapestry of tribal life is intricately woven into the present fabric. Through its innovative display techniques and immersive experiences, the museum transcends the conventional boundaries of cultural preservation.

Central to the museum's ethos is its commitment to authenticity and inclusivity. By engaging directly with tribal communities, the museum curates exhibits that authentically reflect their diverse traditions, Cultures, rituals, and art forms. Through interactive displays and multimedia installations, visitors are invited to embark on a sensory journey, immersing themselves in the sights, sounds, and stories of tribal life. Moreover, the museum leverages technology as a powerful tool for cultural dissemination and education. Digital archives offer dynamic platforms for exploring the shades of tribal culture, bridging geographical divides and fostering global awareness and appreciation.

Beyond its role as a cultural repository, the Tribal Museum catalyses social change and empowerment. Through community outreach programs and collaborative initiatives, the museum actively involves tribal youth in preserving and celebrating their heritage.

This study will shed light on how the Tribal Museum in Bhopal exemplifies the transformative potential of cultural institutions in the modern era. Through its innovative display techniques and commitment to community engagement, the museum not only preserves tribal heritage but also catalyses a renaissance of cultural appreciation and understanding.

Keywords: Tribal Museum, Cultural, Revival, Heritage, Social Change















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Pedagogy of Language Learning in Online Mode

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Abstract

The methodology of teaching and language learning in online platforms paves the way for the younger generation to enter the digital world. It is a process of self-learning. The approach that is used today is a mode of representing technology in the field of teaching and learning process; it has a great impact on the learners' work and learning. Young learners are motivated to be self-learners despite rote learning. They spare their time on practical and logical implications rather than the approach towards the demonstration technique. They are self-centred irrespective of adequate guidance and support from the existing methodology of teaching. Exploration of theories, apps, roaches, and methodologies supports young learners in being integrated with technology-based learning. It is more helpful for language learners to be more conscious of learning new things. Digital tools provide huge opportunities for learners to perform strenuous practice of their language skills at their speed and level. It paves a way to be more creative for both communication and transformation of knowledge, which is helpful to reach a refined context of language in the current scenario.

Keywords: Methodology, Technology, Language Learning



Reviving Indian Knowledge Tradition in the Modern World: A Pathway for India to be Vishwa Guru Abhipsa Shukla, Research Scholar Sociology Department, CSJM University, Kanpur

Abstract

Ancient India was a land of scholars, scientists, sages and seers. Indian Knowledge Tradition is the rich legacy of knowledge and thought, which includes a vast repository of intellectual texts, theoretical disciplines, vocational disciplines, manuscripts and schools in various domains from which the entire world has benefited. In the past, the country attracted scholars and travellers worldwide searching for knowledge and research. Due to several invasions of external attackers and colonialism, the erosion of Indian Knowledge Tradition started, and this education system witnessed a major shift. The colonial education system focused more emphasis on memorization than on acquiring skills. Western education model was viewed as superior to the traditional Indian education system. It was also considered a tool that elevates one's social and economic status. Even in the post-colonial period, the cultural imperialism of the Western education system persisted.

It is no secret that present society is threatened with crises like epidemics, nuclear wars, lifestyle-based diseases, environmental degradation, poverty, etc. India can become the world leader in offering solutions to such global issues with the help of its rich ancient tradition. The National Education Policy 2020 seeks to revive the Indian Knowledge tradition and focuses on the indigenous knowledge system, traditional wisdom and Indian scriptures.

This paper explains the contribution of Indian Knowledge Tradition and the associated Indian scriptures informing the social dynamics of the Indian populace. In light of such an explanation, it aims to analyze the potential promised by the NEP 2020 in the holistic development of the Indian demography and the opportunities for the country to become a true world leader.

Keywords: Education System, New Education Policy, Scriptures, Tradition, World Leader



Indigenous Faiths, Beliefs and Practices of the Tipras

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Abstract

Tipra people encompass the five original tribes of Tripura, collectively referred to as 'Pancha Tripura' or Five Tipras. These tribes comprise old Tipra (Tripuri or Debbarma), new Tipra (Tripura), Jamatia, Reang or Bru, and Halam. They exhibit shared characteristics, including speaking the 'Kokborok' language, belonging to the Bodo branch of the Tibeto-Burmese language group, having Indo-Mongoloid origin (Kirata), adhering to the Tipra animist religion and embracing the Tipra culture and history. Despite these commonalities, slight regional variations in languages and cultures may exist among the diverse communities and tribes within the Tipra people. Rooted in animism, the Tripuri philosophy attributes living souls to inanimate objects and natural elements, considering all places as sacred with the presence of either benevolent or malevolent













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spirits. The paper explores the indigenous faiths, beliefs, and practices of the Tipra people in Tripura. Their religion relies on faith, intuition, and emotion rather than strict reasoning. Central to their beliefs is the omnipresence of a supreme Almighty god, 'Mwtal Kotor,' identified over time as 'Subrai.' Symbolic rituals, like Wathop, connect them to deities, emphasizing an invisible relationship between gods and living beings. Despite influences from Hinduism, the Tipra people maintain their pre-Hindu practices, including Ker Mwtai and Kharchi Mwtai. Notably, various Tipra communities exhibit shared faiths. This paper sheds light on the diverse yet interconnected religious fabric of the Tipra community.

Keywords: Tipra people, Tripura, Indigenous Faiths, Animism, Rituals



NEP - 2020 Prospects, Challenges and Implementation Strategies

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Abstract

As we all know, NEP-2020 emphasizes the overall development of students with vocational education. This new education policy is the need of the hour, as the old policy was outdated. With this new policy, education methods are improved. It has various positive aspects like multiple exit options, implementation of Technology in education, and supporting vocational and practical-based education, which can elaborate overall student skill development. This policy also gives hope to students and also helps students to reduce the pressure of study and makes study interesting.

 $However, change \ is \ not \ easy, so \ it \ also \ comes \ with \ challenges.$

- **Infrastructure Upgrade:** Implementing this policy requires infrastructure upgrades in schools and universities, including digital resources labs, libraries and more facilities suitable for students.
- **Integrating Technology:** Integrating Technology effectively across all levels and regions requires addressing issues like digital literacy, infrastructure gaps, unequal access to connectivity, and the internet.
- **More Expenditure:** The NEP proposes increasing public spending on education to 6% of GDP, a significant hike from 3%; however, mobilizing such resources with tight fiscal constraints presents a major hurdle.
- **Suggestion and Implementation Strategy:** Tamil, the primary goal of policy is to ensure the overall development of students, so this policy should be flexible and adaptive in nature. It should be an evolving policy that should be dynamic in nature and feedback-oriented from students of different institutes to achieve the desired goal of betterment for students and the institute.

Keywords: Education System, New Education Policy



National Education Policy (NEP) 2020, Prospects, Challenges and Implementation Strategies

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Abstract

The National Education Policy (NEP) 2020 is the first education policy of the twenty-first century aimed at addressing our country's numerous growing developmental imperatives. The National Education Policy 2020 focuses on developing each individual's creative potential. It is based on the principle that education must develop cognitive capacities (both 'foundational capacities' of literacy and numeracy and 'higher order' cognitive capacities such as critical thinking and problem-solving), social, ethical, and emotional capacities and dispositions. The (NEP) 2020 represents a watershed moment in India's educational history, presenting transformative opportunities for holistic learning and skill development. This seminar will delve into the multifaceted aspects of NEP 2020, exploring its promising prospects. NEP 2020 introduces progressive concepts such as a flexible curriculum, multidisciplinary learning, and an emphasis on critical thinking. Challenges: Despite its promising vision, NEP 2020 faces several challenges, including infrastructure constraints and the need for a paradigm shift in pedagogical methodologies. Implementation strategies that translate NEP 2020 from policy to practice require a strategic approach. The seminar will focus on innovative strategies such as training teachers, integrating technology, and involvement with the community. Furthermore, technological integration into education, such as online learning platforms and digital resources, has grown increasingly important in a technologically driven world. The readiness of teachers, in terms of initial training and ongoing professional development, is a significant obstacle.

Keywords: National Education policy, Prospects, Challenges, Implementation strategies











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Women's Empowerment in Indian Scriptures: Unveiling Indigenous Knowledge and Societal Roles Amit Vikram & Prayeera Sinha

M.Phil, Banaras Hindu Univesrity Varanasi

Abstract

This research paper thoroughly explores women's empowerment in Indian scriptures, uncovering indigenous knowledge and societal roles that have influenced gender dynamics over time. Examining texts like the Vedas, Upanishads, and Puranas, it comprehensively analyzes women's status, roles, and agency in ancient Indian society. The paper challenges stereotypes, emphasizing women's diverse contributions to family, society, cultural practices and spirituality, including participation in rituals, scholarly pursuits, and governance structures.

Highlighting the enduring relevance of indigenous knowledge, the paper advocates for contextualizing ancient teachings within modern socio-cultural realities. It explores avenues to revitalize practices promoting women's agency, autonomy, and leadership. Addressing challenges and opportunities in leveraging this knowledge for contemporary women's empowerment initiatives, the paper engages with feminist critiques and indigenous perspectives, fostering dialogue for more inclusive societies.

With a nuanced understanding of women's empowerment rooted in indigenous knowledge systems, the paper aligns with the National Education Policy 2020. It contributes valuable educational insights by challenging stereotypes, emphasizing active women's participation, and promoting inclusivity. Integrating such knowledge into curricula aligns with the policy's goal of a holistic, culturally rooted education system, fostering awareness and appreciation for diverse contributions across different epochs. Overall, the research paper advocates recognizing and amplifying women's voices in shaping societies across time.

Keywords: Education System, New Education Policy



Role of Flipped Learning and Blended Learning In Teaching Learning Process at Higher Level Anita Verma, Assistant Professor (B. Ed Department), MMV PG College, Kidwai Nagar Kanpur

Abstract

The spread of information and technology is already influencing education in many ways. It is worth mentioning here that several changes have taken place in the field of education. The flipped classroom strategy is based on the concept that conventional teaching is reversed, with what is generally done in class being Flipped or swapped with what is usually done by students outside of class. Instead of listening to a lecture in class and then going home to work on a set of given problems, students study course literature and internalize lecture information through video at home, then participate in teacher-guided problem-solving, analysis, and debates in class. Flipping the teaching and learning in higher education according to the flipped classroom model has several benefits, according to proponents: it allows students to learn at their own pace, it encourages students to actively engage with lecture material, and it frees up actual class time for more effective, creative, and active learning activities, and teachers have more opportunities to interact with and assess students' learning. Flipped learning is an educational method where instruction, or lectures, occur in an individual learning space instead of a group learning space. Then the students apply the concepts that they learned independently, together with the instructor and other attendees. Flipped classroom teaching practices are the best ways to enhance the quality of education. Hence, in this research paper, an attempt has been made to find out the role of flipped learning and blended learning in the teaching process and how it is accomplishing the objectives of NEP 2020.

Keywords: Flipped Learning, Blended Learning, Classroom strategy, Problem-solving



Embracing Linguistic and Cultural Diversity in India's Educational Landscape: Insights and Imperatives for NEP Implementation

Dr. Anjali Srivastava, Scientist-I, All India Institute of Medical, Sciences, New Delhi, India

Abstract

This paper delves into the imperative aspects of the National Education Policy 2020 (NEP) in India, focusing on its











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potential to unify diverse linguistic and cultural identities through an enriched educational framework. It addresses the challenges, prospects, and strategic implementations envisioned in the NEP to foster a more inclusive and comprehensive educational system in India.

Keywords: NEP 2020, Problem-solving, Education



Harnessing Innovation: A Creative Approach to Rejuvenate Healthcare Educational Outlook in India with NEP 2020

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Abstract

Background: The National Education Policy (NEP))2020 is a progressive initiative to revamp and modernize the educational outlook of India with a vision of transforming India and making it a global Knowledge hub by 2030. The 66-page policy manual on new education is unveiled by the government on 29th July 2020. The New policy of 2020 talks about an education ecosystem and has undergone a dramatic makeover in terms of restructuring academic issues, creative experiential functions, and major innovations covering administrative aspects of Higher Educational Institutes (HEIs). A paradigm shift is seen from Education 1.0 to Education 3.0, where the core process of teaching is the same, but there is flexibility in education delivery. While entering education 4.0, the teacher-instructed classrooms, fixed pattern of curriculum, and specific content-time delivery to learners are supported by technology interventions. The pandemic triggered higher educational settings differently, and one of the prime concerns of NEP 2020 is to rejuvenate the healthcare system and enhance a technologically fueled student-centric environment, honing their knowledge and skills for students of medical education, which is a "new normal" and a major "innovation" in the face of healthcare education for upcoming generations.

Purpose: This paper aims to shed light on major creative aspects of new policy education documents in reshaping the Indian healthcare academic landscape and discuss novel innovations in a vision of evolving healthcare education in the era of transforming India.

Methodology: This paper is a preliminary and holistic view of a new policy document pertaining to healthcare education based on a comprehensive review of existing literature, journals, and published reports.

Findings: The current paper underlines numerous initiatives and progressive implications considering healthcare education in the context of NEP 2020. Further, the paper suggests a new education policy (NEP)2020 approach to foster innovation and creativity through a slight shift from a teacher-centric approach to a student-centric educational model.

Keywords: National Education Policy (NEP) 2020, Creativity, Innovation, Higher Education, Healthcare Education



Trend of Research on Value Education with Special Reference in Faculty of Education, CSJMU, Kanpur *Desh Deepak & **Dr. Rashmi Gore

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Abstract

Value education is an integral part of holistic learning, focusing on instilling ethical and moral values, social values, religious values, cultural values, educational values and personal values, spiritual values and behavioural values, etc. It aims to develop character, empathy and a sense of responsibility, fostering well-rounded individuals capable of contributing positively to society. Research and surveys played a vital role in giving value education a place in the list of priorities. Research also gives a direction to solve the problems. In this paper, we will discuss the research trend on value education in the faculty of education at CSJMU, Kanpur. The data was collected from the SHODHGANGA INFLIBNET website only. This trend research has covered different aspects such as year-wise thesis, gender of researcher and supervisor, language of research, approach of research, research design, research methods, population, sampling method, nature of tools, data collection tools, statistical techniques, etc. A total of eight theses were submitted on value education in 10 years of the period of study. To find the trend of research, the researcher uses the self-made checklist of trend analysis for the Ph.D. thesis. We will find the result in frequency













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and percentage base. The collected data revealed that 8.89% of the thesis was of value education contributed from 2011 to 2020.

Keywords: Faculty of Education, Trend of research, Value Education



Transformative Pedagogy in the Classroom - Exploring Dimensions and Prospects of NEP 2020

- *Dr.Vivek Singh Sachan, **Mr.Shivansu Sachan & #Miss Astha Shukla
- *Assistant Professor, School of Business Management, CSJM University
- **Assistant Professor, School of Hotel Management, CSJM University #Assistant Professor, ITS Mohan Nagar Ghaziabad

Abstract

Approach to Language Education and Literacy

The most recent research on language learning served as the foundation for the NEP 2020 language learning recommendations. The overarching goal of NCF's approach to language acquisition, which takes NEP 2020 into account, is to make sure that kids pick up languages in a way that maximises their social, cognitive, and oral communication abilities. Emotional intelligence in childhood and adulthood.

Keywords: National Education Policy (NEP) 2020, Education, Language Education



Integrating Language and Culture: A Narrative of Tagore's Educational Philosophy and Pedagogy for Fostering Multicultural Education and Creative Thinking

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Abstract

The study relies on a survey of Tagore's literature that includes My Reminiscences (1912), Personality (1917), The Centre of Indian Culture (1919), Creative Unity (1922), The Visva-Bharati Ideal (1923), The Co-Operative Principle (1963), and The Religion of Man (1930) to explore Tagore's educational philosophy and pedagogy for fostering multicultural education and creative thinking. Narratives reveal that language, a tool for communication and a profound medium through which the essence of a culture is experienced and understood, fosters creative and critical thinking. Rabindranath Tagore posits that multicultural education, particularly through the medium of language learning, serves as a fertile ground for fostering creative thinking among students. He argues that this exposure to multiple cultures through language does not merely add to the student's knowledge base but actively stimulates creative thought by challenging preconceived notions and encouraging a synthesis of new ideas. By navigating the nuances and complexities of different languages, students develop a flexible and open-minded approach to problem-solving, viewing the world through a multifaceted lens. This immersion in multicultural education cultivates empathy, fosters an appreciation for diversity, and, most importantly, encourages innovation and creativity.

By integrating Tagore's literary and educational philosophies, the study argues that multicultural experiences are crucial for nurturing creative thinking. Tagore's concept of education goes beyond mere academic achievement; it is about the holistic development of the individual, promoting empathy, curiosity, and a boundless imagination. The analysis concludes that Tagore's vision offers valuable insights into the role of multicultural education in today's globalized world, suggesting that exposure to diverse cultures and ideas is essential for the cultivation of creative and innovative minds. Through this Tagorian lens, the study contributes to a deeper understanding of the interconnections between multicultural education, creative thinking, and the development of a more inclusive and empathetic global society.

Keywords: Multicultural Education, Rabindranath Tagore, Language, Language of Architecture, Creative Thinking













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RECONDITIONING INDIAN TRADITION AND CULTURE THROUGH NEP 2020:
MULTILINGUAL, MULTICULTURAL AND MULTIDISCIPLINARY EDUCATIONAL APPROACHES

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Effects of Industrial Pollution on Environment

Dr. Nand Kishor Yadav, High School Teacher, Economics, Govt. of Jharkhand

Abstract

The effects of industrial Pollution are bar-reaching and liable to affect the ecosystem for many years. Industrial Pollution is one of the most evident environmental problems experienced now in industrialized countries, and the majority of the newly industrialized economies are facing it today. Industrial activities are a source of pressure on the environment, mainly in emissions to the atmosphere and water ecosystems, waste generation and resource consumption. In addition to harming human health, industrial pollution emissions also harm plants, animals and their habitats, altering breeding cycles and biodiversity. The wide variety of pollutants is disturbing the natural ecosystem, affecting the biota due to industrial activities, a variety of Poisonous gases like NO, SO2, NO2, SO3, CL2, CO2, H2SO4, Etc. Volatile Chemicals, dust, etc., are liberated into the atmosphere, causing acute pollution problems. The gases are usually released into the atmosphere. The liquids are discharged into aquatic bodies like canals, rivers, or seas, and solid wastes are either dumped on the land or in aquatic bodies. In all cases, air, water, or land is Polluted due to the dumping of wastes. Besides, the accidental leakage of poisonous gases can cause havoc. In addition to accidents, many of the above poisonous gases induce depletion of the ozone layer—creating an ozone hole, the House effect and Global warming. Acid rain also causes the destruction of monuments and the killing of living organisms, which directly disturbs the natural ecosystems. Therefore, there is a need to analyze the environmental impacts of the industrial sector in India.

Keywords: Pollution, Ecosystem, Global warming, Environment, Industries



Sub Theme: NEP 2020: Prospects, Challenges, and Implementation Strategies
Exploring The Opportunities and Obstacles in Implementing the New Education Policy in India: A
Comprehensive Analysis of Potential Advantages and Challenges

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Abstract

The New Education Policy (NEP) 2020 marks a paradigm shift in India's approach to education, with a comprehensive vision aimed at fostering holistic development and global competitiveness. This paper explores the prospects and challenges associated with the implementation of NEP 2020. The prospects include a focus on holistic development, flexibility in learning pathways, an emphasis on early childhood education, skill development, and the integration of technology. Additionally, the policy's potential to enhance research, innovation, and global collaboration is examined. However, challenges such as effective resource allocation, regional disparities, teacher training, and the overhaul of assessment systems are scrutinized. The paper delves into the intricate balance required for successful implementation, highlighting the need for strategic planning, stakeholder collaboration, and adaptability. As India endeavours to reshape its education landscape, an in-depth understanding of the prospects and challenges of NEP 2020 is imperative for informed policy decisions and successful educational transformation.

Keywords: New Education Policy, Education Reform, Holistic Development, Flexibility in Learning, Skill Development



Challenges and Implementation Strategies OF National Education policy, 2020 in the context of Inclusive Education

Lucknow

Abstract

This review paper critically examines the challenges of the National Education Policy (NEP) 2020 in fostering inclusive education for children with special needs in India. The paper synthesizes existing literature, policy documents, and empirical studies to assess the impact of NEP 2020 on creating an inclusive educational environment. Key aspects explored











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include the policy's emphasis on early childhood education, flexible learning approaches, teacher training programs, and establishment of Special Education Zones (SEZs). The paper evaluates the extent to which NEP 2020 addresses the diverse learning needs of children with special needs and explores the potential challenges and opportunities in its implementation. Insights derived from this review aim to contribute to ongoing discussions on inclusive education policy and guide future research and policy initiatives.

Keywords: National Education Policy 2020, Inclusive education, Special needs, Children with disabilities, challenges, implementation, educational reform



Indigenous Knowledge Systems: Indian Scriptures and Societal Relevance Goldi Sharma & Muntaha Fatima (M.Sc. Final), Department of Zoology, BND Collage Kanpur

Abstract

The New Education Policy (NEP) 2020 marks a paradigm shift in India's approach to education, with a comprehensive vision aimed at fostering holistic development and global competitiveness. This paper explores the prospects and challenges associated with the implementation of NEP 2020. Education, knowledge and wisdom are the real strengths of every citizen in every sphere of civilized life. The nation's power lies in its reactive citizens, through whose combined efforts the nation becomes a living entity, not just a geographical entity. Education enables humanity. Focusing on the development of information, marketable skills, suitable attitudes, and an overall personality will be helpful within a holistic education paradigm. NEP is committed to implementing such a system of Education. The first education policy of the twenty-first century in India is called "National Education Policy2020," which calls for overhauling and revising every area of the educational system, including its governance and regulation. Building on India's traditions and value systems, the global education development agenda reacted to the United Nations Goal 4 of the 2030 Agenda for Sustainable Development, adopted by India in 2015. Critical thinking, often known as universalization of thought and thinking outside the box, is the cornerstone of higher Education.

As Nelson Mandela (South African anti-arched activist who served as the first president of South Africa) said that 'Education is the most powerful weapon to bring the changes', so it is a master key for all the solutions. Students must leave their comfort zones and take a leadership role in the struggle for global changes because exceptional individual strains form the lives of others. Students must realize that there are endless possibilities for every individual. Our parents, universities, academic institutions, teachers and mentors do not provide us with anything from the outside; instead, they provide us with an environment where students can develop their innate abilities, competencies and skills more objectively. I must quote a very famous saying of Swami Vivekananda (Universal Spiritual Guru): 'Education is the manifestation of perfection already in the human being.

Additionally, the policy's potential to enhance research, innovation, and global collaboration is examined. However, challenges such as effective resource allocation, regional disparities, teacher training, and the overhaul of assessment systems are scrutinized. The paper delves into the intricate balance required for successful implementation, highlighting the need for strategic planning, stakeholder collaboration, and adaptability. As India endeavours to reshape its education landscape, an indepth understanding of the prospects and challenges of NEP 2020 is imperative for informed policy decisions and successful educational transformation.

Keywords: Civilized Life, Education Paradigm, Universalization, Nelson Mandela, Swami Vivekananda



NEP 2020: Reviving Indian History and Culture in the Modern Context Harshit Bhardwaj, Research Scholar, C.S.J.M. University Kanpur

Abstract

It is very heartening to note that the New Education Policy has not only recognized the glorious past of ancient India, such as our contribution to the world-class Indian universities such as Taxila and Nalanda, but also incorporated actual elements to the building blocks of the New Education Policy.

The notion of 'the knowledge of many arts' or what we call in the modern era 'liberal studies' should be brought back to













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our education system as it is the need of the hour. Shifting towards large multidisciplinary and multi-cultural universities is the highest recommendation of this New education policy.

Integrating aspects of our Indian history and culture in different subjects such as literature, arts, science and not just only in history textbooks to promote multi-cultural and multi-disciplinary approach towards learning. This will help students to see the interconnection of various subjects and their relevance to contemporary issues. This could involve interaction with historical archives and virtual or real tours of historical sites. It encourages critical thinking ability in students to critically analyze and engage in debates and discussions involving local communities, experts and cultural institutions, promoting cultural exchange programs within India and other nations to promote cross-cultural understanding. By promoting traditional arts and crafts and supporting artisans and craftsmen, we can thereby preserve traditional skills, promoting cultural identity, and is also essential for the nation's identity and economy. Language plays a major role in preserving culture, as different languages see the world differently. Thus, culture is encased in our languages.

By leveraging these approaches, we can contribute to revitalising Indian history and culture in the modern era.

Keywords: Liberal studies, Multi-disciplinary, Contemporary, Cross-cultural, Multi-lingual



Makers of Modern Assamese Music and Culture of Assam: A Multidisciplinary Approach for Implementation of NEP 2020

Indrani Gogoi & Dr. Binita Pegu Assistant Professor, Department of Economics, Karmashree Hiteswar Saikia College

Abstract

Assam, known for its rich cultural heritage, diverse ethnic communities, and vibrant artisanal traditions, offers a fertile ground for embracing the ethos of NEP 2020. Through interdisciplinary curriculum design, educational institutions can create immersive learning experiences that celebrate Assam's cultural tapestry while addressing contemporary challenges. By harnessing the collective wisdom of the makers of Assam, education can catalyse social transformation, economic empowerment, and preservation of cultural heritage in the region. The main aim of this paper is to highlight three of those architects of modern Assamese music and culture in Assam started with the immense contribution and unconditional efforts, namely Jyoti Prasad Agarwala, Bishnu Prasad Rabha and Dr Bhupen Hazarika. Together, Agarwala, Rabha, and Hazarika ushered in a renaissance in Assamese culture, fostering a rich tapestry of artistic expression and social consciousness. Their enduring legacy continues to inspire generations, reaffirming the resilience and vibrancy of Assamese heritage on both regional and global platforms.

Keywords: Civilized Life, Education Paradigm, Universalization, Nelson Mandela, Swami Vivekananda



Relevance of Hindu Scriptures in Contemporary Indian Society

Mrs. Ipsita Chakraborty, Research Scholar, Dept. of Sociology and Social Work, Annamalai University, Tamil Nadu

Abstract

In contemporary Indian society, the importance of Hindu scriptures is still prevalent. Hindu scriptures referred to as Hindu texts, are voluminous manuscripts and writings of historical literature that reflect the diverse traditions of Hinduism. Some of these writings are shared resources of an extensive collection of ancient religious writings and oral accounts that ponder the eternal truth that passes across generations and traditions. The primary scriptures of Hinduism are the V, which are considered the oldest Hindu scriptures. The Hindu scriptures are classified into two categories Shruti and Smriti. Shruti is applied to the Vedas and includes the Upanishads, constituting the fourth and final part of the Vedas. Over centuries of transformation, Hinduism drew its inspiration from sources like the Vedas, the Upanishads, the Vedangas, the Puranas, the Bhagavad Gita, the Darshanas, the Sutras and two major epics the Mahabharata and the Ramayana, the Agamas, the Vaishnava literature, the law books called Dharma shastras, commentaries called Karikas and Bhashyas etc. In modernity, Rishi Aurobindo was the first to recognize the hidden symbolism of the Vedas, which he expounded in great length in his work "The Secret of the Vedas". Most Hindus follow the rules, regulations, guidelines, and advice of various scriptures in their everyday life to maintain a healthy, religious, and spiritual lifestyle. Even in modern times, these knowledge-based scriptures are relevant in Indian society.

Keywords: Literature, Tradition, Vedas, Shasta, Gita













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Implementing digital learning strategies in alignment with NEP 2020 for Enhanced Education access Mr. Jay Singh, Research Scholar, Library and Information Science, CSJM University Kanpur

Abstract

The advent of the National Education Policy (NEP) 2020 in India has marked a paradigm shift in the country's educational landscape, emphasizing the need for modernization and inclusivity. This abstract delves into the imperative of implementing digital learning strategies in alignment with NEP 2020 to enhance education access.

The NEP 2020 advocates for a learner-centric approach, recognizing the diverse needs and learning styles of students. To actualize this vision, integrating digital learning strategies becomes paramount. Digital platforms can offer personalized learning experiences catering to individual strengths and weaknesses. This flexibility addresses the inclusivity mandate of NEP 2020, ensuring education reaches every corner of the nation.

Furthermore, digital learning transcends geographical constraints, fostering education access in remote and underserved areas. The implementation of robust online infrastructure and content delivery mechanisms becomes crucial in bridging the urban-rural educational divide, a key objective of the policy. The abstract also explores the role of interactive and multimedia content in engaging students. NEP 2020 encourages a holistic and skill-oriented approach to education, and digital tools offer immersive experiences that enhance critical thinking, creativity, and problem-solving skills. Aligning digital learning with these principles ensures a curriculum that resonates with the evolving needs of the 21st-century learner.

Additionally, the abstract addresses challenges related to digital infrastructure, teacher training, and equitable access to devices. It proposes strategies to overcome these hurdles, emphasizing collaboration between the government, educational institutions, and technology providers.

In conclusion, the abstract outlines the symbiotic relationship between digital learning strategies and the transformative goals of NEP 2020. Implementing these strategies not only aligns with the policy's objectives but also opens new avenues for realizing a more accessible, flexible, and inclusive education system in India.

Keywords: National Education Policy (NEP) 2020, digital learning strategies, education access, personalized learning, inclusivity, learner-centric approach, online infrastructure, multimedia content



The Nexus of Education and Health: Analyzing National Education Policy 2020's Approach Towards Students' Health

Kaushiki Trivedi, Research Scholar(PhD Law), CSJM University, Kanpur

Abstract

The National Education Policy 2020 (NEP), which was just recently made public, has the objective of bringing about a significant change in India's educational system. As a component of this process, it acknowledges the need to maintain a healthy body and eat well in order to achieve optimal learning. It suggests several health-related strategies. After a long period that lasted for 34 years, the New Education Policy (NEP) was finally introduced. It has already made substantial progress in this positive direction and is anticipated to revolutionize the educational system. The core idea of monitoring the well-being of children in this emerging educational approach deserves encouragement and recognition. The purpose of education is to cultivate both their physical and mental capabilities to the greatest extent that is possible. The psychological well-being and mental condition of the learners are tightly connected with the academic accomplishments and general success that children achieve in their lives. This is especially true for children who are learning. The attainment of particular developmental and emotional benchmarks, as well as the cultivation of excellent social aptitude and effective coping strategies for demanding circumstances, are all requirements that must be met in order to guarantee the best possible mental well-being during childhood. There is a substantial amount of time that students spend at school, which means that educational institutions can improve and expand health interventions, bridge existing gaps, improve efficacy, address difficulties at an earlier stage, and lessen the stigma that is associated with mental diseases. Throughout the entirety of this paper, the author has placed a strong emphasis on the significance of health and well-being, as well as the indispensable nature of counselling, to address the challenges currently being faced.

Keywords: Literature, NEP 2020















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ICT's Role in Pedagogical Training: Empowering Educators

Mahendra Pratap Singh, PhD Scholar, CSJM University Kanpur

Abstract

The integration of Information and Communication Technology (ICT) in pedagogical training, as advocated by India's New Education Policy (NEP) 2020, marks a transformative step in empowering educators and reshaping the educational landscape. This policy aims to bridge the digital divide by ensuring equitable access to education across diverse regions of India, deploying digital infrastructure even in the most remote areas to foster inclusive education.

ICT enriches teaching methodologies by introducing digital content, interactive modules, and virtual classrooms, making learning more engaging and tailored to students' diverse needs and styles. This aligns with NEP's emphasis on fostering critical thinking and creativity. Additionally, the policy underscores the importance of the continuous professional development of educators, enabling them to access training in the latest educational technologies and strategies through online platforms, thus promoting lifelong learning.

Furthermore, ICT facilitates collaborative learning through social media, discussion forums, and project management tools, encouraging teamwork and communication skills. Innovative assessment methods enabled by ICT, such as online quizzes and digital portfolios, offer immediate feedback and allow for the tracking of student progress, aiding educators in customizing their teaching approaches.

The COVID-19 pandemic highlighted the essential role of ICT in maintaining the continuity of education during disruptions, underscoring the NEP 2020's goal to strengthen digital learning modes for future readiness. The policy's focus on leveraging ICT in pedagogical training is a significant move towards enhancing the quality of education, making teaching methods more effective, fostering collaborative learning, and ensuring educational equity, thereby ushering in a new era of digital learning in India.

Keywords: Digital Divide, Equitable Access, Inclusive, Tailored and Quality



Reconditioning Indian Tradition and Culture Through NEP 2020: Relevance Of NEP 2020 for Integration of Tribal and Indian Knowledge Systems

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Abstract

Tribes were the earliest among the present inhabitants of India. Tribal communities are excluded from mainstream society in many ways, with their unique identities, customs, language, culture, traditions, and lifestyles making them distinct from other societies. The introduction of the National Education Policy (NEP) 2020 helps to search for our ancient knowledge systems such as growing research interest in the Indian knowledge system (IKS) gives an opportunity to do research on tribal communities through the formation of Tribal research institutes (TRI) to realize the essence of tribal knowledge and documenting the oral knowledge. In this study, the Toda tribe of the Nilgiri Mountains is being explored. They have their distinct traditional medical practices, usage of herbs and nature therapy, society and culture, such as marriage, kinship, family, food habits, art forms, folk music, dance and songs, agriculture techniques such as organic farming, permaculture, water harvesting techniques, dairy farming etc. The co-existence of Toda tribes with nature has helped them to get more knowledge about the flora and fauna of the Nilgiri forest and climatic conditions; the interconnectedness with nature and their traditional way of living helps them in long-term sustainability and holistic well-being. This research paper tries to analyse, Integrate and provide some insights into the interconnectedness of the Toda tribe's knowledge system with the Indian knowledge system for holistic well-being, thereby stating the importance and relevance of the National Education Policy, substantiating its major objective of rooting in Indian Culture and moulding global citizen.

Keywords: Indian knowledge system (IKS), Tribal knowledge system (TKS), Tribal research institute (TRI), Society and culture, Interconnectedness and holistic well-being















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Possibilities And Challenges Of Nep 2020 Implementation In Rural Colleges: A Sociological Analysis In West Bengal State

Manimala Giri, Ph.D. Research Scholar, Mahishadal Raj College Vidyasagar University

Abstract

The motto of National Education Policy 2020 is to prepare young people for the future by utilising technological tools. However, the important question is whether the West Bengal rural colleges or educational institutions are technologically capable enough to fulfil NEP 2020 goals. Do the paradigm shifts can match the mind of rural students, teachers and specifically rural institutional infrastructures? Gupta (2020) said that planners and policymakers should build a robust plan to implement the Futuristic Education Policy for GenNext so that academic documents should not be cast in stone. The plan should align with action to transform the education system. Otherwise, cultural lag (the term given by Sociologist William F. Ogburn) can foster one group of people (students and teachers) to adopt NEP via using digital tools at a faster rate than others due to the lag of non–material cultures (values, knowledge, attitudes). To get all these answers, this proposed study tried to analyse existing knowledge, and this study will be based on secondary data. Both qualitative and quantitative methods will be used. The purpose of this study is to critically analyse the possibilities and challenges of rural colleges, specifically in West Bengal State.

Keywords: NEP, Technology, Digital Infrastructure, Smart Classroom, Cultural Lag



Role of Soft Skills in Nurturing the Individuals in Globalized Era

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Abstract

The Indian economy has witnessed unique growth in the last decade due to the growth in the service sector, particularly fuelled by industries such as IT services, retail, marketing, hospitality, travel, and financial services. It is a well-regarded fact that each one of these sectors relies heavily on trained manpower not only in challenging competencies but also in soft skills. This boom is now threatened because the effectiveness and growth of India's talent pool have been significantly confined due to a deepening smooth abilities crisis. There is a severe dearth of experts ready to combat the marketplace. Every year, with a growing need for experts, comes the problem of maintaining this growth. Research in sales and advertising, software program improvement, engineering, and law has shown that to be successful within the workplace, know-how on my own is not sufficient. Soft skills are having to deal with the outside international and to paint concertedly with one's colleagues. Schools and colleges have an excellent role in refining the students' skills and now do not familiarize them with the handiest in looking for information. There may also be a need to improve the curriculum and coaching method to improve employability skills. Moving hand in hand with the company will assist in figuring out areas for development. This paper seeks to reveal what capabilities need to be honed to become employable soft skills, what may be finished to adjust the curriculum, and how job aspirants can meet the necessities of the enterprise.

Keywords: Soft Skills, Workplace, Knowledge, Curriculum, Employability, Globalization



Exploring Linguistic Inclusivity and Challenges: Assessing Language Diversity in Mother Tongue Instruction under NEP 2020 in Arunachal Pradesh

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Abstract

The three-language formula under the New Education Policy (NEP) 2020 aims to promote multilingualism with an emphasis on mother tongue/home language as a medium of instruction in schools. The objective is to bridge the gap between a child's spoken language and the medium of teaching effectively. Initiatives like Ek Bharat Shrestha Bharat are launched with students' participation in activities that involve knowing the native languages of different geographical areas, encouraging India's diversity. In reality, it becomes challenging for the students who are non-native speakers of that particular region. Arunachal Pradesh, a tribal state with over 110 sub-tribes and diverse dialects, faces the same issue.













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This study focuses on the challenges of implementing Mother Tongue as a third language at schools in Arunachal Pradesh. The present study has adopted an online survey and used secondary sources such as articles, journals, government reports, etc., to collect data. The study shows that adopting a single dialect as a medium of instruction neglects communities with lesser-known dialects. The approach towards linguistic inclusivity through NEP 2020 requires further deliberation from educators, government officials and other stakeholders.

Keywords: Mother Tongue, Linguistic Inclusivity, Cultural Diversity, NEP 2020, Arunachal Pradesh



ICTs Role in Pedagogical Training through NEP 2020: Empowering Educators Nazish Khan, Research Scholar, Education Training, Halim Muslim P.G College, Kanpur

Abstract

The National Education Policy (NEP) 2020 has established an extensive framework for reforming the education system in India. Contemporary classroom teaching and learning have recently been entirely transformed by incorporating Information and Communication Technologies (ICTs) into the curriculum. The National Education Policy (NEP) 2020 has renewed an emphasis on providing pedagogical training to educators to empower them and guarantee high-quality education for all students. In keeping with the National Education Policy (NEP) 2020 goals, this research paper explores the pivotal role of ICTs in improving pedagogical training and how they might be used to empower educators. In order to offer beneficial insights into using technology to build dynamic and productive learning environments, this research study will look at the advantages, difficulties, and potential applications of ICT integration in pedagogical training with a focus on how it influences student preparedness for the future, collaborative practices, personalized learning, educator empowerment, and professional development.

Keywords: Information and Communication Technology (ICT), National Education Policy (NEP) 2020, Pedagogical Training, Empowering Educators



Scientific Attitude in Students with Hearing Impairment at Secondary Level Neelesh Kumar, Research Scholar, Department Of Education, CSJM, Kanpur

Abstract

Science education must become an integral part of school education, and ultimately, some study of science should become a part of all courses in the humanities and social sciences at the university stage. The quality of science teaching must also be improved considerably to promote a deep understanding of fundamental principles, develop problem-solving and analytical skills and promote the spirit of enquiry and experimentation Kirk and Gallagher (1986), "When youngsters in the same classroom are remarkably different, it is difficult for the teachers to help them reach their educational potential without assistance. The help the schools devise for children who differ significantly from the norm is called special education". The study aims to know how much Curiosity, Humility and Scepticism are present in deaf children. People may have different views and attitudes about science education. Whether or not a person accepts science as a source of development depends on his attitude. The research design used for the study was descriptive. Here, we are using random sampling. We select the sample of deaf schools in the Lucknow district. After proper analysis and interpretation, data findings will be drawn and given in proper form. A suggestion is given for further research, and suggestions for studies in the field of research shall be given.

Keywords: Curiosity, Skepticism, Humility and scientific Attitude



Digital Preservation Technologies for Cultural Heritage and Historical Documents
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Abstract

This paper presents the study of digital preservation technologies for cultural heritage and historical documentation. Various cultural practices like artefacts, collections, document works and their products attain the position of cultural heritage













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and historical documents after a specific period. Our cultural heritage and historical documents are invaluable resources for our lives and motivation for future generations.

As there are miscellaneous collections of cultural heritage and historical documentation across the world, no specific technology or method can be employed for all. Each technology has its limitations. The establishment of Colour and Space in Cultural Heritage (COSCH) was to improve the understanding and analysis of cultural heritage material and historical documentation through the employment of optical technologies. The United Nations Educational, Scientific and Cultural Organization (UNESCO) has also realized the importance of digital heritage to stimulate cultural heritage and historical documentation. In the present scenario, as the public demand extends, analogous heritage organizations, archives, libraries, and museums are slightly encouraged and also are under duress for digitization of their collections and holdings. However, presently, the digitization of cultural heritage and historical documentation has been done to a minimal extent across the world. Automating digital techniques using speedy and systematic machinery operations employed for rare objects with quality is depicted as a step ahead. Lifelong digital preservation is also a prevalent issue. The advantages require to be proved. The standard characteristics and aesthetic qualities are determined by the employment of the technology and material for artefact making. Digital data acquisition for a specific purpose can be reused alternatively. However, the benefits of employing digital technology to investigate material and documentation cannot be considered readily. The advantages require to be proved. Digital preservation Techniques and their innovation must accept prior related research and be responsive to the traditional research techniques that are consistently productive.

