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CONTENTS

Environmental Education and Skilling the Students for Future

Liju M. & Rajeshwari K.*

ABSTRACT

Environmental education encompasses a range of learning experiences aimed at increasing awareness, understanding, and appreciation of the natural world, as well as fostering the development of skills and attitudes necessary for sustainable living. Here's an overview of key aspects of environmental education and skilling the students for the protection of the environment for present and future eras.

Key words: Environment Education, Skilling, Students

Introduction

Environmental education seeks to raise awareness about environmental issues such as climate change, biodiversity loss, pollution, and resource depletion. It also aims to deepen understanding of the interconnectedness of ecosystems and human societies. This includes knowledge about ecosystems, biodiversity, energy flow, nutrient cycling, and the impact of human activities on the environment. Environmental education often takes an interdisciplinary approach, integrating concepts and methods from various fields such as biology, ecology, geography, social sciences, and humanities. This helps learners explore complex environmental issues from multiple perspectives.

Hands-on, experiential learning is a central component of environmental education. Activities such as field trips, outdoor exploration, citizen science projects, and environmental stewardship initiatives provide opportunities for direct engagement with nature and real-world environmental issues.

Environmental education aims to develop critical thinking and problem-solving skills necessary for addressing environmental challenges. This includes the ability to analyze information, evaluate evidence, consider different viewpoints, and generate creative solutions. It fosters positive attitudes and values toward the environment, such as respect, empathy, responsibility, and stewardship to empower learners to take action and become advocates for environmental protection and sustainability. This can involve individual actions such as reducing waste, conserving energy, and adopting sustainable lifestyles, as well as collective actions such as community organizing and policy advocacy.

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Educating the Students for Green Jobs

Green jobs refer to employment opportunities that contribute to environmental sustainability and the transition to a low-carbon, resource-efficient economy. These jobs are typically associated with industries and sectors that prioritize environmental protection, conservation, renewable energy, and sustainable practices. For example,

* **Renewable Energy:** Jobs in renewable energy industries, such as solar, wind, hydroelectric, and geothermal energy, involve the design, installation, maintenance, and operation of renewable energy systems. This includes roles in solar panel installation, wind turbine maintenance, hydroelectric power generation, and geothermal energy production.

* **Energy Efficiency:** Jobs in energy efficiency focus on improving energy efficiency in buildings, transportation, and industrial processes to reduce energy consumption and greenhouse gas emissions. This includes roles in energy auditing, building retrofits, energy-efficient HVAC systems, and smart grid technology.

* **Environmental Conservation:** Jobs in environmental conservation involve protecting and restoring natural habitats, biodiversity and ecosystems. This includes roles in wildlife conservation, forestry, marine conservation, habitat restoration, and land management.

* **Sustainable Agriculture:** Jobs in sustainable agriculture promote environmentally friendly farming practices that minimize environmental impact, conserve natural resources, and promote biodiversity. This includes roles in organic farming, agroecology, permaculture, and sustainable food production and distribution.

* **Waste Management and Recycling:** Jobs in waste management and recycling involve collecting, sorting, processing, and disposing of waste materials in an environmentally responsible manner. This includes roles in recycling facilities, waste-to-energy plants, composting operations, and hazardous waste management.

* **Green Building and Construction:** Jobs in green building and construction focus on designing, constructing, and renovating buildings and infrastructure to be more energy-efficient, water-efficient, and environmentally sustainable. This includes roles in green building design, LEED certification, sustainable materials sourcing, and green construction practices.

* **Environmental Education and Outreach:** Jobs in environmental education and outreach involve raising awareness about environmental issues, promoting sustainable behavior change, and educating communities about environmental conservation and stewardship. This includes roles in environmental education centers, non-profit organizations, government agencies, and schools.

* **Clean Transportation:** Jobs in clean transportation involve developing and promoting alternative modes of transportation that reduce air pollution, greenhouse gas emissions, and

dependence on fossil fuels. This includes roles in electric vehicle manufacturing, public transportation, bike-sharing programs, and sustainable urban planning.

* **Water Management & Conservation:** Jobs in water management and conservation focus on protecting and managing water resources, improving water quality, and promoting water conservation practices. This includes roles in water treatment and distribution, wastewater management, watershed management, and water policy and planning.

* **Climate Adaptation and Resilience:** Jobs in climate adaptation and resilience involve helping communities and organizations prepare for and respond to the impacts of climate change, such as extreme weather events, sea-level rise, and changing precipitation patterns. This includes roles in climate risk assessment, disaster preparedness, infrastructure resilience, and community resilience planning.

Green jobs contribute to economic growth, job creation, and environmental sustainability, making them an important component of efforts to address climate change and promote sustainable development.

Skills For a Sustainable Environment

In the 21st century, addressing environmental challenges requires a diverse set of skills that go beyond traditional academic knowledge. Skilling students for environmental protection and future jobs i.e., green jobs, involves equipping them with the knowledge, skills, and attitudes necessary to understand environmental issues and actively contribute to solutions. Here are some key skills relevant to environmental protection that are called sustainable skills or green skills that should be fostered in young students for the sake of our environment:

1. **Critical Thinking:** The ability to analyze complex environmental issues, evaluate evidence, and make informed decisions is crucial for effective environmental protection. Critical thinking skills help individuals assess the validity of information, consider multiple perspectives, and identify underlying causes of environmental problems.

2. **Practical Skills:** Teach practical skills related to sustainable living, such as composting, gardening, water conservation, energy efficiency, waste reduction, and recycling. Provide opportunities for students to apply these skills both at school and in their communities.

3. **Problem-Solving:** Environmental protection often involves finding innovative solutions to complex problems. Problem-solving skills enable individuals to identify environmental challenges, develop strategies for addressing them, and adapt solutions to changing circumstances.

4. **Collaboration and Teamwork:** Environmental protection requires cooperation and collaboration among diverse stakeholders, including government agencies, non-profit organizations, businesses, and communities. Collaboration skills help individuals work effectively with others to achieve common goals, build consensus, and leverage collective expertise and resources.

5. **Communication:** Effective communication is essential for raising awareness about environmental issues, advocating for policy change, and engaging the public in environmental protection efforts. Communication skills enable individuals to convey complex information clearly and persuasively to diverse audiences through various channels, including writing, speaking, and multimedia presentations.

6. **Creativity and Innovation:** Environmental protection often requires thinking outside the box and developing creative solutions to complex problems. Creativity and innovation skills enable individuals to generate new ideas, design novel approaches, and adapt existing technologies to address environmental challenges in imaginative ways.

7. **Critical Consumption:** Promote awareness of the environmental impacts of consumption patterns and encourage students to make informed choices as consumers. Teach them to evaluate the environmental footprint of products and services and to support businesses and industries that prioritize sustainability.

8. **Green consumerism:** refers to the practice of making purchasing decisions based on environmental considerations, such as the sustainability, environmental impact, and ethical production of products and services. It involves choosing goods and services that minimize harm to the environment and support companies that prioritize environmental responsibility.

9. **Conservation skills:** It involves a range of practices and techniques aimed at protecting and preserving natural resources, biodiversity, and ecosystems.

10. **Waste management skills:** this involves a range of practices aimed at minimizing waste generation, maximizing resource recovery, and reducing the environmental impact of waste disposal by waste reduction, recycling knowledge, proper waste segregation, etc.

11. **Systems Thinking:** Environmental issues are interconnected and often involve complex systems with multiple interrelated components. Systems thinking skills help individuals understand the interactions between human activities and the environment, identify feedback loops and leverage points for intervention, and anticipate unintended consequences of proposed solutions.

12. **Resilience and Adaptability:** Environmental protection requires resilience and adaptability to respond effectively to changing environmental conditions, unforeseen challenges, and unexpected setbacks. Resilience skills help individuals bounce back from adversity, learn from failure, and persist in the face of obstacles.

13. **Empathy and Cultural Competence:** Environmental protection involves understanding and addressing the needs and perspectives of diverse communities and cultures. Empathy and cultural competence skills help individuals recognize the value of different cultural perspectives, build trust and rapport with diverse stakeholders, and develop inclusive and equitable environmental solutions.

14. **Digital Literacy:** In the digital age, technology plays a significant role in environmental protection, from data collection and analysis to communication

and advocacy. Digital literacy skills enable individuals to navigate digital tools and platforms effectively, critically evaluate online information, and use technology to support environmental research, education, and activism.

15. **Ethical Leadership:** Environmental protection requires ethical leadership that prioritizes the common good, upholds principles of environmental justice and sustainability, and promotes integrity, transparency, and accountability in decision-making processes. Ethical leadership skills help individuals inspire and motivate others to take action for the benefit of present and future generations and the health of the planet.

Students play a crucial role in shaping the future of the environment. They are often at the forefront of raising awareness about environmental issues among their peers and in their communities. They can lead and participate in green initiatives within their schools, such as environmental clubs, recycling programs, energy-saving campaigns, and community gardens. These initiatives not only promote sustainable practices but also foster a culture of environmental stewardship among students and staff. Students can cultivate a sense of global citizenship and responsibility for the planet, recognizing that environmental issues are interconnected and require collective action across borders and generations. By collaborating with peers around the world and fostering international cooperation, students can contribute to global efforts to protect the environment and secure a sustainable future for all. Environmental education is not limited to formal schooling but is a lifelong process that occurs in various contexts throughout one's life. It involves continuous learning, reflection, and adaptation to changing environmental conditions and societal needs.

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Environmental Sustainability and Integrating Environmental Awareness and Sustainability in Higher Education

Seema Yadav*

ABSTRACT

Integrating environmental awareness into the curriculum requires the implementation of diverse strategies and methods designed to cultivate a thorough understanding of environmental issues among students. By embracing a cross-curricular approach, educators can illustrate the interconnections between environmental concepts and various subjects. Hands-on learning experiences, including project-based learning, experiential learning, and service learning, enable students to actively engage with environmental challenges and explore potential solutions. This article discusses the integration of environmental awareness into the educational curriculum through various strategies and methods. Employing a cross-curricular approach, hands-on learning experiences, technology utilization, and action-oriented learning, educators aim to equip students with the knowledge, skills, and values necessary to address environmental challenges. The article emphasizes the importance of fostering environmental stewardship, promoting critical thinking, and empowering students to take proactive steps towards sustainability. Through these efforts, schools play a crucial role in shaping environmentally conscious citizens capable of making a positive impact on the world.

Key words: environmental awareness, curriculum integration, education, sustainability, hands-on learning, action-oriented

Introduction

In the face of escalating environmental challenges, integrating environmental awareness into educational curricula has emerged as a pivotal strategy for fostering sustainability and preparing future generations to address pressing environmental issues. It sets the stage for discussing the various strategies and methods employed to integrate environmental awareness into the curriculum. With the growing urgency of climate change, biodiversity loss, pollution, and other environmental threats, educational institutions play a crucial role in equipping students with the knowledge, skills, and values needed to navigate and mitigate these challenges

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(Torralba-Burrial & Dopico, 2023). By incorporating environmental themes across disciplines, providing hands-on learning experiences, leveraging technology, and promoting action-oriented learning, educators aim to cultivate a generation of environmentally literate and proactive citizens capable of effecting positive change. This highlights the significance of integrating environmental awareness into education and previews the key strategies and methods discussed in subsequent sections(Ferguson & Bramwell-Lalor, 2023).Sustainability is greatly aided by modern environmental education and environmental education. Higher education institutions play a significant role in educating and preparing the next generation for a green society through environmental education (Boca & Saraçl?, 2019) (Hernawan et al., 2022).

The Urgency of Environmental Sustainability: Overview of global environmental issues and the need for immediate action

Environmental sustainability has become critical in the 21st century, demanding urgent action to address global issues such as climate change, biodiversity loss, deforestation, pollution, ocean acidification, water scarcity, and waste management. Climate change, driven by greenhouse gas emissions, leads to extreme weather and ecosystem disruption, while biodiversity loss threatens ecosystem services vital for human well-being. Deforestation exacerbates climate change and biodiversity loss, while pollution poses severe health risks. Ocean acidification endangers marine life, and water scarcity affects human

health and agriculture. Ineffective waste management, particularly of plastics, further harms the environment. Immediate, coordinated efforts from governments, businesses, and individuals, including policy implementation, corporate responsibility, public engagement, and international cooperation, are essential to mitigate these issues and ensure a sustainable future. Here is an overview of key global environmental issues and the reasons why immediate action is necessary:

1. Climate Change

Issue: Climate change, driven primarily by the emission of greenhouse gases like carbon dioxide (CO_2) and methane (CH_4), is causing global temperatures to rise. This leads to extreme weather events, melting polar ice caps, rising sea levels, and disrupted ecosystems.

Urgency: Immediate action is necessary to mitigate the worst impacts of climate change. The Intergovernmental Panel on Climate Change (IPCC) warns that limiting global warming to 1.5°C above pre-industrial levels requires rapid, far-reaching changes in all aspects of society.

2. Biodiversity Loss

Issue: The planet is experiencing a significant loss of biodiversity due to habitat destruction, pollution, overexploitation, and climate change. Species extinction rates are now estimated to be 100 to 1,000 times higher than the natural background rate.

Urgency: Biodiversity is crucial for ecosystem resilience, human well-being, and the services that nature provides, such as pollination, water purification, and disease regulation. Protecting biodiversity requires immediate conservation

efforts and sustainable practices.

3. Deforestation

Issue: Forests are being destroyed at alarming rates, primarily due to agriculture, logging, and urbanization. Deforestation contributes to the loss of biodiversity, disrupts water cycles, and releases significant amounts of CO? into the atmosphere.

Urgency: Forests act as carbon sinks, absorbing CO? from the atmosphere. Preserving and restoring forests are essential for combating climate change and maintaining ecological balance. Immediate measures are needed to halt deforestation and promote reforestation.

4. Pollution

Issue: Pollution, including air, water, and soil contamination, poses severe health risks to humans and wildlife. Major pollutants include plastics, heavy metals, pesticides, and industrial chemicals.

Urgency: Reducing pollution requires immediate changes in industrial practices, waste management, and consumer behavior. Effective policies and regulations can mitigate pollution and protect public health and ecosystems.

5. Ocean Acidification

Issue: The absorption of CO? by the oceans leads to acidification, which affects marine life, particularly organisms with calcium carbonate shells and skeletons, such as corals and shellfish.

Urgency: Ocean acidification threatens marine ecosystems and the communities that depend on them for food and livelihoods. Immediate reductions in CO? emissions are

necessary to slow down acidification and protect marine biodiversity.

6. Water Scarcity

Issue: Freshwater resources are being depleted and polluted at an unsustainable rate. Over-extraction of groundwater, pollution, and climate change are exacerbating water scarcity in many regions.

Urgency: Ensuring access to clean and sufficient water is critical for human health, agriculture, and industry. Immediate actions are required to manage water resources sustainably, reduce pollution, and address climate impacts.

7. Waste Management

Issue: The increasing generation of waste, especially plastic waste, poses significant environmental challenges. Inadequate waste management leads to pollution of land and oceans, harming wildlife and human health.

Urgency: Implementing effective waste management practices, reducing single-use plastics, and promoting recycling and circular economy principles are essential steps that need immediate adoption.

The Need for Immediate Action

Addressing these environmental issues requires immediate and concerted efforts from governments, businesses, and individuals worldwide. Key actions include:

- **Poli**c**y Implementation:** Governments must enforce environmental regulations, invest in renewable energy, and support sustainable development initiatives.

- Corp**orate Responsibility:** Businesses need to adopt sustainable practices,

reduce their carbon footprint, and promote environmental stewardship.

- **Public Awareness and Engagement:** Educating and engaging the public on environmental issues can drive behavioral changes and support for sustainable policies.

- **International Cooperation:** Global challenges require coordinated international efforts and agreements, such as the Paris Agreement on climate change and the Convention on Biological Diversity.

The urgency of environmental sustainability cannot be overstated. The window for preventing irreversible damage is rapidly closing, and immediate action is critical to ensure a livable planet for future generations.

Role of Higher Education in Promoting Sustainability

Higher education institutions, such as universities and colleges, play a crucial role in promoting sustainability by leading by example and influencing broader societal change. They can integrate sustainability into their curricula by developing and incorporating sustainability-focused courses and programs across various disciplines, equipping students with the knowledge and skills to address environmental challenges. These institutions can also implement sustainable campus operations by adopting energy-efficient technologies, promoting waste reduction and recycling, and encouraging sustainable transportation options. As centers of research and innovation, universities can advance sustainability through dedicated research funding and partnerships with industry, government, and non-profits. Engaging with local communities through collaborations on sustainability projects, offering community education programs, and supporting student-led initiatives further extends their impact. Universities can advocate for sustainability policies, participate in policy discussions, and join networks that promote sustainability in higher education. Transparent sustainability reporting, sustainable investment practices, and promoting sustainable living habits among students, faculty, and staff are also vital. By fostering international collaborations and creating a culture of sustainability that values these principles at their core, higher education institutions can lead the way in ensuring a sustainable future. All stakeholders must take serious and comprehensive steps to safeguard and manage the environment because it is becoming less healthy and threatening the survival of humans and other living things (Hernawan et al., 2022). Higher education institutions, such as universities and colleges, play a crucial role in promoting sustainability. By leading by example, they can significantly influence society's transition towards more sustainable practices. The study of the environment is growing in popularity. Curiosity about nature and methods of protecting it is growing among the populace. Giving attention to the significant environmental problems our planet is currently facing is a good thing (Masalimova et al., 2023).

Here are several ways in which these institutions can contribute:

1. Integrating Sustainability into Curriculum

Description: Developing and incorporating

sustainability-focused courses and programs across various disciplines can educate students about the importance of sustainability and equip them with the knowledge and skills to address environmental challenges.

Actions:

- Introduce sustainability modules in existing courses.
- Develop specialized programs in environmental science, sustainable business, renewable energy, etc.
  - Encourage interdisciplinary studies that incorporate sustainability principles.

2. Sustainable Campus Operations

Description: Universities and colleges can implement sustainable practices in their operations, reducing their environmental footprint and serving as models for sustainable living.

Actions:

- Adopt energy-efficient technologies and renewable energy sources.
- Implement waste reduction and recycling programs.
- Promote sustainable transportation options like cycling, walking, and public transit.
- Manage water resources efficiently through conservation and recycling initiatives.

3. Research and Innovation

Description: Higher education institutions are centers of research and innovation. By focusing on sustainability, they can develop new technologies and solutions to environmental problems.

Actions:

- Fund and support research in sustainable technologies and practices.
- Create partnerships with industry, government, and non-profits to advance sustainability research.
- Establish sustainability research centers or institutes.

4. Community Engagement and Outreach

Description: Universities can extend their sustainability efforts beyond the campus by engaging with local communities and other stakeholders.

Actions:

- Collaborate with local governments and organizations on sustainability projects.
- Offer community education programs and workshops on sustainability topics.
- Encourage students and faculty to participate in community service projects focused on environmental conservation.

5. Policy Advocacy

Description: As influential institutions, universities can advocate for policies that promote sustainability at local, national, and international levels.

Actions:

- Participate in policy discussions and provide expertise to policymakers.
- Support student-led advocacy groups and initiatives.
- Join networks and consortia that promote sustainability in higher education.

6. Sustainability Reporting & Transparency

Description: By regularly reporting on their sustainability efforts and progress, universities can demonstrate their commitment and inspire others.

Actions:

- Publish annual sustainability reports detailing goals, actions & achievements.
- Use transparent metrics and benchmarks to measure progress.
- Share best practices and case studies with other institutions.

7. Sustainable Investment

Description: Universities can ensure their financial investments align with their sustainability values.

Actions:

- Divest from fossil fuels and other unsustainable industries.
- Invest in green technologies and sustainable businesses.
- Adopt socially responsible investment policies.

8. Encouraging Sustainable Lifestyles

Description: Universities can promote sustainable living habits among students, faculty, and staff.

Actions:

- Implement programs that encourage reducing, reusing, and recycling.
- Provide resources and support for sustainable food choices, such as campus gardens and plant-based dining options.
- Promote energy and water conservation in dormitories and campus buildings.

9. Global Leadership and Collaboration

Description: Higher education institutions can play a leadership role on the global stage by fostering international collaborations focused on sustainability.

Actions:

- Partner with international universities and organizations on sustainability initiatives.
- Participate in global sustainability forums and conferences.
- Support study abroad programs that focus on sustainability.

10. Creating a Culture of Sustainability

Description: Cultivating an institutional culture that values sustainability can ensure that it becomes a core part of the university's identity and operations.

Actions:

- Engage leadership to champion sustainability initiatives.
- Incorporate sustainability into the institution's mission and strategic planning.
- Recognize and reward sustainability efforts among students, faculty, and staff.

Higher education institutions have a unique and powerful role in promoting sustainability. By integrating sustainability into their curricula, operations, research, community engagement, and policies, universities and colleges can lead by example, fostering a culture of sustainability that extends beyond the campus and influences broader societal change.

Integrating Environmental Awareness in Curriculum

A suite of tools that develops and enhances environmental attitudes, values, and knowledge as well as skills that enable individuals and communities to work together to take positive environmental action, constitutes effective environmental education, which goes beyond a one-way transfer of knowledge(Ardoin et al., 2020).Integrating environmental awareness into the curriculum is vital for equipping students with the knowledge and skills to understand and address pressing environmental challenges. This integration can occur across various subjects and educational levels, from elementary to higher education. In elementary and middle schools, environmental concepts can be introduced through age-appropriate activities, such as nature walks, recycling projects, and lessons on local ecosystems and wildlife(Maniatis, 2024). In high schools, dedicated courses or modules on environmental science, sustainability, and climate change can be offered, covering topics like renewable energy, conservation, and environmental policy. At the university level, interdisciplinary programs and research opportunities can further deepen students' understanding of environmental issues and solutions. Regardless of the educational level, experiential learning, such as field trips, community projects, and internships, can enhance students' connection to the environment and foster a sense of environmental stewardship. By integrating environmental awareness into the curriculum, educational institutions can empower students to become informed and proactive agents of

change in building a more sustainable future.Integrating environmental awareness into the curriculum involves employing various strategies and methods to ensure that students develop a comprehensive understanding of environmental issues and their implications.The goal of environmental education is to provide citizens with the knowledge and abilities needed to address the environmental issues that the world is currently facing (Yang et al., 2022).

Here are several effective approaches:

1. Cross-Curricular Integration

Strategy: Embed environmental concepts across multiple subjects to demonstrate their relevance and interconnectedness.

Method: Incorporate environmental themes into subjects such as science, social studies, mathematics, language arts, and even art and music. For example, students can analyzeenvironmental data in math class, study environmental literature in language arts, or explore the historical context of environmental movements in social studies.

2. Project-Based Learning

Strategy: Engage students in hands-on, inquiry-based projects that address real-world environmental challenges.

Method: Assign students projects that require them to research, analyze, and propose solutions to environmental issues. For instance, students could conduct a waste audit to assess recycling practices on campus or develop a sustainability plan for their school or community.

3. Experiential Learning

Strategy: Provide opportunities for students

to directly experience and interact with the environment.

Method: Organize field trips to local parks, nature reserves, farms, or environmental centers where students can observe ecosystems, conduct field studies, and engage in outdoor activities. Additionally, facilitate outdoor learning experiences such as gardening, composting, or participating in citizen science projects.

4. Service Learning

Strategy: Connect classroom learning with community service by addressing local environmental needs.

Method: Collaborate with community organizations or government agencies to identify environmental service projects that align with curriculum goals. Students can participate in activities such as tree planting, litter cleanup, habitat restoration, or environmental education outreach programs.

5. Environmental Literature and Media

Strategy: Use literature, films, documentaries, and other media to explore environmental issues and perspectives.

Method: Incorporate environmental literature into reading lists and analyze how authors portray environmental themes and messages. Screen documentaries or films that highlight environmental challenges, solutions, and the role of individuals and communities in effecting change.

6. Guest Speakers and Experts

Strategy: Invite environmental professionals, scientists, activists, and policymakers to share their expertise and insights with students.

Method: Arrange guest lectures, panel discussions, or Q&A sessions where students can interact with experts and gain firsthand knowledge about environmental issues, careers, and advocacy efforts. Encourage students to ask questions and engage in meaningful dialogue.

7. Technology and Multimedia Resources

Strategy: Utilize technology and multimedia resources to enhance environmental education and engagement.

Method: Integrate educational websites, online simulations, virtual field trips, interactive maps, and educational apps that allow students to explore environmental concepts, data, and scenarios. Encourage the use of digital tools for data collection, analysis, and visualization in environmental research projects.

8. Green Campus Initiatives

Strategy: Implement sustainability initiatives and practices within the school environment to model environmental stewardship.

Method: Engage students in campus greening projects such as energy audits, waste reduction campaigns, water conservation efforts, or sustainable landscaping. Encourage students to take leadership roles in planning, implementing, and evaluating these initiatives.

9. Critical Thinking and Problem-Solving

Strategy: Foster critical thinking skills and encourage students to analyze complex environmental issues from multiple perspectives.

Method: Present students with case studies, debates, and dilemmas that require them to evaluate evidence, consider ethical implications, and propose informed solutions.

Encourage open-ended inquiry and dialogue to stimulate curiosity and creativity in addressing environmental challenges.

10. Action-Oriented Learning

Strategy: Empower students to take action and make a positive impact on the environment through personal and collective efforts.

Method: Encourage students to initiate environmental projects, campaigns, or advocacy efforts based on their interests and passions. Provide guidance and support as they plan, implement, and evaluate their actions, emphasizing the importance of individual and collective responsibility for environmental stewardship.

By employing these strategies and methods, educators can effectively integrate environmental awareness into the curriculum, empowering students to become informed, engaged, and responsible stewards of the environment.Integrating environmental awareness into the curriculum involves employing various strategies and methods aimed at fostering a comprehensive understanding of environmental issues among students. By adopting a cross-curricular approach, educators can demonstrate the interconnectedness of environmental concepts with various subjects. Hands-on learning experiences, such as project-based learning, experiential learning, and service learning, allow students to directly engage with environmental challenges and solutions. Additionally, incorporating environmental literature, multimedia resources, and guest speakers enriches students' learning experiences and exposes them to diverse perspectives. Green campus initiatives further

reinforce environmental stewardship within the school community, while fostering critical thinking, problem-solving, and action-oriented learning empowering students to become active agents of positive change in their communities and beyond. Overall, integrating environmental awareness into the curriculum equips students with the knowledge, skills, and values necessary to address pressing environmental issues and contribute to a sustainable future.

Conclusion

In conclusion, integrating environmental awareness into the curriculum through a variety of strategies and methods is essential for equipping students with the knowledge, skills, and values needed to address pressing environmental challenges. By adopting a cross-curricular approach, engaging in hands-on learning experiences, leveraging technology and multimedia resources, and promoting action-oriented learning, educators can inspire a sense of environmental stewardship and empower students to make a positive impact on the world around them. Through these efforts, schools not only educate future generations about the importance of environmental sustainability but also cultivate a culture of responsibility, innovation, and environmental consciousness that extends beyond the classroom. As we strive towards a more sustainable future, integrating environmental awareness into education emerges as a fundamental pillar in shaping environmentally literate and proactive citizens capable of safeguarding our planet for generations to come.

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Significance of the Education Logo KLMN SWASTIK© based on Indian knowledge system -VASK MODEL in Cybergogy

J. Komalalakshmi*

ABSTRACT

Today's world is wired with information. In this mobile era, The Cybergogy ensures that age, experience, and exposure have less significant impact in making the student to learn and explore new innovations demonstrating that a 35 years' mother and her 10 year old child both are able to learn some new ideas and philosophies with qualified certificates as well.

Indian education system follows the philosophy of educating at a younger age. The policy used was to inculcate many new learning habits and skills when the child is very young as it is easy. Also, it is very hard to teach and make them realize at their older age. The VASK -Value, Attitude, Skill, Knowledge is applied in the creative logo KLMN SWASTIK©. The logo KLMN SWASTIK© supports the digital society for it is no longer needed to wait for the learner to become an adult for his education and contribution. In this digital era, the education logo KLMN SWASTIK© takes its own place of unleashing the creativity and making the Cybergogy learner to develop higher-order thinking skills and transform them to contribute well to the digital society. The logo awakens the visionary thought process in Cybergogy learners. The KLMN SWASTIK© enlightens the self, Self-realization, and inner transformation, bringing out the inner divine potential from within called WILL POWER, for human welfare, the welfare of every other living creature, humanity, and habitat preservation. It Supports Nurturing a Noble Man from A Child so as to make the child compatible with the electric power and active contributor towards vasudeivakudumbakam, one nation, one family, and one future theme.

Key words: Cybergogy, Behaviour Technology, Will Power, Contributive Spirit, Competitive Spirit, Sportive spirit

Introduction

VASK Model: Indian knowledge system explores every atom inside and outside the human body. exploring cosmic energy, and utilizing the cosmic energy for inner peace and global peace is the outcome of the Indian

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knowledge system.

V-Value Building: the teaching-learning process cultivates respecting and valuing every other creature living around. The rivers are worshiped. The mountains are worshiped. The domestic and wild animals are worshiped. The significance of mutual survival is taught.

A-Attude Building: The supreme resource responsible for all the creation, its sustainable living and dying is realized by the Indian knowledge system of teaching and learning. It ensures learning from every other creature, and lifelong learning. The teacher taught his disciples about the importance of connectivity link between the ecosystem and human sustainable living. The teacher taught about the influence and impact of ecosystems on the human trait through chromosomes. The IKS ensures the cultivation of good habits and attitudes among students in preserving the ecosystem for their sustainable healthy living

S-Skill: The potential ability of Distinct Human Students to acquire new energy for performing any unknown task or action is focused on the IKS. The distinct art of learning a new and fresh stream of actions is identified as a skill.

The IKS applies the following hypothetical phenomena,". The Skill is influenced by the unique physical body's capacity, mental caliber, and environmental factors.

K-Knowledge: The IKS follows a student-centric approach by Applying the above-mentioned foundational methodology, the thinking skill of every different student is identified and recognized. Besides their ability, the students learned new knowledge and skills according to their capabilities. The ability, and

acquired capability develop adaptability and sustainability in students. The IKS system constructed the nation Baharat its wealth, its citizen, their unity, and culture.

Education Logo Based On The Iks-Vask Model: The information technology-based creative art, named KLMN SWASTIK© refreshes the IKS -VASK MODEL. The fine art itself acts as a teacher and the visionary thought process is initiated inside the young mind. Yatha Drishti Tatha Srisht :IA thousands of years before, a very powerful line was said in the 'Vedas', that is "Yatha Drishti, tatha Srishti!" It means that how you see the world, the world will appear to you in the same way! The world is wisdom - but having visionary thought is what the need of the hour.

Fig1.1.Education logo KLMN SWASTIK

The education logo KLMN SWASTIK© would bring better transformation not only in the seeing process but also in the thinking process. IT BRINGS back our ancient IKS to reality and nurtures a nobleman compatible with machine man

Significance Of The Education Logo Klmn Swastik©

* The first part word -KLMN part is the acronym of the educational journey. From unknown to knowing, knowing to learning, learning to -mind mapping (thinking), and from thinking to new contributing.

* The BHOR'S atomic energy level K, L, M, N explains the energy whereas in this logo diagram, the KLMN acronym represents the learning energy

* The second word part SWASTIK represents the unlimited energy transmission and infinite circulation of cosmic life force.

* The basic educational skills like listening, speaking, reading, and writing are deployed comprehensively by the reader and it brings a change in the behavior of the reader.

* Duality behavior of the letter "N": Negative/Non Negative initiates the discriminating thinking skill

* The more non-negative contributions demonstrated to the child, helps the child to bring out healthy new non-negative contributions

* The more negative contributions demonstrated to the child, helps the child to bring out healthy new negative contributions

* The IKS System Created awareness of both and provides the freedom of choice to the learner and hence the life is as per his choice selection.

* The IKS teaches the free will of selecting the non-negative choice.

* The life of every human is as per his actions, and thoughts. So it teaches how to act and react.

* KLMN Swastik demonstrates the following utmost behaviour technology philosophy

* Sensible Action and Reaction Can Be Made Possible by Developing Higher Order Thinking Skills

* The Emotional Reactions Can Be Prevented and Transformed Into Sensible Contribution By Developing The Higher Order Thinking Skill

* KLMN SWASTIK© Revealing the essence that lives and runs through everything, enabling the learner to know learn, mind map, and empower the learner to live in harmony with every other creation in nature.

* KLMN SWASTIK© Introduces intellectual intelligence, emotional intelligence, social intelligence, spiritual intelligence, intelligence, etc. that has been hereditarily seeded in genes and helps to uncover it from within.

* KLMN SWASTIK© Explains the contribution of each discipline and domain, its characteristics, and the effects it creates on the child's grooming and development

* KLMN SWASTIK© Educates, Each and every learner's self-transformation is the way to achieve transformation to contribute to the dignity of good and healthy humanity.

* KLMN SWASTIK© Supports To search for good thoughts, to know, to learn, to expand one's thinking, to remove the faces that prevents it, and to live as a humane human being, the contribution of factors such as the universe, parents, teachers, and society is necessary.

* KLMN SWASTIK© Guides every person who contemplates the symbol is sure to learn a self-cultivated metamorphosis that improves with age and experience.

Higher-Order Thinking Skill Development For Sustainable Living In Behavior Technology

Soft Skill Development: Mentalligence - IKS

The author has coined a new rhyming word Mentalligence easy to remember, It needs scope, and significance in nurturing a new habit and skill in learners. The healthy contributions of our Indian knowledge systems are made known to the next generation for knowing, learning, mind mapping, and coming out from blocking and helping the learner to contribute better for the nation building, and people binding. The snake and Ladder game board designed and developed by the author is useful for the purpose of introducing our ancestors, spiritual Guru's For Self Realization And Their Living Philosophy. Every learner can have the choice of being and becoming a ladder for the well-being of every creature and living being and universe. Survejana sukino bavantu lokasamasta sukinao bavantu.

Fig 2.Mentalligence Game board

Human Resource Development: The Spiritosphere

Seven Layers of Atmosphere: The atmosphere can be divided into layers based on its temperature, as shown in the figure below. These layers are the troposphere, the stratosphere, the mesosphere, and the thermosphere. A further region, beginning about 500 km above the Earth's surface, is called the exosphere.

The Spiritosphere and Spiritual Intelligence: The author coined a new word Spiritosphere. The Spiritosphere is the aura generated out of realizing the supreme resource, which is formed out of the supreme sound energy residing inside and outside every object, human, and universe. The learner is exposed to visualize that supreme resource prevailing everywhere as omnipresent. The learner is able to learn the habit of valuing and honoring everything and humanity preservation, habit preservation. Spiritual intelligence is cultivated by developing the ever-growing spiritual energy. The magnanimity of supreme resource and its grace and blessing prevailing

equally in and everything makes the learner to develop humility and humanity.

