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However, anyone from other disciplines can also share his/her views related to variety of contemporary educational issues of relevance. Therefore, all concerned are invited to participate actively. The opinions expressed in the SPIJE do not reflect the opinions of the AAE, BHU. The sole responsibility (legal, copyright, plagiarism etc.) regarding the opinion in the article lies on the author/contributors.

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## Editorial

The rapid advancement of Artificial Intelligence (AI) has revolutionized various sectors, including education. In higher education research, AI offers transformative potential—enhancing pedagogy, encouraging research and innovation, streamlining administrative processes etc. The National Education Policy (NEP) 2020 envisions a future where technology plays a pivotal role in making India a global knowledge superpower. NEP 2020 promotes interdisciplinary learning, where AI can bridge gaps among various fields. Advocating for the expansion of digital and AI-powered platforms to democratize education, the policy promotes Massive Open Online Courses (MOOCs) by providing adaptive learning pathways for diverse educational needs of masses.



NEP 2020 and Viksit Bharat 2047 provide a strategic roadmap for integrating AI into India's education system. Concurrently, the Viksit Bharat 2047 (Developed India 2047) initiative aims to position India as a developed nation by leveraging technological advancements in education. The infusion of technology in Indian higher education system will ensure meeting global parameters in smart e-governance and global leadership models. Also, the preparation of professional, skilled and educated workforce by providing inclusive and equitable education for Indian diaspora will be achieved.

AI is reshaping Indian higher education research, offering unprecedented opportunities for innovation, equity, and efficiency. However, successful implementation requires addressing ethical, infrastructural, and pedagogical challenges. By fostering a collaborative ecosystem between academia, industry, and government, India can leverage AI to achieve its vision of becoming a global education leader by 2047.

Under such premise, present volume of the journal aims to discuss various issues of education. Here, professional development practices and problems of teachers and principals have been presented along with important recommendations. Under NEP 2020, school industry linkages in vocational training- its need and implementation has also been discussed thoroughly and Assessment innovation in terms of 360- degree approach in ITEP has been detailed with all the features. Paper on Open Book Examinations (OBE) adds to the ongoing discourse on assessment reforms in India whereas, another paper focuses on National Cadet Core under choice-based credit system under NEP 2020.

Integrating mindfulness, its benefits, challenges, and future prospects in school curricula for sustainable development goals are widely discussed. Origin and development of Women education in Indian contexts are addressed in details. Panchpadi teaching methodology and its role in revitalizing Indian education and global education; significance of Indian knowledge tradition in modern pedagogy also covers major portion of the volume. Paper on Green schools as a catalyst for environmental conservation and sustainable development provides great insight to scholars.

I, congratulate all the paper contributors and members of the editorial team for bringing forth this volume. Your association has brought SPIJE to this juncture. Hope to have more fruitful collaboration in future.

Jai Hind

**Prof. Seema Singh**  
(Managing Editor)

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## Professional Development Practices in Secondary Schools of Vadodara City

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Prof. Sujata Shrivastava, Former Professor, Department of Education, The Maharaja Sayajirao University, Baroda

### Abstract

*This study investigated professional development needs, practices, and problems faced by teachers and principals in secondary schools of Vadodara city. Using a descriptive survey design, data was collected through questionnaires from 137 teachers and 12 principals from English-medium schools affiliated to Gujarat Secondary Education Board. Major findings revealed distinct professional development needs: teachers prioritized learner-related needs (46.7%) and ICT integration (33.6%), while principals emphasized ICT integration (75%) and leadership functions (50%). Regarding current practices, although most educators participated in professional development programs (55.1% teachers, 83.3% principals), only one-third reported that content comprehensively covered relevant topics. Most teachers (67.3%) engaged in professional development only once annually, predominantly through seminars (50%) and workshops (43.5%), with a clear preference for hybrid learning formats (57% teachers, 72.7% principals). While 74.6% of teachers met the NEP-2020 requirement of 50 hours of annual professional development, only 36.4% of principals achieved this target. Self-directed activities were limited, with educational journal reading being the most common (54.3% of teachers, 63.6% of principals). Concerning implementation problems, teachers primarily faced timing conflicts (51.8%), while principals reported financial constraints (58.3%) as major barriers. Both groups experienced inadequate follow-up support, with 55.1% of teachers and 50% of principals reporting no learning materials received after programs. The study recommends developing flexible, needs-based professional development approaches, establishing systematic assessment mechanisms, and creating supportive infrastructure to address these gaps and enhance program effectiveness.*

**Keywords:** Professional development needs, Secondary education, Teacher training, Pedagogical practices, Implementation problems, Continuous professional development

The contemporary educational landscape demands fostering critical 21st-century competencies in learners, including analytical thinking, problem-solving abilities, creative expression, collaborative skills, and digital fluency (Fernández-Batanero et al., 2020; Mann & Webb, 2022). This evolving educational paradigm requires teachers to continuously update their knowledge and pedagogical practices to effectively nurture these competencies in students (Sánchez-García, 2023; Rahman et al., 2020). Recognizing this critical need for teacher preparedness, India's National Education Policy 2020 mandates a minimum of 50 hours of Continuous Professional Development (CPD) annually for educators, emphasizing the role of systematic teacher training in educational transformation (National Education Policy, 2020). This policy directive acknowledges that high-quality professional development is fundamental to achieving improved learning outcomes and preparing students for future problems. Within this evolving educational paradigm, teachers and school leaders are primary catalysts in creating learning environments that nurture these essential skills (García-Lázaro & García-Bilbao, 2023; Rahman et al., 2020). Research indicates that effective professional development significantly impacts educators' ability to implement innovative pedagogical practices and improve student outcomes (Chen et al., 2020; Williams, 2021). The NEP-2020's emphasis on comprehensive professional development aligns with international best practices that advocate for continuous teacher learning and adaptation to emerging educational problems (Brown, 2019; National Education Policy, 2020).

The concept of professional development has undergone significant evolution, from Webb's (1966) initial focus on institutional support mechanisms to Mitchell's (2013) emphasis on skill enhancement and Young and Castetter's (2004) broader perspective encompassing productivity-oriented activities. Contemporary scholars like Guskey (2012) and Day and Sachs (2004) have highlighted the transformative potential of professional development in reshaping teachers' attitudes and professional commitment. Avalos (2011) further emphasized the practical application of acquired knowledge for enhanced student learning outcomes, while Smith (2021) introduced modern perspectives integrating technological innovation and collaborative learning approaches. Professional development's nature can be characterized by four fundamental aspects identified through extensive research (Postholm, 2018; Rodriguez et al., 2024). First, it continues throughout an educator's career, adapting to evolving educational needs and problems (Harris, 2000; Mathur & Thomas, 2021). Second, it demonstrates a goal-oriented focus, aligning with broader educational reforms and specific institutional objectives (Chen et al., 2020). Third, it operates on a growth-model approach, building upon existing competencies rather than emphasizing deficits (Smets & Struyven, 2020). Finally, it aims to enrich the teaching-learning process through enhanced subject knowledge and refined pedagogical skills (Anderson, 2016; Mann & Webb, 2022). Synthesizing these theoretical perspectives with NEP-2020's vision, professional development emerges as a strategic process combining institutional support with personal growth (Darling-Hammond & Bransford, 2005). This process aims to enhance teaching practices and student outcomes through evidence-based, collaborative activities tailored to specific contextual needs (Fantinelli et al., 2024; Ramos et al., 2021). The emphasis on needs-based CPD reflects a growing recognition that professional development must be responsive to teachers' specific contexts and problems rather than following standardized approaches (García-Lázaro & García-Bilbao, 2023; Mathur & Thomas, 2021).

### **Present Scenario: Implementation of Professional Development Program**

The current professional development landscape in India is shaped by comprehensive government initiatives at both the national and state levels (GoI, 2021). Several key programs have been implemented at the national level to support educator growth. The Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMNMTT), launched in 2014, focuses on strengthening institutions and building a robust teacher education system (Varghese et al., 2017). Additionally, the Samagra Shiksha Abhiyan (Comprehensive Education Campaign), an integrated scheme for school education from pre-school to senior secondary levels, includes comprehensive teacher training components. The National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) program provides structured training modules for teacher professional development, while the Digital Infrastructure for Knowledge Sharing (DIKSHA), a national digital platform, offers various online courses and resources for teacher training (Patel, 2007; Mathur & Thomas, 2021). Furthermore, the Study Webs of Active Learning for Young Aspiring Minds (SWAYAM), a massive open online course platform, provides additional professional development opportunities for educators (Fernández-Batanero et al., 2020).

In the state of Gujarat, several initiatives have been implemented to support educator professional development. The state government has established the School Leadership Academy to enhance leadership capabilities among school administrators (Mankad, 2015). The state's commitment to professional development is evident in its 78.11% course-completion rate on the DIKSHA platform (National Education Policy, 2020). Additionally, Gujarat has leveraged the Bhaskaracharya National Institute for Space Applications and Geo-informatics (BISAG) for broadcasting educational content and teacher training programs, demonstrating innovative approaches to professional development delivery (Patel, 2007).

However, recent research reveals significant gaps between theoretical plans and the actual implementation of these programs. Studies by Mathur & Thomas (2021) and Harris (2000) indicate that training content often fails to address teachers' real classroom problems, while Yisaemina (2008) identifies infrastructure limitations and digital literacy gaps as major obstacles to effective program delivery. Further research by Khatoon (2022) and Constable (1987) reveals issues with program duration, timing, and accessibility. Mankad (2015) points out the lack of robust assessment methods to measure program effectiveness and impact, while studies by Flecknoe (2000) and Smets & Struyven (2020) indicate a growing demand for personalized, self-paced professional development opportunities that current programs inadequately address.

The literature suggests that while the positive impact of Continuous Professional Development (CPD) on teacher effectiveness and student outcomes is well-documented, several areas require immediate attention. These problems include developing more flexible and tailored approaches to professional development, strengthening evaluation frameworks, improving content relevance and practical application, addressing technological infrastructure gaps, and creating more opportunities for self-directed learning (Singh, 2013; Sánchez-García, 2023). Given this complex landscape where substantial governmental initiatives coexist with significant implementation problems, there is a pressing need to understand these issues at a local level.

### **Aim**

This research aimed to identify specific needs, current practices, and problems teachers and principals of Vadodara city face in their professional development journey.

### **Method**

The study employed a descriptive survey research design to investigate professional development needs, practices, and problems faced by secondary school teachers and principals in Vadodara. A simple random sampling technique was used to select participants from English-medium schools affiliated to Gujarat Secondary Education Board. The final sample consisted of 137 teachers and 12 principals from grant-in-aid secondary schools.

### **Material**

The study employed two comprehensive questionnaires designed specifically for secondary school teachers and principals to examine their professional development needs, current practices, and problems. The teachers' questionnaire consisted of three major sections addressing distinct aspects of professional development. The first section, comprising 15 questions in both closed-ended and open-ended formats, focused on identifying professional development needs across various dimensions, including teaching methodology, ICT integration, classroom management, learner-related needs, guidance and counseling, inclusive education, interpersonal interactions, self-management skills, understanding of NEP 2020, and 21st-century skills. The second section contained 19 questions examining current professional development practices, exploring aspects such as participation frequency, adherence to NEP-2020's 50-hour recommendation, types of programs attended, conducting agencies, content alignment with personal needs, resource quality, and self-directed professional development activities. The final section investigated eight key dimensions of problems faced by teachers, including program timing, remuneration issues, access to opportunities, resource availability, quality of resource persons, content relevance, institutional support, and follow-up activities.

The principals' questionnaire followed a similar structure but was tailored to address leadership-specific aspects of professional development. It consisted of 13 closed-ended and 3 open-

ended questions in the needs assessment section, covering dimensions such as leadership functions, teacher professional development, educational technology integration, inclusive education, school culture, financial management, parent and community engagement, and professional networking. The current practices section included 16 questions examining participation patterns, types of programs attended, and engagement in self-directed activities such as educational journal reading, professional writing, and MOOC participation, along with their role in providing in-house teacher training. The problems section explored nine dimensions of problems faced by principals, including program timing, financial constraints, school operation responsibilities, substitute administrator availability, awareness of opportunities, resource availability, resource person expertise, follow-up activities, and implementation problems.

### Data Analysis

The collected data were analyzed using descriptive statistics, primarily frequency distributions and percentage analysis, to understand patterns in professional development needs, practices, and problems across both teacher and principal groups. This approach allowed for clear comparison and interpretation of responses across different aspects of professional development.

### Results

The findings of this study are organized into three main categories: professional development needs, current practices, and problems. The analysis presents distinct results for teachers and principals. For each category, the results are presented through tables that display the response frequencies and percentages, enabling clear comparison and interpretation of the data.

### Professional Development Needs

**Table 1: Learning Needs Identification**

Category	Teachers		Principals	
	Freq.	%	Freq.	%
Upgrade Knowledge	74	54.00	5	41.67
Improve Learner Achievement	70	51.10	10	83.33
Keep up with Changing Syllabus/Culture	36	26.3	5	41.7
Connect Teaching Subjects/Networking	26	19.0	1	8.3

The data in Table 1 reveals that a majority of teachers (54%) and principals (41.67%) identified upgrading their knowledge as a key learning need. Improving learner achievement was prioritized by 51.10% of teachers and 83.33% of principals. Keeping up with changing syllabi and school culture was also identified as an important learning need by 26.28% of teachers and 41.67% of principals. Teachers primarily relied on feedback from students to identify their learning needs, while principals mostly engaged in self-assessment.

**Table 2: Primary Learning Needs**

Area	Teachers		Principals	
	Freq.	%	Freq.	%
Teaching Methodology	43	31.4	-	-
ICT Integration	46	33.6	9	75.0
Classroom Management	20	14.6	-	-
<sup>1</sup> Learner-related Needs	64	46.7	-	-
Leadership Functions	-	-	6	50.0
Teacher Professional Development (For colleagues)	-	-	6	50.0
Financial Management	-	-	5	41.7
School Culture	-	-	3	25.0
Guidance and Counseling	26	19.0	-	-
Inclusive Education	17	12.4	1	8.3
Interpersonal Interactions	12	8.8	-	-
NEP-2020 Understanding	33	24.1	-	-

Table 2 shows that the most pressing learning needs for teachers was learner-related needs (46.7%), followed by ICT integration (33.6%). For principals, the primary learning needs were ICT integration (75%), leadership functions (50%), and teacher professional development (50%).

Teachers expressed a desire to learn about new student-centric methodologies, digital tools for teaching, and creating learner-centered classroom environments. Other areas of interest for teachers included teaching methodology (31.4%), guidance and counseling (19%), and understanding the NEP-2020 (24.1%). Principals also prioritized financial management (41.7%) and school culture (25%) as areas for professional development. Inclusive education was identified as a learning need by 12.4% of teachers and 8.3% of principals.

### Professional Development Practices

**Table 3: Participation and Frequency**

Aspect	Teachers		Principals	
	Freq.	%	Freq.	%
<b>Participation in the Last 2 Years</b>				
Yes	75	55.1	10	83.3
No	61	44.9	2	16.7
<b>Frequency of Participation</b>				
Once a month	4	3.7	1	7.7

Twice a month	2	1.9	0	0.0
Once every two months	4	3.7	0	0.0
Once every six months	13	12.1	6	46.2
Once a year	72	67.3	6	46.2
<b>Completion of 50 hours of CPD</b>				
Yes	97	74.6	7	36.4
No	33	25.4	4	63.6

Table 3 shows that a significant proportion of teachers (55.1%) and the vast majority of principals (83.3%) participated in professional development programs within the last two years. However, the frequency of participation varies between teachers and principals. The majority of teachers (67.3%) engaged in professional development programs only once a year, while an equal proportion of principals (46.2%) participated either once every six months or once a year. When considering the National Education Policy 2020's recommendation of 50 hours of Continuing Professional Development (CPD) for teachers, the data reveals that 74.6% of teachers completed this milestone. However, only 36.4% of principals achieved the same target.

**Table 4: Program type, Format, and Conducting agency**

Category	Teachers		Principals	
	Freq.	%	Freq.	%
<b>Program Type</b>				
Workshops	54	43.5	4	33.3
Webinars	34	27.4	5	41.7
Seminars	62	50.0	9	75.0
MOOCs	25	20.2	4	33.3
<b>Preferred Format</b>				
Online	16	12.5	1	9.1
Offline	39	30.5	2	18.2
Hybrid	73	57.0	8	72.7
<b>Conducting Agency</b>				

DIET	31	24.6	3	25.0
University Department	18	14.3	0	0.0
Private Agency	40	31.7	5	41.7
NCTE/NCERT	53	42.1	9	75.0

Table 4 shows that program types, formats, and conducting agencies demonstrated varied participation patterns among teachers and principals. Seminars emerged as the most attended program type, engaging 50% of teachers and 75% of principals. They were followed by workshops, with 43.5% of teachers and 33.3% of principals participating. Webinars showed moderate engagement, with 27.4% of teachers and 41.7% of principals participating. MOOCs had the lowest participation rates, at 20.2% and 33.3%, respectively. In terms of preferred format, a hybrid approach was preferred by 57% of teachers and 72.7% of principals. Traditional offline formats were preferred by 30.5% of teachers and 18.2% of principals, while purely online formats were least preferred by only 12.5% of teachers and 9.1% of principals. NCTE/NCERT emerged as the primary conducting agency, organizing programs for 42.1% of teachers and 75% of principals. Private agencies showed significant involvement, in conducting programs for 31.7% of teachers and 41.7% of principals. DIET maintained consistent engagement across both groups (approximately 25%), while university departments showed limited involvement, conducting programs for 14.3% of teachers and notably, no principals.