Keywords: NEP 2020, Education, Humility and scientific Attitude



Empowering educators for Atmanirbhar Bharat Nilofar Parvez, Research Scholar, University of Kota, Rajasthan

Abstract

Viksit Bharat@ 2047 is a complete visionary arrangement of the government of India. The honourable Prime Minister Narendra Modi sent off the program intended to change India into a created country by 2047, the 100th commemoration of freedom. When it comes to making education more efficient and impactful, teacher education plays a crucial role. Teachers complete preparation that incorporates numerous significant parts, including educational information, topic authority, and homeroom the executive's procedures. This planning furnishes instructors with the ability to establish drawing-in and comprehensive learning conditions. Proceeding with proficient advancement through administration preparation permits educators to keep up to date with developing instructive patterns, coordinate new innovations in the homeroom, and participate in patterns of reflection and improvement. After all, teacher education is not a one-time process for his/her; instead, it is a lifelong commitment to educational excellence that enables teachers to impact their students' lives positively. Because of school system elements, strategy changes, and mechanical advances, it is hard to anticipate explicit changes and advances in instruction, including educator preparation.

Notwithstanding, in light of general patterns and contemplations, we present a few expected regions for improvement in educator schooling. These incorporate the mix of trend-setting innovation, worldwide joint effort, modified proficient turn of events, an accentuation on comprehensive training, and an interdisciplinary methodology. It is essential to take note that these projections are speculative and genuine.

Improvements in educator training will be impacted by various elements, including cultural changes, strategy choices, mechanical advances, and instructive exploration.

Keywords: Teacher, teacher education, innovation



NEP 2020 Challenges & Implementation

Nivedita Tiwari, Research Scholar, C.S.J.M.U. Kanpur

Abstract

Education is a human right and a powerful driver of development. Education has the power to change your entire life. Learning changes your thinking capabilities and perception. An NEP is a far-sighted framework to guide the development of











Organizers



RECONDITIONING INDIAN TRADITION AND CULTURE THROUGH NEP 202
MULTILINGUAL, MULTICULTURAL AND MULTIDISCIPLINARY EDUCATIONAL APPROACH

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education in a nation. NEP 2020 will undoubtedly be a milestone in the history of India's education system. The main focus of the policy is to make the education system flexible, multidisciplinary and aligned to the needs of this century and sustainable development. About two crore out-of-school children will be brought back into the mainstream under NEP 2020. In higher education, the policy aims to improve the GER from 26.3% to 50%, break disciplinary barriers, and pave the way for the best foreign universities to come to India and collab. NEP 2020 is a turning point that aims to transform the Indian education system at every level. The path to successfully executing NEP is drilled with many difficulties: the centre and states must work closely to overcome them. How is the government planning to implement it in future? Most previous governments have set the goal of allocating 6% of GDP to education. The Kothari committee had recommended a 6% allocation way back in 1964. How will it reach 6%? Concerning the medium of language for teaching, concerns exist whether this would be at the cost of English language education. Increasing GER drastically (from 26.3% to 50%) can lead to a focus on quantity more than quality. Targets should be more realistic. After all, everything depends on implementation. The NEP 2020 aims to promote research, quality of teaching and learning. There are still a lot of challenges, such as lack of infrastructure, lack of qualified researchers, and lack of funding in the research area. There is also an emphasis on vocational training, but to make it effective, there must be close coordination between the education and skills ministries. Increasing public investment in education is the need of the hour, and NEP does aim to increase the investment; however, no timeframe is given. So, it needs realistic budgeting, strong leadership and a singular focus on outcomes.

Keywords: NEP 2020, Education



Yoga in Indian Scriptures: An Analytical Study

Dr. Nurul Islam, Assistant Professor, Karmashree Hiteswar Saikia College, Dept. of Philosophy, Six Mile, Guwahati-22, Assam, India

Abstract

Yoga is an everlasting contribution to the world found in Vedas. The Vedas are among the oldest sacred texts of Hinduism. Yoga has existed since Vedic times, and its importance is described in several scriptures. The Upanishad and Bhagavad Gita discussed about yoga in detail. In Shvetashvataropanishad and Kathaupanishad, it is said that yoga is an essential means of happiness, and the senses, mind, and intellect of the person directed towards a spiritual goal are essential in realizing the purpose of life. In the Bhagavad Gita, this is known as yoga Shatra, i.e., what is said about yoga for leading a balanced and harmonious life. Several forms of yoga, like karma yoga, Jnana yoga and Bhakti yoga, are discussed in Bhagavad Gita. Even Patanjali yoga and Hatha yoga also discussed how yoga was borrowed from the Vedas. Therefore, yoga can be said to be the root of Vedas. The practice of yoga is applied to Veda, which means union or unification with one's own true nature as pure consciousness, beyond all the limitations of time-space, which naturally brings the deepest sense of harmony and peace. Yoga is not a theory. Rather, it is a practical aspect of Vedas. It is said in the second chapter of Bhagavad Gita that "Yogah Karmasu Kausalam" which means yoga is skill in action. Yoga asanas, Pranayamas and meditations are skills in action through which one can transform himself physically, mentally, and spiritually. This paper will see how yoga is in Indian scriptures and why it is the practical aspect of Vedas. It will also show how yoga transformed us physically, mentally and spiritually. Most people know yoga is our culture and tradition, but many do not know where the concept of yoga is borrowed. Therefore, it is a matter of concern.

Keywords: Scriptures, yoga, Practical yoga, Upanishad, Bhagavad Gita



Skill Development in A Globalised Era Imperative and its Significance

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Abstract

The old education model is at a critical crossroads in a world rapidly changing economically and technologically. While gaining knowledge is still important, rote learning and conventional curriculum are no longer adequate developing skills is now even more crucial to equipping for the complex and varied problems of the twenty-first century. Our aim is to investigate the reasons that make incorporating the reasons that make incorporating skill development into the education











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sector an essential requirement rather than a purely optional approach. Critical thinking skills more and more. In order to meet this never reality, the education industry must prioritise project-based learning, experiential learning, and exposure to developing technology. In conclusion, the focus on vocational education and skill development under NEP 2020 holds immense significance in bridging the gap between education and industry needs. By aligning curriculum, providing industry exposure, recognising prior learning, and fostering entrepreneurship, this policy aims to create a workforce equipped with the necessary skills for a rapidly evolving world.

Skill labs will also be set up and created in the schools in a Hub and Spoke model, allowing other schools to use the facility. Higher education institutions will offer vocational education independently or in partnership with industry and other institutions.

Keywords: Conventional Curriculum, Vocational Education, NEP 2020 Skill Labs, Spoke Model.



Indigenous Knowledge Systems: Indian Scriptures and Societal Relevance Pardeep Kumar, Assistant Professor, Department of Commerce, Govt. P. G. College, Ambala Cantt.

Abstract

This paper examines the intersection of indigenous knowledge systems and Indian scriptures, analyzing their enduring relevance for contemporary sustainability challenges. Through textual analysis of selected Hindu, Buddhist, and Jain scriptures, the paper demonstrates how these texts encode profound ecological wisdom, social philosophies, and spiritual insights with significant implications for environmental conservation, social justice, intercultural dialogue, and human flourishing. However, actualizing the transformative potential of indigenous knowledge requires bridging academic silos, inclusive policymaking, and nuanced interpretative frameworks attentive to internal diversities. The paper proposes engaging environmental hermeneutics of scriptures and community-based pilot projects as avenues for future research and action.

Keywords: Indigenous knowledge systems, Indian scriptures, sustainability, cultural diversity, environmental humanities



Pedagogical Relevance of Gandhian Ram Rajya to Promote Human Value Pratap Kumar Ghorai, M.A in Education, Indira Gandhi National Open University

Abstract

Pedagogical Relevance of Gandhian Ram Rajya to promote human and social values in our contemporary value-degrading society. The post-modern social system is fragmented in nature. The fragmentation of post-modernism is one of the fundamental traits with two basic factors: individualism and self-centeredness. By the increasing trends of individualism and self-centeredness, individuals have lost the sense of collectivism, sociability and collective value of cohesiveness. Thus, people judge their fellow beings and neighbours economically, politically, religiously, and never humanistically. Human and social values are the basic pillars of human value. However, in this post-modern fragmented social system, men are more professional than personal, more objective than subjective, and more dependent on secondary relationships than primary relationships. If we analyse it, we can deduce that the prevalence of the Western education system is the primary reason for individualism and self-centeredness. In 2020, the central government introduced the New Education Policy 2020, where more emphasis is placed on India's rich traditional holy text. There is more scope to learn the essence of life, the science of social facts and phenomena, and also ideologies of devotion, dedication, and welfare, which will be started and treated by only humanity. Our father of the nation, Mohandas Karamchand Gandhi, wanted to establish an Indian society using Ram Rajya's ideas. Lord Shree Ram Chandra was the avatar of lord Vishnu (Satyanarayan) in Dwapar Yuga. Lord Ram had established the kingdom with prevailing democracy, transparency, honesty and humanity.

Keywords: Collectivism, Cohesiveness, Pedagogy, Democracy, Humanity















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"Skill Development In A Globalised Era: Imperatives And Significance" India In Skilled Era

Pravartika Verma

Abstract

In today's globalised world, skill development has become crucial to individual and national prosperity. The rapid pace of technological advancement and shifts in the global economic landscape underscores the need for continuous learning and adaptation. This abstract delves into the imperatives and significance of skill development in navigating the challenges and opportunities of a globalised era, with a focus on the context of India.

The imperatives of skill development lie in its role as a catalyst for economic growth, social inclusion, and innovation. In an interconnected world, where knowledge is a primary driver of competitiveness, investing in human capital through skill enhancement becomes paramount. Skills enable individuals to participate meaningfully in the workforce, fostering productivity and entrepreneurship. Moreover, they empower marginalised communities, bridging socio-economic disparities and promoting inclusive development.

The significance of skill development extends beyond individual empowerment to national resilience and global competitiveness, which is especially crucial for emerging economies like India. Nations prioritising skill development cultivate a dynamic and adaptable workforce capable of responding to evolving market demands. By fostering a lifelong learning and upskilling culture, countries enhance their capacity to innovate, thereby driving sustainable economic growth. Additionally, skilled labour attracts foreign investment, fostering international partnerships and enhancing India's position in the global value chain.

However, realising the full potential of skill development requires concerted efforts across multiple fronts. Effective policy frameworks tailored to diverse populations' needs are essential for promoting access to quality education and training in India. Public-private partnerships are crucial in aligning skill development initiatives with industry requirements, ensuring relevance and efficacy. Furthermore, leveraging technology and digital platforms can democratise access to learning opportunities, particularly in remote or underserved areas.

Keywords: Skill Development, Globalization, Economic Growth, Social Inclusion, Innovation, India



National Education Policy 2020: Implementation Challenges for Quality of Higher Education *Priyanka Gupta & **Dr. Sunita Singh

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Abstract

In every Country, a Systematic Education Policy is an essential element in running the education system, which leads to the nation's socioeconomic progress. After the Education Policy of 1986, the New Education Policy 2020 is the most significant 21st-century policy that has led to the reform and reconstruction of Indian education from pre-primary to higher levels. The policy approved by the Cabinet of the Indian Government on 29th July 2020 proposed a new curricular and pedagogical structure as 5+3+3+4 following the mother tongue or local language as a medium of instruction with holistic and multidisciplinary approaches. This policy also focuses on various reforms in the higher educational system for quality education, accreditation, autonomy, and excellence. Accreditation initiates the autonomy of HEIs, which brings quality education and research improvement and makes them accountable to the stakeholders. This research paper highlights the quality of higher education in the Indian context of NEP 2020 and the implementation challenges they face in the 21st century. The study is based on critical analyses of the NEP 2020, examining its implications and identifying the challenges that need to be addressed for effective implementation. The review method focuses on secondary data sources using electronic databases like Google Scholar, PubMed, Embase (Elsevier), JOSTER, etc. Findings are based on systematic examinations of existing literature. NEP 2020 is expected to give a giant leap in higher education in India and maintain the socioeconomic landscape and the prospects to meet future challenges.

Keywords: Higher Education, Autonomy, Accountability, National Education Policy, Implementation Challenges















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Role of Information and Communication Technology in Bridging The Gap Between Educator and Learner *Rajani Rawat & **Prof. S. Shujat Husain

*Research Scholar, Department of Commerce, Shia Pg College, University of Lucknow, Lucknow **Professor, Department of Commerce, Shia Pg College, University of Lucknow, Lucknow

Abstract

In the emerging era of the 21st century, no human being can imagine the day without the intervention of information and communication technology. Information and communication technology has made the lives of millions easy and has been facilitating people's work. In this research paper, the researcher has cited the importance of ICT in the emergence of the education sector. Researchers have also cited the importance and role of ICT in bridging the gap between educators and learners. The education sector has started to achieve new heights since information and communication have intervened. It has not only helped the students but also increased the productivity of the teachers as they are now able to reach the students anytime they want or the students want. ICT has bridged the constraints of time, space and money. The local government has also taken the initiative to involve the students and facilitate their exploration of the world of education from anywhere and anytime. The classes have also become more interesting with various audio-visual aids such as interactive smart boards, LCD projectors, cameras for live classes, vlogs, etc.

Keywords: ICT, Education, Technology, Smart Classes, Distance Education



Tracing The Roots of Enforceable Fundamental Duties Under Traditional Indian Jurisprudence of Dharma

Rajeev Shukla, PhD Research Scholar, Department of Law, C.S.J.M.U. Kanpur

Abstract

At the very onset of fully Functional Constitutional Machinery from the 26th January 1950, voices of dis-satisfaction and laments started pouring over the non-inclusion of the Chapter of Enforceable Fundamental Duties in the Constitution on the pattern of Hohfeld's Jural Postulates proclaiming every Right must have a parallel co-relative in the form of Duty whatever may be the nature of Right. Finally, in the year 1976, Fundamental Duties were incorporated in the Swarna Singh Committee's Report but are devoid of the element of enforceability. Further, they do not correspond to specific fundamental Rights and their respective co-relates.

This Research Paper seeks to establish the existence of enforceable co-relative Duties concerning specific fundamental Rights guaranteed under Part III of the Constitution of India. The restrictions attached to the fundamental Rights prove that they are not absolute in themselves and work in isolation but are subject to equally important freedoms of others. One is fundamental. Right ends the moment it counters adversely/or starts negating or violating the rights of other members of the society. The restrictions attached to Part III of the Constitution with respect to specific fundamental Rights are corresponding Claims (Duties of the Right holder) of the society against the asserter of Fundamental Rights.

The framers of the Constitution did not expressly mention them (fundamental duties) because they believed in the Indian traditional Jurisprudence of Dharma. The whole traditional Indian Legal System was based on the philosophy of Dharma, which propounded that doing one's Duty as one's standing in society was paramount. The observance and practice of one's Duty were directly interlinked and symbiotic. They created a pure egalitarian society and Legal System encompassing within its fold both the Ruler (king) and the Ruled (Masses). The restrictions attached to fundamental rights are in the form of co-relative duties flowing from Dharma doctrine in the form of public welfare/interest, dignity, morality, relation with foreign states, Defamation, public order, etc.

The Philosophy of Dharma, as reflected in the form of restrictions/limitations, imply an enforceable fundamental duty on the asserter of fundamental Rights himself. As a necessary instrument, the state has to ensure this Right-Duty Balance through its organs and instrumentalities and enforce the same against private individuals wherever necessary by necessary corrective action. Thus, the claim of non-inclusion of enforceable fundamental duties in the Constitution from the beginning is an observation from a limited/fallacious perspective. On the contrary, by implication of the Dharma Doctrine, the fundamental duties were very much part and parcel of part III of the Constitution from the beginning.

Keywords: Dharma, Hohfeld Jural Postulate, Enforceable, Claim, Symbiotic, Instrumentality of State













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Role of OCB in Delivering Quality Education in Indian Universities

Rajput Sanu, Yadav Vinod Kumar & Katiyar Ruchi School of Humanities and Social Sciences, Harcourt Butler Technical University, Kanpur

Abstract

Universities are considered the source of knowledge, learning, and innovation. The collective effort and commitment of the faculty, administrative staff and students lead to the development of healthy organizational behaviour and ecosystem that drives growth. OCB, an essential of a healthy work culture, is characterized by discretionary behaviours that go beyond formal job descriptions and play a crucial role in shaping the organizational climate, enhancing collaboration and overall performance.

The researcher studies the impact of OCB on the knowledge delivery system in Indian universities. It searches how positive behaviours like altruism, conscientiousness, and courtesy create a supportive learning environment. It examines the influence of OCB on faculty-student relationships, administrative efficiency, knowledge sharing and innovation.

Keywords: Healthy Organizational Behavior, Knowledge, Efficiency, Performance



Digital Transformation in Higher Education Under NEP 2020: Evaluating the Integration of Technology and Online Learning Initiatives

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Abstract

This study critically examines the digital transformation landscape in higher education under India's National Education Policy (NEP) 2020, focusing on integrating technology and online learning initiatives. In response to the evolving educational ecosystem, NEP 2020 envisions a significant role for technology in reshaping higher education. The research employs a mixed-methods approach to assess the extent and effectiveness of digital integration across diverse higher education institutions. The study explores adopting digital tools and e-learning platforms and implementing online learning strategies as outlined in NEP 2020. The investigation aims to provide insights into the challenges and opportunities associated with the digital transition, addressing infrastructure readiness, faculty preparedness, and student engagement.

Additionally, the research evaluates the impact of technology integration on pedagogical approaches, learning outcomes, and the overall educational experience for students. The findings are expected to inform policymakers, educational institutions, and stakeholders about the current state of digital transformation in higher education and offer recommendations for optimizing the use of technology to enhance the quality and accessibility of education. In the context of NEP 2020, this research contributes to the ongoing discourse on aligning educational policies with technological advancements to meet the dynamic needs of the contemporary higher education landscape.

Keywords: Digital Transformation, Higher Education, National Education Policy 2020, Technology Integration, Online Learning Initiatives



Empowering Tomorrow: NEP 2020 Focus on Early Childhood Care and Education (ECCE) for National Progress

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Garhwal, Uttarakhand

Abstract

In September 2015, the United Nations Summit in New York established 17 Sustainable Development Goals (SDGs) to foster peace and prosperity for the present and future, aiming for their achievement by 2030. Among these, Goal 4 stands out, emphasizing the critical importance of quality education. With this global agenda, India adopted the National Education Policy (NEP) 2020 to enhance education quality through Early Childhood Care and Education (ECCE). Recognizing the critical importance of the early years (ages 3-6) for cognitive, emotional, and social development—where 85% of a child's brain development occurs—this policy aims to lay a robust foundation for lifelong learning and well-being.













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This paper delves into the significance of ECCE, as proposed by NEP 2020, in fostering individual growth and national development. Through a descriptive analysis that reviews pertinent literature and policy documents, the study highlights the pivotal role of early education investments in advancing children's holistic development and setting a trajectory for the country's future prosperity. It argues that ECCE is crucial for mastering foundational skills such as reading, writing, and arithmetic, which are indispensable predictors of future educational success and societal advancement.

Keywords: Early Childhood Care and Education (ECCE), Early Childhood Education (ECE), Early Childhood Years, National Education Policy (NEP) 2020



Role of Digital Education in Revolutionizing Classrooms in the Vision of NEP 2020 Ankit Kumar Yadav, Research Scholar, Department of Education Training, Chhatrapati Shahu Ji Maharaj University,

Kanpur

Abstract

Education is crucial for developing countries, especially with the rapid technological advancements. Quality education directly affects all aspects of a country's growth and helps the country stand high in the overall platform. Education is of the utmost priority for India. Educational institutions must improve the quality of their services to meet global demands and remain competitive. Digital Education, which involves using technology and digital devices, allows students to access knowledge anywhere in the country. In India, Digital Education is rapidly evolving. It is considered the future of learning and is emphasized in the National Education Policy (NEP) 2020. This policy aims to create a productive and cohesive nation by empowering the educational system through digital learning. The advancement of technology has revolutionized education, making teaching and learning more enjoyable. It has made students gain not just bookish information but also practical and technical knowledge.

Keywords: Education, Digital Education, NEP-2020, Technology, Educational Institutions



Vocalizing Local Voices: Embracing NEP for Cultural Expression Saurabh, Department of Art, CSJMU

Abstract

Vocal for local is one of the most famous slogans in our country and this can be realized by quality education or local education in our country. India is a very diverse country with so many cultures. I think language is one of the strongest mediums to express our culture. Culture has its language, literature, art, festivals, etc., which can be conveyed through language. The recently launched NEP 2020 (New Education Policy) has many merits concerning the holistic development of school and college students. However, in my opinion, it does not do justice to promoting harmony among Indians as it does not stress much on cultural aspects of India.

Implementing this should not be a big deal because we can celebrate Christmas on 25 December even though there are hardly any students in the Government or private schools as there are very few schools where Christian students go to study. However, if everyone celebrates, then whyn't our regional festivals be celebrated in the same manner in the different regions of the country as well?

Keywords: Indian Regional Language, Indian Regional Festivals



New Education Policy 2020 and Youth Empowerment

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Abstract

This paper seeks to understand the role and impact of National Education Policy 2020 on youth development. NEP 2020 was approved by the central government on 29 July 2020, and it basically emphasises the development of each individual's creative potential. The fundamental principles of NEP 2020 include holistic and multidisciplinary education,













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creativity and creative thinking, promoting multilingualism and the power of language, skill development, extensive use of technology, ethics and human and constitutional values, etc. NEP 2020 is meant for the new generation of the country, and the future of the youth depends on it. This paper highlights the Role of the National Education Policy 2020 in youth empowerment. The attempt is also directed to understand the various impacts of NEP 2020 on youth. In this study, data have been collected through secondary sources.

Keywords: National Education Policy 2020, Youth Development, Skill Development



Reviving Indian History and Culture in the Modern Context Shashikumar K R.(Guest Lecturer) & Sandeepa R (Research Scholar) kuvempu University

Abstract

Reviving Indian history and culture in the modern context involves several approaches. Education and Awareness Integrate Indian history and cultural studies into school curricula, ensuring that students learn about the rich heritage of the country from an early age. Indian art, music, dance, literature, and cuisine, both domestically and internationally. Digital Platforms Utilize digital platforms such as websites, apps, and social media to disseminate information about Indian history and culture to a broader audience, including the younger generation. Preservation and Restoration: Invest in the preservation and restoration of historical sites, monuments, and artefacts to maintain tangible links to the past. Promotion of Traditional Arts and Crafts Support artisans and craftsmen by promoting traditional Indian arts and crafts, ensuring their survival and continuation and encouraging Cultural Exchange. Foster cultural exchange programs with other countries to showcase Indian culture abroad and learn from other cultures. Research and Documentation Encourage research and Documentation of various aspects of Indian history and culture to ensure that knowledge is preserved and disseminated effectively. Public Engagement Encourage public participation in cultural activities and initiatives to foster a sense of ownership and pride in India's heritage. By implementing these strategies, India can revitalize its history and culture, ensuring it remains relevant and cherished in the modern world. Cultural heritage is a contested space, with the politically powerful seeking to concoct, contest, and appropriate it. Since without memory, heritage loses its emotional value; the agenda is either to create false memories or to erase blocks of them altogether from the collective consciousness.

Keywords: History, Culture, Program, Politically, Powerful



Experiential learning in the context of NEP 2020: Challenges and Opportunities

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Abstract

According to Kolb (1984), experiential learning underscores active engagement and hands-on experiences as integral elements of the learning process. The National Education Policy (NEP) 2020 advocates for experiential learning to revamp India's education system and align it with global standards, enabling students to apply knowledge in real-world scenarios. The NEP 2020 emphasizes incorporating experiential learning throughout all educational stages, including hands-on training, arts, sports integration, and storytelling-based teaching methods across various subjects. This paper explores the concept of experiential learning within the context of NEP 2020 and its implementation in Indian schools. It delves into the challenges faced by educators and administrators in integrating experiential learning into classrooms, drawing insights from existing literature and previous studies. While the Indian government has promoted experiential learning, further efforts are needed to embrace it in educational practices fully.

Keywords: Experiential Learning, NEP 2020, Challenges, Opportunities, School Curriculum













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RECONDITIONING INDIAN TRADITION AND CULTURE THROUGH NEP 2020:
MULTILINGUAL, MULTICULTURAL AND MULTIDISCIPLINARY EDUCATIONAL APPROACHES

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NEP 2020: Inclusive & Holistic Education for Transgender

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Abstract

The National Education Policy 2020 focuses on 'Equitable and Inclusive Education'. It is working on the idea that no child should be left behind regarding educational opportunities. No child should be deprived of education because of their background and socio-cultural identities. Despite the good intentions of the Indian Government, transgender persons are deprived of social and cultural participation, and they have restricted access to education. Formal education for transgender is not popular in the Indian context. They are deprived of family, and the school environment forces transgender to discontinue their education and risk their future career opportunities. According to the reports and discussions with the community and stakeholders, it is found that transgender are the most uneducated or undereducated community.

Education and skills opportunities play a pivotal role in enhancing jobs and providing economic opportunities for an individual. The Constitution of India considers 'education' a fundamental right for children for six to fourteen years. India has achieved significant growth and development in every sector. It has improved crucial human development indices such as literacy levels, education and health. However, not all disadvantaged groups have been a part of this growth process. Among these groups, the transgender community is one of the most marginalized and vulnerable communities in the country. It is lagging behind on many human development indices, including education. Keeping these lacunas in mind, the objectives of NEP 2020 for equitable and quality education for girls and transgender children are being focused upon. It has taken into account the concerns of the Socio-Economically Disadvantaged Groups (SEDGs), which include female and transgender individuals, Scheduled Castes, Scheduled Tribes, OBCs, minorities and other categories. This policy aims to bridge the gaps in access, participation, and learning outcomes in school education. NEP 2020 has made many specific provisions under SamagraShiksha2.0 by allocating certain dedicated resources for SEDGs.

Keywords: Education, Opportunity, Discrimination, Transgender, Literacy



Revitalising ESL Teacher Education in India: Implementing Farrell's Reflective Framework to Enhance Pre-Service Teacher Cognition and Pedagogic Content Knowledge

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Abstract

The National Education Policy (2020), while providing directions to language education teacher training, criticises the current quality of teacher education by stating that "it is not where it should be" (p.20). This necessitates a critical analysis of the teacher training programmes and implementing innovative strategies that enhance pre-service teacher training in the country. Previous research suggests the importance of teacher reflections to enhance teacher performance (Kumaravadivelu, 2001, 2006). The present study adapts the theoretical framework for teacher reflections as proposed by Farell (2015), which would help enhance the quality of teacher education with emphasis on pre-service ESL teachers' cognition. The presentation reports a study conducted on pre-service ESL teacher participants. The participants created lesson plans as part of their peer-teaching sessions. Using stimulated recall protocols, cognitive data from the participants were elicited. The data is analysed to understand the aspects of pedagogic content knowledge that participants attend to while creating lesson plans. This provides valuable insight into the nature of the study that will affect Indian ESL teacher training.

Keywords: National Education Policy (2020), Pre-Service ESL Teacher Training, Teacher Cognition



Reviving Nature and Spiritualism as Lost Tradition in Regard With NEP

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Abstract

"The true education is that which helps a man to realise his own divine nature and become free from bondage." -Swami Vivekananda













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Amidst the chaos of the mind's longing for perfection and conformity within society and the cosmos stands education, the torch bearer of an individual's soul. National Education Policy - NEP comes as a pleasant, revolutionising and much-awaited change for the Indian Education system, which had and will produce stalwarts of Indian tradition and consciousness like Acharya Chanakya, Swami Vivekananda, A.P.J Abdul Kalam, to name a few.

The paper aims to re-establish and reinvigorate the importance of individuality, nature and spirituality as lost traditions in the Indian education system. It aims to explore how these core tenets, often declined and marginalised by contemporary society, may contribute holistically and transcendentally to an individual's overall progression through education. Reviving and following the natural and universal traditions and the vision of Swami Vivekananda, "...be true to your nature", we need to stimulate our lost cultures and forlorn practices to educate our souls. This paper will analyse a critical assessment of present education paradigms in terms of India's vast, omnipotent and alive historical consciousness and traditional roots. NEP, as a vision, will influence the models to align India as "Vishwa Guru", embracing India's lost glory. This research paper will tackle the interdependence of Indian traditions and individual talent towards holistic development for an individual, as they are synonymous with each other. Including such ethnicities in today's education system will invoke sublimity and magnanimity to a worldwide interaction among educationists, aiding and fostering overall scholastic growth, which is considered a significant goal of NEP.

Keywords: NEP, Lost Traditions, Education, Nature, Spiritualit



Reviving Indian History and Culture in the Modern Context Subrato Das, Research Scholar, Mangalayatan University Beswan, Aligarh, U.P.

Abstract

India is a living example of the legacy of civilizations that have lived on its ground. This research paper explores the difficulties and prospects of reviving Indian history and culture in the modern context. Through an analysis of education, technology, policy interventions and cultural initiatives, this paper aims to develop approaches to increase the understanding and love for India's heritage among its people and the international community. Using a diverse approach, including historical analysis, cultural studies, and socio-political perspectives, the article seeks to add its voice to the discussion to save and revive India's glorious heritage for the coming generation.

The cultural legacy of India, which reflects its diversity in traditions, languages, art forms, and historical narratives, is the memory of its over one billion population and its identity. As the country moves through the waves of globalization, technological advancements and quick social changes, the need to protect and revitalize this heritage has never been more critical. This paper provides an in-depth analysis of the restoration of Indian history and culture in the modern globalization and cultural homogenization environment. It covers all directions, from education, technology, and policy initiatives to cultural movements, to prepare the integrated strategies for maintaining the heritage of the Indian civilization.

Keywords: National Education Policy (2020), Education



Enhancing Language Teaching by Comparative Study of Sanskrit & English Language
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Abstract

Knowledge gives humility; from humility, one attains character; from character, one acquires wealth; from wealth, good deeds/righteousness follow and then happiness.

English has become a link language that helps us converse with people worldwide. Because the world has become a global village, we can easily transcend borders for employment. Well, even if we are not looking for employment, there is a whole world just waiting for sightseeing, more and us to explore trekking. If we have the money and adventure, then no place is far. English is handy when conversing with strangers, getting visas and finding our way around.

Sanskrit is rich in compound formation; Panini's grammar has more than four hundred rules that deal with the semantic conditions governing compound formation and the grammatical process involved. The language provides a compact way of expressing thoughts. On the one hand, they bring brevity to the language expressions, and on the other hand, they make the













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language rich both at the lexical and structural levels.

In this paper, I have tried to show the different processes of Language communication and the keys to effective communication. We rewrite the grammar as a combination of phrase structure rules and regular grammar and list various semantic features as constraints. Though the primary role of the Sanskrit hymns of the Veda was healing and maintaining harmony with nature, it also served as an infinite source of theoretical and practical knowledge.

Keywords: Knowledge, Language, Literature, Teaching, Communication & Culture



Role of Soft Skills in Nurturing the Individuals in Globalized Era

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Abstract

The Indian economy has witnessed unique growth in the last decade due to the growth in the service sector, mainly fuelled by industries such as IT Services, Retail, Marketing sectors, Hospitality, Travel, and Financial Services. It is a well-regarded fact that each one of these sectors relies heavily on trained manpower not only in tough competencies but also in soft skills. This boom is now threatened because the effectiveness and growth of India's talent pool have been significantly confined due to a deepening smooth abilities crisis. There is a severe dearth of experts ready to combat the marketplace. Every year, with a growing need for experts, comes the problem of maintaining this growth. Research in sales and advertising, software program improvement, engineering, and law has shown that to be successful within the workplace, know-how on my own is not sufficient. Soft skills are having to deal with the outside international and to paint in a concerted method with one's colleagues. Schools and colleges have an excellent role to play in refining the skills of the students and now not familiarize them handiest in the direction of looking for information. There may also be a need to improve the curriculum and coaching method to improve employability skills. Moving hand in hand with the company will assist in figuring out areas for development. This paper seeks to reveal what capabilities need to be honed to become employable soft skills, what may be finished to adjust the curriculum, and how job aspirants can meet the necessities of the enterprise.

Keywords: Soft Skills, Workplace, Knowledge, Curriculum, Employability, Globalization



Atmanirbhar Bharat: Developing Youth for Entrepreneurship Through NEP Sushmita Chandra, Research Scholar, Patliputra University, Patna

Abstract

The Atmanirbhar Bharat initiative aims to make India self-reliant and economically strong. One key aspect of this effort is to empower young people to become entrepreneurs. This aligns with the National Education Policy (NEP), emphasising skill development and practical education. In simpler terms, Atmanirbhar Bharat means India wants to rely on its resources and talents to grow. The government wants to encourage young people to start their businesses to achieve this. This fits well with the National Education Policy, which focuses on teaching students practical skills that can help them become successful entrepreneurs. In a nutshell, Atmanirbhar Bharat and the National Education Policy are working together to prepare young Indians for entrepreneurship and self-reliance, ultimately helping the country become stronger and more self-sufficient. This paper examines the main entrepreneurial education-related provisions of the NEP and evaluates how well the NEP's entrepreneurship education programme fosters an entrepreneurial mentality in young people.

Keywords: Atmanirbhar Bharat, Entrepreneurs, National Education Policy, Entrepreneurship, Self-sufficient



ICT Roles In Pedagogical Training Empowering Educators

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Abstract

ICT is a major contemporary factor shaping the global economy and producing rapid change in society. They have













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fundamentally changed how people learn, communicate and do business. They can transform the nature of education-where and how planning takes place and student and teacher roles in the learning process. Education in the Indian region faces several problems. These problems include the shortage of qualified teachers, a vast student population, the high dropout rate of students and teachers and weak curricula. All of these negative aspects result in a poor delivery of education. The education crisis is worsened by the devastating effects of the COVID-19 pandemic, the brain drains in the teaching community, budgetary constraints, poor communication and inadequate infrastructure.

Teachers' professional education is reaching new boundaries with the explosion of knowledge in the feet of teacher education and the explosion of expectation in other realms. Teacher education institutions and programs have the critical role of providing the necessary leadership in adopting preservice and in-service teacher education to deal with the current demands of society and the economy. They must model the new pedagogy and learning tools to enhance teaching-learning. Moreover, teacher education institutions and programs must also give guidance to determine how the new technology can best be used in the context of their country's culture, needs and economic condition. The article attempts to explore the ICT roles in the pedagogical training of teacher educators.

Keywords: Pedagogical, Training, Teacher Educator, Information Communication Technology



Societal and Economic Impact of Atmanirbhar Bharat: A Long-Term Vision through Education Syed Inshaallah Tahir, Research Scholar, University of Kashmir

Abstract

The prosperity and development of the nation and its people are positively impacted for generations to come by equitable access to high-quality education. The National Education Policy 2020 (NEP-2020) is a comprehensive and transformative educational policy introduced by the Indian government. NEP 2020 aims to revamp the entire education system in India and cater to the evolving needs of 21st-century learners. This review paper employs a comprehensive literature review methodology, drawing insights from scholarly articles, policy documents, government reports, and academic publications. This study offers a comprehensive perspective on the enduring vision of Atmanirbhar Bharat, particularly in the context of education. This paper explores the societal and economic impact of the Atmanirbhar Bharat initiative with a focus on its long-term vision through educational reforms. It explores how education may change people's lives by encouraging independence and influencing India's socioeconomic environment. The research evaluates the National Education Policy's (NEP) significance for Atmanirbhar Bharat and looks at its main components. It also evaluates the policy's effects on social development and economic advancement. In conclusion, the National Education Policy 2020 sets a futuristic vision for education in India. NEP 2020 aims to prepare students to thrive in a rapidly changing world and contribute meaningfully to society and the global landscape.

 $\textbf{Keywords:} \ \text{Education, NPE-2020, Atmanirbhar Bharat, Societal Impact, Economic Impact, Workforce, Futuristic Vision and Societal Impact, Economic Impact, Futuristic Vision and Societal Impact, Economic Impact, Impact, Economic Impac$



Empowering India's Economic Future: Skill Development And The National Education Policy
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*Research Scholar, **Head-Department of Rural Management
Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot

Abstract

In the age of globalisation, developing one's skills becomes essential for countries hoping to prosper in the fierce international market. The importance of skill development is explored in this paper in the context of India's national education policy 2020. In order to tackle the problems presented by globalisation, the NEP emphasises the value of holistic development. It heavily emphasises promoting creativity, critical thinking, and problem-solving abilities. Despite its ambitious objectives, India confronts significant obstacles in bringing its skilled labour force into compliance with global norms, which calls for coordinated initiatives like the Make in India program and Skill India. A case study focusing on China also emphasises how skill development supports economic strength and global competitiveness. This paper illustrates how the NEP's inclusion of skill development initiatives can significantly impact India's economic future, especially for initiatives like Make in India that use sustainable means.













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Nevertheless, there are a few obstacles that must be overcome in order for skill development policies to be implemented effectively. These include problems with infrastructure, curriculum design, and teacher preparation. By tackling these obstacles and prioritising skill development programs, India can capitalise on its demographic dividend, become a global leader in skill development, and promote social and economic advancement. This paper aims to illuminate the importance of skill development and integration of sustainable development strategies into the workforce within the context of National Education Policy.

Keywords: Globalisation, Demographic dividend, Skilled workforce, Sustainable Development Goals (SDGs), Skill Development.



Applications of Theories and Practices To Learn English Vocabulary Online

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Abstract

Learning vocabulary is essential to improving English fluency, which aids in better communication while writing and speaking. More importantly, it needs to be acquired using different techniques and strategies. Krashen (1989) recommends reading to improve vocabulary skills similarly. Similarly, the other receptive listening skill could contribute significantly to building vocabulary. However, suggesting a single strategy for learning important and specialised vocabulary words may not be pragmatic. Currently, language trainers are in a precarious scenario to teach vocabulary words to students in class as the pressure of hectic schedules overwhelms them and they focus on completing the essential syllabus rather than giving them more opportunities to express themselves in class to improve learners' communicative skills. One solution is to make online resources available for students. Importantly, NEP (2020) stresses innovation in integrating technology into education. Institutes could invest prudently so that language learners are provided with an opportunity in the form of autonomous learning in which learning essentially happens at their homes or outside the classrooms. This means classrooms could be converted into places where practice is implemented. This enables teachers to facilitate language learning sessions that promote active class participation. This paper explores the learning strategies to improve vocabulary learning online and online content creation to learn vocabulary words with the aid of learning theories.

Keywords: Online Vocabulary Learning, Vocabulary Learning and Learning Theories, Vocabulary Learning and Autonomous and Self-Learning



Human Ethical Values in Education

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Abstract

The present conceptual research focuses on the study of human ethical values in education. Values are an integral part of daily life, including the teaching-learning process. Nowadays, value-based education and mindfulness peace activities and their theories and practices change in human life. Human Ethical Values have brought about many dramatic changes in how teachers teach and how students learn. Human Ethical Values bring many benefits and advantages to human life. It also brings changes to the human lifestyle today. If it is assimilated by humans properly, it will affect individuals, communities, and nations. The present paper focused on the study of human ethical values in the education system.

Keywords: Human Ethical Values, Human Lifestyle



Skill Development in Agriculture in A Globalized Era: Imperatives and Significance

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In order to maintain food security, livelihoods, and global economies, the agricultural sector is essential.



Abstract











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Nonetheless, the dynamics of agriculture have changed dramatically in the globalization period, necessitating a paradigm change in the skill sets of the workforce. Agriculture is now highly technologically advanced, driven by markets, and closely linked to global trade; it is no longer limited to conventional methods. Because of this, an agricultural workforce that is knowledgeable and flexible is desperately needed to handle the challenges of contemporary farming. There are several reasons why skill development in agriculture is essential. First off, data-driven and precision-oriented agriculture is now a reality thanks to technology breakthroughs. To maximize productivity, farmers must be skilled in the use of data analytics, precision agriculture instruments, and contemporary farm equipment. To provide farmers with the knowledge of climate-smart agriculture, resource-efficient practices, and creative ways to reduce environmental consequences, skill development is essential. A comprehensive and multidisciplinary approach to education is emphasized by NEP 2020, which makes it essential to incorporate agricultural skill development within the core curriculum. The policy aims to create an adaptable and dynamic educational system that stimulates creativity, critical thinking, and problem-solving—skills vital to the changing face of agriculture. The integration of hands-on training, internships, and industry partnerships into the curriculum is consistent with the NEP's objective of encouraging experiential learning and real-world applications. In addition, the NEP 2020 promotes vocational education starting at a young age and calls for the smooth transition of occupational courses into the general curriculum.

Keywords: Agriculture, Skill, NEP 2020, Vocational



Skill Development in A Globalised Era: Imperative and Significance Vimla Singh, Research Scholar, CSJM University, Kanpur

Abstract

India is a country of diversity; there are variations in lifestyle, food habits, and languages; hence, it is also a country with a very large population. The problem of resources and unemployment is at its peak here. Some people have the skills to do many things, but poverty has hindered them. Our country is poor, so the big reason is that access to education is still not available to everyone because the skills inside a person come out only when there is education. However, some jobs require education, but that does not happen. Therefore, under the Skill Development Scheme, the government set a target of enhancing people's skills by training them by 2022. They have to suppress their skills; hence, the skills of such people were recognised as skills in 2015, i.e., the Skill Development Scheme was announced in 2015, in which people can bring forward their skills and improve the country's economy. The aim of this scheme was to enable 40 crore people to earn a livelihood through their skills by 2022. The youth have actively participated and are taking part in this scheme. If we talk about rural areas, women have also learned to move forward; today, they are sitting at home and fulfilling the needs of the household by doing their work on time. Apart from this, skill development is being promoted under this scheme as well as the Sankalp Programme, Strive Project, and Tejas Project, all of which aim to enhance education in new ways and the labour market globally to meet the goals of the SDG can be achieved by 2030.