Self-knowledge

Every human should be given sufficient time and space to realize his being and the cause and reason for his being. The so-called sufferings or illusions realised by the individual human must be aligned with cosmic energy. The proposed Spiritosphere helps the human to mind map with the science atmosphere philosophy. It drives the reader towards self-realization.
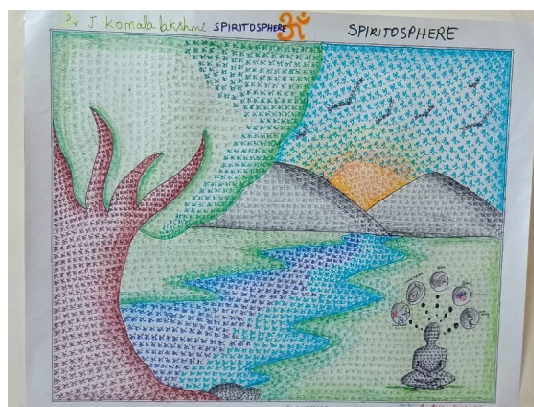
Fig.3.Spiritosphere

V.Human Will Power Compatible With Electric Power

The 21 century technological world drives the human spirit towards man-making disaster. The artificial intelligence exploits the basic thinking skills of every human potential. the human spirit faces the challenges of conquering the machine power that exploits the selfless human power. The human body parts consume the energy from the universe through the fundamental five elements namely, fire, air, water, earth and cosmos is being transformed into machinery parts. the live

force radiating from the human body parts is converted into deadly force radiated from machines. Eventually, man would become a machine and his association with the universe is challenging. The thought process of human-like divine potential is erased from human memory. It is very evident through cognitive science development. The automatic deletion program called Death supports the ecosystem. Human beings' normal death due to the completion of the human life cycle contributes energy for a healthy sustainable living of every living entity.

Quality Education Leads to Quality Bharat in Amrit Kaal

To celebrate and record the victory of achieving QUALITY BHARAT through quality education for all, the author Dr. J. KomalaLakshmi aims to fly the KLMN SWASTIK© Education Flag bearing the Education Logo. Both the creative art KLMN SWASTIK AND FLAG ensures in developing critical thinking in child and nurturing a noble man from child. The author envisioned that the education flag leads digital India towards viswa guru. This initiative stands as a bold, unifying force in India's journey toward becoming a global knowledge superpower - Vishwa Guru - by nurturing spiritually intelligent, socially connected, and technologically empowered citizens..The KLMN SWASTIK© Education Logo and Flag is more than a visual emblem - it is a national call to action, a beacon of identity, and a compass guiding quality Bharat towards a self-reliant, spiritually rich, and globally impactful future.
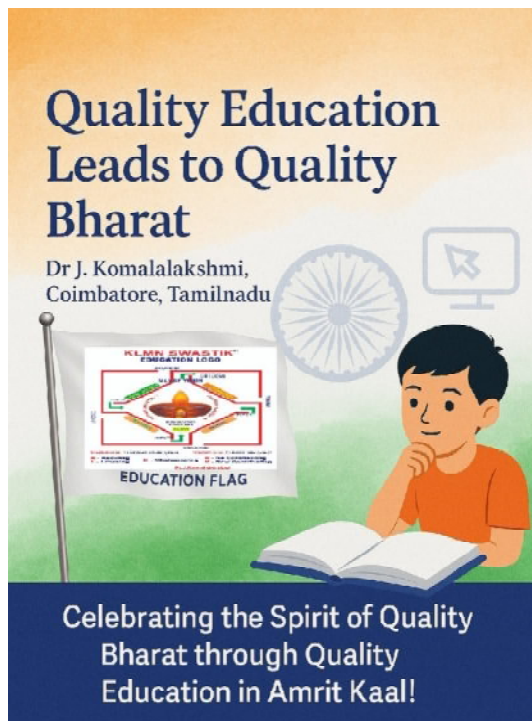
Fig 4. Education Flag bearing the KLMN SWASTIK© Education Logo

Integrating the flag and logo framework into learning environments across disciplines - Law, Science, Arts, Engineering, Medicine, Commerce, and more. Learners are invited to share reflections and interpretations of the flag and logo, encouraging deeper engagement and self-expression. This practice supports the development of thoughtful, articulate contributors to society who balance emotional, ethical, and intellectual growth leading to achieve an Atmanirbhar Bharat in this Amrit Kaal!

Conclusion

Though Advancement in science and technology increases the life of every individual it fails to create the attitude of generosity and selfless grace and mercy at par with divine mercy. Selfless divine grace is lost in the new human production through test tubes. Resulting in manmade disasters ruining humanity, and the human population. In this state-of-the-art scenario, the proposed model and logo ensure nurturing a nobleman from childhood. The human child would be transformed into a visionary man exhibiting the selfless divine energy called contributive spirit, the willpower enabling the entire humanity to rejuvenate from the destruction of machine culture.

Future Scope

Implementing the education logo KLMN SWASTIK VASK model in the education system would bring reformation and restructuring in the thought process of humankind. New divine habits and behaviour is assured in the next generation of students. It educates them to acquire human willpower and transform them as better compatible humans with sustainable life force energy

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The Role of Society in the era of Education 5.0: A Case of Pauri Garhwal - Uttarakhand

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ABSTRACT

Family, society and school along with all the stakeholders have important contribution in the all round development of learners. The teachers in the school have the responsibility of developing various life skills along with the intellectual development of the learners. Parents and guardians also play an important role in the all-round development of their children. They help them to grow in a positive direction with their active participation. For building a multidimensional personality of a learner, it is necessary that there should be continuous dialogue between the students, teachers and parents. If the school heads are sensitive and aware towards the all round development of learners, then it becomes their responsibility to provide opportunities and platforms for such active dialogues and function accordingly. A successful mission to improve the basic education of all children in our country cannot be imagined without the active role of institutions, teachers, parents and the society. Learners can develop an understanding and positive attitude towards the societal wellbeing through continuous interaction with the society. The interaction with the community provides practical experiences to learners and it develops positive attitude towards such practices among them. Research studies show that high performance schools have always positive community relations and it results in high student achievement. It is necessary for the school to establish effective relations with the community and it is also necessary for the community to maintain good relations with the school. To develop healthy relations between two, a school community communication plan should be in place so that information can flow smoothly between each other. Whether a school is excellent or mediocre depends on how well people work together, how well their relationships are, how good is their participation etc.? The strategies which are developed by the school in association with societal support have always a direct positive impact on the achievement of the students and promote a positive environment in the school. The paper highlights the role of society in all round development of learners in Pauri Garhwal district of Uttarakhand. It encompasses 2 case studies where schools' collaboration with the society drastically improved the learning outcomes of the students and their enrollment.
Key words: Achievement, Communication, Community, Participation, Society

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Introduction

All stakeholders including family, society and school have an important role in the all-round development of children. While teachers in school have the responsibility of developing various life skills along with the intellectual development of the students, parents can also play an important role in the all-round development of their children with their active participation and at the same time, they are helping them to develop in a positive direction. To develop the multidimensional personality of a student, it is necessary that there is continuous communication between students, teachers and parents. If school heads are sensitive, alert and aware of such dialogues, then it becomes their responsibility to provide opportunities and platforms for such discussions. In the National Curriculum Framework - 2005, the goals of education have been described keeping the Indian society in mind. Freedom of thought and action indicates the ability to make carefully considered, value-driven decisions independently and collectively. Knowledge and understanding of the world, along with sensitivity to the feelings and well-being of other people, should be the basis of a reasoned commitment to values.

The cooperation and participation of Gram Panchayats, local bodies, community, non-government organizations and school management committee plays an important role in achieving the goal of universality of education and quality education. The role of community and stakeholders is equally as important as school. It is not possible to achieve any educational and material objective without the cooperation of the community. Achieving the objective of all-round development of children is possible only when there is full public participation in it. The School Management Committee has played an important role in the successful execution of various programs of the Samagra Shiksha Abhiyan.

Uttrakhand State

86.07 percent of the total area of Uttarakhand state is mountainous, while 13.93 percent is plain. Even today, agriculture is the source of economy for 90 percent of the people. Agricultural work and animal husbandry in mountainous areas demand more labor and resources than in plain areas. Apart from a lot of hard work, these works also require human resources and for this reason agriculture is not seen as a profitable business here.

Children also help their parents or guardians in agricultural work, as a result of which parents often become indifferent towards the education of their children. They consider their own role in the learning progress of students to be negligible and consider the entire responsibility for this work to be that of the school. Parents and guardians are often not able to actively participate in the dialogues organized with teachers and the school.

Case-I

Government Primary School Kanda is situated on Pauri-Kotdwar road, 12 kilometers away from Satpuli town, in Kaljikhal development block of Pauri district. Presently, the student strength of the school is 30 and Mrs. Lakshmi Naithani is working as the headmaster and Mr. Deepmani Khugsal is working as an assistant teacher. This school is amongst the best primary schools of the district. The learning level of the students here is in full accordance with the expectations. The students here fully participate in co-curricular activities. As a result, from the year 2006 to

2019, the students of this school have participated in various competitions organized by the department every year up to the State level and have secured their place in the top three positions. Also, students of this school have been selected in Rajiv Gandhi Navodaya Vidyalaya and Him Jyoti Residential Schools. Cub and Bulbul units have also been formed in the school by the head of the institute. For these innovative, dedicated and successful efforts, Mrs. Naithani was honored with the President's Award in the year 2017.

Mrs. Naithani says that when she came to this school, apart from the traditionally held SMC meetings, she also made some innovative efforts to build better relations between parents and the school. The main reason for this was that the participation of parents in such meetings was very less. The main facts that emerged after searching for the reasons are as follows -

1- Parents feel hesitant in expressing their views in group meetings organized in the school.

2- Most of the parents are not able to attend these meetings due to their busy schedule in agriculture, labor etc.

3- Those parents whose children's learning level is lower than other students do not get excited to come to the meetings after repeatedly hearing about the shortcomings of their children.

4- They usually have their mother or grandmother as their guardian. Many times, they are unable to participate in these meetings due to lack of suitable company to go to school.

There are many other factors which affect the attendance of parents in these meetings. As a result, clear and open discussion with parents on academic and other related aspects of the child was not possible. Mrs. Naithani tried to change the format of these meetings and the festivals held in the school. In this sequence, parents were invited to the school in a planned manner to organize programs related to folk culture like folk songs, folk dances and bhajans. Along with this, a new tradition of celebrating the birthdays of students as a festival was also started in the school. These were all new initiatives, which helped in building a trusting and cordial relationship between the parents and the school.

Case-II

"He who thinks he cannot do it cannot do it, and he who thinks he can do it, he does it" is an indisputable truth. This statement of Pablo Picasso is very applicable to teacher friend Atul. When we enter Kunau Chaur Village, a small village 07 kilometers away from Rishikesh in the Yamkeshwar Block of Pauri Garhwal district, there is a path leading to the school among the small houses. Atul comes through this path every day and he is always full of enthusiasm and zeal. He is a sociable teacher, perhaps this is a big reason why he is easily able to take help from the community for school work. His first appointment was in Government Primary School, Tildharkhal in 2006. At that time there were only 22 children in this school. In the next session, he went among the community and motivated them to send the children to the government school and the enrollment increased to 82. In the year 2008, he came to Government Primary School Ganga Bhogpur. When he came to the school, the school was without a building, the teachers there used to teach the children by sitting under the mango tree, seeing that Atul got scared as

to where he had gone. That night he did not sleep, the next day he went to school very reluctantly, this trend continued for a few days, after which the thought came in his mind that is it my responsibility to come to school and then return, recite a few letters among the children and then return? Where is the education? Thinking on this situation, he met the ex-Pradhan Shri Rajeev Singh Rana ji and got information about the condition of the school building. After this he was requested to introduce him to the people of the village. Gradually the interaction with the villagers increased and we started talking about children's education and also started understanding all the children of the village like their daily routine etc.

In the year 2009, the department roamed around the village a lot to conduct child census. There were a total of 42 children aged 6 to 14 in this area, out of which 17 children were enrolled in this school and the remaining children, were going to nearby private schools. After the child census, he started talking to the villagers, thus the enrollment of children in the school reached 45. With the increase in enrollment, the responsibility of the school also increased. In this critical time it was very important to live up to the expectations of the parents, my mind started exploring new methods of teaching and writing, and I put full emphasis on classroom teaching. He tells that he and his teacher colleagues started getting interested in school and started enjoying school. In the next session, 5 children got admission in Navodaya Vidyalaya, this was an unexpected event for the people of the village, a big achievement. And it started being discussed a lot in and around the village. This incident helped us win the trust of the people. A recognized private school in the village in which

140 children were enrolled was closed, children from other reputed schools nearby also started coming. He says that since there was no vehicle facility near the school, parents themselves started dropping and picking up their children.

When something new happens, it creates a stir. Some people started instigating the villagers against me and this created an awkward situation. Creating an atmosphere against a government employee is a very easy task. Despite this, the village head, SMC president and parents remained with me, probably because they were seeing their children laughing and doing well in school. Teachers also wish for the sparkle in the eyes of the children and then other things become trivial. What I have to do for my school became the main topic for me. After a few days, two rooms and a headmaster's room were approved by the department. The children got a place to sit and later two more rooms were sanctioned. Officials from the department used to come here. The department took this school in the category of model school. The villagers also demanded that English should be taught well in schools. Since the school has become a model school, there are now 4 teachers and a headmaster.

There are often complaints about attendance in government schools because children do not come regularly. He says that he takes the attendance of the children only in the prayer session and after that he calls the parents of those children who do not come. The mobile numbers of parents of all children are available in the school. If not satisfied, they even go to children's homes. Parents of children who are more absent are talked to in SMC meetings and this has started improving. He says that the school's connection with the

community is very important. All of us teachers are definitely present at someone's house in the village, whether it is a wedding or other festivals, and this makes them feel like their own. People invite us and come to call us. If any person from the village comes to school, he is given full respect from us. Sensitive behavior of teachers is a matter of great importance for people.

Most of the population of the village belongs to the Muslim community. As far as people do farming or do labor work. Library arrangements were already there in the school. Some books were provided by the department. Apart from this, he has ordered some books from Eklavya Prakashan to learn reading. They believe that only text books will not suffice in helping children learn to read. There should be some interesting books which inspire children to read, which have some good pictures which will stimulate children's imagination and their imagination.

Conclusion

A successful mission of improving the basic education of all children in our country cannot be envisioned without the active role of institutions, teachers, parents and community. Through interaction with the community, students can develop an understanding and positive attitudes about community practices. Community resources provide practical experience to children due to which they develop appropriate concepts about various processes of community life. Research studies show that good school-community relationships have a direct impact on student achievement and persistence. It is necessary for the school to establish effective relations with the community and it is also necessary for the public to maintain its relation with the school. To develop a good partnership between the school and community, a school community communication plan should be made, so that information can flow smoothly between the two. Whether a school is outstanding or mediocre depends on how well people work together, how good their relationships are, how good their engagement and participation is. The plans made by the school with the cooperation of the people have a direct impact on the achievement of the students and promote a positive environment in the school. This increases the knowledge of people and society and it can also be helpful in the generation and management of financial resources of the school.

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NEP- 2020 and Sustainable Development Goals for 2030

Shikha Abrol*

ABSTRACT

India took its time in coming up with a new education policy to address the 34-year gap in its upgrading. The new National Education Policy (NEP) 2020 of India offers a thorough framework for everything from basic education to higher education, vocational & technical education, and a new paradigm of internet-based e-leanings. In order to establish a perfect harmony with the ideals of the United Nations (UN) 2030 plan for sustainable development, the new education system of India has been built on the five founding pillars of this strategy (access, equity, affordability, accountability, and quality). In order to create a new system that is in line with the aspirational goals of 21st-century education, including SDG4, while drawing on India's traditions and value systems, the New Education Policy of India 2020 proposes the revision and revamping of all aspects of the educational structure, including its regulation and governance. Any society's ability to grow depends on its ability to provide high-quality education, and education policy is how to do so. Yet, a massive structural revamp of the Indian educational system is necessary for the policy's effective execution. This article offers insights on the NEP 2020's main components and how they relate to the 2030 targets for the UN Sustainable Development Goals (SDGs). This paper examines how India might advance while using care in order to meet the goals.

Key words: NEP-2020, SDG4, Sustainable Development

Introduction

National Education Policy 2020 will have a significant impact on the development of a new India. The National Policy on Education (NPE), 1986, which had been in place for 34 years, is replaced by this, the first education policy of the twenty-first century. It is in line with the 2030 Agenda for Sustainable Development and is based on the fundamental pillars of Access, Equality, Quality, Affordability, and Accountability. Education is a vital human right that gives people the knowledge and skills they need to better their chances of finding employment, fight poverty, and overall well-being. For the advancement of society, the idea of sustainable development is equally crucial. The concept of sustainable

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development is a result of how human society affects the environment. The concept of sustainable development holds that human civilizations must exist and satisfy their own needs without endangering the capacity of future generations to do the same. In order to accomplish sustainable development all across the world, the Sustainable Development Goals 2030 were formed. These goals are centered on changing the world. Every one of the nation's citizens will get stronger thanks to NEP 2020 by gaining better skills and knowledge. In addition, there are open conversations of completely overhauling the Indian educational system from pre-primary to higher education, along with institutional and curricular reform in stages, which will aid India in meeting the objectives of the Sustainable Development Goals.

National Education Policy (NEP-2020)

After 30 years, the Indian government has finally unveiled the National Education Policy (NEP-2020). By 2040, the strategy wants to completely overhaul India's educational system. The old National Policy on Education, 1986, has been replaced with the new policy. In both rural and urban India, the policy provides a complete framework for education from early childhood through higher education. It also covers vocational training. In India, education is a concurrent list topic. The most recent education policy, which was unveiled in 1992, was seen as a carbon copy of the one from 1986. Each civilization that wants to grow must have a strong foundation in education, and education policy is the means to that end. The National Education Policy's objective is to provide everyone with access to high-quality education in order to convert

our country into a just and thriving knowledge society over the course of the next decade. The implementation of the language policy in NEP is up to the states, organisations, and schools; it is intended to be a broad guideline and advisory in nature. The NEP drafting panel's chair, K. Kasturirangan, stated that variety in education is essential and that no language is being imposed.

Sustainable Development Goal (SDG-2030)

The cornerstone of sustainable development is universal access to high-quality education, which is its major goal. The 2030 Agenda for Sustainable Development, which has 17 goals overall but one of which, Goal No. 4, solely focuses on educational quality, ensuring inclusive and equitable quality education and promoting opportunities for lifelong learning for everyone, places education at the centre of the agenda. Universal access to high-quality education and lifelong learning are objectives shared by the new national Education Policy 2020 and Sustainable Development Goal 4. The National Education Policy 2020 places more emphasis on learning than on studying and goes beyond the requirements of the curriculum to emphasise critical thinking. It also emphasises performance over process in order to achieve the Sustainable Development Goals for 2030. Following the Paris Conference, which brought together 184 member states and the education sector to enhance global development, the Sustainable Development Goals (SDGs) were unveiled in January 2016. The global community has been given 17 Goals and 169 objectives for sustainable development. The most crucial and fundamental component of sustainable development, which aids in the

growth of the globe in the right direction, is Goal 4 of the 17 goals for sustainable development, which is "Quality Education." The improvement of people's lives depends heavily on their living standards, the wise use of natural resources, and high-quality education. Goal 4 is to increase the number of children enrolled in the educational system while also ensuring that they must acquire proper academic success with the aid of well-trained teachers and school infrastructures to reach towards beneficial educational results.

Education and Sustainability

Education and sustainable development have a complicated relationship with one another. Higher status and educational attainment increase the likelihood of achieving Sustainable Development Goals and targets. Without comprehension, the objectives outlined would only be a pipe dream. As any objective without a plan is only a dream, our country needs an active educational plan and strategy, not just one that is on paper. By utilising education as a potent tool, it may raise residents' living standards and quality of life by creating work possibilities for youth, ensuring women's safety, preserving the environment, giving education to all age groups, lowering dropout rates, etc.Since education is an essential element and the primary tool for attaining sustainable development, throughout the past 20 years, a number of international conferences, workshops, seminars, and symposiums have been held to highlight and promote the significance of education for sustainable development. Since their announcement in 2015, the SDGs have gained enormous popularity. Massive resources and efforts were put out in an effort to raise public understanding of the significance of the

SDGs.The purpose of sustainable development is to change people's attitudes and ideas about nature through educational programmes. We must learn how to overcome obstacles in order to acquire the necessary abilities in light of the world's rapid changes. By 2030, the global education development plan aims to "provide inclusive and equitable quality education and support lifelong learning opportunities for everyone," as stated in Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, which India ratified in 2015. To fulfil all of the primary targets and goals (SDGs) of the 2030 Agenda for Sustainable Development, the entire educational system will need to be reformed to promote and encourage learning.Since the release of the National Policy on Education, 2020, there have been numerous discussions aimed at developing strategies for efficiently implementing the policy's directives. The Sustainable Development Goals (SDG) set forth by the United Nations are the inspiration behind NEP 2020.

New Education Policy and Its Vision to Education for Sustainable Development

In order to fulfill Goal 4 of the Sustainable Development Goals, Quality Education, inclusive and equitable education for all, the National Education Policy (NEP 2020) is introduced. The nation's entire educational system needs to be structured in order to meet the objectives established. The provision of comprehensive and integrated education in areas including waste management, environmental preservation, biodiversity, safeguarding of environmental and biological resources, sanitation, and climate change has received special attention under NEP 2020.

The NEP placed a strong emphasis on educating and training teachers, educators, and trainers on sustainable development and has made environmental education a requirement for inclusion in the curriculum.Nationally and internationally, there has been a lot of attention paid to education for sustainable development. The National Education Policy 2020 has been announced, but there is still a long way to go before it is fully and successfully implemented. Institutions around the country are free to continue adhering to and putting NEP 2020's best practises into practise until its adoption.

Sustainable Development Goal 4

The United Nations adopted 17 Sustainable Development Goals in September 2015, and Goal 4 is about high-quality education. SDG 4's full title is "Ensure inclusive and equitable quality education and encourage opportunities for lifelong learning for everyone." Target 4.7: By 2030, to ensure that all learners have the knowledge and abilities necessary to advance sustainable development, including, among other things, through education for sustainable development and sustainable lifestyles, human rights, gender equality, and the promotion of a culture of peace and nonviolence.It is critical to prioritise enhancing education's contribution to the realisation of human rights, peace, and responsible citizenship at all levels-local, national, and international-as well as gender equality, sustainable development, and health. The content of such education must be relevant to both cognitive and non-cognitive aspects of learning. Through education for sustainable development (ESD) and global citizenship education (GCED), which includes peace and human rights education, as well as intercultural education and education for international

understanding, citizens can acquire the knowledge, skills, values, and attitudes necessary to lead productive lives, make informed decisions, and assume active roles locally and globally in facing and resolving global challenges.

The 2030 Agenda for Sustainable Development

"A plan of action for people, planet, and prosperity" is what the Agenda is. There are 17 Sustainable Development Goals in it (SDGs). These objectives, which cover social, economic, and environmental aspects, are interconnected. In line with its mission to "provide inclusive and equitable quality education and promote lifelong learning opportunities for everyone," Sustainable Development Goal 4 (SDG 4) is the objective pertaining to education. Ten targets, seven outcome targets, and three modalities of implementation make up SDG 4. Ten SDG4 targets have been the foundation of GCE's advocacy and policy activities since 2015.Seven outcome goals include:

1. Universal primary and secondary education
2. Early childhood development and universal pre-primary education
3. Equal success to technical/ vocational and higher education
4. Relevant skills for decent work
5. Gender equality and inclusion
6. Universal Youth literacy
7. Education for sustainable development and global citizenship

Modes of Implementation Are

1. Effective learning environments- This goal focuses on the requirement for sufficient

physical infrastructure and welcoming, safe environments that foster learning for everyone, regardless of background or level of handicap. To construct and renovate educational facilities that is gender, child, and disability-sensitive and offers all students a secure, non-violent, inclusive, and productive learning environment.

2. Scholarships - By 2020, there should be a significant increase in the number of scholarships offered to developing nations, particularly the least developed nations, Small Island developing states, and African nations, for enrollment in higher education, including technical training and programmes in information and communications technology, engineering, and science in developed nations and other developing nations. Scholarships provided by industrialised nations to students from developing nations should be designed to increase the capacity of the developing nation. The value of scholarships should be acknowledged, and donor nations are urged to enhance other forms of education-related aid. According to the SDG4-Education 2030, which focuses on fairness, inclusion, and quality, scholarships should be openly targeted at young people from underprivileged backgrounds.

3. Teachers and educators - All of the SDG4 targets can be attained with the help of teachers. It needs to be addressed right now since, particularly in underserved areas, there is a scarcity and unequal distribution of properly trained teachers, which exacerbates the equity gap in education. Systems that are properly regulated, well-resourced, and efficient should support A crucial requirement for ensuring the quality of education is that instructors are empowered, properly recruited and compensated, motivated, and professionally qualified. By 2030, there should be a significant increase in the number of trained teachers available, including through international collaboration for teacher training in developing nations, particularly least developed nations and Small Island developing States.

Conclusion

The current government in India has finally unveiled the National Education Policy (NEP-2020), which aims to achieve both quality education and sustained national development after thirty years. In order to achieve sustainable development, it is crucial to raise awareness, create a positive mindset, and implement a developmental revolution. The NEP 2020 includes a number of components that are crucial for achieving sustainable development goals, including communication, public awareness, training and capacity building, scientific and applied research, information exchange and access, networking, and collaborations. The Sustainable Development Goals (SDG) set forth by the United Nations are the inspiration behind NEP 2020. The NEP advocates for high-quality education, which is enshrined in the "Universal Declaration of Human Rights,""Convention on the Rights of the Child,""World Declaration on Education for All,""Dakar Framework for Action," and "Millennium Development Goals." As a result, education is vital to the prosperity of both individuals and nations. SDG 4 states that by 2030, all women and men will have equal access to affordable, high-quality technical, vocational, and postsecondary education, including higher education. It also states that all girls and boys will have access to high-quality early childhood development, care, and pre-primary education.

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National Education Policy 2020 in the Context of Indian Knowledge System

Harendra Singh*

ABSTRACT

*In the Indian knowledge system, knowledge holds the highest significance. It is seen as the essence of life- **"Gyanmev Jeevanam"** Thus, knowledge is not merely a means of living; it represents the ultimate goal and achievement in life. The National Education Policy (NEP) is a crucial document that reflects this tradition. Formulated with insights from the rich heritage of ancient and enduring Indian knowledge, the NEP aims to establish a quality education system that equips all students with a profound understanding of the country's diverse socio-cultural and technological landscapes. This includes the arts, languages, and knowledge traditions of India, fostering a vision of national pride, self-confidence, self-awareness, mutual cooperation, and unity. Ultimately, the goal is to nurture students into responsible citizens capable of rational thought and action, possessing qualities such as compassion, empathy, courage, adaptability, scientific reasoning, creative imagination, and strong ethical values.*

Key words: Indian knowledge system, quality education, aspirational goals, cultural values, world-class

Preface

Knowledge is esteemed highly within the Indian knowledge system. In the Shrimad Bhagavad Gita, Lord Krishna states, ***"Ne hi Gyanen sadrasham pavitramih vidyate"*** evidently underscoring education as essential for its attainment. Bearing this vision in mind, the NEP 2020 advocates for the integration of Indian knowledge systems at various levels of education. The preamble of the NEP emphasizes that "Ancient and eternal Indian knowledge and the quest for truth have always been considered the highest human goal in the Indian philosophical tradition." Historically, the purpose of education in ancient India extended beyond mere worldly preparation; it was associated with self-knowledge and liberation."

Towards the end of the preamble, in discussing the policy's objectives, it states that the vision of the NEP is to instill a sense of pride in students about being Indian-echoed not only in their thoughts but also in their actions and intellect. It aims to cultivate knowledge, skills, values, and ways of thinking aligned with human rights, sustainable development, and

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global welfare-preparing them to be true global citizens. The holistic approach to education emphasizes the all-round development of students' personalities and character through curricula, teaching and learning processes, assessments, evaluations, and research. The policy also highlights the importance of including Indian constitutional and moral values, local languages, and traditional arts and crafts.

The NEP 2020, as the first education policy of the 21st century, seeks to address essential requirements for the country's development. It proposes comprehensive reforms and restructuring of all educational aspects, including governance and regulation, while incorporating aspirational elements suitable for 21st-century education. This policy values the creative potential inherent in every individual and stresses that education should not only focus on basic competencies like literacy and numeracy but also foster higher cognitive abilities related to reasoning and problem-solving. Moreover, it aims for moral, social, and emotional development. Grounded in the rich tradition of ancient Indian knowledge, the pursuit of knowledge, wisdom, and truth has always been regarded as the highest human aspiration.

In ancient India, the goal of education extended beyond preparation for worldly life and encompassed complete self-realization and liberation. Prestigious institutions such as Takshila, Nalanda, Vikramshila, and Vallabhi set high standards in teaching and research across various fields, drawing students and scholars from diverse backgrounds and countries. This educational framework produced many notable thinkers, including Charak, Aryabhatta, Varahamihira, Bhaskaracharya, Chanakya, Chakrapani Dutta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingla, Shankardev, Maitrey, Gargi, and Thiruvalluvar. These scholars made original contributions to numerous fields of knowledge on a global scale, such as mathematics, astronomy, metallurgy, medical science, surgery, civil engineering, building construction, boat building, direction knowledge, yoga, fine arts formulating etc.

Indian culture and philosophy have significantly influenced the world. This rich heritage, which carries global importance, needs to be preserved for future generations. It should also be researched and enriched through our education system, and new experiments should be encouraged.

The primary goal of the new education policy is to provide a quality education system for all students. Special attention must be given to historically marginalized communities, as well as deprived and underrepresented groups. Education is a crucial medium to ensure equality, and to achieve harmony, inclusion, and socio-economic mobility in society, every possible initiative should be taken to allow all children to enroll in the education system and excel despite any circumstantial barriers. In formulating this policy, we must respect India's rich heritage and culture while considering the needs of the country in both local and global contexts. The National Education Policy aims to make the youth knowledgeable about India's social, cultural, and technical requirements, including its unique art, language, and knowledge traditions. This policy is designed to help India reach sustainable heights in national pride, self-confidence, self-realization, mutual cooperation, and unity.

The policy seeks to complete the unfinished work of the National Education Policy of 1986, which was revised in 1992. A

major advancement since the previous policy has been the Free and Compulsory Education Act of 2009, which established a legal foundation for universal access to elementary education. The basic principle of the education policy is to develop responsible individuals who are capable of reasoning, critical thinking, action, compassion, empathy, courage, adaptability, scientific thinking, and creative imagination, as well as strong moral values. Its aim is to prepare productive individuals who can contribute to the creation of an inclusive and pluralistic society as envisioned by the Constitution. A good educational institution is one where every student feels welcomed and cared for, where there is a safe and stimulating learning environment, and where students have access to a variety of learning experiences. This requires good infrastructure and appropriate resources for learning. Achieving these goals should be the aim of every educational institution. Additionally, there is a need for seamless connectivity and coordination among various educational institutions at every level.

Key Features of the National Education Policy

1. Recognize and strive to identify and develop the unique abilities of each child.
2. Prioritize basic literacy and numeracy.
3. Ensure flexibility to unify all knowledge, promoting multidisciplinary conceptual understanding.
4. Encourage creative and logical thinking, ethics, and human and constitutional values.
5. Foster multilingualism.
6. Emphasize the development of life skills.
7. Focus on continuous evaluation for

teaching purposes.
8. Utilize technology as much as possible.
9. Respect diversity and the local environment.
10. Center the educational decisions on full potential and inclusion.
11. Place teachers and faculty at the center of the learning process.
12. Promote integrity, transparency, and resource efficiency within the educational system.
13. Ensure a commitment to excellence for quality education and development.
14. Conduct continuous reviews of progress based on ongoing research and regular evaluations by educational experts.
15. Remain connected to Indian roots and pride.
16. Recognize education as a public service and a fundamental right, and provide a strong, vibrant public education system to ensure that every child has access to it.

Relation of the New Education Policy & Indian knowledge system

Several measures have been proposed to integrate Indian knowledge systems into the modern education system:

1. **Importance of Indian Languages:** The new education policy prioritizes education in Indian languages. This allows students to learn in their mother tongue or regional language, enhancing their understanding and helping them connect better with their culture and traditions.

2. **Inclusion of Ancient Indian Knowledge and Literature:** The policy encourages the education system to

incorporate the fundamentals of ancient Indian literature, science, and mathematics. For example, students will have the opportunity to study Vedas, Upanishads, Yoga Sutras, and other important Indian texts.

3   **Inclusion of Ayurveda and Yoga:** The new education policy aims to promote the study of Ayurveda, Yoga, and other traditional medical systems. It seeks to raise students' awareness of the principles of Indian medicine and improve their health.

4   **Research and Innovation:** The policy proposes the establishment of various institutes and centers to foster research and innovation within the Indian knowledge system. This initiative will provide students with opportunities to study and research ancient texts and sciences.

Major Elements of the Indian knowledge system and Their Importance

"Sarve Bhavantu Sukhinah Sarve Santu Niramaya" One of the core principles of the Indian knowledge system is *"Sarve Bhavantu Sukhinah Sarve Santu Niramaya"* which translates to "May all be happy and healthy." This principle underlies our education policy, emphasizing that education should not solely focus on securing employment but also aim for the overall happiness and well-being of everyone in society.

The Gurukul System In ancient times, Indian education was centered around the Gurukul system, where teachers and students lived together on the same premises. The new

education policy aspires to similarly develop students in all aspects of life, beyond merely imparting theoretical knowledge.

Holistic Development Education, influenced by Indian knowledge, aimed not only for literacy but also for the holistic development of the entire personality-encompassing physical, mental, and spiritual growth. Therefore, the National Education Policy emphasizes the holistic development of both individuals and groups.

The Principle of Coexistence and Collectivity Collectivism plays a crucial role in Indian culture and education. The concept of "Vasudhaiva Kutumbakam" teaches that the entire world is one family, which is a foundational principle of the National Education Policy. The policy's goal is to address social issues and promote cooperation.

Major Reforms of the New Education Policy

The New Education Policy (NEP) 2020 introduces significant reforms across all levels of education in India, aiming to create a more holistic, flexible, and student-centered system. Key changes include a new 5+3+3+4 curricular structure for schools, an emphasis on foundational literacy and numeracy, increased vocational training opportunities, and a shift towards multidisciplinary and flexible higher education. The policy also focuses on enhancing access, equity, and inclusion, particularly for disadvantaged groups. Here's a detailed breakdown of the major reforms:

School Education

1.   **New Curricular Structure:** The traditional 10+2 system is replaced with a 5+3+3+4 structure, which includes foundational (ages 3-8), preparatory

(ages 8-11), middle (ages 11-14), and secondary (ages 14-18) stages.

2. **Foundational Literacy and Numeracy:** A National Mission will ensure that all students achieve foundational literacy and numeracy skills by grade 3.

3. **Vocational Education:** Vocational training and internships will be integrated from class 6 onwards, breaking down the traditional divide between academic and vocational streams.

4. **Multilingualism and Mother Tongue:** There will be a focus on teaching in the mother tongue or regional language up to at least grade 5, and preferably up to grade 8.

5. **No Hard Separation of Subjects:** The policy will eliminate rigid boundaries between subjects, extracurricular activities, and vocational and academic streams.

6. **Assessment Reforms:** It will move away from rote learning to focus on competency-based and formative assessments, introducing low-stakes board exams and a 360-degree holistic progress card.

7. **Equitable and Inclusive Education:** There will be a special emphasis on Socially and Economically Disadvantaged Groups (SEDGs), supported by a Gender Inclusion Fund and Special Education Zones.

Higher Education

1. **Multidisciplinary Institutions:** The establishment of multidisciplinary institutions will be encouraged, with vocational education integrated into the curriculum.

2. **Flexible Undergraduate Programs:** These programs will offer multiple entry and exit points, allowing students to earn certificates, diplomas, or degrees based on their accumulated credits.

3. **Credit-Based System:** A credit-based system will be adopted to allow for the transfer of credits between institutions, facilitating academic mobility.

4. **Increased Access and GER:** Aiming to increase the Gross Enrollment Ratio (GER) in higher education to 50% by 2035, an addition of 3.5 crore new seats is planned.