**Table 5: Content and Resource Person Effectiveness**

Aspect	Teachers		Principals	
	Freq.	%	Freq.	%
<b>Content Relevance</b>				
Covered all relevant topics	44	35.2	4	33.3
Some topics were useful	44	35.2	6	50.0
Limited relevance to needs	28	22.4	3	25.0
Topics were irrelevant	11	8.8	0	0.0
<b>Resource Person Efficiency</b>				
Yes	102	79.7	11	91.7
No	26	20.3	1	8.3
<b>Practical ICT Sessions</b>				
Yes	68	55.7	11	91.7
No	54	44.3	1	8.3

Table 5 shows that 35.2% of teachers and 33.3% of principals reported that the programs covered all relevant topics according to their needs. Some topics were found useful by 35.2% of teachers and 50% of principals. Limited relevance to needs was reported by 22.4% of teachers and 25% of principals, while 8.8% of teachers found the topics irrelevant. No principals reported complete irrelevance of topics.

Resource person efficiency was positively rated by 79.7% of teachers and 91.7% of principals, while 20.3% of teachers and 8.3% of principals provided negative ratings. Regarding practical ICT sessions, 55.7% of teachers and 91.7% of principals reported receiving hands-on technology training, whereas 44.3% of teachers and 8.3% of principals indicated an absence of such sessions.

**Table 6: Infrastructure and Resources**

Aspect	Teachers		Principals	
	Freq.	%	Freq.	%
<b>Infrastructure Quality</b>				
Reliable internet & comfortable seating	70	64.2	7	77.8
Occasional connectivity & inadequate seating	18	16.5	1	11.1
Outdated equipment & inadequate amenities	15	13.8	1	11.1
Significant technical issues	7	6.4	0	0.0
<b>Resources Provided</b>				
Modules	41	32.5	4	33.3
Handouts	9	7.1	3	25.0
Presentation slides	74	58.7	6	50.0
Booklet	19	15.1	2	16.7
No resources provided	14	11.1	1	8.3

Table 6 shows that 64.2% of teachers and 77.8% of principals reported having reliable internet and comfortable seating facilities during their professional development programs. Occasional connectivity issues and inadequate seating were reported by 16.5% of teachers and 11.1% of principals, while outdated equipment and inadequate amenities were noted by 13.8% of teachers and 11.1% of principals. Significant technical issues were reported by 6.4% of teachers, while no principals reported such issues.

Regarding resources provided during the programs, presentation slides were most commonly provided (58.7% teachers and 50% principals), followed by modules (32.5% teachers and 33.3% principals). Handouts were received by 7.1% of teachers and 25% of principals, while booklets were

provided to 15.1% of teachers and 16.7% of principals. No resources were provided to 11.1% of teachers and 8.3% of principals.

**Table 7: Post-Program Support and Implementation**

Aspect	Teachers		Principals	
	Freq.	%	Freq.	%
<b>Learning Material Received</b>				
Yes	57	44.9	6	50.0
No	70	55.1	6	50.0
<b>Format of Learning Material</b>				
Physical	39	59.1	2	22.2
Digital	14	21.2	3	33.3
Both	14	21.2	4	44.4
<b>Follow-up Received</b>				
Yes	44	65.4	6	50.0
No	83	34.6	6	50.0
<b>Implementation of Learning</b>				
Frequently	19	16.1	6	50.0
Sometimes	76	64.4	6	50.0
Never	22	18.6	0	0.0

Table 7 shows that 44.9% of teachers and 50% of principals received learning materials after their professional development programs, while 55.1% of teachers and 50% of principals did not receive any materials. Among those who received materials, 59.1% of teachers received them in physical format, compared to 22.2% of principals. Digital materials were provided to 21.2% of teachers and 33.3% of principals, while 21.2% of teachers and 44.4% of principals received materials in both formats. Regarding follow-up support, 65.4% of teachers and 50% of principals reported receiving follow-up, while 34.6% of teachers and 50% of principals indicated no follow-up support. In terms of implementing the learning from these programs, 16.1% of teachers and 50% of principals reported frequent implementation, while 64.4% of teachers and 50% of principals implemented the learning sometimes. Notably, 18.6% of teachers reported never implementing the learning, while no principals fell into this category.

**Table 8: Self-Directed Professional Development**

Aspect	Teachers		Principals	
	Freq.	%	Freq.	%
<b>Type of Activities</b>				
Reading educational journals	63	54.3	7	63.6
Community of Learning	36	31.0	4	36.4
Professional writing	5	4.3	1	9.1
MOOCs	28	24.1	1	9.1
<b>Frequency of Engagement</b>				
Once a week	7	5.8	1	10.0
Once a month	40	33.3	5	50.0
Once every six months	21	17.5	2	20.0
Once a year	50	41.7	2	20.0

Table 8 shows that reading educational journals was the most common self-directed professional development activity, reported by 54.3% of teachers and 63.6% of principals. This was followed by participation in Community of Learning activities (31% teachers and 36.4% principals). MOOCs were undertaken by 24.1% of teachers and 9.1% of principals, while professional writing was the least common activity, with only 4.3% of teachers and 9.1% of principals engaging in it. Regarding the frequency of engagement in self-directed professional development, 41.7% of teachers and 20% of principals engaged once a year, while 33.3% of teachers and 50% of principals participated monthly. Engagement every six months was reported by 17.5% of teachers and 20% of principals, while weekly engagement was lowest with 5.8% of teachers and 10% of principals.

### **Professional Development problems**

Professional development problems revealed distinct patterns between teachers and principals. Teachers predominantly faced timing conflicts (51.8%) as their primary problem, while principals reported financial constraints (58.3%) as their major concern. Resource limitations and follow-up problems were more significant for principals (50% each) compared to teachers (27.7% and 26.3% respectively). Access to opportunities posed similar problems for both groups (20.4% of teachers and 25% of principals). Notably, institution support was a unique problem for teachers (15.3%), while operational responsibilities were specific to principals (41.7%), highlighting the distinct nature of their roles and associated professional development problems.

### **Discussion**

The tendency in policy and reform programs in India is to take a "deficit perspective" of teachers in the design and conduct of most in-service teacher professional development (Sayed &

Sarangapani, 2021; Singh, 2013). This deficit approach presumes that teachers lack essential competencies that need to be remediated through standardized interventions, rather than acknowledging their existing strengths and contextual expertise. Such perspective often results in top-down professional development models that fail to recognize teachers as active agents in their own growth, positioning them instead as passive recipients of predetermined knowledge and skills. This approach manifests in centralized training programs designed to "fix" perceived inadequacies rather than build upon teachers' professional judgment and classroom experience. The present study's findings reflect the consequences of this deficit perspective and highlight several critical areas requiring attention. Regarding participation and content relevance, the study revealed significant engagement rates (55.1% of teachers, 83.3% of principals) across various formats, including seminars, workshops, webinars, and MOOCs. However, only one-third of participants found that program content covered all relevant topics. This content misalignment aligns with Balakrishnan's (2009) research, which identified similar disconnects between training content and actual classroom needs. This gap likely stems from needs not being identified before program implementation and from compulsory participation requirements that prioritize attendance over relevance. When teachers are mandated to attend programs regardless of their applicability to their specific contexts, engagement becomes perfunctory rather than transformative. The diverse range of professional development needs identified among Vadodara's teachers corresponds with studies by Constable (1987), Mathur & Thomas (2021), Harris (2000), and Yisaemina (2008), which highlighted systemic gaps in meeting educators' learning needs. Teachers in the present study expressed strong needs in ICT skills (33.6%), learner-centered methodologies, and inclusive practices. The emphasis on ICT skills likely reflects teachers' challenging experiences during the pandemic, where many struggled with implementing online learning effectively. This pandemic-driven realization of technological inadequacy has been compounded by the rising prominence of AI in education, creating urgency for teachers to upgrade their technological capabilities. Without appropriate support in developing these skills, the digital divide between teachers and students widens, potentially undermining instructional effectiveness. The preference for learner-centered methodologies observed in this study aligns with the global shifting paradigm from teacher-centered to learner-centered classrooms. This shift represents a fundamental reconceptualization of teaching that emphasizes context and need-based learning tailored to each student. Similarly, the demand for training in inclusive practices reflects an evolving understanding of inclusivity that encompasses not just abilities, but also different learning levels, interests, and individual potential of each learner. These needs signal teachers' awareness of contemporary educational approaches but highlight the lack of appropriate professional development to help them implement these approaches effectively. The delivery format preferences revealed in this study demonstrate an interesting trend, with a majority favoring hybrid learning approaches (57% of teachers and 72.7% of principals). This preference aligns with innovative practices advocated by Beatty (2000) and Groves et al. (2022), who emphasize reflective, collaborative, and context-specific approaches to professional development. The popularity of hybrid formats likely stems from their ability to combine the convenience and flexibility of online learning with the interactive benefits and relationship-building aspects of face-to-face sessions. This finding suggests that educators value both accessibility and community in their professional learning experiences, challenging the traditional one-size-fits-all workshop model. Significant gaps exist in practical skill development, particularly concerning 21st-century competencies emphasized by NEP 2020. The striking disparity in practical ICT training between teachers (55.7%) and principals (91.7%) reflects Harris's (2000) findings regarding systemic gaps in skill development across different educational roles. This disparity suggests that leadership may be prioritized in technology training, potentially creating a disconnect between administrators' expectations and teachers' capabilities. The

implementation problems identified in this study—including timing constraints (51.8% of teachers), resource limitations, and financial barriers (58.3% of principals)—echo research by Flecknoe (2000), Patel (2007), and Singh (2013). These structural barriers reveal that even well-designed professional development initiatives can fail when the practical realities of school contexts are not adequately considered.

The findings suggest that while India has implemented numerous professional development initiatives, the deficit perspective underpinning many of these programs limits their effectiveness. Moving beyond this perspective would require recognizing teachers as knowledgeable professionals with valid insights into their learning needs, designing differentiated programs that build on existing strengths, and addressing structural barriers that inhibit meaningful engagement with professional learning opportunities.

### **Implications**

The study's key implications emphasize the critical need for a multifaceted approach to professional development in education. For teachers, the findings highlight the importance of transitioning towards self-directed learning and enhancing ICT integration skills, suggesting a need for proactive engagement in diverse learning opportunities beyond traditional workshops. Principals emerge as crucial facilitators who can foster a culture of continuous learning by establishing professional learning communities (PLCs), conducting needs assessments, and serving as resource persons while empowering teachers to take on leadership roles. For policymakers, particularly the Gujarat Education Department and university departments, the implications underscore the necessity of developing flexible, well-resourced professional development programs that accommodate educators' schedules and needs. The study advocates for establishing mechanisms to collect data on educator needs, creating partnerships between schools and higher education institutions, and ensuring programs are adequately resourced with technology, materials, and expert facilitators, all aimed at fostering a comprehensive system that enhances educator development and improves student outcomes.

### **Conclusion**

The study of professional development experiences in Vadodara's secondary schools reveals a significant gap between aspirational goals and current implementation. While NEP-2020 recommends a minimum of 50 hours of Continuous Professional Development annually, the findings indicate that actual participation falls considerably short of this benchmark. The research identified distinct developmental needs: teachers prioritizing ICT integration, student-centered pedagogies, and diverse learner support, while principals emphasizing leadership functions and school culture development. This differentiation in needs highlights the importance of tailored professional development approaches for different educational stakeholders. Current practices demonstrate limited alignment with 21st-century educational demands. Although traditional workshops and seminars remain prevalent, the integration of modern approaches like digital learning platforms and self-directed professional development opportunities is inadequate. This misalignment is particularly concerning given the rapidly evolving educational landscape where technological integration and innovative pedagogies are crucial for student success. The partial relevance of program content to actual classroom needs further compounds this problem. The study's findings underscore the critical role of systematic professional development in fostering a dynamic school culture that supports contemporary learning needs. However, significant barriers, including scheduling conflicts, resource constraints, and limited follow-up support, hinder the effective implementation of professional development initiatives. These problems are particularly pronounced in the context of NEP-2020's

ambitious vision for teacher development. To bridge this implementation gap, a strategic realignment of professional development programs is essential. This includes addressing logistical barriers, developing targeted content aligned with specific educator needs, and establishing robust support systems for continuous learning. Such reforms are crucial not only for meeting NEP-2020's quantitative targets but also for creating a sustainable professional development ecosystem that effectively supports educators in meeting the evolving demands of 21st-century education.

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## Navigating the New Evaluation Landscape: A Student Centric Analysis of OBE Implementation At BHU

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### Abstract

*This study explores the perceptions of students at Banaras Hindu University regarding Open Book Examinations (OBEs) during the COVID-19 pandemic. As educational institutions worldwide adapt to new assessment formats, understanding student experiences is critical for shaping future evaluation methods. A descriptive survey method was used to assess the perceptions of 328 students selected through stratified random sampling. Data were gathered using a 30-item structured questionnaire and analyzed through descriptive statistics and thematic analysis. The focus was on general perceptions, stress levels, the quality and transparency of assessments, reflective learning, and overall satisfaction with OBEs. The findings reveal that 70.73% of respondents found OBEs easy and student-friendly, while 20.33% encountered significant technical issues, underscoring the need for improved infrastructure. Notably, 59.38% perceived OBEs as stress-free; however, time constraints and technical challenges contributed to stress for 30.63%. Regarding assessment quality, 61.25% believed that OBEs compromised transparency, raising concerns about academic integrity. Conversely, 56.88% agreed that OBEs effectively gauge understanding, indicating the potential for reflective learning. Additionally, 51.88% felt that exam questions overly relied on textbook knowledge, highlighting the need for varied question formats. In terms of exam duration, while 55% felt the time was sufficient, 30% disagreed, reflecting time management challenges. Technical anxiety was reported by 51.88% before OBEs, emphasizing the importance of adequate technical support. The study's implications align with India's National Education Policy (NEP) 2020, which advocates for innovative and inclusive assessment methods. As educational institutions navigate the post-pandemic landscape, OBEs could play a pivotal role in fostering a more equitable and effective evaluation framework. This research contributes to the ongoing discourse surrounding assessment reform in India, providing insights for educators and policymakers.*

**Keywords:** Open Book Examinations, Students' Perceptions, COVID-19, Banaras Hindu University, Educational Assessment, National Education Policy 2020, Reflective Learning.

The COVID-19 pandemic led to a swift transition to "emergency remote teaching" (Hodges et al., 2020), which in turn necessitated what could be described as "emergency remote assessment." Due to physical distancing measures, many conventional summative assessments, particularly in-person proctored exams, became unfeasible. While some educators abandoned the use of summative exams altogether, a significant number transitioned to conducting these assessments online during the pandemic (Selwyn et al., 2023). In certain settings, this shift towards online examinations appears to be a lasting change.

Examinations have been used in education for almost 2,000 years (O'Sullivan and Cheng, 2022). Although many have argued against their use, particularly within the "assessment for learning" framework, exams are criticized for encouraging poor study habits and negatively affecting students beyond the immediate testing experience (Sambell et al., 1997). Nevertheless, exams continue to be widely used for various reasons. Higher education often prefers traditional methods over newer ones (Carless, 2009), and exams represent one of the oldest forms of assessment. They are also commonly

believed to reduce cheating, though this perception may be exaggerated (Harper et al., 2021). Additionally, practical considerations like reduced feedback workload contribute to the continued use of exams (Bearman et al., 2017; Scoles et al., 2013). Despite ongoing debates, exams appear to remain a fundamental part of educational assessment.

### **Background of the Study**

The COVID-19 pandemic has been a pivotal moment for educational systems globally, forcing institutions to adapt to unprecedented challenges rapidly. As face-to-face learning and traditional examination systems became untenable due to social distancing measures and lockdowns, universities were compelled to embrace digital education and alternative evaluation methods. Among these, the Open Book Examination (OBE) emerged as a popular assessment strategy. OBEs allow students to consult their course materials while answering exam questions, shifting the focus from rote memorization to the application of knowledge and problem-solving skills. This system, although not new, was thrust into the spotlight as a feasible solution during the pandemic, with many higher education institutions worldwide, including those in India, adopting it as a stopgap or even permanent measure (McAllister & Dunn, 2020; Gupta & Singh, 2021).

The rationale behind OBEs is grounded in the belief that they promote higher-order thinking, encourage students to develop a more profound understanding of the subject, and potentially reduce exam-related anxiety by allowing access to reference materials (Fitzgerald et al., 2021). Unlike traditional closed-book exams, OBEs align with the pedagogical goal of fostering critical thinking and reflective learning. Studies have suggested that this format can lead to more meaningful engagement with learning content, as students are encouraged to apply, analyze, and synthesize information rather than merely recall facts (Sridharan et al., 2022).