Keywords: Diversity, Unemployment, Education, Skill Development, SDG



Analysis the Prospects, Challenges and Implementation Strategies of the National Education Policy: Comprehensive Analysis

Nabadeepa Kalita, Goalpara, Assam

Abstract

The National Education Policy (NEP) 2020 marks a noteworthy milestone in advancing India's education system, aiming to modify it thoroughly to meet the needs of the 21st century. This policy stresses integral and multidisciplinary education, early childhood care and education integration, and ubiquitous access to education at all levels. NEP 2020 prescribes curricular reform to reduce rote learning and encourage experimental learning, vocational education, and skill development. It prioritizes teacher training and professional development, combining technology in education and promoting regional languages. Additionally, the policy seeks to renovate the higher education system by introducing a new regulatory framework, increasing university autonomy, and promoting research and innovation. Overall, NEP 2020 aims to promote holistic development, creativity, critical thinking, and innovation among learners to contribute to India's social, economic, and cultural advancement.













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This paper explores the prospects, challenges, and implementation strategies associated with NEP 2020. It begins by defining the critical provision and objective of the policy. Subsequently, the paper also discusses the challenges that may hinder the successful implementation of the NEP. Furthermore, it explores potential strategies to overcome these challenges. Through an extensive analysis of the NEP 2020, this paper aims to provide insights into its possible impact on the Indian education system and identify pathways for effective implementation. implementing a comprehensive education system that places a high value on innovation, inclusivity, and cultural heritage.

Keywords: NEP, Education, India, Development



National education policy 2020 of India: A theoretical analysis

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Abstract

Education is an important instrument that helps individuals understand their rights and responsibilities toward their family, community, and country. It also imparts knowledge, skill, technique, and information. You may view the world around you by widening your perspective and field of vision. It changes our perception of life. Well-defined and updated education policy is essential for a country at school and higher levels because that education leads to economic and social progress. Various nations implement distinct educational systems based on customs and cultural norms. They adopt and learn different stages during their life cycle at the school and college levels to make it effective and significant. The new education policy replaces the previous national education policy in 1986. The policy is a comprehensive framework for elementary education to higher education and vocational training in rural and urban India. The policy aims to transform the Indian education system to meet the needs of the 21st century. The new education policy seeks rectification of poor literacy and minimal outcomes associated with primary school reduction in dropout levels in middle and secondary school, maintaining the gross enrollment ratio, and adopting the multidisciplinary approach in higher education. This policy focuses on early childhood, restructuring curriculum, pedagogy, skill development, and reformation of assessment and exams. The policy is formed on the three pillars of Research, Innovation and Quality to develop India into an acknowledged superpower in upcoming years. We have examined the policy in this paper. This study focuses on its impact on stakeholders and paper. Also, discuss the outcome and possible drawbacks of National education policy2020.

Keywords: National education policy 2020, Higher educational institutions (HEI), overview and analysis, Opportunities of NEP 2020. Goals of NEP 2020



Study of Challenges of Implementing the National Education Policy 2020 in Kanpur U.P. India: A
Stakeholder Perspective

Mohit Gupta & Alok Kumar Shukla Assistant Professor, Department of Management, MPGI. Kanpur

Abstract

This research paper scouts the challenges and suggestions for implementing the National Education Policy 2020 in Kanpur, U.P., India. The NEP 2020 is a comprehensive reform policy focused on transforming the education system in Kanpur, U.P. India, focusing on holistic and multidisciplinary education, experiential learning, technology integration, and skill development.

However, implementing the policy focuses on challenges such as inadequate capacity, resources, and infrastructure. The paper offers suggestions for addressing these challenges, including capacity building, stakeholder engagement, monitoring and evaluation, resource mobilization, local adaptation, collaboration with the central government, and more. The paper highlights the required skills for the NEP 2020 to transform the education system in Kanpur, U.P., India.

Keywords: National Education Policy 2020, Implementation, India, Challenges, Education Reform













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Unearthing Lessons from the Past: Exploring Residential Schools in the Context of New Education Policy
Prabhat Singh, Assistant Professor VSSD College

Abstract

The New Education Policy (NEP) of India, implemented in 2020, substantially changes the nation's educational framework. One area that requires careful examination among the many requirements is the role and operation of residential schools. This study provides a meticulous examination of the convergence between the National Education Policy (NEP) and residential institutions in India.

The NEP promotes a comprehensive approach to education, focusing on inclusiveness, adaptability, and excellence. Its objective is to completely revamp the current system, bringing it into accordance with the requirements of the 21st century. Nevertheless, the execution of the strategy prompts inquiries about its consistency with the ongoing presence and significance of residential schools. Traditionally, residential schools in India have fulfilled distinct objectives, often addressing the needs of underprivileged or indigenous people. Although they provide boarding accommodations and specialized instruction, they have faced criticism for promoting cultural isolation, enforcing uniformity, and disregarding local circumstances. Furthermore, occurrences of mistreatment and disregard in some residential schools have prompted significant apprehensions about the well-being of children. This study provides a thorough analysis of the NEP's strategy towards residential schooling, taking into account its consequences for preserving culture, the integration of society, and the promotion of educational fairness. It examines whether the strategy effectively tackles the deficiencies of residential schools or unintentionally worsens them. In addition, it evaluates the policy's position on alternative educational models that emphasize community engagement, indigenous knowledge systems, and personalized learning.

This paper thoroughly examines the literature to uncover the intricate nature of the cohabitation of the NEP and residential schools in India. This emphasizes the need for subtle policy interventions that reconcile the desires of contemporary education with the urgency of protecting cultural variety and ensuring children's rights.

Keywords: New Education Policy (NEP), India, Residential Schools, Comprehensive Education, Cultural Conservation, Educational Parity, Child Well-Being, Native Wisdom, Community Engagement



Impact of Technology on Present Education System Raginee Gupta, Research Scholar, CSJMU Kanpur, India

Abstract

Technology has impacted almost every aspect of life today, and education is no exception. Technology is now the life and blood of modern society and will be for a long time to come. In the era when technological innovations across the globe, especially in industries, are increasing, the education field turns out to be the most impacted. In fact, technology has been playing a prominent role at the forefront of education ever since learning and development came into existence. However, the negative impact of technology cannot be ignored. This paper presents insight into the positive and negative impacts of technology on the present education system.

Keywords: Technology, Internet, Artificial Intelligence, Virtual Reality, ICT



The Ancient Non-Vedic thought with Special Reference to Buddha's Philosophy

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Abstract

In Indian culture, the schools of Carvaka, Buddhism and Jainism are considered non-Vedic philosophies. The Buddha philosophy is the ancient Indian philosophical system that developed within the religious philosophical tradition of Buddhism. The main principles of this belief system are Karma, Rebirth and impermanence. The core teachings of Buddha's philosophy are that desires cause all of the suffering in life. Moreover, one must stop the life desires to stop suffering, enlightenment can be achieved by following the noble eightfold path. Impermanence is an essential principle in the Buddha's teachings and can lead to much freedom once seen clearly. Buddha's philosophy's main fundamental proposition of momentariness is that everything passes out of existence as soon as it has originated and, in this sense, is momentary.













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The Buddha philosophy denies the existence of an unchanging or eternal soul created by a God or emanating from a divine essence (Paramatma). The philosophy of Buddha gave a simple way to live life with a rational and moral mindset. It also helped in removing many vices of society due to inequality and violence, bringing Indians together to create a sense of unity and brotherhood. The main teachings of the neo-soul theory are that there is no permanent, underlying substance that can be called the soul in numans. Instead, the individual is compounded by five factors that are constantly chaining. This paper aims to focus on the philosophy of Buddha in front of society to invent practical ways of life and to introduce ancient Indian thought, which can fulfil the broader vision of NEP 2020 to inculcate deep values of Ancient Indian culture and philosophy.

Keywords: Buddha, Four noble truths, eightfold path, Nirvana, Soul

Influence of the Major Bharatiya Darshans in National Education Policy 2020: Prospects and Challenges

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Abstract

Since ancient times, India has been recognized for having a prosperous education and learning history. Study, spirituality, and worship combined to make India the world's most powerful nation and the home of the "Vishwa Guru." In ancient India, the Gurukul System of education was widely used. It was also seen as pertinent because of its focus on integrated and holistic learning, which teaches pupils life skills, spiritual principles, and practices in addition to academic courses. Living together and attending classes in the same location allows for more individualized instruction. Apart from that, the core tenets of Bharatiya darshan or philosophy, such as Vasudeva kutumbakam or Vedanta Philosophy, also enlightened not only Indian scholars but also various foreign knowledge seekers as well. Thus, the framers of the current NEP 2020 have tried to resurrect and incorporate those darshans to address and mitigate the problems and obstacles of the current education system. The authors of this research manuscript have mainly focused on how NEP 2020 can contribute significantly to bringing traditional values into the modern educational system, making it more inclusive, thorough, and responsive to the requirements of students in the twenty-first century.

Keywords: Bhartiya Philosophy, Gurukul Education, National Education Policy, Holistic Development



Interdisciplinary Horizon: Theories, Practices and Value in Education Shatakshi, Research Scholar, Department of Sociology, CSJM University Kanpur

Abstract

This paper contains a discussion of the implications of interdisciplinary education and the value of students combine frameworks and concepts from multiple disciplines to examine a theme or solve a problem from different perspectives. Practice is so that students will gain the skill set to tackle complexity and change effectively throughout their careers. Encourage students to reflect critically on every new idea or issue they encounter. Considering it from multiple perspectives, the interdisciplinary horizon relies on multiple content cogs working together to develop students' knowledge, problem-solving skills, self-efficacy and passion for learning while supporting students' various learning styles, diverse backgrounds, interests, talents, backgrounds and values. Transferable skills of critical thinking, synthesis and research are developed and applied to future learning experiences. Interdisciplinary knowledge and application of different disciplines can lead to greater creativity. To demonstrate an understanding of why interdisciplinary studies are considered basic to education, problem-solving, professional practice and innovation, Describe the 'driver of interdisciplinary studies today, aim to describe the history of interdisciplinary education and the current trends and elucidate the framework and value that supports interdisciplinary teaching.

Keywords: NEP 2020, Self-learning, Inclusiveness, Implementation, Education



A Bibliometric Analysis of ICT Integration in Pedagogical Training for Higher Education Educators Using Vosviewer and R-Studio

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Abstract

The integration of information and communication technology (ICT) in education is thoroughly examined bibliometrically in this research article, with an emphasis on finding patterns and trends in the use of ICT in pedagogical practises for educators in higher education. In order to map out the landscape of ICT integration, this study uses R Studio and VOSviewer, a software tool for creating and visualising bibliometric networks. It also investigates publication trends, the influence of ICT on pedagogical training, and collaborative networks among researchers and institutions. The analysis explores the changing nature of ICT integration by drawing on current literature and identifying rising issues, author prominence, and the distribution of information in this field. This study uses sophisticated bibliometric methodologies to provide detailed knowledge of how ICT empowers instructors in higher education.

Keywords: ICT, Bibliometric Analysis, Bibliometric Mapping, Scopus Database, VOSviewer, Unicorn, Valuation



Using the Integration of Game Theory Techniques Enhancing the Dynamic Performance of Vehicular Ad Hoc Networks

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Abstract

In this paper, we focus on the continuous advancement in the domain of Vehicular ad hoc networks (VANETs) that is developed as a tool for developing the base for platform intelligent mode in communication (inter-vehicle communications) and needful for enhanced improvement under the performance effect and traffic safety. Here, we have deployed the game theory method in the VANET domain and thereafter categorize between the hop vehicle and the source vehicle.

In the New approach to the VANET analysis we have identified and used the social parameters and hence made it look more novel approach. "Researching vehicle ad hoc networks poses challenges due to their dynamic nature, the movement of large vehicles, unlimited energy resources, and the evolution of wireless networks. Game theory is commonly employed in wireless networks to explore the interplay between competition and cooperation. In this study, we present a system for ad hoc networks in cars, utilizing game theory to automate car groups and board elections. This approach eliminates the necessity for regular bulk updates. Furthermore, the social behaviour of each car is leveraged to create clusters in the car environment. The K-means algorithm in machine learning is applied to develop social cars. The proposed system underwent testing for various characteristics, including CH lifetime, average group lifetime, average number of joins, throughput, and packet loss rate. The results demonstrate that VANET performs exceptionally well, achieving an overall performance ranging from 0.95 to 0.989."

Keywords: (Signal-to-Interference plus Noise Ratio), MEC (Mobile Edge Computing), HetNet (Heterogeneous Network for Vehicles)



Resurrecting Lost Traditions: A Journey with NEP Reviving Literary Aspects of Nature and Spirituality through New Academic Paradigms *Dr. Richa Verma & **Srishti Mehra

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Abstract

"Nature and Education are somewhat similar. The latter transforms man and creates a second nature"- Democritus. (NEP), National Education Policy 2020 foresees a reflective and holistic transformation in education, aiming to fabricate and establish a structure so profoundly rooted in ancient Indian ethos, morals and traditions. NEP is envisioned to play a pivotal role in the sustainable development of India, referred to as "Bharat", into an unbiased and effervescent knowledgeable society.













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NEP 2020 seeks to achieve holistic training by delivering high-quality learning and aligning India as a global superpower through knowledge.

Assembled upon five indispensable pillars of quality, accountability, affordability, equity and access, NEP 2020 intends to prepare the upcoming generation to embrace, confront and defeat the multidimensional and complex forthcoming global challenges. The all-inclusive approach ensures rigorous standards of accountability. By enacting these pillars, NEP 2020 aspires to bestow the young generations with lost traditions and skills to thrive on an ever-evolving global landscape, thus positively modelling our country's future.

Keywords: NEP 2020, Education, Ancient Indian, Sustainable Development of India



Educational Impact: Fostering Effective Teaching and Learning in Higher Education through Multidisciplinary Approaches

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Abstract

This research highlights the transformative impact of multidisciplinary approaches in higher education to study their impact on the effectiveness of teaching and learning. Recognizing the dynamic nature of contemporary knowledge, this study explores how integrating multidisciplinary approaches can enhance educational outcomes. The researcher has reviewed the literature based on various journals, papers, and articles demonstrating the positive impact of a multidisciplinary approach and studied the practical considerations and challenges associated with implementing a multidisciplinary approach in higher education institutions. These include curriculum design, faculty collaboration, and compatibility with traditional educational structures. The study in this paper shows the broader implications of incorporating a multidisciplinary approach, including interconnected knowledge areas for higher education institutions and guidance in leveraging the multidisciplinary approach. By fostering an integrated educational environment, emphasizing their ability to develop well-rounded and adaptable graduates with a broad understanding, this approach prepares students for success in diverse professional scenarios. Based on the summarized findings, this paper advocates the purposeful adoption of multidisciplinary approaches in higher education to enhance overall educational impact, thereby contributing to the ongoing discourse on educational innovation. It encourages teachers and institutions to adopt a visionary and holistic approach that reflects the interdisciplinary nature of contemporary knowledge and promotes more effective teaching and learning environments.

Keywords: Multidisciplinary Approaches, Higher Education, Transformative Pedagogy, Teaching Strategies, Pedagogical Innovation, Holistic Approach



Resurrecting Lost Tradition of India: A Journey with New Education Policy 2020
Akshita Mishra, MRME, CSJM University, Kanpur

Abstract

This research paper explores the concept of resurrecting lost traditions within the context of India's new education policy. The study delves into the historical and cultural foundations of traditional educational practices that may have been marginalized or lost over time. By examining the key components of the new education policy, the paper aims to identify opportunities for reintegrating and revitalizing these lost traditions within the contemporary educational framework. The research adopts a multidisciplinary approach, combining insights from education, history, and cultural studies to comprehensively understand the challenges and potential benefits associated with resurrecting traditional educational practices. The findings contribute to the ongoing discourse on education reform in India, offering insights into how a harmonious blend of tradition and innovation can shape a more inclusive and effective educational system.

Keywords: Resurrecting Lost Traditions, Traditional Practices, Cultural Heritage, Educational Reform, Historical Foundations, Contemporary Framework, Multidisciplinary Approach















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Implementation of the National Education Policy for Eradicating Child Labour in India Deeksha Kushwaha, Research Scholar, CSJM University, Kanpur

Abstract

The eradication of child labour is a critical issue for India, reflecting not only on the country's socio-economic development but also on its commitment to human rights and child welfare. NEP 2020 addresses this challenge by emphasising universal access to quality education. This abstract provides an overview of the implementation strategies and implications of the NEP in combating child labour in India. The NEP, launched in 2020, outlines a comprehensive framework for transforming the education sector, focusing on foundational literacy and numeracy, holistic development, and equitable access to education. One of its primary objectives is to ensure that every child has access to free and compulsory education from pre-school to secondary level. This research focuses on how cultural norms, traditions, and societal expectations influence the effectiveness of NEP implementation efforts in combating child labour and how these factors can be addressed to enhance outcomes. What are the key challenges faced in implementing the NEP 2020 to eradicate child labour in India? What are the perceptions and attitudes of parents/guardians towards sending their children to school instead of engaging them in labour, and how do these influence NEP implementations? How effective are the mechanisms for monitoring and evaluating the progress of NEP implementation in addressing child labour? Secondary Data will be used for this research, and the data collection will be articles, newspapers, journals, blogs and research papers.

Keywords: Child Labour, Eradication, NEP 2020



Review of Educational Status of Trans Gender in India

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Abstract

Transgender is an umbrella term whose gender identity was not assigned at the time of birth. Transgender people are a very vulnerable community in India. They are deprived of every sector. According to census 2011, the population of transgender is 4.87 lakhs. 2014 Supreme Court of India recognised transgender as a third gender. In Ramayan and Mahabharata, transgender had a very prestigious place. However, the present situation is different. Most of them are abundant from their family and friends. Enrollment in schools and colleges is very low, and the dropout rate is very high. For their unnatural behaviour, they are subjected to treat differently. Mostly, they are illiterate or pass the high school level. Govt of India has launched many schemes for their upliftment; NEP 2020 allocates monies specifically for female and transgender students to support gender inclusiveness and increase the country's ability to offer high-quality, equitable education. This research paper focuses on the educational status of the third gender and the challenges faced by the third gender in their education sector. What are the education facilities they have got? The paper is based on secondary research, and the data has been collected from various articles, journals, books, blogs, videos, etc.

Keywords: Transgender, education, discrimination, NEP2020



Utilizing Modern Communication Media as A Tool for Effective Pedagogical Training

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Abstract

In today's digital age, modern communication media has become an invaluable tool for effective pedagogical training. The ability to access and share information quickly and efficiently has revolutionized the way educators can teach, and students can learn. From video conferencing platforms to online discussion boards, there is no shortage of tools available to help teachers engage with their students in a meaningful way. Modern communication media provides a variety of advantages for learning. It enables teachers to provide real-time feedback, collaborate with other educators, and create engaging multimedia presentations that can be shared with their students. In addition, it allows for greater flexibility regarding where













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instruction takes place; teachers can easily incorporate online lectures into their lesson plans without worrying about physical space constraints.

Moreover, by leveraging technology, teachers can better assess student learning and track progress over time. For example, sophisticated software programs allow instructors to create personalized learning pathways for each student based on their individual needs and capabilities. This helps ensure that each student gets the most out of their educational experience while allowing the teacher to measure progress more effectively. Using modern communication media in pedagogical training is also beneficial for creating a more interactive learning environment. Teachers can foster meaningful dialogue among students through online forums and other collaborative tools while providing support and guidance as needed. This can help build relationships between educators and learners while encouraging critical thinking skills among participants. Overall, modern communication media presents many opportunities for enhancing pedagogical training. By utilizing these tools effectively, teachers can ensure that they provide quality instruction while promoting student engagement and achievement in the classroom.

Keywords: Education, discrimination, NEP2020



NEP2020: Prospects, Challenges and Implementation Strategies

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Abstract

The National Education Policy (NEP) 2020 is an ambitious and comprehensive document released by the central government recently. This document outlines the government's objectives and long-term vision for India's education sector. NEP aims to provide quality education to all in a holistic, inclusive and futuristic manner. The policy has been welcomed by many quarters as a significant step towards improving India's educational landscape. It focuses on creating an equitable, efficient, learner-centric system, emphasizing critical thinking, creativity, and innovation. The NEP 2020 promises a "revolutionary" transformation of India's education system, with its numerous modernizing initiatives such as vocational training from the primary level, use of technology in classrooms, focus on research and innovation, special attention to marginalized communities, etc. These initiatives will likely improve access to quality education for all in the country.

Keywords: Education, discrimination, NEP2020



Alchemy to Sustainability: Tracing India's Chemical Evolution from Vedic Insights to Modern Eco-Practices

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Abstract

The entirety of Sanskrit literature is imbued with diverse fountains of knowledge, tracing its roots from the very inception. Notably, Vedic literature has a rich tapestry that sets itself apart from its classical counterparts, serving as a testament to the origin and progression of science and technology during its era. This conference paper embarks on a captivating journey to unveil the secrets of ancient alchemy embedded in Vedic texts, offering a comprehensive exploration of the chemical insights that foreshadow the principles of contemporary Green and Sustainable Chemistry. By meticulously analysing Vedic literature, including hymns, rituals, and philosophical texts, this study reveals the profound understanding of chemical processes that emerged from the wisdom of antiquity. The abstract explores the terminology, symbolism, and practical applications in Vedic texts, bridging ancient mysticism and the empirical foundations of sustainability. We focus on uncovering the profound chemical insights embedded in these ancient scriptures. Through this inquiry, the paper aims to illuminate the historical roots of contemporary Green and Sustainable Chemistry, showcasing the enduring relevance of ancient alchemical wisdom in shaping environmentally conscious practices in the modern era.

Keywords: Ancient Alchemy, Ancient Scriptures, Green and Sustainable Chemistry and chemical process











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The Significance of ICT in Indian Educational Background

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Abstract

The primary aim of this paper is to evaluate the role of Information and Communication Technology (ICT) in India's educational sector. India, one of the rapidly developing countries, holds a transparent picture of a mismatch between the techno-centric cultural mindedness and the teacher's pedagogical tradition, followed by a disconnection of teachers from the implication of technology. Around the past twenty to twenty-five years, the usage of ICT has transformed the Indian picture in the arenas of education, governance, and businesses in all forms of practices and policies. The application of ICT in the education sector proves to be a student-friendly learning apparatus. The paper considers the facts nurtured through how information and communication technology shape students' futures and how it can strive for changes in every aspect. Moreover, this paper explores the idea that ICT in higher education brings transformative potential in India.

Keywords: ICT, Education, Teaching-Learning Process, Quality Education, ICT Skills, Developing Countries



Enhancing Women's Skill Development in the Era of Globalization: The Importance of Self-Help Groups
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Unnao, Uttar Pradesh

Abstract

In today's globalized world, empowering women through skill development initiatives is paramount. The present study explores the critical role of Self-Help Groups (SHGs) in advancing women's skills amidst globalization. SHGs, community-based organizations that promote collective learning and economic empowerment, significantly enhance women's capabilities. Through skill-building programs tailored to local needs and global market demands, SHGs provide women opportunities to acquire new skills, access resources, and participate in income-generating activities. The synergy between SHGs and globalization enables women to adapt to evolving economic landscapes, engage in entrepreneurship, and contribute meaningfully to their communities and economies. The current study underscores the importance of recognizing and supporting the pivotal role that SHGs play in fostering women's skill development in the context of globalization, thereby promoting gender equality, economic sustainability, and social progress on a global scale. The present study includes the role and significance of women's SHGs, their participation rate in India, bank-linked programmes, etc., and it also offers some conclusive suggestions to improve the present situation of the WSHGs.

Keywords: Women Self-Help Groups, Bank Linked Programme, Microfinance, Saving Linked Accounts



Indigenous Knowledge System: Indian Scriptures and Societal Relevance Tanisha Wadhawan, Assistant Professor, Dept. of Fine arts, CSJM University, Kanpur

Abstract

This paper delves into the intricate tapestry of indigenous knowledge systems within the context of India, with a specific focus on its scriptures and their social relevance. Drawing from a multidisciplinary approach, the study aims to unravel the profound wisdom embedded in Indian scriptures and examine their implications for contemporary society. The introduction sets the stage by providing a comprehensive overview of indigenous knowledge systems in India, elucidating the cultural and historical context that underpins their significance. The paper illuminates the depth and breadth of traditional wisdom encompassed within these sacred scriptures by exploring ancient texts such as the Vedas, Upanishads, and Puranas. Following this, the discussion unfolds across various dimensions, starting with examining the social relevance of Indian scriptures.

Moreover, through a series of case studies, the paper illustrates the practical applications of indigenous knowledge in modern contexts. From sustainable agriculture to healthcare practices, indigenous wisdom continues to inform and enrich diverse spheres of life, underscoring its enduring relevance in a rapidly changing world. However, the paper also highlights the challenges and complexities inherent in preserving and promoting indigenous knowledge systems.











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In the face of globalisation and cultural homogenisation, there is a pressing need to safeguard these invaluable repositories of wisdom and ensure their transmission to future generations.

Furthermore, this study explores avenues for integrating indigenous wisdom into contemporary policy and development initiatives. By fostering dialogue and collaboration between traditional practitioners, policymakers, and scholars, it advocates for a holistic approach that honours and harnesses the collective intelligence of indigenous communities. Hence, this concept reflects on the broader implications of its findings and outlines potential pathways for sustaining and enhancing the relevance of Indian scriptures in society.

Keywords: Women Self-Help Groups, Bank Linked Programme, Microfinance, Saving Linked Accounts



The Value of Academic Libraries and User Services in Interdisciplinary Education

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Abstract

Information refers to knowledge, facts, or data that is communicated or received. It results from processing data through interpretation, analysis, or organization. Information can take many forms, such as text, images, audio, or video. It can be transmitted through various channels, including books, electronic media, oral communication, or the Internet. Library service refers to the range of services that libraries provide to their users. These services are designed to meet the diverse needs of library patrons and promote the effective use of library resources. Library patrons and promote the effective use of library resources. These services are designed to meet the diverse needs of library patrons and promote the effective use of library resources.

Keywords: Academic Library Services, Emerging trends, Educational Values, ICT, User Services



NEP 2020: Barriers to Digital Education in Rural India Neha Agrawal, Research scholar, CSJM University, Kanpur

Abstract

The Central Government of India approved the National Education Policy in 2020. The NEP acknowledged the value of technology for learning and expanded Digital literacy among the learners. Digital education is a need of today's learning. As we all know, the COVID-19 pandemic has significantly impacted the nation's digital divide, especially regarding education with digital access. Working from home to study from home was the alternative, and those who could not access it were included. So, from that time, we all have realized the importance of digital literacy. Nevertheless, digital learning is promoted in the National Education Policy (NEP) 2020 as an alternative to the traditional classroom model for teacher-student interaction. The paper's main objective is to find out the challenges related to digital education in rural areas because the digital divide is the main issue while implementing NEP. Through exploratory research design, we will gather the information and secondary data will be used to collect data.

Keywords: NEP 2020, Digital Divide, Technology, Digital Education, Rural India, Exploratory Research



New Education Policy 2020: An overview and impact on Higher Education System Rishabh Gupta, Research Scholar, Department of Lifelong Learning & Extension, CSJM University, Kanpur

Abstract

As everyone knows, The New Educational Policy (NEP) was introduced in 2020 by the Indian government, led by Prime Minister Narendra Modi. It provides a coherent framework for education from early childhood to higher education and also includes training programmes in rural and urban areas as part of the new Education Goals. The policy aims to transform the Indian education system by focusing on holistic development, promoting critical thinking and creativity, and ensuring













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The Committee on the International Covenant on Economic, Social and Cultural Rights (ICESCR), IN ITS General Comment 13, affirms that the right to fundamental education extends to all those who have not yet satisfied their basic learning needs and its enjoyment includes older persons. Therefore, the Working Group focuses on education, training, lifelong learning, capacity building, social protection, and social security.

Keywords: Lifelong learning, Human Rights, Community Involvement, Alternative Currency Model, Right to Education, Social Protection, ULLAS Scheme



Atmanirbhar Bharat and National Educational Policy

Janhavi Bajpai, CSJM University, Kanpur

Abstract

To achieve economic and social growth, the nation must have an exclusive and futuristic education policy at the grassroots of our educational institutions. The word ATMANIRBHAR BHARAT means self-reliance, and in 1998, our honourable Prime Minister, Atal Bihari Vajpayee, used this term for the first time.

The NEP 2020 is a crucial step towards the education system. The NEP 2020 aims to increase learning beyond the structure of four walls of expanded classrooms and encourage pupils to learn from their real-life experiences. India is one of the youngest countries in the world, with 62% of the population aged between 15 to 59. Numerous scientists have attempted to address that foreign Direct investment and Nonstop expansion of interest in innovative work will help create a business, and this is the primary schooling strategy of the 21st-century new approach outlined for ATMANIRBHAR BHARAT. According to the GLOBAL INNOVATION INDEX 2020 and the Report Released by the Confederation of Indian Industry and World Intellectual Property Organisation (WIPO), India ranks 48th under Lower middle-income economies on the GII most innovative country from India's Global Innovative Index 81 six years back. NRF can improve the status of IIT Bombay, IIT Delhi, IISc Bengaluru and the institutions regarding innovation.

Keywords: NEP, Education



ICTs Role in Pedagogical Training: Empowering Educators
Mayurika Gupta

Abstract

Currently, ICTs are vital in our society and individual lives. It brings dynamic and versatile changes affecting many aspects of human life, especially the education system. We can say that these are now a part of our education system and are also used in comprehensive and diversified ways. Teachers, students, administration and everyone related to the education system are using ICTs to fast pace their way to achievements and accomplishments. Many recent research studies and their results involving teachers, students, and administration, which are based on their mutual relationship, suggest that ICTs are increasing the level of the teaching-learning process. They outline that ICTs make it more active, creative, interactive, collaborative and helpful for everyone. It enhances teachers' skills and expertise in related subjects by providing them with a wide range of sources for knowledge and information, including amateur to latest advanced research and studies. ICTs also help teachers create a new interest with various presentation types and activities among the students, which helps them get more involved in their studies. So ICTS must be included in teachers' education because good quality education is based on the quality of the teacher, who is the messenger of relevant and valid information to tomorrow's students. It is also strongly considered that these ICT tools, equipment, and necessary infrastructure must be within the reach and access of all concerned people.

Keywords: ICT, Teaching-learning process, Mutual relations, Skills of Teacher, Teacher's education, Quality Education















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equitable access to quality education for all students. Additionally, it emphasizes that technology should be integrated into education to enhance learning outcomes and prepare students for 21st-century challenges. The new education policy for the twenty-first century seeks to make India a creative nation. This research paper aims to outline the issues and priorities of NEP 2020 to give everyone access to education and research-oriented programs. This paper also outlines the silent features of NEP-2020 and analyses how they affect the existing education system. The paper begins with an overview of NEP-2020 and identifies the strengths and weaknesses of the policy in the higher education and research sectors. It evaluates the execution of the policy's recommendations and suggests significant approaches for NEP-2020 to achieve its goals for transforming India. Qualitative research methods are used to understand the data. To better implement the policy regarding higher education, the paper suggests measures such as developing world-class universities and colleges, technology-oriented programs, student regulatory systems, scholarship-based exams, and online education. These measures primarily focus on addressing issues and improving the implementation of the new education policy for higher education, as there are fewer percentages at this level.

Keywords: Higher Education, National Education Policy (NEP) 2020, Oriented Programs. Overview and Analysis, Policy, Qualitative Method



National Education Policy 2020 And Child Health: A Sociological Analysis (Special Reference to Bhebia G.P. Area of West Bengal)

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Abstract

Health is one of the primary indicators to evaluate any country's development socio-economic status because good health helps to make a developed society. Education and health are closely related. At present, malnutrition has become a global problem, and children in India are suffering from this problem very badly. The government of India in every year is spending huge amount of money to enhance the nutritional health status of school going children. If we are not able to find the gap of this crisis at the root level, then malnutrition will make malnourished future generations, which will hamper the growth and development of our country as well as our society. The objective of my study is to know whether government policies and programmes like PM POSHAN(Mid-day Meal) through NEP-2020 are sufficient or not to enhance the nutritional and mental health of school-going children. The significance of my research is that it will help find the gaps at the grassroots level. It will help to enhance human resource power and development through education among school-going children. Historical and analytical research methods have been used in this research. I have studied over two schools(1 primary and one high school) for my research. A purposive sampling method and observation tool have been used in this study. Significant findings are showing that the outcomes of the programmes through NEP 2020 to enhance the nutritional as well as mental health status of school going children are satisfactory. Both health and education are very important in children's development.

Keywords: NEP, Child, Health, Malnutrition, Education



Understanding Skill Growth through a Sociological Lens in the Globalized Arena

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Abstract

In the era of globalisation, the imperative of skill development stands as a cornerstone for societal progress, economic competitiveness and individual empowerment.

Globalisation has catalysed unprecedented transformations in the economic landscape, characterised by rapid technological advancements, increased market integration, and heightened competition. Consequently, the demand for a skilled workforce capable of adapting to evolving job requirements and leveraging emerging opportunities has never been more pronounced. In this dynamic environment, possessing diverse technical proficiencies, interpersonal capabilities, and cross-cultural competencies is essential for individuals to thrive and organisations to remain competitive. However, realising equitable skill development faces formidable challenges as disparities persist in access to quality education, training opportunities, and resources across regions and socio-economic strata. Such inequities exacerbate social divides, perpetuate cycles of poverty, and impede inclusive development.













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Addressing these structural barriers requires concerted efforts from governments, businesses, civil society, and educational institutions to enact policies and initiatives that promote equitable access to education, skills training, and lifelong learning opportunities.

Furthermore, skill development intersects with broader sociological issues such as social mobility, gender equality, and labour market dynamics. Recognising these intersections is crucial for designing interventions that enhance individuals' employability, foster social cohesion, and mitigate inequalities. By investing in skill development initiatives that prioritise inclusivity, diversity, and sustainability, societies can unlock the full potential of their human capital, drive economic growth, and cultivate resilient communities in an increasingly interconnected world.

Keywords: Globalisation, Skill, Development, Opportunities, Interconnected



Role of Multiculturalism in NEP 2020

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Abstract

Diversity defines India. It is multifaceted and embraces various aspects such as culture, language, religion and tradition. Considering this, the NEP 2020 promotes indigenous knowledge systems and multiculturalism. The policy's curriculum is designed so that the students develop a synoptic understanding of India's rich cultural heritage and regional languages, including local histories and traditions.

NEP 2020 emphasizes the need to advocate national unity and harmony and to ensure that all students, regardless of their background, feel represented and valued in the education system. The inclusion of multiculturalism in the policy's curriculum aims to eradicate the constraints on educational opportunities for students from different cultural backgrounds and instigate a sense of admittance in them. Multiculturalism fosters principles of inclusion and democracy and cultivates a sense of empathy towards other cultures. Understanding and appreciating different cultures is essential for students to compete with the skills and knowledge needed to succeed in the global community. Adhering to this, NEP 2020 promises to stimulate the nation's welfare by promoting cultural equality.

Keywords: NEP, Child, Health, Malnutrition, Education



Lifelong Learning: Scope and Challenges in the Perspective of NEP 2020

Dr. Ranjit Sil, Assistant Professor, Department of Law, NEHU, Shillong, Meghalaya Dr. Akhilesh Sharma, Assistant Professor, SRMU Barabanki, Lucknow (UP) Mrs. Roseleen Deori, Research Scholar, Department of Law, NEHU, Shillong, Meghalaya

Abstract

The concept of lifelong learning is deeply rooted in the education system of ancient Indian societies which embodied a holistic approach to education focussing not only on academic knowledge but also on character development, values, and life skills. The ancient Gurukul system was based on a lifelong journey that allowed the continual pursuit of knowledge and holistic education to nurture a student's physical, moral, emotional, mental and spiritual aspects. The government of India has approved a new Centrally Sponsored Scheme, "ULLAS (Understanding of Lifelong Learning for All in Society)", for 2022 - 2027 to cover all the aspects of education for all to align with NEP 2020. Four key concepts of lifelong learning are Self-initiated activities (behavioural aspects), Information skills (Capabilities), Sustained motivation to learn (motivation), and the ability to identify one's own learning needs (cognition). Although the commonly understood meaning of lifelong learning may refer to Adult and Continuing education which so far in Indian practice was confined to and revolved around basic literacy and mainly imparted through the servicing and philanthropic services of night schools, lifelong learning is more wide and holistic aspects of education involving the society and community as a whole. A delegation from the National Human Rights Commission visited New York from 15-18 April 2019 to attend the 10th Session of the UN Open-ended Working Group on Ageing (OEWGA) established by the General Assembly in December 2010 to protect the human rights of older persons and identify the gaps and implementing strategies. The right to education finds its place in international human rights law and other international treaties.











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NEP 2020 and Quality in Indian Higher Education: Challenges and Perspectives Megha Kaushik, Ph.D. Scholar, University of Delhi

Abstract

This paper aims to investigate the challenges and perspectives surrounding the quality of higher education in India within the framework of the New Education Policy (NEP) 2020. Utilizing a qualitative methodology primarily based on document analysis, the study delves into documents, policy reports, official publications, and academic literature to trace the evolution of quality concerns in Indian higher education. This comprehensive analysis identifies critical issues such as shortages of qualified faculty, outdated curricula, poor employability, and political influences, particularly in private colleges and some state universities. The paper emphasizes the significance of quality education for individual advancement, societal development, and economic growth while proposing strategies for improvement, including enhanced teacher communication, historical awareness, and alignment with national needs and targets.

Keywords: Higher Education, curriculum, Universities



The National Education Policy 2020 and Transgender Rights in India

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Abstract

The study explores the complex relationship between India's National Education Policy 2020 (NEP, 2020) and transgender rights. It provides historical context, highlighting the gradual progress of Transgender rights in India while also addressing persistent challenges like gender-based violence, the wage gap, and educational disparities. NEP 2020 is examined as a potential catalyst for change, focusing on gender-inclusive education, empowerment of Transgender, holistic curriculum, and gender sensitization. However, challenges, including implementation gaps and socioeconomic disparities, are acknowledged. Recommendations encompass robust monitoring, community engagement, financial assistance, awareness campaigns, and advocacy for specific gender targets. This integration of NEP 2020 within the Transgender rights framework calls for a multifaceted approach to bridge the gap between policy intent and meaningful impact.



Role of National Education Policy-2020 in Emergence of Vibrant Bharat from Ancient Glory and Value Systems

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Abstract

The National Education Policy (NEP) 2020 has been designed to upgrade, revamp, and overhaul the entire educational system, with a particular emphasis on nurturing not only cognitive capacities but also social, cultural, traditional, ethical, and emotional capacities. It envisioned the rise of a vibrant Bharat by redefining the global knowledge system, embedding scientific and technological breakthroughs, including artificial intelligence (AI), machine learning, the internet of things (IoT), and big data science, alongside holistic, multidisciplinary, and interdisciplinary abilities across the humanities, social sciences, and sciences-an edifice of ancient Indian lifelong learning imparted in the Gurukul system. In addition to instilling ancient Indian knowledge values in youth, this policy aspires to achieve the United Nations Sustainable Development Goal-4 (UNSDG-4) through accessibility, equity, affordability, accountability, and quality, which are the five main pillars of this aspirational policy. The article analyses NEP 2020's major transformative interventions, which include holistic and multidisciplinary approaches, multilingualism, international perspective, and regulatory and research ecosystems. The policy's link with the seven SDG-4 targets has been profoundly examined.

Keywords: NEP 2020, Lifelong learning, Multilingualism, MERUs, SDGs, Multidisciplinary education, HEIs













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NEP 2020 and Skill Development in India

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Abstract

Skill development, as it depicts in its name, is related to developing skills to make the hidden talent and calibre come out from the students to make them educated and self-dependent. NEP 2020 is based on the committee report headed by space scientist K. Kasturiranjan. This Policy was brought in place of the previous NEP 1986, amended in 1992. Union Minister and Skill Development Minister Dharmendra Pradhan said, "There is no other option before us. This is not just the need of India alone, but it is the need of the world that a balanced civilization like India should become the centre point of the world's development. He also emphasized, "If education is right, if the output of education is right and if the direction is right, then we will be able to move towards the desired society and developed country that we are imagining." Its objective is to train our youth to secure a better livelihood. NEP 2020 has advocated integrating vocational educational programmes into mainstream education in all educational institutions. It also focuses on vocational courses, which will be Bachelor's degree programmes, including the four-year multidisciplinary Bachelor's programmes. NEP emphasizes experimental learning, critical thinking, creativity, a multidisciplinary approach, flexibility in choosing subjects, technical education, online learning, etc. It aims many reforms such as the Universalisation of early childhood care and education for all children between the ages of 3 to 6, A new curricular and pedagogical structure (5+3+3+4) with a focus on holistic development and critical thinking, emphasis on vocational education and skill development, Apprenticeship and Industrial exposure, reform of the teacher education, increased investment in education and decentralization of the education system.

Keywords: Higher Education, curriculum, Universities



Bridging the Gap: Women's Education and Land Rights in Rural Birbhum Nazrul Islam, PhD., Research Scholar, Itagoria, P.S- Suri, Dist- Birbhum, West Bengal

Abstract

This qualitative research paper investigates the relationship between women's education levels and their awareness and understanding of land rights in rural Birbhum, focusing on analyzing the impact of education on women's empowerment and decision-making power regarding land ownership, access to, and control over land resources. This study employs indepth interviews, focus group discussions, and surveys to gather data from women in rural Birbhum. By examining the educational backgrounds of participants and their knowledge of land rights, the research seeks to uncover the extent to which education influences women's awareness of their legal entitlements to land and property.