5. **National Research Foundation (NRF):** An NRF will be established to foster a strong research culture and promote collaboration in research and innovation.

6. **Light but Tight Regulation:** A single, overarching regulator for higher education will be introduced, overseeing four separate verticals for different functions.

Other Key Reforms

1. **Technology Integration:** The policy promotes the use of technology in teaching, learning, and assessment.

2. **Internationalization of Education:** It facilitates collaborations with international institutions and promotes student and faculty exchange programs.

3. **Increased Public Investment:** It recommends raising public investment in education to 6% of GDP.

4. **Teacher Empowerment:** There will be a focus on teacher training and professional development, along with the establishment of National Professional Standards for Teachers (NPST).

Conclusion

In the Indian knowledge system, knowledge holds the utmost significance. It is considered the essence of life, encapsulated in the phrase "Gyanmeva Jeevanam." Thus, knowledge is not merely a means to live but represents the ultimate achievement and goal for a meaningful and successful life. The National Education Policy stands as a vital document reflecting the essence of the Indian knowledge system.

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Higher Education in India: The Role of Central and State Institutions in Addressing Challenges

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ABSTRACT

The promotion of education in India faces numerous challenges, including disparities in access, quality, and equity. This article examines the roles played by central and state governments, alongside other key organizations, in addressing these issues. Central institutions such as the University Grants Commission (UGC) and All India Council for Technical Education (AICTE) have spearheaded policy formulation and regulation. State governments, with varied capacities, implement these policies, often struggling with infrastructure deficits, resource allocation, and governance issues. Furthermore, organizations like NGOs, corporate bodies, and international agencies have contributed significantly by addressing gaps in marginalized and underprivileged sectors, focusing on gender inclusivity, technological advancements, and skill development. Despite progress, systemic challenges like insufficient funding, faculty shortages, and rural-urban divides persist. This article emphasizes the need for a collaborative approach that enhances institutional accountability, strengthens public-private partnerships, and fosters innovation to achieve inclusive and equitable educational growth in India.

Key words: Central Institutions, State Universities, University Grants Commission (UGC), National Education Policy (NEP 2020), Access to Higher Education, Equity in Education, Quality of Education

Introduction

Education is one of the important tasks undertaken by the present modem Governments. In 1921, the department of education came under the control of Indian Minister. Between 1921-1940, there was rapid expansion of educational institutions and enrolment of students. Primary education was made compulsory. The goals, procedures and machinery together constitute educational administration. Hence, in the words of Kandel, "Fundamentally the purpose of educational administration is to bring pupils and teachers together under such conditions as well as successfully promote the end of education."

Today the term educational administration is comprehensively used. Educational administration is also linked with planning, organizing, directing, coordinating and controlling the objectives concerned with

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education. In the words of Mochiman Arthur, "Administration is essentially, a service activity and agency through which the fundamental objectives of the educational process may be fully and efficiently realized." Educational administration means the organisation structure for the administration of educational institutions. It is also connected with synonymous words like supervision, direction, guidance, coordination and control. The educational administration is also connected with personnel administration, institutional administration and financial administration.

Education: Issues & Challenges

Education is the backbone of socio-economic development, shaping individuals and societies alike. It empowers people with the knowledge, skills, and values necessary to thrive in a competitive world. However, despite its central role in human development, numerous issues and challenges continue to hinder the effective promotion of education globally and in India. These challenges range from limited access to education and inequality in educational opportunities to inadequate infrastructure, shortage of qualified teachers, and outdated curricula. Additionally, socioeconomic barriers, regional disparities, gender imbalances, and limited use of technology further exacerbate these issues, making it difficult for educational systems to fulfil their potential. The role of various institutions-central, state, and other organizations is crucial in addressing these challenges and promoting inclusive and quality education.

Role of Central Institutions in Promoting Education

The central government in India, through institutions such as the Ministry of Education (MoE), plays a pivotal role in shaping national education policies, providing funding, and setting standards for education across the country. It oversees major educational initiatives, such as the National Education Policy (NEP 2020), aimed at transforming the education system by focusing on equity, inclusion, and quality. Central institutions like the University Grants Commission (UGC) and National Testing Agency (NTA) regulate higher education, ensure quality standards, and conduct competitive exams for university admissions. Other bodies such as the National Council of Educational Research and Training (NCERT), which develops school curricula, and All India Council for Technical Education (AICTE), which oversees technical education, contribute significantly to improving educational outcomes.

Role of State Institutions in Promoting Education

State governments, through their education departments, are responsible for implementing and managing school and higher education within their jurisdictions. They develop state-level policies, allocate resources, and oversee the functioning of primary, secondary, and higher education institutions. State universities and colleges play a significant role in expanding access to higher education, especially in rural and underserved areas. State boards of education are responsible for administering school-level examinations and determining the curriculum for state-affiliated schools. However, state institutions often face challenges related to budget constraints, faculty shortages, and limited resources, which impact their ability to provide quality education.

Role of Other Organizations

Beyond the government, several non-governmental organizations (NGOs), private institutions, and international agencies contribute to the promotion of education. NGOs often focus on bridging gaps in access to education, especially for marginalized communities, through programs that provide scholarships, training, and resources. Organizations such as Teach for India, Pratham, and Aga Khan Foundation work towards improving literacy rates and supporting disadvantaged children. The private sector also plays a key role, particularly in higher education, where private universities and colleges provide alternative pathways for students. International organizations like UNESCO and UNICEF advocate for education as a human right and promote global initiatives like the Sustainable Development Goals (SDGs), which emphasize quality education for all by 2030. These organizations provide funding, technical assistance, and frameworks for policy reform in developing countries.

Educational Administration in India

In India there are basically four types of institutions to look after the development of primary and secondary education. They are:

(1) Central Government,
(2) State Government,
(3) Local Bodies/Institutions, and
(4) Private Institutions.

Ministry of Human Resource Development After Independence in 1947, a full-fledged Ministry of Education was established. The Centre gave funds to the States specially for expansion and development of primary education and adult education. The CentralGovernment educational activities expanded and the Central Ministry of Education was reorganized from time to time. It helped the States by giving funds, technical advice,and by co-ordinating the activities of various states. It also constituted various advisory councils for giving advice to the states on several matters. Today the Central Ministry of Education is closely connected with the Ministry of Human Resource Development. It is under the control of a Cabinet Minister. It was created by the Congress Government in 1985. The Department of Education, which is under the overall control of Human Resource Development of Union Ministry, is entrusted with the greater responsibility of school education.

The Minister of Human Resource Development

The Minister of Human Resource Development is appointed by the President of India on the advice of the Prime Minister. He is of cabinet rank. He is assisted by a Minister of State and a Deputy Minister. The main functions of the Minister for Human Resource Development are framing the educational policies, and executing the policies and ensuring uniformity in the method of education in various states. The Ministry also allocates available funds to different states for the development of education. Secretary: Ministry of Human Resource Management the Secretary is the administrative head of the department. He supervises and controls the department. All files are routed through him only. In the administration, he is assisted by two Joint Secretaries, and three educational advisers. Their main duty is to tender advice

on educational matters to the Minister through the Secretary. These advisers are assisted by Deputy Secretaries, Assistant Secretaries and Undersecretaries, holding charge of education. Three other Directors also assist him in the administration. The work of the Ministry is allotted to administrative officers. They are responsible for the implementation of educational policies as well as execution of the decisions of the Government.

The Ministry of Human Resource Development presently is concerned with about fifty subjects related to education. The following are some of the most important subjects:

1. School Education
2. Higher Education
3. Technical and Professional Education
4. Physical Education
5. Youth Welfare
6. Educational Research
7. Languages
8. Co-operation with UNESCO
9. Exchange Programme, and
10. Cultural Affairs.

Important Advisory Bodies

There are some other important bodies (Advisory Councils and Statutory Organizations) of the Central Government to discharge its functions and responsibilities in the field of education. They are:

1. Central Advisory Board of Education (CABE)
2. Central Board of Secondary Education (CBSE), and
3. National Council of Educational Research and Training (NCERT)

Central Advisory Board of Education (CABE)

This Board was established in 1920. The main function of the Board was to give advice to the provincial governments. Unfortunately, this Board was abolished in 1923. Basing on the recommendations of the Hartog Committee (1928) again the Board came into existence in 1935. Keeping in view the development of education in India, Central Government should play an important role in the educational restructuring. In this way this Board also played an important role in the educational system.

Composition of the Board

The Board consists of the following functionaries and is headed by the Ministry of Human Resource Development. Chairman: Minister of Human Resource Development Members of the Board:

1. Minister of state of Human Resource Development
2. Deputy Minister of Human Resource Development
3. Education Ministers of all States
4. One Representative of each Union Territory
5. Two Rajya Sabha Members
6. Four Lok Sabha Members
7. Two Members of Inter-University Board
8. Two Members of All India council of Technical Education (AICTE)
9. One Member from Indian Council of Technical Education (ICTE)
10. One Member from Medical Council of India (MCI)
11. Sixteen Ex-Officio Members

12. Sixteen Academicians (Nominated by the Government of India) and

13. Member-Secretary (Educational Adviser) Government of India

Tenure: 3 Years (Except for Ex-Officio Members) Educational Secretary of the Government of India prepares the agenda with the help of Member Secretary.

Functions

The most important functions of the Central Advisory Board of Education are:

1. To give advice on any educational matter which was referred to the Board by the Government of India or State Government.

2. Getting any information and giving report on the effective functioning of education in India,

3. Examining the information received by the Board and evaluating the information in an appropriate manner and giving recommendations to the Government of India or State Government. However, the recommendations made by the Board are only advisory and not binding on the Central Government.

Central Board of Secondary Education

This board has been playing an important role towards improvement of educational standards, particularly in Secondary education, by changing the syllabus and text books from time to time to meet the changing needs of the society and thereby of the students. This Board is also concerned with better methods of teaching and evaluation. Some of the important activities of the Board are, bringing changes in the examination system and conducting Orientation Courses to the teachers for the enrichment of their knowledge. Another important function of the Board is to conduct different types of examinations at National level relating to Secondary School level, All India Higher Examinations, Higher Secondary Technical Examinations, Matriculation Examinations, etc.

National Council of Educational Research and Training (NCERT)

The NCERT came into existence in 1961. The composition of the Council is as follows:

Chairman: The Minister for Human Resource Development Other Members:

1. Four Vice-Chancellors of different Universities (one from each zone) nominated by the Government of India (One Representative of each State and Union Territory)

2. All States and Union Territory Education Ministers (or his representatives) in case of Delhi the Chief Executive Councillor.

3. Two Ex-Officio Members - Chairman, UGC; Secretary, Ministry of Human Resource Development,

4. Twelve Members nominated by the Government of India. Among them not less than four members must be school teachers. Organisation: There is a Director and Joint Director of the Council. These are assisted by some other personnel to look after the day-to-day administration of the council. Functions of the Council The most important functions performed by the Council are:

1. Formulation and implementation of

Policies and Programmes relating to the School Administration.

2. Conducting the Research work, Pilot projects, Training programmes andExtension activities.

3. Maintaining the relationship between Ministry of Human Resource Development Department and the State Education Departments,

4. Publishing Text books, Periodicals and some other Educational Literature for the benefit of the students.

Role of Central Government:

Since independence the Central Government has started spending increasing amount of money on education. The Central Govt. gives grant-in-aid to states, universities and special institutions in order to help those to discharge their educational obligations. It gives special grants to back-ward states in order to equalize them with other states. It finances the centrally administered areas and gives scholarships and stipends under the various scholarship schemes. The contributions of the Central Government and State Governments have increased from time to time.

Following are the important reasons for this increase:

1. The Central Government must assist the bank-ward states for providing better educational opportunities.

2. The Central Government must assist the state in realizing the constitutional provisions for providing compulsory primary education in the age group 6 to 14 years.

3. The Central Government has large resources for collecting finances.

4. Central funds must be utilized for providing equality of opportunity.

The Central Government assists the states for educational development in three ways:

1. Central Government performs educational functions through NCERT, UGC, Central Universities, Central Schools organizations etc.

2. Central Government sponsors schemes fully financed by it but implemented by the States.

3. Central Government partially finances some programmes, planned and implemented by the State Governments.

Role of State Governments in Educational Financing

Education in India is a state responsibility and the bulk of educational expenditure.

The Finance Commission transfers adequate resources at the end of each Plan to each State under:

(a) Share in Income-tax,

(b) Share in excise, and

(c) Lumb-sum grant-in-aid.

The state recognizes schools and other institutions run by private bodies in accordance with set rules and regulations. It also provides them with suitable aids and grants to run efficiently and effectively. Financial aid is also given to Universities, functioning in the state.

Role of Local Bodies in Educational Financing

Local Bodies like Municipalities, Boards, District bodies, Zilla Parisads and Panchayats run schools in their respective area. They appoint staff, provide equipment and finance to these schools through local taxes and grants

from the State Government. Such educational institutions are directly under the control of these Local Bodies.

For meeting the expenditure, the school committees should receive:

(1) A certain proportion of the income of the local village panchayat and

(2) A grant-in-aid fixed on the basis of equalisation.

State grants to local bodies on account of primary education should be based on acombination of the proportional grants, a special grant for backward areas and specific purpose grants. It would be in the interest of education to make it obligatory on municipalities to earmark a specified proportion of their net revenue for primary education. All funds thus earmarked for Primary Education should be entitled to receive grant-in-aid according to rules. A cess on land revenue should be universally levied in all areas and that the legislation on the subject should provide for the minimum and maximum rates of such levy. In the village panchayats, as in the municipalities, a portion of the total revenue should be earmarked for Primary Education.

Women's education in India: statistics

According to the statistics released by the latest census of 2011, India's female literacy rate is 65.46 percent, significantly lower than the world average of 79.7 percent. China, India's neighbour and the other global human resource power house, precedes with 82.7 percent female literacy rate. The Right to Education (RtE) Act, introduced in 2009 making elementary education free and compulsory in the country, has been a shot in

the arm for many. Nevertheless, statistics reveal the dismal gap between states - while states like Kerala paint a rosy picture of women's education in India with 92.07 percent female literacy, relatively backward states such as Bihar with 51.5 percent female literacy rate highlight the importance of sustained campaign in favour of women's education in India.

The impact of education on girls is extraordinary. Education sustains human values. It forms the foundation for learning and critical thinking. Education also provides skills for girls to become more self-reliant and provides them with more opportunities. Thinking into the future, education also provides them with the knowledge to manage health problems. A girl understanding her own body can make the difference between an unwanted pregnancy and an illegal abortion. Having the knowledge beforehand is crucial to saving and protecting lives. Education does impact human development, as mentioned, along with economic development but the greatest impact is on democracy. Education is the only way a girl can be an informed citizen, leading the way for her to having her voice heard in society. Â Education also provides a better overall quality of life. Research has shown the life expectancy rises by as two years for every one percent increase literacy (U.S. Census Bureau 1998). When women have a voice there can be changes made to existing laws changing the future for young girls.

Various Government Schemes for Girl Child

It is an integral part of general awareness to know about the central and state- specific schemes and also the joint collaboration schemes between the centre and state. The Ministries of Government of India have

introduced various schemes from time to time offering financial incentives to girl children to enable parents to provide proper education have enough savings for marriage, get subsidies, loans and quotas. Some of the schemes announced by the government are explained below for the advantage of the parents.

* Sukanya Samriddhi Yojana : (SSY)
* Sukanya Samriddhi account is a famous and popular scheme backed by the Government of India.

As part of 'Beti Bachao, Beti Padhao' campaign started by the Government, this is a saving scheme for the benefit of the girl child. The scheme helps to save the future of a girl child, encourage parents to build a fund to meet the expenditure for education and marriage of their girl child. It has a number of benefits which are mentioned below.

Benefits

The Sukanya Samziddhi Yojana account pays an interest of 9.1% for each financial year. The interest rate offered in this is the highest when compared to other small saving schemes. This scheme is also one of the most tax-saving ones. One of the best features of this scheme is the provision of a lock-in period. You can certainly build an adequate amount to provide a bright future for your girl child. The account can be transferred too to another place if required.

Eligibility

The account can be opened by legal guardians or parents of a girl child only. The age of the girl child should not be more than 10 years. A certificate for proof of age has to be submitted along with the form. Only two accounts can be opened by parents or legal

guardians of the child. An amount of Rs250/- is required to open the account. After completion of 21 years, the account can be closed.

UDAAN- Giving Wings to Girls

To address the challenge of low enrolment of girls in technical education institutes.

To minimize the gap between school education & engineering entrance examination.

To enrich and enhance teaching and learning of Science and Mathematics at senior secondary level Intended Beneficiaries

Girls studying in classes XI only from KVs/NVs/Government Schools of any recognised Board/CBSE affiliated private schools in India.

Salient Features

Launched by CBSE under guidance of Ministry of HRD. It trains girl students in entrance examinations to top institutions and provides them incentives and support through tutorials, video classes, etc.

Supports 1,000 selected disadvantaged girls per year4 reasons why girls are pulled out of school   The first reason why girls are pulled out of school is because of family responsibilities. Girls provide free labor at home for the family. Home is also where they learn to be a better housewife. Many girls are kept at home because it is a better payoff than going to school. Having the girl attend school is not valuable to the whole family. This problem is lucidly evident in India, even in urban areas, but more prevalent with poorer families. Girls can be found doing everything from farm work to household chores.   The family plays

a central role in a girl's life and shaping her future. Respect is given to elders in all situations and no decision can be made without consulting an elder. This often leads to the practice of arranged marriages. The decision is entirely up to the family and the girl often does not even see her future husband until the day of the wedding. Compared to American norms, individuals growing up in India are much more dependent on their families, especially parents.

The second reason why girls are kept from receiving a primary education is because they are pulled out early to protect family honour. This also can affect the dowry when the girl is married. The boy's side of the family can raise the dowry if they suspect she has been in school with boys during puberty. The practice of dowry is illegal, but laws are not always implemented. If the dowry cannot be paid, the bride runs the risk of being ruined, or worse, being killed. Honour killings are prevalent among the poor.

The third reason for inequality during primary education is because girls can't attend school due to inadequate facilities. Schools are unable to provide safe and sanitary facilities for young girls to attend, and with the population increasing at a rapid speed the priority for new facilities is given to boys. In many cases, though, this is exacerbated by basic infrastructural problems: roads, running water, and electricity are often scarce.

The fourth reason girls are kept from school is because of the shortage of female teachers. The problem can be solved, but it starts with first educating girls so they can aspire to be teachers. The government, however, does not see this as a problem and continues to deny that there is gender inequality

within the education sector. There have been efforts, as listed earlier, by the government to enrol more girls but this has not been for the nation of India, but rather for international recognition and numbers.

The Solution

All of these contribute to the issue of unequal access to education for girls along with many more issues. These four issues have many underlying issues that contribute to the overall problem. And to solve this issue we can look to three conclusions: NGOs and non-profits, and the government's response. First, NGOs and non-profits can offer the most helpful solution to this problem because of grassroots movements across rural India. Many of the past efforts have come from reviewing previous reports. NGOs and non-profits work at a local scale where a difference can have made, whereas the government has worked on a larger scale with less success.

Second, the government's response can help the whole process of providing primary schools for girls. The Indian government has recognized the problem has been slow to act on the issue. As mentioned earlier, education is not apriority for the government right now; rather the government is focused on the economy. Without girls being involved in the future economy, the government is taking a risk and putting the issue off for another generation.

Educational Development of Minorities

"Education is the single most important instrument for social and economic transformation. A well-educated population, adequately equipped with knowledge and skill

is not only essential to support economic growth, but is also a precondition for growth to be inclusive since it is the educated and skilled person who can stand to benefit most from the employment opportunities which growth will provide." (Para 10.1 of the Approach to the Twelfth Five Year Plan) The Ministry of Human Resource Development has focused on an inclusive agenda, with a vision of realizing India's human resource potential to its fullest, with equity and excellence. "All minorities…shall have the right to establish and administer education institutions of their own" is the mandate, as per Article 30(1) of the Constitution. Government is committed to address the existing backwardness in education of minorities, especially the Muslims, constituting the major chunk of the minorities. Therefore, the Prime Minister's New 15 Point Programme, inter-alia, aims to enhance opportunities for education of minorities ensuring an equitable share in economic activities and employment.

Communities	%age of population	%age of of literacy
Muslims	12.4	59.1
Christian	2.3	80.3
Sikh	1.9	69.4
Buddhists	0.8	72.7
Zoroastrians (Parsis)	0.007	97.9

According to 'Sachar Committee Report' "one-fourth of Muslim children in the age group of 6-14 years have either never attended school or are drop-outs. For children above the age of 17 years, the educational attainment of Muslims at matriculation is 17%, as against national average at 26%. Only 50% of Muslims who complete middle school are likely to complete secondary education, compared to 62% at national level". The Report has also drawn attention to the low levels of educational attainment among Muslim women, Muslims in rural areas as well as in technical and higher education. The High Level Committee under the Chairmanship of Justice Rajinder Sachar has also made a number of recommendations for improvement of the educational status of the Muslim communities Ministry of Human Resource Development has also constituted a National Monitoring Committee on Minorities' Education (NMCME) under the Chairmanship of Hon'ble Minister of Human Resource Development. A Standing Committee under the chairmanship of Shri Siraj Hussain, IAS, Additional Secretary, Government of India and former Vice-Chancellor, Jamia Hamdard has also been constituted to address issues relating to educational empowerment of minorities. The objective of the Standing Committee and its Sub-Committees are, as under: -

To monitor the minority related schemes/ programs being implemented by the Ministry of Human Resource Development; To suggest modifications, if required, in the schemes of the Ministry of Human Resource Development with a view to cater to the specific needs and requirements of the minority community; To study report of previous Committees which have gone into the issues of minority education and welfare and suggest ways and means to implement the recommendations/conclusions of those Committees;

To advise the Committee on setting up a monitoring mechanism for minority related schemes/programs being run by the Ministry of HRD and Any other issues relating to minority education which the Committee may want to bring to the notice of the Government and NMCME.

Ministry of HRD has taken several significant initiatives, as detailed below, during XIth Five Year Plan and the momentum of which are being continued/accelerated during the XIIth Five Year Plan:-Scheme for Providing Quality Education in Madrasas (SPQEM)Scheme for Infrastructure Development of Private Aided/Unaided Minority Institutions (IDMI)

*   Sarva Shiksha Abhiyan (SSA)

*   Kasturba Gandhi Balika Vidyalayas (KGBVs)

*   Extension of Mid-Day-Meals (MDM) Scheme to Madarsas/Maqtabs 'Saakshar Bharat'

*   Jan Shikshan Sansathan (JSS)

*   Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

Strengthening of the National Council for Promotion of Urdu Language (NCPUL) Establishment of the National Commission for Minority Educational Institutions (NCMEI)

Article 46 of the Constitution states that, "The State shall promote, with special care, the education and economic interests of the weaker sections of the people, and, in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation." Articles 330, 332, 335, 338 to 342and the entire Fifth and Sixth Schedules of the Constitution deal with special provisions for implementation of the objectives set forth in Article 46. Similarly, Articles 30(1) provides for the rights of the Minorities to establish and administer educational institutions of their choice. These provisions need to be fully utilized for the benefit of these weaker sections in our society.

National Monitoring Committee for Minorities' Education (NMCME)

The National Monitoring Committee for Minorities' Education (NMCME) has been reconstituted vie Ministry's Resolution No. 6-4/2010-MC (Pt.) dated 23.12.2011. The first meeting of the reconstituted Committee was held on March 5, 2012 at New Delhi. At this meeting, a decision was taken to constitute a Standing Committee of NMCME and five sub-Committees of NMCME as under:

Implementation of Schemes Aimed at Minorities

Mapping of Educational Requirements of Minorities - Region & District-wise Vocational Education & Skill Development of Minorities

Girls' Education

Promotion of Urdu Language and enhance compatibility amongst minorities through knowledge of English. The Government is also running the following Schemes for the improvement of Educational and Economic lot of the Minorities: Central Sponsored Scheme for Providing Quality Education in Madrasa (SPQEM) Scheme for Infrastructure Development Private Aided/ Unaided Minority Institutes (IDMI)-(Elementary Secondary/Senior Secondary Schools)

The following material will help you understand better the work done for granting equal opportunities to the Minorities in the country: -Prime Minister's 15-Point Programme for Minorities' Welfare (Including Status Report) Major Initiatives for Educational Advancement of Minorities

Government Decisions on Sachar Committee Recommendations (Including Monitoring of Action Taken) Findings of Research Conducted by NUEPA - Participation of Muslims in Higher Education

Garib Nawaz Skill Development Centres

The Minister of State for Minority Affairs & Parliamentary Affairs said that Garib Nawaz Skill Development Centres will be established in 100 districts of the country. These centres will effectively ensure employment-oriented skill development of youth belonging to Minority communities. The courses will be short term (2 to 6 months) in fields such as mobile and laptop repairing, security guard training, housekeeping training, etc.

After Independent Reforms

The education system in India has undergone significant transformations since independence, shaped by reforms and the evolving role of various institutions at both the central and state levels. Here's an overview of the issues, challenges, and roles of central and state institutions in the context of education reforms:

1. Post-Independence Reforms and Educational Framework

After independence, India emphasized creating a robust educational system to address literacy, access, and equity. Significant reforms included:

* The National Policy on Education (1968, 1986, and 2020): These policies shaped the direction of education, focusing on universal access, improvement in quality, and integration of technology and vocational education.

* Right to Education (RTE) Act (2009): Ensured free and compulsory education for children aged 6 to 14.

* Five-Year Plans: Prioritized higher education, technical education, and the expansion of state-sponsored institutions.

2. Role of Central Institutions

Central institutions have played a crucial role in policymaking, standardization, and funding.

* Ministry of Education: Oversees policy frameworks, including the implementation of the National Education Policy (NEP 2020).

* University Grants Commission (UGC): Regulates standards in higher education, provides funding, and ensures coordination among universities.

* National Institutes of Technology (NITs) & Indian Institutes of Technology (IITs): Promote advanced learning in engineering and technology, focusing on global competitiveness.

* Central Universities: Aim to set high standards for research and teaching, creating centers of excellence across disciplines.

* National Testing Agency (NTA): Centralizes competitive exams for admissions, standardizing entry into higher education.

3. Role of State Institutions

State governments manage a majority of educational institutions and are crucial in ensuring access, equity, and quality.

* State Education Boards: Oversee primary and secondary education, implementing regional policies that align with national frameworks.

" State Universities: Provide higher education at more affordable costs and focus on regional needs, often playing a critical role in vocational education and regional development.

" State Higher Education Councils: Provide policy inputs, coordinate funding, and oversee curriculum reform at the state level.

4. Challenges Faced by Educational Institutions

Despite reforms, several challenges persist:

* Access and Equity: While central institutions often have better funding, state universities and schools face issues in infrastructure, faculty vacancies, and student access-especially for marginalized groups.

* Quality Disparities: The gap in quality between central and state institutions remains significant, with central institutions often receiving more resources.

* Faculty Shortages: Many state institutions struggle to fill faculty positions, affecting the quality of education and research output.

* Curriculum Modernization: Aligning curricula with industry needs and global standards is a continuing challenge, particularly at the state level.

* Funding Gaps: Central institutions receive more substantial funding, while state institutions often rely on state governments, which may not allocate sufficient resources.

5. Recent Developments Post-NEP 2020

The National Education Policy (NEP 2020) emphasizes holistic, flexible education and interdisciplinary learning. Key areas include:

* Institutional Autonomy: Central and state institutions are encouraged to become self-sufficient and focus on research and innovation.

* Vocational and Skill Development: Central and state universities are focusing more on vocational training and employability to bridge the skills gap.

* Regional Language Promotion: The policy encourages the promotion of regional languages in education, balancing the global demands for English.

6. The Way Forward

* Greater Collaboration: Central and state institutions need better coordination for aligning policies and improving resource allocation.

* Strengthening Public Education: Increased funding and support to state universities are crucial for reducing inequalities between central and state institutions.

* Digital Learning: Expanding digital infrastructure in state-run institutions can help bridge the quality gap.

* Inclusive Policies: Targeted interventions are needed to ensure that disadvantaged communities have access to education, particularly in rural areas.

The education landscape continues to evolve, and the roles of various institutions, both central and state, are pivotal in ensuring that India meets the challenges of the 21st century.

Conclusion

While central and state institutions, alongside other organizations, are working to promote education, many challenges remain, including disparities in access, quality, and equity. Collaborative efforts between these institutions are essential to overcoming these barriers and achieving the goal of providing quality education for all. By addressing these issues systematically, education can become a tool for reducing inequality and fostering sustainable development. The promotion of education in India is a collaborative effort involving the central and state governments, NGOs, private sector, and international organizations. Each plays a unique role, addressing different facets of the education system. While central institutions focus on policy direction and funding, state governments ensure local implementation, and NGOs and private enterprises contribute through innovation and grassroots-level interventions. The major challenges such as unequal access, quality disparities, teacher shortages, and inadequate infrastructure persist, particularly in rural and underserved areas. However, collaborative efforts, including the new National Education Policy and increasing integration of technology in education, offer promising pathways toward a more inclusive and equitable education system. Going forward, stronger partnerships between these institutions and sustained efforts to bridge resource gaps are essential to achieving the goals of universal, high-quality education.s

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Becoming A Developed Country Bharat

Neelam Kumari*

ABSTRACT

India, a nation with an ancient civilization and rich diversity, is currently on the path of rapid development. When India gained independence in 1947, it was a young nation recovering from the effects of colonialism. Today, in the 21st century, India plays a leading role in science, technology, the economy, defense, and international diplomacy. The vision of "Developed India @ 2047," as envisioned by the Government of India, aims not only at becoming an economically strong country but also at fostering an inclusive, self-reliant, empowered, and sustainable nation. Achieving a Developed India by 2047 is not merely a dream; it is a national commitment. This goal can only be realized when the government, private sector, civil society, and every citizen work together. If we all fulfill our duties and responsibilities with honesty, the India of 2047 will not only be a developed nation but also a powerful force that guides the world-a prosperous, inclusive, and peace-loving India, grounded in the principle of "Vasudhaiva Kutumbakam," which means "the world is one family."

Key words: Development Country

Introduction

The word "Bharat," mentioned in the seventh chapter of the Rigveda, signifies a nation immersed in light and knowledge. It represents a world guru, a country of peace and goodwill, and has emerged as the fourth largest economy on the global stage. Bharat is a land of sages and saints, blessed with holy rivers such as the Ganga and Yamuna.

"Whose crown is the Himalayas,
 where the Ganga and Yamuna flow,
where there is unity in diversity,
and where "Satyameva Jayate" is the slogan?
That country, India, is ours."

India, a country with an ancient civilization and rich diversity, is currently on the path of rapid development. When India gained independence in 1947, it was a nascent nation healing from the wounds of colonialism. Today, in the 21st century, India is assuming a leading role in science, technology, economy, defesnse, and international diplomacy. The vision of "Developed India @ 2047," as envisioned by the Government of India, aims not only to create an economically strong nation but also to build an inclusive, self-reliant, empowered, and sustainable society.

The dream of a developed India resides

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in the hearts of every Indian. It signifies that our country should make continuous progress in economic, social, and technological fields. This includes providing quality education, improving health services, developing modern infrastructure, and fostering self-reliance. In such an India, every citizen will have adequate employment opportunities, and issues like poverty and hunger will be eliminated.

By 2047, as we celebrate 100 years of independence, we envision our country as a prosperous, inclusive, and sustainably developing nation. India stands at a pivotal moment in its history, and the 21st century is poised to be India's century as the country moves confidently toward the future.

Currently, India is the fourth-largest economy in the world and is expected to become the third-largest economy by 2047, with a GDP that will surpass 5 trillion US dollars (according to IMF estimates). By that time, India aims to evolve into a 30 trillion US dollar economy, embodying all the characteristics of a developed nation. It will be a developed India.

Throughout history, nations have experienced turning points that allow them to seize opportunities for rapid development. For instance, Japan underwent a remarkable transformation in the 1950s and 60s following World War II, marked by unprecedented economic growth often referred to as the "Japanese post-war economic miracle." This era catapulted Japan into a leading global economy and established it as a superpower.

Similarly, Germany experienced a significant economic trajectory change during the 1950s, 60s, and 70s, known as the "Wirtschaftswunder" or economic miracle, which resulted in rapid economic growth and

rising living standards. Germany has since remained one of the largest and most competitive economies in the world, renowned for its strong manufacturing base and technological innovations.

Singapore transformed itself from a developing nation in the 1960s and 70s into one of the richest countries in the world, emerging as an economic powerhouse in Asia and achieving technological sophistication. Likewise, South Korea dramatically transformed its war-torn, agrarian economy between the 1960s and 1990s, an era known as the "Han River Miracle," during which world-leading companies emerged.

These nations recognized the significance of their turning points and leveraged these opportunities to become economic giants. India is now on the cusp of a similar opportunity; this is the Amrit Kaal of India. The country has made remarkable transformations on many fronts and is poised to continue its progress. There has been a substantial expansion in socio-economic infrastructure, positioning India for a bright future.

Vision of Developed India 2047

The "Developed India 2047" vision aims to establish India as a developed nation by the 100th anniversary of its independence. This vision envisions India not only as an economically powerful country but also as a global leader in social, environmental, technological, and humanitarian fields. It is guided by the motto "Sabka Sath, Sabka Vikas, Sabka Vishwas, and Sabka Prayas."

The successful Prime Minister of India, Shri Narendra Modi, has emphasized that the foundation of a developed India is built on four Amrit pillars: the empowerment of women, the

potential of youth, the livelihood of farmers, and the upliftment of poor families. The development of these four groups is crucial to making India a developed nation.

The provisions made by the Prime Minister to serve the poor are indeed commendable:

1. Under the Pradhan Mantri Garib Kalyan Anna Yojana, free rations are provided to more than 61 crore beneficiaries.

2. More than 40 million houses have been constructed under the Pradhan Mantri Awas Yojana.

3. Under the Har Ghar Jal Yojana, 150 million rural families now have access to tap water.

4. A total of 510 million people have received security coverage under the Pradhan Mantri Suraksha Bima Yojana.

5. Under the Pradhan Mantri Samman Nidhi Yojana, 6.8 million street vendors have been provided with collateral-free loans.

The steps taken by the Government of India for the welfare of farmers are indeed significant:

1. From 2013-14 to 2025-26, the Minimum Support Price (MSP) procurement of pulses and oilseeds has increased by more than 7,350% and 1,500%, respectively. The MSP rates for paddy and wheat have reached Rs. 2,369 and Rs. 2,425 per quintal.

2. Food processing capacity has grown from 12 lakh tons to 242 lakh tons. Exports have increased from $4.9 billion to $9.03 billion, according to reports from 2013-14 to 2024-25.

3. Farmers receive an annual assistance of Rs. 6,000 through the PM Kisan Samman Nidhi scheme, with approximately Rs. 3.7 crore already distributed.

4. Claims worth Rs. 1.75 lakh crore have been settled under the PM Crop Insurance Scheme.

5. Assistance totaling Rs. 10 lakh crore has been provided to 7 crore farmers through the Kisan Credit Card scheme.

6. The number of Mega Food Parks has increased from 3 in 2014 to 24 by 2024.

The BJP government has shown full respect for half the population of the country, particularly through various initiatives aimed at women and youth.