However, despite its theoretical benefits, the OBE system has not been without criticism. Concerns have been raised about the potential for academic dishonesty, as students may misuse their access to materials or collaborate with peers during the examination process (Deverell et al., 2022). Additionally, the lack of standardized guidelines and inconsistent implementation across institutions has led to questions regarding the reliability and fairness of OBEs. Some scholars argue that the format may disadvantage certain groups of students, particularly those who need reliable access to technology or a conducive study environment at home (Sharma & Aggarwal, 2021). Furthermore, the nature of OBE questions, often perceived as being too reliant on factual recall from textbooks rather than promoting genuine critical inquiry, has been another point of contention (Kumar & Ghosh, 2021).

The adoption of OBE in Indian higher education, particularly at prominent institutions like Banaras Hindu University (BHU), has sparked significant debate. As one of India's leading universities, BHU's decision to implement OBE during the pandemic represented a major shift in its traditional assessment practices. With the Indian government's push for educational reforms through the National Education Policy (NEP) 2020, which advocates for holistic and multidisciplinary education, the integration of OBEs could align with the broader goals of fostering critical thinking and reducing the emphasis on rote learning (Ministry of Education, 2020). Nevertheless, the practical realities of such implementation, especially in the context of large public universities like BHU, demand careful examination.

This research investigates student perceptions of the OBE system at Banaras Hindu University. The study explores key dimensions such as student satisfaction, perceived ease of use, stress levels, and concerns regarding academic integrity. Furthermore, it seeks to identify the challenges faced by students, including technical difficulties and their overall experiences with the OBE format. By

analyzing these perceptions, the research aims to highlight the strengths and weaknesses of the OBE system and suggest potential areas for improvement. Given the ongoing relevance of alternative assessment methods in the post-pandemic educational landscape, particularly under the NEP 2020 framework, this study contributes to the broader discourse on how best to structure and implement evaluations in higher education to benefit students (Das et al., 2022).

### **Literature Review**

The literature on Open Book Examinations (OBEs) reveals a complex interplay of benefits and challenges, especially when implemented on a large scale during the COVID-19 pandemic. As noted by Bengtsson (2019), OBEs aim to shift the focus from rote memorization to the development of higher-order cognitive skills such as critical thinking, problem-solving, and analysis. However, Miller (2020) highlights that the success of OBEs depends heavily on the design of the exam questions. If they are not structured to challenge students' analytical skills, OBEs may fail to promote deeper learning.

Studies on student perceptions, such as Fitzgerald et al. (2021), show that many students appreciated OBEs for reducing exam pressure, while Gupta and Singh (2021) found concerns related to time management and technical issues, especially for students from disadvantaged backgrounds. In India, Sridharan et al. (2022) argue that OBEs could reduce rote learning and align well with the objectives of India's National Education Policy (NEP) 2020, which emphasizes critical thinking and holistic education. However, they caution that poorly designed OBEs may not fully achieve these goals.

The challenges of OBEs include risks to academic integrity (Deverell et al., 2022) and technical infrastructure (Kumar & Ghosh, 2021), where inadequate resources and connectivity issues disproportionately affect economically disadvantaged students. McAllister and Dunn (2020) stress that poorly constructed questions can result in superficial learning.

### **OBE's Influence on Higher Education in the Post-Pandemic Landscape**

The post-pandemic relevance of Open Book Examinations (OBEs) in higher education remains a key topic of discussion. Sharma and Aggarwal (2021) propose that OBEs be integrated into a hybrid assessment model, combining both open- and closed-book exams depending on course objectives. This approach aligns with the goals of India's National Education Policy (NEP) 2020, which advocates for more flexible and competency-based assessments focusing on higher-order skills. However, for OBEs to be fully effective, Sharma and Aggarwal emphasize the need for improvements in question design, faculty training, and technical infrastructure. Das et al. (2022) further highlight the necessity of training both faculty and students to navigate OBEs effectively. They suggest that well-constructed questions, mock tests, and orientation sessions could help reduce technical anxiety and enhance student performance.

In the Indian context, the NEP 2020 promotes a shift from exam-centric approaches to assessments that evaluate the application of knowledge rather than rote memorization (Ministry of Education, 2020). OBEs align with these goals, and Singh and Gopalakrishnan (2020) argue that OBEs could foster a more inquiry-based learning environment. However, they caution that systemic challenges, such as digital literacy, internet accessibility, and teacher preparedness, must be addressed to prevent exacerbating existing inequalities.

In conclusion, the literature presents a mixed but evolving understanding of OBEs. While they hold potential for fostering critical thinking and aligning with educational reforms like NEP 2020, challenges such as ensuring academic integrity, designing effective questions, and addressing the

digital divide persist. The research on student perceptions at Banaras Hindu University provides a microcosmic view of these broader debates, offering insights into the future role of OBEs in promoting a more equitable and effective assessment framework in India.

### Need and Significance of the Study

The COVID-19 pandemic has fundamentally altered educational landscapes worldwide, necessitating the adoption of alternative assessment methods like Open Book Examinations (OBE). While the immediate urgency of the pandemic has diminished, the implications of these changes persist, making it crucial to evaluate the effectiveness and appropriateness of OBE in the current educational context.

- **Evolving Educational Paradigms:** The transition to OBE during the pandemic has prompted a reevaluation of traditional assessment methods. As institutions seek to adopt practices that foster critical thinking and reflective learning, understanding student perceptions of OBE is vital for shaping future evaluation strategies (Fitzgerald et al., 2021).
- **Long-term Educational Reform:** The National Education Policy (NEP) 2020 emphasizes the need for a holistic and student-centric approach to education. It advocates for assessment methods that enhance learning outcomes, promote critical thinking, and prepare students for real-world challenges (Ministry of Education, 2020). Conducting this study aligns with NEP 2020's goals by providing insights into how OBE can be optimized to meet the evolving educational needs of students.
- **Post-Pandemic Assessment Landscape:** Although the pandemic has passed, the shift toward digital learning and assessment remains significant. Institutions are tasked with reconciling traditional methods with innovative approaches. By examining student responses to OBE, this study can inform policies that balance these methodologies effectively, ensuring that assessments are fair, relevant, and conducive to meaningful learning experiences.
- **Addressing Challenges of OBE:** This study highlights ongoing concerns regarding OBE, including technical challenges, academic integrity, and perceptions of learning quality. By identifying these issues, the research can inform strategies to enhance the implementation of OBE, ultimately leading to a more robust and effective evaluation process.
- **Facilitating Institutional Support and Training:** NEP 2020 stresses the importance of continuous professional development for educators and support structures for students. Understanding student perceptions of OBE can guide institutions in designing better support systems and training programs for both faculty and students, fostering an environment that enhances educational quality.

### Significance of the Study

- **Informing Policy and Practice:** The findings from this study can provide valuable insights for educational policymakers and practitioners as they navigate the complexities of assessment in higher education. This relevance is underscored by the NEP 2020 call for a more integrated and flexible approach to evaluation.
- **Enhancing Student Engagement:** By exploring the student experience with OBE, the study can contribute to developing more engaging and effective assessment methods that align with students' learning needs and preferences. This focus is crucial for improving educational outcomes in the context of NEP 2020's vision for learner-centric education.
- **Contributing to Academic Discourse:** As educational institutions continue to adapt to post-

pandemic realities, this research adds to the ongoing discourse around innovative assessment practices. It provides empirical data that can serve as a reference for future studies and initiatives aimed at improving educational practices in India and beyond.

### **Research Question**

How do students at Banaras Hindu University (BHU) perceive the effectiveness of the Open Book Examination (OBE) system?

### **Objectives**

1. To study the BHU students' perceptions towards the OBE system.
2. To identify the major challenges faced by students during the Open Book Examination.

### **Assumptions**

This study is based on several core assumptions. First, it assumes that students have a basic understanding of the Open Book Examination (OBE) system and its goal of encouraging higher-order thinking rather than mere memorization. It also presumes that technical difficulties, such as unreliable internet access, are common, particularly among economically disadvantaged students. Additionally, the study assumes that socio-economic factors shape students' perceptions of the OBE system. Lastly, it is expected that concerns about academic integrity, including issues of cheating and plagiarism, are prevalent in the context of OBE.

### **Methodology**

This study utilized a descriptive survey method to investigate students' perceptions of the Open Book Examination (OBE) system at Banaras Hindu University (BHU). A total of 328 students were selected as the sample through stratified random sampling. Data collection was conducted using a Likert scale instrument, named the Open Book Exam Perception Scale (OBEPS). The OBEPS consists of 15 items, rated on three anchors (Agree, Disagree, Undecided), designed to assess student perceptions across various dimensions of OBE, including general perceptions of OBE, stress levels, quality and transparency, reflective learning, and technical challenges. In addition, three open-ended questions were included to identify the major challenges faced by students during the Open Book Examination. Data were gathered through Google Forms and analyzed using descriptive statistics to determine trends in student responses. A thematic analysis was performed on the responses to the open-ended questions, allowing for the extraction of qualitative insights into student experiences and suggestions for improving the OBE system.

### **Findings and Result of The Study**

#### **Objective 1:**

The findings from Objective 1 indicate that a majority of respondents (70.73%) perceived the Open Book Examination (OBE) format as easy and student-friendly, particularly during the pandemic. However, 20.33% of students reported significant technical difficulties, such as website crashes and submission issues, highlighting the need for improved infrastructure to support the OBE system. While 59.38% of students found OBE to be a stress-free method of assessment, 30.63% disagreed, frequently citing time constraints and technical challenges as stress-inducing factors. A neutral group of 10% reported mixed feelings regarding the stress associated with OBE.

Regarding the quality and transparency of assessments, 61.25% of students expressed concerns that OBE reduces the overall quality and transparency, with issues related to cheating and evaluation standards being particularly prominent. On the other hand, 28.75% of respondents disagreed,

acknowledging the potential benefits of the format. When it comes to reflective learning, 56.88% of students agreed that OBE effectively evaluates their conceptual understanding. Conversely, 35.63% felt that the examination format lacked higher-order thinking questions, pointing to the need for questions that encourage deeper critical engagement with the material.

Concerning the nature of exam questions, 51.88% of respondents felt that the OBE relied too heavily on textbook knowledge, suggesting a need for more varied question formats to promote deeper learning. In terms of time management, 55% of students felt the time allocated for OBE was sufficient, while 30% disagreed, reflecting the challenges some students faced in managing the exam duration. Additionally, 51.88% of respondents reported experiencing technical anxiety before the examination, underscoring the importance of providing better technical support and preparation for future assessments.

The findings also reveal that 51.88% of students disagreed that OBE fosters greater attentiveness, suggesting potential areas for enhancing student engagement during assessments. Faculty support was perceived positively by 40% of students, while 33.13% expressed dissatisfaction, indicating varying levels of engagement from the faculty. A notable 72.5% of students found mock tests to help prepare for OBE, emphasizing their role in familiarizing students with the exam format. Despite these advantages, 60% of students expressed overall dissatisfaction with the OBE system, pointing to areas requiring improvement, particularly in exam structure and technical support.

Category	Findings	Percentage
General Perception	Found OBE to be easy and Student friendly	70.73%
	Reported significant technical issues	20.33%
Stress Levels	Viewed OBE as a stress-free examination method	59.38%
	Disagreed due to time constraints and technical challenges	30.63%
	Expressed mixed feelings about exam stress	10%
Quality and Transparency	Believed OBE diminishes the quality and transparency of assessments	61.25%
	Disagreed and saw potential benefits in the format	28.75%
Reflective Learning	Agreed that OBE effectively assesses understanding of concepts	56.88%
	Disagreed, indicating a need for higher-order thinking questions	35.63%
Question Content	Felt OBE Questions relied too heavily on textbook knowledge	51.88%

Examination Duration	Felt the time allotted was sufficient	55%
	Disagreed, reflecting challenges in time management	30%
Technical Anxiety	Reported technical anxiety before OBE	51.88%
Attention Levels	Disagreed that OBE fosters greater attentiveness	51.88%
	Felt adequately supported by faculty	40%
	Expressed dissatisfaction with faculty support	33.13%
Mock Tests	Found mock tests helpful in preparing for OBE	72.5%
	Expressed dissatisfaction with OBE Overall	60%

## Objective 2:

For Objective 2, the researchers employed thematic analysis, which yielded several key suggestions from students regarding the Open Book Examination (OBE) system. Students identified multiple recurring themes in their feedback, offering valuable insights into potential improvements for the OBE format.

### Challenges of Open Book Examination (OBE)

#### 1. Readily Accessible Answers

A significant challenge is that OBE may become ineffective if exam questions are designed in such a way that answers can be easily extracted directly from textbooks or reference materials. This undermines the intended focus on critical thinking and the application of knowledge.

#### 2. Misconceptions about Exam Difficulty

Students may develop a false perception that open-book exams are inherently easier, leading to insufficient preparation. This misconception can result in poor performance, as students rely too heavily on the availability of reference materials during the test.

#### 3. Reduced Study Effort

There is a risk that students may reduce their study efforts, assuming they can simply copy answers from the materials provided during the exam. This not only diminishes their engagement with the subject matter but also affects the overall learning process.

#### 4. Teacher Training and Preparation

Higher Education Institutions (HEIs) face significant challenges in orienting, training, and preparing teachers for the effective administration of Open Book Examinations. Ensuring that faculty are well-equipped to conduct OBEs requires comprehensive training and adaptation to this assessment format.

#### 5. Complexity in Designing Assessments

Crafting question papers for OBEs poses difficulties, as it demands the development of

questions that not only test students' factual recall but also assess higher-order skills such as inference, application of knowledge, comprehension, and critical thinking. This process can be time-consuming and requires careful consideration.

## **6. Mindset Shift**

Implementing effective OBEs necessitates a shift in the mindset of educators, moving away from traditional examination formats to one that fosters deeper engagement with content. Adapting to this change can be challenging, particularly in aligning teaching practices with the goals of open-book assessments.

## **7. Inequitable Access to Resources**

A significant challenge in the implementation of OBEs is the socio-economic disparity between rural and urban students. Unequal access to the internet, reference books, and other learning materials can create an inequitable assessment environment. High-cost textbooks and limited availability of resources particularly disadvantage students from lower socio-economic backgrounds, compromising the fairness of the examination.

## **8. Resource-Intensive Infrastructure Requirements**

Conducting an effective open-book examination requires adequate physical infrastructure, including spacious examination halls that allow students to comfortably organize and access their materials. Additionally, the availability of space for students to consult with instructors during the exam, though rare, may be required, further increasing the logistical demands.

## **9. Demographic Sensitivity**

The demographic characteristics of students, including their socio-economic backgrounds, must be considered with empathy to ensure that the OBE format does not exacerbate existing inequalities. A one-size-fits-all approach may not be suitable for diverse student populations, requiring careful adaptation to address these challenges.

## **10. Curriculum Design and Course Suitability**

Implementing an Open Book Examination requires extensive planning, beginning with the design and development of the curriculum. The challenge lies in ensuring that the curriculum is well-suited to the OBE format, aligning with the nature and objectives of the courses being taught. Adapting courses to emphasize higher-order thinking over simple knowledge recall presents a key difficulty.

## **11. Logistical and Infrastructure Demands**

The logistical complexities of administering OBEs, such as re-arranging examination halls and seating arrangements, pose significant challenges. Providing adequate space and a conducive environment for students to access and organize their reference materials during the exam is essential, but difficult to achieve on a large scale.

## **12. Overcoming Institutional and Cultural Biases**

The successful implementation of OBEs depends on the willingness of administrators, teachers, and students to shift away from traditional exam formats and overcome entrenched biases. This requires unlearning outdated practices and embracing the OBE's potential to develop higher-order thinking skills rather than focusing solely on knowledge recall. Collaboration and understanding among all stakeholders are critical to mitigating these challenges and realizing the

true benefits of the OBE format.

### **13. Over-Reliance on Materials**

Open-book exams pose challenges such as students' over-reliance on reference materials, which can hinder the development of independent problem-solving skills and lead to shallow learning. The abundance of resources may overwhelm students, causing confusion and reducing comprehension. Additionally, open-book exams may not be suitable for disciplines that require memorization and recall, with closed-book formats being better suited for assessing critical thinking. Insufficient preparation and guidance can also result in students merely copying content, undermining the effectiveness of the exam.

### **14. Time Management**

Effective time management is a significant challenge in open-book examinations, as students must navigate reference materials while answering questions. Excessive time spent searching for information can impede problem-solving and hinder the timely completion of the exam. This requires careful preparation to anticipate questions and organize resources, but it may lead to information overload and difficulty in filtering relevant details. Such challenges can affect critical thinking and ultimately prevent students from completing all tasks within the allotted time, highlighting the need for strategies to enhance resource utilization during open-book assessments.