Furthermore, the paper explores how education shapes women's attitudes towards land ownership, their ability to assert their rights, and their involvement in decision-making processes related to land management and utilization. It investigates the role of education in enhancing women's economic empowerment, social status, and overall well-being through increased access to and control over land resources. Through thematic analysis and qualitative data coding, the study identifies patterns, themes, and narratives that illustrate the interplay between women's education levels, land rights awareness, and empowerment in the rural context of Birbhum. It uncovers the barriers and facilitators that women face in accessing education and leveraging their knowledge to secure and defend their land rights.

The findings of this research paper provide valuable insights into the critical linkages between women's education and land rights in rural Birbhum, shedding light on the transformative potential of education in bridging the gap between women's empowerment and equitable access to land resources. The study underscores the importance of educational interventions, policy reforms, and community initiatives to empower women, strengthen their land rights, and promote gender equality in rural settings.

Keywords: Transgender's Rights in India, Gender Equality













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Reconditioning Indian culture through NEP 2020

Palak dwivedi, CSJM University, Kanpur

Abstract

This research paper explores the profound implications of the NATIONAL EDUCATION POLICY (NEP) 2020 on skill development, particularly considering the swiftly evolving dynamics of the globalized era. The NEP 2020, which the Indian government introduced, signifies a monumental reformation in the education system to align it with the demands of this 21st century. The study meticulously scrutinizes the pivotal provisions of the NEP 2020 that directly contribute to skill development. Its emphasis towards noteworthy aspects includes multilingual, multicultural and multidisciplinary approaches alongside the integration of technology and the introduction of a flexible curriculum. Seeking a comprehensive view of literature, policy examination, and empirical data forms the backbone of this research. The study assesses the tangible impact of NEP 2020 on nurturing critical skills essential for navigating the complexities of the modern world, such as adaptability, decision making and innovations among the learners.

Moreover, it investigates the policy's potential to address the challenges posed by the globalized era, where the ability to navigate diverse cultures, work in collaborative settings, and embrace technological advancements is paramount. The National Education Policy is a significant player in shaping the educational landscape. The findings here aim to provide nuanced insights into the effectiveness of the NEP 2020 in preparing students for the demands of the globalized workforce. By shedding light on the policy's role in shaping a skilled and competitive workforce for the future, the research contributes to the ongoing discourse on educational reforms. It aligns it with the evolving needs of a dynamic and interconnected world.

Keywords: NEP 2020, Higher Education, curriculum, Universities



NEP 2020: Prospects and Implementation Strategies

Dr. Prachi Sinha, Associate Professor, Department of English, St Wilfred ACS College Panvel Navi Mumbai

Abstract

The development of any country depends on policies and the successful implementation of policies. Education is one such sector that requires advanced features and futuristic policy to cater for the needs and be adaptive to the challenges the world is coming across. Education of the country should be such a one to meet the requirements. NEP 2020 aims to transform India's Education system. This policy aims and focuses on a well-decided, demonstrated desired pathway for an education system that can meet global education standards and bring skilled and self-employed youths to generate employment for themselves and others. This policy is developed to guide the new generation that will be future-ready. The framework of this NEP is apt for the 21st generation, which will be technically advanced and progressive in approach.

Keywords: Education, Transform, Focus, Employment Generation



Reviving Indian History and Culture in Modern Context

Pratyasha Sarkar, BA English Hons, Chhatrapati Shahu Ji Maharaj University, Kanpur

Abstract

For an individual, it is very important to have their own identity. Moreover, one's history and culture play a very instrumental role in shaping one. Individuals vary in ways, such as castes, creeds, races, religions, age groups, etc. Despite these distinctions, their primary goal is to enhance overall living standards. To attain this, one must expand their knowledge of norms, values, morals and ethics. From a young age, individuals should increase their knowledge and understanding of Indian culture, history, and heritage, as these significantly influence overall living style. Therefore, gaining a profound understanding of Indian culture and heritage is vital for individual, community and national progress.

Understanding and valuing India's cultural heritage, including educational, cultural, traditional, diverse, and linguistic aspects, is crucial for every informed citizen. These soft power assets play a vital role in positioning India globally. However, the intense competition in the modern world has somewhat affected the purpose and ways of living, diminishing the













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importance of cherished values. It is essential to revive these universal values in academia, providing students with the ancient Indian tool of rationality. This, in turn, helps them develop new value paradigms that ultimately contribute to progress and liberation. The NEP 2020 has incorporated these values into the policymaking process by shaping the curriculum for higher education. It advocates for a higher education system with a curriculum aligned with Indian culture, values and aspirations in a Bhartiya manner. This approach aims to foster cultural heritage, democracy, and scientific temper and instil a sense of responsibility among students and researchers towards environmental protection.

The main concepts considered in this paper are understanding the meaning and significance of Indian culture. Moreover, this research underscores the NEP's significance in nurturing a sense of cultural identity and its potential to reduce the gap between traditional wisdom and contemporary needs.

Keywords: Education, NEP 2020



Experiential Learning: A Sine Qua Non to Develop Higher-Order Thinking Skills in Learners

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Abstract

Learning is a process as well as an outcome. It is a process that leads to change resulting from experience and increases the potential for improved performance and future learning. Various terms have been used to label the process of learning from experience. Experiential learning exists when a personally responsible participant cognitively, affectively and behaviourally processes knowledge, skills and attitudes in a learning situation characterized by a high level of active involvement. It has a quality of personal involvement -the whole - person, both in his feeling and cognitive aspects, being in the learning event. It is extensively approved that learners actively participate in the learning process and are vital to achieving good academic results are the achievers of HOTS. This paper aims to uncover what makes experiential learning a prime approach to fastening HOTS in students.

Keywords: Experiential Learning, HOTS, Learning and Learners



Resurrecting Lost Traditions and Culture: A Journey with NEP 2020

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Abstract

India is a large country entire of diversity, which has its civilization and culture. Where people following different religions and cherishing different cultures live together. Culture separates man from other living beings and raises his standard of living and living. Due to India's diversity, different types of cultures have developed here. However, when we talk about Indian culture, it means that culture has remained intact from the Vedic period till today. Indian culture is considered the oldest and richest culture in the world. This culture wishes well-being for all, and it is this culture that taught the lesson of Vasudhaiva Kutumbakam, and it is this that gave the message of Sarve Bhavantu Sukhina. It is only Indian culture that, even today, teaches man to live not only for himself, society and nation but for the entire world. Different types of art have particular importance in keeping the culture of any country alive, and that country's language gives life to that country's art. However, the sad thing is that in the last 50 years, our country has lost 220 of its languages. UNESCO has declared 197 Indian languages to be endangered. Many Indian languages are on the verge of extinction; if they are not protected and promoted, our long-standing culture will be in danger. Commendable efforts have been made in the National Education Policy 2020 to save Indian languages, which are on the verge of extinction. If these efforts get a positive and meaningful direction, we will successfully save our unique, eternal and everyone-loving culture. This will be in the interest of India and the entire human race.

Keywords: Experiential Learning, NEP 2020













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Impact of personal factors on women's Career progression

Dr. Tanuja Bhatt & Ms. Priyanka Maurya

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Abstract

Women are the backbone of Indian society. Historically, society believed a woman's place was in her home, caring for her family, as opposed to her workplace.

In changing times, primarily women are involved in various service sectors. The concept of women's career progression serves a vital presence in the administration field, but as time passes, working women face the problem in different ways. It has some limitations and issues. Career progression is probably the most significant component for satisfaction and retention for a company. As India is emerging as an economic and cultural superpower, there is a pressing for a more nuanced understanding of the cultural context of organisational practices and and individual factors. Career progression occurs when we use our resources, skills and background to create and reach professional goals or gain new employment in challenging positions. The study aimed to determine whether personal factors influence women's career progression. The study mainly focused on women working in the service sector in the Kanpur district of Uttar Pradesh state. The study was quantitative, and the survey strategy method was used. The Sample consisted of 215 women from different Government and Private sectors of the selected study areas.

CONCLUSION: The finding revealed that personal responsibility, aspirational factors, working skills, and a positive attitude towards career progression were significant factors. The study is a strategic orientation that empowers working women to give information about promotion Criteria. It will do everything possible to help working women identify themselves and be able to combine work and family life successfully. In the workplace, women should be involved in extensive networking at the departmental and management levels. Women have to be determined to grow and develop their talents and interests.

Keywords: Experiential Learning, Career, Learning and Learners



Exploring Gamification as a Teaching Tool in Digital Education: Ensuring Equitable Use of Technology in NEP 2020

Renuka Shyam Narain, Research Analyst, Kota Heart and Research Centre Research Assistant, Interdisciplinary Institute of Human Security and Development

Abstract

Gamification of education is a method that would increase learners' engagement and motivation in integrating game design elements for a better educational atmosphere. With the pandemic, digital education has become increasingly the only option for students to continue their education. With the growing demand for digital education, there is a demand for gamification in applying the educational system in NEP 2020. In the education field, Teachers play an important role in exploring gamification in the education system. Hence, teachers are disseminators who can promote the success of innovation with gamified learning systems. This study will explain the importance of gamification in education and its necessity in this era in the context of NEP 2020. This study used Quantitative research by conducting the Survey. The Survey was divided into three parts: the positive and negative effects of incorporating game elements such as badges, points, and leader boards in the learning management system. With those positive effects, digital courses would be designed with the feature of the game elements in the course. In this Survey, around 54 teachers were teaching graduate students on a 5-point scale. The research outcomes showed an encouraging perception towards the usage of game elements in the education learning system by working teachers of graduate students with the digital course and its structures. The research also analysed that some teachers considered that gamification negatively affects the students for their future. Even the Limitations of the study are determined, which will be studied in detail in the research report.

Keywords: Gamification, Digital Education, Teachers, Learnings and Perspective













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Indian Knowledge System and Significance of Yoga Education

Runamani Baro, Assistant Professor, Dept. of English, Goreswar College, Goreswar

Abstract

The world recognizes the legacy and importance of the Indian education system. India has a rich heritage of knowledge and wisdom. NEP 2020 aims to boost the use of IKS and promote research in the Indian education system. The best practices in the Indian education system need to be integrated and updated in the current education system to educate India's young talent. Only through yoga can we know our inner self. Yoga promotes inner joy, holistic well-being, peace, and a deep connection between the individual and the modern educational paradigm.

Keywords: Education, Boost, Knowledge, Yoga, NEP



Awareness and Perception of India National Education Policy 2020 and A State University Tech-Business **Incubation Centre: Descriptive Case Study**

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Abstract

Background: In the dynamic landscape of entrepreneurship and innovation, understanding stakeholders' awareness, perspectives, and expectations is pivotal for cultivating robust entrepreneurial ecosystems. This study explores these aspects, focusing on stakeholders' familiarity with National Education Policy 2020, Government of India initiatives, perceptions of technology business incubators, and interest in pursuing entrepreneurship as a career.

Methodology: Employing a descriptive case study approach, data was collected from diverse stakeholders across various demographics and viewpoints in Chhatrapati Shahu Ji Maharaj University Kanpur, a State Government Public University and tech business incubator "CSJM Innovation Foundation" using google forms. The study focused on specific instances within entrepreneurship ecosystems basins and incubators to gather comprehensive insights through result tabulation and frequency calculations using MS Excel.

Results: The findings reveal a notable awareness among stakeholders regarding policy initiatives to foster entrepreneurship and innovation, particularly those delineated in the National Education Policy (NEP) 2020. Perceptions of technology business incubators underscore the significance of mentorship, networking, and access to resources for startup success. Moreover, stakeholders demonstrate a discernible interest in pursuing entrepreneurship as a career path, reflecting a burgeoning entrepreneurial mindset and acknowledgement of associated opportunities.

Conclusions: The study underscores the importance of informed policy-making, supportive initiatives, and collaborative endeavours in nurturing dynamic entrepreneurial ecosystems and driving economic growth. Through a nuanced understanding of stakeholders' perspectives within specific entrepreneurial contexts, informed interventions can be designed to empower budding entrepreneurs and foster innovation for enduring societal impact.

Keywords: Innovation, Entrepreneurship, Skill Development, CSJM Innovation Foundation



Interdisciplinary Horizons: Theories, Practices and Values in Education

Interdisciplinary Horizons: Theories, Practices and Values in Education *Dr.Kalpana Agnihotri, **Shilpa Yadav & **Shweta Singh Chandel *Asst.Prof., **Research Scholar Department of Education, CSJMU

Abstract

Education is a process of human development and an independent field of study or discipline. Most of the content of education is the result of an interdisciplinary approach. In an interdisciplinary approach, two or more disciplines are used to













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solve any educational problem. The interdisciplinary approach combines the expertise of two or more disciplines to address an area of common concern jointly. It improves the results of research, increases the mental efficiency of students, minimizes subjectivity and departmental bias, supports and gives new opportunities for further research, helps students think critically, and helps connect ideas. This paper tries to illuminate the theories, practices, and values of the interdisciplinary approach in education and also tries to find how it is beneficial for students and teachers to solve their problems related to education and life.

Keywords: NEP 2020, Education



Reviving Indian History and Culture in Modern Time

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Abstract

India has a recorded history and a vibrant cultural heritage, which is distinctive worldwide. The cultural heritage of India can be seen and realized in our daily life based on traditions, customs, festivals, temples and holy pilgrimage sites. In modern times, we can revive Indian history and culture by promoting our conventional arts and crafts as pottery, weaving and carving of wood etc., preserving historical sites and monuments, celebrating festivals like Diwali, Holi, Navratri collectively, encouraging the use of traditional languages as Pali, Sanskrit and others promoting conventional practices like Ayurveda, Yoga and other things and by organizing cultural exchange activities between different regions of India to develop cultural sound understanding and unity.

Keywords: Cultural, Heritage, Monuments, Historical, exchange, convention and pilgrimage sites etc.



Relevance of Human Value and Social Responsibility Embedded in NEP 2020

Ms. Suman Lata, Research Scholar Department of Social Work, Chhatrapati Shahu Ji Maharaj University, Kanpur

Abstract

The objective of NEP 2020 is to develop responsible citizens who can contribute positively to society by giving special attention to cultivating ethical values, empathy, and civic engagement. This abstract emphasizes the significance of integrating human values and social responsibility into educational programs. It explores their implications for bridging paths to the character development of individuals, ethical leadership, and sustainable social progress. Moreover, it examines the strategies outlined in NEP 2020 to implement these principles effectively at various levels of human and social development. As we know, the existing education system is primarily focused on enhancing skills. However, skill development alone is insufficient to unlock an individual's creativity. Creativity emerges from exploring oneself within the world, embracing societal values, engaging in social interactions, promoting skill-based growth, and prioritizing continuous learning. Incorporating human values and social responsibility in higher educational programs, mainly in social sciences, as emphasized by NEP 2020, is pivotal in nurturing individuals who are not only academically capable but also desire to be compassionate, empathetic, and socially responsible members of society.

This review paper is based on descriptive and correlational research methodology using existing statistical data from the Human Development Index, Ministry of Education, policy information from NITI Aayog, and other sources. It aims to shed light on transformative potential and scope in embedding human values and social responsibility in higher education, envisioning a future where learners emerge as empathetic, ethical, and socially conscious individuals ready to tackle the challenges of the modern world and could convey futuristic goals.

Keywords: Human Value & Social Responsibility, NEP 2020, Social Sciences, Human Development, Skill Development















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The Influence of NEP 2020 on Shaping Gender-Responsive Teaching Practices in Higher Education

Vandana Singh, PhD Research Scholar Department of Sociology, Magadh University, Bodh Gaya

Abstract

This research article explores the transformative impact of the National Education Policy (NEP) 2020 on the landscape of higher education, specifically focusing on its influence in shaping gender-responsive teaching practices. With an emphasis on fostering inclusivity and equity, NEP 2020 introduces a paradigm shift in the Indian education system. This study delves into the key policy provisions that directly address gender disparities within higher education institutions and scrutinizes their implications for pedagogical approaches.

Through a comprehensive literature review, we examine the historical context of gender inequities in academia and highlight the urgent need for gender-responsive teaching methodologies. The NEP 2020, with its progressive outlook, aims to create an environment conducive to equal participation and opportunities for all genders. This article critically analyzes the policy's initiatives, such as promoting interdisciplinary studies, flexible curricula, and technology integration, to discern their potential to dismantle traditional gender biases in teaching practices. Furthermore, this study also identifies challenges and opportunities that emerge during the transition to more inclusive teaching practices.

Ultimately, this article contributes to the ongoing discourse on gender inclusivity in higher education by shedding light on the potential of NEP 2020 to catalyze change. It aims to inform educators, policymakers, and researchers about the implications of the policy on teaching practices, thereby facilitating a more informed and constructive dialogue on creating gender-responsive and equitable educational environments.

Keywords: NEP 2020, Education, Higher education



Impact of Multiple Exit Option Under NEP 2020 Education System: A Study of Graduate Institute at Kanpur

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Abstract

The National Education Policy, 2020 (NEP 2020) is a set of guidelines and recommendations issued by the Union Cabinet of India on 29 July 2020, outlining the vision of the new education system of India. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2030. One of the agendas of NEP 2020 is to enhance the Gross Enrolment Ratio (GER) at all educational levels. The researcher aims to study and analyze the enrollment in graduate programs at Kanpur. This study also aims to explore the advantages of the exit option under NEP 2020 and its impact on gross enrollments at the graduate level. The study further attempts to underpin the relative impact on male and female enrollments in graduate programs and the possible outcomes of the salient features of NEP 2020.

Keywords: National Education Policy 2020; Enrolment; Indian Education; Exit Option; Gross Enrolment Ratio; Choice-Based Credit System; Academic Bank of Credit



Navigating Change: An In-depth Analysis of India's Education Landscape in the Wake of 2020 Saloni Yadav, BA (Honours) English, School of Languages, Chhatrapati Shahu Ji Maharaj University, Kanpur

Abstract

Year 2020 was the year of profound changes for the world and INDIA that casted an unprecedented shadow through a multitude of changes. INDIA as a nation, witnessed the break of COVID – 19 that resulted in triggering mass health crisis to its economic and cultural activities coming to a standstill. However, one of the most challenging sectors that emerged to the ruling policymakers was the transformative upheavals in India's education sector. The sudden shift to the online mode made masses realize about the stark divide in the access of not only technology but even education. This existing socio-educational disparity led to key stakeholders, policymakers and education experts to conduct virtual meetings, and online discussions and unveil













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the NEW EDUCATION POLICY of 2020 in JULY. This paper provides a comprehensive analysis of the policy with implied prospects and challenges to it in the upcoming years and the importance and relevance of Indian Knowledge System and Skill Development of the Educators in order to effectively imply policy of NEP 2020 as it aims towards reinstating India's position on the global level. Incorporation of multilingual texts and books translated to Indian languages, multicultural and multiple academic prospects to be accessible to schools and higher education students and most of all proper training and skill development of the emerging teaching class and educators in order to produce reliable and tech-aware faculties.

Keywords: New Education Policy (NEP), Thematic analysis, Indian Knowledge System (IKS), Challenges and Implementation, Cultural and Traditional Reformation



2020 Revitalizing Indian Culture through Multifaceted Education Policy

Abhishek Kumar, BA English Honors, School of Language, Chhatrapati Shahu Ji Maharaj University, Kanpur

Abstract

This Research Paper is about NEP 2020 (National Education Policy 2020). In this research paper, offer a comprehensive exploration of Indian education, through light on role played by the National Education Policy (NEP) 2020. At its core lies India's rich culture through innovative multilingual, multicultural, and multidisciplinary education approaches. This research paper examines the prospect, challenge, and implementation strategies in NEP 2020. This unfolds a narrative that goes beyond the surface, it will dig into the policies to shape a new era of multidimensional and multidisciplinary study culture in India. NEP 2020 nurturing Atma Nirbhar Bharat, arming the youth with skills and perspective required to navigate the complex challenges of the future. In conclusion, this paper unfolds about education, culture, and tradition, presenting NEP 2020 as a force which will change Indian education. By removing the boundaries, this policy emerges as a beacon, guiding the nation towards a future where the roots of tradition are deeply embedded in the dynamic tapestry of contemporary education.

Keywords: National Education Policy 2020; Enrolment; Indian Education; Exit Option; Gross Enrolment Ratio; Choice-Based Credit System; Academic Bank of Credit



Acknowledging India's rich history and its influence on the development of modern identity and society Pawani Sagar, BA English Honors, School of Language, Chhatrapati Shahu Ji Maharaj University, Kanpur

Abstract

- Examining strategies for maintaining and advancing customs, languages, arts, and values that are unique to India.
- Talking about how globalization and contemporary technology affect Indian heritage preservation and possible dilution.
- Stressing how important it is to comprehend Indian history in order to address contemporary societal issues and promote cultural pride and unity.
- Outlining plans for incorporating Indian history and culture into the media, public discourse, and educational system to guarantee its enduring relevance and vibrancy.

Keywords: National Education Policy 2020; Enrolment; Indian Education; Exit Option; Gross Enrolment Ratio; Choice-Based Credit System; Academic Bank of Credit



Resurrecting Lost Traditions and Bhartiya Gyan Parampara: Reviving the Indian Roots Through NEP

Tanya Shukla, BA English Honors, School of Language, Chhatrapati Shahu Ji Maharaj University, Kanpur

Abstract

Education is rudimentary for bringing about full human potential, attaining an equitable and an ideal society, and encouraging national development. Key to India's continued ascendance is providing universal access to standard education, and steady initiative on the global platform in terms of social justice, economic growth and equality, scientific advancement, cultural preservation and national integration.













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India is a treasure house of culture, evolved over thousands of years and displayed in the form of arts, works of literature, customs, linguistics, artifacts, heritage sites and more. The literary base of a civilization tells us about the evolution of each of its language and culture Through the span of centuries. The literary tradition in India dominates a large part of Indian Culture. The National Education Policy of 2020 will diverge Indian Education System into new dimensions. This policy is deeply rooted in Indian ethos and indigenous knowledge system and serves all the needs of an ideal modern and skilled student accompanied by upstanding traditions. It constitutes an enormous part in the upcoming metamorphosis of India, that is Bharat by providing quality education and hence remodelling India into a global knowledge Superpower. It is inspired by Mahatma Gandhi's NaiTalim. The NEP seeks to lay the groundwork for education, that concentrate inclusive principles reminiscent of precolonial systems that were corroded during the colonial era, and were replaced by an ill-suited Eurocentric model.

This research paper underscores the NEP's essentiality in developing a sense of cultural identity and fostering a more equitable and inclusive educational structure. It also strives to demonstrate the NEP'S fidelity to reviving the traditional outlook and encompassing it into the modern-suited structure. The study also delves into historical impacts of colonialism on indigenous education and demonstrate an analysis of the pre-colonial structure of education that were eroded in the colonial era. It also aims to exhibit the Multilingual, Multicultural and Multidisciplinary approaches to explain NEP's objectives and initiatives and explains the pivotal role of NEP in the required transformation.

Keywords: NEP (2020), Transformation (nation), cultural preservation, Ingenious Roots, NaiTalim



National Education Policy 2020: Prospects, Challenges and Implementation Strategies Shreya Kamal, BA English Honors, School of Language, Chhatrapati Shahu Ji Maharaj University, Kanpur

Poster Abstract

The National Education Policy of India 2020 (NEP 2020), initiated by the Union Cabinet on July 29, 2020, articulates the vision for a new educational system in India. National Education Policy 2020 is anticipated to propel tertiary education at an advanced level within the nation significantly, aspiring to position India as a global leader in this century. This poster is an initial effort to shed light on National Education Policy 2020 and its vision for the comprehensive transformation of the education system to address the demands of the 21st century.

Keywords: National Education Policy 2020, Enrolment, Indian Education



Acknowledging India's rich history and its influence on the development of modern identity and society Shreya Kamal, BA English Honors, School of Language, Chhatrapati Shahu Ji Maharaj University, Kanpur

Abstract

The National Education Policy of India 2020 (NEP 2020), initiated by the Union Cabinet on July 29, 2020, articulates the vision for a new educational system in India. This updated policy replaces the pre-existing National Policy on Education from 1986 and serves as a thorough and inclusive structure or system for education from elementary to higher levels, including skill development in both rural and urban areas of India. National Education Policy 2020 is anticipated to propel tertiary education at an advanced level within the nation significantly, aspiring to position India as a global leader in this century. The policy is progressive, demonstrating a solid comprehension of the current socio-economic landscape and the capacity to address future challenges. Effective execution of NEP 2020 has the capability to revolutionize India into a global education hub by 2030. This paper is an initial effort to shed light on National Education Policy 2020 and its vision for the comprehensive transformation of the education system to address the demands of the 21st century. It also outlines the key features of NEP and assesses their effect on the existing education framework.

Keywords: National Education Policy 2020; Enrolment; Indian Education; Exit Option; Gross Enrolment Ratio; Choice-Based Credit System; Academic Bank of Credit















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Impact of Artificial Intelligence (AI) Integration in India's National Education Policy (NEP): Navigating Challenges and Seizing Opportunities

Nidhi Singh, Research ScholarDepartment of Lifelong Learning & Extension, CSJM University, Kanpur

Poster Abstract

In light of India's National Education Policy (NEP), this study examines the transformative aspect of integrating artificial intelligence (AI) into educational frameworks. The integration of AI in education offers a dynamic panorama of opportunities and difficulties as this increasingly powerful force gains traction. This study explores the various ways that artificial intelligence (AI) has affected the NEP, exploring both the advantages and disadvantages of implementing AI. The report endeavors to identify significant obstacles and underscore the prospects that artificial intelligence (AI) offers for transforming India's educational terrain, all through an extensive investigation. The results add to the current discussion on how to use AI effectively within the NEP framework and offer useful information to stakeholders, educators, and policymakers who are navigating the nexus between technology and education.

Keywords: Artificial Intelligence (AI), National Education Policy 2020, Indian Education



National Education Policy 2020: Challenges & Opportunities in Higher Education in India Dr. Sneh Pandey, Assistant Prof., School of Teacher Education, CSJM University, Kanpur

Abstract

The goal of the National Education Policy (NEP) 2020 is to modernize, advance, and equalize India's educational system. The new program is centered on lowering middle and secondary school dropout rates, using a multidisciplinary approach in the higher education system, and improving the subpar reading and numeracy results linked to primary schools. With the implementation of the NEP, early childhood education will become a component of formal education and the 10+2 framework will give way to the 5+3+3+4 structure. Additionally, the NEP 2020 places a strong emphasis on trimming back the curriculum to create more room for critical thinking, which will help people develop 21st-century abilities. Therefore, in order to achieve these aims, it is necessary to restructure every area of the curriculum and pedagogy. One of the obstacles in putting these changes into practice successfully is aligning the curriculum with the National Curriculum Framework. Additionally, teachers must reconsider the learning content rubric and adjust the textbooks as necessary.

"Education is the most powerful weapon to be used to change the world. "Nelson Mandela Education is important for the economic and social development of nation. The weapon may proved to be harmful if it is misused. Due to proper interpretation and implementation of policies, the generations may be benefitted. It will result in strong economic and social development. The national policy in education ,1986 was replaced by New National Education Policy. [NEP 2020] National Education Policy is the holistic reform in the education across all levels stages of education in India. It made reforms in primary, secondary and higher education in single policy document. It is the evolution in the field of education in India. This study is based on secondary data, the available literature on the topic is referred. This paper aims at discussing challenges and opportunities in National Education policy 2020 with respect to higher education in India. This paper will help the researchers, academicians and policy makers as an insight in the NEP policy.

The goal of the policy is to implement radical structural changes in higher education. It encourages an undergraduate degree program with a flexible framework that allows for various exit options for students, lasting three or four years. Additionally, a strong push will be made to promote modern topics like AI, design thinking, data analytics, machine learning, and holistic health, which are billed as the professions of the future. It is expected that the Higher Education Commission of India will take over as the authority that regulates higher education, replacing the University Grants Commission. A student-centric model will be developed that will provide students the freedom to choose the subjects they wish to study, in contrast to the current teacher-centric model, in which teachers determine the subjects, curriculum, and evaluation. In addition to science, engineering, and math, exposure to the arts and design thinking is crucial to enhancing students' creativity in problem-solving and advancing further education. The existing STEM paradigm in higher education at the bachelor degree level will be superseded by the new NEP model, termed STEAM, which is focused on experiential, application-based learning and research-based internships. Students will receive research internships to increase their employability as well as internship possibilities with local companies, communities, and industry as part of a comprehensive, all-encompassing education.

Keywords: Challenges & Opportunities, HEI, NEP 2020













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ICT's Role in Pedagogical Training: Empowering Educators

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Abstract

In today's rapidly evolving educational landscape, the integration of Information and Communication Technology (ICT) has become increasingly vital in shaping effective pedagogical practices and empowering educators. This presentation aims to delve into the multifaceted impact of ICT tools and methodologies on modern teaching and learning paradigms.

ICT offers educators a diverse array of tools and platforms that can revolutionize traditional teaching methods. Through interactive multimedia resources, virtual classrooms, and online collaborative platforms, educators can create dynamic and engaging learning environments that cater to the diverse needs and learning styles of students.

One of the key advantages of ICT in pedagogical training is its ability to facilitate personalized learning experiences. By leveraging adaptive learning systems and data analytics, educators can tailor instruction to meet the individualized needs and preferences of each student, thereby maximizing learning outcomes.

Moreover, ICT plays a crucial role in nurturing critical thinking skills and digital literacy among students. Through the integration of digital research tools, simulation software, and multimedia presentations, educators can empower students to think critically, analyze information effectively, and navigate the vast sea of digital information with confidence.

Effective integration of ICT into pedagogical training requires a strategic approach and ongoing professional development. Educators must be equipped with the necessary skills and knowledge to leverage ICT effectively in their teaching practices. Therefore, this presentation will also explore practical strategies for incorporating ICT into teacher training programs and fostering a culture of innovation and experimentation in education.

Ultimately, by harnessing the transformative power of ICT, educators can not only enhance their teaching efficacy but also inspire a new generation of digitally proficient learners. Together, let us explore the boundless possibilities of ICT in pedagogical training and empower educators to excel in their roles as facilitators of knowledge and champions of educational innovation.

Keywords: ICT, Pedagogical training, Educator empowerment, Personalized learning & Digital literacy



Beyond Boundaries: Exploring the Confluence of AI and National Education Policy in India

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Abstract

This study examines the relationship between India's National Education Policy (NEP) and artificial intelligence (AI), examining the convergence of those two dynamic domain names. According to the concepts and goals outlined in the NEP, the study aims to comprehend how AI technology might revolutionize the academic landscape in India. The report uses a multi-dimensional studies approach, including policy assessment, case research, and stakeholder interviews, to identify the opportunities and challenges that arise from integrating AI into the educational framework.

The study explores particular AI uses, like adaptive assessment frameworks, tailored learning, and astute tutoring, and looks at how these technologies fit with the NEP's goals of encouraging critical thinking, creativity, and holistic development in novices. The study also examines how AI is affecting student engagement, teacher roles, and educational equity in India's varied sociocultural setting.

This research adds to a nuanced understanding of the opportunities and limitations associated with the convergence of AI and the NEP by a comparative assessment of global best practices and an in-depth examination of the Indian educational system. The findings aim to inform politicians, educators, and other stakeholders about the best methods to strategically leverage AI's benefits while tackling ethical and social issues.

Keywords: Artificial Intelligence (AI), National Education Policy 2020, Adaptive Assessment Systems, Educational Technology, Transformative Education, 21st Century Skills, Learner-Centric Education, Future-ready Education System













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NEP2020: Prospects, Challenges, and Implementation Strategies

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Abstract

The research paper explores the challenges and suggestions for the implementation of the National Education Policy 2020 in the state of Himachal Pradesh, India. NEP 2020 is a comprehensive reform policy that aims to transform the education system India focuses on holistic and multidisciplinary education, experiential learning, technology integration and skill development. However, implementation of the policy faces challenges such as inadequate capacity, resources and infrastructure. The paper provides suggestions to address these challenges, including capacity building, stakeholder engagement, monitoring and evaluation, resource mobilization, local adaptation, collaboration with central government and more. Overall, the paper highlights the potential of NEP 2020 to transform the education system in Uttar Pradesh if implemented effectively.

This chapter will introduce the state-of-the-art technical assistance in the recently implemented NEP 2020 and the challenges faced in the anticipated NEP implementation. Here the chapter will study the facts along with the estimates and reports of the policy guidelines to be implemented in the NEP introduced in the education system of India. The entire implementation path is very clear in the policy guidelines of the NEP, but at the same time there are challenges that are inherent in it, though not clearly written anywhere in the policy. Factors of an application here for implementation are ICT issues and scale, transformation of traditional classroom delivery to modern digital transformation, impact on pedagogy, stage challenges like early stage of developmental issues etc. Access, equity, landscape, quality framework and The affordability of the government and taxpayers for the huge establishment has its own challenges, which this chapter tries to ascertain and find out the facts to suggest the best possible means and methods of implementation at various levels.

Keywords: ICT, Pedagogical training, Educator empowerment, Personalized learning & Digital literacy



Elder Education in the Digital Age: A Perspective on Aging and ICT in the New Education Policy Ishita Dwivedi, Research Scholar

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Abstract

This study examines how digital technology, elder education, and the changing educational landscape described in the New Education Policy (NEP) interact. Seniors' educational demands in the digital age are becoming more and more important as societies see demographic transitions toward an aging population. Within the context of the NEP, this study offers a distinctive viewpoint on the incorporation of information and communication technology (ICT) in elder education.

The first part of the study looks at the demographic patterns that are causing the population to age, as well as the opportunities and problems that come with it. It then dives into the NEP's particular provisions and objectives, emphasizing its dedication to inclusive and lifelong learning. The study examines current programs that use ICT to improve educational chances for the elderly through a thorough assessment of the literature and case studies.

The impact of ICT on elder education is evaluated in the study using a combination of qualitative and quantitative techniques, such as surveys, interviews, and content analysis. It looks into online learning environments, digital literacy initiatives, and cutting-edge teaching tools made to meet the particular requirements and tastes of senior students. Additionally included are ethical issues with regard to accessibility, privacy, and cultural sensitivity.

Insights for policymakers, educators, and practitioners looking to match their tactics with the goals of the NEP are offered by the findings, which also add to the conversation around elder education in the digital age.

Keywords: ICT, National Education Policy 2020, Elder Education, Aging, Future-ready Education System















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शिक्षकों के लिए आई.सी.टी. : नये शैक्षिक दृष्टिकोण का साधन १अभिषेक दीक्षित, २राहुल कुमार १ एम.एकृ शिक्षक शिक्षा विभाग, स्वामी शुकदेवानन्द कॉलेज, शाहजहाँपुर २ असिस्टेंट प्रोफेसर शिक्षक शिक्षा विभाग, स्वामी शुकदेवानन्द कॉलेज, शाहजहाँपुर

Abstract

आधुनिक युग शिक्षा संवाद का युग है जिसमें आई.सी.टी. अत्यन्त महत्वपूर्ण है। शिक्षकों के लिए आई.सी.टी. एक महत्वपूर्ण उपकरण है जो उन्हें नये शैक्षिक दृष्टिकोण की ओर ले जा सकता है। आई.सी.टी. शिक्षकों को विभिन्न शैक्षिक मूल्यों, उद्देश्यों और विधाओं को प्रोत्साहित करने में सक्षम बनाता है। यह उन्हें संवाद के प्रसार तथा नई सोच को प्रोत्साहित करने में मदद करता है। आई.सी.टी. शिक्षकों के लिए एक प्रमुख साधन है जो उन्हें प्रशिक्षित, समर्थित एवं नवाचारी बनने में सहायक हो सकता है।

प्रस्तुत लेख में शिक्षकों के लिए आई.सी.टी. की आवश्यकता उपयोगिता तथा उसके क्रियान्वयन में आने वाली चुनौतियों का विस्तृत वर्णन किया गया है जिससे शिक्षक शिक्षा में आई.सी.टी. के महत्व को समझा जा सके तथा इसके संचालन व क्रियान्वयन में आने वाली चुनौतियों को समझकर उनके निस्तारण हेतु प्रयास किये जा सकें।

Keywords: शिक्षक, आई.सी.टी., शैक्षिक दृष्टिकोण, साधन



भाषा के पुनरुद्धार में डिजिटल प्लेटफॉर्म की भूमिका अचला, शोध छात्रा, शिक्षा संकाय, काशी हिन्दू विश्वविद्यालय

Abstract

बिना शंका किये यह कहा जा सकता है कि विभिन्न कारणों से पूरी दुनिया में कई भाषाएँ गायब हो रही हैं, लेकिन सबसे महत्वपूर्ण कारण उपनिवेशीकरण है। आज के डिजिटल युग में, अंग्रेजी भाषा की मुख्यता बढ़ गई है, जिससे स्थानीय भाषाओं के लुप्त होने की गित और तेज हो गई है। यह अनुमानित है कि 500 से अधिक भाषाएँ पहले से ही लुप्त हो चुकी हैं, और भाषाविदों के अनुसार, हर 14 दिन में एक भाषा समाप्त हो जाती है। स्थानीय भाषाओं की हानि केवल शब्दों की गायबी से अधिक है। यह किसी समुदाय की संस्कृति और पहचान के प्रति धीरे-धीरे समाप्ति को दर्शाती है। इस चिंताजनक चरण को मान्यता देते हुए, यूनेस्को ने 2019 को "अंतर्राष्ट्रीय स्थानीय भाषाओं का वर्ष" घोषित किया था तािक जागरूकता बढ़ाई जा सके और संकट में हो रही भाषाओं को जीवंत करने के लिए प्रयासों को प्रोत्साहित किया जा सके। यह अध्ययन स्थानीय भाषाओं के संकट के पीछे के कारणों की खोज, इन भाषाओं को संरक्षित रखने के सांस्कृतिक और व्यक्तिगत प्रभाव, भाषा समापन के परिणाम, और डिजिटल प्लेटफ०र्म के जरिए स्थानीय भाषाओं को पुनर्जीवित करने की सम्भावना को जानने का प्रयास करता है। डिजिटल युग ने विविध संसाधन प्रदान किए हैं, और यदि इसे सही ढंग से उपयोग किया जाए, तो यह खतरे में पड़ी भाषाओं को पुनर्जीवन में महत्वपूर्ण भूमिका निभा सकता है। फेसबुक, एक सोशल मीडिया जगत का दिग्गज, और वठयपैड, पाटकों और लेखकों के लिए एक अन्नलाइन समुदाय, इस बात का उदाहरण प्रदान करते हैं कि डिजिटल प्लेटफ०र्म कैसे स्थानीय भाषाओं के संरक्षण में महत्वपूर्ण भूमिका निभा सकता है। स्थानीय भाषाओं के संरक्षण में महत्वपूर्ण भूमिका निभा सकता है। स्थानीय भाषाओं के संरक्षण में महत्वपूर्ण भूमिका निभा सकता है। स्थानीय भाषाओं के संरक्षण में महत्वपूर्ण भूमिका निभा सकता है। स्थानीय भाषाओं के संरक्षण में महत्वपूर्ण भूमिका निभा सकता है। स्थानीय भाषाओं के संरक्षण में महत्वपूर्ण भूमिका निभा सकता है। स्थानीय भाषाओं के पुनर्जीवन से संरकृति और इतिहास का पुनर्जीवन निश्चत होगा।

 ${f Keywords:}$ उपनिवेशीकरण, संस्कृति, डिजिटल युग, डिजिटल प्लेटफार्म, स्वदेशी भाषाएँ, पुनरुद्धार



विद्यालय में समावेशन और समानता के संदर्भ में बहुसांस्कृतिक शिक्षा अनामिका यादव, पी–एच.डी. शोधार्थी, शिक्षा विभाग, महात्मा गांधी अंतरराष्ट्रीय हिंदी विश्वविद्यालय, वर्धा, महाराष्ट्र

Abstract

भारत एक बहुसांस्कृतिक देश है जो कई नस्लों, जातियों, भाषाओं, धर्मों और संस्कृतियों को अपने में समाहित किए हुये है। यह बहुसांस्कृतिक देश कई संदर्भों में विरोधाभासी रूप से भिन्न होते हुए भी एक ही समय में, कई स्तरों पर परस्पर जुड़े हुये हैं। भारत को राष्ट्रों का राष्ट्र, अनेक संस्कृतियों की भूमि के रूप में भी वर्णित किया जा सकता है, जिसकी कल्पना इन समुदायों और समूहों द्वारा विभिन्न सांस्कृतिक रूपों और अभिव्यक्तियों के माध्यम से की जाती है। बहुसंस्कृतिवाद विविध संस्कृतियों का सह-अस्तित्व है, जहां संस्कृति में विभिन्न नस्लीय, धार्मिक या सांस्कृतिक समूह शामिल होते हैं और यह विविध पारंपरिक व्यवहार, सांस्कृतिक मान्यताओं और मूल्यों, सोचने-विचारने या विचार-विमर्श करने और संचार या बातचीत की शैलियों से स्पष्ट रूप से प्रकट होता है। प्रस्तुत शोध लेख के माध्यम से विविधता के संदर्भ में समावेशन, समानता और बहुसंस्कृतिवाद शब्द के दार्शनिक आधार को समझाने का प्रयास किया गया है और शैक्षिक परिवेश के संदर्भ में वे एक दूसरे से कैसे समान अथवा भिन्न हैं। प्रस्तुत शोध लेख द्वितीयक आंकड़ों पर आधारित है। शोधार्थी द्वारा संबन्धित विषय में पूर्व में किए गए शोध कार्य, प्रकाशित शोध पत्र-पत्रिकाओं, जर्नल आदि का समीक्षात्मक अध्ययन किया गया है।

Keywords: विविधता, समावेशन, समानता, बहुसांस्कृतिक शिक्षा













RECONDITIONING INDIAN TRADITION AND CULTURE THROUGH NEP 2020:

(March 1 & 2, 2024)

Dept. of Lifelong Learning & Extension C S J M University, Kanpur, U. P.