Under the Nari Shakti Vandan Act, women now have a 33% reservation in Parliament and state legislatures, which is a significant step in recognizing their importance. Additionally, for the first time, women have been granted admission to the National Defence Academy, highlighting their merits and capabilities. The maternity leave has been extended from 12 to 26 weeks, promoting better health for women. Through the Matri Vandan Yojana, financial assistance of Rs. 18,593 crore has been allocated to support 3.9 crore pregnant women. The Triple Talaq law aims to provide justice for Muslim women. During the COVID-19 lockdown, cash assistance was provided to 20 crore women to support them during challenging times.

India boasts the largest youth population in the world, and recognizing this, the country has made significant improvements in its education system from 2014 to 2024. This includes the establishment of 15 AIIMS medical colleges, seven IITs, eight IIMs, and 490 universities. The PM Shri scheme has

modernized 14,500 schools across India. Under the Startup India initiative, 17.6 lakh jobs have been created from 1.6 lakh startups. In 2024, a total of 119 startups achieved unicorn status, making India the third-largest startup economy globally. Additionally, 1,048 Khelo India centers are fostering talent at the grassroots level.

Looking ahead to Developed India 2047, the goal is to establish a strong and sustainable economic system. Today, India is the fourth-largest economy in the world, with aspirations to be among the top three by 2047. This will be achievable through:

* Promoting construction and manufacturing initiatives like "Make in India"

* Encouraging a culture of startups and innovation

* Empowering the service sector through the Digital India initiative

By 2047, India envisions a society free of discrimination based on caste, religion, gender, or region. Efforts will focus on the empowerment of women, SC/ST communities, and other backward classes to cultivate an egalitarian society where everyone has access to quality education, healthcare, and employment opportunities.

A major objective is to establish India as one of the world's leading powers in scientific and technological research by the year 2047. The focus on self-reliance in various sectors such as space (ISRO), defense research (DRDO), biotechnology, artificial intelligence (AI), quantum computing, and 5G/6G technology continues to propel the country toward becoming a global innovation center.

Over the last 11 years, from 2014 to 2025,

India's national highway network has expanded by 54,917 kilometers. Under the Pradhan Mantri Gram Sadak Yojana, 396,000 kilometers of rural roads have been constructed since 2014. The number of operational airports in India has increased to 160 by 2025. The Udan scheme has led to the construction of 86 new airports and the addition of 88 new destinations. A total of 136 world-class Vande Bharat trains are now in operation, and developments such as the Delhi-Meerut Rapid Rail, the world's largest rail bridge over the Chenab River, and the longest rail tunnel in the mountains, along with projects like the Karnal Bridge, have all contributed to the country's progress.

In India's technological era, a notable achievement includes the launch of 104 satellites and the first private rocket, Vikram-S, in a single effort. Through Direct Benefit Transfer (DBT), ?4.4 lakh crores have been distributed. In just 22 months, 5G service has reached 99.6% of districts, and 2.14 lakh gram panchayats have been connected to broadband. Internet connections have surged from 250 million in 2014 to 970 million by June 2024, marking an increase of 285%.

A developed India encompasses more than just industrial growth; it also aims for a green, clean, and sustainable future. Key areas of focus will include reducing carbon emissions, promoting renewable energy (such as solar), conserving water, protecting biodiversity, and fostering sustainable agriculture. Campaigns like "Green India" and "Clean India" will be implemented on a broader scale. Since 2014, India's renewable energy capacity has almost tripled, achieving the COP 21 target of generating 40% of its energy from non-fossil fuel sources. Under the Namami Gange program, launched in 2014, 494 projects worth

Rs. 40,481 crore have been approved, with 315 of these projects now completed. Additionally, the Pradhan Mantri Bus Seva Yojana has approved 7,293 electric buses for cities across 14 states and four union territories.

By 2047, India's education system aims to go beyond merely granting degrees, focusing instead on equipping children and youth with 21st-century skills such as critical thinking, technical proficiency, innovation, and entrepreneurship. The National Education Policy 2020 is a significant step in this direction. Furthermore, there will be an emphasis on promoting skill development and vocational education to make youth self-reliant.

India 2047 aims to be a nation that plays a decisive role on the global stage. The country's participation and leadership in the United Nations, G-20, BRICS, and other international organizations will contribute to global peace, climate justice, and the achievement of sustainable development goals. India is on track to become a global economic superpower, climbing from the tenth largest economy in 2014 to the fourth largest and fastest-growing economy by 2025. In the financial year 2024-25, record exports of $825 billion in goods and services have been achieved. The Production Linked Incentive Scheme (PLI) has generated investments of Rs 1.61 lakh crore, leading to Rs 14 lakh crore in production, Rs 5.31 lakh crore in exports, and the creation of 11.5 lakh jobs. The Atmanirbhar Bharat package, valued at Rs 29.8 lakh crore, provided vital support to MSMEs and businesses during the COVID-19 pandemic. Additionally, the number of patents granted in India has surged from 5,978 in 2014-15 to 1,03,057 in 2023-24.

Significant cultural developments include the construction of the grand Ram temple in Ayodhya, the Kashi Vishwanath Corridor, and the development of major cultural centers such as Mahakal Lok. These initiatives celebrate Tribal Pride Day and honor Lord Birsa Munda, paying tribute to heroes often overlooked in history. Under the Waqf Amendment Act 2025, the transparency and accountability of properties have been enhanced, and since 2013, 642 stolen artifacts have been returned to India.

By 2047, India envisions being completely digital and technologically advanced. Smart cities, digital payment systems, blockchain-based services, and the use of artificial intelligence will ensure that citizens experience a seamless, transparent, and secure way of life. The true picture of India's development will emerge only when villages are equipped with facilities comparable to those in cities. Efforts are underway to provide electricity, water, internet access, health services, and quality education in every village by 2047, with "Rural-Urban Integration" being a crucial step in this direction.

Women make up 50% of India's population, and the large youth demographic is its greatest asset. The dream of a developed India will only be realized when women take the lead in every field and the youth take on active roles in creativity and entrepreneurship.

In 2047, India will be a democracy where the public's faith in its institutions remains unwavering. Transparency, accountability, and a corruption-free administration will be the hallmarks of India's governance system. Through digital technology and citizen participation, governance will become more responsive and oriented towards the needs of the people.

Conclusion

A developed India by 2047 is not just a dream, but a national commitment. This vision can only be achieved when the government, private sector, civil society, and every citizen collaborate. If we all fulfill our duties and responsibilities with integrity, the India of 2047 will not only be a developed nation but also a global leader-a prosperous, inclusive, and peace-loving country grounded in the principle of Vasudhaiva Kutumbakam.

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Impact of Globalisation on Different Aspects of Society

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ABSTRACT

Since its inception around 120 years ago, the field of psychology of religion has undergone a gradual evolution. While it progressed steadily throughout the 20th century, its growth accelerated notably after the events of 9/11. What was once a niche area of study confined to a few enthusiasts has now blossomed into a topic of widespread interest across various branches of psychology, including cognitive neuroscience, developmental psychology, personality psychology, clinical psychology, and social psychology.

Moreover, this transformation has transcended geographical boundaries, with contributions from researchers representing diverse cultures and regions. The scope of inquiry has expanded far beyond its origins in New England and a few pockets in Northwest and Central Europe, revealing surprising findings from around the globe. The research landscape is characterized by its multilevel approach within psychology and its interdisciplinary nature, striving to unravel the intricate interplay between individual differences and cultural contexts in shaping religiousness and spirituality.

In addressing the challenges of conducting psychological research across traditional disciplinary, international, and cultural barriers, scholars are adopting innovative methodologies and fostering collaborative endeavors. This inclusive approach acknowledges the complex dynamics at play and seeks to foster a deeper understanding of the multifaceted nature of human belief systems.

In the past two decades, economic globalization has emerged as a driving force behind the broader process of globalization. As Nobel Laureate and Economist Amartya Sen observes, global interaction, rather than isolation, has been instrumental in driving economic progress worldwide. Trade, migration, communication, and the dissemination of scientific and technical knowledge have collectively contributed to alleviating poverty and improving living standards for many. However, despite these advancements, significant disparities persist, with a substantial portion of the global population still grappling with harsh realities. While some have reaped the benefits of globalized trade, others continue to face adversity, underscoring the need for more inclusive and equitable approaches to global development.

Key words: Global religious trends, psychology, influence, beliefs, values, behaviors, societal dynamics, cultural norms, international conflicts

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Introduction

The term "Globalization" has gained widespread usage over the past fifteen years and remains a subject of controversy, with various interpretations offered. Essentially, globalization signifies a heightened interconnectedness in today's world. Economically, it entails the adoption of open and unrestricted trading markets, achieved through measures such as lowering trade barriers, removing capital controls, and liberalizing foreign exchange regulations. This economic shift involves significant flows of capital, increased trade volumes, and advancements in information technology and communication, all contributing to a more interconnected global landscape. Additionally, there is notable movement of people across borders for trade and employment, which has eroded national barriers imposed by sovereign states, leading some to describe the emergence of a "global village."

Globalization and Its Impact

Impact on People, Families, and Mental Health

In this presentation, I will explore the impact of globalization on individuals, families, and communities at social, cultural, and psychological levels. As an educator, I am particularly interested in understanding how societies and individuals undergo change due to this economic phenomenon and how these changes affect families, individuals, and communities. Globalization is associated with rapid and significant societal transformations. The migration of people from rural to urban areas has accelerated, particularly in the developing world, often resulting in substandard living conditions for many. This demographic shift has led to increased family disruption and instances of social and domestic violence. For instance, police reports from New Delhi in 2004 revealed that approximately six women per day died in dowry-related suicides.

Conceptions of national identity, family, employment, and tradition are undergoing rapid and profound changes. There is concern that the competitiveness introduced by globalization may foster more individualistic societies. Conversely, rapid change can also spur fundamentalism, a longing for the past, and a decrease in tolerance for religious and cultural differences. The influence of the nation-state is diminishing in the face of global economic pressures, leading to a reluctance or failure to implement social policies in some countries. These changes increase the likelihood of exploitation of vulnerable individuals and pose threats to the human rights of marginalized populations.

Economists argue that the 1994 stock market crash in Asia exemplified the swift propagation of adverse consequences due to

the interdependence of economies and populations. Millions suffered economic losses, with cuts to education and health services being particularly severe across the region. The lingering effects, including social unrest and poverty, persist to this day, accompanied by increases in domestic violence and suicide rates in several affected countries. Furthermore, it's believed that the illicit drug trade has expanded in recent years, becoming a significant portion of global business volume.

Revisiting the business aspect of globalization: In a capitalist market, multinational corporations are at the forefront, establishing a substantial presence worldwide. Examples such as Coca-Cola, McDonald's, and Nike illustrate this widespread growth. The media plays a crucial role in promoting the perceived superiority of new products and services compared to local offerings, gradually altering consumption patterns and lifestyles. This process embodies consumerism within a capitalist framework.

Consumers' spending patterns and behaviors are under scrutiny, although at first glance, globalization may seem to have minimal impact on families, and daily life appears "normal" for many. However, the reality is that every individual is affected in some way. These changes can significantly alter people's identities and cultural values, sometimes causing conflict with deeply held beliefs. Whether experienced intergenerationally or within individuals, these shifts can impede personal growth and development.

Economists emphasize that the 1994 stock market crash in Asia serves as a stark example of the rapid dissemination of adverse effects resulting from the intricate connections between economies and populations. The

aftermath saw millions grappling with economic hardships, with education and health services bearing the brunt of severe cutbacks throughout the region. Lingering repercussions, including ongoing social unrest and entrenched poverty, continue to afflict affected countries, exacerbating issues such as domestic violence and suicide rates.

Furthermore, experts suggest that the illicit drug trade has experienced a notable expansion in recent years, emerging as a substantial component of the global business landscape.

Taking a closer look at the business dynamics of globalization: Within the capitalist paradigm, multinational corporations wield significant influence, extending their reach across nearly every corner of the globe. Iconic brands like Coca-Cola, McDonald's, and Nike stand as a testament to this pervasive expansion. In this context, the media plays a pivotal role, actively promoting the perceived superiority of new products and services over local alternatives. Gradually, this narrative shapes consumer behavior and lifestyle choices, fostering a culture of consumerism deeply ingrained within capitalist societies.

While globalization may initially appear to have minimal impact on families and everyday life, it is essential to recognize that each individual is invariably touched by its effects. These transformations can profoundly reshape personal identities and cultural values, occasionally sparking conflicts with deeply entrenched beliefs. Whether experienced across generations or within individuals, navigating these shifts can pose challenges to personal growth and development.

Impact on Economy : Globalization provides businesses with a competitive

advantage by allowing them to source raw paraphernalia where they are affordable. Globalization also gives associations the occasion to take advantage of lower labor costs in developing countries, while using the technical moxie and experience of further developed husbandry. Globalization has long been used by the automotive sedulity, for cases, where different corridors of a bus may be manufactured in different countries. Businesses in several different countries may be involved in producing indeed evidently simple products analogous to cotton T-shirts. Globalization affects services, too. multitudinous businesses located in the United States have outsourced their call centres or information technology services to companies in India. As part of the North American Free Trade Agreement(NAFTA), U.S. "machine companies repositioned their operations to Mexico, where labor costs are lower". The result is more jobs in countries where jobs are demanded, which can have a positive effect on the public economy and affect an advanced standard of living. China is a high illustration of a country that has served immensely from globalization. Another illustration is Vietnam, where globalization has contributed to an increase in the prices for rice, lifting multitudinous poor rice farmers out of poverty. Not everything about globalization is salutary. Effectively, this means that workers in the advanced world must contend with lower-cost requests for jobs; unions and workers may be unfit to defend against the trouble of pots that offer the volition between lower pay or losing jobs to a supplier in a lower precious labor request. The situation is more complex in the developing world, where husbandry is witnessing rapid-fire-fire change. Indeed, the working conditions of people at some points in

the force chain are deplorable. In 2013, a cloth factory structure collapsed, killing further than 1,100 workers. Critics also suggest that employment openings for children in poor countries may increase the negative impacts of child labor and lure children of poor families down from academia. In general, critics condemn the pressures of globalization for encouraging a terrain that exploits workers in countries that do not offer sufficient protections. Globalization has brought about both positive and negative impacts on culture and society worldwide. On the positive side, globalization has eased the spread of popular culture through channels like global media and the internet. This has made cultural products analogous to music, films, and television shows more accessible to people around the globe. still, this wide vacuity has also led to the homogenization of cultural tastes and the erosion of traditional practices. For case, traditional music styles and instruments are being replaced by Western pop music, and traditional vesture is giving way to Western-style attire, potentially performing in a loss of cultural identity. Another consequence of globalization is the decline of traditional languages. As people are exposed to global media and travel further constantly, they constantly adopt the dominant language of the global culture, sometimes at the expense of their own native languages. This can lead to a loss of verbal diversity and, in some cases, the decimation of languages that are not passed down to future generations. Economically, globalization has impacted original societies by promoting Western-style marketable profitable systems and consumer societies. This can displace traditional livelihoods and profitable systems, analogous as husbandry or artisanal crafts, in favor of further capitalized practices.

also, the influx of international pots can undermine original businesses, leading to a loss of profitable security and connection to cultural heritage. In terms of social structures, globalization has challenged traditional gender places and family dynamics. Exposure to Western ideals can lead to the erosion of traditional values and the handover of further liberal and individualistic models. While this may promote social progress in some felicitations, it can also produce pressure as individualities reconcile new morals with traditional beliefs, potentially performing in a sense of disposition from cultural heritage. Initially, globalization has told food choices by adding access to a wide variety of options from around the world. While this can expand culinary exploits, it also contributes to the spread of fast food and reused foods, constantly at the expense of traditional diets. This shift can lead to health issues like obesity and diabetes, and it may also displace traditional food product styles, further eroding cultural practices and connections to heritage. In summary, globalization has brought about significant changes to culture and society, offering both openings for cultural exchange and profitable growth, while also posing challenges to traditional practices and individualities. In terms of social structures, globalization has challenged traditional gender roles and family dynamics. Exposure to Western ideals can lead to the erosion of traditional values and the adoption of more liberal and individualistic models. While this may promote social progress in some regards, it can also create tension as individuals reconcile new norms with traditional beliefs, potentially resulting in a sense of disconnection from cultural heritage.

Lastly, globalization has influenced food choices by increasing access to a wide variety of options from around the world. While this can expand culinary experiences, it also contributes to the spread of fast food and processed foods, often at the expense of traditional diets. This shift can lead to health issues like obesity and diabetes, and it may also displace traditional food production methods, further eroding cultural practices and connections to heritage.

In summary, globalization has brought about significant changes to culture and society, offering both opportunities for cultural exchange and economic growth, while also posing challenges to traditional practices and identities.

Impact on Culture

Globalization has undoubtedly broadened cultural horizons and facilitated cross-cultural exchange, fostering a greater appreciation and understanding of diverse traditions and customs. This exposure to different cultures has enriched societies worldwide, leading to the adoption of new perspectives and the celebration of cultural diversity. Moreover, globalization has provided platforms for marginalized voices to be heard on a global scale, promoting inclusivity and social justice.

However, alongside these positive aspects, globalization has also fuelled cultural imperialism and the dominance of Western ideals and values. The spread of Western media and consumerism has often overshadowed local cultural expressions, leading to the marginalization and erosion of indigenous cultures. This cultural hegemony can result in the loss of cultural autonomy and the commoditization of traditions for commercial gain.

Furthermore, globalization has exacerbated cultural tensions and conflicts, particularly in regions where cultural identities are deeply intertwined with political and social issues. The imposition of foreign cultural norms and values can provoke resistance and backlash, leading to social unrest and instability. Additionally, globalization has facilitated the rapid dissemination of extremist ideologies and hate speech, amplifying cultural divisions and fostering intolerance.

In terms of societal impact, globalization has reshaped patterns of migration and urbanization, leading to the emergence of multicultural cities and communities. While this diversity can foster creativity and innovation, it can also give rise to social fragmentation and identity crises as individuals navigate between different cultural identities and allegiances.

Economically, globalization has widened the gap between rich and poor, both within and between countries. The commoditization of culture has often marginalized indigenous communities and exploited their cultural heritage for profit, perpetuating inequalities and perpetuating systems of oppression. Moreover, the globalization of labor markets has led to the exploitation of workers in developing countries, where labor standards and regulations are often lax.

Nevertheless, globalization holds the potential to positively influence food choices. For instance, it can play a role in safeguarding endangered traditional foods and cuisines by offering a platform for their promotion and celebration. Furthermore, globalization can facilitate the exchange of culinary ideas and practices, fostering mutual appreciation and understanding among diverse cultures.

Through this process, globalization can cultivate a deeper appreciation for the richness of food diversity and foster a sense of global interconnectedness.

Despite its adverse effects, globalization can also yield positive outcomes for local cultures. For instance, it can contribute to the preservation and revitalization of endangered cultures and languages by providing avenues for their promotion and recognition. Additionally, globalization can facilitate the exchange of cultural customs and traditions, fostering mutual respect and understanding across cultural boundaries. In this manner, globalization can enhance appreciation for cultural diversity and foster a sense of global unity.

However, it's important to acknowledge that the impact of globalization on local cultures isn't uniformly negative. In certain instances, it can lead to a fusion of cultural elements, giving rise to innovative cultural expressions. For example, the blending of traditional musical styles with contemporary Western influences can give birth to novel and distinctive musical genres. Moreover, globalization can enhance access to education and information, empowering individuals and communities to preserve and promote their cultural heritage while engaging with global trends.

Conclusion

In summary, globalization-which is understood as the blending of economies, cultures, and societies-has been made possible by global communication and political linkages. Although studies on the causes of globalization have been conducted, the findings are controversial.

This is due to the fact that some people argue that globalization has deeply entrenched historical roots, while others link it to the events of the twentieth century, which included several global events such as the world wars, the WHO, the UN, and international universities, among others. Globalization has had a great impact on the world, but it has also had some detrimental effects. It is beneficial since it has clearly resulted in radical advancements in the fields of industry, health, and politics.

But it's terrible since globalization has led to problems like infectious disease spread, brain drain, sweatshops, environmental degradation, and food poverty, among other things. Luckily, globalization has more benefits than drawbacks. Of the numerous nations that have contributed to the global economy, China and India continue to make the largest contributions.

This results from the two being extremely globalized in terms of their respective industries-communication, insurance, and transportation services. They both contribute significantly to the global economy, and their removal would only leave an irreversible economic calamity in their wake. This is sufficient evidence that they have a major impact on the global economy, which is based on globalization.

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Development of Cognitive Abilities in Early Childhood: A Review

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ABSTRACT

The early childhood stage is one of the crucial stages of human growth and development. The experiences gained by the child at this stage have an everlasting impact on the personality of the child. Behaviour is constructed and Cognitive abilities are developed effectively by providing healthy experiences in the initial years of life. As the growth and progress of every nation depend upon the youth and younger generation of the nation. So, for the better development of the nation, there is a great need to focus on the younger generation of the nation. Development in cognitive abilities such as language acquisition, thinking, understanding, and problem-solving abilities is possible only when effective Early Childhood Care and Education (ECCE) is provided at grass root level which will prepare the child for pre-school. Early Childhood Development (ECD) programs that emphasize health, nutrition, stimulation, and formal education are said to have a beneficial and significant impact on children's development. The cognitive development of a child depends upon the health, interventions, and experiences provided to the child, as all this has a significant relation with brain plasticity, information processing, and academic success of the child. Even National Education Policy 2020 (NEP 2020) has also laid great stress on the ECCE. NEP 2020 has developed the first-ever integrated Curriculum Framework for children between the ages of 3 and 8 in India. All these initiatives are rendered only to achieve the goal of holistic development of the child and prepare them for school and healthy life.

Key words: ECCE, Cognitive Development, NEP-2020, success

Introduction

The growth and progress of every nation depend upon the youth and younger generation of the nation. So, for the better development of the nation, there is a great need to focus on the younger generation of the nation. Great efforts are also made in this direction by the government of India and other stakeholders, but still much more is needed to achieve the goals (NEP,2020). One such Initial stage of human growth and development is Early childhood care and education (ECCE) which

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is also the great focus of the National Education Policy (NEP 2020). All the experiences gained by the child during this stage have a great influence on the later growth and development of the child. Therefore, good and healthy experiences play a great role in the holistic growth and development of the child. That is why NEP 2020 also laid stress on the early years of children and brought the Foundational stage in the structure of the education system. This foundational stage is also known as the Early Childhood Care and Education (ECCE) stage (NEP, 2020). The 12th Five-Year Plan recognized the value of early childhood education and placed a focus on expanding access to preschool and enhancing student readiness. Three different channels-public, corporate, and non-governmental-are used to deliver ECCE services in India. One of the largest early childhood development programs in the world, the Integrated Child Development Services (ICDS) Scheme is run by the Indian government. The Ministry of Women and Child Development oversees the administration of this program. Private preschools, which go by a variety of names such as nurseries, kindergartens, playschools, preparatory schools, and pre-primary classes/sections of private schools, are the second largest source of ECCE (Pandey, 1991).

Children are the top priority for human resource development, not only because they are the most disadvantaged age group but also because these formative years are so important for human development and learning. Today, it is widely understood that investing in human resource development is a requirement for any country's economic progress. (ICDS evaluation study, 2011)

The care and education of children from birth to eight years old is typically referred to as Early Childhood Care and Education (ECCE). NEP 2020 has developed the first-ever integrated Curriculum Framework for children between the ages of 3 and 8 in India, designating the age group of 3 to 8 as the Foundational Stage. It is a direct result of the 5+3+3+4 "curricular and pedagogical" framework for school education that NEP 2020 has developed (NEP,2020).

The first eight years of a child's existence are extremely crucial because they set the stage for general growth and development across all dimensions - physical, cognitive, and socio-emotional - as well as for lifelong well-being. The manner and speed of a child's development are significantly influenced by the quality of the early-life environment it is supplied. They explore, alter, and create new schemas as they engage with the stimulating and enriching environment by incorporating or assimilating new knowledge (Piaget, 1970).

NEP 2020 Goal-ECCE

Every child in the age range of 3 to 8 years must have access to free, safe, high-quality, developmentally appropriate ECCE by the year 2025. This is due to the crucial importance of the Foundational Stage for an individual's development as well as the long-term benefits to society as a whole. The wisest investment any nation can make for its future is to guarantee free, accessible, high-quality ECCE, according to research on education, neurology, and economics from around the world. The first eight years of a child's life are when the brain develops the fastest, as was previously indicated, highlighting the crucial relevance of cognitive and socioemotional stimulation in the early years. In terms of demographics, children make up 39% of the

population in India (Census, 2011). The Government of India's Ministry of Women and Child Development has introduced several programs, policies, and projects to help achieve the objectives (NEP, 2020).

UNESCO- ECCE

Children's brains develop remarkably between birth and age eight, which is an important window of opportunity for schooling. A truly inclusive early childhood care and education (ECCE), in the opinion of UNESCO, involves much more than merely preparing children for primary school. As it encourages holistic development, gender equality, and social cohesion, it can serve as the cornerstone for emotional well-being and learning throughout life and be one of the best investments a nation can make (UNESCO,2022).

UNICEF- ECCE

The basis of a child's education is high-quality pre-primary education, and the success of this stage determines the success of all subsequent stages. Nevertheless, despite the undeniable and long-lasting advantages, more than 175 million children worldwide over half of all children of pre-primary age-are not enrolled in pre-primary education (UNICEF, 2022)

Importance of Preschool Education

Preschool education of the best quality creates a solid foundation for learning. One of the best investments for securing the future success of children today and those who will follow in their footsteps is a high-quality pre-primary education. Children, families, educational systems, and society as a whole would all benefit greatly from universal pre-primary education of high quality. Students who receive a high-quality early childhood

education are better prepared for the switch to primary school, regardless of the widely different nations and situations. Pre-primary education lays the foundation for a child's lifetime of improved learning results. Successful students' progress through the educational system more quickly, which reduces the need for remedial efforts and resources to make up for missed learning and makes investing in high-quality early learning programs cost-effective (NCF, 2022).

ECCE's significance in school readiness

The term "school readiness" refers to a child's acquisition of a specific set of psychosocial, behavioural, and cognitive abilities necessary to learn and perform well in school. The term covers general knowledge, learning-related abilities, language development, cognitive development, social and emotional well-being, and motor development (NCF, 2022).

Development of Cognitive Abilities in Early Childhood

The term "cognitive development" refers to improvements in mental abilities related to aging-related changes in perception, memory, reasoning, problem-solving, language learning, and other areas of brain development. Historically, intelligence quotient (IQ) tests have been used to evaluate children's cognitive development. (Wang & Wang, 2015).

Cognitive style and information processing in Early childhood

According to Vygotsky's theory of a "proximal development zone," a child learns an idea because of assistance or direction from an adult. The environment is involved in children's learning when it helps the child with oral and nonverbal tasks that they cannot

complete on their own in order for the environment to interact with the child. This engagement can encourage the development of a child's information, among other things (Evridawati, Yufiarti, & Yetti, 2020).

Cognitive styles have a big impact on how information is processed. The orderly progression of cognitive functions depends on the maturation of the brain and how it interacts with its surroundings. Additionally, because young children undergo several psycho-social and neurological changes, the outcome depends on the quality of the children's experiences both within and outside of the official classroom. One of the most important developmental phases is the preschool years, which last until elementary school. Not only does rapid brain development occur throughout these preschool years, but if proper attention is given during this time, the foundation for appropriate social-emotional, physical-motor, language, and cognitive development can also be established (Bjorklund, 2013). Knowing is what cognition is. It is the process of knowing something, and it entails visualizing, perceiving, thinking, reasoning, reflecting, and solving problems. In other words, intellectual development and cognitive development are both used interchangeably. During the first two years of life, a child's cognitive development is based on sensory-motor activities. The child's five senses and natural reflexes enable him to gather information about his environment. The child is driven by environmental changes in sound, movement, and colour (Gupta, 2013).

Cognitive Development and Academic Success in Early Childhood

For a child to develop properly, academic success and cognitive skills must be developed.

Children's academic and cognitive development is directly aided by consistent, high-quality education, and it may also be indirectly impacted by the induction of cognitive-academic bidirectionality (Peng & Kievit, 2020). Early education and care (EEC) experiences foster the cognitive abilities needed for kids to succeed in school. It aids in fostering the development of fundamental early cognitive abilities in children, such as language comprehension and production, as well as developing reading and numeracy skills. Children who have these abilities are better able to adjust to and thrive in formal educational environments (Coley, 1993). Also, cognitive abilities and academic achievement ought to be influenced by one another throughout development, and 1) the relationship between academic achievement and pertinent important cognitive abilities (working memory, reasoning, and executive function) ought to increase with age, 2) academic achievement and these cognitive abilities ought to predict one another from a longitudinal perspective, and 3) interventions aimed at improving these cognitive abilities ought to improve academic performance (Peng & Kievit, 2020).

Relation of pre-primary education and cognitive development in Early Childhood

Pre-primary education is crucial for children's development before they start formal school. When children first start primary school, it aids in their cognitive growth, and it has a significant impact on their involvement and attendance. Preparing children physically, emotionally, socially, and mentally for formal schooling is the fundamental goal of pre-primary education, along with preventing underperformance (Create, 2010). As children pick up new information through play, observation, and direct instruction in preschool.

By establishing learning objectives, concentrating their attention on the current learning activities, rejecting temptations, and controlling their emotions, the domain-general cognitive talents of self-regulation and executive function support children's academic success and cognitive development. Children's learning methods differ greatly between and within individuals. Children should have the chance to engage in supported inquiry and experimentation, deliberate modeling and instruction, as well as supervised learning. The cornerstone of child education is laid by knowledge about children's cognitive development. Reading, board games, playing, and puzzles can all help to foster cognitive growth in childhood. (Wang & Wang, 2015).

Cognitive Development and brain plasticity in Early childhood

Childhood is often described as a time of bliss, innocence, wonder, curiosity, zeal, amazement, and freedom, and it is often considered to be a happier stage of life. This is a time of great potential. During this stage of life, both mental and physical growth are greatly accelerated. Children transition from babbling to utilizing formal language for communication during the course of two to three years. As kids get older, their capacity for abstract thought, the formation of concepts, and the use of logic grows to the point that, by age 11, they are reasonably at ease employing these abilities. The ability of the neural circuitry in the brain to adapt to outside inputs is referred to as brain plasticity. These external inputs, such as sensory experiences or stimulations, lead the brain's circuitry to be organized and reorganized (UKEssays, 2018 November). The discovery of brain plasticity and the significance of preserving and developing the potential inherent in infancy

have both been made possible by the development of neuroimaging (Reid & Kagan, 2015). Additionally, neuroimaging of young infants allows for the examination of brain plasticity during this period of rapid growth and may be able to show how particular perceptual, procedural, and cognitive skills, such as musical ability and perception of music, evolve (Raschle et al., 2012). Such diversity helps young infants develop critical cognitive abilities in the short term, and over time, it can promote greater social understanding and social equality (Reid & Kagan, 2015).

Relation of Health and Cognitive Development in Early Childhood

Peter, (2017) in his study showed a significant correlation between dietary status and degree of cognitive ability. The results support showed that the preschool children's socioeconomic position, nutritional status, and family environment all significantly influence their cognitive development. The study makes a scientific prediction about the influence of socioeconomic position and family environment on preschoolers' cognitive development (Peter, 2017). Healthy nutrition in the early childhood stage plays a significant role in the development of developmental milestones such as moving, seeing, hearing, communicating, perceiving their surroundings, responding to stimuli and interacting with other people. Babies develop these skills from birth, and they gradually develop - at a rapid pace - during the first five years of life. These skills are the foundations of how children will engage with the world. Good nutrition in the early years of life helps in good physical development, language development, and cognitive development, and also helps in developing good social interaction and emotional bonds (Manas, 2020).

ECCE interventions and Cognitive development

A study on the effects of ECCE program quality on children's cognitive development and readiness for school was undertaken by Kumari in 2016. According to the study's findings, Aanganwadi, which is managed under the ICDS program, lags below ECE facilities run by NGOs in terms of the cognitive development and readiness of the children enrolled there for school. Although non-government ECE facilities were not found to have enough infrastructure, government-run Aanganwadi centers were determined to be in worse condition. They lack the tools necessary to meet the educational needs of preschoolers. Furthermore, the Aanganwadi-based ECCE staff lacked the necessary qualifications to provide the enrolled children with educational instruction. The employees must be taught in addition to boosting the infrastructural inputs to get the most educational value out of the current ECCE programs (Kumari, 2016).

(Shishodia & Kumari, 2016) studied the impact of preschool quality on children's cognitive development. The study's results indicate a link between children's cognitive development and the standard of their early education. It was discovered that youngsters attending private preschools were more advanced in their cognitive development than those attending preschools sponsored by NGOs.

A study on the cognitive growth of children in private franchise preschools was done. A positive association between preschool quality and preschoolers' cognitive growth was established, according to the study's findings. It was discovered that overseas preschool franchise children performed better than national preschool franchise children (Tomar & Kumari, 2017).

In the context of the claim that a universal pre-K program funded by the state government and implemented by the public schools can enhance rereading, prewriting, and pre-numeracy skills for a diverse cross-section of young children (Gormley et al., 2005).

Relation of non-formal Schooling and cognitive development

Children (3-6 years) with and without Integrated Child Development Scheme (ICDS) had their cognitive development compared by Arora et al. in 2007. The study's objectives are to determine the onset age of various cognitive capacities in children and the effect of non-formal schooling on their development. The research revealed that children's cognitive ability grows with age. The cognitive development of ICDS and non-ICDS children showed a clear difference.

Goswami (2015) researched children's cognitive growth and learning in the context of how young children grow, think, and learn to determine how the development of multisensory networks of neurons dispersed throughout the entire brain influences brain development.

Role of family care or stakeholders in cognitive development

A study on the impact of child care quality on outcomes in early childhood was undertaken by the National Institute of Child Health and Human Development's Early Child Care Research Network (2003). The findings indicate a beneficial relationship between children's cognitive development and social competence during the preschool years and the quality of child care.

Kontos et.al. (1995) have out research on the standard of care provided by relatives and family members. After taking into account variations in family background traits that are also relevant to children's development, the results imply that children who attend higher quality child care throughout the pre-school years exhibit stronger cognitive and social skills during this period.

Conclusion

Previous studies have demonstrated a significant relationship between a child's growth in early childhood and their level of achievement in later life. The brain is the most amazing network for processing information, and as youngsters learn, both interpretation and reasoning abilities advance. Early cognitive skill development is important for children's confidence and success as they grow older. Thus parents, schools, and caregivers should support it. Provisions should be there for skilled professionals. Although not all children are born with the same cognitive capacities, all of them can grow up to be intelligent and effective people. Children may use their potential to the fullest and develop into successful adults with the support of loving, supportive parents and instructors. That is why a lot of initiatives are taken by the Government of India for the improvement and development of ECCE.

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Understanding Sustainable Education through Experience

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ABSTRACT

Concerned with the increasing environmental changes taking place around the world, introduction of sustainable development education at an early age has become an urgent need. In efforts to propose a way forward with sustainable development education (SDE), the author inquiries into experiential learning as a course of action in alternate schools across India. The intent is to shed the light on the efforts initiated by alternate schools in remote area of India. The idea stems from the fact all local communities have personalized environmental issues and challenges which need to be addressed. The application of SDE at a local level is one way to ensure a positive change in the community, followed by a better and bigger change in the world. The practice can be ensured in daily lifeby children experiencing sustainable development within their schools or community. To exhibit the significance of SDE through experiential learning at the community level, the paper discusses various initiatives by alternative school to harvest an expanded knowledge displayed by children while experiencing the learning at the local level. Through this paper, the author hopes to increase awareness about the significance of SDE through experiential learning, while arguing the attention that SDE requires in a country like India where each community caters to unique sustainable barriers.