### **15. Complexity**

Open-book examinations pose challenges related to academic integrity, as accessible resources may tempt students to engage in dishonest practices, complicating monitoring efforts. Designing effective questions that assess understanding and problem-solving skills while discouraging simple look-ups is essential for fairness. Additionally, the traditional motivation to study may diminish, leading to decreased preparation. In regions with a shortage of quality instructors, implementing innovative pedagogical methods can exacerbate learning disparities and encourage dishonesty. Grading open-book exams requires careful question formulation to reduce anxiety, and strong writing skills are necessary for students to articulate knowledge effectively, making equitable access to resources crucial.

### **16. Technical Challenges**

Technical difficulties, such as website crashes and submission issues, were common complaints among respondents. These challenges adversely impacted student performance and heightened anxiety, suggesting the necessity for robust technical support systems (Baker et al., 2020).

### **17. Psychological Impact**

The OBE system heightened anxiety among students, indicating a need for more comprehensive support structures. Institutions should consider implementing mental health resources and counselling services to help students navigate the pressures of new assessment formats (Fitzgerald et al., 2021).

### **18. Desire for Traditional Methods**

A significant number of students expressed a preference for traditional examination formats, citing reliability and reduced opportunities for academic dishonesty. This finding underscores the importance of maintaining a diverse array of assessment methods to accommodate varying student preferences (Baker et al., 2020).

## Discussion

The findings of this study highlight both the advantages and challenges of the Open Book Examination (OBE) system as perceived by students, particularly in the context of the COVID-19 pandemic. While a significant majority of respondents (70.73%) found OBE to be easy and student-friendly, its implementation was marred by technical difficulties, as noted by 20.33% of students, reflecting the need for better infrastructure to support such assessments. The mixed feelings surrounding OBE's impact on stress levels also emphasize the system's dual nature: although 59.38% viewed it as stress-free, time constraints and technical challenges led to anxiety for 30.63%. Moreover, concerns about the quality and transparency of assessments were prevalent, with 61.25% of students feeling that OBE reduced assessment integrity, particularly due to cheating and inconsistent evaluation standards. This perception is compounded by the fact that over half of the respondents felt that OBE questions relied too heavily on textbook knowledge, suggesting a lack of higher-order thinking questions that promote critical engagement with the material.

Reflective learning was another area of concern. While 56.88% of students felt that OBE effectively evaluated their conceptual understanding, a substantial number (35.63%) believed the format fell short in promoting deeper critical thinking. Time management also emerged as a key issue, with 30% of students struggling to manage the time allocated for OBE, exacerbated by the need to navigate reference materials during the exam. Furthermore, technical anxiety was reported by 51.88% of students, underscoring the emotional and psychological challenges posed by this exam format. Faculty support played a crucial role, though opinions varied; 40% of students were satisfied with faculty assistance, while 33.13% expressed dissatisfaction, suggesting inconsistent levels of engagement.

The challenges identified through thematic analysis reinforced these findings, particularly in terms of readily accessible answers, which diminished the intended focus on critical thinking. Misconceptions about the ease of open-book exams led some students to underprepare, resulting in poor performance. There were also concerns that OBE encourages reduced study effort, as students might overly rely on materials during the exam. Additionally, the complexity of designing OBE assessments that evaluate higher-order thinking skills presents a challenge for educators. Socio-economic disparities, particularly between rural and urban students, further complicated the fairness of the OBE format. Technical challenges, logistical demands, and issues related to infrastructure added to these concerns, while psychological impacts such as heightened anxiety were frequently mentioned.

Overall, while the OBE format provided flexibility and a certain degree of relief for students during the pandemic, it also introduced significant challenges that impacted both academic performance and well-being. The findings suggest a need for institutions to invest in stronger technical infrastructure, improve faculty training, design more effective assessment questions, and provide greater support to students, both academically and emotionally. Without these improvements, the overall dissatisfaction with OBE, expressed by 60% of respondents, will likely persist, limiting the effectiveness of the system as a modern assessment method.

## Conclusion

This study provides a nuanced understanding of the Open Book Examination (OBE) system at Banaras Hindu University (BHU), recognizing its adaptability during the pandemic while acknowledging significant challenges in its effectiveness as a learning and assessment tool. A majority of students appreciated the flexibility and reflective learning opportunities offered by OBEs, but substantial concerns emerged, including technical issues, question design, and the risk of

superficial learning. These findings align with the educational reforms outlined in India's National Education Policy (NEP) 2020, which advocate for assessments that prioritize critical thinking and the application of knowledge over rote memorization. However, challenges related to infrastructure, faculty training, and equitable access to resources must be addressed to fully harness the potential of OBEs.

The research also highlights the need for improvements in assessment formats, faculty engagement, and technical support. While OBEs offer an opportunity to enhance learning outcomes and prepare students for real-world challenges, issues such as time management, academic integrity, and the possibility of superficial learning remain concerns. Educational institutions should adopt a balanced approach, aligning OBE implementation with their educational philosophy, objectives, and core values. Thoughtful design and execution of OBEs can deepen learning, reduce stress, and foster critical thinking, but must also include explicit guidelines for resource use to prevent cheating and mismanagement of time.

Overall, OBEs hold great promise for higher education in fostering essential skills like critical thinking and creative application. While not always suitable for primary education, open-book exams can contribute to a reformed education system better equipped to prepare students for academic and professional success. This research underscores the importance of ongoing dialogue and development in assessment practices, particularly as institutions work towards the goals set by NEP 2020 and adapt to the evolving realities of learning and evaluation.

### **Educational Implications**

The present study on student perceptions of Open Book Examinations (OBE) at Banaras Hindu University (BHU) has significant educational implications, particularly in light of the identified research objectives and questions. Firstly, by revealing students' preferences for assessment methods that emphasize higher-order thinking and reduce stress, the findings advocate for a shift from traditional rote learning to more reflective and analytical approaches in evaluation. This aligns with the National Education Policy (NEP) 2020, promoting competency-based learning.

Secondly, the challenges highlighted—such as technical issues and the need for improved question design—underscore the necessity for enhanced infrastructure and faculty training. Educational institutions must prioritize the development of supportive environments that facilitate effective OBE implementation.

Furthermore, the study's insights on mixed perceptions of OBE inform curriculum designers and educators about the importance of engaging students in assessment methods that enhance their learning experiences. By addressing these implications, educational stakeholders can better align assessment practices with contemporary pedagogical goals, ultimately fostering a more equitable and effective higher education system.

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## Green Schools: Catalysts for Environmental Conservation and Sustainable Development

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### Abstract

*This study explores the vital role of green schools in promoting environmental conservation and sustainable development. Through a systematic literature review, it examines the evolution of environmental education and the integration of green schools into educational frameworks. It highlights key components, benefits, and sustainable practices such as waste management, energy efficiency, and water conservation. The paper underscores the importance of education for sustainable development (ESD) in fostering environmental awareness and responsible behaviour among students. Ultimately, it aims to enhance understanding of green schools' significance and inform educational strategies to address environmental challenges through sustainability initiatives in schools.*

**Keywords:** Sustainable Development, Environmental Education, Green School, Environmental Conservation, Waste Management

The rapid expansion of the global population over the past three decades has exacerbated urban-rural disparities and placed immense strain on natural resources. Industrialization and modernization have significantly increased food production and consumption, driven by improved literacy rates and rising purchasing power. However, these advancements have also contributed to unsustainable lifestyles, escalating pollution levels, and widespread environmental degradation (Reid, 1995). The growing recognition of these environmental threats has prompted both developed and developing nations to implement policies aimed at mitigating biodiversity loss and ecological decline. Failure to address these issues could result in severe, irreversible consequences for future generations.

The concept of sustainable development gained international prominence following the Brundtland Commission's 1987 report, *Our Common Future*, which defined it as development that meets present needs without compromising the ability of future generations to meet their own (WCED, 1987). This laid the foundation for sustainability-oriented policies worldwide, culminating in the 1992 Rio Earth Summit, where global leaders acknowledged the urgent need for integrating sustainability into national and international agendas. However, the practical implementation of sustainable development remains challenging, as economic priorities often overshadow long-term environmental concerns.

Education for Sustainable Development (ESD) has been recognized as a key strategy to bridge this gap by fostering environmental consciousness and sustainable practices. The United Nations Decade of Education for Sustainable Development (UNDESD), (2005–2014), initiated by UNESCO, sought to embed sustainability principles into formal and informal education systems worldwide. ESD aims to equip individuals with the knowledge, skills, and attitudes necessary for addressing complex environmental challenges (Sonowal, 2009). While the formal period of UNDESD concluded in 2014, its objectives continue to influence global education policies. However, critics argue that many ESD initiatives remain theoretical rather than action-oriented, limiting their transformative potential.

In response to these challenges, green schools have emerged as an innovative educational model that integrates sustainable development principles with ecological conservation. Unlike traditional education, green schools provide a holistic approach to sustainability by fostering interconnected learning between human societies and the environment. They emphasize critical thinking, problem-solving, and reflexivity—key competencies for addressing sustainability challenges (Tarrant & Thiele, 2016). By incorporating environmental education into mainstream curricula, green schools aim to nurture environmentally conscious individuals capable of making informed, responsible decisions.

The effectiveness of green schools in fostering sustainability remains debated due to policy gaps, resource constraints, and institutional challenges. This study examines their role in environmental conservation, impact on awareness, and contributions through eco-friendly practices. It also evaluates policy support, implementation barriers, and opportunities for broader adoption and long-term sustainability.

### **Research Methodology**

Present paper employed a literature review approach, analyzing academic books, scholarly journals, and research findings on environmental education, green schools, Education for Sustainable Development (ESD), and their role in environmental conservation. Through an in-depth analysis, diverse insights and perspectives were gathered, forming the foundation for future research on the practical implementation of green schools and ESD-based environmental education.

### **Green School- Concept and Significance**

The concept of a 'green school' is multifaceted, with scholars interpreting it in varying ways, though all converge on the principle of sustainability (Loubser, 2014). The Center for Green Schools defines green schools as institutions fostering healthy learning environments while promoting energy efficiency and resource conservation (Meiboudi et al., 2016). Earthman (2009) narrows this definition to energy and water-efficient buildings made from eco-friendly materials, overlooking the broader socio-educational dimensions. Scholars employ diverse terminology—"high-performance schools" (Earthman, 2009), "sustainable schools" (Peacock, 2004), and "eco-schools" (Meiboudi et al., 2016)—each emphasizing distinct aspects of sustainability. Gough highlights the global variation in green school movements across 20+ countries. Bailey, in dialogue with Olson and Kellum (2003), asserts that sustainable school designs enhance learning quality. Ultimately, a green school integrates sustainability into infrastructure and daily practices, serving as both a model and tool for environmental education and action.

Green school guidelines aim to create sustainable learning environments by integrating eco-friendly practices into school infrastructure and education. The Leadership in Energy and Environmental Design (LEED) framework, developed by the U.S. Green Building Council (USGBC), originally covered all building types but later adapted for educational institutions. LEED identifies seven key sustainability categories, including energy efficiency, water conservation, and indoor air quality (Gordon, 2010). The Collaborative for High Performance Schools (CHPS), established in 1999, introduced 13 attributes specifically for green schools, emphasizing health, comfort, and energy conservation. CHPS guidelines focus on leadership, education, sustainable spaces, energy efficiency, climate impact, waste management, and indoor air quality. The U.S. National Academy of Sciences (NRC, 2006) further highlights practical measures for green schools, such as locating schools near public transport to reduce pollution, using sustainable sites with natural lighting, and optimizing energy and water systems. Eco-friendly materials and high indoor environmental quality ensure healthier learning spaces. Green schools also foster student-centered

learning, critical thinking, and environmental responsibility. By incorporating these guidelines, schools enhance sustainability, reduce environmental impact, and create healthier, more effective educational environments.

Green schools provide significant financial, environmental, and societal benefits, with cost savings estimated to be twenty times greater than conventional institutions (Kats, 2005). They reduce energy use by 33%, lower emissions, and enhance indoor air quality, improving student performance and teacher effectiveness (Ramli et al., 2010). Turner Construction's 2005 survey found that misconceptions about green building hinder its adoption despite its affordability. Green schools also lower operational costs, minimize pollution, and improve health through better acoustics and air quality, reducing absenteeism (Douglas, 2010). Additionally, they serve as educational tools, fostering sustainability awareness and addressing climate challenges.

### **Green Schools and Environmental Conservation**

Human survival and environmental sustainability are inherently interconnected, making ecological concerns a global priority (Suryani et al., 2019). Balanced ecosystems, biodiversity preservation, and resource conservation are essential for long-term sustainability. The “naturally green” indicator aligns with the Gross National Happiness (GNH) pillar of environmental conservation, promoting responsible resource use, ecological harmony, and sustainability education (Drakpa et al., 2013). Schools play a crucial role in fostering environmental awareness by integrating sustainability principles into education and infrastructure.

Empirical studies demonstrate behavioural shifts through environmental cues; for instance, signage promoting water conservation led to reduced consumption in shower facilities (Aronson & O'Leary, 1982-1983), and campus-wide energy-efficiency initiatives were reinforced through reminders on electronic devices (Aesotte et al., 2006). Green schools apply these principles through Leadership in Energy and Environmental Design (LEED) strategies, prioritizing energy-efficient architecture, resource conservation, and on-site renewable energy integration (Zhao, He & Meng, 2015). Key measures include optimizing natural lighting, installing high-performance insulation, and employing geo-exchange systems for heating and cooling.

Water conservation remains a critical challenge amid growing global demand. Green schools implement advanced strategies such as rainwater harvesting and greywater recycling to reduce freshwater dependency. Rainwater harvesting collects and stores precipitation for irrigation and toilet flushing, while greywater recycling treats wastewater from sinks and showers for non-potable reuse. These methods enhance sustainability while mitigating pressure on freshwater supplies (Gordon, 2010).

Beyond ecological benefits, green schools generate economic savings by reducing energy and water costs, minimizing waste, and improving air quality. The adoption of net-zero energy construction—where buildings produce as much energy as they consume—further advances sustainability goals. By fostering environmental stewardship through education and infrastructure, green schools serve as vital models for sustainable development.

### **Green Schools and their Sustainable Practices: An Approach to Sustainable Development**

Sustainable development is a critical global agenda, first defined in the Brundtland Report (1987) as meeting present needs without compromising future generations' ability to meet theirs. Education plays a vital role in addressing ecological and social challenges by fostering sustainability practices within academic institutions (Simanjuntak, 2017). A "sustainable university," as described by Velaquez et al. (2006), minimizes negative environmental, economic, and social impacts, while

Education for Sustainable Development enhances knowledge, values, and skills for long-term well-being (Sanusi & Doost, 2008).

Green schools align with sustainability principles, reducing resource consumption while improving indoor environmental quality. Loubser (2014) emphasizes that, despite varying interpretations, all green schools share a commitment to sustainability. Gordon (2010) highlights green schools as a product of collaborative planning, design, and construction aimed at reducing environmental footprints. Strategies such as optimizing natural light, conserving water and energy, and integrating eco-friendly materials contribute to efficient and long-lasting infrastructure (Allen, 2007).

Aligned with the United Nations Sustainable Development Goals (SDGs), green schools promote environmental awareness and social responsibility. These initiatives foster collaboration among students, educators, and administrators, encouraging proactive engagement in sustainability efforts such as waste reduction, energy conservation, water preservation, and healthy living practices (Barr, 2011). Through hands-on participation, students develop a strong environmental ethos, preparing them to become responsible stewards of sustainability. Ultimately, green schools serve as catalysts for long-term ecological and societal transformation, embedding sustainable values within the education system.

### **Green Schools and Waste Management**

Green school initiatives adopt a holistic approach to waste management by integrating reduction, reuse, recycling, and energy recovery practices. Inadequate waste disposal remains a major sustainability challenge, particularly in developing nations, as highlighted in the 1992 UNCED. Sustainable waste management (SWM) is essential for mitigating environmental degradation, reducing costs related to waste collection and processing, and preserving ecological balance (Gusti, 2016). A key component of this approach is waste-to-energy (WTE) technology, which converts non-recyclable waste into renewable energy, offering a sustainable alternative to landfill accumulation.

The escalating global waste crisis poses significant threats to air, water, soil, and public health. With rapid urbanization, particularly in developing regions, SWM has become a fundamental human right, aligning with at least 12 of the 17 Sustainable Development Goals (SDGs). Addressing landfill shortages, rising management costs, and pollution, the circular economy and sustainable waste practices are central to achieving the 2030 Agenda (Debrah, et al., 2021). Research shows that behavioural interventions, such as recycling signage, can significantly increase participation in waste reduction programs (Katzev & Mishima, 1992).

Schools play a critical role in fostering sustainability by assessing waste generation and implementing targeted waste reduction strategies. Integrating environmental education into curricula, hands-on activities, and awareness campaigns empowers students to become sustainability advocates. These efforts extend beyond school grounds, influencing family and community behaviours, thus reinforcing a culture of responsible waste management and long-term environmental stewardship (Rada et al., 2016).