Indian Council of Social Science Research (ICSSR), New Delhi



राष्ट्रीय शिक्षा नीति 2020 शैक्षिक प्रावधान, चुनौतियाँ एवं सफलता हेतु रणनीतियाँ १ अनीस अहमद खान — २ डॉ.राजेश एक्का १ पीएच.डी.. शिक्षा शास्त्र विभाग. बाबासाहेब भीमराव अंबेडकर केंद्रीय विश्वविद्यालय. लखनऊ २ सहायक आचार्य, शिक्षा शास्त्र विभाग, बाबासाहेब भीमराव अंबेडकर केंद्रीय विश्वविद्यालय, लखनऊ

Abstract

भारतीय शिक्षा के विषय में इतिहासकार कहते हैं कि भारत में शिक्षा कोई नया पौधा नहीं है वरन इसकी जईं अत्यन्त गहरी हैं। प्राचीन ज्ञात समय 2500 ई पूर्व के लगभग भारतवर्ष में एक समृद्ध शिक्षा प्रणाली पायी जाती थी जिसे वैदिक शिक्षा प्रणाली तथा प्राचीन शिक्षा व्यवस्था के नाम से जाना जाता है। विश्व प्रसिद्ध तक्षशिला, विक्रमशिला, वल्लभी, नालन्दा, औदंतपुरी, नवदीप आदि अनेक उत्कृष्ट तथा शैक्षिक दृष्टिकोण से अत्यंत समृद्धशाली विश्वविद्यालयों की गौरवशाली परम्परा रही थी। कालान्तर में परिवर्तन स्वरूप वैदिक, बौद्ध एवं जैन शिक्षा प्रणाली अपने पतन को प्राप्त हुई। मध्यकालीन शिक्षा संकीर्ण एवं कट्टर धार्मिक शिक्षा होने के कारण सर्वव्यापकता को न प्राप्त हो सकी। मध्यकाल को शिक्षा के दृष्टिकोण से भारतीयों के लिए एक अँधेरे युग के रूप में जाना जाता है। ब्रिटिश शिक्षा अथवा आधुनिक शिक्षा प्रणाली ने भारत में ज्ञान-विज्ञान की शिक्षा हेतु मार्ग प्रशस्त किया। अग्रेजों ने भारत को गुलाम बनाकर निःसंदेह भारतीय जीवनधारा को बड़ी क्षति पहुँचाई किंतु शिक्षा को आधुनिक रूप में लागू करके भारतीय समाज पर एक बड़ा उपकार भी किया। अंग्रेजो से स्वतंत्र होने के पश्चात् भारत एक संगठित राष्ट्र बना एक संवैधानिक गणतंत्र के रूप में भारत ने अपनी स्वतंत्र शिक्षा प्रणाली को विकसित किया जिसके अनेक बड़े पड़ाव रहे है उदाहरणार्थ, विश्वविद्यालय शिक्षा आयोग (१९४८), मुदालियर कमीशन (१९५२-५३), कोठारी कमीशन (१९६४-६६) तथा राष्ट्रीय शिक्षा नीति (1968) तत्पश्चात नई शिक्षा नीति 1986 ने भारतीय शिक्षा के विकास में अद्वितीय योगदान प्रदान किया। आधुनिक आवश्यकताओं के अनुरूप नवीन राष्ट्रीय शिक्षा नीति २०२० को लागू किया गया है, राष्ट्रीय शिक्षा नीति २०२० एक बहुपक्षीय विकास को सुनिश्चित करने वाली नीति है। राष्ट्रीय शिक्षा नीति के सम्मुख अनेक चुनौतियाँ है जो इसे लागू करने एवं सफल बनाने मे एक बड़ी बाधा है। वर्तमान में इस अध्ययन का उद्देश्य राष्ट्रीय शिक्षा नीति 2020 के प्रावधानों को जानना तथा चुनौतियों से निपटने एवं सफल क्रियान्वय की रणनीति क्या हो सकती है इस पर प्रकाश डालना है। प्रस्तुत अध्ययन में वर्णनात्मक शोध उपागम की विषयवस्तु विश्लेषण विधि को अपनाया गया है।

 $\mathbf{Keywords}$: राष्ट्रीय शिक्षा नीति २०२०, शैक्षिक प्रावधान, चुनौतियां, रणनीतियां।



महिला सशक्तीकरण में शिक्षा की भूमिका : एक समाजशास्त्रीय अध्ययन छाया गौतम, ए०एन०डी०एन०एन०एम० महिला महाविद्यालय, कानपुर

Abstract

शिक्षा के माध्यम से एक महिला को सशक्त बनाना पूरे परिवार को समृद्ध बनाने का पर्याय है। विचारधाराओं से प्रेरित इस समकालीन युग में महिलाओं की महत्वपूर्ण भूमिका, चाहे वह माँ के रूप में हो या गृहिणी के रूप में, को कम करके आँका नहीं जा सकता है। मूल्यों, शिक्षा और समग्र कल्याण महिला समाज और राष्ट्र के पोषण और सकारात्मक योगदान देने की उसकी क्षमता को सीधे प्रभावित करती है। एक महिला के स्वास्थ्य, खुशी, शिक्षा संवेदनशीलता शिक्षा प्रदान करने की अनिवार्यता को रेखांकित करता है। जब एक महिला को असमानताओं का सामना करना पड़ता है। सामाजिक, आर्थिक, राजनीतिक और शैक्षिक क्षेत्रों में परिवार, सामाजिक और राष्ट्रीय विकास को उत्प्रेरित करने की उनकी क्षमता से समझौता किया गया है यह चिंता इस तथ्य से बढ़ गई है कि महिलायें आबादी का आधे से भी कम हिस्सा हैं, फिर भी विविध जरुरतों को पूरा करने में महत्वपूर्ण भूमिका निभाती हैं। बच्चों, युवाओं, व्यरकों और बुजुर्गों तक परिवार के सदस्यों की जरुरतें जब हम महिलाओं को स्वतंत्र रूप से अपना जीवन जीने की आजादी देते हैं, तो हम उन्हें अपने व्यक्तिगत मामलों में निर्णय लेने के लिए शक्त बनाते हैं। महिलाओं के निजी व्यावसायिक मामलों में हस्तक्षेप करने से बचें यह महिलाओं को सामाजिक, राजनीतिक, बौद्धिक, सांस्कृतिक, शैक्षिक, स्वास्थ्य, आर्थिक विकास और लैंगिक समानता में अवसर, अधिकार और स्वतंत्रता प्रदान करता है। यह महिलाओं को अपने जीवन के अवसरों और अधिकारों के बारे में स्वतंत्र निर्णय लेकर अपने लक्ष्यों को प्राप्त करने में सक्षम बनाता है, सामाजिक, राजनीतिक, सांस्कृतिक और पारंपरिक पूर्वाग्रह या पूर्वाग्रह महिलाओं के लिए एक स्वतंत्र वातावरण बनाते हैं, जो उनके व्यक्तिगत विकास के लिए महत्वपूर्ण है।

 $\mathbf{Keywords}$: उपनिवेशीकरण, संस्कृति, डिजिटल युग, डिजिटल प्लेटफार्म, स्वदेशी भाषाएँ, पुनरुद्धार



वैश्वीकृत युग में कौशल, विकास और महत्व

१ डॉ. रेनू गुप्ता – २ डॉ. स्मृति पुरवार १ डॉ. रेन् गुप्ता, असिस्टेंट प्रोफ़ेसर समाजशास्त्र विभाग, डी.एस.एन. कालेज, उन्नाव

२ डॉ. स्मृति पुरवार, असिस्टेंट प्रोफ़ेसर समाजशास्त्र विभाग, डी.ए.वी. कालेज, कानपुर

Abstract

वैश्वीकरण के इस युग में कौशल भारत कुशल भारत की सिद्धि बदलते समय की सबसे बड़ी आवश्यकता बन चुकी है। भारतीय विकास यात्रा को कौशल के नए आयाम देने का हमारा संकल्प अनेक राष्ट्रीय मिशनों वाले महत्त्वपूर्ण उद्देश्यों से जुड़ा हुआ है। कौशल एक ऐसा साधन है जो हमारे अनुभव के साथ बढ़ता रहता है। जैसे-जैसे













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Dept. of Lifelong Learning & Extension C S J M University, Kanpur, U. P. (Accredited A++ by NAAC) Indian Council of Social Science Research (ICSSR), New Delhi



समय बढ़ता है कौशल युक्त व्यक्ति देश और समाज के लिए और अधिक बेहतर होता जाता है। विश्व युवा कौशल दिवस पर युवाओं को प्रासंगिक रहने के लिए रिकल, रीरिकल और उपिक्कल का मंत्र दिया गया। अतः कौशल के द्वारा युवा अपने सपनों को साकार कर सकता है। युवाओं में वो क्षमता है जिसके ज़िरए युवा विश्व पटल पर अपना नाम सुनहरे अक्षरों में अंकित करवा सकते है। कौशल विकास के माध्यम से सशक्तीकरण केवल व्यक्ति का नहीं बिल्क बड़े पैमाने पर एक पूरे समाज का होता है। समस्त वैश्विक मानकों के अनुरूप कुशल पेशेवरों के निर्माण के लिए हम तेज़ी से कार्यरत हैं। कौशल अद्वितीय है जो दूसरों से हटकर हमारी पहचान बनाता है। कौशल एक अनमोल खज़ाना है जिसे कोई दूसरा नहीं छीन सकता है। कौशल हमें रोज़गार योग्य बनाता है और साथ ही स्वरोजगार के लिए भी प्रेरित करता है। कौशल में वो शक्ति है जिसके द्वारा हम ऊँचाईयों तक पहुँच सकते हैं। कौशल हमें एक नई प्रेरणा देता है। नए-नए कौशल सीखने में उम्र बाधा नहीं बनती है। कौशल एक ऐसा उपहार है जिसे हम स्वयं अपने आपको दे सकते हैं। कौशल विकसित करना महत्वपूर्ण है क्योंकि यह आपको प्रभावी कार्य स्थल प्रदर्शन के लिए महत्वपूर्ण विशेषताओं और गुणों में सुधार करने की अनुमित देता है।

Keywords: उपनिवेशीकरण, संस्कृति, डिजिटल युग, डिजिटल प्लेटफार्म, स्वदेशी भाषाएँ, पुनरुद्धार



नवीन तकनीक के प्रयोग से नवीन होता शैक्षिक परिदृश्य फिरोज खान, सहायक अध्यापक, संविलयन विद्यालय चिड़ावक, ब्लॉक गुलावठी, जनपद— बुलन्दशहर

Abstract

वर्तमान परिवेश में सूचना एवं संचार तकनीकी का दखल हमारे जीवन के प्रत्येक क्षेत्र में बढ़ा है। ऐसी स्थित में हम इस तकनीक का प्रयोग शिक्षा क्षेत्र में करके शिक्षण को और अधिक रोचक व बाल केंद्रित बना सकते हैं, साथ ही विद्यालय को सूचना प्रबंधन व सामुदायिक सहभागिता के क्षेत्र में अभूतपूर्व परिवर्तन का वाहक भी बना सकते हैं। अर्थात शिक्षण के साथ अपनी दूसरी जिम्मेदारियां को तनाव रहित होकर वह समय की बचत के साथ पूर्ण करने के लिए आईसीटी का प्रयोग कर सकते हैं। यहां समस्या यह आ रही थी कि आईसीटी के लाभों से तो सभी शिक्षक परिचित है पर उसके प्रयोग के लिए उतने अभ्यस्त नहीं। अतः शोध के माध्यम से यह जानने का प्रयास किया गया कि क्या कारण है जो शिक्षकों को इसका अभ्यस्त होने से रोकते हैं और उन्हें दूर करने का प्रयास किया गया।

अध्ययन क्षेत्र – मिठ्ठेपुर न्याय पंचायत

शोध न्यादर्श - मिट्ठेपुर न्याय पंचायत में शामिल ८ स्कूलों के १२० शिक्षक

सर्वेक्षण विधि के अंतर्गत प्रश्नावली व संवाद का प्रयोग करके प्राथमिक आंकड़े एकत्रित किए गए। आंकड़ों का विश्लेषण किया गया। विश्लेषण के पश्चात जो समस्याएं निकलकर आई ,उनके समाधान के रूप में कुछ कदम उठाए गए

- 1-आफलाइन व आनलाइन आईसीटी प्रशिक्षण व कार्यशालाओं का आयोजन।
- 2-संसाधनों के अभाव को सामुदायिक सहभागिता, उपभोग व्यय, एनजीओ या व्यक्तिगत रूप से पूर्ण किया गया।
- 3-इंटरनेट की समस्या को हल किया गया।
- 4-OER की जानकारी उपलब्ध कराई गई।

इन कुछ परिवर्तनों को अपने विद्यालय में लागू करने पर हमने पाया कि विद्यालय की कक्षा, शिक्षक, शिक्षण शैली ,छात्र और अंत में संपूर्ण वातावरण में नवीनता आई। जिसका स्पष्ट प्रभाव छात्र छात्राओं के नामांकन, अधिगम संप्रति और आत्मविश्वास पर पड़ा और विद्यालय पीएम श्री विद्यालय हेतु चयनित हुआ।

 $\mathbf{Keywords}$: उपनिवेशीकरण, संस्कृति, डिजिटल युग, डिजिटल प्लेटफार्म, स्वदेशी भाषाएँ, पुनरुद्धार



राष्ट्रीय शिक्षा नीति 2020: सम्भावनायें, चुनौतियां और क्रियान्वयन रणनीतियां १ डॉ॰ नितिन बाजपेइ, २ हितेश कुमार सिंह १ सहायक प्रोफेसर, बी॰एड॰ विभाग, लखनऊ विश्वविद्यालय, लखनऊ (उ॰प्र॰) २ शोधार्थी, शिक्षाशास्त्र विभाग, महाराणा प्रताप राजकीय स्नात्कोत्तर महाविद्यालय, हरदोई (उ॰प्र॰)

Abstract

किसी राष्ट्र को आकार देने में शिक्षा महत्वपूर्ण भूमिका निभाती है। राष्ट्रीय शिक्षानीति 2020 का उद्देश्य देश में शिक्षा प्रणाली में क्रांति लाना है। राष्ट्रीय शिक्षा नीति 2020 का लक्ष्य छात्रों को बदलते समाज में आगे बढ़ने के लिए आवश्यक दक्षताओं से लैस करना है। इस नीति का उद्देश्य अच्छे इंसानों का विकास करना, उनमें करूणा, सहानुभूति, साहस, लचीलापन, वैज्ञानिक चिन्तन, रचनात्मक कल्पनाशिक्त, नैतिक मूल्य, जीवन कौशल का विकास करना है तािक वह समावेशी और बहुलतावादी समाज के निर्माण में अपना योगदान दे सकें। यह नीति शिक्षा में रूपान्तरकारी परिवर्तन की ओर इशारा करती है जिसमें शिक्षक संरचना में परिवर्तन, संस्थानों की प्रकृति में परिवर्तन, मूल्यांकन के तौर तरीकों में परिवर्तन, व्यवसायिक शिक्षा का विकास, अनुसंधान एवं नवाचार की स्थापना, शिक्षा संस्थानों में प्रभावी प्रशासन की स्थापना, भारतीय ज्ञान परम्परा के साथ–साथ प्रोद्योगिकी का उपयोग एवं एकीकरण तथा ऑनलाइन व डिजिटल शिक्षा आदि की सहायता से गुणवत्तापूर्ण शिक्षा सुनिश्चित करना है। राष्ट्रीय शिक्षा नीति 21वीं सदी की राष्ट्रीय एवं अन्तर्राष्ट्रीय आवश्यकताओं एवं मानकों व लक्ष्यों के अनुकूल शिक्षा व्यवस्था के निर्माण की अनुशंसा करती है जिसमें चुनौतियों को ध्यान में रखते हुये क्रियान्वयन की रणनीतियां भी तैयार की गई हैं। जिसका विश्लेषण प्रस्तुत आलेख में किया गया है।













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स्थानीय आवाज़ों को मुखर बनाना : सांस्कृतिक अभिव्यक्ति के लिए राष्ट्रीय शिक्षा नीति को अपनाना ज्योति वर्मा, शोधार्थिनी, ललित कला विभाग, छत्रपति शाहूजी महाराज विश्वविद्यालय, कानपुर

Abstract

स्वरों का उतार-चढ़ाव या बात करने का सलीका और समान भाषा के व्यक्तियों के वार्तालाप में अपनापन, ये सभी संस्कृति की प्रतिखया और साक्ष्य है। अतः संस्कृति हमारी स्थानीय भाषाओं में सिम्मिलत है। यह अध्ययन सांस्कृतिक अभिव्यक्ति को बढ़ावा देने के रूप में स्थानीय भाषाओं को राष्ट्रीय शिक्षा नीति में सिम्मिलत करने की आवश्यक्ता की ओर इंगित करता है। इस शोध में गुणात्मक शोध का प्रयोग किया गया है जो 'क्या' के साथ-साथ 'क्यों' पर भी विचार करता है। शोध इस बात पर बल देता है कि क्षेत्रीय विभिन्नता को अपनाने की गुणवत्ता को जाँचते हुए, कैसे स्वदेशी विचार और स्थानीय या क्षेत्रीय भाषाओं को सिम्मिलत करना अधिक सर्वांगीण और सांस्कृतिक रूप से प्रभावशाली शैक्षिक रूप में सहयोग कर सकता है। स्थानीय आवाजों को सांस्कृतिक अभिव्यक्ति के ज़रिये समृद्धि देने का प्रयत्न राष्ट्रीय शिक्षा 2020 नीति कर सकती है, साथ ही स्थानीय लोगों या समृह को शिक्षा में मगन करने में सहायता कर सकती है। भाषा निश्चित रूप से कला और संस्कृति से गहनता से जुड़ी हुई है।

 $\mathbf{Keywords}$: स्थानीय भाषा, सांस्कृतिक अभिव्यक्ति, क्षेत्रीय विभिन्नता, सर्वांगीण, समृद्धि



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१ कनकलता सिंह, २ अविनाश कुमार

- १ शिक्षा विभाग, छत्रपति शाहू जी महाराज विश्वविद्यालय, कानपुर
- २ शिक्षा विभाग, छत्रपति शाहू जी महाराज विश्वविद्यालय, कार्नपुर

Abstract

किसी भी राष्ट्र के संपूर्ण विकास के लिए शिक्षा एक शक्तिशाली माध्यम है। इसीलिए शिक्षा के क्षेत्र में आवश्यकता अनुसार समय समय पर परिवर्तन होते रहते हैं, 34 साल बाद भारत सरकार ने तीसरी बार राष्ट्रीय शिक्षा नीति में बदलाव किया जो हमारे पढ़ने तथा पढ़ाने के तरीकों को बदलने जा रहा है जिससे सभी को गुणवत्तापूर्ण शिक्षा मिल सके जिसके लिए आवश्यक क्या है कि हम शिक्षक शिक्षा की उचित एवं गुणवत्तापूर्ण शिक्षा की व्यवस्था करें तथा जिसमें जिन-जिन कठिनाइयों का सामना करना पड़ता है उस पर ध्यान दें तभी शिक्षक शिक्षा के क्षेत्र में बदलाव लाया जा सकता है राष्ट्रीय शिक्षा नीति शिक्षक शिक्षा के क्षेत्र में बदलाव की सिफारिश करती है जिसके सम्बन्ध में शिक्षक शिक्षा पर सिफारिश राष्ट्रीय शिक्षा नीति 2020 के भाग 2 के 15 वें अध्याय में दी गई हैं जो शिक्षक शिक्षा में परिवर्तन का वर्णन करती है। राष्ट्रीय शिक्षा नीति भारत में शिक्षक शिक्षा के विकास के लिए एक महत्वपूर्ण मार्ग है जिससे भारतीय शिक्षा प्रणाली के लक्ष्य को प्राप्त करने के लिए बनाए गये उद्देश्यों को हासिल किया जा सकता है। इसका उद्देश्य ऐसे प्रशिक्षित शिक्षकों का विकास किया जाए जो क०लेज तथा स्कूलों में उच्च गुणवत्तापूर्ण शिक्षा को कुशलता पूर्वक प्रदान कर सकें। इसके लिए 4 वर्षीय एकीकृत В.Еd. प्रोग्राम चलाकर शिक्षकों को उच्चतम गुणवत्ता का शिक्षण दिया जाए, यद्यपि ऐसा करने में अवसरों की उपलब्धता के साथ शिक्षक शिक्षा परिदृश्य के लिए अनेक चुनौतियों का भी सामना करना पड़ेगा।

Keywords: राष्ट्रीय शिक्षा नीति-2020, शिक्षक शिक्षा, अवसर, चुनौतियां एवं गुणवत्तापूर्ण शिक्षा



राष्ट्रीय शिक्षा नीति 2020 व कौशल विकासः आवश्यकता व महत्व खुशबू कुमारी, समाजशास्त्र शोधार्थी, डी॰ए॰वी॰ कॉलेज, छत्रपति शाहू जी महाराज विश्वविद्यालय, कानपुर उ॰प्र॰

Abstract

नई शिक्षा नीति 2020 भारत की शिक्षा प्रणाली के लिए एक क्रांतिकारी दृष्टिकोण है जिसमें शिक्षकों एवं स्कूलों के बीच सुनहरे भविष्य के निर्माण हेतु एक उत्साह पैदा किया है। यह दूरदर्शी नीति झान प्रदान करने के तरीके में एक क्रांति लाना चाहती है। राष्ट्रीय शिक्षा नीति 2020 द्वारा शिक्षा के स्तम्भ को 2035 तक शिक्तशाली बनाकर भारत को विश्व में झान का भंडार बनाने का प्रयास किया जाना है। भारत सरकार द्वारा शिक्षा व्यवस्था को एक नई संरचना प्रदान करने की दृष्टिकोण से राष्ट्रीय शिक्षा नीति 2020 लाया गया जिसमें 27 मुख्य बिन्दुओं को शामिल किया गया। यह नीति मुख्यतः समग्र कौशल विकास , व्यावसयिक प्रशिक्षण रचनात्मकता, समझ और झान के व्यावहारिक अनुप्रयोग को बढ़ावा देना, डिजिटल साक्षरता शिक्षा में प्रौद्योगिकी एकीकरण पर केंद्रित है। 21वी शताब्दी कौशल विकास समय की एक ऐसी माँग है जिसके द्वारा विद्यार्थी अपनी योग्यता एवं अभिक्षमता को प्रदर्शित कर सफलता प्राप्त कर सकते है। किसी व्यक्ति की कौशल क्षमता उसके सफलता की योजनाओं को निर्धारित करता है। कुल मिलकर राष्ट्रीय शिक्षा नीति 2020 सरकार की ओर से एक सराहनीय एवं सकारात्मक प्रयास है। भविष्य में नई नीति शिक्षा की संरचना में कितनी भूमिका निभाती है यह तो समय बताएगा। इस लेख में राष्ट्रीय शिक्षा नीति 2020 के अलोक में किशोरी बालिकाओं में कौशल विकास की आवश्यकता एवं महत्व से संबंधित चुनौतियो एवं उनके समाधान को इंगित किया गया है।

Keywords: राष्ट्रीय शिक्षा नीति २०२०, कौशल विकास, शिक्षा, किशोरी बालिका।













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मूल्यों और आलोचनात्मक सोच को बढ़ावा देने में अंतःविषय शिक्षा की भूमिका डॉ॰ कोपल गुप्ता, प्राचार्य, सरस्वती बी.एड. महाविद्यालय रूमा, कानपुर

Abstract

शिक्षा की विकासशील दुनिया में, विभिन्न विषयों को एक साथ सीखने से छात्रों में मूल्यों का विकास होता है और उनकी सोच कौशल में सुधार होता है। यह लेख समग्र विकास को बढ़ावा देने में अंतःविषय शिक्षा की महत्वपूर्ण भूमिका को बताता है और समग्र विकास और आवश्यक कौशल के साथ छात्रों को तैयार करने के लिए विभिन्न विषयों को एक साथ सीखना कितना महत्वपूर्ण है। अंतःविषय शिक्षा पारंपरिक विषय सीमाओं को पार करती है, विभिन्न विषयों की रूपरेखाओं और अवधारणाओं को एक साथ जोड़ती है। यह छात्रों को विषयों की आलोचनात्मक जांच करने या जिटल समस्याओं को बहुमुखी दृष्टिकोण से हल करने के लिए प्रोत्साहित करता है। विभिन्न क्षेत्रों में ज्ञान को एकीकृत करने से, छात्रों को वास्तविक दुनिया की जिटलताओं की व्यापक समझ प्राप्त होती है। छात्र विभिन्न विषयों से जानकारी का विश्लेषण, संश्लेषण और मूल्यांकन करते हैं। वे अपरंपरागत प्रश्न पूछना, विविध दृष्टिकोणों पर विचार करना और अलग-अलग प्रतीत होने वाली अवधारणाओं के बीच संबंध बनाना सीखते हैं। यह प्रक्रिया उन्हें सूचित निर्णय लेने और बहुमुखी चुनौतियों से निपटने की क्षमता प्रदान करती है जो उनके भविष्य के करियर के लिए एक महत्वपूर्ण कौशल है।

एक दूसरे से जुड़ी दुनिया में, सहयोग सर्वोपिर है। अंतःविषय शिक्षण टीम वर्क और प्रभावी संचार को बढ़ावा देता है। चूँिक छात्र बहु-विषयक समस्याओं को हल करने के लिए सहयोग करते हैं, वे विविध दृष्टिकोणों की सराहना करते हैं और भिन्न विचारों का सम्मान करते हैं। वैश्वीकृत समाज में सफलता के लिए ये कौशल अपिरहार्य हैं। अंतःविषय दृष्टिकोण छात्रों को पारंपिरक सीमाओं से परे सोचने के लिए प्रोत्साहित करते हैं। विभिन्न विषयों के ज्ञान और तकनीकों का मिश्रण करके, वे नवीन समाधानों को उजागर करते हैं। यह रचनात्मक संश्लेषण उन्हें जिटल मुद्दों को नए दृष्टिकोण से संबोधित करने का अधिकार देता है। इस लेख में, चर्चा की कि अंतःविषय शिक्षा न केवल छात्रों के बौद्धिक क्षितिज को समृद्ध करती है बिल्क मूल्यों, आलोचनात्मक सोच, सहयोग और रचनात्मकता का भी पोषण करती है।

Keywords: अंतःविषय शिक्षा; समग्र विकास; महत्वपूर्ण विचार कौशल; सहयोग; रचनात्मकता



एनईपी 2020 : संभावनाएं, चुनौतियाँ और कार्यान्वयन रणनीतियाँ मनीशा चौहान, शोध छात्रा, श्री भगवान महावीर पी॰जी॰ कॉलेज, पावानगर, फाजिलनगर, कुशीनगर (दीनदयाल उपाध्याय गोरखपुर विश्वविद्यालय, गोरखपुर)

Abstract

भारतीय शिक्षा क्षेत्र के स्वरूप में सुधार करने के लिए वर्तमान सरकार ने एक व्यापक राष्ट्रीय शिक्षा नीति 2020 (एनईपी 2020) पेश की। एनईपी 2020 के नवीनतम संस्करण में ऐसी शिक्षा प्रणाली का मसौदा है जो भारतीय ज्ञान पर केंद्रित है जिसके जिरए हमारा राष्ट्र एक ऐसा समाज बन सकता है जहाँ ज्ञान की अविरल धारा से उपलिब्धयों का कोश समृद्ध होता रहेगा। नई शिक्षा नीति 2020 भारत की शिक्षा नीति है जिसे भारत सरकार द्वारा 29 जुलाई 2020 को घोषित किया गया। हमारी वर्तमान शिक्षा प्रणाली स्नातकों में अनुसंघान के लिए रूचि या उसके लिए उपयुक्त माहौल तैयार करने में विफल रही है जिससे नए पेटेंट हासिल करने और ज्ञानवर्धक किताबों के प्रकाशनों में हम पिछड़ रहे। सौभाग्य से इस कमी पर नजर गई और इस बिन्दु पर ध्यान देते हुए एक नई राष्ट्रीय शिक्षा नीति 2020 (एनईपी 2020) तैयार हुई। उम्मीद है कि यह पिछली शिक्षा नीतियों की सारी किमयों को दूर कर देश के उज्जवल भविष्य का मार्ग प्रशस्त करेगी। इस शोध पत्र का उद्देश्य राष्ट्रीय शिक्षा नीति 2020 की संभावनाएं, चुनौतियाँ और कार्यान्वयन रणनीतियों का अध्ययन करना है।

Keywords: राष्ट्रीय शिक्षा नीति-2020, शिक्षक शिक्षा, अवसर, चुनौतियां एवं गुणवत्तापूर्ण शिक्षा



स्थानीय आवाजों को मुखर बनाना : सांस्कृतिक अभिव्यक्ति के लिए एन०ई०पी० को अपनाना मनोज कुमार, शोध छात्र, शिक्षा–प्रशिक्षण (एजुकेशन ट्रेनिंग), छत्रपति शाहु जी महाराज विश्वविद्यालय, कानपुर

Abstract

भारत का 'सांस्कृतिक भण्डार' अत्यन्त समृद्ध है। भारत की संस्कृति भारत के विविध क्षेत्रों और स्थानीय स्तर पर प्रचलित कला, साहित्यिक कृतियों, परम्पराओं, प्रथाओं, भाषाई अभिव्यक्तियों, ऐतिहासिक स्थलों और सांस्कृतिक विरासत के साक्ष्यों में दिखाई देती है। भारत में भ्रमण 'अतिथि देवो भव' का आदर भाव, खूबसूरत हस्तिशल्प, शिल्प कला, स्थापत्य कला, मूर्ति कला, चित्रकला, शास्त्रीय संगीत, योग एवं ध्यान भारत के विशिष्ट पर्व, मर्यादित फिल्में, भारतीय धर्म एवं दर्शन, प्राचीन ज्ञान परम्परा सबसे बड़ी बात 'अनेकता में एकता' भारतीय संस्कृति की अद्भुत विशेषता है। भारत का पर्यटन स्लोगन INCREDIBLE INDIA (अतुल्य भारत) को भारत की सांस्कृतिक और प्राकृतिक सम्पदा ही सार्थक बनाती है।

वस्तुतः राष्ट्रीय शिक्षा समिति इस बात को स्वीकार करती है कि शिक्षार्थियों को भारत की समृद्ध विविधता और सांस्कृतिक विरासत का प्रत्यक्ष ज्ञान होना चाहिए। इसके लिए १०० पर्यटन स्थलों को चिन्हित करके शिक्षण संस्थान अपने शिक्षार्थियों को वहाँ भ्रमण कराके, उसके इतिहास उसके वैज्ञानिक योगदान, उसके महत्त्व और उसके













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स्थानीय साहित्य की जानकारी शिक्षार्थियों को दे सकेंगे। एन०ई०पी० भारतीय कला और संस्कृति से बच्चों को सीधे जोड़कर उनमें आत्मसम्मान का भाव और कला के प्रति सम्मान का भाव पैदा करने का मार्ग प्रशस्त करती है।

एन०ई०पी० को अपना कर भाषा का विकास और प्रचार-प्रसार अच्छे ढंग से किया जाना संभव है। भारत की 197 भाषाओं को UNESCO द्वारा लुप्तप्राय घोषित किया गया है इसका समाधान एन०ई०पी० के प्रावधानों में सिम्मिलित है। एन०ई०पी० को अपनाकर अनेक किवाईयों को सामना करने वाली भाषाओं के साथ ईमानदारी का रवैया अपनाया जा सकता है। इसके लिए भारतीय भाषाओं के शिक्षण और अनुभव को स्कूल और उच्चतर शिक्षा के प्रत्येक स्तर पर एकीकृत किया जा सकता है। एकीकृत करने हेतु गुणवत्तापूर्ण अधिगम एवं प्रिंट सामग्री वाली पाठ्य पुस्तकों, वीडियों, अभ्यास पुस्तकों, नाटक, उपन्यास कविताओं आदि को शामिल किया जा सकता है। भाषाओं के शब्दकोषों और शब्द भण्डार को लगातार अपडेट किया जा सकता है। भाषा शिक्षण में सुधार और कुशल एवं योग्य शिक्षकों की कमी को दूर करके शब्द भण्डार और व्याकरण को समृद्ध किया जा सकता है।

एन०ई०पी० को अपनाकर भारतीय भाषाओं, तुलनात्मक साहित्य, सृजनात्मक लेखन, संगीत कला, दर्शनशास्त्र आदि को सशक्त बनाया जा सकता है। इसमें दोहरी डिग्री और चार वर्षीय बी०एड० उपाधि का योगदान महत्त्वपूर्ण साबित होगा। एन०ई०पी० संस्कृत भाषा को विद्यालयों से बाहर निकालकर आम जनमानस से जोड़कर उसकी वैज्ञानिकता की उपादेयता सिद्ध करने पर बल देती है। एन०ई०पी० को अपनाकर पांडुलिपियों का संग्रह और उनका संरक्षण उनका अनुवाद और अध्ययन करके प्राचीन भारतीय सांस्कृतिक विरासत को अभिव्यक्ति दी जा सकती है। आदिवासी प्रथाओं और उनके समाज में प्रचलित परम्पराओं को अपनाकर, उनका अध्ययन अवलोकन करके स्थानीय स्तर पर सांस्कृतिक अभिव्यक्ति को प्रोत्साहित किया जा सकता है।

अस्तु राष्ट्रीय शिक्षा नीति २०२० के प्रावधानों को अपनाकर उपर्युक्त तथ्यों के परिप्रेक्ष्य में हम स्थानीय आवाजों को मुखर बना सकते हैं और निश्चित रूप से भारत की सांस्कृतिक विरासत को अपनी अभिव्यक्ति प्रदान कर सकते हैं।

Keywords: राष्ट्रीय शिक्षा नीति-2020, शिक्षक शिक्षा, अवसर, चुनौतियां एवं गुणवत्तापूर्ण शिक्षा



राष्ट्रीय शिक्षा नीति 2020 का संरचनात्मक — प्रकार्यात्मक विश्लेषण श्री मृदुल पटेल, असिस्टेंट ग्रोफेसर, समाजशास्त्र विभाग, स्वामी शुकदेवानंद कॉलेज, शाहजहांपुर, उत्तर प्रदेश

Abstract

यह शोध पत्र राष्ट्रीय शिक्षा नीति 2020 का संरचनात्मक प्रकार्यावाद के नजरिए से एक समाजशास्त्रीय विश्लेषण प्रस्तुत करता है। सरकारी रिपोर्टों, अकादिमक प्रकाशनों तथा समाजशास्त्रीय सिद्धांतों सिहत विभिन्न सोतों से द्वितीयक आंकड़ों का लाभ उठाते हुए अध्ययन का उद्देश्य सामाजिक व्यवस्था एवं सामंजस्य बनाए रखने में राष्ट्रीय शिक्षा नीति 2020 की प्रकार्यात्मक भूमिकाओं का मूल्यांकन करना है। यह पेपर शिक्षा के लिए समग्र व एकीकृत दृष्टिकोण, सार्वभौमिक शिक्षा तथा असमानताओं को कम करने में गुणवत्तापूर्ण शिक्षा तक पहुंच, सांस्कृतिक एकीकरण व बहुभाषावाद को बढ़ावा देने तथा मूल्यों, नैतिकता और नागरिकता की भावनाओं को विकसित करने में नई शिक्षा नीति 2020 की भूमिका की पड़ताल करता है। निष्कर्ष के रूप में यह अध्ययन बताता है कि राष्ट्रीय शिक्षा नीति 2020 की प्रकार्यात्मक भूमिकाएं सामूहिक रूप से व्यक्तिगत विकास, सामाजिक प्रगति तथा व्यवस्थित एवं सामंजस्यपूर्ण समाज के निर्माण में योगदान देती है।

Keywords: राष्ट्रीय शिक्षा नीति २०२०, संरचनात्मक – प्रकार्यवाद, सार्वभौमिक शिक्षा, सांस्कृतिक एकीकरण, बहुभाषावाद, सामाजिक व्यवस्था।



एन. ई. पी. 2020 — संभावनाएँ एंव चुनौतियां नीलम पासवान, शोध छात्रा, दी द उ विश्वविद्यालय, गोरखपुर

Abstract

किसी राष्ट्र के विकास या निर्माण में शिक्षा महत्वपूर्ण भूमिका निभाती है, किसी राष्ट्र का भविष्य वहां की शिक्षा व्यवस्था पर निर्भर करता है, वर्तमान समय में शिक्षा की भूमिका और महत्व को दरिकनार नहीं किया जा सकता। प्राचीन भारत में शिक्षा गुरुओ द्वारा गुरुकुल के माध्यम से दी जाती थी। धीरे-धीरे अनेक उच्च स्तरीय शिक्षा स्थलों जैसे तक्षिशिला, नालंदा आदि के माध्यम शिक्षा का विस्तार हुआ और इसके महत्व को पूरे विश्व में देखा जा सकता है। देश-विदेश से विधार्थी भारत के इन प्राचीन शिक्षा स्थलों पर शिक्षा ग्रहण करने आते रहे हैं। स्वतन्त्रता से पूर्व और स्वतन्त्रता पश्चात शिक्षा के क्षेत्र में महत्वपूर्ण परिवर्तन हुए। स्वतन्त्रता उपरान्त् भारतीय शिक्षा व्यवस्था में महत्वपूर्ण शिक्षा नीति-वर्श 1968, 1986 और 2020 बनाई गई, जिसे समय-समय पर भारतीय समाज की परिस्थितियों के अनुसार परिवर्तित किया जाता रहा इन सभी शिक्षा नीतियों के परिवर्तन का मुख्य उद्धेष्य भारतीय व्यक्ति को शिक्षित और आत्मिनर्भर बनना हैं। लगभग 34 बर्श पश्चात नई शिक्षा नीति बनाई गई। इस नीति के अन्तर्गत न केवल वर्तमान युवा पीदी को ध्यान में रखा गया है बल्कि आने वाली पीदी की आकांक्षाओ, संभावनाओं और चुनौतियों को भी ध्यान में रखा गया है। अभी तक वर्तमान में डिग्री आधारित शिक्षा प्रणाली को बदलकर उच्च शिक्षा में सिर्टिफिकेट, डिप्लोमा, डिग्री एंव शोध पाठ्यक्रमों को शामिल किया गया हैं। उच्च शिक्षा में सामान्य नामांकन अनुपात को 2035 तक 26.3 प्रतिशत (वर्तमान में) से बदाकर 50 प्रतिशत तक लाना प्रस्तावित है। भारत का आधुनिक भारत बनाने के तरफ यह उल्लेखनीय प्रस्ताव है। भारतीयों को













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तार्किक और वैज्ञानिक दृष्टिकोण वाले बनाने से भारत भी वैज्ञानिकता की ओर अग्रसर होगा। नई राष्ट्रीय शिक्षा नीति के माध्यम से व्यक्ति को बहुभाशीय, बहुसांस्कृतिक और बहुविषयक बनाना है ताकि व्यक्ति का बहुत्यक्तित्व संभव बन सके।

 $\mathbf{Keywords}$: नई राष्ट्रीय शिक्षा नीति २०२०, शिक्षक, बहुविशयक, बहुसांस्कृतिक, बहुव्यक्तित्व



Abstract

नई शिक्षा नीति 2020 भारत की शिक्षा नीति है जिसे भारत सरकार द्वारा 29 जुलाई 2020 को घोषित किया गया। सन 1986 में जारी हुई नई शिक्षा नीति के बाद भारत की शिक्षा नीति में यह पहला नया परिवर्तन है। यह नीति अंतरिक्ष वैज्ञानिक के. कस्तूरीरंगन की अध्यक्षता वाली समिति की रिपोर्ट पर आधारित हैं इस रिपोर्ट में मास्टर संतोष कुमार, प्रोफेसर एमके श्रीधर आदि का योगदान सराहनीय है।

- नई राष्ट्रीय शिक्षा नीति, २०२० के तहत वर्ष २०३० तक सकल नामांकन अनुपात को १००: लाने का लक्ष्य रखा गया है।
- नई शिक्षा नीति के अन्तर्गत शिक्षा क्षेत्र पर सकल घरेलू उत्पाद के 6: हिस्से के सार्वजनिक व्यय का लक्ष्य रखा गया है।
- 'मानव संसाधन प्रबंधन मंत्रालय' का नाम परिवर्तित कर 'शिक्षा मंत्रालय' कर दिया गया है।
- पाँचवीं कक्षा तक की शिक्षा में मातृभाषाध्स्थानीय या क्षेत्रीय भाषा को शिक्षा के माध्यम के रूप में अपनाने पर बल दिया गया है। साथ ही मातृभाषा को कक्षा-8 और आगे की शिक्षा के लिये प्राथमिकता देने का सुझाव दिया गया है।
- देश भर के उच्च शिक्षा संस्थानों के लिये ''भारतीय उच्च शिक्षा परिषद'' नामक एक एकल नियामक की परिकल्पना की गई है।