Key words: Sustainable Development education, experiential learning, communities

Introduction

Primary education has been called upon to incorporate sustainability literacy into core competences by many environmentalists. Institutions in primary education are viewed as agents for change that could contribute to facilitating the social transition towards sustainability. Recognizing the crucial role of primary education, environmental studies is the incorporated in the formal curriculum, wherein the emphasizes lies on learning from the books with the sole objective of developing the intellectual potential of the child. The purpose of education is not only to develop the intellect but the complete personality of the child. An education system should cultivate and nurture among children the ability to learn directly from nature.

While various frameworks have been suggested to understand the concept of

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sustainable development within the formal curriculum. There is a growing emphasis on the need for education for sustainable development (ESD) in the global context and an internalization of the curriculum. Internalization in primary education means the ability to practice sustainable development within a local community. In order to effectively educate students to be sustainably responsible citizens in the future, ESD provides a holistic perspective in a global context, which includes local fragmented perspective along with the global needs and wants.

It is impossible to discuss internationalization of primary education without experiencing the learning. Term ranges from interactive, transformative, reflective and real world learning can be best used to indicate the importance of experiential learning.

The paper presents insights from successful case-studies of alternative schools within India. These case studies that is exploratory in nature, seeking an alternative approach that could be easily incorporated into sustainable development education. The nature of sustainable development education in all alternative schools begin from a change in behavior towards local community whilst moving forward to a global sustainable change. This article focuses on the attention required by the sustainable development education in India through experiencing the learning and making a difference.

Literature Review

The need to think globally and act locally has been emphasized to understand the interrelationship between the population, ecosystem and development. Education for

Sustainable Development (ESD)is a concept encompassing a vision of education that seeks to empower people of all ages to assume responsibility for creating a sustainable future. For many years, environmental education has sought to develop knowledge about the environment and to establish an ethic of caring towards the natural world. It has also grown over time to recognize the need to engage with many different interests in society in order to address environmental issues.(UNDESD 2005- 2014)

In order to gain more insight in sustainable development, it is important to view it from three main characteristics of our existence i.e. impermanence, suffering and lastly non-self. These principles were mainly part of teachings of Nalanda University in ancient India. Environmental education for sustainability acknowledges that how people perceive and interact with their environment (their worldviews) cannot be separated from the society and the culture they live in'. Unfortunately, the three characteristics are being used in a globalised world in quite the opposite way i.e. by seeking world as full of permanent resources, secondly pleasure to fulfil greed and believing self-independent over conscious interdependence. The groswth of modernisation past centuries lead us to forget that we all are interdependent of each other, not merely interconnected. Interdependence has deep psychological and moral implications. Interdependence is the universal law of nature, and usually begins with the dependence and it goes on a deeper understanding of interdependence between human and nature, human and human and individual conscious relationship with itself. The mindful

understanding of these three domains explores the dimension that we cannot consume anything more than what is required and think that ecological, environmental, sociological resources are in abundance and permanent.

Gandhi's teaching and approach in life is evidently valid for sustainable use of resources and development. As Gandhi said, 'there is enough in the world for man's need but not enough for greed'. According to Gandhi, schools should be self-sufficient so that the poorest of the poor could educate themselves. This could happen only if the schools could generate enough resources for themselves. Further, schools that are self-sufficient do not fall prey to the whims and interference of the state. Buddhism approach for mindfulness meditation got popular momentum in the past as it leads individual to live in harmony with surroundings i.e. environment and ecology and also between behavioural aspects between human beings. When one perceived this world as impermanent and use the resources mindfully looking only at one's own need, the unequal distribution and dispute over materialistic resources diminishes. Secondly, as soon are needs are fulfilled, challenges to gain more between human beings eventually mitigates.

Tagore was opposed to the western system of education that emphasized learning from books with the sole objective of developing the intellectual potential of the child. He believed that education should be aimed not merely to develop the intellect but the complete personality of the child. An education system should cultivate and nurture among children the ability to learn directly from nature and life as such. Students should lead a simple, self-disciplined life based on the virtues of sociability, compassion, and the spirit of brotherhood. According to him, moral and spiritual values constituted the most important aspect of education.

Salkar (1990) wrote that Tagore was aware that children store in their brains the images of all that they observe. This was more marked in the early period of childhood when curiosity is sharp. He favoured teaching of history and geography through field exposure by way of educational tours to specific places for learning and widening of horizons. He wanted to set up a school based on his ideals for which he travelled far and wide.

Experiential learning in ESD is especially important in transforming the knowledge of limited wants into action and values. This is because the implementation of the knowledge transformation into a behaviour is a core competency of education which lacks in the current education system. Hands-on experience is known to be crucial component in development the implementation skills (Brundiers 2010). Experiential learning components intrinsically imbedded into sites of informal education such as parks, community initiatives can be effective method to balance the cognitive, affective and behavioural aspects of learning. This can be attributed to the fact that the key competences of sustainability education involve learning objectives in affective and behavioural domains. Affective learning is related to the values, appreciation and emotions. The behavioural learning pertains to shaping or changing the thought process or skill. With various climatic changes occurring throughout the world, experiential learning in SDE is an urgent need. Prior to

learning about sustainable development in a globalised world, it is essential the children are able to develop the cognitive, affective and behavioural aspect of the concept. SDE through experiential learning

Case Studies on Sustainable Development Education and Experiential Learning

1. Jhamste Gatsal Children's Community, Arunachal Pradesh, Tawang: Jhamtse Gatsal Children's Community is remotely located in Tawang district of Arunachal Pradesh, India near the Bhutan border. The vision of the community is to rebuild human community and rekindle human spirit. Humanity and its virtues are more focused in the community schooling which is missing in overall modern educational approach. The community focuseson the value driven system rather than system driven values. The school is a part of the community and not just school children and teachers, rather every community member is part of learning and teaching and tries to follow these values.

Unlearning, relearning and transformation are a major part of community educational method where these can be processed through reflection. Jhamtse Gatsal Community believes in experiencing the learning and reflecting on it as they believe real learning starts with reflection, not just having experiences. Experimental education, which recently gain momentum in small pockets of world is advocating learning while experiencing thing in order to promote reflection.

Even sitting in the remotest part, the community is an inspiring example for sustainable and mindful living and striving towards to gain more. The children learnt through experiencing things happening in the community and reflecting on that, be it infrastructure development, human connections and connections with the nature. Clean and renewable solar energy, growing own organic food, vermicomposting for organic fertilisers, natural construction made of locally available materials, bio-compost to reuse waste water, waste management and trying to achieve zero waste community by mindful consumption are few examples where children and adults are working together. The community has a no dinner policy once a week, to give rest to mother earth and forwarding gratitude to one in need. All the ration from that day goes to near-by community school which has less resources.

2. Sarang School, Attappady, Kerala: Sarang is an alternative school on a hill top started by a teacher couple, Agali Panchayath in Attappady, Palakkad district, Kerala, India. The school's educational programs include organic cultivating, artistic expressions and ecological protection among different subjects. Sarang today is encouraging substitute education for the youth across the nation and the world. The students are not really physically present in Sarang. No customary classes occur here like in traditional schools. Parents who look for options in contrast to traditional schooling strategies bring their kids here. Through standard camps and workshops, the parents are prepared to play a role of a facilitators of open learning for their kids and facilitate their child's learning process to learn out of their own interest. This elective school

invites students of any age to live and investigate feasible arrangements at their grounds. Set far from the hurrying around of the city, Sarang will definitely offers a one of a kind look into an actual existence closer to nature, while instructing you on the significance of protecting its assets.

'Live and let live' keeps on outstanding the approach at Sarang. For development, the primary procedure utilized is mulching, which keeps dampness vanishing from the dirt and makes the dirt permeable, in this way helping water to leak through. Another critical exercise at Sarang is to utilize water prudently. The term 'carbon impression' alludes to a person's commitment to by and large a worldwide temperature alteration in their lifetime. This can be as vehicular reliance for our everyday transport, abundance utilization of an icebox, an AC, wastage of water, etc. In this way, every one settles on a decision and chooses the measure of one's impression. As city occupants, the vast majority of individuals underestimate these offices without giving much idea to the outcomes of our activities on nature. At Sarang, that is actually what you are made mindful of - the results of your activities on the condition that we are a section as well.

3. Students' Educational and Cultural Movement Of Ladakh (SECMOL): Students Educational and Cultural Movement of Ladakh is a fully sustainable school located in a village called Phey, 20 kms away from the main city of Leh. Started with the idea of leading educational reform in Ladakh, SECMOL has diverse and ingenious ways of ensuring that its students learn. These kids come from varied socio-economic backgrounds and from all over Ladakh. The curriculum is designed in such a way that most of their learning is 'self-learning'. The school also tries to follow a 100% sustainable model and how they have implemented it is marvellous.

Steering clear of conventional heating sources, the school has installed a solar panel that heats water for bathing, which is why baths are a rarity in the winter because the sunshine is not strong enough to warm water for everyone! Another ingenious method of using sunlight can be seen in the kitchen. A concave mirror placed at an angle receives sunlight, which is directed to a mirror that converges it and helps in heating. Large containers of water are placed here for slow and continuous heating. For cooking, the campus uses biogas. On days when sunlight cannot be depended on for electricity, they have a back-up of solar batteries which are charged when sunshine is abundant. The conserved electricity is used on dull, cloudy days.

The students learn to handle the whole machinery and they are solely responsible for remembering to switch on the battery, diagnose problems, if any, and attempt to set them right. A day in the life of a SECMOL student is designed to be as rich as possible, with the curriculum having a mix of academics and life skills. On a regular school day, children attend one and a half hours of conversation class where they try to learn a language other than Ladakhi, one a half hours of computer class, 1 hour of project/activity where a student studies a topic of his/her choosing, and 1 hour each of Ladakh history and other subjects post lunch. Every child has chores assigned to him/her on a bi-monthly basis. The chores range from

tending to the school's resident cows and assisting in the kitchen to tending the school's farm and charging the solar batteries. Students also occupy elected positions like Secretary and President and participate in ensuring the smooth running of the campus.

Discussion

The case studies and evidence presented in this article suggest that a greater understanding of the alternate education highlights some fortunate development in the sustainable development education. Students' learning on sustainability in these school exhibits a positive learning. The experience of sustainable development education in the schools assists in developing active citizens. Sustainable development education will only be alleviated unless we treat basic causes which is the value and behavioral domain. Another essential perspective in SDE is the importance of working locally. The alternate schooling has been adapted against the non-formal curriculum while also fitting the local needs. The formal education fails to relate knowledge and action i.e. we can't have a teacher discussing sustainability while water being wasted within the school premises. Such mismatch between words and action is the real reason behind sustainable development education not being able to make any progress. Children are normally sensitive to hypocrisy and are skillful critics of gaps between action and words. Alternate education is based on 'active citizenship (Allen 1992), involving independent lives as accountable individuals. This effective accountability is achieved through experiences and reflective learning on how they choose to live. The reflection can be witnessed informal decision making and

more likely to fill in the gap between policy and practice. The case studies suggest alternate schooling can supplement knowledge, skills, perception and values associated with sustainable development education while aligning themselves to experiential learning. With proper guidance, the students will show the sign of developing environmental and political awareness that may lead to reflection and action at the local level. Looking at deep adverse effects of existing model of education, one must confront and try to come up with balanced approach to teach in life. As presently, the school education is more focused on individual growth, competition, awards for toppers, getting jobs, employment and economic growth measured by GDP, the current education system cannot lead to sustainability. The thrive to leading mindful life and see education as not the means to gain economic development whereas as the holistic process to gain spiritual, ecological, social and economical development is necessary.

Conclusion

Education is a lifelong process for the betterment of human wellbeing. Sustainable development education is fundamentally about the links between humans and nature as they relate to our planet. It deals with our responsibilities towards the planet in the present and future. Education is the key to any sustainable development program. Sustainable development education facilitates public participation, provide better access to knowledge, encourage participatory approaches to address climate change. We need to begin assuming that 'human beings' and education are at center of sustainable development. Center here means human with

education can change knowledge about sustainable development to action practice. Once the practice is incorporated, the most important step to internalize this education to suit the local community's needs. Education should contribute to the competence of individuals to participate in and construct a sustainable way of life. As an alternate approach to basic education, the non-formal education section therefore should increase pressure for change in the wider education system.

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Economic Independence for Gender Equality

Rakhi Sawlani*

ABSTRACT

The paper investigates the impact of the feminisation of labour force and employment on the economic development of India. The economic studies suggest a positive impact of female labour market participation on the economic growth of the country. The studies also suggest that economic growth first lowers female labour market participation and then increases it in the long run (Feminisation U hypothesis) in the case of developing countries. The present study aims to explore the potential for achieving equal status of women in the labour force by examining the causes, patterns, and socio-economic impacts of female labour force participation and engagement. It also takes into account various types of work done by women that is not valued in the patriarchal structure of Indian society. It describes the phenomena like feminisation of poverty, care economy, responsibility and employment that act as double-edged sword for women. It examines the role of government policies and programs to promote women's labour market participation in the interest of overall economic growth. This article analyses how the participation of the female labour force has been neglected in mainstream economies over the centuries. The study findings establish the importance of giving value to the unpaid work of women, giving visibility to their work, establishing women's contribution and recognising care economy as a productive space in the country's economy.

Key words: Labour market policies, Feminisation of poverty, Feminisation of responsibility, double burden, care economy

Introduction

In an agriculture-based country like India, various aspects like physical, biological, socio-cultural, demographic, and environmental are important in the economic participation of the women. The changing nature of employment and irregular economic conditions has become the hallmark of women's 'secondary' employment. The increasing numbers of women are being incorporated into paid employment under conditions inferior to men.

A decline in women's role in rural, and urban areas to secure household food supply needs more policy attention. Women form the largest part of the workforce in the informal sector and are concentrated in the more difficult and lowest-paying jobs, such as agriculture and household help. Women are also engaged in small-scale manufacturing, transport, retail trade, self-employment (gardens, cooperative child care, labour exchange for house construction), and illegal or quasi-legal activities

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(beer-brewing, smuggling, begging, prostitution, drug cultivation). They generally earn less than the minimum wage as compared to men, even when they have similar occupations. Income differences between women and men are larger in the informal sector than in the formal one. The majority of workers in these industries are women as they are perceived to be more patient and prepared to do the tedious and monotonous jobs, cheaper to employ, more passive, and less likely to unionize.

Theoretical Orientation

Theoretical and empirical studies suggest that a country's growth is negatively impacted by gender discrimination, gender segregation, gender stereotyping and traditional gendered division of labour. According to the modernisation neoclassical approach (Becker, 1979) persisting employment inequalities between men and women are due to differences in productivity (education and work experience) or due to a 'taste for discrimination' of capital owners or employers. A preference for discrimination acknowledges that existing gender gaps in employment may partly be due to the persistence of 'pure discrimination' (employment gap despite gender equality in education and qualification).

Opposed to Becker, the 'feminisation U hypothesis' (Boserup, 1970) emphasises the vulnerability of women over the course of economic development. In the early stages of development, growth first lowers female labour market participation and increases only at higher stages of development. The arguments behind the convex impact of growth on female labour market participation are best illustrated in three stages:

Stage 1: In developing countries with low-income standards and a large agricultural sector, women's labour market participation is high. A large number of women work on farms and homes to pursue unpaid productive and reproductive activities.

Stage 2: Urbanisation, industrialisation and technological changes weaken the working activities of men and women increasing the gender gap in all areas. Hence it initially reduces female labour market participation.

Stage 3: Countries undergo further economic development and female labour market participation rises in the medium and long run by adaption of women to new knowledge and skills of the labour market.

Aim of the study

In order to understand the challenges and struggles encountered by women in the workforce, the study is guided by the following objectives:

* Examine the profile, type and nature of work undertaken by women workers

* Find the possibility of breaking the glass ceiling and achieving equal representation in the labour force as men.

* Examine the reasons behind women being referred to as domestic labour and a reserved army of cheap labour.

* To understand the terms feminisation of poverty, responsibility and employment.

* To study the causes and effects of female labour force participation and activity

Statistics of Female labour-force participation (FLFP) in India

The female labour force participation rate indicates what percentage of women within the working age (16-64 years) population are currently employed or are seeking employment in the economy.

According to the data released by the World Bank in June 2020, India's FLFP is the lowest in South Asia. The only countries to have performed worse are Yemen, Iraq, Jordan, Syria, Algeria, Iran, West Bank and Gaza. From 30.3% in 1990, India's FLFP dropped to 20.3% percent in 2020, falling behind Pakistan and Afghanistan, which were at 22.2% and 21.8% respectively. Female labour-force participation in India has declined from 34 per cent in 2006 to 24.8 per cent in 2020.

The data and statistics have been presented to bring clarity on female participation as well as their under-representation in labour market. According to the UNGC (United Nations Global Compact) India study, India is the only country among the 153 surveyed countries where the economic gender gap is larger than the political gap. The study found that raising women's participation in the labour force to the same level as men can boost India's GDP by 27 per cent. Lack of infrastructure has mostly barred women from core manufacturing functions like leadership roles, no benefit for women workers including insecurity, short term with low pay, no possibility of advancement, maternity leave, pension, insurance, childcare arrangements, and tax policies. With an increase in income levels of the households, a woman no longer prefers working as an unpaid worker or a helper or a casual worker unless the work is remunerative. 38.7 per cent of employed women are working in agriculture, forestry and fisheries, but only 13.8 per cent of landholders are women.

India's policies on LPG started in the early nineties based on reform-centred economic growth have propelled the economy towards a two-fold growth. Economic liberalisation at the global level led to the terms 'feminisation of the labour force' and the 'feminisation of poverty' has greatly impacted women resulting in higher inequalities in income. The consequences of liberalisation are women's increased participation in the labour force and increased involvement in paid work.

Types of work performed by women

It is expected that household equilibrium is maintained on its own, often not quantified and invisible. Women are considered secondary in terms of their productive role as a natural caregiver and reproductive functions.

1. **Productive work-** It consists of the production of goods for consumption/ income through work in/outside the home, realising itself in commodity or creating new value. Eg. Manufacturing, commercial, maintaining total agricultural activities, and manual labour in non-agriculture activities.

2. **Unproductive Work-** It does not produce commodities, and produces articles for immediate consumption, the purpose of which is not exchange. It consumes value, whether wages/capital/revenue.

3. **Reproductive work** It consists of domestic /household tasks associated with creating and sustaining children & family. These roles/functions are considered natural so do not earn income and are invisible. Eg. Total childcare activities.

4. **Community Work-** Tasks/ responsibilities carried out for the benefit of the community. Eg. Marriage function, culture, rituals.

5. **Paid Work -** Tasks women usually

perform in carrying out their different roles that earns them an income.

6. **Unpaid Work-** Work that does not receive any direct remuneration such as domestic work or work based in homes, entails no protective legislation, no social security, and is assigned low social status, not recognized and valued as economically productive.

7. **Visible Work-** Work that is visible is often associated with formal work that is authorised and documented.

8. **Invisible Work** Tasks performed by women at home are not noticed.

Problems and challenges of women workers

i) **Glass Ceiling-** The glass Ceiling is a barrier that keeps women from rising to the upper levels of the corporate ladder in despite of possessing sufficient education and achievements. Women have lower decision-making powers, low-wage positions, lesser income, few opportunities for moving upwards, under-represented in senior positions and poor working conditions. These factors seriously affect women to improve their lives. They have to face obstacles to achieve workplace equity and equality. Traditional work environment forbids them from entering well-paying occupations so they are pushed into less-paying sectors of the economy.

ii) **Decent Work Agenda-** Decent work is the productive work for women under conditions of freedom, equity, equality, security in the workplace, social protection for workers and their families, and offers better prospects for personal development, social integration, participation in decision-making activities and human dignity. It involves work opportunities that are productive, and delivers fair income and decent work for all, at global, regional, national, sectoral and local levels.

iii) **Double Burden or Double Whammy-** Women face a double whammy due to their invisible work unpaid nature of work unproductive pushing them towards the secondary position in the capital-based society. The presence of women in the labour market has not meant any lessening of domestic chores. They are still solely or mostly in charge of housework and child care. In order to fulfil all their responsibilities at the workplace/home, women end up working longer hours called as double shifts or Double Burdens.

iv) **Women as reserved army of labour-** Women are considered as convenient source of cheap labour when there is a shortage of labour in areas of production. They are called as reservoirs of cheap sources of labour. Female migrant workers form the band of highly qualified workers or skilled labourers, well-trained trained, well educated to function as nursing personnel, educational staff, administrative staff, field workers, health care, hospital staff, and catering staff in various industries.

Feminisation of Poverty

The feminisation of Poverty is a phenomenon of increasing numbers of female-headed households and is used to illustrate the links between the social and economic subordination of women. Due to Gender

selective migration, two types of female-headed households occur that are largely associated with deprivation and poverty: Dejure female-headed households occurs due to widowhood, separation, and un-marriage. Defacto female-headed household occurs due to male migration to urban areas and women are left with the family's poor economic resources.

Feminisation of Responsibility

Due to the rising social inequality, women are increasingly burdened with the responsibility of addressing critical social issues, including the fulfilment of basic needs, maintaining family cohesion, participating in social welfare programs, and managing both productive work and domestic duties.

Primary production of goods for own-household consumption. For example, involvement in livestock rearing or farming or helping with the kirana shop, or artisanal activities like making baskets, or weaving, sculpture making, idol making or pots. In such cases, her contribution to economic work (over and above her "care" work), would not be paid. In such a case, it is highly likely that she would not be seen as a worker, neither by her family nor by herself. These would be women involved in unpaid economic work, either at home or outside but in family business.

Feminisation of the Care Economy

Care economy is the work done by women in the domestic sphere keeps labour force fed and clothed. They act as consumers and unpaid labour at home raising future labour force, and ensuring society operates effectively. The care Economy represents time spent on unpaid care for members of their household children, old, sick members of family and communities, doing domestic work-cooking, cleaning, working to make sure other members including are well looked after and lead healthy lives.

Feminisation of Employment

The feminisation of employment refers to the employment pattern and structure where women are the pioneers of in the new work trend. The rule is the successful integration of profession, occasional employment, minor band employment, paid or unpaid employment, voluntary or involuntary employment, contract employment, and part-time or full-time employment in the formal or informal sector. Due to the advent of Information and Communication Technology, more women are coming into the employment market on short and long-term bases and do not want to go back to domestic work since employment conditions for women are becoming more flexible now.

Analysis of NSSO data (1970 - 2018) discloses that women have largely been undertaking labour-intensive, home-based, and informal work, concentrated in low-productivity sectors. The proportion of rural women working in agriculture fell from 88.1% in 1977-78 to 73.2% in 2017-18. For urban women, the service sector has become increasingly significant, with its share in employment rising from 35.7% in 1977-78 to 60.7% in 2017-18. In this sector, women have become concentrated in professions such as teaching and nursing, which offer only limited scope for career progression. Neither urban nor rural woman could significantly increase their presence in the secondary sector.

The feminisation of the labour force refers to the rapid and substantial increase in

the proportions of women in paid employment. Feminization of the labour force is happening in all industrialized countries. With the introduction of the Structural Adjustment Programme (SAP), free trade, new technologies, economy and employment have shifted from the manufacturing sector to the service sector and from standard to nonstandard jobs (part-time, part-year, temporary, and casual) suitable for females due to cheap source of labour, more disposable or flexible labour supply, more men are moving into this "feminized" work. Unpaid care work, housework, and care of persons in homes/communities of all societies on an unpaid basis is an area neglected by economists. Care is the value that modern economists have excluded from the sphere of the subject. The amount of unpaid care work carried out has important implications for the well-being of individuals and households for economic growth and the well-being of nations. There is now growing recognition across the globe in lifting the veil of statistical invisibility of the care economy.

Economist perspectives suggest that active participation of women in labour market has a faster impact on the development of the economy and acts as an important macroeconomic growth determinant. The labour market participation of women provides an additional income to the household that ultimately increases output.

Main Results of the study

The data and statistics suggest that if women had access to the same work opportunities as men, the absolute increase in female employment would have been up to three times higher during this period. It was found that less than 19 per cent of the new employment opportunities generated in India's 10 fastest-growing occupations were taken up by women. Despite increases in primary and secondary education, women have systematically lost out on opportunities in fast-growing sectors owing to an increasing demand for technically skilled labour, and men having higher tertiary educational and vocational training levels. In India, women spend up to 352 minutes per day on domestic work. Married women have lower LFPRs and amongst rural women, the largest declines in FLFPR over the 1993 - 2018 period are in the below 34-year, child-bearing age categories (NSSO data). The deep-rooted segregation of gender-specific activities further results in a lack of family support for women's careers and prevents Indian women from participating in the workforce.

The magnitude of the contribution of women in the care economy is alarming as the global estimates also suggest $ 16 trillion of global output is an invisible contribution by the care economy and within that $11 trillion is a non-monetised, invisible contribution of women. It shows that the value of unpaid work can be equivalent to at least half of a country's GDP. So if the Care Economy is neglected this can have serious consequences for society and its productivity as it is neglecting care of its most important resource people.

Conclusion

A woman's decision to enter the labour force is deeply influenced by her family, marital, educational and social status. Continuing to work is a daily choice which is rarely made by women alone. Hence, to bring more women into the labour force, and prevent them from dropping out of work, there is a need for targeted interventions by all relevant

stakeholders such as the government, private sector, media and civil society. Women are mostly involved in small enterprises, and nonmarket work, which makes their contribution to the overall economy invisible. With the increase in women's participation in the labour force, the need for child care is enormous. As the population ages, care is also increasingly needed for the elderly. Female-headed single-parent families are on the increase, and so are their needs, as their real incomes are decreasing. In this context, Gender Mainstreaming has become imperative, for both public and corporate policies to address existing gender-related barriers to ensure inclusive and effective outcomes. Gender perspectives must become an integral part of all activities across all national programmes, policy development, research, and advocacy, implementation, monitoring of norms, standards and planning.

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Educational Fragmentation and Its Consequences: Examining the Divide between Science, Commerce and Humanities in India

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ABSTRACT

This paper intends to discuss the rise of the divide between subjects categorized as 'Science', 'Commerce', and 'Humanities' in secondary and higher education in India, and whether or not it can potentially have detrimental effects on the country. This division has ingrained particular mindsets and prejudices into most Indian citizens' brains and yet is not frequently examined for its origins or impacts. The divide has resulted in a resounding dearth of interdisciplinarity within the country, and this paper will explain why this will harm India in more ways than we can realize. The definition for interdisciplinary that this paper will be following will be "inquiries which critically draw upon two or more disciplines and which lead to an integration of disciplinary insights", defined by Executive Director of the Association for Integrated Studies William H. Newell and William Green (1982). Papers on the Indian Education system tend to be complex myriads, discussing everything from the impact of colonization on our education, to the overemphasis on STEM education in today's day and age. The gap that has not been adequately addressed is the one that examines when and why these strict lines or divides between subjects appeared, and how this lack of interdisciplinarity is likely to affect India in the future. Therefore, This paper aims to address this gap and provide both a retrospective and prospective overview.

Key words: Educational Fragmentation, Science, Commerce, Humanities

Impact Of Colonization On Education

Many accounts have stated that the main focus of education before colonization was to impart knowledge linked to politics, ethics, religion, etc., and that it was the British that introduced us to more technical and scientific subjects. They also introduced us to a Western educational system, with bifurcations between the subjects and their teachers, a concept less known to the traditional Gurukuls. The educational system prior to colonization was also riddled with flaws, albeit not the ones that we face today, but still flaws, from unequal distribution and access to education to caste discrimination determining what you would study, or if you could study at all. While the British succeeded in regulating education and increasing its accessibility, they also brought

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in a completely new and rigid system, with more of a focus on technical aspects. They had very little regard for how the people of India would adapt to this system, and how the country as a whole would function with this completely new 'breed' of Indians. Their syllabus and subjects were not only unknown to the population but also limited in many aspects. This is because the main aim of the British was to spread Christianity and the English Language, causing an overemphasis on the subjects they cared about while neglecting the basic Indian values that had been the core of the education system for so long. Overall, the British made many investments into our education, which according to Lord Macaulay were done because: "We must at present do our best to form a class of persons, Indian in blood and color, but English in taste, in opinions, in morals, and in intellect". This clearly shows that the main aim was to form efficient workers, officers, and contributors to the British Empire. By 1858, the British controlled a large part of the country, and the Industrial Revolution had already begun back home around 1840. The newfound idea of maximized efficiency had seeped into their brains, convincing them to form an army of Indians that were just educated enough to build their empire up, but not educated enough to use it against them. After independence was gained, the government of India had so many conflicting priorities that it became difficult to address the root cause of the problems in our educational system, so the government chose to work with what it had and focus on furthering it. If India wanted to hold a more important place in the world, it was important for the leaders to fast-track the scientific and

technical progress they had lost out on during the pre-independence era, which was one of the reasons why Prime Minister Jawaharlal Nehru founded the IITs in the 1950s, in order to move forward into the world of science and technology, and rapidly modernize the country. Chaudhary and Garg (2013) suggest that: "While we recognize it may be easier for governments to build more schools than change more entrenched historical policies, our study does suggest that more work needs to be done to understand why other countries have been unable to introduce such changes in contexts where persistence in public goods provision is extremely long-lived and widespread". I strongly agree with this statement, because if such a heavy focus on increasing accessibility drew away from the quality of education, why was there such minimal research done to address this issue and balance the two? This is an important question, which I believe needs to be appropriately addressed. However, surprisingly, later in Chaudhary and Garg's paper there is data that shows that " IV estimates suggest colonial investments influenced outcomes up to 1971, almost 25 years after independence but then were no longer a significant force." This data may sound extremely technical but what it essentially means is that any dearth of interdisciplinarity that exists to this day is not a direct byproduct of the Western education system that the British brought us. No, it is something created by our own doing. It is true that the British brought more rigidity into our education system and introduced us to a wider range of subjects, but the educational system that exists today is being deliberately sustained by Indian leadership and experts themselves.

Examining the Overemphasis on Stem Education

When we shift to observing papers regarding more recent developments, some interesting data has been discovered: "Results revealed that 90.6% of students had parents who wanted them to pursue STEM subjects for job security and due to societal pressure. Less than 10.7% confirmed that their parents urged them to pursue the Humanities. Of the professional engineers, 73.5% stated their calling didn't lie in engineering and therefore planned on switching fields" (Mahmood and Park, 2018). This data statement clearly proves the underlying pressure to choose STEM subjects and the mindset that believes in its superiority, for reasons such as 'job security', 'better salaries', 'societal status', etc. The data also shows that most who are currently in this field are not doing so by choice, and do not want to do it for the remainder of their lives. This proposes some large problems, because if such a large proportion of the employees in STEM sectors is so dissatisfied, what will happen to our economy when a large proportion of them decides to quit and enter a different sector? According to Jose Crespo, "India alone produces enough STEM graduates every year to meet the needs of Europe and the USA in IT-related fields, including niche areas". This clearly means that India has no need to continue forcing its youth into STEM fields, especially when it can be seen that these efforts are producing a majorly unhappy and dissatisfied generation. While many propagators of the STEM superiority mindset like to discuss the pay gap between the fields of STEM and the Humanities, many also state that the quality of Humanities education in India

is subpar when compared to institutes like IIT. Let us examine why this may be the case: Ramandeep Kaur, a journalist has expressed an interesting opinion on where this 'inferiority' of the Humanities institutes originates from: "Commonly, Indian institutions of humanities and social sciences are not as visible as other institutes in India. Lack of funds, infrastructure, and leadership results in this. Moreover, the government strongly emphasizes the subjects related to Science and technology because these give global recognition to India but the attitude is not the same towards the Humanities. This leads to discrimination in budget allocation as well." Proof of the discrimination in the budget allocation can be seen in the 2024-2025 budget itself, where increased funds are going to setting up public-private partnerships for setting up new IITs, while the budget for the IIMs has decreased and dedicated research funding for the Social Sciences has been excluded altogether. We can clearly see that this attitude is so deeply ingrained in our society that it has pervaded our supposedly 'unbiased' government as well. Everyone can name and discuss AIIMS and IIT, but how many people you know could name the top 3 Humanities institutes of India?

Why Interdisciplinarity is Important

Now let us move to discussing why India actually needs interdisciplinarity. So far, the paper attempts to show the superiority complex linked to the sciences and how it has originated. Now, why does this division and mindset matter? What impact will it have on the country as a whole? Dr. Mrittunjoy Guha Majumdar, 2019 states that: "Standardization

of curriculum has led to lesser engagement with subjective experiences and a certain fragmentation of the lives of students. The culture of rote learning and an examination-oriented attitude to resources and concepts has led to a parochial and skewed understanding of subjects and their applications." Another author discussed how "What we have currently is a steel box of a system within which there are smaller boxes with no interaction with the outside or with each other." (Yash Pal, 2009). I believe that both of these quotes illustrate how the divisions between the subjects lead to a divided overall understanding and learning experience. According to Klein and Newell, 1996, "A process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline or profession . Interdisciplinary studies draw on disciplinary perspectives and integrate their insights through the construction of a more comprehensive perspective." There are innumerable Euro-American universities where this need for interdisciplinarity in higher education is well recognized and implemented, so in a country such as India, with its large host of problems, does it not seem counterintuitive that we are slowly creating an educational system that is making it harder and harder for the next generation to solve these problems? Let's look at an example: Think about one of India's biggest problems, the poor quality of life in slums. If a team of architects were tasked with solving this task, could they? They could potentially design more stable structures from less costly materials, but what about the rampant diseases? Okay, let's place a team of immunologists and doctors on the team. They can deal with providing regular

vaccinations and educating people on more healthy practices. What about the lack of access to electricity and running water? Add engineers and urban planners to the team to determine how to get them access to these resources. Where will they get the money to make so many changes? Add a few entrepreneurs willing to fund. What if you could achieve the same thing with half the people? While this is an example of an extremely large problem that definitely requires a large team to be adequately addressed, some truth does lie in the hypothetical: STEM majors cannot find every solution, and neither can the humanities or commerce majors. We need a generation of youth educated proficiently across all these fields to efficiently integrate their knowledge and create solutions and research that actually matters. Another author discussed how the foundation of interdisciplinary techniques will lead to a future of discovery and innovation. For example, the chemist Willard Libby who discovered radiocarbon dating, applied his findings in Chemistry to the discipline of Archeology and won the Nobel Prize for the discovery in 1960 (Youngblood, 2008). Real-life problems and phenomena do not tend to contain themselves in one discipline or field, and we cannot expect researchers who have become so specialized in their own field, with minimal exposure to other fields, to come up with truly innovative solutions. This paper is not attempting to condemn specialization; it is a skill that is vital in many industries, but an accompanying proficiency across different fields could produce even more benefits. When one examines the benefits of interdisciplinarity from the perspective of the younger population, it has been found that it has numerous

pedagogical benefits. According to Casey Jones, 2010, "While there are many statistical reports which conclude that students of interdisciplinary techniques have higher test scores in both core knowledge and critical thinking problems, there is also a need for interdisciplinary techniques to better remember basic discipline lessons later in life." Laura Duerr, 2008, conveys a similar idea when she says that "Students can become independent, confident individuals who 'learn how to learn' and develop lifelong learning skills" through interdisciplinary teaching.