### **Conclusion**

This study underscores the essential role of green schools in promoting environmental conservation and sustainable development through education, infrastructure, and institutional practices. The systematic review highlights that green schools serve as catalysts for sustainability by fostering environmental awareness, reducing resource consumption, and implementing eco-friendly

measures such as energy efficiency, water conservation, and waste management. The integration of Education for Sustainable Development (ESD) within green school curricula enables students to develop critical thinking and problem-solving skills necessary for addressing contemporary environmental challenges. Furthermore, sustainable school designs contribute to improved indoor environmental quality, enhanced student learning outcomes, and long-term economic benefits.

Despite their numerous advantages, the widespread adoption of green schools faces several limitations. Institutional barriers, financial constraints, and inadequate policy frameworks hinder their effective implementation, particularly in developing nations. Additionally, while green school initiatives promote sustainable behaviours, the lack of rigorous monitoring and long-term impact assessments raises concerns about their effectiveness in driving large-scale environmental change. Moreover, disparities in educational policies and resource availability across regions limit the uniform integration of sustainability principles in schools.

The study opens avenues for further research on the long-term impact of green schools in different socio-economic contexts. Future studies should explore comparative analyses of green school models worldwide, assessing their effectiveness in fostering environmental stewardship and community engagement. Additionally, empirical investigations into policy interventions, funding mechanisms, and technological advancements can enhance the scalability of green schools. Strengthening interdisciplinary collaboration between policymakers, educators, and environmental experts is essential to maximize the transformative potential of green schools in achieving sustainable development goals.

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## A study of National Cadet Corps Open Elective Course with Respect to National Educational Policy 2020

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### Abstract

*The present Research paper aims to study the policy review of NCC general elective credit course in universities under choice-based credit system to align with national education policy 2020 in terms reaction of NCC Cadets towards the implementation of NCC as an open elective course and overall NCC training. Due to the availability of very few researches on this topic and Challenges of implementation of the scheme, to know the attitude of NCC Cadets this study was need to uptake. The research design of this study is descriptive survey research design. The sample of the present study comprised of 322 NCC cadets who were randomly selected from different states. The reaction scale used for the data collection was developed by the investigator. The major findings of the study are that most of the NCC Cadets given positive and favorable reaction towards the implementation of NCC open elective course in the universities and Colleges, NCC Cadets and ANOs given favorable and positive reaction towards the different aspects of the NCC training and overall NCC Education as a whole.*

*\*Acknowledgment- ICSSR, New Delhi*

**Keywords :** NCC Credit Course, NEP 2020

NCC as a Credit Course is designed with an intent to transform NCC training into a curricular activity from an extra-curricular thereby providing academic credits to students undergoing NCC training along with other attended advantages to the cadets in the college/ university.

The policy of introducing NCC as an academic credit course is a welcoming step to earn academic credits from NCC. The National Cadet Corps (NCC) is a youth development movement. It exposes cadets to a regimented way of life which is essential for inculcating the values of discipline, dutifulness, punctuality, orderliness, smartness, respect for rightful authority, good and correct work ethos and self-confidence. It has enormous potential for nation building. The NCC provides opportunities to the youth of the country for their all-round development with a sense of Duty, Commitment, Dedication, Discipline and Moral Values so that they become able leaders and useful citizens of India. The NCC provides exposure to the cadets in a wide range of activities, with a distinct emphasis on Social Services, Discipline and Adventure Training. Introduction of NCC as Credit Course can facilitate partial realization of the felt need to expose a larger community of student population of India to minimal military training and security consciousness.

Paradigm shift in NCC's positioning from extra-curricular to mainstream activity, finds favor with large majority of student population and cadets. NEP-2020 Sec 4.9 proposed to remove “hard separation between extra-curricular & co-curricular in Higher Education Institutes (HEIs)” & offer all such activities as credit courses under Choice Based Credit System (CBCS) and may be included as skill based course (SEC) or Value added Course (VAC) as per new FYUGP and UGC Curriculum and Credit framework for undergraduate programs, In section 5.4 of CCFUG it is mentioned that “Students may be encouraged to enroll in activities such as NSS / NCC” and in section 5.1.9 it is also stated that “participation in activities related to National Service Scheme (NSS), National Cadet Corps (NCC), adult education/literacy initiatives, mentoring school students, and other similar activities” should be ensured. Sec 11.8 of NEP 2020 mandates all HEIs to include credit-based courses & projects in the field of community engagement and service. The existing UGC policy

permits offering NCC as elective course on voluntary basis by HEIs. The UGC guidelines on CBCS extend requisite academic freedom to universities to offer NCC as a credit course.

### **Social impact of the study**

Present study has wide social impact as NCC cadets are the students of universities and colleges. These students represent the community and school; colleges are the miniature of the society. Therefore, the present study deals with the quality of NCC training hence it has a wide social impact. The NCC is a responsive, learning and continuously evolving organization. Its activity is guided by certain Core Values that NCC endeavors to instill among all ranks of the NCC. These include a sense of patriotic commitment to encourage cadets to contribute to national development, Respect for diversities in religion, language, culture, ethnicity, life style and habitat to instill a sense of National unity and social cohesion, abiding commitment to learn and adhere to the norms and values enshrined in the Indian Constitution. Understanding the value of a just and impartial exercise of authority, Ability to participate in community development and other social program, A healthy life style free of substance abuse and other unhealthy practices, Sensitivity to the needs of poor and socially disadvantaged fellow citizens, Inculcating habits of restraint and self-awareness, Understanding the values of honesty, truthfulness, self-sacrifice, perseverance and hard work and Respect for knowledge, wisdom and the power of ideas.

### **Rationale**

Due to the availability of very few researches on this topic and challenges of Job Satisfaction of Associated NCC Officers, Challenges of implementation, to know the attitude of students/ NCC Cadets, Associated teachers, educational administrators and Associated Army Officers this study needs to uptake. The present study intends to review the expected learning outcomes in terms of reaction of different stake holders. Introduction of NCC as Credit Course can facilitate partial realization of the felt need to expose a larger community of student population of India to minimal military training and security consciousness, recommendations of NEP 2020, UGC Curriculum and Credit framework for Under Graduate Programs this study need to uptake.

### **Objective**

To study the reaction of NCC Cadets towards NCC CBCS open elective course and overall NCC training.

### **Methodology**

### **Research Design**

The research design of the present study was descriptive survey research design

### **Population and Sample**

The total population of NCC cadets in the India is approx 13 lakh Cadets. The sample of the present study comprised of 322 NCC cadets who were randomly selected from different states of India the cadets were from Assam, West Bengal, Arunachal Pradesh, Maharashtra, Haryana, Telangana, Odisha, Jharkhand, Andhra Pradesh, New Delhi, Tamilnadu, Uttar Pradesh, Kerala, Madhya Pradesh, Mizoram and Nagaland. The subjects of sample are belonging to different location, different Gender, different Academic streams, different Socio-Economic Status, different Educational Qualifications and from rural and urban residence area. The Language and Culture of different state peoples are different. The Qualitative data were collected through a semi structured interview from 10 Army officers and 10 College Principals who were selected with purposive sampling technique.

SAMPLE TABLE : Gender wise and Place of Residence/ Locality wise number of NCC Cadets				
				Total
		Male	Female	
Place of Residence/ Locality	Rural	103	65	168
	Urban	106	48	154
Total		209	113	322

### Tools

In the present Study data were collected in respect of feedback and attitude and Reactions towards NCC Open Elective Course and overall NCC training from NCC Cadets with the help of a reaction scales developed by the investigator. Reaction of NCC Cadets towards NCC Elective course was assessed by reaction scale developed by the investigator through 61 statements which were divided in three sections following Likert Scale i.e strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), strongly Disagree. The first section contain 16 statements covers dimension of Reaction on NCC as an CBCS open elective Course. In section 2 there are 24 statements covers dimension of Reaction on NCC training. In section III there are 21 statements covers future prospects of NCC. Equal no. of positive and negative statements have been included in the reaction Scale.

### Reaction scale of NCC Cadets

Reaction of NCC Cadets towards NCC Elective course was assessed by reaction scale developed by the investigator. The aspects to which statements belonged were feasibility of course, accommodation of credits, willingness of administrators, financial constraints, Career avenues after NCC, Overall Reaction towards NCC as open elective, Large Credit compared to other open electives, Fulfillment NEP 2020 objectives, SSCD support, academic continuity, B & C exam help, Institutional training improvement, credit earn, infrastructure institute support, same academic value, syllabus design, camp credits, SSCD extra burden, Weapon training, Scholarships does not motivating, NCC help in good CGP, Credits earn with physical training, Drill, map reading, FC & BC, Infantry weapons and infantry battalions, motivates to join the Armed Forces, New carrier avenues, SSCD participation, Enhance national integration, SSCD extra burden, Not interested in drill and physical, Firing exp with .22 Rifle, Fire Fighting training, Bonding cadets from diversified cultural background, Respect and Tolerance for gender, race, ethnicity, culture, religion diversity, acquaint cadets with navigation and map reading, boost confidence in public speaking, Not boost the spirit of courage and endurance among the cadets, Enhance the skills of time management, Imbibes self-discipline, secular ideas, camaraderie and selfless service, Steadfastly engaged in nation building by promoting a nationalism, keep physically fit, Gives experience of regimental life, Enormous potential for nation building, Exposure for Social Services, Discipline and Adventure Training, Open to all students on a voluntary basis, motivate the youth to take up a career in the Armed Forces, Making better and responsible citizens of our country, Promotes feeling of selfless service for the nation and society, Improves punctuality among the cadets, boosting the feeling of nationalism and patriotism among the cadets, teaches proper health and hygiene in line area or living area, promotion of diversified cultural understanding among NCC cadets, teach the mutual respect to diversity, Enhance tolerance among diversified groups, Participation in social service and community development activities, Good habits like early to bed and early to rise, Shaping personality of the youth through multifarious training, adventure and cultural activities, Making an able leader and useful citizens of the Country, Development character, commandership, discipline,

leadership, secular outlook, spirit of adventure and the ideals of selfless service, Organized, trained and motivate youth to provide leadership in all walks of life, production of matured, disciplined and responsible citizens in the country, Helping in the development of personality and leadership, Produce citizens who are always available for the service of the nation, Inculcating the values of discipline, dutifulness, punctuality, orderliness, smartness, respect for rightful authority, good and correct work ethos and self-confidence, Preference in Selection of State Police force and CAPF, Overall reaction towards Implementation of NCC overall NCC training etc.

**Result and Interpretation**

The data related to this objective were analyzed with the help of Mean, Percentage, Standard deviation and Coefficient of Variation. The results are given in table 2

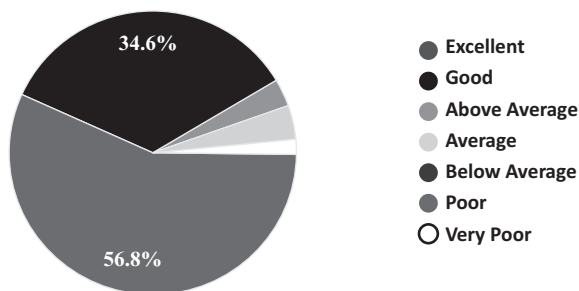
<i>Group</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Coefficient of Variation</i>
Reaction of NCC Cadets	243.05	25.41	10.45%

**Table: Mean, Standard Deviation and Coefficient of Variation values of NCC Cadets Reaction towards NCC Open Elective Course and Overall NCC Training**

From Table 2, it can be seen that the Mean Score of Reaction towards different aspects of NCC Open Elective Course and NCC training was found to be 243.05. The Reaction towards different aspects of NCC Open Elective Course and NCC training Scale contained 59 statements related to different aspects of different aspects of NCC Open Elective Course and NCC training. Against each statement a five-point scale was given on which students were to give their responses. Thus, the score of the students could range between 59 and 295. The Mean score of Reaction towards different aspects of NCC Open Elective Course and NCC training was towards 295 signifying strong favorable Reaction towards different aspects of NCC Open Elective Course and NCC training. The Coefficient of Variation for NCC Open Elective Course and NCC training was found to be 10.45% which was quite low. It indicates that, as a group, the Reaction towards different aspects of NCC Open Elective Course and NCC training were almost invariant and strongly favorable. It may, therefore be concluded that the NCC students expressed favorable Reaction towards different aspects of different aspects of NCC Open Elective Course and NCC training on the whole. In order to probe into Reaction towards different aspects of NCC Open Elective Course and NCC training.

**What is your overall reaction towards implementation of NCC as an Open Elective Course and towards overall NCC Training**

324 responses



## Findings

The NCC Cadets expressed favorable Reaction towards different aspects of NCC as an open elective course and Overall NCC training on the whole.

## Conclusion

The present study revealed that NCC cadets have favorable positive attitude towards implementation of NCC open elective course and overall NCC training. Thus, this study has implications for NCC cadets, Associated NCC Officers, College Principals, Educational Planners, Curriculum Developers. NCC cadets are the future citizens of our country the study findings shows that majority of NCC cadets have positive and favorable attitude towards NCC military training which help them in gaining minimum military training, discipline, personality development, good turn out and confidence in presentation, therefore the step of including NCC as an academic course is useful step for NCC cadets and students of our country. This study is useful for Educational Planners, Curriculum Developers as students and teachers demanded more quality curriculum, academic course and academic calendar space for NCC training. Therefore, the educational planners and curriculum developers can plan appropriate academic credits and curriculum for the NCC open elective and overall NCC training.

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## School Industry linkages: A need for effective Implementation of Vocational Education in context of NEP 2020

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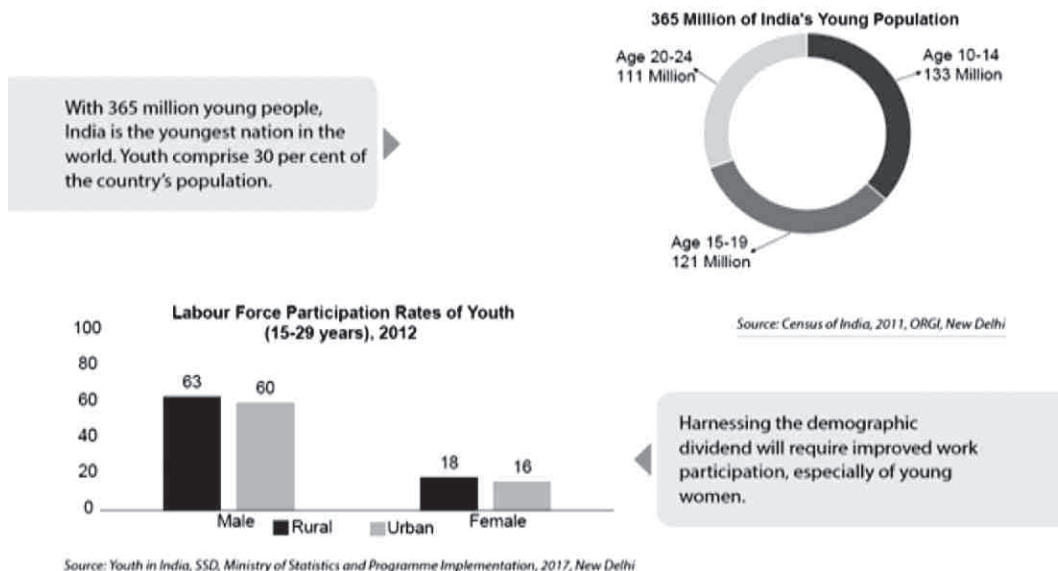
### Abstract

India is the country of youth, where not only the world's 2<sup>nd</sup> largest population resides but according to the World Bank, 68.03% of India's population lies within the age of 15-64 which is popularly known as working age as published by trading economies. Even after the growth in GDP the unemployment rate is 8.30% as per data of trading economies. In such case the role of vocational education cannot be undermined as it can help the human capital to lead towards employment generation and sustainable growth. Through this paper light has been thrown on the recommendations and implementations of vocational programme with reference to various policies. Researcher has rigorously reviewed various reports and policy documents and has presented the crux through this paper. The paper also highlights the need of School industry linkages in vocational training linked with the school curriculum and the aspects of NEP 2020 towards its implementation.

**Keywords :** Selfreliant, skilling, employment, vocational, industry.

In the midst of covid -19 pandemic, while addressing the nation for the fifth time since March, 2020, the honourable prime minister of India Shri Narendra Modi said, "When the world is in crisis, we must pledge - a pledge which is bigger than the crisis itself. We must strive to make the 21st century India's century. And the path to do that is self-reliance." As quoted in India Today (2020), he added saying that a self-reliant India will stand on five pillars: economy, which introduces rapid rather than gradual change; "infrastructure"; "system," which is founded on arrangements driven by 21st century technology; "vibrant demography," which serves as our source of energy for a selfsufficient India; and "demand," which calls for the full utilization of our supply chain and demand.

### India's Demographic Advantage



SOURCE: UNPFA

The fourth pillar of self reliance is vibrant demography. India has its largest ever adolescent and youth population. According to UNFPA projections, India will continue to have one of the youngest populations in the world till 2030. India is experiencing a demographic window of opportunity, a “youth bulge” that will last till 2025. India's youth face several development challenges, including access to education, gainful employment, gender inequality, child marriage, youth- friendly health services and adolescent pregnancy. Yet, with investments in their participation and leadership, young people can transform the social and economic fortunes of the country Young People (2016).