भारतीय संविधान के नीति निदेशक तत्वों में कहा गया है कि 6 से 14 वर्ष तक के बच्चों के लिये अनिवार्य एवं निःशुल्क शिक्षा की व्यवस्था की जाए। 1948 में ड॰ राधाकृष्णन की अध्यक्षता में विश्वविद्यालय शिक्षा आयोग का गठन हुआ था। तभी से राष्ट्रीय शिक्षा नीति का निर्माण होना भी शुरू हुआ था। कोठारी आयोग (1964-1966) की सिफारिशों पे आधारित 1968 में पहली बार महत्त्वपूर्ण बदलाव वाला प्रस्ताव इन्दिर गांधी के प्रधानमन्त्री काल में पारित हुआ था।

Keywords: रनई शिक्षा नीतिए संविधानएकोठारी आयोगए गुणवत्ताए अनिवार्य एवं निःशुल्क शिक्षा



एन ई पी २०२० के माध्यम से भारतीय परम्परा और संस्कृति का पुनः निर्माणः बहुभाषी, बहु सांस्कृतिक और बहुविषयक दृष्टिकोण विकास द्विवेदी, शोधार्थी, पत्रकारिता एवं जनसंचार, छत्रपति शाहू जी महाराज विश्वविद्यालय, कानपुर

Abstract

बहु विषयक शैक्षिक दृष्टिकोण के आलोक में नयी शिक्षा नीति को नये भारत के उत्कर्ष व भविष्य को ध्यान में रखकर तैयार किया जा रहा है। ऐसे में नयी शिक्षा नीति लागू करते समय उन सभी बातों का विशेष रूप से धयान रखा जाये जो शोधपरक दृष्टि से अहम हों और विद्यार्थियों के उज्जवल भविष्य के साथ ही हमारी भाषा, संस्कृति और संस्कारों के लिए यथोचित हो क्योंकि वह विद्यार्थी ही है, जिसके कंधे पर राष्ट्र कि सभ्यता व संस्कृति को आगे ले जाने का दायित्व है। वैसे तो किसी को भी इस कार्य को जिम्मेदारीपूर्ण तरीके से करना थोड़ा मुश्किल हो जाता है किन्तु अगर ये जिम्मेदारी उसकी शुरुआती शिक्षा और संस्कारों में शामिल कर दी जाये तो ये आसान है क्योंकि उसके बाद जैसे जैसे विद्यार्थी बड़ा होता है और समाज के साथ दलता है तो ये उसकी जरूरत बन जाती है। ये ठीक उसी तरह है जैसे कच्चे घड़े को पकने से पूर्व आकार देना, क्योंकि फिर पकने के बाद चाहकर भी उसे आकार देना संभव नहीं है।

इसलिए मेरी राय से हमारी नयी शिक्षा नीति में

- 1. भारतीय तत्व ज्ञान और नैतिक शिक्षा के उन मूल्यों को समाहित करने कि नितांत आवश्यकता है जिसमें विविध संस्कृतियों व उन्मुख भारतीय संस्कारों सहित वसुधैव कुटुंबकम की भारतीय संस्कृति को न सिर्फ हमारे विद्यार्थी आत्मसात कर आगे बढ़ सकें बिल्क वे इसे विश्व पटल पर पहुंचाये, और जब दुनियां युद्ध या ऐसी किसी अप्रिय स्थिति से गुजर रही हो तो शांतिप्रिय भारतीय परम्पराओं द्वारा उनका मार्गदर्शन कर किसी भी विभीषिका को रोक सकने में सक्षम हों।
- 2. हमेशा से ही सीखने में लचीली संस्कृति की प्रतीक रही स्थानीय भाषाओं के साथ ही मुख्य भारतीय भाषाओं की सहभाषाओं जैसे कि मूलभाषा हिंदी की सहभाषा, अवधी, बघेली, बुंदेली या अन्य राज्य स्तरीय भाषाओं की सहभाषाओं को सिर्फ शोध कार्यों तक सीमित न रखकर एक विषय के रूप में शामिल किया जाये, जिससे कि वो सिर्फ ग्रामीण बोलचाल के दायरे से बाहर निकल सकें और उनके अस्तित्व की रक्षा हो सके।
- 3. किसी भी देश का इतिहास उसकी स्वर्णियम नींव होता है, इस तथ्य को ध्यान में रखते हुए आरम्भ से ही विद्यार्थियों को भारत के प्राचीन वैदिक गणितीय ज्ञान, वेद व 6 वेदांगों के साथ ही आस्तिक दर्शन के सांख्य, योग, न्याय, वैशेषिक, मीमांसा व वेदांत की व नास्तिक दर्शन के चार्वाक, जैन, बौद्ध व आजीवक दर्शन के बारे प्रारंभिक जानकारी दी जाये ताकि विद्यार्थी भविष्य में इनका गहन अध्ययन कर समाजोपयोगी विषय वस्तु प्राप्त कर सकें।













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तार्किक और वैज्ञानिक दृष्टिकोण वाले बनाने से भारत भी वैज्ञानिकता की ओर अग्रसर होगा। नई राष्ट्रीय शिक्षा नीति के माध्यम से व्यक्ति को बहुभाशीय, बहुसांस्कृतिक और बहुविषयक बनाना है ताकि व्यक्ति का बहुव्यक्तित्व संभव बन सके।

Keywords: नई राष्ट्रीय शिक्षा नीति २०२०, शिक्षक, बहुविषयक, बहुसांस्कृतिक, बहुव्यक्तित्व



प्राचीन भारत के हिन्दू शास्त्रों में नारियों की शिक्षा : एक ऐतिहासिक अध्ययन पूजा सिंह, शोधार्थिनी, समाजशास्त्र विभाग, राणा प्रताप पी. जी. कॉलेज सुल्तानपुर डॉ. राम मनोहर लोहिया अवध विश्वविद्यालय, अयोध्या (उत्तर प्रदेश)

Abstract

उच्च चरित्र का निर्माण प्रत्येक व्यक्ति के लिए आवश्यक है और शिक्षा उसका एक उत्कृष्ट मार्ग है किन्तु समय-समय पर इसी शिक्षा के लिये नारियों को संघर्ष करना पड़ा है इस अध्ययन का मुख्य उद्देश्य प्राचीन भारत में हिन्दू शास्त्रों में नारियों की शिक्षा के स्थित को जानना था तथा यह भी ज्ञात करना था कि हिन्दू शस्त्रों में नारियों से सम्बंधित रचनाएं आधुनिक नारियों पर क्या प्रभाव डाल रहीं हैं ? इस अध्ययन के लिए ऐतिहासिक एवं विश्लेषणात्मक तथा प्राथमिक एवं द्वितीयक स्रोतों का प्रयोग किया गया है। वैदिक काल से स्वतन्त्रता प्राप्त तक महिलाओं के जीवन में कई उतार-चढ़ाव आये हैं, वेद पुराण रामायण उपनिषद आदि धार्मिक ग्रन्थों में जिस तरह से नारियों का वर्णन किया गया है इससे ये स्पष्ट होता है कि वैदिक युग में महिलाओं को पुरुषों के जैसे अधिकार प्राप्त थे लेकिन उत्तरवैदिक, सूत्रकाल, मौर्यकाल, मुगल और ब्रिटिश साम्राज्य तक आते-आते नारियों से सारे अधिकार छीन लिये गए यदि नारियों के पास कुछ बचा तो सिर्फ दिखाने के लिए कागर्जों पर अधिकार। प्राचीन समय में जो रीति रिवाज प्रथायें परम्पराएं नारियों के सुरक्षा के लिए बनाई गई थी वही रीति रिवाज प्रथाएँ परम्पराएं आगे चलकर महिलाओं के जीवन में बाधक बन गई यह अध्ययन धार्मिक ग्रन्थों में नारियों के शिक्षा के स्थिति का वर्णन करके आधुनिक समाज में जो नारियों से सम्बन्धित नकारात्मक सोच बनी हुई है उसमें परिवर्तन लाएगा। इस अध्ययन के आधार पर यह सिफारिश की जाती है यदि हमें समाज में प्रगति लानी है तो हमें नारियों के शिक्षा पर ध्यान केंद्रित करना होगा विशेष रूप से वैदिक काल में नारियों के स्थिति पर विचार करते हुए तथा धार्मिक सूत्रों के वास्तविक अर्थ को समझना होगा ताकि महिलाएं धार्मिक मिथ्या का शिकार न बन सके।

Keywords: हिन्दू शास्त्र, शिक्षा, नारी, सशक्तिकरण



परंपरागत प्रशिक्षणों को प्रतिस्थापित करती नवीन आईसीटी आधारित प्रशिक्षण विधियां डा॰ पूजा यादव, सहायक अध्यापक, उच्च प्राथमिक विद्यालय खुजऊपुर, ब्लॉक सरसौल, जनपद कानपुर नगर

Abstract

आज जेनरेशन अल्फा का जमाना है। बात जागरूकता की हो, बुद्धिमत्ता की हो या स्पष्टवादिता की, जेनरेशन अल्फा के बच्चों का कोई जवाब नही। अब डिजिटल लिर्निंग की तरफ बढ़ते इन जेनरेशन अल्फा के बच्चों को पढ़ाने के लिए यदि शिक्षकों ने पारंपरिक तरीके ही अपनाए तो वह कहीं पीछे रह जाएंगे। इसके लिए शिक्षकों के लिए बहुत जरूरी हो जाता है कि अपने शिक्षण कौशलों को अद्यतन करते रहना और नवीन प्रशिक्षणों के द्वारा नई-नई तकनीक व डिजिटल ऐप को सीखते हुए आगे बढ़ना। इस शोध के माध्यम से यही जानने का प्रयास किया गया है कि यदि प्रशिक्षण इतने ही आवश्यक है तो प्रभावी क्यों नहीं ? और प्रभावी प्रशिक्षण में आने वाली समस्याओं का समाधान करने का प्रयास किया गया ताकि शिक्षकों की क्षमता संवर्धन कर नए शैक्षिक आयाम स्थापित किये जा सकें।



कला क्षेत्र में – डॉ सक्सेना जी का व्यक्तित्व एवं योगदान डॉ पूर्णिमा देवी, शोध छात्रा

Abstract

सरल व्यक्तित्व और गहन विचारों वाले डॉ० सक्सेना जी की कृतियाँ भी सरलता की प्रतीक हैं। समय के साथ चलने वाले आधुनिक चित्रकार होते हुए भी आप आडम्बर और थोथे विज्ञापनों से बहुत दूर थे। डॉ० सक्सेना जी का व्यक्तित्व कितना सरल था यह तो उनके सम्पर्क में आने वाला व्यक्ति ही अनुभव कर सकता था। लगभग तीन दशाब्दियों से भी अधिक की कठोर कला साधना ने आपकी तूलिका को प्रवीण और दक्ष बना दिया। आपकी कृतियाँ इस बात की प्रमाण प्रस्तुत करती हैं कि आपने मानव जीवन को अत्यन्त समीप से देखा है। कोमलतम भावनाओं को कितनी रोचकता एवं दक्षता से आपने अपने चित्रों के माध्यम से अभिव्यक्त किया है देखते ही बनता है। डॉ० सक्सेना जी का नाम पारम्परिक आधुनिक भारतीय चित्रकारों में उल्लेखनीय है। लगभग पाँच दशकों से जल रंगों की चित्र रचना में अपनी पकड़ मजबूत बनाये रखने वाले डॉ० सुरेश सक्सेना जी ने प्राचीन भारतीय चित्रकला के मौलिक तथा भावात्मक तत्वों को ग्रहण कर उनमें नया जीवन डाला है उनके चित्र मानव जीवन की चारुता और उदात्यता को अपनी कला कृतियों में रुपायित करने में सफल हुए हैं। प्रकृति सौन्दर्य के सभी रुपों के प्रति वह संवेदनशील हैं।











डॉ० सक्सेना ने टेम्परा शैली में भारतीय नारी के मनोभावों को बड़ी कुशलता से चित्रित किया है। इन चित्रों में जीवन के विभिन्न मनोभावों, एकान्त का चिन्तन उपासना,



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Dept. of Lifelong Learning & Extension C S J M University, Kanpur, U. P. (Accredited A++ by NAAC) Indian Council of Social Science Research (ICSSR), New Delhi



आत्मसर्पण दुःख, तथा दूठ वृक्षों आदि का मार्मिक चित्रण देखने को मिलता है। हमें सौन्दर्यात्मक अनुभूति हो जिससे हम सफलता की दौड़ में किसी से पीछे न रहें। हम परम्परागत रुढ़ियों से परिचित हों उनका मूल्यांकन करें यह सामाजिक सुन्दरता है जो जीवन को प्रगति प्रदान करती हैं।

 $\mathbf{Keywords}$: पारम्परिक, आधुनिक चित्रकार, टेम्पेरा तकनीक, नारी के मनोभाव, ठूंठ वृक्षों का प्रयोग



शैक्षणिक प्रशिक्षण में आईसीटी की भूमिका : शिक्षक सशक्तिकरण प्रदीप कुमार तिवारी, शोधार्थी, शिक्षा विभाग, छत्रपति शाहू जी महाराज विश्वविद्यालय, कानपुर

Abstract

शिक्षण हमारे समाज में सबसे चुनौतीपूर्ण व्यवसायों में से एक बनता जा रहा है जहां ज्ञान का तेजी से विस्तार हो रहा है और आधुनिक प्रौद्योगिकियां शिक्षकों को अपने शिक्षण में इन तकनीकों का उपयोग करने के तरीके सीखने की मांग कर रही हैं। जबिक नई प्रौद्योगिकियां शिक्षकों की प्रशिक्षण आवश्यकताओं को बढ़ाती हैं। सूचना और संचार प्रौद्योगिकी (आईसीटी) शिक्षकों के लिए व्यावसायिक विकास के लिए अधिक लचीला और प्रभावी तरीके प्रदान कर सकती है, पूर्व और इन-सर्विस शिक्षक प्रशिक्षण में सुधार कर सकती है और शिक्षकों को वैश्विक शिक्षक समुदाय से जोड़ सकती है। आईसीटी ने शिक्षक प्रशिक्षण और व्यावसायिक विकास के लिए लाया है। यह शिक्षक प्रशिक्षण और नेटवर्किंग में आईसीटी एकीकरण के संबंध में उभरते अनुसंधान मुद्दों की चर्चा के साथ समाप्त होता है। आईसीटी एक वैज्ञानिक, तकनीकी और इंजीनियरिंग अनुशासन और प्रबंधन तकनीक है जिसका उपयोग सूचना, इसके अनुप्रयोग और सामाजिक, आर्थिक और सांस्कृतिक मुद्दों के साथ सहयोग में किया जाता है। आईसीटी उन कारकों में से एक है जो दुनिया को बहुत तेजी से बदल रहा है और आकार दे रहा है। शिक्षक शिक्षा संस्थानों को अपने शिक्षण प्रथाओं में नए शिक्षण उपकरणों का प्रभावी ढंग से उपयोग करने के लिए शिक्षकों की एक नई पीढ़ी तैयार करने की चुनौती का सामना करना पड़ रहा है। तदनुसार, शिक्षक शिक्षा संस्थानों को अपने कार्यक्रमों में आईसीटी के उपयोग और अनुप्रयोगों पर विचार करना चाहिए। पाट्यक्रम का पुनर्गठन किया जाना चाहिए और इसमें आईसीटी के महत्वपूर्ण घटक शामिल होने चाहिए। इस प्रकार आईसीटी कोई विकल्प नहीं है, लेकिन शिक्षकों और शिक्षार्थियों के उपयोग के लिए एक शक्तिशाली उपकरण है। आईसीटी उत्कृष्टता के पथ पर यात्रा का माध्यम बन सकता है। प्रस्तुत पेपर का उद्देश्य शिक्षक प्रशिक्षण कार्यक्रमों में सूचना और संचार प्रोद्योगिकियों के महत्व को उजागर करना है।

Keywords: शिक्षा, शिक्षक शिक्षा, आईसीटी और गुणवत्ता



युवाओं द्वारा आत्मनिर्मर भारत को बढ़ावा देने में राष्ट्रीय शिक्षा नीति २०२० की भूमिका प्रतिभा गुप्ता, सहा. प्रोऐसर, एन.ए.के.पी. पी.जी. कॉलेज, फर्रखाबाद

Abstract

आत्मिनर्भर भारत देश को विकास की ओर अग्रसर करने की दिशा में एक प्रमुख पहल है। इस पहल की शुरुआत कोरोना महामारी से उपने आपदा को अवसर में बदलने हेतु प्रधानमंत्री श्री नरेंद्र मोदी द्वारा मई 2020 को की गई। इस योजना का उद्देश्य आयात पर निर्भरता में कटौती करना और स्वदेशी गुणवत्ता वाले उत्पादों पर ध्यान केंद्रित करना है। इसके लिए प्रधानमंत्री द्वारा 'वोकल फार लोकल' का नारा भी दिया गया। किसी भी देश के विकास और आत्मिनर्भरता की प्राप्ति में वहाँ के नागरिकों विशेषकर युवाओं की महत्वपूर्ण भूमिका होती है। देश को आत्मिनर्भर बनाने हेतु युवाओं की प्रभावी भागीदारी को सुनिश्चित करने की दिशा में राष्ट्रीय शिक्षा नीति 2020 एक अन्य प्रमुख पहल है। नई शिक्षा नीति 2020 में युवाओं को शिक्षित, निपुण और कुशल बनाने हेतु विशेष प्रयास किये गये हैं, जैसे-उच्चतर शिक्षा में स्थानीय या भारतीय भाषाओं में शिक्षा, बहु-विषयक शिक्षा और अन्तर-विषयक शिक्षा, व्यावसायिक शिक्षा, व्यावहारिक कौशलों (साफ्ट रिकल्स) की शिक्षा, शिक्षा का अन्तर्राष्ट्रीयकरण, इंटर्निशप की व्यवस्था, मल्टीपल एंट्री एवं एक्जिट की व्यवस्था, एकेडिमक बैंक आफ क्रेडिट की व्यवस्था इत्यादि। नई शिक्षा नीति के ये प्रावधान निश्चित रूप से युवाओं को एक बेहतर भविष्य देने के साथ-साथ आत्मिनर्भर भारत के लक्ष्य को प्राप्त करने हेतु युवाओं को तथार करने में नई शिक्षा नीति के योगदान को जानना है। प्रस्तुत शोध पत्र में द्वितीयक तथ्यों के आधार पर वर्णनात्मक अध्ययन किया गया है।

Keywords: आत्मनिर्भर भारत, वोकल फार लोकल, युवा, राष्ट्रीय शिक्षा नीति, व्यावसायिक शिक्षा



वैश्वीकृत युग में छात्राओं पर कौशल विकास की प्रभावशीलता सम्बंधी आयाम प्रीती, शोध छात्रा, समाजशास्त्र विभाग, दयालबाग शिक्षा संस्थान, दयालबाग, आगरा

Abstract

एक विकासशील भारतीय अर्थव्यवस्था जिसमें यह अनुभव किया गया है कि वर्श 2017-2022 के दौरान 103 मिलियन कौशलयुक्त कामगारों की आवश्यकता रही। यह भी अनभिन्न नहीं है कि आज भी पुरुशों की तुलना में महिलाओं की भागीदारी बिल्कुल भी सराहनीय नहीं हैं परन्तु यदि तुलनात्मक अध्ययनों का सहारा लिया जाये













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तो हमें लिंग अन्तराल में परिलक्षित कमी को आदर्श समझ सकते हैं। छात्राओं के लिए शिक्षण व्यवस्था सम्बंधी बदलते आयामों में डिजिटल तकनीकी तथा राष्ट्रीय शिक्षा नीति 2020 ऐतिहासिक पहल के रूप में विभिन्न कौशल सीखने हेतु समर्पण, स्थिरता तथा संयम के साथ आगे बदने की प्रेरणा दे रहे हैं। डिजिटल तकनीकी विकास के माध्यम से शैक्षणिक पद्धित गुरुक्कुल व्यवस्था से आगे बदकर देश-विदेश के छात्र-छात्राओं को एक ही मंच पर सुविधानुसार शिक्षकों की उपलब्धता प्रदान करने में सक्षम हो रहा है। लडिकियों को विद्यालय भेजने हेतु ऐतराज रखने वाले अभिभावक वर्तमान में उन्हें घर बैठे विभिन्न कौशल प्रशिक्षण देने में रुचि रखते हैं। इस प्रकार भिन्न-भिन्न प्रकार के जीवन कौशल छात्राओं को निर्णय निर्णयन तथा समस्या समाधान आदि सीखने में मददगार हैं जिससे शिक्षा के क्षेत्र में लैंगिक समानता को बदावा मिलना सम्भव है। इसके साथ ही भविष्य की चुनौतियों का सामना निडर होकर कर रही हैं। सकें।

 $\mathbf{Keywords}$: कौशल विकास, डिजिटल तकनीकी, राष्ट्रीय शिक्षा नीति २०२०, लैंगिक समानता, कौशलयुक्त युवा



वैश्वीकृत युग में अनुसूचित जाति के कौशल विकास में आने वाली चुनौतियाँ १ प्रीति कुमारी, २ डॉ॰ अंजू शर्मा

१शोध छात्रा, राजनीति, विभाग, दयालबाग शिक्षा संस्थान, दयालबाग, आगरा २असिस्टेंठ प्रोफेसर, सामाजिक विज्ञान और राजनीति विज्ञान, दयालबाग ौक्षणिक संस्थान, दयालबाग, आगरा

Abstract

पिछले कुछ दशको में वैश्वीकरण की बहुत तेजी से वृद्धि हुई है। वैश्वीकरण के माध्यम से देश-विदेश में उत्पादों, व्यापार, तकनीकी, दर्शन, व्यवसाय, कारोबार कम्पनी आदि से सम्पर्क रखने में आर्थिक, सामाजिक, राजनीतिक विकास में कौशल तकनीकी का महत्वपूर्ण योगदान रहा है। वैश्वीकरण युग में कौशल विकास के द्वारा ही युवाओं को सशक्त करने, आत्मनिर्भर और सभ्य जीवन जीने के अवसर का मौका मिला है। लेकिन समाज से यह भी अनिभन्न नहीं हैं, कि समाज के अन्तर्गत गरीबी, निर्धनता और भेदभाव की किया अनौपचारिक और निजी क्षेत्र में कई बाधायें मौजूद है। यह बाधाओं का आधार लिंग, वर्ण, जाति, धर्म और धन इत्यादि की असमानतायें हैं। औपचारिक और अनौपचारिक क्षेत्र के अधीन लोगों के बीच प्रशिक्षण अवसरों पर अधिकाशतः रिश्वतखोर, बेइमान इत्यादि नागरिकों से ग्रसित है। इसलिए असमानता दुर करने के लिए समाज के प्रत्येक नागरिक को कौशल डिजिटल जानकारी व साक्षरता ज्ञान प्राप्त करना है। विभिन्न स्थानीय स्तर पर प्लेसमेंट, स्वरोजगार की भागीदारी और वर्तमान व भविश्य उन्नत तकनीकी से समाज के हर नागरिक को सक्षम करना है। अनुसूचित जाति की गरीबी, निर्धनता, अज्ञानता को दूरकर आधुनिक कौशलयुक्त नवाचर जरुरतों और रोजगार सतत विकास क्षेत्रों पर युवाओं को सशक्त व गतिशीलता को बेहतर ढंग की सुसन्जित करना है।

Keywords: डिजिटल जानकारी, तकनीक शिक्षा, निर्धनता, अज्ञानता, सतत विकास



महात्मा गाँधी के स्वप्नों का भारत : भारतीय परम्परा व सांस्कृतिक मूल्यों से प्रेरित नई शिक्षा नीति –2020 और आत्मनिर्भर भारत की संकल्प

शिवानी शुक्ला, इतिहास विभाग, छत्रपति शाहू जी महाराज विश्वविद्यालय, कानपुर Abstract

शिक्षा अर्थ सीखने व सिखाने की प्रक्रिया से है। नई शिक्षा नीति 2020 विशेषतः आत्मनिर्भर भारत के उद्देश्यों से प्रेरित दखाई देती है। एक ओर जहाँ इसमें शिक्षा व्यवस्था की वर्तमान खामियों को दूर करने के प्रावधान हैं तो दूसरी ओर 21वीं सदी के बदलते भारत की आतंरिक और वैश्विक चुनौतियों का सामना करने की क्षमता भी है। इस नीति के तहत ज्ञान एवं कौशल विकास कर छात्रों को योग्य एवं अच्छा व्यक्तित्व प्रदान कर कुशल नागरिक बनाने की पहल है जिसमें मूल्य आधारित शिक्षा, मातृभाषा में शिक्षा, शिक्षा की स्वायत्ता, व्यावसायिक शिक्षा इत्यादि वर्तमान यूग की मांग है जिसे सिद्ध करने में नई शिक्षा नीति महत्वपूर्ण प्रयास करती प्रतीत होती है।

'आत्मिनर्भर भारत' की संकल्पना हमारे देश में नई बात नहीं है क्योंकि जिस भारत का स्वप्न राष्ट्रपिता महात्मा गांधी ने देखा था, वह आज नई शिक्षा नीति के माध्यम से साकार होता दिखाई दे रहा है। गांधीजी ने अपने चिंतन और व्यव्हार में एक ऐसे भारत को समावेशित किया था जिसमें स्वावलंबन, ग्राम स्वराज, स्वदेशी जैसी संकल्पनाएं, आर्थिक विकेन्द्रीकरण जैसे मूल्य शामिल थे। चूँिक कोरोना जैसी वैश्विक महामारी के संकट के दौर में 'आत्मिनर्भरता' की भावना को केंद्र में लाया गया जिससे भारत केंद्रित 'नई राष्ट्रीय शिक्षा नीति' और 'आत्मिनर्भर भारत' जैसी पहलें प्रकाश में आयी। आत्मिनर्भर भारत की दिशा में ही 'वोकल फार लोकल' मुहिम को गित प्रदान की गयी जो भविष्य में हमारे 'ग्लोबल विलेज' का हिस्सा बनने की दिशा में एक सकारात्मक कदम के रूप में देखा जाता है।



राष्ट्रीय एकता एवं भारतीय भाषाएं : राष्ट्रीय शिक्षा नीति 2020 के सन्दर्भ में डॉ॰ अम्बिका सिहं, असिस्टेन्ट प्रोफेसर, कानपुर इन्स्टीट्यूट आफ टीचर्स एजुकेशन

Abstract

भारत देश जो विश्व में अपनी संस्कृतिक परम्परा, कला एवं भाषा की दृष्टिकोण से अलग पहचान बनाती है, शायद ही कोई ऐसा देश होगा जहाँ पर इतनी भाषा बोली जाती होगी। हमारे देश में एक कहावत बहुत प्रचलित है कि चार कोश में पानी बदले आठ कोस में बानी, अर्थात हमारे देश में चार कोस के बाद पानी के स्वाद में परिवर्तन













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परिवर्तन आ जाता है तथा आठ कोश के बाद लोगों की भाषा में परिवर्तन आ जाता है। इसिलए हमारे देश में विभिन्नता में एकता का गुण विद्मान है जो और कही नहीं मिलता। शिक्षा के सन्दर्भ में यदि हम भाषा के विकास को देखे तो स्वतन्त्रता के पश्चात् भारत में त्रिसूत्रीय भाषा का प्रयोग किया गया जो हमारी पहली शिक्षा नीति 1968 की देन है। जिसमें अहिन्दी भाषी क्षेत्र में मातृभाषा , राष्ट्रभाषा हिन्दी एवं एक अन्य भाषा सीखने का प्रस्ताव रखा गया एवं हिन्दी भाषी क्षेत्र में हिन्दी, अग्रेजी एवं एक अन्य कोई भाषा सीखने का प्रावधान किया गया, लेकिन हिन्दी भाषा को राज्यभाषा घोषित करके सबके लिए अनिवार्य नहीं किया गया। जिसका परिणाम यह हुआ कि दक्षिण भारतीय हिन्दी भाषा से उपेक्षित रहे जिसका प्रभाव कही न कही राष्ट्रीय एकता पर पड़ता दिखाई देता है। अब तक हमारे देश में तीन राष्ट्रीय शिक्षा नीति का निर्माण किया गया है, लेकिन अभी भी हम अन्य देशों के समान हिन्दी को पूरे देश में अनिवार्य नहीं कर सके है, लेकिन इसके कुछ प्रयास नई राष्ट्रीय शिक्षा नीति 2020 में दिखाई देतें है। नई राष्ट्रीय शिक्षा नीति 2020 में भाषा की समस्या को अधिक लचीला बनाने के लिए कक्षा आठ तक मातृभाषा को अनिवार्य किया है, इसके साथ अन्य दो भाषाओं के अध्ययन की बात की है। जिसमें बालक अपनी रूचि के अनुसार भाषा का चयन कर सकता है।

 $\mathbf{Keywords}$: राष्ट्रीय एकता, भारतीय भाषाएं, हिन्दी भाषा, राष्ट्रीय शिक्षा नीति २०२०



राष्ट्रीय शिक्षा नीति 2020 : चुनौतियां एवम क्रियान्वयन रणविजय सिंह शोधार्थी, महात्मा गाँधी चित्रकृट ग्रामोदय विश्वविद्यालय सतना, मध्य प्रदेश

Abstract

किसी भी देश की मानव पूंजी को मजबूत बनाने में शिक्षा का महत्वपूर्ण योगदान होता है। भारत के सन्दर्भ में एक लम्बे अन्तराल के बाद शिक्षा नीति में बड़ा बदलाव हुआ है जो की आवश्यक भी था। यह शोध पत्र राष्ट्रीय शिक्षा नीति 2020 के उच्च शिक्षा में हुए बदलाव के अध्ययन पर आधारित है। जिसके अंतर्गत उच्च शिक्षा में नए आयामों, वित्त की व्यवस्था, उनके क्रियान्वयन आदि पर गहराई से अध्ययन किया गया है। अध्ययन के नतीजे प्रदर्शित करते हैं कि इसके क्रियान्वयन के लिए एन. एच. आर. डी., कैंब, केंद्र व राज्य सरकारे, शिक्षा मंत्रालय आदि के बीच समन्वय करना एक बड़ी चुनौती है साथ ही साथ शैक्षणिक ढांचा विकसित करना भी चुनातिपूर्ण है। शिक्षा के लिये जीडीपी का 6 प्रतिशत धन आवंटन तथा उसे धरातल में उतारना एवम् बजट में समन्वय करना चुनौतीपूर्ण है शिक्षा के विकेन्द्रीकरण में समस्या होने पर उच्च शिक्षा की दक्षता में समस्या उत्पन्न हो सकती।

 $\mathbf{Keywords}$: वित्त प्रबंधन, मानव पूंजी, राष्ट्रीय शिक्षा नीति, बजट



सूचना प्रौद्यागिकी का महिलाओं की शिक्षा पर सशक्त प्रभाव एक समाजशास्त्रीय अध्ययन रत्नेश कुमारी, शोध छात्रा, समाजभास्त्र विभाग, आचार्य नरेन्द्र देव नगर निगम, महिला महाविद्यालय, हर्षनगर कानपुर

Abstract

सूचना तकनीिक का क्षेत्र अधिक व्यापक है जिसमें सूचना के संचार के लिये हर प्रकार की तकनीिकयां शामिल है। जैसे मोबाइल, इन्टरनेट, लापटॉप आदि ने गाँव तथा भाहरों में शिक्षा का प्रसार एवं प्रचार किया और संचार और सूचना प्रौद्योगिकी की सशक्त भूमिका ने महिलाओं की जीवन शैली को प्रभावित किया है तथा पिछला दशक ''सूचना प्रौद्योगिकी'' का दशक माना गया और प्रौद्योगिकी की जो नींव नवाचार से पड़ी थी, वह आज सूचना व संचार क्रान्ति के युग की परिवर्तित सशक्ता की प्रखर धारा के रूप में उजागर हुई है। सूचना प्रौद्योगिकी में महिलाओं की समान भूमिका के बिना स्त्री सशक्तिकरण की संकल्पना अधूरी है। महिलाओं की सूचना प्रौद्योगिकी में कैसे रूचि बड़ी और उनका योगदान रहा तथा डी रिजमैन ने अपनी पुस्तक :: लोनली क्राउड में कहा कि '' आज के समाज में नगरीकरण औद्योगिकीकरण नवाचारों और विकसित प्रौद्योगिकी के कारण व्यवहार के नए ढंग विकसित हुये है तथा सामाजिक और आर्थिक आवश्यकताओं के कारण एक ऐसी प्रौद्योगिकी की आवश्यकता महसूस की जाने लगी जिससे कम समय में व्यक्ति अपनी अधिक से अधिक आवश्यकताओं को पूरा कर सके। सशक्त शिक्षा की इस प्रौद्योगिकी को हम सूचना एवं संचार प्रौद्योगिकी का नाम देते है ''। सूचना प्रौद्योगिकी महिलाओं के लिये अल्पिक उपयोगी है टेलीविजन और रेडियों शिक्षित और सामान्य शिक्षित सभी महिलाओं की ज्ञान इण्टरनेट, मोबाइल से महिलाओं में उत्साह पैदा करने के लिये सम्पूर्ण आवश्यक स्रोत और बुनियादी ढाँचा उपलब्ध कराने के लिये निजी क्षेत्र के सहयोग से इको-सिस्टम बनाना चाहिए तथा संचार के विभिन्न साधन जैसे रेडियो, सेलफोन, कम्प्यूटर, टेलीफोन, हार्डवेयर एवं साफ्टवेयर विभिन्न सेवाओं द्वारा सूचना के प्रसार करने की सूविधा दी जानी चाहिए।

Keywords: सूचना प्रौद्योगिकी, महिला शिक्षा, सूचना तन्त्र, आईसीटी की चुनौतियाँ



वैश्वीकृत युग में श्रमिक महिलाओं के लिए कौशल विकास की अनिवार्यताएँ एवं महत्व की भूमिका का एक समाजशास्त्रीय अध्ययन रितु, शोध छात्रा, समाजशास्त्र विभाग, डी.ए.वी. कॉलेज, सी.एस.जे.एम. विश्वविद्यालय, कानपुर

Abstract

वैश्वीकृत युग विभिन्न देशों की कंपनियों, व्यवसायिक कियाओं, तकनीकी व सूचना आदि की पारस्परिक निर्भरता की प्रकृिया को संदर्भित करता है। जिसमें आर्थिक, राजनीतिक व सांस्कृतिक अभिव्यक्ति शामिल है। वर्तमान कालीन वैश्वीकृत युग में भारत सरकार द्वारा कौशल विकास के अर्न्तगत अकुशल महिलाओं को उनके कार्य













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में निपुण कर विभिन्न असंगठित क्षेत्रों में रोजगार के अवसर उपलब्ध कराने में महत्वपूर्ण भूमिका अदा करी है। जिसके कारण वस्तुओं के उत्पादन व सेवाओं में दिनोंदिन वृद्धि हो रही है जिसके फलस्वरुप व्यवसायिक क्रियाओं के वैश्विक स्तर पर श्रीमक महिलाओं की भागीदारी महत्वपूर्ण है और साथ ही प्रतिस्पद्धात्मक विकास भी तेजी से बढ़ा है। कौशल विकास ने अकुशल महिलाओं को असंगठित क्षेत्र में रोजगार के अवसर प्रदान कर उन्हें सामाजिक, आर्थिक व मानसिक रूप से सशक्त करा है जिसके फलस्वरुप श्रीमक महिलायें स्वयं को पहले से अधिक स्वतंत्र, आत्मनिर्भर व सशक्त महसूस करने लगी है। कौशल विकास के द्वारा ही श्रीमक महिलाओं को उनके कार्य में निपुण कर उनकी कार्य-क्षमता को और अधिक गुणवत्तापूर्ण बनाया। जिससे उनकी सामाजिक-आर्थिक व पारिवारिक स्थित में सुधार हुआ। वैश्वीकृत युग ने महिलाओं के अन्दर पारंपरिक व्यवहार को परिवंतित कर उन्हें समाज में समान दर्जा दिलाने में महत्वपूर्ण भिमका अदा करी है तो वही दूसरी तरफ आज के प्रतिस्पर्द्धात्मक युग में शारीरिक व मानसिक थकान के कारण से उत्पन्न होने वाली तनाव की स्थिति ने श्रीमक महिलाओं के सामाजिक व पारिवारिक संबंधों पर भी गहरा प्रभाव डाला है। अतः यह कहना गलत नही होगा कि वैश्वीकरण के सकारात्मक प्रभावों के साथ-साथ नकारात्मक प्रभाव का भी असर हुआ है। जिससे महिलाओं की स्थिति में सुधार तो हुआ है परन्तु अभी और सुधार होना बाकी है। प्रस्तुत शोध पत्र में द्वितीयक स्त्रोतों (इंटरनेट, वेबसाइट, अखनार) आदि के माध्यम से जानकारी एकत्र करी हैं।

 ${f Keywords}$: रवैश्वीकृत युग, कौशल विकास, श्रमिक महिला, असंगठित क्षेत्र, आत्मनिर्भर



वैश्वीकरण के युग में ट्रांसजेण्डर समुदाय का कौशल विकासः अनिवार्य और महत्व रोशनी कुमारी, शोधार्थी, समाजशास्त्र विभाग, पाटलिपुत्र विश्वविद्यालय, पटना

Abstract

वैश्वीकरण की अवधारणा में आधुनिक एवं गतिशील समाज की कल्पना की जाती है पर एक ऐसा समुदाय जो प्राचीन भारत का एक अहम् हिस्सा रहा जिसे वैश्वीकरण के परिपाटी में इस समुदाय को अनदेखा नहीं किया जा सकता है। भारतीय संविधान में भी जाति धर्म, रंग, लिंग एवं क्षेत्र के आधार पर भेदभाव को स्थान नहीं दिया गया हैं। आज वैश्वीकरण जहाँ समाज के गतिशीलता के कारक तत्व बना वहीं ट्रांसजेण्डर समुदाय के लिए एक ऐसा साधन साबित हुआ जो उन्हें समाज के मुख्यधारा में लाकर खड़ा किया। वैश्वीकरण के कारण आर्थिक अवसर के नए-नए रास्ते खुलें, जिसे ट्रांसजेण्डर समुदाय नए कौशल क्षमता को विकसित कर आर्थिक रूप से सशक्त हो रहे हैं। वैश्वीकरण ने ट्रांसजेण्डरों को न केवल सामाजिक, सांस्कृतिक राजनितिक रूप से मुख्यधारा में जोड़ा बल्कि लैंगिक असमानता को दूर करने में अपनी भूमिका को निभा रहा है। वैश्वीकरण की महता को समझते हुए ट्रांसजेण्डर समुदाय के लोग अपनी पुरानी व्यवस्था को छोड़ नए-नए आयाम को अपना रहे हैं और लैंगिक विभेदता को पाटने की कोशिश कर रहे हैं। अपने अस्तित्व एवं सम्मान के लिए आज यह समुदाय आज वैश्वीकरण के अपनी भागीदारी को सुनिश्चित कर रही हैं जिससे वे मुख्यधारा के सामाजिक वर्ग मे स्थापित हो सके।

Keywords: वैश्वीकरण, ट्रांसजेण्डर, आर्थिक संकट



शिक्षकों के सशक्तिकरण में सूचना और संचार प्रौद्योगिकी (आईसीटी) की भूमिका रत्नेश कुमारी, शोध छात्रा, समाजभास्त्र विभाग, आचार्य रोशनी यादव, छात्रा, एम.एड., शिक्षा विभाग, छत्रपति शाहू जी महाराज विश्वविद्यालय, कानपुर अविनाश कुमार, शोध अध्येता— शिक्षा विभाग, छत्रपति शाहू जी महाराज महाराज विश्वविद्यालय, कानपुर

Abstract

आईसीटी के उपयोग की समस्या को समझना कुछ और मौलिक शैक्षिक मुद्दों पर विचार करने की मांग करता है। आईसीटी को अक्सर परिवर्तन, शिक्षण शैली में बदलाव, सीखने के दृष्टिकोण में बदलाव और सूचना तक पहुंच में बदलाव के लिए उत्प्रेरक के रूप में माना जाता है। यह पाया गया कि शिक्षकों का शैक्षणिक उपकरण के रूप में आईसीटी के उपयोग के प्रति सकारात्मक दृष्टिकोण है लेकिन उन्होंने इसे अपने शिक्षण में प्रभावी ढंग से एकीकृत नहीं किया है। इसके अलावा, शिक्षकों के बीच शिक्षकों के बीच शिक्षकों के बीच एक गंभीर स्थित प्रतीत होती है। शिक्षकों की इच्छा, आत्मविश्वास, प्रेरणा, भावना, सोच, विश्वास और वास्तिवक प्रथाओं पर अधिक गहन जांच की सिफारिश करता है। शिक्षक आईसीटी की मदद से छात्रों की उपिश्यित और ग्रेडिंग प्रक्रियाओं की पारदर्शिता में सुधार करने में मदद कर सकता है, जिससे छात्रों में परस्पर होने वाले विवादों से बचा जा सकता है। शिक्षकों ने व्यावसायिक विकास कार्यक्रमों में भाग लिया, जिसमें कंप्यूटर साक्षरता कौशल, प्रौद्योगिकी एकीकरण के लिए आवश्यक शैक्षणिक ज्ञान, पाठ्यक्रम में प्रौद्योगिकी—आधारित गतिविधियों को शामिल करना और अञ्चलाइन शिक्षण पर ध्यान केंद्रित किया गया। शिक्षक विकास की प्रभावशीलता और सूचना और संचार प्रौद्योगिकियों के संबंध में अभ्यास करने वाले शिक्षकों के सामने आने वाली चुनौतियों की गहराई से जांच की जानी चाहिये। यह अध्ययन स्कूलों में आईसीटी एकीकरण के गुणों, आईसीटी के उपयोग में आने वाली बाधाओं या चुनौतियों, सफल आईसीटी एकीकरण को प्रभावित करने वाले कारकों, सेवाकालीन और पूर्व-सेवा शिक्षकों के दृष्टिकोण, धारणाएं और उपयोग में आत्मविश्वास एवं साहित्य में कियों और इन किमयों को दूर करने के लिए भविष्य के अध्ययनों द्वारा अपनाई जाने वाली दिशाओं पर चर्चा करता है।