Effects of the Divide

Numerous papers and reports have proven that students who possess interdisciplinary skills tend to perform better in the job market from an overall perspective. One paper discussed how "Students should be equipped with interdisciplinary knowledge, experience in collaborative subjects and capacity to ideally fit in the continuous transitory global job market."(Sharma and Singh, 2015) Placement rates in India have recently been experiencing all-time lows, and one of the main reasons for this is too many 'educated' graduates, and not enough 'skilled' ones. A survey taken a while back revealed that: "Both teaching and learning and academic facilities were rated more highly by academic staff and students than employers. Similarly Green (1994) suggested a stakeholder-relevant aspect of quality; for students and teachers this related to the process of education, whereas for employers it related to the outputs. Whereas students and staff emphasize the quality of the student experience, employers emphasize employability." (Dicker R. et al., 2018) This clearly shows that

employers perceive a much lower quality of education compared to students and educators. This means that graduates do not appear in the job market with skills that employers want. In other words, most of their education tends to not be useful from an employable perspective. According to a study, only 25% of engineering graduates are directly employable. Infosys, an IT giant, last year sorted through 1.3 million applicants only to find that around two percent were qualified for jobs (Singh, 2011). As aforementioned, interdisciplinary skills are a huge need of the time, so they could be a factor of the employers' dissatisfaction, and a reason for the decreasing placement rates in India, but there is likely to be an amalgamation of factors at play. This could include the effect of rote learning on students, the lack of application-based education, the declining popularity of vocational classes, etc., but this paper only briefly discusses these. Moving forward. When discussing the impact on students, there is a somewhat oxymoronic phenomenon that has taken place. Even as the government focuses on increasing enrollment and neglects quality, illiteracy remains concerningly high. One in every three out-of-school children is from India, and there is a reason for this. If the government keeps forcing lower-income families to send their kids to school without actually demonstrating any benefits to it, why would they want to? It is very easy to assume that low-income families don't have the time or resources to send their children to school, but most of the times, when these families are asked why they do not send their children, the answer is: "What will they even achieve?" The quality of education in India has been so low for so long, that these people have seen no

returns from education, giving them a right to be wary. Only when we implement true reforms that make our educational system's quality better, will we see educated graduates receiving more jobs and higher salaries, which will actually motivate a higher enrollment rate. You cannot keep selling a product that has clearly failed you, you need to improve it if you want it to be bought. The low educational quality has the potential to have a much larger impact, as shown by this paper: "In conclusion, it can be stated that tertiary education is the main causal force in the economic growth in India but this is true mainly for the male population. The higher quality of education, the greater impact of education on the economic growth." Improved education is likely to boost India's economic growth and propel it even farther than our goals for the upcoming years, and this is why it is a crucial time to bring about educational reform. India stands at the precipice of greatness, and our educational system must help push it over the edge. According to a paper, The task force constituted by the World Bank and UNESCO in 2000 has also observed that higher education helps increase wages and productivity and directly enriches individuals and society. Educational quality holds great

importance in today's world, and India's must be worked upon.

Conclusion &Recommendations

To conclude, I believe that this study has clearly demonstrated that while the colonization of India is what originally introduced it to more technical subjects and more severe distinctions between streams/ subjects, the lack of interdisciplinarity has persisted because the Indian government's focus on increasing enrollment rates post Independence resulted in the quality of education being overlooked. We are already experiencing a few detrimental effects directly linked to this as discussed in this paper, and it has the potential to exacerbate in the future. Research and projects in the field of interdisciplinary education must be encouraged and given funding because it will be very difficult to implement reforms without knowing which can be truly beneficial for the students of tomorrow. While this research paper has aimed to address the gap and spread knowledge about its impact, there needs to be more research done on how to bridge the gap, specifically in the context of a country like India.

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Sustainability and Scalability of Vocational Education Programs: Analyzing the Kaushalam Framework

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ABSTRACT

Vocational learning plays a crucial role in skill development and enhancing employability by bridging the gap between theoretical knowledge and practical application. Unlike traditional academic studies, which often emphasize extensive theoretical exploration through research, writing, and limited classroom engagement, vocational education prioritizes hands-on learning and the direct application of skills. Students in non-vocational disciplines spend significant time understanding theories, concepts, and practices, yet they encounter fewer opportunities to apply these ideas in real-world contexts. This paper examines the innovative implementation of vocational education in Uttarakhand's schools by the School Education Department through the "Kaushalam" program. The study highlights the program's effectiveness in fostering practical skills and preparing students for the demands of the workforce.

Key words: 21st Century Skills, Vocational Education, NEP 2020, Experiential Learning

Introduction

Migration is a serious problem in the state of Uttarakhand. To solve this problem, it is necessary to develop an entrepreneurial mindset among the students right from the beginning. The National Education Policy 2020 emphasizes on effective implementation of vocational education. It talks about promoting local arts and handicrafts in the curriculum, which can act as a foundation for developing an entrepreneurial mindset. As per the recommendations of the National Education Policy 2020, skills and curriculum have been implemented in the schools of Uttarakhand in a phased manner keeping in mind the integration of main stream education and vocational education. It includes content based on 21st century skills such as logical thinking, communication skills, collaboration and creative thinking as well as independent thinking and self-awareness.

Along with various child-centric interesting activities including the project work in a phase-wise manner like identifying various opportunities for solution, collecting related information and identifying the problem based

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on the information, thinking of different ideas for problem solving and then selecting the idea for testing. Students will be given opportunities for creativity based on doing, testing the ideas, improving and selecting the most effective ideas. To inspire children towards entrepreneurship, the success of some entrepreneurs has been discussed with the children and importance has also been given to self-assessment of their progress on the set goals.

In the rapidly changing world and uncertainties associated with it in the 21st century, it is important that we actively prepare the students to tackle such challenges in a planned manner. This is possible only when we include the competencies required for the future and new ways of learning in our curriculum. Keeping this in mind, "Kaushalam Program" is being introduced among the students as it aims to develop entrepreneurial mindset and 21st century skills among the students. The program also introduces students towards entrepreneurship, so that they can see it as an option for their future. Keeping in mind the problem of migration in Uttarakhand, the main objectives of "Kaushalam program" are as follows. Through this program students -

* Develop an entrepreneurial mindset and 21st century skills
* Will be able to see entrepreneurship as a career option
* Will be able to develop the courage and confidence to use the resources around their surroundings and try new things.
* Will be able to set goals according to their interest, ability and area of concern.

National Education Policy 2020 and Kaushalam Program

It is mentioned in the National Education Policy 2020 that due to the rapid changes in employment and global conditions, it has become necessary that children not only learn whatever is being taught, but also develop the art of continuous learning. Therefore, along with teaching the subject matter in education, there is a need to give more emphasis on the fact that children should learn problem solving and think logically and creatively and further they will be able to see the inter-relationships between various subjects and think something new and act accordingly. Such as -

* **Holistic development of students -** The aim of education is not just cognitive understanding but to build character in students and equip them with key skills of the 21st century (NEP Para 4.4).

* **Reducing curriculum content to enhance essential learning and critical thinking -** Curriculum content will be reduced in each subject to the bare basics to focus on critical thinking, discovery-based, discussion-based, and analysis-based learning. Necessary attention can be given. This subject matter will now focus on key concepts, ideas, applications and problem solving (NEP Para 4.5).

* **Experiential learning -** Experiential learning will be adopted at all stages. There will be changes in classroom processes in some subjects to bridge the gap between current learning outcomes and desired skill set. They will be oriented towards competency based learning and education, wherever appropriate (NEP Para 4.6).

Along with this, the National Education Policy 2020 has talked about encouraging vocational education in our schools. This will increase the work options available to our students and they will be able to choose a career for themselves, away from the mainstream according to their interests or the needs of their environment. The entrepreneurial mindset developed through the skill program will prepare students for this new thinking. This program can play an important role in choosing new careers options because-

* In this program students will be aware of their interests and environment

* Learn to solve problems

* Will find new solutions with their colleagues

* Will be able to express their thoughts and questions openly

* Will think creatively and also practice logical thinking

All this will prepare them for future arrangements as envisioned in the National Education Policy 2020.

Why is it Needed in Uttarakhand

According to the report of Migration Prevention Commission, the main reason for high migration (52%) in Uttarakhand is the desire for better livelihood and employment. This paradox has also been found that the youth from outside Uttarakhand have come and recognized the possibilities here and have started many new types of activities like adventure sports, natural tourism, organic farming etc. But on the contrary, the local youth are migrating from here. Therefore, the development of entrepreneurial mindset through "Kaushalam Program" will prepare young students to learn about the opportunities

of innovation and entrepreneurship, explore the various options available during their professional journey and achieve their full potential.

Ideology Behind Kaushalam Program

When we hear 'Entrepreneur', we imagine someone who has found a completely new solution to a problem by starting his own business. This mentality gives them a special identity. By learning these qualities of an entrepreneur, our students can also be prepared to think like this in the future. In simple words, an entrepreneurial mindset enables people to bring about change and add value to their field of choice. In the coming times, on one hand there will be dominance of technology and on the other hand we will face problems like environmental imbalance, migration to cities and tussle over resources. In such a situation, our students will have to prepare themselves for a new type of job or enterprise. To be successful in this new environment, it will be essential to think creatively like an entrepreneur, work with mutual cooperation, learn from failures and move forward, work towards achieving a goal, etc.

Being an entrepreneur is not just limited to starting new ventures, but new methods and options may also require thinking like an entrepreneur. For example, in all the jobs given below, different people can do their work like entrepreneurs in their area of influence, like-

* Administrative service officials can find creative ways to deliver the benefits of the schemes to the people

* Engineers can make new design of the building according to the temperature reading

"   Farmers can think of alternatives to organic farming and production of local goods.

*   Artists can convey any social issue to people through art.

*   Teachers can adopt new ways to bring students in tune with the changing times.

This entrepreneurial mindset developed through "Kaushalam Program" can be useful in business as well as in students' personal life. The qualities like knowing and enhancing their own interests and daring to do something new can be learned as a result of entrepreneurial mindset, through which they can live their everyday life in a more positive manner.

Conclusion

The main advantage of vocational education in India is that it equips students with the information and abilities needed to thrive in their chosen fields and gets them ready for the demands and obstacles of the 21st century job. Books and written exams serve as the foundation for the Right to Education Act. A lot of people grasp 21st century skills from their jobs or from classes that emphasize using skills in real-world situations. Vocational education is therefore in demand since it can provide a means of obtaining specific knowledge and skill sets that are useful in the job. Vocational education and training have to receive more attention in schools and colleges, according to UNESCO's State of the Education Report for India-2020.

As per the UNICEF 2019 report, a minimum of 47% of Indian adolescents are not expected to possess the requisite education and skills for employment by 2030. Education prepares bright young minds to think effectively and innovatively; it's not just about grades and numbers. We can help our young people have better, more fulfilled futures by bucking conventional wisdom and appreciating the value of vocational training. By enabling students to see their abilities early and preparing them for obstacles they will face in the real world, vocational training has the potential to completely transform the educational system.

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Empowering Rural Communities: Leveraging National Education Policy for Sustainable Development

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ABSTRACT

Education is the key to transforming a nation and shaping the fortune of its citizens. It plays a crucial role in empowering individuals, fostering economic growth, and promoting social development. In the context of India, education has been instrumental in driving progress and development, particularly in rural communities.

The New Education Policy (NEP) has appeared as a crucial mechanism for the evolution of rural communities and the development of rural resources towards the establishment of a new India on a global level. The NEP, introduced in 2020, depicts a comprehensive framework that aspires to recast the education system in India by grappling with key challenges in the education sector and leveraging possibilities for inclusiveness and equitable growth. The NEP carries immense implications as it pursues to bridge the void in educational outcomes and possibilities between metropolitan and rural environments, thereby paving the path for sustainable evolution and development.

The key elements of the NEP that are particularly relevant for rural areas is its priorities on enriching access to the quality education. The NEP aims to address these challenges by underlining the need for impartial access to education for all children, irrespective of their socio-economic background or geographical background. By promoting inclusive methods and providing support mechanisms for learners in rural areas, the NEP aims to provide to assure that every child has the prospect of receiving a quality education that furnishes them with the skills and proficiency needed to succeed in an increasingly competitive global atmosphere. It also underlines the significance of society's engagement and participation in propelling educational reform in agrarian areas. Rural societies are integral stakeholders in the education system, and their enthusiastic involvement can facilitate the creation of a conducive environment for learning and outgrowth.

This research paper analyses the significance and impacts of the New Education Policy (NEP) in rural areas, with a specific priority on its importance and influence. The NEP has been a topic of intense discussion in the context of rural education, as it carries the potential to convey transformative changes in academic practices and results.

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Drawing on a comprehensive review of literature, policy papers, and empirical studies, this paper analyses the key provisions of the NEP and their importance for rural schools, learners, educators, and societies. It explores how the NEP addresses the distinctive challenges confronted by rural educational environments, such as scarcity of infrastructure, teacher shortages, and low learning outcomes.

By synthesizing existing research and offering insights into the potential impact of the NEP on rural education, this paper aims to contribute to ongoing discussions on educational reform and development in rural areas. It provides recommendations for policymakers, practitioners, and researchers to harness the transformative potential of the NEP for facilitating inclusive and equitable education in rural communities.

Introduction

One of the primary routes in which education transforms a country is by equipping people with the knowledge and aptitudes needed to succeed in an increasingly complex and competitive world. Education provides people with the mechanisms to think critically, decipher problems, and make informed decisions. It empowers individuals to pursue their aspirations and contribute meaningfully to society. In rural communities, education can break the cycle of poverty and open up opportunities for economic advancement.

Education also plays a vital role in promoting social development and fostering inclusivity. By providing access to quality education for all, regardless of socio-economic background, gender, or ethnicity, a nation can create a more equitable society. Education helps to bridge the gap between different social groups and promotes understanding and tolerance among diverse communities. In rural areas, education can empower marginalized populations, such as women and minorities, and enable them to participate fully in society.

In India, education has been a key driver of development in rural communities. Over the years, the government has enforced various education policies and initiatives striving to improve access to quality education in rural areas. The Sarva Shiksha Abhiyan (SSA), for example, was launched in 2001 with the goal of accomplishing universal elementary education. Through SSA, the government has made significant progress in increasing enrolment rates and improving infrastructure in rural schools.

The Mid-Day Meal Scheme is another important initiative that has had a positive impact on rural education in India. By providing free meals to school children, the scheme has helped to improve attendance rates and reduce dropout rates in rural schools. This has not only improved educational outcomes but also contributed to better health and nutrition among children in rural communities.

The Right to Education Act (RTE) enacted in 2009 is another significant milestone in the field of education in India. The act mandates free and compulsory education for all children aged 6-14 years and aims to ensure quality education for all. By making education a fundamental right, the RTE has enabled to increase in enrolment rates and improved educational outcomes in rural areas.

In addition to government initiatives, various non-governmental organizations (NGOs) and community-based organizations have also played a crucial role in promoting education in rural communities. These institutions work closely with local communities to determine their needs and develop tailored solutions to improve access to education. They provide backing in areas such as teacher training, infrastructure development, and community engagement, helping to create a conducive learning environment for children in rural areas.

Overall, education has been a powerful force for change in India's rural communities. Through various education policies and initiatives, the government has made significant strides in improving access to quality education and empowering individuals in rural areas. By investing in education, India is not only transforming the lives of its citizens but also building a strong foundation for sustainable development and progress. Education is truly the key to unlocking the potential of a nation and shaping a brighter future for all.

New Education Policy, 2020 and Rural India

The New Education Policy (NEP) 2020 was approved by the Union Cabinet of India in July 2020, marking a substantial overhaul of the country's education system. The policy aims to recast the education sector by focusing on holistic development, flexibility, and innovation. NEP 2020, has made a significant impact in rural areas by addressing various challenges and providing opportunities for the development of education in these regions.

The New Education Policy 2020 (NEP) has emerged as a transformative document that aims to revolutionize the education system in India, particularly in rural areas. With a focus on inclusivity, equity, quality, and innovation, NEP 2020 plays a crucial role in enhancing the outreach of education in rural areas and bridging the gap between urban and rural educational opportunities.

One of the key aspects of NEP 2020 that contributes to enhancing the outreach of education in rural areas is its emphasis on holistic development. The policy recognizes the diverse needs of students in rural areas, who often come from socio-economically disadvantaged backgrounds, and emphasizes the importance of addressing not just academic but also social, emotional, and physical aspects of their development. By promoting a holistic approach to education, NEP 2020 ensures that students in rural areas receive a well-rounded education that equips them with the skills and knowledge needed to succeed in life.

Furthermore, NEP 2020 places a strong emphasis on skill development and vocational education, which is particularly beneficial for rural areas where traditional skills and livelihoods are prevalent. By integrating vocational education into the curriculum and providing opportunities for hands-on learning experiences, the policy empowers rural youth to acquire practical skills that can lead to employment opportunities and entrepreneurship. This focus on skill development not only enhances the employability of students in rural areas but also contributes to the overall socio-economic development of these regions.

Moreover, NEP 2020 promotes equitable access to quality education for all students, regardless of their background or location. In rural areas where access to quality education is often limited, this emphasis on inclusivity ensures that every child has the opportunity to learn and thrive. By promoting inclusive education practices and addressing barriers to access, such as lack of infrastructure and trained teachers, NEP 2020 aims to ensure that students in rural areas receive the same quality of education as their urban counterparts.

Another important aspect of NEP 2020 that enhances the outreach of education in rural areas is its focus on teacher training and professional development. The policy emphasizes the need for continuous training and support for teachers, including training in new pedagogical approaches and technology integration. By investing in teacher training, NEP 2020 aims to improve the quality of education in rural areas by ensuring that teachers are equipped with the skills and knowledge needed to provide effective instruction to students.

Furthermore, NEP 2020 promotes the use of technology in education, which is particularly beneficial for rural areas with limited resources. By leveraging technology, schools in rural areas can access digital learning resources, online teaching platforms, and interactive tools that enhance the learning experience for students. This integration of technology helps bridge the digital divide and ensures that students in rural areas have access to quality educational content that can enhance their learning outcomes.

Why Rural Areas at Its Core? NEP 2020:

Rural India possesses a wealth of non-channelized resources that have the potential to drive growth and development in the coming years. Some of these resources include:

*   Human Capital: Rural India is home to a vast pool of human capital, including skilled and unskilled labour, entrepreneurs, artisans, and farmers. Investing in education, training, and skill development programs can unlock the potential of this human capital and enhance productivity and innovation in various sectors.

*   Agricultural Resources: Agriculture remains a significant sector in rural India, providing livelihoods to a large portion of the population. Leveraging agricultural resources through sustainable farming practices, technology adoption, value addition, and market linkages can boost rural incomes, food security, and overall economic growth.

*   Natural Resources: Rural India is rich in natural resources such as land, water, forests, minerals, and biodiversity. Sustainable management and utilization of these resources can support rural livelihoods, promote environmental conservation, and drive economic growth through sectors like forestry, mining, and eco-tourism.

*   Traditional Knowledge and Practices: Rural communities often possess valuable traditional knowledge and practices related to agriculture, handicrafts, healthcare, and other domains.

Preserving and promoting these indigenous knowledge systems can foster innovation, cultural heritage preservation, and sustainable development in rural areas.

* Social Capital: Rural communities exhibit strong social networks, community-based organizations, self-help groups, and cooperative structures that can facilitate collective action, resource mobilization, and social entrepreneurship. Strengthening social capital through inclusive governance mechanisms and participatory decision-making processes can empower rural communities and drive local development initiatives.

* Renewable Energy Sources: Rural India has abundant renewable energy sources such as solar, wind, biomass, and hydropower. Expanding access to clean energy technologies, promoting decentralized energy systems, and fostering energy efficiency measures can enhance energy security, reduce carbon emissions, and stimulate economic growth in rural areas.

* Cultural Heritage and Tourism: Rural India boasts diverse cultural heritage sites, traditional art forms, handicrafts, cuisine, and festivals that have immense tourism potential. Developing sustainable tourism infrastructure, promoting rural tourism initiatives, and preserving cultural heritage can generate employment opportunities, boost local economies, and promote cross-cultural exchange.

By harnessing these non-channelized resources effectively and investing in infrastructure, technology, education, healthcare, and social welfare programs tailored to rural needs, India can unlock the full potential of its rural areas and drive inclusive growth and development in the years to come.

NEP, 2020: As a promise for transforming rural India:

The New Education Policy 2020 (NEP) has the potential to bring about a significant transformation in the education system in India, particularly in rural areas. With its focus on inclusivity, equity, quality, and innovation, NEP 2020 is poised to revolutionize the way education is delivered and accessed in rural India. As we look towards the future, several key aspects of NEP 2020 hold promise for changing the education system in several key aspects of NEP 2020 holds.

NEP 2020's emphasis on skill development and vocational education holds great promise for changing the education system in rural India. By integrating vocational education into the curriculum and providing opportunities for hands-on learning experiences, the policy can equip rural youth with practical skills that are relevant to their local context and can lead to employment opportunities and entrepreneurship. This focus on skill development not only enhances the employability of students in rural areas but also contributes to the overall economic development of these regions by creating a skilled workforce.

Moreover, NEP 2020's emphasis on equitable access to quality education for all students is crucial for changing the education system in rural India. By promoting inclusive education practices and addressing barriers to

access, such as lack of infrastructure and trained teachers, the policy aims to ensure that every child, regardless of their background or location, has access to quality education. This focus on inclusivity can help bridge the gap between urban and rural educational opportunities and ensure that students in rural areas receive the same quality of education as their urban counterparts.

Additionally, NEP 2020's focus on teacher training and professional development is key to changing the education system in rural India. By investing in continuous training and support for teachers, including training in new pedagogical approaches and technology integration, the policy aims to improve the quality of education in rural areas. Well-trained and motivated teachers are essential for delivering effective instruction and fostering a positive learning environment for students in rural areas, ultimately leading to improved learning outcomes.

Furthermore, NEP 2020's promotion of technology in education can have a transformative impact on the education system in rural India. By leveraging technology, schools in rural areas can access digital learning resources, online teaching platforms, and interactive tools that enhance the learning experience for students. This integration of technology can help overcome barriers such as limited resources and infrastructure in rural areas and provide students with access to quality educational content that can enhance their learning outcomes.

The future of NEP 2020 holds great promise for changing the education system in India with a special emphasis on rural development. By focusing on holistic development, skill enhancement, equitable access, teacher training, and technology integration, NEP 2020 has the potential to revolutionize education delivery and access in rural India. By effectively implementing the provisions of NEP 2020 and ensuring their successful implementation at the grassroots level, India can work towards creating a more inclusive, equitable, and quality education system that empowers all students to reach their full potential, regardless of their background or location.

Key Heighlights of NEP, 2020

Here are some key highlights and their significance for the development of rural India:

*   Universalization of Early Childhood Education: The NEP emphasizes the importance of early childhood care and education, which is crucial for rural areas where access to quality pre-school education is limited. This will ensure that children in rural areas receive a strong foundation for their future education. The NEP recognizes the importance of early childhood education and proposes to universalize early childhood education for children aged 3-6 years. This focus on foundational learning aims to ensure that every child receives a strong educational start.

*   Equitable and Inclusive Education: NEP 2020 aims to provide equitable access to quality education for all students, regardless of their background or location. This is crucial for rural areas where access to quality education is often limited. By promoting inclusive education practices, the policy ensures that students

in rural areas have equal opportunities to learn and succeed.

* Vocational Education: NEP 2020 emphasizes the integration of vocational education from an early age, which is essential for rural India where traditional skills are still prevalent. This will help in skill development and empower rural youth to become self-reliant and contribute to the local economy.

* Holistic Development: NEP 2020 focuses on holistic development, including cognitive, social, emotional, and physical aspects of students. This approach is beneficial for rural students who may face socio-economic challenges and need a comprehensive education that addresses their overall well-being.

* Skill Development: The policy emphasizes the importance of vocational education and skill development from an early age. This is particularly beneficial for rural areas where traditional skills and livelihoods are prevalent. By integrating vocational education, NEP 2020 empowers rural youth to acquire practical skills that can lead to employment opportunities and entrepreneurship.

* Teacher Training: The policy emphasizes continuous professional development for teachers, including training in new pedagogical approaches and technology integration. This is essential for improving the quality of education in rural areas, where teacher training and support are often lacking. Well-trained teachers can create a conducive learning environment and provide effective instruction to rural students.

* Technology Integration: NEP 2020 promotes the use of technology in education, which is particularly beneficial for rural areas with limited resources. By leveraging technology, schools in rural areas can access digital learning resources, online teaching platforms, and interactive tools that enhance the learning experience for students. This helps bridge the digital divide and ensure that rural students have access to quality educational content.

* Promotion of Local Languages: The policy emphasizes the promotion of regional languages in schools, which is important for preserving cultural heritage and promoting inclusivity in rural areas. By incorporating local languages into the curriculum, NEP 2020 ensures that students in rural areas can learn in a language they are familiar with, making education more relevant and meaningful for them.

* Flexible Curriculum and Choice-Based Credit System: The NEP promotes a flexible curriculum framework that allows students to choose from a wide range of subjects and pursue interdisciplinary studies. The introduction of a choice-based credit system enables students to tailor their education based on their interests and career goals.

* Higher Education Reforms: The NEP proposes structural reforms in higher education, including the establishment of multidisciplinary institutions, accreditation mechanisms, and increased research funding to promote innovation and excellence in higher education.

In addition, NEP 2020 emphasizes the promotion of local languages in schools, which is important for preserving cultural heritage and promoting inclusivity in rural areas. By incorporating local languages into the curriculum, the policy ensures that students in rural areas can learn a language they are familiar with, making education more relevant and meaningful for them. This focus on promoting regional languages not only preserves cultural diversity but also helps create a more inclusive learning environment for students in the rural areas.

Unnat Bharat Abhiyan and Its Correlation with the Education System

The Unnat Bharat Abhiyan (UBA) presents a unique opportunity to link education with rural development to transform and uplift rural India. By engaging higher educational institutions in collaborative projects with rural communities, UBA can facilitate the exchange of knowledge, skills, and resources to address the specific development challenges faced by rural areas. Through this partnership, students, faculty, and researchers can gain practical experience, apply their academic learning to real-world problems, and contribute to sustainable solutions that benefit rural communities.

Furthermore, integrating UBA initiatives into the curriculum of educational institutions can enhance the quality of education by providing students with hands-on learning experiences, exposure to diverse socio-economic contexts, and opportunities for community engagement. By immersing students in rural development projects, UBA can install a sense of social responsibility, empathy, and innovation among the future leaders and professionals of India. This experiential learning approach not only enriches the educational experience but also equips students with the skills and mindset needed to drive positive change in rural India and contribute to the country's overall development goals.

Conclusion

The New Education Policy 2020 plays a pivotal role in enhancing the outreach of education in rural areas by addressing key challenges, promoting inclusivity, and providing opportunities for holistic development and skill enhancement. Through its focus on equity, quality, and innovation, NEP 2020 aims to transform the education landscape in rural India and empower students to achieve their full potential. By implementing the provisions of NEP 2020 effectively and ensuring their successful implementation at the grassroots level, India can truly realize its vision of providing quality education to all children, regardless of their background or location.

One of the key ways in which NEP 2020 can impact the education system in rural India is through its emphasis on holistic development. By recognizing the diverse needs of students in rural areas and promoting a holistic approach to education that addresses not just academic but also social, emotional, and physical aspects of development, the policy can help create a more well-rounded and inclusive learning environment. This focus on holistic development can empower students in rural areas to develop their full potential and lead fulfilling lives, thereby contributing to the overall socio-economic development of these regions.

Overall, the New Education Policy 2020 has the potential to bring about a positive transformation in the education sector, especially in rural India. It has had a positive impact on rural areas by addressing key challenges, promoting inclusive practices, and providing opportunities for holistic development and skill enhancement. By focusing on equity, quality, and innovation, NEP 2020 aims to transform the education landscape in rural India and empower students to achieve their full potential.

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Rights of an Arrested Person according to BNSS

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ABSTRACT

Under the Bharatiya Nagarik Suraksha Sanhita (BNSS) 2023, an arrested person has rights including being informed of the grounds of arrest, the right to consult an advocate, the right to remain silent, and the right to be presented before a nearest magistrate within 24 hours. Article 22(1) of the Constitution of India states that "No person who is arrested shall be detained in custody without being informed, as soon as may not be, of the grounds for such arrest nor shall be denied the right to consult, and to be defended by, a legal practitioner of his choice." Article 22(1)- Any person who is in custody has to be informed as to why he has been arrested. Further, he cannot be denied the right to consult an advocate. Article 22(2) - The arrested individual should be produced before a judicial magistrate within 24 hours of his arrest. An accused has certain rights during the course of any investigation; enquiry or trial of offence with which he is charged, and he should be protected against arbitrary or illegal arrest. Given below are some of the most important rights of an arrested person

Key words: Rights, Arrested Person, BNNS

Introduction

Every human being has to be treated as a being despite the fact he has committed a criminal offence. The person who is arrested for the criminal wrong or an offence which has been mentioned in any code i.e. BNS, 2023 on BSS, 2023 has rights which have been granted by the Supreme law of land i.e. The Indian Constitution. According to basic principle that all uman being are born with having rights to life with dignity and right to personal liberty these rights are mentioned under the Indian constitution and under UDHR (Universal Declaration of Human Rights).

The Indian criminal system is based on the concept of Innocent until proven guilty. These rights are enforceable at various stages of an arrest, and a police officer who violate them faces harsh disciplinary and criminal consequences.

Rights of an arrested Person

1. Right to know the Ground of Arrest: Every accused person has a right to know the ground for which he has been arrested.

* Section 47 of BNSS states that the person who is arrested should be informed of ground of arrest and of right to bail, wherein a person is arrested without any

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warrant he should be immediately informed of the particular of the type of offence which he has committed which has been mentioned in the code and also states him whether the offence which he has committed in a Bailable or a Non-Bailable offence. If the offence is a Bailable offence then the accused has a right to be released on bail. It is the duty of the Police officer to inform him and he can't refuse to do such things.

* Section 48 of BNSS, obligates a person making arrest to inform of the arrest to any of the friends or relatives or any other person of his interest. Also the police officer should inform the arrested person that he can inform to any of his friends and relatives about his arrest, police officer has to perform his duty he can't deny or refuse it.

* Section 55 of BNSS, states that when the police officer authorized his subordinate to arrest the accused without a warrant, the subordinate needs to notify the accused for what reason he has been arrested which is written in that order specifying the offence what he has committed and other grounds of arrest.

* Section 77 of BNSS states that if the arrest of accused is under a warrant then the police officer or other person who is executing the warrant shall notify the substance of the written order given by the senior officer in written stating the officer for which the accused has been arrest and if so required, shall show him the warrant. If the police officer executing the warrant of arrest does not notify the substance to the arrested person in accordance with this section, he will be acting in the violation of law.

* Article 22(1) of Indian Constitution states that no police officer should arrest without informing the ground for the arrest.

2. Right to be taken before Magistrate without Delay: The accused person has a right to appear before the magistrate within 24 hours from the time of the arrest despite the fact that the arrest is with warrant or without warrant accused has to be taken to the nearest magistrate within the period of 24 hours of such arrest and have to keep the accused in police station and nowhere else.

* Article 22 (2) of Indian Constitution states that every person who is arrested or detained in custody produced before the nearest magistrate within the period of 24 hours of such arrest excluding the time taken place necessary from the place of arrest to the nearest Magistrate.

* Section 58 of BNSS states that the person who is arrested without warrant not to be detained in the custody of the police for more than 24 hours. The accused have to present before the magistrate within that period. The period of arrest does not include the journey from the place of arrest to the nearest magistrate. Magistrate can order his detention for a term not exceeding 15 days on the whole.

* Section 78 of BNSS states the person who is arrested with warrant shall without necessary delay bring the person arrested before the court where he is required to be present.

3. Right to be released on Bail: The accused person has the right be to released on the bail if the offence is a bailable offence, after paying the surety amount he can be entitled for the bail and if the offence is non-bailable then it's upon the discreation of the

court whether to grant bail or not also it is the right of the accused to know the ground of the arrest.

* Section 47 of BNSS states that where the accused is arrested without warrant, he should be immediately informed of the particulars of the offence of grounds of his arrest and whether the offence is Bailable or not, if eyes then he has right to be released on Bail.

Case law- Motiram v/s State of M.P., 1989 SC; Bail is rule Jail is exception.

4. Right to Fair Trial: The accused has a right to have a fair trial while taking, the principle of equity, justice and good conscience into consideration. No provision relating to the fair trial has been mentioned under the code (i.e. BNSS) but the interest of the accused to have fair trial has been mentioned under the Supreme law of land i.e. Indian Constitution under Article 14 which says that "all person are equal in the eyes of law", this statement itself says that every person should be given equal opportunity and the accused has a right that during his trial the principal of Natural Justice should be followed. Also the accused has a right to have free and speedy trial; principle of Natural Justice should be followed in both the aspects.

5. Right to Consult a Legal practitioner: The accused has a right to have the legal aid service which has been provided by the legal service authority if his income is less than Rs. 1,50,000/- he has to prove that by the way of the income affidavit and thus he is entitled to have free legal aid service and can have a legal practitioner for himself on his behalf to address the court proceedings. Case law- Khatri vs. State of Bihar 1981 SC, it was stated that if the accused person is declared indigent

then the state has to provide free legal aid service to him.

6. Right to meet an Advocate of his choice: The accused person has a right to meet an advocate of his choice during interrogation.

* Section 38 of BNSS states that when any person is arrested and interrogated by the police, he shall be entitled to meet an advocate of his choice during interrogation, though not throughout interrogation.

7. Right to be examined by the Medical Practitioner: The accused has a right to be examined by the medical specialist.

* Section 53 of BNSS states that examination of the arrested person by the medical practitioner on the request of the accused if he alleges that at the time when he was produced before the magistrate or during the time of his detention contains proof which will disprove that the offence has been committed then the magistrate after agreeing to his statement can assign a medical practitioner to collect the evidence for reaching the ends of justice.

8. Right to be Silent: The accused has a right to remain silent because the magistrate has to know the gravity of the confession or statement which has been made by the accused is made by him voluntarily or not and this right has not been mentioned in any code.

This is the right which has been given to the accused from the common law principles. This rights leads to the provision which has been mentioned under Article 20 (3) of the Indian Constitution, which says that no person accused for any offence shall be compelled to be a witness against himself i.e. the principle of self-incrimination.

Nandini Sathpathy, v. P.L. Dani, 1978 - SC, it was stated that no one can force any accused to answer any question or give statement and the accused has the right to remain silent during the process of interrogation.

Conclusion

D.K. Basu v. State of West Bengal and Others, 1997 - SC, this case was the landmark judgement which talks about the right of the arrested person and also obligates the police officer to do certain activities which has been imposed on him. Also it has been stated that it is the duty, of the police officer to inform the accused about the grounds of offence which he has committed and if the police officer fails in performing his duty he will be punished for the violation of law.

Joginder Singh v. State of U.P. 1994 - SC. This case contributed to the addition of Section 50-A to the Code of Criminal Procedure, whose essence is now under Section 48 of BNSS. The Supreme Court emphasized the obligation of police officers making an arrest to inform a relative or friend about the arrest of the concerned person.

The right of an arrest person is protected by the supreme law of land i.e. C.O.I. Article 21 of the Indian Constitution talks about the right to life with dignity and personal liberty. This right is also mentioned in the UDHR. The Indian system is based on the concept of Innocent until person guilty.

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Right of an arrested person protected under BNSS, 2023: Chapter 5 of the code give the provision of arrest and the rights of the arrested person. These rights are as followed:

* Section 36 of BNSS states that the Police officer has to prepare an arrest memo.

* Section 38 of BNSS states that the arrested person has a right to meet an advocate of his choice (during interrogation but not through the complete interrogation).

* Section 46 of BNSS states that the police officer cannot do the unnecessary restraint of the arrest person.