India has the unique advantage of having a large demographic dividend. According to United Nations Population Fund (UNFPA, 2022), demographic dividend means, "the economic growth potential that can result from shifts in a population's age structure, mainly when the share of the working-age population (15 to 64) is larger than the non-working-age share of the population (14 and younger, and 65 and older)". According to UNFPA (2022), the window of demographic dividend opportunity in India is available for five decades from 2005-06 to 2055-56, longer than any other country in the world. But having a large working population alone is not enough. To reap the benefits of a large working population, it is necessary that working population must be skilled and productive. Skill development of working population is the prerequisite for developing a vibrant and productive demography which can bring transformative changes in the society. Failing to do so can turn the supposed demographic dividend into demographic disaster.

Now, the key challenges before India is to create conditions for rapid growth of productive jobs outside of agriculture in manufacturing and services and equally improving productivity in agriculture. According to an estimate, agriculture accounts for a substantial part of GDP (16 percent) and employment (49 percent). Despite declining percentage in GDP, agriculture is still an important source of employment for millions of Indians.

Despite over dependence of population over agriculture and the need to shift them out of agriculture to more productive manufacturing sector, there is still great scope for employment generation in ancillary and allied activities of agriculture and non-agricultural activities. No need to mention, it requires skill development of population residing in rural areas. Hence, there is greater demand of skill development for allied and non- agricultural activities in rural areas.

A vibrant demography is one which is skilled and have the power to play an important role in making India self reliant economy. The solution of skilling demography lies in generating employment opportunities in their native place and commensurate skill development in the people for self employment or wage employment so that they do not need to go far away from their hometowns or villages. For Skill development, self employment and creating a self sustaining village/urban economy, education system of the nation must develop the manpower for the world of work. Here, the vocational education assumes a greater role to play as it enables the citizen for self employment or wage employment. A skilled person can start the self employment in his society or locality thereby generating employment for others. Employment generation in a village economy avoids the local persons going outside for seeking employment from their native place. It reduces the undue pressure on resources in urban areas and paves the way for self sustaining rural economy. The need of time therefore is to link the education with the vocations/life of citizens. This task of linking education with the life of people can be achieved by vocational education.

### **Status of Vocational Education in Post independent India**

Vocationalisation of Education (VEP) implies an organized way of developing job related skills. It aims at laying the foundation for employment. UNESCO associates Vocational Education

with the upper secondary stage of education and defines it as education designed to prepare skilled personnel at lower level of qualifications for one or a group of occupations, trades or jobs. Vocational education usually, provided at upper secondary level, includes general education, practical training for the development of skills required by the chosen occupation and related theory. Vocational education at secondary level aims at reducing the aimless pursuit of higher education and thereby reducing pressure from the tertiary education. The Kothari Commission (1964-66) was of the view that for a majority of occupations, university degrees were not necessary and these jobs could be competently performed by trained higher secondary students. It recommended that there should be a relation between education and work. The commission was of the view that 50% of the students completing the 10 year of education should be diverted to the vocational streams thereby reducing pressure on the universities and preparing students for gainful employment (Ghosh,2000).

The national policy on education (1986) accorded very high priority to the programme of vocationalisation of education. It inter alia states that the introduction of systematic, well planned and rigorously implemented programme of vocational education is crucial in the proposed educational reorganization. The NPE 1986 stipulates that the main objective of vocational education as:

- To provide diversification of educational opportunities;
- To reduce the mismatch between demand and supply of skilled manpower; and
- To provide an alternative for those pursuing higher education.

Thereafter, a detailed framework of the programme of vocationalisation of education to be launched in the country was formulated in 1987. In pursuance of this, a centrally sponsored scheme of vocationalisation of secondary education was commenced.

The revised policy formulation and the Programme of Action 1992, retains the policy framework laid by the NPE-86. The targets for coverage were revised to 10% by 1995 and 25% by 2000 AD. The basic components of the scheme were-

- Management system: creation of a separate administrative structure at the state, district and school level to manage VEP.
- Provision for district vocational surveys to identify the local need based course
- Provision for 2 full time teachers per section and honorarium for part time experts.
- Provision for infrastructure and equipment.

150 vocational courses were introduced in the following broad areas-

- Agriculture
- Business and commerce
- Engineering and technology
- Health and para medical services
- Home sciences
- Humanities, science and education

National Education Policy 2020 stipulates in its objective of vocational education to integrate vocational education into all educational institutions - schools, colleges and universities. Provide access to vocational education to at least 50% of all learners by 2025. Policy also states that all school students must receive vocational education in at least one vocation during Grades 9-12. Students will choose from among a selection of courses that their schools will offer, on the basis of

the availability of hands-on training facilities and job opportunities in the region. They will specialize to varying degrees in their chosen vocations, through the four years of secondary school, depending on their levels of interest (Ministry of Human Resource Development, 2020)

### **Concept of Developing Linkages**

Successful implementation of VEP as a national policy demands a proper cooperation and coordination between the schools and industries. In this regard, an industry can be an institution, agency or individual which has the means, competencies and potentialities to assist in imparting vocational education to the students, providing on the job training, and provide a wage or self employment opportunities. Vocational education can be effective only when the employer actively participate in the curriculum development, providing teaching-learning experiences in the classroom as well as in the real work place. The industry may be a factory, an agriculture farm, a hospital, a workshop or a business concern. Vocational Education is an important programme for the student. Aim of this programme is to prepare student for world of work through self or wage employment. Success of vocational programme depends upon availability of all resources viz. Instruction material, equipment, full time teacher, work shop for practical work OJT and school industry linkages. For complete training in the course, it is necessary those students are acquainted with real world of work by making strong linkage with industries to vocational school. It will create interest in student to acquire more knowledge and skill. Hence school industry linkage has been made important component in vocational education programme. Linkage will help in development of confidence in students. It is necessary that concept of visit to industries, expert lecture, on the job training and Production cum training should be properly introduced in the training programme. It has been observed that when basic facilities like full time teacher, tools, equipment and raw material facilities and effective linkages with industries are available in school then it strengthen vocational education programme. Teacher is very important factor, teacher understand the concept of school-industry linkage, so that student can be well exposed to world of work through effective linkage (Prakash & Saurabh, 2002).

The linkage between the schools, industry should not be partial. They must partner with each other keeping in view the common goal of development of manpower for the world of work. For this the collaboration must start right from the stage of determination of manpower need within the society to the final stage of placement in gainful employment. It is therefore necessary that employers must involve themselves in curriculum development, teaching and training, practical, evaluation and finally in the placement.

### **Linkages at different Level**

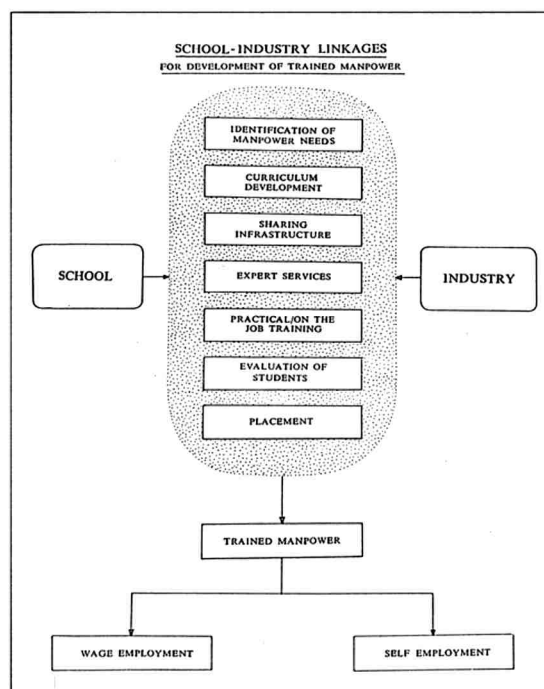
1. Identification of Manpower Needs- partnership for providing vocational education between school and industry starts right from determining the need of manpower requirement for economic activities keeping in view the present and future requirement of the industry. To identify the need of skilled manpower for various economic activities in the economy a joint survey can be conducted by both education department and industries .
2. Curriculum Development- aim of vocational education is to prepare manpower that can meet the need of employer. It is therefore necessary that curriculum must develop requisite skills within the students as per employers' expectations. In this scenario, it would be right that industry must be involved right from the stage of curriculum development. The competence, skills desired methodology of teaching and evaluation should be decided with active participation of industries. Education department must request the employers to depute their specialists to the curriculum committees of the board of education. Practitioners and specialists

from the industry/ community must be put on the textbook committees and panel of authors by the board of education.

3. **Sharing Infrastructure-** Skill development of students requires large investment in developing workshops, library, tools and other associated infrastructure by the teaching institutions. If the same is already maintained by concerned industry for training their employees, institution can use the same infrastructure for training their students instead of investing their resources in establishing them. Sharing the infrastructure will help establish close collaboration and cooperation between school and industry.
4. **Expert Services-** the expert of the industries are expected to train the students with appropriate theoretical and practical knowledge. For this , they must be invited by the schools for part time teaching
5. **Practical / On the Job Training-** On the job training is an important aspect of vocational education. It provides hands on experiences to the students to train themselves in acquiring the skills for various vocational trades. Generally it is provided in the collaboration institutions. But the nature of certain trades such as banking and commerce needs different modalities. So it must be determined well in advance as to what would be the nature and method of practical training to be given to the students.
6. **Evaluation of Students-** Employers should be involved in the process of evaluating the performance of students. They must be given the opportunity to certify and see themselves the quality of outcome as the process of training of students completes.
7. **Placement-** After the successful completion of training, the pass out students would be employed by the local industries/trade or will be recommended to be placed in other suitable organisations.

Linkages as suggested by NCERT between school and industry can be shown in the following diagram:

**National Education Policy 2020** again re-emphasizes the close collaboration between educational institutions and industries for successful implementation of Vocational it states that integrating vocational education poses additional challenges for academia. They will also have to work closely with standards bodies within industry and with potential employers, so that the graduates from schools and colleges have adequate employment opportunities at the end of their education. Educational institutions will therefore have to develop considerable expertise to be able to deliver on these expectations from them. Some of the expertise that they will need to develop is capacity among the management, administration, and teachers of all educational institutions to do the following: Collaborate with ITIs, polytechnics, local industries and businesses, farms, hospitals, NGOs



Source: Guidelines for Developing School-Industry linkages for Vocational Education Programme- 1987, NCERT.

and all other such facilities where students can receive practical skills training, to build vocational education programmes that can supplement this practical training with the associated theoretical knowledge, integrated into mainstream education. The programmes must include critically important courses in life skills such as communication skills, digital and financial literacy, entrepreneurship, and so on.

### Conclusion

Vocationalisation of education has always been a key priority of Govt. while policy formulation. Various commissions since the India got independence has recommended the vocationalisation of education to catering the need of Indian society. India being second largest country with a demographic dividend has the largest workforce. Such a large workforce can be skilled for wage employment or self employment with successful implementation of vocational education programme at secondary school level. Such successful implementation of VEP at secondary level of education will divert the aimless pursuit of higher education towards meaningful pursuit of world of work- a source of livelihood. For this the close collaboration between the stakeholders of vocational education – schools and industry is the prerequisite for implementing VEP in letter and spirit.

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## Essence of National Education Policy 2020: A Philosophical Prospective

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### Abstract

*Thoughts are gained in an assortment of ways, and they might be ambiguous and confounded. Reasoning is a guide for living; because the issues it addresses are essential and unavoidable, deciding the course we take throughout everyday life. Henceforth we can say that all the parts of human life are affected and administered by philosophical thought. The education also enables preservation, transfer and development of common human values, continuously, from generation to generation, thusly humanizing every human being and transmitting and developing human culture and civilization based on common humane principles of humanity. The education system in India is broadly classified as school education and higher education. The school education system is governed by directorate or board of school education and higher education system is governed by Ministry of human resource development (MHRD), University grants commission (UGC), statutory professional councils like All India Council for Technical Education (AICTE) and state governments. The National Education Policy in India has been revised three times firstly in 1968, secondly 1986(revised in 1992) and thirdly in 2020. This paper is focused to understand the philosophical essence of NEP 2020 with reference to philosophical prospective.*

**Keywords:** NEP 2020, Philosophy of education, Curriculum

Today is being conceived in the womb of yesterday, and the obstacles of the future are born with the birth of today. Thus, there is consistency between historical, contemporary, and prospective extensively every scholarly control (say history, legislative issues, financial matters and even sciences) have their own way of thinking or general core values and hypothetical edge works. Instruction as human sciences subjects is no special cases. There is a rich philosophical convention identifying with instruction in both east and west. Many countries have a large or partial educational system exclusively within institutions of higher education. All educationists and policy makers understudies of training should be acquainted with the hypotheses and reasoning of training. Instructive practices and arranging altogether portions of the world are affected by speculations and reasoning of training and qualities the state and society wants to advance through instruction.

Philosophy of education is the philosophical study of education, often understood as a field of applied philosophy (Günay, 2019) that benefits from established branches of philosophy in metaphysics, epistemology and axiology. Metaphysics deals with the ultimate reality of life and education gives chances to live that reality with prosperity. Epistemology allocates knowledge about life. Education teaches us how knowledge is useful in our lives. Axiology passes values into our lives. Education serves to involve that value in our lives to make our lives more stable and stronger. Theory from an overall perspective is imagined as an individual's "aggregate of his basic convictions and feelings". We have a few thoughts concerning physical items, our kindred people, the importance of life, demise, God, good and bad, excellence and grotesqueness, and such. Obviously, these thoughts are gained in an assortment of ways, and they might be ambiguous and confounded. Philosophical thought makes it clear and approachable.

Reasoning is a guide for living because the issues it addresses are essential and unavoidable, deciding the course we take throughout everyday life. Henceforth we can say that all the parts of human life are affected and administered by philosophical thought. Reasoning is an arrangement of convictions about the real world. It is a coordinated perspective on the world. It incorporates a

comprehension of the idea of presence, mankind, and its job on the planet. Theory is the establishment of information. It gives premises by which man can find truth and utilize his psyche to help his life. Taking everything into account we can say that way of thinking is a basic assessment of reality described by sane request that focuses on the truth for achieving insight. Reasoning arrangements with the most fundamental issues looked at by people. The substance of theory is better observed as posing inquiries instead of giving answers. It can even be said that way of thinking is the investigation of inquiries.

The way of thinking of training is a reasonable philosophical control that investigates, considers and advances the fundamental standards of training. It sees and studies training in its completeness and meticulousness. Thus, the essential standards of training are pervaded also, adapted to the fundamental standards of morals, feel, human studies, theory of culture, reasoning of history and axiology. Theory of training sees in solidarity with the essential standards of mankind and presence by and large. In its situation as a study of the fundamental standards of instruction, reasoning of instruction has had a major effect on foundation and advancement of various social positive sciences and controls that review training. In such manner, a considerable number of ideas, what's more, a great part of the information established inside the way of thinking of training speak to the beginning purpose of current multidisciplinary research on instructive issues. With the advancement of human development and culture, instructive action is progressed as well, and simultaneously its social job and obligation are expanded. Appropriately, the way of thinking of training, as a science that researches and sets the essential proposes of the hypothesis of instruction, like never before in mankind's history, is confronted with the commitment of considering, characterize and give academic significance to the fundamental principles of development of society, the panhuman cultural existence, basic guidelines for the development of civilization, and above all, the fundamental principles of humanity as the essence of human identity. Education also enables preservation, transfer and development of common human values, continuously, from generation to generation, thus humanizing every human being and transmitting and developing human culture and civilization based on common humane principles of humanity. The education system in India is broadly classified as school education and higher education. The school education system is governed by directorate or board of school education and higher education system is governed by Ministry of human resource development (MHRD), University grants commission (UGC), statutory professional councils like All India Council for Technical Education (AICTE) and state governments.

### **Historical prospective of Indian education policy**

The National Education Policy was confined in 1986 and adjusted in 1992. Over thirty years have gone by since the past policy. During this period critical changes have occurred in our nation, society's economy, and the world on the loose. It is in this setting the training part needs to equip itself towards the requests of the 21st Century and the requirements of individuals and the nation. Quality, development and examination will be the columns on which India will turn into an information super force. Plainly, another Education Policy was required. The Government had started the way toward defining a New Education Policy through the counsel cycle for a comprehensive, participatory and all-encompassing methodology, which thinks about master suppositions, field encounters, observational exploration, partner input, just as exercises gained from best practices. The Committee for arrangement of the draft National Education Policy presented its report to the Ministry on 31.05.2019. The Draft National Education Policy 2019 (DNEP2019) was transferred on MoE site and furthermore at My Gov Innovate entrance evoking sees/recommendations/remarks of partners, including open. The draft NEP depends on the

fundamental columns access, moderateness, value, quality and responsibility.