Keywords: आईसीटी, शिक्षक शिक्षा, शिक्षाशास्त्र, संचार प्रोद्योगिकी, आईसीटी एकीकरण













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उच्चप्राथमिक स्तर पर नई शिक्षा नीति २०२० की संभावनाएं व चुनौतियों के संदर्भ में अध्ययन रुचि शर्मा, शोधार्थिनी, शिक्षाशास्त्र, श्री वेंकटश्वर विश्वविद्यालय गजरौला, अमरोहा, उत्तरप्रदेश

Abstract

किसी भी राष्ट्र की पहचान उसकी सभ्यता और संस्कृति से होती है। सभ्यता और संस्कृति हमारे राष्ट्र का गौरव है और इस राष्ट्र के गौरव को सुरक्षित व संरक्षित रखने का कार्य शिक्षा के द्वारा ही संभव है। शिक्षा के माध्यम से ही हम अपनी सभ्यता व संस्कृति को एक पीढ़ी से दूसरी पीढ़ी तक हस्तांतरित कर सकते है। जिसके माध्यम से हमारी संस्कृति युगो युगो तक अमरतत्व को प्राप्त करेगी। प्राचीनकाल में भारत अपनी शिक्षा पदित के कारण ही विश्व पटल पर चमकते सूर्य की भांति विराजमान था, विश्वगुरु के नाम से विख्यात हमारा देश अपनी शिक्षा पद्धित के बल पर अग्रिम पिक्त में खड़ा था। हमारी संस्कृति हमारी जड़े है, और जड़ों से कटकर व्यक्ति अपनी पहचान कही नहीं पाता हमारी प्राचीन शिक्षा हमारी जड़े है। इसी महत्तव को ध्यान में रखते हुए भारत सरकार ने नई शिक्षा नीति-2020 को प्रस्तुत किया जिसमे अपनी संस्कृति, सभ्यता, भाषा, परंपराओं पर विशेष बल दिया गया। जिसकी शुरुआत प्राथमिक शिक्षा से होती है प्राथमिक शिक्षा, शिक्षा की प्रथम सीढ़ी होती है जिस पर चलकर बालक अपने भविष्य की ओर आगे बढ़ता है। प्राथमिक प्रस्तुत शोधपत्र में उच्च-प्राथमिक स्तर के विद्यार्थियों पर नई शिक्षा नीति-2020 के द्वारा सुधार की संभावनाएं व् चुनौतियों का अध्ययन किया जाएगा।

Keywords: नई शिक्षा नीति २०२०, उच्च-प्राथमिक शिक्षा, संस्कृति, भाषा



पर्यावरण प्रबंधन के आलोक में पुरातन ज्ञान परंपरा का आधुनिक शिक्षा पद्धति के साथ एक अद्भुत संगम

संजय कुमार गुप्ता, शोधार्थी, छत्रपति साहू जी महाराज विश्वविद्यालय, कानपुर

Abstract

भारतीय सभ्यता ने ज्ञान को अत्यधिक महत्व दिया तथा भारत प्राचीन काल से ही शिक्षा के क्षेत्र में अग्रणी रहा है। भारत की प्राचीन शिक्षा प्रणाली ने दुनिया भर के विद्वानों को आकर्षित किया है। भारत में नालंदा विश्वविद्यालय को दुनिया का पहला आवासीय विश्वविद्यालय माना जाता है। भारत में प्राचीन शिक्षा प्रणाली ऋग्वेद से शुरू हुई, जो व्यक्ति के आंतरिक विकास और देखभाल से संबंधित थी। यह जीवन के नैतिक, शारीरिक, आध्यात्मिक और बौद्धिक पहलुओं के साथ—साथ प्रकृति की रक्षा पर केंद्रित था। प्राचीन काल में तक्षशिला, नालंदा, विक्रमशिला और अन्य जैसे कई प्रसिद्ध शैक्षिक केंद्रों का निर्माण हुआ जहां शिक्षण की पद्धित वाद-विवाद और चर्चा के माध्यम एवं प्रशिक्षण से थी तथा शिक्षा को एक पवित्र कार्य माना जाता था और यह निःशुल्क होती थी। दूसरी तरफ आधुनिक शिक्षा प्रणाली भारत में अंग्रेजों द्वारा शुरू की गई थी जिसका अनुसरण करके प्रारम्भ में भारत की स्वतंत्रता के बाद, भारत सरकार ने शिक्षा की महान आवश्यकता और मूल्य को समझा और लोगों को स्कूलों में लाने और उन्हें शिक्षित करने के लिए बहुत प्रयास किए। भारत में आधुनिक शिक्षा प्रणाली एक पिरामिड संरचना का अनुसरण करती है जो पूर्व-प्राथमिक स्तर, प्राथमिक स्तर, माध्यमिक स्तर और उच्च शिक्षा से शुरू होती है। वर्तमान आधुनिक शिक्षा 21वीं सदी में अंतराष्ट्रीय प्रतिस्पर्धा के अनुरूप स्कूलों और शैक्षणिक संस्थानों में शिक्षा का नवीनतम संस्करण है। राष्ट्रीय शिक्षा नीति के तहत स्कूल पाठ्यक्रम में पर्यावरण संरक्षण और सतत विकास के प्रति पर्यावरण जागरूकता और संवेदनशीलता के उचित एकीकरण पर जोर दिया गया है। आधुनिक शिक्षा पारंपरिक तरीकों से काफी भिन्न है और अब विज्ञान और प्रौद्योगिकी पर अधिक जोर देने के साथ स्कूलों में इसका व्यापक रूप से अभ्यास किया जाता है। वर्तमान आधुनिक शिक्षा में हम गुरुक्तुल और पूर्व परंपरगगति शिक्षा प्रणाली को शामिल करके दूसरे देशों के बराबर प्रतिस्पर्धा कर रहे हैं। प्राचीन और आधुनिक शिक्षा के तरीके अलग-अलग हैं, किन्तु दोनों का लक्ष्य अगली पीढ़ी को ज्ञान और कौशल प्रदान करना रहा है।

Keywords: सभ्यता, आध्यात्मिक, सांस्कृतिक, कौशल, पर्यावरण



राष्ट्रीय शिक्षा नीति 2020ः संभावनाएँ, चुनौतियाँ और कार्यान्वयन रणनीतियाँ १ संजय कुमार प्रजापति , २ डॉ संदीप कुमार श्रीवास

१शोधार्थी, शिक्षा विभाग, प्रो एच एन मिश्रा कालेज आफ एजुकेशन, कानपुर, छत्रपति शाहूजी महाराज विश्वविद्यालय, कानपुर २सहायक आचार्य, शिक्षा विभाग, प्रो एच एन मिश्रा कालेज आफ एजुकेशन, कानपुर, छत्रपति शाहूजी महाराज विश्वविद्यालय, कानपुर

Abstract

किसी भी देश की प्रगति का आंकलन उस देश में, देश के अंतिम व्यक्ति तक शिक्षा सर्वोपिर पहुंच के साथ-साथ उसके नागरिकों के सर्वांगीण विकास में सार्थक प्रयास एवं योगदान से आंका जा सकता है। इसलिए शिक्षा को सबसे यह महत्त्वपूर्ण आधार माना गया है। देश की स्वतंत्रता से लेकर अब तक आधुनिक भारत के निर्माण में भारतीय शिक्षा प्रणाली की महत्त्वपूर्ण भूमिका रही है। आधुनिक समय की ज़रुरतों के अनुरुप भारतीय शिक्षा प्रणाली में अपेक्षित बदलाव लाने के लिये केंद्र सरकार द्वारा जुलाई 2020 में राष्ट्रीय शिक्षा नीति 2020 को मंजूरी दी गई। राष्ट्रीय शिक्षा नीति 2020 के माध्यम से भारतीय शिक्षा परिदृश्य में बड़े बदलावों का दृष्टिकोण प्रस्तुत किया गया है। 34 साल बाद आयी आजाद भारत की तीसरी राष्ट्रीय शिक्षा नीति बहुत कुछ संभावनाएं एवं अवसरों को समेटे हुए है जिसके माध्यम से पुरातन ज्ञान को और ज्यादा समृद्ध व









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Dept. of Lifelong Learning & Extension C S J M University, Kanpur, U. P. (Accredited A++ by NAAC) Indian Council of Social Science Research (ICSSR), New Delhi



संवर्द्धन करते हुए पुनः एक बार भारत को वैश्विक पटल पर अपने आपको प्रतिबिंबित करने का अवसर मिलेगा जैसे अतीत में भारत का अपना ज्ञान संपदा की गौरव गाथा में शिरोमणि रहा है। हालाँकि इसकी सफलता प्रधानमंत्री और शिक्षा मंत्री से लेकर अन्य सभी हितधारकों जो शिक्षा जगत से प्रत्यक्ष एवं अप्रत्यक्ष रूप से जुड़े हैं के द्वारा इसके कार्यान्वयन के प्रति गंभीर प्रतिबद्धता पर निर्भर करेगी।

 $\mathbf{Keywords}$: राष्ट्रीय शिक्षा नीति २०२०, कार्यान्वयन, चुनौतियाँ, सुझाव, शिक्षा सुधार



राष्ट्रीय शिक्षा नीति—2020 के परिप्रेक्ष्य में माध्यमिक विद्यालय के शिक्षकों को तकनीकी उपयोग में आने वाली चुनौतियां एवं सम्भावित समाधान एक अध्यय

> १ सुरेन्द्र कमुार पटेल, २ प्रो० सुधीर कुमार वर्मा १ शोध छात्र, बी०एड०/एम०एड० विभाग, महात्मा ज्योतिबा फुले रूहेलखंड विश्वविद्यालय, बरेली २ शोध निदेशक, बी०एड०/एम०एड० विभाग, महात्मा ज्योतिबा फुले रूहेलखंड विश्वविद्यालय, बरेली

Abstract

शिक्षा सभ्य मानव समाज के निर्माण की आधारशिला होती है क्योंकि मनुश्य को समाज में रहने एवं सामाजिक दायित्व का निर्वाहन करना सिखाने का कार्य शिक्षा द्वारा ही किया जाता है शिक्षा व्यक्ति के जन्म से प्रारम्भ होती है और जीवन पर्यन्त चलने वाली प्रिक्या है। बात यदि राष्ट्रीय शिक्षा नीति-2020 के परिप्रेक्ष्य की बात की जाय तो हम कह सकते है कि राष्ट्रीय शिक्षा नीति में तकनीकी उपयोग की बात जोरो से की गयी है क्योंकि वर्तमान समय में शिक्षा में काफी परिवर्तन देखने को मिल रहे हैं या यूं कहे कि कोरोना के कारण शिक्षा व्यवस्था को सुचारु रूप से चलाने हेतु तकनीकी का उपयोग शिक्षा में बढ़ा था, उसके बाद ही आमजन मानस को उसके फायदे नजर आने लगे जिसके चलते छम्द 2020 में तकनीकी उपयोग पर जोर दिया गया, बात यदि माध्यमिक विद्यालय के शिक्षकों की किया जाये तो यह कह सकते हैं कि आज की माध्यमिक शिक्षा में तकनीकी उपयोग की अनेक चुनौतियां है, खासकर भासन द्वारा पोषित शिक्षा व्यवस्था एवं शिक्षकों में जबकी तुलनात्मक रूप से निजी विद्यालय के शिक्षक तकनीकी उपयोग में उनकी तुलना में ज्यादा बेहतर है इसके अनेक कारण है, जिन्हे चुनौतियों के रूप में इस प्रकार समझा जा सकता है, शिक्षकों में तकनीकी उपयोग के प्रति रूपि का अभाव, सेवारत शिक्षकों के प्रशिक्षण का अभाव, छात्रों में जागरुकता का अभाव, पर्याप्त संसाधनों का अभाव, आधुनिक कक्षाओं का अभाव, मानसिक तैयारी का अभाव, प्रशिक्षण का अभाव, आर्थिक समस्यायें। यदि सम्भावित समाधान के विषय में चर्चा की जाये तो कहा जा सकता है कि अनेक सम्भावित समाधान हो सकते है, यदि जो चुनौतियों है उनको दूर कर दिया जाए तो तकनीकी उपयोग रुचिकर, सरल, सहज एवं उपयोग हो जाएगा। इसीलिए इस बात पर विशेष जोर दिया जाता है कि तकनीकी उपयोग को सम्भव बनाने एवं शिक्षकों में इसके प्रति रूपि उत्तन करने के लिए उनको इसके उपयोग के ज्यादा से ज्यादा अवसर दिये जाए तथा अवश्यकता के अनुरुप उनको प्रशिक्षित किया जाए साथ ही सेवा पूर्व एवं सेवारत शिक्षकों को तकनीकी उपयोग में निपुण बनाने के लिए पूर्व से ही प्रशिक्षण की योजना निर्धारित की जाए। जो राष्ट्रीय शिक्षा नीति-2020 को आगे बढ़ने एवं उसके अनुरुप कार्य क्षमता का विकास करने में मदद करेगा।

Keywords: सभ्यता, आध्यात्मिक, सांस्कृतिक, कौशल, पर्यावरण



भारतीय ज्ञान परंपराओं को पुनर्जीवित करने में एनईपी 2020 की भूमिका १ शिव चरन पटेल, २ डॉ॰ कल्पना अग्निहोत्री १ शोधार्थी, शिक्षा विभाग, छत्रपति शाहू जी महाराज विश्वविद्यालय, कानपुर २ सहायक आचार्या, शिक्षा विभाग, छत्रपति शाहू जी महाराज विश्वविद्यालय, कानपुर

Abstract

राष्ट्रीय शिक्षा नीति 2020 ज्ञानार्जन को दिव्य ज्ञान की कोटि तक पहुँचाने का संकल्प लेकर निर्मित है। एनईपी 2020 पूरी शिक्षा व्यवस्था में सुधार और पुनर्गठन का प्रस्ताव करती है ताकि इसका 21वीं सदी की शिक्षा के आकांक्षात्मक लक्ष्यों के साथ प्राचीन भारतीय ज्ञान परंपरा और सांस्कृतिक मूल्यों की विरासत की नींव पर समृद्ध भी बनाया जा सके। शिक्षा नीति कहती है कि दुनिया के विभिन्न विकसित देशों के अनुभवों से यह स्पष्ट हो चुका है कि अपनी भाषा, संस्कृति और परंपराओं में सुशिक्षित होने से हानि नहीं बल्कि शैक्षिक, सामाजिक और तकनीकी उन्नित के लिए लाभ ही मिला है। इसी संदर्भ में, राष्ट्रीय शिक्षा नीति 2020 ने भारत के सभी छान-छात्राओं द्वारा अच्छे, सफल, मौलिक सोच वाले, परिस्थित अनुकूल और रचनाशील व्यक्ति बनने के लिए जिन मुख्य विषयों, कौशलों व क्षमताओं को आवश्यक माना है। उसमें भारत का ज्ञान एक मुख्य विषय है। राष्ट्रीय शिक्षा नीति 2020 भारत के ज्ञान को परिभाषित करते हुए कहती है कि भारत के ज्ञान में प्राचीन भारत से प्राप्त ज्ञान और आधुनिक भारत और इसकी सफलताओं और चुनौतियों में इसके योगदान के साथ ही शिक्षा, स्वास्थ्य, पर्यावरण आदि के सम्बन्ध में भारत की भविष्य की आकांक्षाओं का एक स्पष्ट भाव शामिल होगा। आज के समय में यह और भी अधिक आवश्यक हो गया है, क्योंकि हमारे कई छात्र-छात्रायें अतीत में विभिन्न क्षेत्रों में हुई देश की प्रगति और उपलब्धियों के बारे में नहीं जानते हैं और ऐसी रियति में वे भविष्य के लिए इस स्वदेशी ज्ञान के उपयोग की संभावना और प्रासंगिकता से अनिभन्न रह जाते हैं। भारतीय शिक्षा प्रणाली में प्राचीन और सनातन भारतीय ज्ञान और विचार की समृद्ध विरासत को पुनः स्थापित करने की आवश्यकता है। छात्र-छात्राओं को अपने देश की उपलब्धियों, विविध क्षेत्रों में विश्व सभ्यता में इसके योगदान और इस पर शोध करने के लिए प्रोत्सिहत करने की आवश्यकता है।











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NEP-2020 संभावनाएँ, चुनौतियों और कार्यान्वयन रणनीतियाँ श्वेता तिवारी, शोधार्थनी, शिक्षाशास्त्र

Abstract

किसी देश की उन्नित का मार्ग वहां के मानव संसाधन से प्रशस्त होता है और मानव संसाधन को विकिसत करने के लिये शिक्षा आवश्यक है। उचित शिक्षा का मार्ग उस देश की शिक्षा प्रणाली एवं शिक्षा नीति निर्धारित करती है। इसी क्रम में पूर्व इसरो प्रमुख डाँ० के० कस्तुरीरंगन की अध्यक्षता में बनी एक सिमित की सिफारिशों के आधार पर तैयार राष्ट्रीय शिक्षा नीति का उद्देश्य शिक्षा में गुणवत्ता में सुधार के साथ, शिक्षा में शोध एवं नवचार को बढ़ावा देना तथा भारतीय शिक्षा प्रणाली का वैश्विक प्रतिस्पर्धा के योग्य बनाना है। इसका उद्देश्य केवल बालकों को किताबी झान न देकर उन्हें व्यवहारिक झान देना है तथा उनकी शारीरिक, मानसिक एवं बौद्धिक विकास को और अधिक प्रबल करना है। समय के साथ शिक्षा नीति में परिवर्तन आवश्यक होता है, तािक देश की उन्नित के मार्ग पर अग्रसर किया जा सके। स्वतंत्रता के बाद इससे पूर्व दो बार शिक्षा नीति में बदलाव हो चुका है इस शिक्षा नीति के तहत वर्तमान में सिक्रय शिक्षा संरचना 10+2 के स्थान पर पाठ्यक्रम को 5+3+3+4 प्रणाली के आधार पर विभाजित किया है। NEP-2020 सफलता पूर्ण कार्यन्वित करने हेतु विभिन्न प्रकार के हस्तक्षेपों की आवश्यकता होगी, जिसमें केन्द्र और राज्यों के बीच समन्वय तथा सहयोग नये कानून निर्माण तथा अन्य विद्यार्थी हस्तक्षेप, वित्तीय संसाधनों की वृद्धि और नियामकीय सुधार शामिल है। क्रियान्वयन के लिये अलग से नियमन, प्रबन्धन और क्रियान्वयन एजेन्सीयों का गठन किया जाये और तुलनात्मक समीक्षा द्वारा राज्य और विभिन्न इकाईयों की रैंकिंग जारी कर बजट प्रोत्साहन प्रदान करें। शिक्षण संसाधनों को कम ब्याज दर पर दीर्घकालीन ऋण उपलब्ध करायें जायें। शिक्षकों को टेक्नोफ़्रेंड बनाने के लिये डिजिटल प्रशिक्षण दिया जायें। ग्रामीण एवं पिछड़ क्षेत्रों में विद्युत आपूर्ति सिहत अन्य आधार भूत संरचना को मजबूत बनाया जाये, स्कूली वातावरण अनुशासित और मनोरंजनात्मक बनाया जाये। शिक्षकों की पोरिटंग और वेतन सम्बन्धी आवश्यकताओं के अलावा शासन प्रशासन में गिरिमापूर्ण व्यवहार का वातावरण निर्मित किया जाना आवश्यक है। इसके अलावा शिक्षण व्यवसाय को और आकर्शक बनाया जाये जिससे सर्वोत्तम योग्यताधारी व्यक्ति इसे भेत्र में आरें।

Keywords: NEP-2020, वैश्विक प्रतिस्पर्धा, स्कूली शिक्षा गुणवत्ता सूचकांक



महात्मा गाँधी के स्वप्नों का भारत : भारतीय परम्परा व सांस्कृतिक मूल्यों से प्रेरित नई शिक्षा नीति –2020 और आत्मनिर्भर भारत की संकल्प

शिवानी शुक्ला, इतिहास विभाग, छत्रपति शाहू जी महाराज विश्वविद्यालय, कानपुर

Abstract

शिक्षा अर्थ सीखने व सिखाने की प्रक्रिया से हैं। नई शिक्षा नीति 2020 विशेषतः आत्मनिर्भर भारत के उद्देश्यों से प्रेरित दखाई देती है। एक ओर जहाँ इसमें शिक्षा व्यवस्था की वर्तमान खामियों को दूर करने के प्रावधान हैं तो दूसरी ओर 21वीं सदी के बदलते भारत की आतंरिक और वैश्विक चुनौतियों का सामना करने की क्षमता भी है। इस नीति के तहत ज्ञान एवं कौशल विकास कर छात्रों को योग्य एवं अच्छा व्यक्तित्व प्रदान कर कुशल नागरिक बनाने की पहल है जिसमें मूल्य आधारित शिक्षा, मातृभाषा में शिक्षा, शिक्षा की स्वायत्ता, व्यावसायिक शिक्षा इत्यादि वर्तमान युग की मांग है जिसे सिद्ध करने में नई शिक्षा नीति महत्वपूर्ण प्रयास करती प्रतीत होती है।

'आत्मिनर्भर भारत' की संकल्पना हमारे देश में नई बात नहीं है क्योंकि जिस भारत का स्वप्न राष्ट्रिपता महात्मा गांधी ने देखा था, वह आज नई शिक्षा नीति के माध्यम से साकार होता दिखाई दे रहा है। गांधीजी ने अपने चिंतन और व्यव्हार में एक ऐसे भारत को समावेशित किया था जिसमें स्वावलंबन, ग्राम स्वराज, स्वदेशी जैसी संकल्पनाएं, आर्थिक विकेन्द्रीकरण जैसे मूल्य शामिल थे। चूँकि कोरोना जैसी वैश्विक महामारी के संकट के दौर में 'आत्मिनर्भरता' की भावना को केंद्र में लाया गया जिससे भारत केंद्रित 'नई राष्ट्रीय शिक्षा नीति' और 'आत्मिनर्भर भारत' जैसी पहलें प्रकाश में आयी। आत्मिनर्भर भारत की दिशा में ही ' वोकल फार लोकल' मुहिम को गित प्रदान की गयी जो भविष्य में हमारे 'ग्लोबल विलेज' का हिस्सा बनने की दिशा में एक सकारात्मक कदम के रूप में देखा जाता है, इस शोध के द्वारा हम इस विषय का विश्लेषण करेंगे कि किस प्रकार गुणवत्ता पूर्ण शिक्षा जैसे सतत विकास लक्ष्य, शिक्षा के सार्वभौमिकरण आधारित नई शिक्षा नीति और आत्मिनर्भर भारत की संकल्पना 'भविष्य के भारत' की दशा व दिशा का निर्धारण करती है जिसमें गांधीजी के स्वप्नों के भारत का समावेश हो।

Keywords: आत्मनिर्भर भारत, नई शिक्षा नीति-2020, शिक्षा की स्वायत्ता, वोकल फार लोकल, ग्लोबल विलेज, शिक्षा का सावभौमिकरण



एकीकृत बाल विकास सेवा योजना का नई शिक्षा नीति 2020: संभावनाएं, चुनौतियां, कार्यान्वयन की रणनीतियों में भूमिका सोनी देवी, शोधार्थिनी, समाजशास्त्र, डी. एस. एन. पी. जी. कालेज, उन्नाव

Abstract

एकीकृत बाल विकास सेवा योजना बर्च्चों के शारीरिक, संज्ञानात्मक, सामाजिक, और मानसिक विकास के लिए अत्यंत आवश्यक है। यह योजना 1975 में केंद्र सरकार द्वारा 3 से 6 वर्ष तक के बर्च्चों और गर्भवती एवं स्तनपान कराने वाली महिलाओं के लिए चलाई गई थी। इस योजना के अंतर्गत बर्च्चों के मस्तिष्क का 85 प्रतिशत













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सिंचयी विकास 6 साल की उम्र से पहले ही हो जाता है। इसके लिए प्रत्येक ग्राम पंचायत में एक आंगनबाड़ी केंद्र की स्थापना की गई है। जिससे बच्चें का सामान शारीरिक विकास सामाजिक विकास और मानसिक विकास भली भांति हो सके। यह स्वस्थ मित्तष्क विकास और विकास के लिए बच्चों के शुरुआती वर्षों में मित्तष्क की उचित देखभाल के महत्व को दर्शाता है। राष्ट्रीय नई शिक्षा नीति 2020 का मानना है कि देशभर में उन जिलों, स्थानों पर विशेष ध्यान देने के साथ-साथ उच्च गुणवत्तापूर्ण प्रारंभिक बचपन देखभाल और शिक्षा (ईसीसीई) प्रदान करने की सख्त जरूरत है जो कि सामाजिक और आर्थिक रूप से वंचित हैं। एनईपी. 2020 के मूल को उजागर करने के लिए पहले एकीकृत बाल विकास सेवा योजना के अंतर्गत आंगनबाड़ी केंद्र और 3 से 6 वर्ष के बच्चों गर्भवती और स्तनपान कराने वाली मिहलाओं, और आंगनबाड़ी कार्यकर्ताओं के सामने आने वाली मौजूदा बुनियादी, क्षमता और ढांचागत निर्माण समस्याओं पर आज हमें विचार करने की आवश्यकता है। वर्तमान में देखा जा सकता है कि सामाजिक और आर्थिक रूप से वंचित करोड़ों बच्चों के लिए गुणवत्तापूर्ण, प्रारंभिक, बाल्यावस्था देखभाल और शिक्षा उपलब्ध नहीं है। इसलिए ईसीसीई के माध्यम से इसकी पहुंच देश के सभी बच्चों तक हो सकती है जिससे सभी बच्चों को समान शिक्षा प्रणाली और तरक्की करने के अवसर मिल सकेंगे। प्रारंभिक बाल्यावस्था विकास, देखभाल और गुणवत्तापूर्ण शिक्षा को निश्चय ही 2030 के पूर्व उपलब्ध कराया जाना चाहिए। जिससे यह पता किया जा सके की स्कूल जाने से पूर्व सभी बच्चे पूरी तरह से तैयार हो और आंग चलकर बच्चों का विकास बेहतर हो। और वे बेहतर से बेहतर उपलब्धियां हासिल करें। जिससे एक अच्छे समाज का निर्माण हो सकेगा।

Keywords: आत्मनिर्भर भारत, नई शिक्षा नीति-2020, शिक्षा की स्वायत्ता, शिक्षा का सावभौमिकरण



नई शिक्षा नीति की भारतीय इतिहास एवं संस्कृति को पुनर्जीवित करने में भूमिका ट्विकल सिंह, शोध छात्रा, महिला महाविद्यालय पीजी कॉलेज, किदवई नगर, कानपुर

Abstract

शिक्षा लोगों के जीवन की एक मूलभूत आवश्यकता है यह न सिर्फ किसी व्यक्ति के भविष्य का निर्माण करने में सहायक है अपितु नैतिक मूल्यों का समावेशन कर एक सुंदर व्यक्तित्व का चित्रण करना भी इसका एक मूल उद्देश्य है। यह एक ऐसा साधन है जिसकी सहायता से व्यक्ति अपने विचारों, जीवन के अनुभवों, अपने मनोभावों और अपने विभिन्न दृष्टिकोणों इत्यादि अभिव्यक्तिओं को निर्वाध रूप से प्रदर्शित एवं साझा कर सकने में सक्षम हो पाता है। जिससे एक संवेदनशील, जागरूक एवं प्रगतिशील समाज की नींव पड़ती है। भारत सरकार की नई शिक्षा नीति 2020 की संकल्पना भी इसी उद्देश्य पर आधारित है जहां एक ओर आधुनिक परिदृश्य में तकनीकी का सहारा लेते हुए "डिजिटल शिक्षा" को प्रोत्साहन प्रदान किया जा रहा है। जिससे राष्ट्र वैश्विक प्रतिस्पर्धा में अपनी सुदृढ़ स्तिथि को बनाए रखे तो वहीं दूसरी ओर अपने गौरवमयी इतिहास एवं वसुधैव कुटुम्बकम जैसे सिद्धांतो पर आधारित सांस्कृतिक विरासत को सहेजते हुए आज के भौतिकतावादी युग के साथ संतुलन की स्तिथि को भी निर्मित करने में समर्थ बन सके। इस शोध पत्र के माध्यम से हम इस विषय का विश्लेषणात्मक अध्ययन करेंगे कि किस प्रकार एवं किस सीमा तक नई शिक्षा नीति राष्ट्रीय सांस्कृतिक-ऐतिहासिक पक्षों की जीवंतता को आगे आने वाले समय में निरंतरता प्रदान करने में अपनी उपयोगिता को सिद्ध करने में सहायक होगी।

 $\mathbf{Keywords}$: नई शिक्षा नीति, वसुधैव कुटुंबकम्, सामाजिक सद्भाव, सांस्कृतिक विरासत, नैतिक शिक्षा



नई शिक्षा नीति 2020 के माध्यम से भारतीय परम्परा और संस्कृति का पुनः निर्माण : बहुभाषी, बहु सांस्कृतिक और बहुविषयक दृष्टिकोण

विकास द्विवेदी, शोधार्थी, पत्रकारिता एवं जनसंचार, छत्रपति शाहू जी महाराज विश्वविद्यालय, कानपुर

Abstract

बहु विषयक शैक्षिक दृष्टिकोण के आलोक में नयी शिक्षा नीति को नये भारत के उत्कर्ष व भविष्य को ध्यान में रखकर तैयार किया जा रहा है। ऐसे में नयी शिक्षा नीति लागू करते समय उन सभी बातों का विशेष रूप से धयान रखा जाये जो शोधपरक दृष्टि से अहम हों और विद्यार्थियों के उज्जवल भविष्य के साथ ही हमारी भाषा, संस्कृति और संस्कारों के लिए यथोचित हो क्योंकि वह विद्यार्थी ही है, जिसके कंधे पर राष्ट्र कि सभ्यता व संस्कृति को आगे ले जाने का दायित्व है। वैसे तो किसी को भी इस कार्य को जिम्मेदारी पूर्ण तरीके से करना थोड़ा मुश्किल हो जाता है किन्तु अगर ये जिम्मेदारी उसकी शुरुआती शिक्षा और संस्कारों में शामिल कर दी जाये तो ये जल्दी आसान है क्योंकि उसके बाद जैसे जैसे विद्यार्थी बड़ा होता है और समाज के साथ ढलता है तो ये उसकी जरूरत बन जाती है। ये ठीक उसी तरह है जैसे कच्चे घड़े को पकने से पूर्व आकार देना, क्योंकि फिर पकने के बाद चाहकर भी उसे आकार देना संभव नहीं है। इसलिए मेरी राय से हमारी नयी शिक्षा नीति में...

- 1. भारतीय तत्व ज्ञान और नैतिक शिक्षा के उन मूल्यों को समाहित करने कि नितांत आवश्यकता है जिसमें विविध संस्कृतियों व उन्मुख भारतीय संस्कारों सहित वसुधैव कुटुंबकम की भारतीय संस्कृति को न सिर्फ हमारे विद्यार्थी आत्मसात कर आगे बढ़ सकें बल्कि वे इसे विश्व पटल पर पहुंचाये, और जब दुनियां युद्ध या ऐसी किसी अप्रिय स्थित से गुजर रही हो तो शांतिप्रिय भारतीय परम्पराओं द्वारा उनका मार्गदर्शन कर किसी भी विभीषिका को रोक सकने में सक्षम हों ।
- 2. हमेशा से ही सीखने में लचीली संस्कृति की प्रतीक रही स्थानीय भाषाओं के साथ ही मुख्य भारतीय भाषाओं की सहभाषाओं जैसे कि मूलभाषा हिंदी की सहभाषा,अवधी, बघेली, बुंदेली या अन्य राज्य स्तरीय भाषाओं की सहभाषाओं को सिर्फ शोध कार्यों तक सीमित न रखकर एक विषय के रूप में शामिल किया जाये, जिससे कि वो सिर्फ ग्रामीण बोलचाल के दायरे से बाहर निकल सकें और उनके अस्तित्व की रक्षा हो सके।











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महिला उद्यमियों को सशक्त बनानाः वैश्विक अर्थव्यवस्था में कौशल विकास ज्योति यादव, शोधार्थिनी, आजीवन शिक्षा एवं विस्तार विभाग, छत्रपति शाह जी महाराज विश्वविद्यालय, कानपुर

Abstract

महिला उद्यमियों का सशक्तिकरण एक महत्वपूर्ण विषय है जो गित और समृद्धि में समानता सुनिश्चित करने के लिए आवश्यक है। यह विषय अधिकांश समुदायों में समाजिक, आर्थिक, और सांस्कृतिक परिवर्तन लाने की दिशा में महत्वपूर्ण है। अनुसंघान का उद्देश्य महिलाओं के उद्यमिता में कौशल विकास की महत्वपूर्णता को जानना और समझना है। यह अध्ययन महिलाओं के कौशल विकास के विभिन्न पहलुओं और उनके अर्थात्मक स्वतंत्रता को बढ़ावा देने वाले नवीनतम नीतियों और प्रयासों का विश्लेषण करता है। इसके माध्यम से अनुसंघान प्रदर्शित करता है कि महिलाओं के कौशल विकास से उद्यमिता में सुधार हो सकता है और इससे वैश्विक अर्थव्यवस्था में समानता को बढ़ावा मिल सकता है। एक विशेष अध्ययन महिला उद्यमिता के कौशल विकास की बढ़ती मांग पर केंद्रित है, जिसमें विभिन्न क्षेत्रों में उनके योगदान को प्रोत्साहित करने का प्रयास किया गया है। इस अनुसंघान पेपर का मुख्य उद्देश्य महिलाओं के उद्यमिता में कौशल विकास के महत्व को जानना और समझना है। यह पेपर महिला उद्यमिता को बढ़ावा देने वाली नवीनतम विधियों, योजनाओं, और प्रोग्रामों का विश्लेषण करता है जो महिलाओं को उद्यमिता के क्षेत्र में अधिक सशक्त बनाने में सहायता करते हैं। इस अनुसंघान में विभिन्न मेथडोल०जीज का उपयोग किया गया है जैसे कि प्राथमिक और द्वितीय प्राथमिक स्वातों का अध्ययन, डेटा विश्लेषण, और महिलाओं के साथ समीक्षात्मक अध्ययन। अध्ययन के परिणाम से पता चलता है कि कौशल विकास महिलाओं के उद्यमिता में वृद्धि करके, और उद्यमिता को प्रोत्साहित करके महिलाओं के कौशल विकास को बढ़ावा देन के लिए नीतियों की आवश्यकता हो सकती है। इस अध्ययन का परिणाम महिलाओं के कौशल विकास की महत्वपूर्णता को बढ़ावा देता है और सार्वजनिक नीतियों में सुधार करने के लिए प्रेरित करता है। इस प्रकार के कौशल विकास समृद्धि, सामाजिक उत्थान, और वैश्विक अर्थव्यवस्था में समानता को प्रोत्साहित कर सकता है।

Keywords: महिला उद्यमिता, सशक्तिकरण, कौशल विकास, अर्थव्यवस्था, नीतियाँ, समृद्धि, सामाजिक परिवर्तन, उद्यमिता, समानता, शिक्षा



ग्रामीण अर्थव्यवस्था के लिए वैश्विक युग में नीति कार्यान्वयन और कौशल विकास अंजू लता, शोधार्थिनी, आजीवन शिक्षा एवं विस्तार विभाग, छत्रपति शाहू जी महाराज विश्वविद्यालय, कानपुर

Abstract

यह अध्ययन ग्रामीण क्षेत्रों में नीति कार्यान्वयन और कौशल विकास के संबंध का विश्लेषण करता है जिसका मुख्य उद्देश्य ग्रामीण अर्थव्यवस्था में विकास को प्रोत्साहित करना है। यह अध्ययन दर्शाता है कि नीतियाँ कौशल विकास में कैसे मददगार हो सकती हैं और ग्रामीण अर्थव्यवस्था को कैसे सुधारा जा सकता है। ग्रामीण क्षेत्रों में विकास को प्रोत्साहित करने के लिए नीतियों को कौशल विकास के साथ संगठित करना अत्यंत महत्वपूर्ण है। यहाँ विभिन्न ग्रामीण क्षेत्रों में कौशल विकास के महत्वपूर्ण क्षेत्रों की पहचान के लिए व्यापक साहित्य समीक्षा और सर्वेक्षण का आयोजन किया गया है। इस अध्ययन में प्रयोग की गई पद्धित विधियों द्वारा, क्षैतिज और सांकेतिक विश्लेषणों के माध्यम से प्राप्त आंकड़ों का विश्लेषण किया गया है। अध्ययन के परिणाम से पता चलता है कि ग्रामीण क्षेत्रों में कौशल विकास के लिए नीतियों को संरचित करने की आवश्यकता है, जो क्षेत्रीय विकास के साथ–साथ ग्रामीण उद्योगों को ग्लोबल प्लेटफार्म पर मजबूत करने में मदद करेगी। इस अध्ययन से प्रकट होता है कि ग्रामीण उद्योगों के विकास में नीति और कौशल विकास का संयोजन महत्वपूर्ण है। इसके माध्यम से ग्रामीण क्षेत्रों में समृद्धि और विकास के लिए वैश्विक स्तर पर एक योजना प्रस्तुत की गई है, जो विकास को सुदृद्ध करने में मार्गदर्शन प्रदान कर सकती है।

 ${f Keywords}$: ग्रामीण अर्थव्यवस्था, नीति कार्यान्वयन, कौशल विकास, संवेदनशीलता, नीतिगत संयोजन



4 वर्शीय एकीकृत पाढ़यक्रम के प्रशिक्षणार्थियों के मेटा कागनीटिव कौशल का उनके कैरियर प्रतिबद्धता पर प्रभाव का अध्ययन दिनेश कुमार१, डॉ. श्रीमती सरोज बघेल२, डॉ. एन पापा राव३

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Abstract

शिक्षा किसी भी व्यक्ति समाज और राष्ट्र के विकास की धुरी होती हैं। शिक्षा के बिना कोई भी राष्ट्र समाज या व्यक्ति प्रगति नहीं कर सकता। शिक्षा और समाज एक दूसरे के पूरक हैं। शिक्षा का कार्य केवल अवधारणाएँ या परिकल्पनाएँ प्रस्तुत करना ही नहीं है, बिल्क प्रचिति शिक्षा प्रणाली तथा शैक्षिक अवधारणाओं की आलोचना करना भी है। शिक्षा में हम अनेक शब्दों, परिभाषाओं, विश्वासों, आदर्शों तथा अवधारणाओं को लेकर चलते हैं। गाँधीजी (1953) मानते थे कि '' शिक्षा जीवन भर चलने वाली प्रक्रिया है। '' शिक्षा का उद्देश्य चरित्र निर्माण है। '' भारत के प्रथम प्रधानमंत्री पं. जवाहरलाल नेहरु जी ने कहा था ''परिवार में लड़के की शिक्षा एक ही सदस्य की शिक्षा होती है परंतु













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परिवार में लड़की की शिक्षा संपूर्ण परिवार की शिक्षा होती है। "स्त्री शिक्षा के महत्व एवं सार्थकता को विद्वानों ने अपने ढंग से व्यक्त किया है कि "माँ सर्वोत्तम शिक्षिका होती है, माँ ही बालक की प्रथम शिक्षक है तथा माँ हजार शिक्षकों के बराबर होती है।" अभी बी.ए.बी.एड. तथा बी.एस.सी.बी.एड. पाठ्यक्रम के लिए जरूरी 5 साल के बजाय अब प्रशिक्षणार्थि 4 साल में ही पुरा कर लेंगे जिससे उनके एक साल की बचत होगी चार साल के आईटीईपी की शुरुवात एकेडिमक सत्र 2022–23 से होगी यह नई राश्ट्रीय शिक्षा नीति 2020 के अंतर्गत टीचर एजुकेशन से संबंधित किएं गए प्रमुख प्रवधानों में से एक है । आईटीईपी उन सभी छात्रों के लिए उपलब्ध होगा जो माध्यमिक शिक्षा के बाद टीचिंग को एक पेशे के रूप में लेना चाहते हैं। मंत्रालय के मूताबिक इस एकेडिमक सत्र से छात्रों को काफी फायदे होगा क्योंकि वे अभी के बी.एड. पाठ्यक्रम के लिए जरूरी पांच साल के बजाये चार साल में ही पूरा कर लेंगे। चार साल के आईटीईपी की शुरुवात शैक्षणिक सत्र 2022–23 से हैंगी राष्ट्रीय सामान्य प्रवेश द्वारा प्रस्तुत किया जाएगा और यह स्कूली शिक्षकों के लिए न्यूनतम डिग्री योगयता बन जाएगा।

Keywords: अवधारणाएँ, प्रगति, पूरक, सार्थकता, विश्वास, प्रणाली



विवाह सम्बन्धी विधानों का वैवाहिक सम्बन्धों पर प्रभाव प्राची पाण्डेय शोधार्थिनी, समाज शास्त्र, पी.पी.एन. पीजी कॉलेज, छत्रपति साहूजी महाराज विश्वविद्यालय, कानपुर