* Section 47 of BNSS states that every accused person has a right to know the ground for which he has been arrested and police officer has to inform the accused, the right to bail if the offence is bailable.

* Section 56 of BNSS states that the police officer has been the duty to take the reasonable care of the health and safety of the accused.

* Section 53 of BNSS states that the medical examination of arrested person has been done by medical officer.

* Section 58 of BNSS states that no police officer shall detain in custody of accused more than 24 hours and the officer in charge has to take/send the accused before the magistrate within 24 hours given under section 56 of this code.

Social and Cultural Changes in Tribal Community: A Study in Telangana

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ABSTRACT

South of North and North of South,' Telangana State has long been a meeting place for diverse languages and cultures. It is easily the best example of India's composite culture, pluralism, and inclusiveness. Located on the uplands of the Deccan plateau, Telangana is the link between the North and South of India. It is thus no surprise that the region on the whole came to be known for its Ganga-Jamuna Tehzeeb and the capital Hyderabad as a 'miniature India!'. Geography, Polity, and Economy of the region determined the culture of Telangana. Satavahanas, the earliest known rulers of the region sowed the seeds of an independent and self-sufficient village economy, the relics of which can be felt even today. In the medieval times, the Kakatiya dynasty's rule, between the 11th and 14th centuries with Warangal as their capital, and subsequently the Qutub Shahis and Asafjahis, who ruled the Hyderabad state defined the culture of the region. Telangana, a state in southern India, is home to a diverse range of tribal communities. These indigenous groups have a rich cultural heritage and have historically inhabited the forests, hills, and remote regions of the state. Over the years, Telangana has witnessed significant social and cultural changes, which have had a profound impact on its tribal populations. This article aims to explore and analyze the social and cultural changes experienced by the tribal communities of Telangana.

Key words: Telangana, Caste, Religion, Hierarchy, Culture, Festivals, Fairs

Introduction

The name 'Telangana' is derived from the word 'Trilinga' meaning the place of three lingas as according to legends Lord Shiva's lingams are found on three mountains Srisailam, Kaleshwaram and Draksharama which form the boundaries of Telangana. It is mentioned in the Mahabharata as Telingadesha and it is said that the people of this land sided with the Pandavas in their battle against the Kauravas in the Kurukshetra War. It is also mentioned in the Aitreyabrahmana, Ramayana and Puranas. About 76% of the population of Telangana speak Telugu, 12% speak Urdu, and 12% speak other languages. Before 1948, Urdu was the official language of Hyderabad State,

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and due to a lack of Telugu-language in educational institutions, Urdu was the language of the educated elite of Telangana. After 1948, once Hyderabad State joined the new Republic of India, Telugu became the language of government, and as Telugu was introduced as the medium of instruction in schools and colleges, the use of Urdu among non-Muslims decreased.[8] Poets of Telangana from the early era include Bammera Pothana, Kancherla Gopanna or Bhakta Ramadasu, Malliya Rechana, Gona Budda Reddy Kuppambika, Palkurthi Somanatha, Mallin?tha S?ri, and Hulukki Bhaskara. In the modern era poets include such figures as Padma Vibhushan Kaloji Narayana Rao, Sahitya Akademi Award recipient Daasarathi Krishnamacharyulu, and Jnanpith Award recipient C. Narayana Reddy, as well as P. V. Narasimha Rao, ninth Prime Minister of India. Samala Sadasiva was selected for the Kendra Sahitya Puraskaram distinction. His book Swaralayalu on the subject of Hindustani classical music won the award for the year 2011. Urdu literature has always enjoyed patronage from successive rulers of the Qutb Shahi and Asaf Jahi era. Mohammed Quli Qutb Shah, the fifth ruler of the Qutb Shahi dynasty is regarded as one of the pioneers of early Urdu poetry.

Telangana is a newly formed state in India

Situated on the south-central stretch of the country on the high Deccan Plateau. After decades of movement for a separate State, Telangana was created on Jun 2nd, 2014, with the historical city Hyderabad as its capital, bypassing the A.P. State Reorganization Bill in both houses of Parliament of India. Telangana shares borders with Maharashtra and Chhattisgarh in the North and Karnataka

in the West. The residual Andhra Pradesh is in the South and East. Telangana is the eleventh largest State and the twelfth most populated State in India, with a geographical area of 1,12,077 Sq. Km. has a population of 3,50,03,674 per the 2011 Census (Census India 2011). According to the 2011 census, Hindus form 85.1% of the State's population. Muslims constitute 12.7%, and Christians form 1.3%, and 0.9% others. The Telangana region was part of the Hyderabad state from Sept 17th, 1948, to Nov 1st, 1956, until it was merged with Andhra State to form the Andhra Pradesh state. The seeds of the Telangana struggle were sown in 1955 when the recommendation of the States Reorganization Commission to retain Hyderabad as a separate State went unheeded. Telangana leaders accused the people of Andhra of "colonizing the region" by grabbing their jobs and land and the Government of not investing in the region's infrastructure. This struggle lasted almost six decades; finally, India's 29th State was formed.

Tribal Culture in Telangana

Telangana is the only state in the entire south India to have 9.34% of its population from tribal stock (census 2011). About 24 tribal communities are living in Adilabad, Warangal, Khammam, Mahabubnagar and Nalgonda District forests along the Krishna and Godavari river belts. Basically, tribes are symbiotic in nature. Their religious practices, social life, and cultural values are unique and typical. Surprisingly, they are not just unique from non-tribal but also within themselves between one tribe to another tribe. Tribal dances, fairs, festivals, etc. are very popular in Telangana and attract lakhs of visitors from tribal stock and non-Tribal's too. These tribal fairs and festivals have their own importance in

Telangana Tourism. Following are the few famous tribal festivals of importance to tourism

1. Sammakka - Saralamma Jathara
2. Nagoba Jathara
3. Teej Festival
4. Salesvaram - Loddi fairs etc.

Apart from this, Telangana tourism has planned a tribal tourism circuit covering Laknavaram, Mulugu, Tadvai etc. areas in Warangal district. This is aimed at attracting tourists interested in experiencing the original flavours of tribal tourism. This is popular with foreign tourists who often travel to know more about local cultures. This circuit has been planned to develop under the Swadesh Darshan Scheme of Ministry of Tourism, Government of India.

Nagoba Jathara in Adilabad District

The Nagoba Jathara is an important tribal religious cum cultural festival. It is the second biggest tribal Jathara celebrated by Mesaram clan of Gond tribes. It is conducted every year during December - January months at Nagoba temple in Keslapur village of Adilabad district. This village is situated at a distance of about 20 Km from Utnoor which is the headquarters for ITDA. The Jathara is usually a big draw among the Gond tribes locally as well as other tribes from Telangana, Andhra Pradesh, Orissa, Maharashtra, Chattisgarh, and Madhya Pradesh. However, due to the media publicity, the number of non-tribal devotees visiting the Nagoba temple during Jatharaas increased significantly in the last 15 years. Since tribals are nature lovers it has been decided to conduct a plastic carrier bag free Jathara for the first time. A decision has been taken to this effect by the Project Officer of ITDA,

Utnoor by imposing a ban on using plastic in and around the temple premises during the Jathara. As tribes have been educated on environmental issues on biodegradability of plastic and causing environmental pollution and health problems teak leaves are used as plates during their community feasts to avoid environmental pollution. This development shows an indication of the tribal love and responsibility toward the protection of nature and Mother Earth. It was also observed that the tribes undertake the pilgrimages in groups, on bullock carts, or on foot though the journey takes a week's time or month depending upon the distance. The tribes are also very astute in estimating the fodder quantum required for bullocks, and food requirements for themselves for the duration of travel. Since centuries, they have been tracing the same routes through forests and habitations with good sources of water for halts minimizing the environmental impact. It is a source of considerable pride that even with the meagre availability of facilities the Jathara is organized successfully as an environmentally friendly event.

Medaram (Sammakka-Saralamma)

Jathara in Warangal District The Medaram Jathara is a synthesis of divinity and history. This is the biggest tribal festival in the country where nearly one crore people congregate from all over the country. This Jathara also called Sammakka - Saralamma Jathara is celebrated once in two years during January - February months in a small tribal village called Medaram in Warangal district. In view of its great religious significance, the Government declared this festival as a state festival in the year 1996. Medaram is a remote place in the Eturnagaram Wildlife Sanctuary, a part of Dandakaranya, the largest surviving forest belt in the Deccan. It is believed that

after Kumbha Mela, the Medaram Jathara attracts the largest number of devotees in the country. Until 1998, the only way to reach Medaram was by a bullock cart. In 1998 the state government laid a motorable road. Now, the Jathara is provided with many facilities and infrastructure. TSRTC provides bus facilities during the Jathara period along with private vehicles for transportation of visiting public. In addition to local tribals and non-tribals devotees, many tribals from different states such as Madhya Pradesh, Chhattisgarh, Orissa, Maharashtra, Karnataka, and parts of Jharkhand visit Medaram to celebrate the Jatara. However, it is unfortunate that environmental conservation and community development have never been taken as the prerequisites for the betterment of the tourism industry in this place, especially through initiatives such as Plastic free Jathara, Forest protection, Water protection and Conservation, Public transport, Public sanitation, etc. Pollution from the air, water, soil, noise, and light is causing damage to the environment in Medaram during Jathara with huge environmental implications including severe and irreparable damage to flora and fauna. Noise pollution from cars, buses and trucks, vehicle horns and loudspeakers, etc. are damaging the serene environment of Medaram at an alarming rate and is extremely harmful to the environment. One of the leading priorities of the government should be to manage and control the solid waste as well as prevent the pollution of water, air, and soil at Medaram during and after the Jathara because of its growing popularity as a regular pilgrimage destination.

The tribal communities

Telangana has been an integral part of the state's rich cultural tapestry for centuries.

However, in recent decades, profound social and cultural changes have begun to reshape their traditional ways of life. This study aims to investigate and document these transformative processes, shedding light on the dynamics of change and their implications for Telangana's tribal populations. Our research employs a multi-disciplinary approach, incorporating ethnographic fieldwork, historical analysis, and sociocultural surveys. By examining key aspects such as livelihood patterns, family structures, religious practices, language preservation, and interactions with mainstream society, we aim to provide a comprehensive understanding of the evolving social and cultural dynamics within Telangana's tribal communities.

This study reveals several noteworthy trends. Economic shifts, driven by factors such as land acquisition, urbanization, and globalization, have led to alterations in traditional livelihoods, with some tribal groups adapting to new opportunities while others grapple with economic challenges. Changes in family structures, education, and gender roles are also explored to understand evolving social dynamics. Religious beliefs and practices play a significant role in the cultural identity of Telangana's tribal communities. We examine how external influences, religious conversions, and syncretism have impacted indigenous belief systems and rituals.

Language and dialect preservation are essential aspects of cultural heritage. This study investigates the status of tribal languages in the face of increasing pressure from dominant languages, seeking to discern the extent to which language revitalization efforts are being undertaken. Interactions with mainstream society have led to both opportunities and challenges for Telangana's

tribal communities. We analyze the effects of government policies, social programs, and the influence of non-tribal populations on tribal identity and culture

Problems

*   Land for sale

*   Forest movement

*   Debt, Poverty and Unemployment

*   Emigrate to other communities

*   The language problem is not obvious.

*   The question of separatism

Geographical position of the tribes

In India, the tribal community is characterized by five main languages: Andaman, Austro-Asian, Dravidian, and Tibetan-Burmese. All three languages or a specific family live in a specific environment or geographically separated area. For example the Central Dravidian family, the Indo-Aryan family, and the Austro-Asiatic (Munda) family of southern Orissa. Indo-North Dravidian, Indo-Aryan, and Austro-Asian families from Jharkhand. The indigenous peoples of India live in these five countries.

1.   The belt of West India includes Rajasthan, Gujrat, Maharashtra, Goa, Dadra and Nagar Haveli.

2.   The Indian region of Tamil Dravidian includes Maharashtra, Karnataka, Andhra Pradesh, and Kerala.

3.   Andaman, Nicobar, and Lakshadweep Islands.

Fight between tribes

Since the year 1772 there have been countless tribal riots in Bihar, as well as many riots in Andhra Pradesh, Andaman and Nicobar, Assam, Mizoram, Arunachal Pradesh, and Nagaland. In the nineteenth century, the great Mizo uprisings were involved in the Mizo uprisings (1810), Kolov (1795 and 1831), Kacharis (1839), Santhalov (1853), Daflas (1875), Munda (1889 g.), Hasi. and Garo (1829). Nagas (1844 and 1879), Muria Gonds (1886) and Conds (1817).

After independence: the tribal competition can be divided into three parts

*   Because of exploitation by unauthorized persons.

*   Due to economic hardship

*   Due to separatist/isolated tendencies

Since it is inhabited by 9.34 percent of its total population as per the latest 2011 census. The river valleys of Godavari and Krishna are the main centres of the tribal population in the state. Adilabad district is the home of tribals such as Ands, Bhils, Gonds, Pardhans, Thotis, Kolams, and Naikpods apart from Lambad as and Yerukalas who are habituated live in the peripheral areas of villages. Hence 49.29 percent of the tribal population is recognized as living in Scheduled Areas of Adilabad district. But the highest percentage of Scheduled Areas of Adilabad district. But the highest percentage of Scheduled Areas.

The tribal communities in Telangana have a history that spans centuries. They have developed distinct cultures, languages, and traditions, closely linked to their environment and way of life. These communities have traditionally practiced shifting cultivation, hunting, and gathering. They have also had their own governance systems and social structures.

Social and Cultural Changes:

1.   **Land Dispossession &Displacement:**
      One of the most significant changes

faced by Telangana's tribal communities is land dispossession due to urbanization, infrastructure development, and industrialization. Many tribal people have been displaced from their ancestral lands, leading to the loss of livelihoods and traditional ways of life.

2. **Education:** The government's efforts to improve education have led to increased enrollment among tribal children. While this is a positive development, it has also resulted in a generation gap, with younger tribal members increasingly exposed to mainstream culture.

3. **Economic Changes:** Modernization and the integration of tribal areas into the mainstream economy have brought about economic changes. Some tribal individuals have found employment in non-agricultural sectors, which has both positive and negative implications for their traditional practices.

4. **Cultural Erosion:** Exposure to mainstream media, technology, and education has led to the erosion of traditional cultural practices, languages, and rituals among tribal communities. This has raised concerns about the preservation of their unique cultural heritage.

5. **Healthcare and Sanitation:** Improved access to healthcare and sanitation facilities has had a positive impact on tribal communities' overall health and well-being. However, it has also led to changes in traditional healing practices and dietary habits.

6. **Social and Political Empowerment:** Efforts to empower tribal communities through affirmative action policies and reservation of political seats have resulted in some tribal individuals taking on leadership roles in local governance. This has the potential to bring about positive changes in their communities.

Conclusion

Telangana will emerge as another socially diversified state in the country. For Indian society, multi-Caste and multi Religions are crucial elements; they contribute to the culture and shape the community's structure. These two elements form the hierarchy in rural areas: status, power, and authority. Traditionally sociologists and social anthropologists rely on these two factors to understand the characteristics of society. It is found that a village has multiple identities and cultures. It is a case of unity in diversity, the core value of India. As we have seen in the foregoing pages it can be summed up as the following Telangana is the only state in entire south India with a tribal nature. The tribal communities in Telangana are undergoing significant social and cultural changes as a result of various factors, including land dispossession, education, economic shifts, and exposure to modern influences. While some of these changes have had positive effects, such as improved access to education and healthcare, they have also raised concerns about the preservation of tribal cultures and traditions. It is crucial for policymakers, researchers, and tribal communities themselves to work together to strike a balance between modernization and the preservation of Telangana's rich tribal heritage.

Social and economic justice, equality of status and opportunities, and assurance of the individual's dignity are ensured by the Constitution of India for all the citizens among

other things. The constitution of India is enriched with several provisions for scheduled castes and scheduled tribes to safeguard and promote their cultural, social, educational, and economic interests to bring them into the mainstream of the nation. Telangana and the government are working hard towards the enrichment of tribal lives. this study contributes valuable insights into the complex social and cultural changes occurring within Telangana's tribal communities. By recognizing the challenges and opportunities brought about by these transformations, policymakers, researchers, and community leaders can work together to empower tribal populations to preserve their cultural heritage while navigating the challenges of the modern world. This research also serves as a foundation for future studies aimed at addressing the specific needs and aspirations of Telangana's tribal communities in an era of rapid change.

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तैतिरियोपनिषद के अनुसार व्यक्तित्व की संकल्पना

भारती दशोरा*

सारांश

भारतीय मनोविज्ञान के प्रादुर्भाव का आधार भारतीय दर्शन रहा हैं। भारतीय दर्शन में व्यक्तित्व के लिए जीवात्मा शब्द प्रयुक्त किया जाता है और भारतीय मनोविज्ञान का मानना है कि जीवात्मा भौतिक रूप से कोई अलग भाग नहीं है यह सूक्ष्म शरीर के रूप में स्वी.त की गई है जो जीवात्मा का आत्मज्ञान जितना अधिक होगा उसका व्यक्तित्व भी उतना ही आकर्षक होगा। अलग—अलग भारतीय दर्शन परंपराओं ने जीवात्मा के अलग—अलग अवयव बताएं हैं। सांख्य, योग, न्याय, वैशेषिक, गीता दर्शन और यहां तक आयुर्वेद में भी व्यक्तित्व के अलग—अलग निर्माणक कह गए हैं। प्रस्तुत आलेख में तैतिरियोपनिषद की ब्रह्मानंदवल्ली में दूसरे और पांचवें अनुवाक में 7 मंत्रो में व्यक्तित्व के पंचकोशीय सिद्धांतों की विवेचना की गई है। इस संकल्पना के अनुसार आत्मा के पांच आवरण कह गए हैं। इन्हें कोश के नाम से जाना जाता है यह इन्हें अन्नमय कोश, प्राणमय कोश, मनोमय कोश, विज्ञानमय कोश और आनंदमय कोश। यह कोश वह खोल है जिसमें आत्मा बंद रहती है। यह पांच कोश हमारे शरीर में किस तरह व्याप्त है और किस तरह इनका विकास करने पर एक संतुलित व्यक्तित्व निर्मित होता है इसके साथ ही आलेख में वर्तमान में इसकी प्रासंगिकता पर भी प्रकाश डाला गया हैं।

मुख्य शब्द— तैतिरियोपनिषद, पंचकोशीय सिद्धांत, अन्नमय कोश, प्राणमय कोश, मनोमय कोश, विज्ञानमय कोश, आनंदमय कोश।

प्रस्तावना

मनोविज्ञान का उद्गम जानने के लिए हमें अपनी यात्रा वहीं से आरंभ करनी होगी जहां से मानव ने अपने विकास यात्रा आरंभ की। सैकड़ो वर्षों तक कच्चा मांस खाने वाला एवं जंगलों में विचरण करने वाला मानव जब पका कर खाना सीखा, एक स्थान पर बसना सीखा, उसी क्षण को उसके चिंतन का प्रथम बिंदु माना जा सकता है। सभ्यता की सीढ़ी चढ़ते चढ़ते मानव ने भाषा के विकास के साथ अपने विचारों को अभिव्यक्त करना वह दूसरों के विचारों को समझना सीख लिया। युग परिवर्तन के साथ—साथ जब वह आदिम मानव चिंतन, मनन, तर्क, संश्लेषण,

विश्लेषण और सृजन करने लगा तो उसने मनोविज्ञान की सीढ़ी पर अपना पहला कदम रखा।

भारत में मनोविज्ञान के प्रादुर्भाव का आधार भारतीय दर्शन से रहा है। गीता में श्री.ष्ण के उपदेशों से लेकर कौटिल्य के अर्थशास्त्र तक मनोविज्ञान का प्रभाव स्पष्ट दृष्टिगोचर होता है। वेद, उपनिषद, बौद्ध एवं जैन साहित्य में कई तत्वों की विवेचना करते समय मनोविज्ञान को ही आधार बनाया है।

मनोविज्ञान अपने वर्तमान स्वरूप से पूर्व तक दर्शनशास्त्र की एक शाखा के रूप में अध्ययन किया जाता था और भारतीय दार्शनिक परंपरा पर यदि दृष्टि डालें तो यह तथ्य सामने आता है कि इसमें

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व्यक्तित्व जैसी किसी अवधारणा का सीधा उल्लेख नहीं मिलता परंतु इसमें कई ऐसे अवयवों का वर्णन है जिससे मानव का व्यक्तित्व बनता है एवं प्रभावित भी होता है।

भारतीय दर्शन (मनोविज्ञान) में प्रयुक्त शब्द जीवात्मा को व्यक्तित्व कहा जा सकता है। यहां पर यह संप्रत्यय आधुनिक मनोविज्ञान की मनोदैहिक संरचना से संबंधित ना होकर आत्मज्ञान, आत्मानुभूति और आध्यात्मिक पहलुओं से संबंधित है। भारतीय मनोविज्ञान का मानना है की जीवात्मा भौतिक रूप से कोई भाग नहीं है, यह सूक्ष्म शरीर के रूप में स्वी.त की गई है और जिस जीवात्मा का आत्मज्ञान जितना अधिक होगा उसका व्यक्तित्व भी उतना ही आकर्षण होगा। मनुस्मृति तथा श्रीमद् भागवत गीता में भी ऐसे कई उदाहरण मिलते हैं जिसमें मानव के नैसर्गिक गुणों को प्रमुख स्थान दिया गया है तथा उन्हीं के परिमार्जन एवं परिशोधन द्वारा जीवात्मा का सौंदर्यीकरण किए जाने पर बल दिया गया है।

भारतीय दर्शन में जीव का परम लक्ष्य आध्यात्मिक अनुभूति रहा है जिसके परिणाम स्वरूप आत्मा जीवन एवं मृत्यु के बंधन से मुक्त होकर मोक्ष को प्राप्त हो जाती है। दर्शन आत्म तत्व जीवात्मा को पूर्ण शुद्ध एवं पवित्र तत्व के रूप में मानता है और प्रतिपल उसके देहजनित बंधन से मुक्ति हेतु कामना करता है। अलग–अलग दार्शनिक परंपराओं ने जीवात्मा के भी अलग–अलग अवयव बताएं हैं। यथा– सांख्य दर्शन ने व्यक्तित्व को पुरुष एवं प्र.ति की अंतः क्रिया का परिणाम माना है जिसमें व्यक्तित्व के 13 अंग बताए गए हंष। इनमें से तीन अंग आंतरिक और 10 बाह्य है। बाह्य अंगों में पांच ज्ञानेंद्रिय पांच कर्मेंद्रियां को सम्मिलित किया गया है जबकि आंतरिक अंग मन,अहंकार व बुद्धि माने गए हैं। योग दर्शन का उद्देश्य सीधा अपने अर्थ के समान ही है कि परस्पर

मिलना अर्थात् जीवात्मा का परमात्मा से मिलन कराना।

इसके लिए चित्त वृत्तियां पर निरोध करते हुए आठ अंग बताएं जो व्यक्ति के व्यक्तित्व को नया आयाम देने में सक्षम है। इन्हें यम, नियम, आसन, प्राणायाम, प्रत्याहार, धारणा, ध्यान, समाधि के नाम से जाना जाता है। न्याय दर्शन में धर्म, अर्थ, काम, मोक्ष, वार्ता तथा दंड नीति व्यक्तित्व के निर्माणक कहे गए हैं। वैशेषिक दर्शन में द्रव्य,गुण एवं कर्मों की प्रधानता को स्वीकार कर किया गया है।

भारतीय दर्शन का निचोड़ हमें श्रीमदभगवत गीता में मिलता है और इसमें व्यक्ति के स्वभाव एवं स्वरूप के तीन प्रधान गुण वर्णित है। सत्व, तम एवं रज इन्हीं तीनों गुणों की मात्राओं का भेद व्यक्ति के व्यक्तित्व में परिपक्वता संबंधी भिन्नता उत्पन्न करता है और उसका परिमार्जन उसे स्थित प्रज्ञा बनता है।

आयुर्वेद में वात् पित्त कब प्रधान व्यक्तित्व कह गए हैं तथा इन तीनों का असंतुलन भी व्यक्तित्व में विकार उत्पन्न करता है। भारतीय दर्शन में मन को व्यक्तित्व का मुख्य अंश माना जाता है।

प्रस्तुत आलेख में तैतिरियोपनिषद की ब्रह्मानंदवल्ली में व्यक्तित्व की संकल्पना को वर्णित किया जा रहा है। तैतिरियोपनिषद .ष्णयजुर्वेदीय शाखा के अंतर्गत एक उपनिषद है। यह अत्यंत महत्वपूर्ण प्राचीनतम 10 उपनिषदों में से एक है। यह शिक्षावल्ली, ब्रह्मानंदवल्ली और भृगुवल्ली तीन खण्डों में विभक्त है। ब्रह्मानंदवल्ली में 9 अनुवाक एवं 13 मंत्र है। ब्रह्मानंदवल्ली के आरंभ में शांति पाठ किया गया है जिसमें प्रार्थना की गई है

ॐ सह नाववतु। सह नौ भुनक्तु।
सहवीर्य करवावहै तेजस्वि नावधीतमस्तु मा विद्विषावहै।।
ॐ शान्तिः!शान्तिः!!शान्तिः!!!
शिष्य एवं आचार्य दोनों की रक्षा हो तथा दोनों

आपस में किसी प्रकार के द्वेष ना रखते हुए विद्याजनित सामर्थ्य का संपादन करें।

ब्रह्मानंदवल्ली में दूसरे से पांचवें अनुवाक तक सात मंत्रो में व्यक्तित्व के पंचकोशीय सिद्धांतों की विवेचना की गई। इस संकल्पना के अनुसार आत्मा के पांच आवरण कह गए हैं। इन्हें कोश के नाम से जाना जाता है। यह है– अन्नमय कोश, प्राणमय कोश मनोमय कोश विज्ञानमय कोश और आनंदमय कोश। यह कोश वह खोल है जिसमें आत्मा बंद रहती है। यह कोश उन पांच वस्त्रों की तरह है जिनको किसी व्यक्ति ने पहन रखा है। इसी तरह आत्मा पर भी पांच कोशों का आवरण है। सभी कोश एक के भीतर एक है और आत्मा सबसे भीतर है। भीतरी कोश बाहरी कोश से कई अधिक व्यापक हैं और सूक्ष्म भी।

अन्नमय कोश – यह जीवात्मा का बाह्य आवरण है। इसमें जीवन के भौतिक पक्ष के संप्राप्ति पर जोर दिया जाता है। इसके अंतर्गत दैहिक शरीर पांच ज्ञानेंद्रिया पांच कर्मेंद्रिया सम्मिलित है। पृथ्वी लोक पर आश्रय लेकर रहने वाला कोई भी प्राणी हो वह अन्न से ही उत्पन्न होता है और अन्न से ही जीवित रहते हुए पुनः अन्न में विलीन हो जाता है, इसीलिए अन्न को सर्वोषधि कहते हैं।

अन्नाद्धे प्रजा प्रजायन्ते। याद काश्च पृथिवीमाश्रिताः। अथो अन्नेनैव जीवन्ति। अथैनदपि यन्त्यन्ततः। अन्नँ हि भूतानां ज्येष्ठम्। तस्मात्सर्वोषधमुच्यते। सर्वं वै तेऽन्नमाप्नुवन्ति येऽन्नं ब्रह्मोपासते। अन्नँ हि भूतानां ज्येष्ठम्। तस्मात्सर्वोषधमुच्यते।

जो लोग अन्न ही ब्रह्म है इस प्रकार उपासना करते हैं वह निश्चय ही संपूर्ण अन्न को प्राप्त करते हैं।

अन्नमय कोश का व्यक्तित्व से संबंध

भौतिक शरीर ज्ञानेंद्रिया एवं कर्मेंद्रिया हमारे अस्तित्व का सबसे बाहरी भाग है। पिता के पचाये गए अन्न के सार से मां के शरीर में गर्भ का सूत्रपात होता है और मां के भोजन से गर्भ को पोषण प्राप्त होता है अर्थात शरीर का अस्तित्व भोजन के सेवन द्वारा ही बना रहता है और मृत्यु के बाद वापस पृथ्वी की खाद बन जाता है। शारीरिक संरचना का सार भोजन से बढ़ता है, भोजन में उपस्थित रहता है और वापस भोजन बन जाता है। अतः जो भोजन हम करते हैं वह मांसपेशियों नसों, रक्त एवं हड्डियों में परिवर्तित हो जाता है। यदि उचित व्यायाम और उचित आहार दिया जाए तो अन्नमय कोश बहुत अच्छी तरह विकसित होता है। हष्टपुष्टता, स्फूर्ति, सहनशक्ति और धैर्य यह सभी स्वस्थ विकास के लक्षण होते हैं जब व्यक्ति के नेत्र (ज्ञानेंद्रिया) और हाथ (कर्मेंद्रिया) का अच्छा समन्वय होता है तो व्यक्ति का गतिक कौशल पर अधिकार आसानी से हो जाता है और लिया गया भोजन विभिन्न प्रकार के पोषक तत्वों में बदल जाता है जो शारीरिक रूप से बढ़ाता है। अतः इस प्रथम प्रस्थति में व्यक्ति का कार्य एवं व्यवहार ज्ञानेंद्रियों एवं कर्मेंद्रियों के बेहतर विकास पर निर्भर करता है।

प्राणमय कोश– यह भौतिक स्व से उच्चतर प्राणमय स्व हैं। प्राण वह शक्ति है जिसके द्वारा व्यक्ति श्वास लेता है।तृतीय अनुवाद में कहा गया है कि

प्राणो हि भूतानामायु।

जो प्राण को ब्रह्म रूप में उपासना करते हैं वह पूर्ण आयु को प्राप्त कर लेते हैं।

मनुष्य, प्राणी सभी प्राण का ही अनुसरण करके जीवित रहते हैं क्योंकि प्राण ही प्राणियों की आयु है। पांच कर्मेंद्रियां एवं प्राण मिलकर जीवन युक्त प्राणमय कोश को गठित करते हैं। यद्यपि प्राण एक है किंतु इसके पांच कार्य होने के कारण यह पांच प्रकार का होता है।

प्राण – ज्ञान शक्ति हैं। श्वास प्रश्वास को संचालित करता है और बाह्य उत्प्रेरकों को जानने के साथ–साथ उन्हें नियंत्रित भी करता है।

अपान – विसर्जन शक्ति हैं। वीर्य, थूकना, पसीना, मलमूत्र इत्यादि विकारों को शरीर से बाहर निकलता है।

समान – समान वायु पाचन शक्ति के रूप में कार्य करती है। उदर में संग्रहित भोजन को पचती है।

उदान – विचार शक्ति हैं। विचारों को उत्तरोत्तर उन्नत करना, जीवनोपयोगी सिद्धांतों की रचना और मरणोपरांत जीव को कर्मानुसार दूसरे शरीर में ले जाना इसका कार्य है।

व्यान – व्यान वायु प्राण और अपान का नियमन करती है। यह रक्त संचार शक्ति है।

प्राणमय में कोष का व्यक्तित्व से संबंध – जिन पांचो प्राणों का वर्णन ऊपर की पंक्तियों मिं किया गया है उन्हें आयुर्वेद पांच शारीरिक प्रणालियों के रूप में स्वीकार करता है। इनमें से प्रथम प्राण, प्रत्यक्षीकरण की क्षमता है। यह पांच ज्ञानेंद्रिय के माध्यम से पर्यावरण से प्राप्त उद्दीपनों को प्रत्यक्ष रूप से नियंत्रित करता है। दूसरा अपान, उत्सर्जन क्षमता है। समान का संबंध पाचन क्षमता से है। उदान चिंतन क्षमता से संबंधित है। यह विचारों को उन्नत बनाता है। व्यान पचे हुए भोजन के परिणामस्वरूप बने पोषक तत्वों को रक्त के माध्यम से शरीर के विभिन्न अंगों तक पहुंचाता है।

इन पांचो क्षमताओं पर व्यक्ति की उम्र का पूरा प्रभाव पड़ता है और उम्र बढ़ाने के साथ–साथ यह क्षमताएं कमजोर पढ़ने लगती है।जब प्राण में कोश ठीक से काम नहीं कर पता है तो इसका सीधा प्रभाव अन्नमय कोश अर्थात भौतिक शरीर पर पड़ता है। प्राणमय कोश के स्वस्थ विकास से आवाज को प्रभावी ढंग से प्रयोग करने की क्षमता बढ़ती है तथा शरीर की लोच, दृढ़ता, नेतृत्व, ईमानदारी, अनुशासन और श्रेष्ठता के गुण विकसित होते हैं, जो उत्तम व्यक्तित्व के गुण भी कह गए हैं।

मनोमय कोश – पाँच ज्ञानेन्द्रियो सहित मन ही मनोमय कोश है यह प्राणमय कोश का अंतर्वर्ती भाग है **तस्यैष एव शारीर आत्मा ये पूर्वस्य।**

यह जो (मनोमय शरीर) है वही उस अपने पूर्ववर्ती (प्राणमय कोश) का शारीरिक आत्मा है। यह कोश क्रमशः सूक्ष्म होते जाते हैं और अपने स्थूल कोशों से अंतर्व्याप्त होकर उन्हें नियंत्रित करते हैं। इसमें मन द्वारा इंद्रिय प्रदत्त ज्ञान का विश्लेषण कर उसका वर्गीकरण तथा संचयन किया जाता है। जब मन मलीन होता है तो वह प्राण व शरीर को शिथिल बना देता है। मन पाँच ज्ञानेन्द्रियों से रूप, शब्द, गंध, रस एवं स्पर्श आदि बाह्य विषयों को प्राप्त करता है और निर्णय के लिए बुद्धि को समक्ष रखता है। इसी के बाद इंद्रिया कर्म की ओर प्रवृत्त होती है।

मनोमय कोश का व्यक्तित्व से संबंध

जब मन किसी आघात के कारण परेशान होता है तब वह प्राण के कार्यों तथा शरीर के कार्यों को भी प्रभावित करता है। शरीर प्राण व मन के बीच गहरा संबंध है। मन की गति बड़ी विलक्षण है परंतु एक संतुलित व्यक्तित्व के निर्माण के लिए मन का सामंजस्य इस प्रकार होना चाहिए कि हमें सुख–दुख, मान अपमान, सर्दी गर्मी, निंदा चापलूसी आसक्ति जैसे शत्रु कभी घेर ही ना पाए और हम स्थिर बुद्धि वाले बने। ऐसे स्थिर स्थिरप्रज्ञ व्यक्ति परमात्मा को प्रिय लगते हैं।

विज्ञानमय कोश– मनोमय कोश से ऊपर के स्तर को विज्ञान में कोश कहते हैं। बुद्धि, उसकी

विभिन्न वृत्तियां और ज्ञानेन्द्रिया इस कोश के घटक है। यह कोश ज्ञानेन्द्रियो को अनुशासित करता है।

विज्ञानं ब्रह्म चेद्वेद। तस्माच्चेन्न प्रमाद्यति।

शरीरे पाप्मनो हित्वा। सर्वान्कामान्समन्श्रुत इति।

यदि साधक विज्ञान ब्रह्म है ऐसा जान जाए और फिर उसे प्रमाद न करें तो अपने शरीर के सारे पापों को त्याग कर वह समस्त कामनाओं को पूर्णतया प्राप्त कर लेता है। यह मन से अधिक सूक्ष्म है और उसका नियंत्रक भी है। मन एवं बुद्धि में अंतर है मन एक लिपिक की तरह है जबकि बुद्धि अधिकारी है। मन संशयात्मक है और विचार के संकल्प विकल्प में उलझा रहता है। बुद्धि स्वभाव से निश्चयात्मक है और निर्णय लेने में समर्थ है।