The National Education Policy (NEP) 2020 is a forward-looking and comprehensive strategy aimed at enhancing educational opportunities for children by addressing existing gaps in the education system. Recognizing the importance of foundational learning, the policy proposes a shift from the traditional 10+2 structure to a new 5+3+3+4 system, which includes foundational, preparatory, middle, and secondary stages. This structural transformation focuses on the holistic development of children at every stage of their education. NEP 2020 emphasizes essential skills such as inquiry, critical thinking, conceptual clarity, and integrates co-curricular and vocational subjects into the curriculum to promote broader learning outcomes. Additionally, the policy guarantees universal access to education at all levels and aims to reintegrate the approximately two crore children who have dropped out of the school system (Ministry of Education, 2020).

Under the dynamic leadership of Prime Minister **Narendra Modi**, this well-thought and forward- looking document will be an important milestone in India's journey towards becoming a global knowledge superpower. The return of the Ministry of Human Resource Development to its earlier name, Ministry of Education, has provided a more focused and fresh perspective on the education ecosystem. NEP 2020 has been well received, and former Education Minister Ramesh Pokhriyal Nishank and dedicated teams are leaving no stone unturned to ensure its implementation in letter and spirit. On the very outset it must be understood that the philosophy of education examines and evaluates the goals, forms, methods and meaning of education. It illustrates both the fundamental philosophical analysis of these themes as well as the analysis of pedagogical approaches. It also entails how the profession relates to broader philosophical or socio cultural contexts.

Education and philosophy share a profound and interdependent relationship. Philosophy serves as both a lens and a guide for life, ultimately shaping the aims and practices of education. Dewey (1916) emphasized that societal change is constant and inevitable, and because education is deeply embedded within society, it too must continually evolve. Education can thus be seen as a vehicle for cultural development, enabling individuals to think rationally, solve problems, and achieve personal and collective goals. As such, education becomes a fundamental tool for humanizing individuals, with its direction shaped by varying philosophical orientations (Ozmon& Craver, 2011).

In this context, the approach of Philosophy for Children (P4C) plays a critical role. Developed by Matthew Lipman, P4C encourages children to engage in philosophical inquiry from an early age, fostering critical, creative, and caring thinking (Lipman, 2003). Through dialogue and reflective discussion, children become more sensitive to diverse perspectives, learn to uphold ethical values, and take responsibility for their personal development and social interactions. P4C thus contributes significantly to forming empathetic, thoughtful individuals who can participate in a democratic society (Murriss, 2000).

Thus, education we can say is a necessity and takes place in a natural way. It also functions socially because it occurs within the community itself and has got values and meaning of guidance because the life habits of the old generation are different from the new generation and is a sign of development of civilization of society. To be very precise the education is an effort to maintain the sustainability of the community itself.

The primary purpose of our educational system is to prepare and acclimatize the next new generation to intermingle with society and to impart ideas, values and beliefs that will shape young people's thinking process and behavior for the rest of their lives.

Thus, it is only the responsibility of the teachers and school administrators but also of parents to think deeply about the type of educational system they want and need for their children. Consideration must be given to the issue that our present system is basically focused religiously on the accumulation of specialized knowledge in fields from mathematics and physics to history and geography. Although the knowledge in the above-mentioned areas is not useless but a good education teaches us to live well by teaching us as to how deal to deal with our emotions and to build relationships as well.

In this context it must be emphasized that there are not any pre-packaged answers to these big decisions which we need to inculcate in our life and henceforth education should help us to realize this and get us prepared for these moments.

Irrespective of the fact, whether the school is private or public, urban or rural, large or small, there are three interdependent systems working at place viz., the classroom, the school and the community (including parents). Thus, it is to be borne into the mind that all these systems keep on interacting with each other but it is not visible from outside, but they ultimately shape the priorities of the educational system.

It is an established fact that every educational system has got some goals, aims or objectives which act like the guide for the educator while educating the child we know that we cannot even think of any process of education without specific aims and objectives. Education and Philosophy are both related to life of the man. Attitude of man toward life is called philosophy and aim of education is determined on this basis. Different people have different views of life so their philosophical thoughts too differ. (Chaube,1994.p48). Therefore, these aims of education in various countries are determined by the philosophy of time.

Basically, it has been observed that aims and ideals of education vary with the different philosophies and therefore this philosophy of time determines whether the aim of education should be moral, vocational-intellectual, liberal or spiritual. Thus, it is being affirmed that the ultimate values as formulated by the philosopher become the aims of education for that community. They also choose and select the relevant material for instruction and determine the methods and procedures for the attainment of those aims. Thus, in this way the entire educational program proceeds on strong foundations backed up by sound philosophy.

**Philosophy and Curriculum:** Philosophical views influence curriculum development by determining what knowledge is valuable (Chaube & Chaube, 1994). NEP 2020 supports a broad-based curriculum incorporating vocational and life skills. It must be understood that the curriculum is via media through which we realize and attain the aims of education so naturally our educational aims determine the curriculum of studies. But finally, the aim of education is being determined by philosophy as we have noted above so ultimately this philosophy is the key which determines the aims of education and course of study as well. Predominately this philosophy also decides regarding the inclusion of a particular subject and discipline in the curriculum.

Philosophy makes significant contributions in the construction of curriculum by evaluating human experiences. It also has knowledge of what is worth teaching and what is not. Also, one must understand that the curriculum is not fixed for all the times and as such it keeps on changing in accordance with the aims of education, determined by philosophy. This curriculum also differs from school to school in respect to own beliefs. Therefore, naturalists advocate the selection of various subjects according to the present needs, interests and activities of the child. Thus, we ultimately conclude that philosophy not only influences the curriculum, but it also determines the subjects' study that meets its requirements.

**Philosophy and Textbooks:** The choice of textbooks and teaching methods is influenced by prevailing philosophies. For instance, naturalists advocate experiential learning, while pragmatists prefer logical sequencing (Sable, 2007) The textbooks are important elements and play a vital role through which the aims of education are realized. Therefore, textbooks should be selected which contain ideals and principles as in the choice of the selection of textbooks. It inevitably needs the standard of judgment which should enable them to select the right type of books which can only be supplied by philosophy. The selection of textbooks should reflect the prevailing values of life, supplemented by philosophy. There is also a difference of opinion among the different schools of philosophy. In this context naturalists believe and are in favor of illustrating pictures and diagrams for capturing the interest and attention of children where as the pragmatists are satisfied only with the objective statement of generalization in a logical order and way.

**Philosophy and Methods:** A lot of prominence has been given to the methods of teaching because it realizes the aims of education. As we are fully aware that the aims of education are subject to the philosophy of life. Therefore, it is very true and an established fact that there exists a close relationship between philosophy and methodology of teaching.

**Philosophy and Discipline:** Ancient Indian education emphasized strict discipline aimed at spiritual goals, while modern education promotes democratic discipline rooted in self-governance (Dragor&Zarevski, 2015). It is to be emphasized that discipline too reflects the philosophy of life just like the curriculum, textbooks and methods and is also governed by the aim of education. Historically in an ancient India the salvation was the main aim of education, and the stress was laid down on a strict type of discipline. Also, the students were expected to lead a life of an authority and self-denial whereas in the medieval period, a very harsh and strict discipline was advocated and practiced. At that time, “to spare the rod and spoil the child”, was the maxim for the guidance of teachers. However, in the present age of democracy the concept of discipline is entirely different. As we know, in the past, perfect order and silence use to prevail in the educational institutions but now we insist and follow the norms of self-governance and free discipline from the students. Therefore, it is being inferred that different schools of philosophy also differ in their concept of discipline.

**Philosophy and Teachers:** Teachers are seen as the linchpin of the educational process. Their philosophical alignment with educational aims ensures coherence and effectiveness in teaching (Lipman, 2003). The teachers are virtually the backbone of the entire process of education. It is therefore imperative that the teacher's philosophy of life should be in perfect consonance with the philosophy on which the educational system is based. We know apparently a successful teacher should be fully aware of his subject, his pupil, the society and the philosophy of education. The naturalists believe that a teacher should never interfere with the free activities of children rather than he should simply set an amicable environment which is all expected from him. Lastly, we can say that the teacher's role should be like the head of the family so that the pupils get inspired by his personality and develop full faith in him.

**Philosophy and Evaluation:** evaluation is the main wheel of the education system. Incidentally the goals or aims are just like the decorative flowers which decorate the reports of the Education Commission. Similarly, the curriculum also remains confined to booklets or syllabus. Thus, it is only evaluation which provides the exact idea as to what has been achieved at the end of a particular period or academic session because of teaching learning experiences provided in the classroom. Thus, evaluation is the only process of decorating the extent to which the aims and objectives are being attained. Therefore, we conclude that there exists a close relationship between objectives, learning experiences and evaluation. Therefore, it has been said that philosophy happens

to be contemplative will education represents the dynamic side.

**General impact of modern philosophies on education:** We all are aware that the nineteenth and twentieth century's have witnessed a great radical change in the educational practices which ultimately resulted in the form of common elements in all modern philosophies. Firstly, education has become psychological in nature or child-centered rather than book centered. Secondly, the principle of activities has acquired ground and learning by doing has become the common watch word. Thirdly, social discipline has been recognized as a key factor of educational development and the child is to be trained for community life. Fourthly, democracy has been recognized as a pivotal and key factor in most of the developed or developing countries as a guiding force for educational practices. Finally, there has been a complete exchange of the trend and pattern in the social structure of each country as evident in the form of a major swift rather emphasis from rural to urban, joint family to individualism, capitalism to socialism and spiritualism to materialism and thus new concepts of citizenship, social and political life have been emerged.

**Philosophy and Education:** Education is deeply intertwined with philosophy, as philosophical principles guide the aims, values, and methodologies of the educational system. Thus, we conclude that Role of NEP 2020: The National Education Policy (NEP) 2020 is a forward-thinking initiative that aims to transform India's educational system to meet the demands of the 21st century, with a focus on critical thinking, problem-solving, and a holistic approach to education. Curriculum Restructuring: NEP 2020 introduces a new 5+3+3+4 curricular structure aimed at inclusive development and skill enhancement, moving away from the traditional 10+2 system. Emphasis on Skills and Values: The policy highlights the importance of foundational skills, critical thinking, conceptual clarity, and the inclusion of co-curricular and vocational subjects. Access and Inclusivity: NEP 2020 ensures universal access to education, aiming to bring back over two crore drop-out children into the education system. Global Knowledge Superpower: It seeks to position India as a global knowledge superpower by fostering research, innovation, and a knowledge-based economy.

**Philosophical Impact on Educational Elements:** Philosophy impacts various elements of education such as curriculum, textbooks, teaching methods, discipline, and teacher roles. It shapes the objectives and the overall direction of the educational system. Philosophical Influence on Modern Education: The paper discusses the influence of modern philosophies on education, focusing on child-centered learning, learning by doing, social discipline, and democratic principles. Teachers' Role: Teachers are crucial in shaping education, with their philosophy of life needing to align with the educational system's philosophical foundation. Evaluation: Evaluation is seen as the core of the education system, measuring the attainment of educational aims and objectives. Assessment strategies reflect educational philosophy. Evaluation, therefore, must align with the objectives defined by philosophical principles, measuring not just academic knowledge but holistic development.

## Conclusion

In summary, NEP 2020 aims to reform the educational landscape in India by embedding philosophical insights into its structure, ensuring inclusivity, enhancing skill development, and fostering a globally competitive knowledge society. We can now say while concluding things in the light of so many parameters that philosophy, life and education are intimately linked with one another. Obviously, it can be said that for harnessing education for the purpose of good life, individual and society always stand in the need of direction which is being exclusively provided by philosophy as being mother of all sciences by which the education is intimately related. In fact, philosophy and education are two sides of the same coin.

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## Integrating Mindfulness and Sustainable Development Goals (SDGs) in Learning Environment

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### Abstract

*Mindfulness is a practice focusing on present-moment awareness and emotional regulation that gained prominence in educational settings as a tool for enhancing students' cognitive abilities, emotional well-being, and social-emotional learning (SEL). The integration of mindfulness practices in education and their alignment with the United Nations Sustainable Development Goals (SDGs), specifically in the areas lie under improving general health (SDG 3: Good Health and Well-being) and (SDG 4: Quality Education).. The aim of this paper is to focus on the impact of integration of mindfulness practices into curricula contributes to the holistic development of students, fostering inclusive and equitable education, as envisioned by Sustainable Development Goal (SDGs). Additionally, the focus is on positive impact of mindfulness on mental health, stress reduction, and emotional resilience, aligning with SDG 3. Through a review of relevant literature, this paper identifies the benefits, challenges, and future prospects of implementing mindfulness in schools. The findings suggest that mindfulness promotes sustainable educational practices by addressing the mental and emotional needs of students and teachers, thereby creating healthier, more inclusive learning environments. The paper concludes with recommendations for policymakers and educators on integrating mindfulness into curricula to support sustainable human development and overall well-being.*

**Keywords:** *Mindfulness, Sustainable Development Goals 3, SDG 4, Challenges and future prospects*

Sustainable development conserves resources to ensure their availability for future generations. This concept has become increasingly significant in modern society, highlighting the necessity of maintaining a balanced and sustainable lifestyle (UNESCO, 2017). Originally, the definition of sustainable development was presented in 1987 report by the UN World Commission on Environment and Development (Brundtland Commission, 1987) but should be revised to state that “development that meets the needs of the present while safeguarding Earth's life-support system, on which the welfare of current and future generations depends” (Griggs, 2013). This concept addresses global challenges and aims to build a future that is sustainable, peaceful, and prosperous, ensuring that both current and future generations can coexist in harmony. The Sustainable Development Goals (SDGs) serve as a global framework comprising 17 interconnected goals and 169 specific targets, established by the United Nations in 2015 as part of the 2030 Agenda, with progress tracked through 231 unique indicators (DGC, 2023). Unlike previous initiatives, the SDGs designed to address three key global challenges: promoting social, economic, and environmental sustainability for limited time duration. Adopted by all UN member states, these goals aim to eradicate poverty, protect the environment, and foster global peace and prosperity by 2030. Therefore, education systems must set the major learning objectives and content so that both students and different institutions act in accordance with the SDGs (UNESCO, 2017).

The SDGs build upon and expand the scope of the Millennium Development Goals (MDGs), which were in effect from 2000 to 2015. MDGs primarily focus on developing nations while SDGs are universal, requiring collective efforts from all countries to drive global progress (Almudena, 2022). A core principle of the SDGs is ensuring no one is left behind in the journey toward global prosperity and sustainability. By tackling the root causes of poverty, advocating for human rights,

and integrating economic growth, social inclusion, and environmental protection, the SDGs create pathways for long-term well-being for both people and the planet (UNESCO, 2017). Their broad scope emphasizes the necessity of global partnerships involving governments, private enterprises, civil society, and international organizations. The key attributes of the SDGs include their universal nature, interconnectedness, sustainability, and inclusivity, ensuring that the benefits reach all individuals without any discrimination.

#### **Relevance of SDG 3 and SDG 4**

- **SDG 3:** Good Health and Well-being directly relates to enhance mental health, reduce stress, and foster emotional well-being in educational settings.
- **SDG 4:** Quality Education is essential for creating inclusive, equitable, and supportive learning environments, improving students' learning outcomes, emotional intelligence, and cognitive skills.

Both the goals are interconnected, as good health (SDG 3) plays a vital role in fostering a positive environment, which can be achieved through quality education (SDG 4). This relationship forms the foundation of this paper, exploring how integrating mindfulness into education can support sustainable development. Mindfulness is the practice of maintaining full awareness of the present moment with openness, curiosity, and without judgment. It involves consciously observing one's thoughts, emotions, bodily sensations, and surroundings through techniques such as meditation, deep breathing, and focused attention (Kabat-Zinn, 2003). By promoting present-moment awareness and emotional regulation, mindfulness helps individuals remain engaged in the "here and now" rather than dwelling on past experiences or worrying about the future (Meiklejohn et al., 2012).

#### **Relevance of Mindfulness in Educational Settings**

In recent years, outbreak of COVID-19 brings changes in the life style of every single person especially students. Rapid use of electronic gadgets aggravated serious impact on their mental, physical and emotional well-being cause severe anxiety, depression, weaker concentration, poor academic achievement, social challenges, shorter attention span etc. According to Bishop et al. (2004), if mind wanders from the point of focus, then mindfulness involves acknowledging the thought or feeling that arises, inhibiting rumination, and switching attention back to the point of focus. Therefore, mindfulness has gained increasing recognition as a valuable tool in educational settings. Educators and researchers are exploring its potential to enhance students' academic performance, mental health, and social-emotional learning. Mindfulness is being introduced as a means to mitigate these challenges by fostering an environment that promotes emotional well-being and cognitive focus. Mindfulness programs are increasingly being integrated into schools to help students and educators navigate these pressures. Researcher has demonstrated the positive effects of mindfulness on focus, behavior, emotional regulation, and resilience. By teaching students to manage stress and distractions more effectively, mindfulness can contribute to a more productive and supportive learning environment.

Integration of mindfulness practices into educational systems aligns with the goals of sustainable development foster students' cognitive and emotional well-being, enhancing focus and social-emotional learning, and promoting inclusive, equitable, and supportive learning environments. By contributing to improved mental health (SDG 3: Good Health and Well-being) and quality education (SDG 4: Quality Education) mindfulness helps to cultivate a generation of learners who are not only academically successful but also emotionally resilient, empathetic, and equipped to contribute to a more peaceful and sustainable future.