Abstract

शोध प्रपत्र में वर्तमान समय में "विवाह सम्बन्धी विधानों का वैवाहिक सम्बन्धों पर प्रभाव" के शीर्षक को समाज शास्त्रीय सीमा में सीमांकित किया गया है। प्रस्तुत प्रपत्र में दाम्पत्तियों के जीवन में विवाह सम्बन्धी विधानों के प्रभाव का अध्ययन करने का प्रयास किया जा रहा है। विवाह एक पवित्र संस्था है यह एक स्थिर परिवार और सभय समाज की नींव है, विवाह जैसी संस्था पति-पिल्वयों के आपसी समझ पर भी निर्भर करती है। विवाह जैसी संस्था द्वारा ही पति – पत्नी एवं संतान पक्ष में परस्पर सामाजिक, आर्थिक, कानूनी अधिकार तथा कर्तव्यों की व्यवस्था का समायोजन भी होता है। पर कभी-कभी वैवाहिक सम्बन्धों में हमारे आपसी तालमेल में कमी आ जाती है। जब वैवाहिक सम्बन्ध आपसी समझ से नहीं सुलझते हैं तो वो कानून की शरण में आ जाते हैं इन मामलों को परिवार न्यायालय के अन्तर्गत विवाह सम्बन्धी विधानों के माध्यम से हिन्दू विवाह एक्ट, 1955 के सेक्शन 9 से सम्बन्धित केसों (मामलों) की सुनवाई की जाती है। विवाह सम्बन्धी विधान हमारे दाम्पत्यों के जीवन में महत्वपूर्ण स्थान रखते हैं। हमारे देश में बने विवाह सम्बन्धी अधिनियमों के द्वारा वैवाहिक सम्बन्धों में कानूनी प्रतिबन्ध लगे रहते हैं, जिस प्रकार परिवार का समाज द्वारा दाम्पत्य सम्बन्धों पर रोक लगी रहती है। इन विवाह सम्बन्धी अधिनियमों के द्वारा वैवाहिक सम्बन्धों के जीवन में मदद मिलती है। प्रस्तुत शोध प्रपत्र द्वितीयक तथ्यों पर आधारित है, जिसमें यह समझने का प्रयास किया गया है कि विवाह सम्बन्धी अधिनियम दाम्पत्यों के जीवन में कितना महत्वपूर्ण स्थान रखते है। साथ ही इस बात का भी अध्ययन किया गया है कि विवाह सम्बन्धी विधानों के सफलता के किय जन जागरुकता अति आवश्यक है।

Keywords: ग्रामीण अर्थव्यवस्था, नीति कार्यान्वयन, कौशल विकास, संवेदनशीलता, नीतिगत संयोजन



आई0सी0टी0 की भूमिका — महिला शिक्षिका के संदर्भ में प्रितिमा सिंह, असि. प्रोफेसर (समाजशास्त्र), जुहारी देवी गर्ल्स पी.जी.कालेज, कानपुर

Abstract

आई०सी०टी० का पूरा नाम है – इन्फार्मेशन एण्ड कम्प्यूनिकेशन टेक्नालाजी। आई.सी.टी. का आविश्कार वर्तमान समय की एक महत्वपूर्ण उपलिख है। आज शिक्षा में इसका प्रयोग न केवल आवश्यक है बल्कि अनिवार्य हो गया है। जिस प्रकार से अध्ययन और अनुसंघान से ज्ञान में वृद्धि होती है ठीक उसी प्रकार से आई०सी०टी० के प्रयोग से ज्ञान में वृद्धि होती है। आई०सी०टी० के प्रयोग से प्रवेश से लेकर परिणाम तक सब कुछ आसान हो गया है। शिक्षा एक त्रिस्तरीय प्रक्रिया है जिसमें – शिक्षक, छात्र और विशय वस्तु भामिल होते हैं। तीनों ही स्तर पर आज आई०सी०टी० का प्रयोग आवश्यक और अनिवार्य हो गया है। प्रस्तुत पेपर में आई०सी०टी० का प्रयोग महिला शिक्षिकाओं के लिए कितना महत्वपूर्ण है यह जानने का प्रयास करता है। प्रस्तुत पेपर में द्वितीयक तथ्यों का प्रयोग किया गया है और यह जानने का प्रयास किया गया है कि कैसे एक शिक्षिका आई०सी०टी० आधारित प्रौद्योगिकी तकनीकी का उपयोग करते हुए शिक्षण कार्य को प्रभावी बना सकती है। शिक्षक को विशय की जानकारी के साथ तकनीकी का ज्ञान भी होना चाहिये। निरन्तर ज्ञानार्जन करते हुए ऐसी तकनीक का प्रयोग करना चाहिये जो आई०सी०टी० आधारित हो जिससे छात्र–छात्राओं को बेहतर एवं प्रभावी शिक्षण प्रदान किया जा सके।

Keywords: ग्रामीण अर्थव्यवस्था, नीति कार्यान्वयन, कौशल विकास, संवेदनशीलता, नीतिगत संयोजन















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नई शिक्षा नीति 2020 : भारतीय परम्परा और संस्कृति का पुर्नानिर्माण बहुभाशी, बहु सांस्कृतिक और बहुविशयक भौक्षिक दृश्टिकोण

श्रीमती विमलेश कुमारी, शोधार्थिनी, छत्रपति शाहू जी महाराज, विश्वविद्यालय, कानपुर

Abstract

भारतीय संस्कृति विश्व की प्राचीनतम संस्कृतियों मे से एक है यह माना जाता है कि भारतीय संस्कृति यूनान, रोम, मिश्र, सुमेर और चीन की संस्कृतियों के समान ही प्राचीन है कई भारतीय विद्वान तो भारतीय संस्कृति को विश्व सर्वाधिक प्राचीन संस्कृति मानते हैं। भारतीय संस्कृति में प्राचीन काल से चली आ रही गुरू-शिष्य के बीच सम्बन्ध को परम्परा कहते हैं यह हिन्दू, सिख, जैन और बौन्द धर्मों में समान्य रूप से पायी गयी हैं परम्परा का भाविद्य अर्थ है-बिना व्यवधान के शृंखला रूप में जारी रहना। भारतीय संस्कृति व परम्परा में 1400 बोलियों तथा औपचारिक रूप से मान्यता प्राप्त 22 भाशायें विविध धर्म, कला, वास्तु कला, साहित्य, सगीत नृत्य की विभिन्न भौलियां भारत में विविधता में एकता के अखंडित स्वरूप वाले सबसे बड़े प्रजातंत्र का प्रतिनिधित्व करती है। भारतीय संस्कृति उन सामाजिक मानदंडो और परम्पराओं की विरासत है जो 1947 के बाद भारतीय गणराज्य से सम्बंन्धित जातीय-भाषाई रूप से विविध भारत में उन्यन्न हुए या उससे जुड़े हुए हैं। हमारा भारत देश बहुभाशी, बहु-सांस्कृतिक, बहु विशयक और नई शिक्षा नीति 2020 से लेकर 2047 तक का भारत ऐसा भारत हो जिसका भौक्षिक दृश्टिकोण विश्वगुरु के रूप में प्रदर्शित हो। केसी देश की प्रगति व विकास का मार्ग वहाँ के मानव संसाधन से है मानव संसाधन का विकास शिक्षा द्वारा ही सम्भव है। उचित शिक्षा का निर्धारण शिक्षा नीति पर निर्भर स्वंतंत्रता के बाद भारत 1986 के बाद यानि कि 34 वर्शों के बाद नई शिक्षा नीति 2020 का निर्माण माननीय प्रधान मंत्री श्री नरेन्द्र मोदी जी की अध्यक्षता में हुआ है। नई शिक्षा नीति 2020 का सपना है कि 2047 का भारत एक ऐसा भारत हो जिसका भौक्षिक दृश्टिकोण विश्व गुरू के रूप में प्रदर्शित हो।

Keywords: नई शिक्षा नीति 2020, शिक्षा में नवाचार और गुणवत्ता



कौशल विकास में छापा कला का योगदान – एक अध्ययन विशाल कुमार, शोधार्थी, भीमराव अम्बेडकर, विश्वविद्यालय, आगरा

Abstract

भारत में कौशल विकास योजना के क्षेत्र में छापा कला का अहम योगदान रहा है। छापा कला के माध्यम से इस योजना को जन-जन तक पहुँचाने का कार्य िकया है। छापा माध्यम के द्वारा योजनाओं का विश्लेषण करना आसान हुआ है और चित्रों तथा लेखों को नई-नई तकनीकों के माध्यम से छाप कर बेरोजगार लोगों को जागरूक करने का कार्य िकया है। समाचार पत्र, पोस्टर, बैनर तथा डिजिटल माध्यम से कौशल विकास योजना को छापा कला तकनीक ने आगे बढ़ाने का कार्य िकया है। भारत के प्रधानमंत्री नरेन्द्र मोदी ने कौशल विकास योजना का प्रारम्भ 2015 ई० में िकया है। इस योजना के माध्यम से देश के बेरोजगार युवाओं को ग्राफिक कला, डिजिटल सेक्टर, शिल्पकला, चित्रकला, इलेक्ट्रानिक आदि 40 क्षेत्रों में प्रशिक्षण दिये जाते हैं। भारत सरकार का कौशल विकास और उद्यमशीलता मंत्रालय अब तक एक करोड़ सैतीस लाख से अधिक युवाओं को प्रधानमंत्री कौशल विकास योजना से नौकरियाँ प्रदान की जा चुकी हैं। आजकल तकनीकी विशेषज्ञता भी छापाकला यन्त्र विज्ञान के विकास में एक-एक महत्वपूर्ण स्थान रखती है। पश्चिम में छापाकला की सुविधा के लिए अनेक प्रकार के नये यन्त्र उपलब्ध है जो सृजनात्मक आत्म-अभिव्यक्ति के नाम पर भविष्य सूचक का अधिक सहारा लेते है। ऐसा सिर्फ छापा चित्रण में ही है अन्य कलाओं में नहीं है, क्योंकि इस माध्यम में रचनात्मक उत्पत्ति के लिए तकनीक का सहारा लिया जाता है जिसमें अपनी सीमाओं के कारण माध्यम कलाकार की दृष्टि संवेदनशीलता पर छा जाता है। कौशल विकास योजना के माध्यम से देश में युवाओं को व्यवसायिक शिक्षा प्रदान करना तथा उनका भविष्य संवारना हैं। भारत सरकार इसके माध्यम से व्यवसायिक शिक्षा को बढ़ावा दे रही है और दूर दराज के गाँवों तक कौशल विकास योजना के माध्यम से युवाओं को लाभ पहुँचा रही हैं। इससे देश का युवा वर्ण मुख्य धारा से जुड़ रहा है और अधिक लाभ प्राप्त कर रहा हैं।



आधुनिक संदर्भ में भारतीय एवं वैदिक संस्कृति निकिता यादव, स्नातक विद्यार्थी (मनोविज्ञान), छत्रपति शाहू जी महाराज विश्वविद्यालय, कानपुर

Abstract

'संस्कृति' शब्द का अर्थ है परिष्कृत संस्कार अर्थात वह संस्कार जो मानव के आचरण का अवलोकन करके उसका परिष्करण करते हैं। भारतीय संस्कृति संसार की सर्वाधिक पौरतिनक संस्कृतियों में एक उत्कृष्ट स्थान पर विराजमान है। संस्कृति किसी व्रंद की अभिलाषा, संस्कार, विचारधारा, एवं आचरण की परिचायक है। भारतीय संस्कृति का आरंभ सिंधु घाटी सभ्यता से हुआ, जो निस्संदेह सदैव ही विश्व के स्मृति पटल पर अंकित रहेंगी एवं युगों तक प्रचिलित रहेंगी। भारतीय संस्कृति का उद्गम अनेकानेक संस्कृतियों के सिम्मिश्रण का परिणाम है, फलस्वरूप वर्तमान भारत में विविध भाषाएं, भोजन, कलाएं, त्यौहार, संस्कार, जीवनशैली, आदि विभिन्नताएं विद्यमान है। यहां मात्र गंगा, यमुना, एवं सरस्वती जैसी पवित्र निद्यां ही मिश्रित नहीं होती वरन् अनेकानेक संस्कृतियां भी भारतीयता नामक संगम में समाहित होकर एक पवित्र, अविरल और अनंत













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सभ्यता एवं संस्कार स्थापित कर देती हैं। इसे वेद एवं देव संस्कृति भी उच्चारित किया जाता है क्योंकि वेद भारतीय संस्कृति का आधार है एवं ये वो स्तंभ हैं जिन पर ये विशाल एवं विस्तृत संस्कृति आश्रित है। 'वेद' शब्द, संस्कृत के विद् धातु से निर्मित है, जिसका अर्थ है ज्ञात करना, अर्थात ज्ञानार्जन करना। ये युगांतरो से प्रचलित एक विविध संस्कृति है, कदाचित हम इसकी विविधता का भौगोलिक, आर्थिक, सामाजिक, प्रौद्योगिक, राजनीतिक, एवं प्रशासनिक दृष्टि से मनन कर सकते हैं। काल के अनुसार अनेक वैचारिक एवं भौतिक परिवर्तन हुए हैं जिनके प्रभाव में भारतीय संस्कृति रूपांतरित हुई हैं, परंतु इस अंतराल में भी वह वैदिक संस्कार हमारे व्यक्तित्व से प्रथक नही हुए हैं, हमारा अस्तित्व हमारी संस्कृत पर आधारित है, एवं इस अनंत संस्कृति से विघटन की स्थिति में हम शून्य मात्र हैं।

Keywords: सर्वतोमुखी, आविर्भाव, परिष्करण, व्रंद, लिपिबब्द, पाण्डुलिपि, अविरामिता



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Abstract

भारत प्राचीनकाल से ही विश्वगुरू रहा है। अपने उच्च स्तरीय शिक्षा स्थलों जैसे नालन्दा, तक्षशिला आदि में देश विदेश के विद्यार्थी यहाँ शिक्षा ग्रहण करने आते थे। शिक्षा स्थल ही वो केन्द्र बिंदु है जहाँ से राष्ट्र का निर्माण और विनाश दोनों ही सम्भव हो सकते है। वर्ष 2020 दुनिया भर के देशों के लिए एक असाधारण वर्ष रहा है। भारत में, कोविड-19 के अलावा, जो महत्वपूर्ण बदलाव हुए उनमें से एक नई शिक्षा नीति (एनईपी) 2020 का विकास था। जिसमें 2 लाख सुझावों का सहारा लिया गया है। इस नीति में न केवल वर्तमान युवा पीढ़ी है बल्कि आने वाली पीढ़ी की अपेक्षाओं, आकांक्षाओं व चुनौतियों का भी ध्यान रखा गया है। उच्च शिक्षा में सामान्य नामांकन अनुपात को 2035 तक 26.3 प्रतिशत (वर्तमान में) से बढ़ाकर 50 प्रतिशत तक लाना है। उच्च शिक्षा में सिर्टिफिकेट, डिप्लोमा एवं डिग्री पाठ्यक्रमों को शामिल किया जाएगा। देश में 34 सालों बाद नई शिक्षा नीति आई है जो शोधपरक, नवाचार और अनुसंधान और आशा को बढ़ावा देती है। सरकार का ऐसा प्रयास है कि तेजी से बदलते सामाजिक आर्थिक वैश्विक परिवेश में देश के युवाओं को सक्षम बनाया जाए। आज तकनीकी शिक्षा में विज्ञान और इंटरनेट सम्बन्धी विषय अंग्रेजी में ही होते है। जिनका हिंदीकरण किया जाना आसान कार्य नहीं है। ऐसी दशा में यदि हमारा पूरा फोकस हिन्दी, मातृभाषा और क्षेत्रीय भाषाओं पर रहेगा तो देश में रोजगार के अवसरों में कमी होगी और हम तकनीकी और आर्थिक विकास की दृष्टि से काफी पिछड़ जाएंगें। इस पेपर का उद्देश्य एनईपी 2020 की चुनौतियों और संभावनाओं की पहचान करना है। गुणात्मक शोध में ट्विटर के डेटा का भी उपयोग किया गया है। डेटा (नीति दस्तावेज) मानव संसाधन विकास मंत्रालय की वेबसाइट से डाउनलोड किया गया था। यह पेपर उच्च शिक्षा क्षेत्र के लिए नीति के तीन महत्वपूर्ण पहलुओं – पाठ्यक्रम, भाषा और छात्रों की पहचान करता है। यह पेपर एनईपी 2020 से संबंधित भावना विश्लेषण पर भी चर्चा करता है।



मूक बिधर बच्चों के बेहतर विकास में नई शिक्षा नीति की उपाधिता का एक समाजशास्त्रीय विश्लेषण नैना शुक्ला, शोधकर्ता, समाजशास्त्र विभाग, डी॰बी॰एस॰, कॉलेज, कानपुर

Abstract

सपनों का आकाश तो हर किसी का होता है, लेकिन उसकी अभिव्यक्ति के तरीके जरूर बदल जाते हैं, दिव्यांग बच्चों में प्रकृति ने कुछ कमी छोड़ी है तो अतिरिक्त रचनात्मकता देकर कहीं न कहीं उन्हें नवाजा भी है।

प्रस्तावना – प्रस्तुत शोध पत्र कानपुर नगर में संचालित मूक बिधर विद्यालयों पर आधारित है, जिसमें नई शिक्षा नीति में जो नवीनतम योजनाएं आई हैं उनका लाभ मूक बिधर बच्चों तक तथा ऐसे संचालित विद्यालयों वाले लाभों का मूल्यांकन करना है। मूक बिधर बच्चों के सर्वागीण विकास के लिए लायी गई नई-नई योजनाओं का मूल्यांकन करना है। नई शिक्षा नीति ने मूक बिधर बच्चों की साइन लैंग्वेज को एक विषय का दर्जा दिया है जो कि इस भाषा को और बढावा देगा एवं एन०सी०ई०आर०टी० एवं इंडियन साइन लैंग्वेज रिसर्च एण्ड ट्रेनिंग ने कक्षा एक से बारहवीं तक की किताबों को डिजिटली मोड पर ला रही है, तथा नई शिक्षा नीति के तहत इन मूक बिधर को भी स्कूलों से जोड़ने पर जोर दिया जा रहा है। नई शिक्षा नीति 2020 ने मौजूदा ढाँचे के साथ विकलांग बच्चों को पढ़ाने के लिए अल्पकालिक विशेषता पाठ्यक्रम पेश किए हैं।

शोध पद्धति – प्रस्तुत शोध पत्र में उद्देश्यात्मक निदर्शन पद्धति का प्रयोग किया जाएगा तथा १०० उत्तरदाताओं का चयन किया जाएगा।

आँकड़ा संकलन – स्वनिर्मित प्रश्नावली, साक्षात्कार, प्राथमिक व द्वितीयक स्त्रोत का प्रयोग किया जाएगा।

अनुमानित परिणाम – नई शिक्षा नीति के मूक बिधर बच्चों को समाज की मुख्य धारा से जोड़ने के साथ-2 क्या नया बदलाव उनके जीवन में आया है, इसकी जानकारी प्राप्त होगी। नई शिक्षा नीति के अनुसार जो भी योजनाएं लागू की जा रही हैं वो कितनी साकार रूप से मूक बिधर विद्यालयों में लागू हैं, एवं मूक बिधर बच्चों के जीवन में डिजिटलीकरण ने क्या नया आयाम दिया है, इससे अवगत कराया जाएगा।

Keywords: मूक बधिरता, मूक विकलांगता, श्रव्य विकलांगता, डिजिटलीकरण, स्पीच थैरेपी















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आत्मनिर्भर भारत के संदर्भ में युवाओं के जीवन में नई शिक्षा नीति की प्रासंगिकता पलक गुप्ता, छत्रपति शाहू जी महाराज विश्वविद्यालय, कानपुर

Abstract

हाल ही में, भारत ब्रिटेन को पीछे छोड़कर दुनिया की पांचवीं सबसे बड़ी अर्थव्यवस्था बन गया है। वर्तमान में भारत की जीडीपी लगभग 3,755 अरब ड०लर और प्रति व्यक्ति आय 2,389 ड०लर है। इन परिणामों तक पहुंचने के लिए भारत सरकार द्वारा कई पहल की गई है, जिनमें आत्मनिर्भर भारत अभियान व नई शिक्षा नीति 2020 शामिल है। आत्मनिर्भर भारत अभियान का उद्देश्य लोगों के लिए आर्थिक आत्मनिर्भरता एवं नए रोजगारों को बढ़ावा देना है। वही नई शिक्षा नीति का मूल लक्ष्य और उद्देश्य वर्ष 2030 तक प्राथमिक से माध्यमिक स्तर तक शिक्षा को सार्वभौमिकता प्रदान करना है। क्योंकि भारत विश्व की सबसे बड़ी युवा आबादी वाला देश है और कुल जनसंख्या का लगभग 66 प्रतिशत (808 मिलियन से अधिक) 35 वर्ष से कम आयु का है, इसी कारण भारत सरकार का ध्यान मुख्य रूप से युवा आबादी को रोजगार प्राप्त करने योग्य बनाना है। ये दोनों ही पहल भारत को आत्मनिर्भरता एवं रोजगार प्रदान करने की ओर केन्द्रित हैं। इस पेपर में शोधकर्ता आत्मनिर्भर भारत के संदर्भ में युवाओं के जीवन में नई शिक्षा नीति की प्रासंगिकता का विश्लेषण करेगा। उनके प्रभावी कार्यान्वयन को सुनिश्चित करने के लिए नीतिगत सिफारिशें प्रस्तावित करेगा। अध्ययन की प्रकृति वर्णनात्मक होगी और अध्ययन मुख्य रूप से द्वितीयक स्रोतों जैसे भारत सरकार की रिपोर्टों, नीति–निर्माताओं की कुशल रणनीति और इस क्षेत्र के विशेषज्ञों द्वारा प्रकाशित विभिन्न लेखों से प्राप्त तथ्यों और आंकड़ों पर केंद्रित होगा।



स्वदेशी शिक्षा प्रणाली : भारतीय धर्म ग्रंथ एवं सामाजिक प्रासंगिकता रंजीता कुमारी, शोधार्थी, समाजशास्त्र विभाग, पाटलिपुत्र विश्वविद्यालय, पटना

Abstract

अल्बर्ट आइंस्टीन के अनुसार 'हम प्राचीन भारतीय ज्ञान के कर्जदार हैं, जिन्होंने हमें गिनने का ज्ञान दिया जिसके बिना अधिकतर आधुनिक वैज्ञानिक आविष्कार होना असंभव होता'

भारतीय संस्कृति में सदैव ज्ञान को अत्यधिक महत्व प्रदान किया गया हैं। हमने विरासत में भारतीय बौद्धिक ग्रंथों का समृद्ध विशाल संग्रह पांडू-लिपियों का विश्व का विशालतम संग्रह, ज्ञान के विस्तृत एवं व्यापक क्षेत्र में ढेर सारे ग्रंथ, विचारको एवं गुरु- शिष्य परंपरा, विश्वविद्यालय, विद्यालयों की इसकी विश्व प्रमाणित परमिता परंपरा प्राप्त हुई हैं। भगवान श्रीकृष्ण ने भी भगवत गीता में यह कहा है कि स्वयं का महान शुद्दिदाता एवं मुक्तिदाता ज्ञान ही है भारतीय ज्ञान परंपरा में अविरलता है तथा वेदों, उपनिषदों से अभी वर्तमान तक ज्ञान सभ्यता के केंद्र में रहा हैं।

आरंभिक प्राचीन उपलब्ध ज्ञान को भूंडकोपनिषद दो भागों में बांटा गया है— 1.पराविद्या— संसार के पार का ज्ञान तथा 2. अपराविद्या यानी भौतिक जगत का ज्ञान इसमें आगे चलकर विद्या को विषयों, विधायो शिल्प या कला में बदला गया। स्वदेशी ज्ञान प्रणाली में वास्तुकला, दर्शन, खगोल विज्ञान, गणित, समाजशास्त्र, मैट्रिक्स, धर्मशास्त्र, राजनीति और अर्थव्यवस्था, नीतिशास्त्र, तर्कशास्त्र, भूगोल, सैन्य विज्ञान, शस्त्र विद्या, खनन, कृषि जैसे विविधता पूर्ण क्षेत्र सिम्मिलत हैं। वाणिज्य एवं व्यापार, खनन, धातु विज्ञान, पोत निर्माण, खनन, काव्यशास्त्र, विकित्सा,जीव विज्ञान और पशु चिकित्सा विज्ञान भी इसमें शामिल है। स्वदेशी धर्म ग्रंथो में हमें ज्ञान की एक सतत और संचयी निरंतरतापूर्ण शृंखला उपलब्ध कराती है।

स्वदेशी ज्ञान प्रणाली में 18 प्रमुख विद्याएं, 64 कलाएं, व्यावसायिक विषय, कला शामिल हैं। चार वेद – ऋग्वेद, अथर्ववेद, सामवेद तथा यह आयुर्वेद है इन चारों वेदों के सहायक वेद हैं आयुर्वेद – चिकित्सा हेतु, धनुर्वेद – शास्त्रीय, गंधर्व वेद – संगीत और शिल्प वेद – वास्तुकला, आगे पुराण, मीमांसा, न्याय, धर्मशास्त्र और वेदांग भी हैं। छह सहायक विज्ञान, ध्वान्यकरण, छंद व्याकरण, भाषाशास्त्र एवं कर्मकांड। यह स्वदेशी ज्ञान परंपरा के 18 विज्ञानों के आधार बने हैं व्यावसायिक विज्ञानों में 64 प्रतिस्पर्धी गणनाएं हैं।

Keywords: स्वदेशी ज्ञान, वेद, मीमांसा, विद्याए, कलाए, मीमांसा



शैक्षिक प्रशिक्षण में आई.सी.टी. की भूमिका : शिक्षकों को सशक्त बनाना रंजीता सिंह, पी.एच.डी. शोधार्थी, शिक्षाशास्त्र कोटा विश्वविद्यालय कोटा, कोटा (राज.)

Abstract

आई.सी.टी. का मतलब सूचना और संचार प्रौद्योगिकी है। यह एक व्यापक शब्द है, जिसमें जानकारी एकत्र करने, भंडारण, प्रसंस्करण, संचारण और प्रस्तुत करने के लिए विभिन्न प्रौद्योगिकी उपकरणों और प्रणालियों का उपयोग शामिल है। आजकल हमारे जीवन का हर पहलू प्रौद्योगिकी द्वारा संचालित है। जैसे-जैसे प्रौद्योगिकी आगे बढ़ रही है, हम नए विकास पर अधिक निर्भर होते जा रहे हैं क्योंकि यह हमारे जीवन को कुशल और सरल बनाता है। ठीक इसी तरह यह शिक्षकों को भी अपने शिक्षण सरल, कुशल और इंटरएक्टिव बनाने में मदद करता है। आई.सी.टी. इंटरएक्टिव लर्निंग, प्लेटफार्म, सिमुलेशन और मल्टीमीडिया संसाधनों के द्वारा छात्रों को उन तरीकों से संलग्न करता है जो पारंपरिक तरीके अक्सर नहीं कर सकते। शिक्षक आई.सी.टी. का उपयोग करके छात्रों के सामने प्रभावी ढंग से विचार प्रस्तुत कर सकता है। वो अपना लेशन प्लान आकर्षक











NATIONAL SEMINAR



RECONDITIONING INDIAN TRADITION AND CULTURE THROUGH NEP 2020:
MULTILINGUAL, MULTICULTURAL AND MULTIDISCIPLINARY EDUCATIONAL APPROACHES

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Dept. of Lifelong Learning & Extension C S J M University, Kanpur, U. P. (Accredited A++ by NAAC) Indian Council of Social Science Research (ICSSR), New Delhi



बना सकते है। आई.सी.टी. शिक्षकों को अपने कक्षाओं की योजना बनाने, इनपुट प्राप्त करने की सुविधा देता है। यह शिक्षकों को शिक्षित करने की क्षमता को बढ़ाता है। शिक्षकों को विडियों, एनीमेशन और सिमुलेशन प्रशिक्षण के साथ सीखने के लिए तकनीकी सहायता की आवश्यकता होती है जो शिक्षकों को मॉडल प्रस्तुत करने में सक्षम बनाती है। यदि शिक्षक तकनीकी रूप से तैयार है, तो छात्र भी तकनीकी रूप से सुसज्जित होगा। शिक्षकों को रिसर्च वर्क करने में भी आई.सी.टी. काफी मदद करता है, अर्थात आई.सी.टी. की मदद से शिक्षक समाज और देश के विकास में भी अपनी भागीदारी दे सकता है।

Keywords: सूचना एवं प्रौद्योगिकी, इंटरएक्टिव लर्निंग, हाइब्रिड लर्निंग, सिमुलेशन, ऑडियो और विडियो एनीमेशन



स्यूरोपियन क्यूचक जिप्सी नृत्य में भारतीय कालबेलिया लोकनृत्य की झलक रिमझिम सिन्हा, शोधकर्ता, महात्मा गांधी अंतरराष्ट्रीय हिंदी विश्वविद्यालय, वर्धा, महाराष्ट्र

Abstract

रोमा यूरोप का सबसे बड़ा अल्पसंख्यक समुदाय है। रोमा जिन्हें जिप्सी नाम से भी संबोधित किया जाता हैं, उनके लोकनृत्य को जिप्सी नृत्य कहा जाता है। यें भारतीय कालबेलिया लोकनृत्य नृत्य के संरूप है। रोमानी नृत्य संगीत का सुरम्य मार्ग भारत से प्रारंभ होता है। संगीत और नृत्य का रोमा के साथ गहरा प्रतीकात्मक संबंध हैं। जो उनकी अभिव्यक्ति संचार तथा आजीविका का एक प्रमुख माध्यम है अत्यधिक गरीबी, किनाइयों एवं मौलिक अधिकारों के उल्लंघन के बावजूद नृत्य-संगीत रोमा समुदाय को जीने के लिए सहारा और प्रेरणा प्रदान करता है। रोमा के जीवन का हर छोटा-बड़ा अनुष्ठान, उत्सव, तथा अन्य विभिन्न कार्य किसी न किसी रूप से नृत्य और संगीत द्वारा संपन्न होते हैं। रोमा भी कालबेलिया की भाँति नृत्य और संगीत को अपने जीवन का अभिन्न अंग समझते हैं। रोमानी (जिप्सी) लोकनृत्य भारत के लोकनृत्य का एक अदूद अंग हैं। आज भी जिप्सी नृत्य की मुद्राएं कालबेलिया जिप्सी नृत्य की मुद्राओं के समान हैं। हालांकि समय के साथ कुछ परिवर्तन देखने को मिलते है। इस शोधपत्र में चित्रों के माध्यम से मुद्राओं की समानता पर विचार किया जाएगा। यह भारतीय कालबेलिया तथा यूरोपियन जिप्सी नर्तकीयों के नृत्य की समरूपता पर आधारित हैं। लेख का माध्यम साक्षात्कार हैं।

 ${f Keywords}$: कालबेलिया, रोमा समुदाय, जिप्सी नृत्य, लोकनृत्य, रोमानी संस्कृति, भारतीय संस्कृति, नृत्य मुद्रा



थर्ड जेण्डर की समस्याओं का समाजशास्त्रीय अध्ययन एनईपी 2020 के सन्दर्भ में रूबी पाल, शोधार्थिनी, डीञ्बीञ्एसञ् कालेज गोविन्द नगर, कानपुर

Abstract

शिक्षा मंत्रालय ने नेशनल एजुकेशन पालिसी एनईपी 2020 के अनुसार राष्ट्र के सभी विद्यालयों को समाज के पिछंडे वर्ग, ट्रान्सजेंडर और दिव्यांग बच्चों के लिए समावेशी बनाने के लिए नई गाइड लाइन जारी की हैं, ऐसे बच्चों के लिए विद्यालयों में आम बच्चों के साथ उनके लिए पढ़ाई को और मजेदार एवं सरल बनाने के लिए गाइड लाइन जारी की गई हैं। गाइडलाइन का मकसद है स्कूलों को इन बच्चों के लिए फ्रेंडली बनाना, इसके जरिए क्लास रूम के सभी बच्चों को पढ़ाई और एक्स्ट्रा करिकुलर एक्टिविटीज जैसे म्यूजिक-डांस और स्पोर्टस में एक जैसे लेवल पर लाने पर काम किया जाएगा ताकि उनका समुचित विकास हो सके।

एनईपी 2020 में सभी बालिकाओं के साथ-साथ ट्रान्सजेण्डर छात्रों के लिए समान गुणवत्ता वाली शिक्षा प्रदान करने की बात कही गई हैं, इसके लिए एक लिंग समावेशन कोश (जी आई एफ) स्थापित करने का प्रावधान है। यह जानकारी केन्द्रीय शिक्षा मंत्री धर्मेन्द्र प्रधान ने राज्य सभा में एक प्रश्न के लिखित उत्तर में दी, लड़िकयो और ट्रान्सजेण्डर बच्चों की की समान और गुणवत्तापूर्ण शिक्षा को समग्र शिक्षा के तहत विशिष्ट प्रावधानों के माध्यम से पूरा किया जा रहा हैं, वही शिक्षा मंत्रालय ने सरकारी, सरकारी सहायता प्राप्त और निजी स्कूलों में पढ़ने वाले बच्चों की सुरक्षा के मामले में स्कूल प्रबंधन की जवाबदेही तय करने के लिए स्कूल-सुरक्षा पर दिशा निर्देश भी तैयार किए हैं, इन दिशा निर्देशों में स्कूलों में बच्चों की सुरक्षा सुनिश्चित करने के लिए विभिनन हितधारकों और विभिन्न विभागों की जवाबदेही का विवरण दिया गया है।

Keywords: थर्ड जेण्डर, एनईपी २०२०, पाठ्येतर गतिविधियां



शैक्षणिक प्रशिक्षण में आई.सी.टी. की भूमिका — प्रशिक्षार्थियों की शिक्षण प्रभावशीलता को सशक्त बनाना सिवता सिंहर , डॉ भागना२

१शोधार्थी, भिलाई कॉलेज ऑफ इन्फॉर्मेशन टेक्नोलॉजी, जामुल, भिलाई, छत्तीसगढ़ २सहायक प्राध्यापक, शिक्षा विभाग, कल्याण स्नात्तकोत्तर महाविद्यालय, भिलाई, छत्तीसगढ

Abstract

शैक्षणिक प्रशिक्षण में आई.सी.टी. का उपयोग प्रशिक्षार्थियों की शिक्षण प्रभावशीलता को सुदृढ़ बनानें के लिए महत्वपूर्ण होता है। आई.सी.टी. के सदुपयोग से













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प्रशिक्षार्थियों को नये तरीके से शिक्षण की प्रक्रिया को समझने और व्यवहारिक क्षमता को विकसित करने का अवसर प्राप्त होता है। शिक्षण प्रभावशीलता का सीधा संबंध शिक्षा के शिक्षण निश्पादन क्षमता से हैं, जिसको वह अपने शिक्षण कौशलो एवं अर्जित ज्ञान के माध्यम से छात्रों को पदाते हुए अर्जित करता है आई.सी.टी. ने प्रशिक्षार्थियों को आधुनिक तकनींकि ऑनलाइन शिक्षण और ई.-लर्निंग के सुविधाओं से परिचित कराया है जिससे वह शिक्षण प्रक्रिया में प्रगति कर सकते हैं। कोविड-19 महामारी के दौरान शिक्षण प्रणाली की सारी परिस्थियाँ ही बदल गई थी जिससे पूरी शिक्षण व्यवस्था प्रभावित हुई तथा शिक्षक शिक्षण कौशल भी प्रभावित हुआ। शिक्षक कार्य को सुवारू रूप से चलाने के लिए आनलाइन क्लासेस को आवश्यक समझा गया जिसके लिए शिक्षकों को ई.-लर्निंग, ई-कन्टेन का ज्ञान होना अनिवार्य बन गया था जिसमें आई.सी.टी. की भूमिका महत्वपूर्ण रही। प्रशिक्षण कार्यक्रम के सहायता से शिक्षक प्रशिक्षार्थियों को तकनींकि ज्ञान जैसे गूगल मीट, जूम क्लास, गूगल ड्राइव, गूगल फार्म, वर्चुअल मीटिंग आदि की जानकारी देकर शिक्षा के स्तर को बद्धाया जा सकता है। आई.सी.टी. का सही उपयोग करके शिक्षण प्रशिक्षण प्रक्रिया को सुदृद्ध बनाया जा सकता है जिससे प्रशिक्षार्थियों की शिक्षण प्रभावशीलता को सशक्त किया जा सकता है।

Keywords: एनईपी २०२०, पाट्येतर गतिविधियां



राष्ट्रीय शिक्षा नीति – 2020 के परिप्रेक्ष्य में माध्यमिक विद्यालय के शिक्षकों को तकनीकि उपयोग में आने वाली चुनौतियां एवं सम्भावित समाधान एक अध्ययन

शिवानी तिवारी, छात्रा, मास्टर ऑफ रुरल मैनेजमेन्ट एण्ड एक्सटेन्शन, सी.एस.जे.एम. विश्वविद्यालय,कानपुर

Abstract

किसी भी देश की प्रगति के साथ-साथ वहाँ के नागरिक के सर्वागीण विकास के लिये शिक्षा को महत्वपूर्ण आधार गाना गया है। आधुनिक समय की जरुरतों के अनुरुप भारतीय शिक्षा प्रणाली में बदलाव की आवश्यकता है जिसकों केन्द्र सरकार ने राश्ट्रीय शिक्षा नीति 2020 को मंजूरी देकर भारतीय शिक्षा परिदृश्य में बड़े बदलावों का दृश्टिकोण प्रस्तुत किया है। नयी शिक्षा नीति का उद्देश्य भारत में युवाओं को समावेशी और समान गुणवत्तावाली शिक्षा प्रदान करने से है। नयी शिक्षा प्रणाली को सम्पूर्ण रूप से सभी भौक्षिक निर्णयों को भामिल करने के लिए डिजाइन किया गया है। तािक सभी छात्र वचपन की देख-भाल से लेकर स्कूली शिक्षा और उच्च शिक्षा तक विकसित हो सके तथा तकनीिक शिक्षा के माध्यम से सभी का सर्वागीण विकास हो सके। तथा प्रसार शिक्षा का भी विकास हो सके जैसा कि हम सभी जानते हैं कि किसी भी नीति की सफलता और असफलता के दो रूप होते हैं, जिसका पूरा ध्यान नयी शिक्षा नीति निर्माण में रखा गया है। इसकी सफलता के लिये उसके कार्य वयन की प्रणली के दौरान प्रत्येक बिन्दु पर समस्याओं के संदर्भ में एक बहतर समझ के साथ नयी शिक्षा नीति को मंजूरी दी गयी है। यदि देश और समाज की प्रगति करनी है तो शिक्षा व्यवश्या की प्रगति आवश्यक है। जो कि तकनीिक की सहायता से ही सम्भव है तकनीिक आधारी शिक्षा में अनेक सुविधाऐ होती है जिसका लाभ उठाकर छात्र शिक्षा गृहण कर जीवन एवं समाज का विकास करने के लिए सक्षम हो पाते हैं, जो सामाजिक, शैक्षिक एवं वैरिवक दृश्टिकोण से बहतर माना जाता है।

Keywords: एनईपी २०२०, पाट्येतर गतिविधियां



नई शिक्षा नीति — 2020 : संभावनाएं, चुनौतियाँ और कार्यान्वयन रणनीतियां यासमीन, शोधार्थनी, छत्रपति शाहू जी महाराज विश्वविद्यालय, कानपुर

Abstract

आधुनिक भारत में नई शिक्षा नीति का विशिष्ट महत्व है। इससे रचनात्मक और नवाचार को महत्व मिलेगा। प्रस्तुत शोध पत्र में उच्च शिक्षा मंत्रालय के द्वारा जारी नई शिक्षा नीति-2020 संभावनाएं, चुनौतियाँ और कार्यान्वयन रणनीतियों के बारे में बताया गया है। समय के साथ शिक्षा नीति में बदलाव करना आवश्यक होता है। तािक देश की उन्नित सही और तेजी से हो सके। नई शिक्षा नीति-2020 के माध्यम से शैक्षिक ढाँचे को बेहतर बनाने का सरकार का प्रयास अपने आप में एक सराहनीय कार्य है। राष्ट्रीय शिक्षा नीति 2020 तत्काल राष्ट्रीय मिशन के रूप में सभी बच्चों के लिये मूलभूत साक्षरता और संख्यात्मकता ;व्यनदकंजपवदंस स्पजमतंबल दक छनउमतंबलद्ध की प्राप्ति को प्राथमिकता देती है। नई शिक्षा नीति-2020 भारत में राष्ट्रीय शिक्षा नीतियों (1968 एवं 1986) के बाद स्वतंत्र भारत की तीसरी और 21वीं सदी की पहली शिक्षा नीति है। भारत में नई शिक्षा नीति 2020 का प्रारूप 34 वर्ष के उपरान्त अस्तित्व में आया। नई शिक्षा नीति-2020 ने शिक्षा की पहुँच, समानता, गुणवत्तापूर्ण शिक्षा और उत्तरदायित्व जैसे मुद्दों पर विशेष ध्यान दिया गया है। इस नीति का लक्ष्य गुणवत्तापूर्ण नवाचार एवं अनुसंधान के माध्यम से भारत को वैश्विक ज्ञान महाशक्ति बनाना है। जो नई शिक्षा नीति-2020 के प्रभावशाली क्रियान्वयन के लिये नई शिक्षा नीति-2020 केन्द्रीय शिक्षा सलाहकार बोर्ड के सशक्तिकरण की अनुशंसा करती है।

 ${f Keywords}$: एनईपी २०२०, पाठ्येतर गतिविधियां













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