विज्ञानमय कोश का व्यक्तित्व से संबंध

मन ज्ञानेन्द्रिय के माध्यम से बाहरी उद्दीपनों को प्राप्त करता है और अनुक्रियाओं को कर्मेन्द्रियों को प्रेषित करता है। बुद्धि विभेदीकरण एवं विवेकीकरण की प्रक्रिया से प्राप्त उद्दीपनों की जांच करने लेती है। स्मृति के आधार पर मन सुखद एवं दुखद छाप को बुद्धि से जोड़ता है। बुद्धि अपनी चिंतन क्षमता से निर्णय लेती है कि जो मन को पसंद नहीं भी हो पर व्यक्ति के लिए लाभ का हो उसे स्वी.त करती है। जैसे— दवा लेना। इसलिए जहां मन एवं बुद्धि के बीच संकेत का आदान–प्रदान एवं निर्णयन प्रक्रिया सुदृढ़ होती है उसकी बौद्धिक क्षमता, निर्णय लेने का तरीका उसके बेहतर व्यक्तित्व का निर्माण करने में सक्षम होता है।

आनंदमय कोश

आनंदमय कोश पंचकोश में सबसे उच्च अवस्था होती है।

तेनैष पूर्ण।

यह जीवात्मा की आनंदमय तथा सुखद स्थिति है। इस स्थिति में ज्ञाता, ज्ञेय और ज्ञान के में सारे भेद मिट जाते हैं। यह आनंद की अवस्था मानी जाती है। आनंद का वर्णन शब्दों में नहीं किया जा सकता है क्योंकि यह अनुभूतिजन्य है। यह इंद्रिय बुद्धि तथा मन से परे है। यह अवस्था व्यक्तित्व विकास के आदर्श अवस्था है। इस अवस्था में व्यक्ति का प्र.ति से समायोजन ही नहीं बल्कि अनुकूलन भी स्थापित हो जाता है। यह अवस्था सुख दुख तथा पाप पुण्य से ऊपर की अवस्था है। आध्यात्मिक रूप से इसे परमानंद की अवस्था माना जाता है। इसमें मन, बुद्धि तथा अहंकार तीनों मानसिक तत्व समन्चय या सामंजस्य पूर्वक कार्य करते हैं।

आनंदमय कोश का व्यक्तित्व से संबंध

आनंदमय कोश विज्ञानमय कोश का नियंत्रण करता है क्योंकि बुद्धि मनोअभिलाषाओं के नियंत्रण और देखरेख में कार्य करती है। यह पाँच कोशों का अंतर्तम है। इसमें मनोकामनाएं होती है। वह इस तरह अवचेतन में स्थित होती है जिस तरह गहरी नींद की स्थिति में हमारा अस्तित्व होता है। सभी कोशो के ठीक तरह विकसित हो जाने पर ही आंतरिक एवं बाह्य जगत के बीच एक एकात्म स्थापित होता है और यह एकात्म ही व्यक्ति को संतुलन प्रदान करता है जिससे आनंद की अनुभूति होती है।

तैतिरियोपनिषद के अनुसार व्यक्तित्व के संकल्पना की आधुनिक शिक्षा मे प्रासंगिकता

भारतीय संस्कृति एवं साहित्य में सदैव संसार का पथ प्रदर्शन किया है और आज भी जीवित है।

वर्तमान युग में भी दार्शनिक, शिक्षा शास्त्री एवं पाठ्यक्रम निर्माता इसी बात का निरंतर प्रयास कर रहे हैं। भारत में शिक्षा के उद्देश्य प्रत्येक युग में अलग–अलग रहे। 21वीं सदी की चुनौतियों से मुकाबले के लिए एन ई पी 2020 के उद्देश्य बहुत उच्च और दूरगामी है। एन ई पी 2020 का एक प्रमुख उद्देश्य विद्यार्थियों का चरित्र निर्माण है ताकि शिक्षार्थियों के जीवन के सभी पक्षों और क्षमताओं का संतुलित विकास हो सके।विद्यार्थियों के विकास के दिशा में महत्वपूर्ण कदम है।

तैतिरियोपनिषद की ब्रह्मानंदवल्ली में व्यक्तित्व के विकास संबंधित तथ्यों को पंचकोशीय अवधारणा के माध्यम से स्पष्ट किया गया है। यह अवधारणा स्पष्ट करती है कि एक व्यक्ति के लिए शारीरिक या भौतिक अवस्था से अधिक उसकी मानसिक बौद्धिक और आध्यात्मिक अवस्था महत्वपूर्ण है। वर्तमान में लोग मानसिक तनाव, शारीरिक स्वास्थ्य और आत्मिक संतुलन के बीच संघर्ष कर रहे हैं। ऐसी स्थिति में पंचकोशीय अवधारणा की शिक्षा के क्षेत्र में अत्यंत प्रासंगिक हो जाती है।

खेल, ध्यान, अभ्यास और अन्य शारीरिक गतिविधियों के माध्यम से छात्र को गति के महत्व को सीखना है। अनुसंधान भी इस बात पर पूरी तरह से स्पष्ट करते हैं कि 8 वर्ष तक के बालक की शिक्षा पर विशेष ध्यान दिया जाना चाहिए क्योंकि इस समय बालक के मस्तिष्क का विकास तेजी से होता है तो संज्ञानात्मक और सामाजिक भावात्मक विकास के लिए अत्यंत महत्वपूर्ण होता है। इस उम्र में सीखना जीवन भर के लिए सीखने की नई साबित होता है। जो एक अच्छे वयस्क जीवन के लिए उपयोगी है।

प्राणमय कोश का विकास जीवन की अनिवार्य ऊर्जा को प्राप्त करने में सहायक होता है। आध्यात्मिक विकास के माध्यम से मनुष्य की जो ऊर्जा है वह संतुलित रहती है साथ ही वह इस ऊर्जा का उपयोग जीवन को सही मार्ग पर चलने के लिए करता है।

मानसिक विकास के जीवन के प्रति सकारात्मक तथा उत्साहित दृष्टिकोण निर्मित होता है। बौद्धिक विकास के बिना व्यक्ति की सीखने की प्रक्रिया कभी पूर्णता को प्राप्त नहीं कर सकती है।

एन ई पी 2020 में भारतीय संस्कृति और नैतिक मूल्यों की शिक्षा को सम्मिलित कर आत्मा के ज्ञान, नैतिकता और समाज में व्यक्ति की जिम्मेदारी का महत्व सिखाया जाए तो मानव जीवन का वास्तविक उद्देश्य पूर्ण हो जाता है।

भावनात्मक रूप से संतुलित व्यक्तित्व ही कुछ सीखने समझने और जीवन में लागू करने की क्षमता रखता है।

तैतिरियोपनिषद भी यह बताता है कि प्रत्येक व्यक्ति की समाज में अपनी अहमियत है और प्रत्येक को समाज में उचित स्थान मिलना चाहिए इसीलिए एन ई पी 2020 में समावेशी शिक्षा पर जोर दिया गया ताकि सभी को सीखने के समान अवसर प्राप्त हो सके। यह मानवता और समानता दोनों का पक्षधर है। तैतिरियोपनिषद का मानना है कि व्यक्ति का उच्चतम उद्देश्य व्यक्तिगत विकास न होकर समाज का कल्याण होना चाहिए इसीलिए बालक को आत्म केंद्रित बनाने के बजाय समाज के प्रति जागरूक बनाएं।

इस प्रकार व्यक्तित्व के विकास की संकल्पना में भारतीय मनोविज्ञान का विशद अध्ययन करने के बाद यह निष्कर्ष निकलता है कि व्यक्तित्व का विकास अन्नमय कोश से शुद्ध चेतना की ओर बढ़ता है। नियमित आदतें, सही भोजन, व्यायाम, खेलकूद से अन्नमय कोश का उचित विकास होता है। वही प्राणायाम के माध्यम से सांस लेने का उचित अभ्यास प्राणमय कोश की शक्ति को बढ़ाता है। अच्छा साहित्य

अध्ययन अध्यापन मनोमय कोश को प्रबलता प्रदान करता है और सभी कार्य जो चुनौती बन सामने आते हैं बुद्धि बल को मजबूती प्रदान करते हैं और विज्ञानमय कोश को भी। इस प्रकार लघु रूप में सभी गतिविधियां पूर्णत तादात्म्य स्थापित कर आनंदमय कोश के विकास को पूर्णता की ओर ले जाती है और संतुलित व्यक्तित्व का विकास होता है और एन ई पी 2020 के माध्यम से जो प्रयास किये जा रहे हैं इससे हम शिक्षा के लक्ष्यों को प्राप्त कर सकेंगे।

संदर्भ ग्रंथ

तैतिरियोपनिषद, गीता प्रेस गोरखपुर, 21 वां संस्करण

अमित, संपूर्ण व्यक्तित्व पोषण भाग 1 से 3

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माड्यूल 6, ई–पाठशाला, पंचकोषों का विकास

शासकीय एवं अशासकीय विद्यालय में अध्ययनरत विद्यार्थियों के अवसाद का अध्ययन

रेखा नामदेव*, सुनीता बोकडे**

सारांश

प्रस्तुत अध्ययन में शासकीय एवं अशासकीय उच्चतर माध्यमिक विद्यालय मेंअध्यनरत विद्यार्थियों के अवसाद का अध्ययन किया गया। अध्ययन हेतु छत्तीसगढ़ राज्य के दुर्ग जिले के ग्रामीण एवं शहरी क्षेत्र के शासकीय एवं अशासकीय उच्चतर माध्यमिक विद्यालय में अध्यनरत 100 विद्यार्थियों का यादृच्छिक न्यादर्शन द्वारा चयन किया गया। शोध हेतु एन. एल. दुबे द्वारा निर्मित अवसाद मापनी का उपयोग किया गया। प्रदत्तो के विश्लेषण हेतु "टी" मूल्य ज्ञात किया गया। निष्कर्ष में शासकीय एवं अशासकीय उच्चतर माध्यमिक विद्यालय के विद्यार्थी के अवसाद में सार्थक अंतर नहीं पाया गया, लिंग के प्रकार का अवसाद में सार्थक अंतर नहीं पाया गया।

मुख्य शब्द— अवसाद विद्यार्थी, सीखना, प्रक्रिया

प्रस्तावना

शिक्षा ही जीवन का सार है। शिक्षा स्त्री और पुरुष दोनों के लिए समान रूप से आवश्यक है क्योंकिस्वास्थ्य और शिक्षा समाज का निर्माण दोनों से मिलकर होता है। यह उज्जवल भविष्य के लिए आवश्यक यंत्र होने के साथ ही देश का विकास और प्रगति में भी बहुत महत्वपूर्ण भूमिका निभाती है। मनुष्य के जीवन में जितना महत्व भोजन, कपड़ा, हवा और पानी का है उससे कहीं अधिक महत्व शिक्षा का है इसलिए कहा जाता है कि शिक्षा का मानव जीवन में बहुत महत्व है।शिक्षा ही ऐसा माध्यम हैजिससे मनुष्य में ज्ञान का प्रसार होता है। इंसान की बुद्धि का विकासशिक्षा अर्जित करने से ही होता है। शिक्षा मानव जीवन का एक महत्वपूर्ण इकाई है।शिक्षा ना हो तो मनुष्य के जीवन की कल्पना मुश्किल है। शिक्षा भविष्य में कुछ कर दिखने के लिए आवश्यक होती है। आधुनिक तकनीकी के संसार में शिक्षा की बहुत अहम भूमिका है।

वर्तमान समय के संपूर्ण शिक्षा प्रणाली बाल केंद्रित है अतः बालक के लिए शिक्षा का आयोजन, शिक्षा मनोविज्ञान की संकल्पना करने लगता है व्यवहार एक रूप से पता चल चुका है कि विद्वान व्यक्ति भी शिक्षा देने में असफल होते हैं और एक सामान्य शिक्षक कक्षा को अच्छे शिक्षा देने में समर्थ होता है। इन सब का सार है कि बालक की शक्तियों एवं क्षमताओं को ध्यान में रखकर शिक्षक ऐसी शिक्षा दे जिससे उनका सर्वांगीण विकास हो सके। विद्यार्थियों को विविध पद्धति के सीखने का प्रयत्न करना चाहिए जिससे उनके व्यक्तित्व का विकास हो सके एवं समस्या का हल होना चाहिए। शिक्षा पढ़ने लिखने के

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साथ व्यक्ति के सृजनशीलता, चिंतनशीलता की क्षमता का विकास करता है।

अवसाद एक मानसिक रोग है। अवसाद से निकलने के लिए व्यक्ति को अपनी दिनचर्या में व्यायाम, योग, ध्यान को अवश्य जगह देनी चाहिए। यह अवसाद रोगियों के मस्तिष्क को शांत करते हैं तथा उनमें हार्मोन असंतुलन को ठीक करते हैं। व्यक्ति को सुबह उठकर सैर पर जाना चाहिए। यह अवसादग्रस्त रोगियों के मस्तिष्क को शांत करते हैं तथा उनमें हार्मोन असंतुलन को ठीक करते हैं। व्यक्ति को सुबह उठकर सैर पर जाना चाहिएउसके बाद योगासन और प्राणायाम करना चाहिए। अवसाद के रोगी को ध्यान व मेडिटेशन करना चाहिए। नवजात शिशु से लेकर बुजुर्ग तक में अवसाद देखा जाता है। जिसके अंतर्गत लोगों मे नींद की कमी,सिर दर्द, कब्ज आदि की सिकायतें पाई जाती है।

डेमिर एवं अन्य (2016) ने अवसाद एवं तनाव युक्त किशोर बालकों का सोशल नेटवर्क के उपयोग का अध्ययन किया। यह इस्तांबुल के13 से 18 वर्ष के किशोर विद्यार्थियो पर किया गया और निष्कर्ष में पाया गया कि गैर अवसादग्रस्त किशोर की तुलना में अवसादग्रस्त किशोर इंटरनेट पर अधिक समय व्यतीत करते हैं।

फिरौली एवं अन्य (2017) में अवसादग्रसित बालकों का उनकी शैक्षिक उपलब्धि के प्रभाव पर एक अध्ययन किया गया। इसका मुख्य उद्देश्य लिंग एवं उम्र को नियंत्रित करते हुए छात्रों की उपलब्धि और अवसाद पर प्रत्यक्ष और अप्रत्यक्ष रूप से चरों का विश्लेषण किया गया। निष्कर्ष में पाया गया कि प्रोत्साहन की कमी एवं स्कूल ना जाना बालकों की शैक्षिक उपलब्धि पर प्रभाव डालता है।

कनागावेलु एव अन्य (2019) ने किशोरों में अवसाद और संबंधित जैव सामाजिक वाले कारकों की व्यापकता का अध्ययन किया।इसका उद्देश्य किशोर के बीच संभावित अवसाद और संबंधित जैव सामाजिक कारकों की व्यापकता का पता लगाना था और अध्ययन में यह पाया गया कि एक निष्क्रिय और छिपी हुई बीमारी होने के कारण अवसाद की जांच नियमित स्वास्थ्य जांच द्वाराकी जानी चाहिए। अवसाद में जोखिम को कम करने के लिए स्कूली पाठ्यक्रम में पर्याप्त शारीरिक गतिविधियों को शामिल किया जाना चाहिए।

शोध उद्देश्य

1. शासकीय एवं अशासकीय विद्यालय में अध्ननरत विद्यार्थियों के अवसाद का तुलनात्मक अध्ययन करना।
2. किशोर विद्यार्थियों के अवसाद का तुलनात्मक अध्ययन करना।

शोध परिकल्पना

1. शासकीय एवं अशासकीय उच्चतर माध्यमिक विद्यालय में अध्यनरत विद्यार्थियों के अवसाद में कोई सार्थक अंतर नहीं है।
2. किशोर छात्र एवं छात्राओं के अवसाद में सार्थक अंतर नहीं है।

न्यादर्श

प्रस्तुत अध्ययन के लिए दुर्ग जिले के शासकीय एवं अशासकीय उच्चतर माध्यमिक विद्यालय के100 विद्यार्थियों का चयन यादृच्छिक न्यादर्शन विधि द्वारा किया गया।

उपकरण

प्रस्तुत शोध में प्रदत्तों के संकलन हेतु एल.एन. दुबे द्वारा निर्मित अवसाद मापनी का उपयोग किया गया। इस उपकरण में कुल 50 प्रश्न शामिल किए गए है एवं इसकी वैधता एवं विश्वसनीयता 0.64 और 0.69 है।

शोध प्रविधि

प्रस्तुत शोध हेतु विवरणात्मक शोध के अंतर्गत सर्वेक्षण विधि का उपयोग किया गया है।

सांख्यिकी विश्लेषण

शोधकर्ता द्वारा प्रदत्तो के संकलन के पश्चात सांख्यकी विश्लेषण हेतु दोनों समूहों में मध्यमान, मानक विचलन एवं "टी" मूल्य का उपयोग किया गया है।

परिकल्पना परीक्षण

परिकल्पना–1 शासकीय एवं अशासकीय उच्चतर माध्यमिक विद्यालय में अध्ययनरत विद्यार्थियों के अवसाद में कोई सार्थक अंतर नहीं है।

तालिका–1: शासकीय एवं अशासकीय उच्चतर माध्यमिक विद्यालय में अध्ययनरत विद्यार्थियों में अवसाद की सार्थकता

क्रम	समूह	प्रदत्तों की सं0	मध्यमान	प्रमाणिक विचलन	स्वतंत्रांश	टी–मूल्य
1.	शासकीय	50	21.4	10.42	98	0.032
2.	अशासकीय	50	17.12	8.918		

उपरोक्त तालिका 1 से स्पष्ट है कि शासकीय विद्यालय के छात्र–छात्राओं के अवसाद का मध्यमान 21.4 तथा प्रमाणिक विचलन 10.42 पाया गया। अशासकीय विद्यालय के छात्र–छात्राओं का मध्यमान 17.12 तथा प्रमाणिक विचलन 8.918 पाया गया। मध्यमान की सार्थकता ज्ञात करने के लिए टी–मान की गणना की गई। जिसका मान 0.032 प्राप्त हुआ जो कि 0.05 सार्थकता स्तर के मान 1.98 से कम है जो यह दर्शाता है कि शासकीय एवं अशासकीय विद्यालय के विद्यार्थियो के अवसाद मे सार्थक अंतर नहीं है। अतः शून्य परिकल्पना स्वीकृत की जाती है।

परिकल्पना–2 किशोर छात्र–छात्राओं के अवसाद में सार्थक अंतर नहीं है।

तालिका–2: किशोर छात्र–छात्राओं के अवसाद की सार्थकता

क्रम	समूह	प्रदत्तों की सं0	मध्यमान	प्रमाणिक विचलन	स्वतंत्रांश	टी–मूल्य
1.	छात्र	50	19.84	11.03	98	0.05307
2.	छात्राएं	50	16.08	9.214		

उपरोक्त तालिका–2 से स्पष्ट है कि छात्र के अवसाद का मध्यमान 19.84 एवं प्रमाणिक विचलन 11.03 पाया गया। छात्राओ के अवसाद का मध्यमान 16.08 तथा प्रमाणिक विचलन 9.214 पाया गया। मधयमान की सार्थकता ज्ञात करने के लिए टी मान की गणना की गई। जिसका मान 0.05 प्राप्त हुआ जो कि 0.05 सार्थकता स्तर के मान 1.98 से कम है जो यह दर्शाता है कि छात्र एवं छात्राओ के अवसाद मे सार्थक अंतर नही है। अतः शून्य परिकल्पना स्वीकृत की जाती है।

निष्कर्ष

प्रस्तुत अध्ययन में शासकीय एवं अशासकीय विद्यालयों में अध्ययनरत किशोर छात्र–छात्राओं में अवसाद सामान पाया गया साथ ही इन विद्यालयों में

अध्यनरत किशोर विद्यार्थियों के मध्य अवसाद में कोई सार्थक अंतर नहीं पाया गया। अतः हम कह सकते है कि विद्यालय का प्रकार विद्यार्थियों के मानसिक व्यवहार को प्रभावित नही करता।

शैक्षिक महत्व

छात्र–छात्राओं के मानसिक स्वास्थ्य का सकारात्मक प्रभाव हर आयु के विद्यार्थी की शैक्षिक योग्यता को प्रभावित करता है। विद्यार्थियों की समुचित उन्नति के लिए एवं अधिगम विकास हेतु विद्यार्थियों में सकारात्मक दृष्टिकोण हेतु प्रयास आवश्यक है। विद्यालय में विद्यार्थियों को इस प्रकार का वातावरण प्रदान किया जाना चाहिए जिसके द्वारा उनमें स्वस्थ मानसिकता का विकास हो सके एवं वे अपने उच्च क्षमताओं को प्राप्त कर सकें। जिससे उनमें किसी प्रकार की विकृत मनोवृत्ति के विकास को रोका जा सके एवं उनमें सकारात्मकता का विकास हो।

संदर्भ सूची

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स्वामी विवेकानंद युवा शक्ति के आदर्श एवं प्रेरणा स्रोत

स्वाती जाजू*

सारांश

उठो जागो और तब तक मत रुकना जब तक आप अपनी मंजिल प्राप्त न कर ले स्वामी विवेकानंद के इन शब्दों से युवाओं को एक महत्वपूर्ण संदेश मिलता है स्वामी जी का मानना था कि युवा पीढ़ी एक शब्द— द परिवर्तन ला सकती हैं युवाओं को अपने लक्ष्य की प्राप्ति के सतत प्रयास करनी चाहिए। वे समझते थे कि अधिकांश युवा आकांक्षाएं रखते हैं लेकिन सभी ऐसे लक्ष्य को प्राप्त करने के लिए शारीरिक एवं मानसिक तौर पर परिपक्व नहीं होते हैं इसीलिए युवाओं को अपने भाई पर काबू पाने के लिए शारीरिक एवं मानसिक तौर पर मजबूत बने को कहा है। स्वामी जी ने कहा है कि ''शक्ति आपके भीतर है'' आप कुछ भी और सब कुछ कर सकते हैं स्वामी जी के विचार आज भी युवाओं के लिए प्रेरणा स्रोत है युवा तभी सफल जीवन जी सकता है जब वे शारीरिक रूप से स्वस्थ होंगे स्वामी विवेकानंद के विचार वास्तव में युवाओं में ऊर्जा भर देने वाले वाले थे इस आलेख उनके शैक्षिक विचार विमर्श और युवाओं के लिए शिक्षा संबंधी घटकों पर चर्चा की गई है।

मुख्य शब्द– युवा, शक्ति, आदर्श, प्रेरणा।

प्रस्तावना

युवा देश की रीड की हड्डी है सामाजिक राजनीतिक कला संस्कृति व्यवसाय और हर क्षेत्र में से लेकर अंतरिक्ष तक विकास प्रगतिशील है और इसके बिना देश की प्रगति की कल्पना भी नहीं की जा सकती है लेकिन प्रश्न उठता है देश का युवा कैसा हो आज भारत जिस दौर से गुजर रहा है विकास और सुरक्षा की दृष्टि से उसे ऐसे युवाओं की आवश्यकता है जो अपनी साथ—साथ देश के भविष्य के बारे में सोचें जो अपनी सफलता को देश की सफलता से जोड़कर देखें इन्हीं विचारों को समेटकर स्वामी विवेकानंद की युवा एवं युवा शक्ति से संबंधी विचारों पर विमर्श करते हैं। भारत की कमान अभी युवाओं के हाथ में है देश के भाग डोर संभालने वाले नेताओं से लेकर खिलाड़ी कलाकार व्यवसाय साहित्यकार हर जगह युवाओं की संख्या बढ़ रही है यह युवा देश को अपने नहीं ऊर्जा के साथ प्रगति के पद पर ले जाने के सपने देख रहा है स्वामी विवेकानंद ने सबसे पहले विश्व मंच पर आधुनिक भारत का प्रथम लहराया और भारत एक बार फिर बदलाव चाहता है तो ऐसे देश के पुनरुत्थान के लिए हमारे हमें स्वामी जी की बातों का पालन करना होगा उनकी बातों का उनके दर्शन को याद करना होगा उनके बताए हुए मार्ग पर चलकर ही भारत अपने नवीन स्वरूप के साथ विश्व की महाशक्ति के रूप में उभर सकेगा स्वामी जी के द्वारा बताएं निम्न मार्ग नई भारत के निर्माण में अपने भूमिका का निर्वहन कर पाने में आज भी सक्षम है यह विचारणीय है।

विनाश एवं विकास में अंतर समझो देश में आज हर तरफ आतंकवाद का मंजर है युवा किसी

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कारण दुखी शब्द निराशा है वह प्रगति की बात सोच विनाश की नहीं क्रोध जाकर विनाश करेंगे तो कहीं ना कहीं उसे विनाश से आप भी प्रभावित होंगे विनाश के कर्म को समझें एवं सही दिशा में विकास करें प्रेम सद्भावना सहायता की बातों को चरित्र में लाकर आचरण करें. जनसाधारण की उन्नति भारत के पूर्व उत्थान के लिए जनसाधारण की उन्नति बेहद जरूरी है जब तक देश के साधारण लोग शिक्षित नहीं होते हैं पेट भर खाना नहीं खा पाते हैं उन्हें सही स्वास्थ्य सेवाएं नहीं मिलती है जब तक उच्च वर्ग के लोग उनके सामान्य से ध्यान नहीं रखते हैं तब तक कुछ नहीं हो सकता. समाज में स्थित अनाथ दरिद्र पुरुष श्रमिक निरक्षर का कल्याण ही हमारे लक्ष्य का हिस्सा होना चाहिए सच ही है कि देश को एक–एक व्यक्ति की उन्नति के बिना विकास पूर्ण तरह संपन्न नहीं हो सकता इसीलिए उनके उत्थान की ओर ध्यान देना बेहद जरूरी है और इसका सही मार्ग शिक्षा ही हो सकता है। शिक्षा की विशेष आवश्यकता शिक्षा पर सबका अधिकार है खासकर हमारे निम्न वर्ग के लोगों के लिए हमारा कर्तव्य है सिर्फ उन्हें शिक्षा देना और उनके खोए हुए व्यक्तित्व को फिर से प्रज्वलित करना उन्हें अच्छे–अच्छे विचार देने होंगे उनके चारों ओर की दुनिया में क्या हो रहा है इस संबंध में उनकी आंखें खोल देनी होगी। हर एक जाति हर एक नर नारी को अपना उदहारस्वयं ही करना होगा उन्हें इतनी ही सहायता की जरूरत है हमें केवल रासायनिक पदार्थों को एकत्रित करना होगा उसके बाद स्त्रवो निर्माण प्राकृतिक नियमो के अनुसार खुद ही हो जाएगा हमारा कर्तव्य है हमें दिमाग में चिंतन धारा प्रवाहित करना है बाकी वह स्वयं ही कर लेंगे। आत्मनिर्भर होने की आवश्यकता जनता को अगर आत्मनिर्भर बनाने की शिक्षा दी जाए तो भारत के एक छोटे से गांव के लिए संसार की सारी दौलत लगा देने से भी यह पर्याप्त नहीं होगी आत्मनिर्भर होने की शिक्षा प्रदान करना है हमारा प्रधान कार्य होना चाहिए

चरित्र और भौतिक विकास के लिए इसका विस्तार करना होगा।

नारी जागरण स्त्रियों को पहले जागना होगा तभी तो देश का कल्याण होगा स्वामी जी ने कहा है कि जिस देश में जिस जाति में स्त्रियों की पूजा नहीं होती वह जाती ना तो कभी बड़ी हो गई है और ना कभी बड़ी हो सकेगी देश को यदि गौरवशाली बनाना है तो महिलाओं को सम्मान देना उन्हें आगे बढ़ाना बहुत जरूरी है। अतीत को जानना होगा स्वामी विवेकानंद का मानना है कि हमें अपने अतीत की जितनी ज्यादा चर्चा करेंगे भविष्य उतना ही उज्जवल पर होता जाएगा। हमारे पूर्वज महान थे हमें पहले यह जानना होगा समझना होगा कि हम किन उपादानों से बने हैं और कौन सा कौन हमारे धमनियों में बह रहा है उसके बाद पहले जो था उससे भी महान ने भारत का गठन करना होगा. धर्म आधुनिक भारत की जरूरत को समझते हुए उन्होंने कहा कि पहले रोटी फिर धर्म चाहिए आध्यात्मिकता के साथ भौतिक समृद्धि भी जरूरी है जिसके लिए गरीबों को रोजगार दिलाना होगा. सोए भारत को उठाना होगा गरीबों को खिलाना होगा शिक्षा का विस्तार करना होगा और अत्याचार और अनाचार को उखाड़ कर फेंकना होगा यही सर्वश्रेष्ठ धर्म है।

प्रकृति के अनुसार काम हमें प्रकृति के अनुसार उन्नति करने की कोशिश करनी होगी। विदेशी संस्थाएं हमें जी प्रणाली पर चलने को मजबूर करें उसके अनुसार ही चलना व्यर्थ है बेहतर है कि हम अपनी प्रकृति के अनुरूप चले। विदेश के साथ लेनदेन ही संसार का नियम है और यदि हम भारत को फिर से उठाना है तो अपनी दौलत के खजाने के द्वार खोलकर संसार की सभी जातियों के बीच बांट देना होगा, और उसके बदले में अन्य लोग जो कुछ भी थे उसे ग्रहण करने के लिए प्रस्तुत रहना होगा एक एवं यूरोप से विश्व की एक सर्वांगीण सभ्यता की अपेक्षा कर रहा

है इसकी शुरुआत भारत की युवा शक्ति को ही करनी होंगी।

युवाओं के लिए

देश के पुनरुत्थान विभाग दो स्वामी जी ने युवाओं के हाथ नहीं सपना होगा। वह कहते थे कि युवाओं यह विश्वास रखो कि तुम्हारा जन्म बड़े–बड़े काम करने के लिए हुआ है। कुत्तों के भौंकने से मत डरो यहां तक की आसमान से वज्रपात हो जाए तो भी मत घबराना उठो खड़े हो जाओ और कम करो याद रखो संसार की संपदाओं सेअधिकमूल्यवानवान मनुष्य है वीर पुरुषों आगे बढ़ो धन रहे या ना रहे तुम्हारे मन मे यदि सबके लिए प्रेम है तो भगवानन तुम्हारा सहारा है।

आगे बढ़ो कोई तुम्हारी गति रोक नहीं पाएगा लोग चाहे कुछ भी क्यों ना सोचे तुम कर सकते हो धन रहे या ना रहे लोगों की सहायता मिले या न मिले तुम्हारे मन म मन में सबके लिए प्रेम है तो भगवान तुम्हारा सहारा सहारा है आगे बढ़ो कोई भी तुम्हारी गति नहीं रोक पाएगा लोग चाहे कुछ भी क्यों ना सोचे तुम कभी भी अपनी पवित्रता नैतिकता का आदर्श छोटा ना करना पूरे देश का भरोसा तुम्हारे ऊपर है आज के समय में युवा शक्ति सही मार्गदर्शन के अभाव मैं अपनी राह से भटकती जा रही है। आज भी युवाओं भरपूर जोश व जुनून है लेकिन वह अपनी ताकत को नहीं पहचान पा रहे है। आज के युवा के समझ में यह नहीं आ रहा है कि वे कौन है और क्या कर सकते हैं ऐसे भटकाव वाले दौर में आज हमारे देश का भविष्य आज के युवा ही है इस बात को स्वामी जी बहुत अच्छी से जानते थे जिसके कारण उन्होंने हमेशा युवाओं को हर क्षेत्र में प्रोत्साहित किया है चाहे वह शिक्षा का क्षेत्र हो या संस्कार का। स्वामी विवेकानंद जी का मानना था कि किसी भी देश की उन्नति वह के युवा के हाथों में ही हो सकती है। युवा सही संस्कार और शिक्षा के बल पर ही आगे बढ़

सकते है आज के युवा आवश्यकता है कि वह नीचे स्वार्थ को छोड़कर पाश्चात्य संस्कृति के पीछे ना भाग्य तब ही हम क्या कर सकते हैं इस जिला डाल सकेंगे जैसे– जीवन का लक्ष्य जाने लक्ष्य केवल सुख नहीं विचारों में पवित्रता लाए। नकारात्मक भावनाओं को संयमित रखें निस्वार्थ भावना से जीवन में लोगों को सहयोग करें पहले स्वयं को बदले इन बातों को ध्यान में रख कर आगे बड़े तुम वही ब्रह्मा हो उठो जागो और लक्ष्य प्राप्ति के बिना मत रुको। व्यवस्था बदले, बदली जीवन शैली हमें आवाहन कर रही है विशेषतः प्रबुद्ध जनों शिक्षा का दायित्व ज्यादा महत्व पूर्ण है। मंगल विजय वर्गी की पंक्तियां हमें संदेश देती है कि जीवन और जगत से समन्वय का जीवन हमें किस तरह सही दिशा दिखाती है समन्वय अध्यात्मवादी बनता है, वैनव्यक्तेंन मुंथिशा वह सिखाता है, कबीर,नानक,रैदास,विवेक, गांधी,ओर सुभाष यू ही ढले है कर्तव्य पालना आध्यात्मिक लोक–पथ चले है। स्वामी विवेकान्द के कुछ अनमोल वचन ये रहे–

– किसी व्यक्ति के प्राण बचाना सबसे बड़ा धर्म है।

– जब कोई व्यक्ति कुछ करना चाहता है, तो उसकी लगन और परिश्रम से अच्छे परिणाम मिलते है।

– शिक्षित युवा स्वतन्त्र निर्णय लेने वाले होते है।

– जीव पर दया नही, बल्कि शिवज्ञान से जीव की सेवा करनी चाहिए।

– सच्चे वेदांत का प्रचार से ही धर्म को सुरक्षित रखा जा सकता है।

– उठो, जागो और तब तक मत रुको जब तक लक्ष्य प्राप्त न हो जाये।

– खुद को कमजोर समझना सबसे बड़ा पाप है।

– सत्य को हजार तरीको से बताया जा सकता है, फिर भी हर एक सत्य ही होगा।

–   बाहरी स्वभाव केवल अंदरूनी स्वभाव का बड़ा रूप है।

–   ब्रम्हांड की सारी शक्तियां पहले से हमारी है।

मिलती है लक्ष्य प्राप्ति की भूख रखनी चाहिए, इन्द्रियों पर संयम रखना चाहिए, संघर्ष से न घबराना चाहिए, खुद पर विश्वास करना चाहिए, काम के प्रति निष्ठां रखनी चाहिए।

स्वामी विवेकानंद के विचारो से हमें ये सीख

संदर्भ सूची

अखंड ज्योति वर्ष 73 अंक 12 दिसंबर

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* Malik, A.P. (1998) <u>Education Policy and Perspective</u>. New Delhi: Allied.

* Majumdar, Ramesh (1997) "The Role of the Society", Journal of Educational Views, 1 (3 & 4), July-October, pp. 1-11.

* Ganeshan, P.R. (1989) "Educational Finances in a Federal Government", Seminar on Mobilisation of Additional Resources for Education. New Delhi: National Institute of Economic Planning (mimeo).

* Saley, Hans (1996) "Perspective of Education: An Internal View", in Abdul Raza (ed.) <u>Educational Policy : A Long Terms Perspective</u>. New Delhi: Concept, for the National Institute of Law and Administration, pp. 70-92.

* सिंह, जे0पी0 (2003): सामाजिक परिवर्तन : स्वरूप एवं सिद्धान्त; प्रेंटिस हाल ऑफ इण्डिया प्रा0लि0, नई दिल्ली।

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