## **Mindfulness and Education**

In recent years, the integration of mindfulness practices into educational settings has become a subject of significant research interest. Numerous studies have examined the impact of mindfulness on student performance, emotional intelligence, and mental health. Amel et al, (2009) found in a survey on 100 persons that awareness was positively correlated with self-reported sustainable behavior while Barbaro et al. (2016); Jacob et al. (2009) reported that pro-environmental behaviors is significantly associated with mindfulness which are particularly important for observing, non-reactivity, and connectedness traits of mindfulness and subjective well-being. Zenner et.al, (2014) found that mindfulness-based interventions in school settings improved cognitive performance, particularly attention and executive functioning, which were crucial for better working memory, academic success and critical thinking. According to Bishop et al.,(2004), mindfulness practices can promote the development of inhibitory control with improvement in executive functions are the critical factors for children's social and emotional development and positive mental health. Additionally, Meiklejohn et al. (2012); Black & Fernando,(2014)reported that students who participated in mindfulness programs demonstrated improved classroom engagement and behavioral regulation and increase emotional stability which positively influenced their learning and tasks management. The structured nature of mindfulness helps students develop the self-discipline needed for academic achievement. Kriakouset al.(2021) conducted a study on mindfulness-based stress reduction (MBSR) in schools, finding that students who engaged in mindfulness practices reported significantly lower levels of anxiety, stress, and depressive symptoms while Zoogman et al.(2015)conducted a meta-analysis of mindfulness interventions on youth and found that these programs were effective in reducing negative affect and stress-related symptoms. These evidences prove that mindfulness helps students to cope up with academic pressures, social stress, and personal challenges, thereby promoting mental health resilience.

### **Inclusive, Equitable educational environment and Mindful practices**

Mindfulness practices in education have gained attraction not only for their benefits to individual students but also for their potential to create supportive, inclusive, and equitable learning environment. Roeser et al. (2015); Huppert and Johnson (2010) found that mindfulness programs in schools significantly improved social skills, empathy, and compassion among students and create an inclusive environment where students from different backgrounds and abilities feel valued and understood.

Flook et al. (2015) conducted a study that demonstrated how mindfulness training helped students with ADHD to improve their attention and emotional regulation, leading to better academic engagement and reduced behavioral issues while Goleman (2010) indicates that mindfulness enhances emotional awareness, enabling students to better understand their own feelings and those of others.

Kemeny et al, (2012); Huppert and Johnson (2010) found that when teachers engage in mindfulness practices, they experience lower stress levels, greater emotional regulation, and improved classroom management skills.

Semple et al. (2010) showed that children participating in mindfulness programs demonstrated increased pro-social behavior, contributing to a more harmonious and inclusive school environment. Research has shown that inclusive educational practices, such as mindfulness, can help close achievement gaps and support marginalized students. Patel et al. (2019) indicated that schools implementing mindfulness programs experienced a reduction in disciplinary actions and improved academic performance among historically disadvantaged groups. By promoting equity and inclusion through mindfulness, schools can help ensure that all students have access to quality education and the

opportunity to thrive.

## **Benefits of Intersection of various Sustainable Development Goals with Mindfulness Practices**

### **Mindfulness and Sustainable Development Goal 4 (SDG 4): Quality Education**

Sustainable Development Goal 4 (SDG 4) aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This goal encompasses a broad range of targets, ensuring that all youth and a substantial proportion of adults achieve literacy and numeracy, providing access to affordable technical, vocational, and higher education, and fostering education that promotes sustainable development, human rights, and gender equality. Mindfulness practices in education have gained recognition for their potential to enhance the quality of education by promoting not only academic success but also emotional, social, and mental well-being. The ways in which mindfulness intersects with SDG 4:

- **Promotion of Emotional Intelligence:** Mindfulness practices encourage students to develop self-awareness and emotional intelligence indicates better academic performance, social interactions, and mental health outcomes.
- **Fostering Social Learning:** Mindfulness enhances empathy and compassion among students helps to create a collaborative and supportive learning environment help to maintain a positive classroom culture.
- **Supporting Mental Health and Well-Being:** Zenner et al. (2014) found that mindfulness interventions led to significant reductions in stress and emotional difficulties, which are crucial for maintaining focus and engagement in learning and promoting a healthier learning environment.
- **Better Learning Outcomes:** Carek et al. (2011) reported that Student who practice mindfulness, have higher levels of concentration, reduced test anxiety, and improved grades. These outcomes align with SDG 4's focus on ensuring that all learners achieve relevant and effective learning outcomes.
- **Creating Inclusive Learning Environments:** Mindfulness practices can promote inclusivity by addressing the diverse needs of students, including those with learning disabilities, emotional difficulties, and behavioral issues. Programs tailored to these students can create equitable opportunities for all learners to succeed.
- **Encouraging Lifelong Learning:** Mindfulness fosters critical thinking, self-reflection, and a growth mindset, which are essential for lifelong learning. By cultivating these skills, students are better prepared to navigate the complexities of the modern world and continue learning beyond formal education.
- **Empowerment for Future Challenges:** As students learn to manage stress and develop resilience through mindfulness, they become more equipped to face future challenges in both their personal and professional lives. This empowerment aligns with the broader objectives of SDG 4, which emphasizes the need for education that prepares learners for the future.
- **Teacher Well-Being and Professional Development:** Mindfulness practices support teachers by reducing their stress and pressure which affects the quality of education and induce their mental health and wellbeing for the betterment of the students. This professional development aligns with SDG 4's focus on improving the quality of education and teaching.

### **Mindfulness and Sustainable Development Goal 3 (SDG 3): Good Health and Well-Being**

Sustainable Development Goal 3 (SDG 3) aims to ensure healthy lives and promote well-being for all individuals at all ages. This goal encompasses a wide range of targets focused on reducing mortality rates, combating communicable diseases, addressing mental health issues, and promoting universal health coverage. Mental health and well-being, in particular, have become increasingly recognized as essential components of overall health. Mindfulness practices have gained recognition for their profound impact on mental and physical health. There are some points supported by mindfulness practices with SDG 3:

- **Reduction of Anxiety and Depression:** A meta-analysis by Khoury et al. (2015) demonstrated that mindfulness-based interventions led to moderate to large reductions in anxiety and depression across various populations. This reduction is critical for achieving SDG 3's target of promoting mental health and well-being.
- **Stress Management:** According to Cohen et al. (2012), mindfulness practices, such as meditation and deep breathing, help individuals manage stress more effectively. By cultivating present-moment awareness, mindfulness encourages individuals to respond to stressors with greater resilience.
- **Improvement in Mental Health:** "Mindfulness practice can influence the brain, the autonomic nervous system, stress hormones, the immune system, and health behaviors, including eating, sleeping, and substance use, in salutary ways" (Greeson, 2009)
- **Enhancement of Physical Well-Being:** Mindfulness has been linked to various physical health benefits, including improved cardiovascular health, reduced chronic pain, and better immune function.
- **Promotion of Healthy Lifestyles:** Mindfulness encourages individuals to develop healthier habits, including improved nutrition, regular exercise, and better sleep hygiene. By fostering greater awareness of one's body and health, mindfulness can support healthier lifestyle choices that contribute to overall well-being.
- **Accessibility of Mental Health Resources:** Mindfulness practices can be implemented in diverse settings, making them accessible to various populations. Programs that integrate mindfulness into schools, workplaces, and community centers can help address disparities in mental health care access, aligning with SDG 3's focus on universal health coverage.
- **Supporting Preventive Health Strategies:** Teaching students about mindfulness can empower them to manage stress, build resilience, and develop coping strategies, ultimately contributing to better mental and physical health outcomes.
- **Building Resilience for Future Challenges:** COVID-19 pandemic highlighted the importance of mental health and well-being in the face of global health challenges. Mindfulness can serve as a valuable tool for coping with uncertainty and stress during crises, providing individuals with strategies to navigate difficult situations.

### **Mindfulness and Sustainable Development Goal 5 (SDG 5): Gender Equality**

- **Empowering Women and Girls:** Mindfulness practices work on enhancing self-esteem, self-awareness, and emotional regulation, fostering resilience and confidence among female participants, helping them to navigate gender-related challenges and discrimination.

- **Create Supportive Environment:** Mindfulness promotes emotional well-being and empathy, facilitate open discussions about gender issues create safe and supportive environments for women and girls, leading to increased awareness and advocacy for gender equality.
- **Reducing Gender-Based Violence:** Training individuals in mindfulness can lead to more constructive communication and conflict resolution strategies, promoting healthier relationships and reduce gender-based violence.

#### **Mindfulness and Sustainable Development Goal 10 (SDG 10): Reduced Inequalities**

- **Promoting Social Inclusion:** Mindfulness practices can foster a sense of belonging and acceptance attitude towards community among diverse groups, helping to reduce social inequalities and promote social cohesion that contributes to more inclusive societies.
- **Accessibility of Resources:** Integrating mindfulness into community programs, schools, and public health initiatives can improve access to mental health resources for underserved populations.
- **Empowering Vulnerable Populations:** Mindfulness programs acts as a powerful tool for individuals belongs to marginalized section, low- income families, CWDs to provide essential support and develop coping strategies and resilience.
- **Reducing Economic Inequalities:** Organizations that prioritize mindfulness practices can create more equitable and productive working environments that promote employee satisfaction and retention and reduce economic inequalities.

#### **Mindfulness and Sustainable Development Goals16 (SDG 16): Peace, Justice, and Strong Institutions**

- **Conflict Resolution and Peacebuilding:** Programs that promotes mindfulness practices in conflict- affected areas can help individual to develop various skills to navigate tensions and foster empathy, compassion, and active listening, which are essential for social stability.
- **Strengthening Institutional Resilience:** Mindfulness enhance the well-being and effectiveness of individuals working in institutions, including law enforcement, social services, and education. By prioritizing mental health and emotional regulation, institutions can become more resilient and better equipped to serve their communities.
- **Promoting Human Rights:** Mindfulness practices that focus on empathy and compassion can lead to increased awareness of human rights issues. Educating individuals about mindfulness can help cultivate a culture of respect and understanding, contributing to stronger advocacy for social justice.
- **Building Trust in Communities:** Mindfulness practices strengthen the relationships within communities and between citizens and institutions. By promoting constructive communication and collaboration, mindfulness can help build trust, leading to more effective governance and social cohesion.

Mindfulness practices offer valuable contributions to multiple Sustainable Development Goals beyond health and education. By empowering women and girls (SDG 5), promoting social inclusion and reducing inequalities (SDG 10), and fostering peace and justice (SDG 16), mindfulness serves as a versatile tool for creating more equitable, just, and resilient societies and help to address the interconnected challenges outlined in the SDGs.

## Challenges and Barriers to Integrating Mindfulness in Education

The integration of mindfulness into educational settings holds significant promise for enhancing student well-being and academic performance, several challenges and barriers can impede its implementation. Understanding these obstacles is essential for developing effective strategies to promote mindfulness practices in schools. Here are some key challenges and barriers:

- **Lack of Awareness and Understanding:** Many educators, administrators, and parents may have limited knowledge of mindfulness leads skepticism about its effectiveness and relevancy in educational context.
- **Insufficient Training and Resources:** Lack of training programs and limited resources creates a lacunae in effectively implementation of mindfulness practices in classrooms
- **Curriculum Overload:** Teachers face a lot of pressure to cover extensive curricula in a limited time constraints. The integration of mindfulness practices in an existing curriculum viewed as a competing demand for limited instructional time, leading to resistance to implementation.
- **Sustainability and Consistency:** Many mindfulness programs in schools are implemented as short-term interventions, lacking sustainability. The reason is that, high rates of appointment of new teachers in schools who have not trained in existing mindfulness programs can disrupt the continuity of these practices.
- **Assessment and Evaluation Challenges:** There is a lack of standardized measures to assess the effectiveness of mindfulness programs in educational settings. It can make difficult to evaluate outcomes and demonstrate the impact of mindfulness on student well-being and academic performance
- **Challenges in Measuring Impact:** Measuring the intangible benefits of mindfulness, such as improved emotional regulation or resilience, can be challenging. Educators may struggle to quantify these benefits, making it difficult to justify the integration of mindfulness into curricula.
- **Parental Support:** Some parents may be skeptical of mindfulness practices or may not see their relevance to academic success. This resistance attitude creates barrier in integration of mindfulness in schools.
- **Community Engagement:** Mindfulness programs often require community involvement and support to thrive. Engaging community members and stakeholders can be challenging, especially in communities where mindfulness is not widely recognized.

## Recommendations for Implementing Mindfulness in Education

Successfully integrating mindfulness practices into educational settings requires a thoughtful and strategic approach. Here are several recommendations for effective implementation:

- **Training and Professional Development programs:** It conducted a comprehensive training program on mindfulness practices, including techniques, benefits, and classroom integration strategies with ongoing support system helps educators to share experiences, troubleshoot challenges, and refine their approaches.
- **Curriculum Integration:** It embed mindfulness into existing curriculum and allocate dedicated time for mindfulness practices such as morning mindfulness sessions or quiet reflection periods can help students to internalize mindfulness and its benefits.

- **Community and Parental Engagement:** In this various seminars and workshops will organized for parents to create a supportive home environment for mindfulness to their ward and Community involvement can enhance the sustainability and reach of mindfulness initiatives.
- **Assessment and Evaluation:** It develop a standardized tools to assess the effectiveness of mindfulness programs based on student well-being, emotional regulation, and academic performance and implement feedback mechanism for students and teachers to evaluate mindfulness practices.
- **Adaptability and Cultural Sensitivity Tailor Programs:** Reflect the cultural background and values to fit within a contexts and recognize Individual Difference
- **Foster Collaboration and Sharing Best Practices:** Encourage teachers to form learning communities focused on mindfulness and share resources and best practices

## Conclusion

The growing body of research on mindfulness in education undergoes its transformative potential for improving students' academic performance, emotional intelligence, and mental health. Studies consistently show that mindfulness enhances students' ability to focus, regulates their emotions, and reduces stress, all of which contribute to better learning outcomes and overall well-being. As educational systems increasingly prioritize holistic development and social-emotional learning, the integration of mindfulness-based practices presents a promising approach to fostering resilient, emotionally intelligent, and academically successful students. The findings in this study support the argument that mindfulness not only benefits individuals but also contributes to the broader goals of inclusive and quality education, aligning with the United Nations Sustainable Development Goals (SDGs), particularly SDG 3 (Good Health and Well-being) and SDG 4 (Quality Education) with that of SDG5, SDG10 and SDG 16. By exploring the intersections of mindfulness with various SDGs and expanding its application in diverse contexts, educators and researchers can create more inclusive and supportive learning environments that are benefitted to all students. Addressing of some challenges in this study is crucial for advancing the integration of mindfulness practices in educational settings, ultimately contributing to more holistic and supportive learning experiences for all students. To overcome these challenges some recommendations include in this study helps to create supportive environments where mindfulness practices thrive, ultimately benefiting students' emotional, social, and academic development. A well-implemented mindfulness program can lead to healthier, more resilient students and a positive school culture that aligns with the goals of holistic education.

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## Assessment Innovation in Teacher Education and NEP 2020: The ITEP Perspective

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### Abstract

*The Integrated Teacher Education Programme (ITEP) in India has introduced a 360-degree assessment system, as part of its effort to improve teacher education quality. This system, aligned with the National Education Policy (NEP) 2020, emphasizes holistic and continuous assessment of student-teachers, addressing not only academic learning but also professional and personal growth. It focuses on multiple dimensions such as cognitive, affective, and psychomotor skills, encouraging all-around development goes beyond just academic performance to include classroom practices, lesson planning, and implementation. Evaluates student-teachers based on feedback from peers, mentors, students, and the community, giving a more rounded picture of their effectiveness. This allows teachers to reflect on their teaching styles, interactions, and classroom management moves away from traditional, end-of-term exams to continuous assessments through practical assignments, classroom observations, and self-assessments. Which encourage regular feedback loop that promote constant improvement. Digital tools are integrated for tracking student progress, enabling teachers to analyze their teaching methods and outcomes in real time. Online platforms may also be used for peer feedback and collaborative learning. A significant part of the assessment is based on student-teachers' classroom teaching experience, where they are judged on their ability to manage students, deliver lessons effectively, and adapt to real-world challenges. Includes assessments on teachers' communication skills, empathy, social responsibility, and leadership capabilities, ensuring they can act as role models. The 360-degree assessment approach ensures that future teachers are not only well-prepared in terms of content knowledge but also possess the necessary pedagogical, social, and emotional skills required for effective teaching. This system aligns with the NEP 2020's vision of creating well-rounded educators who can contribute to the holistic development of students.*

**Key words:** *Integrated Teacher Education Programme, Holistic Assessment, NEP 2020.*

The ITEP stands as a cornerstone reform initiative under the National Education Policy (NEP) 2020, aimed at redefining the quality and structure of teacher education in India. NEP 2020 recognizes that the foundation of an effective education system lies in the preparation of capable, reflective, and committed teachers. To address long-standing gaps in teacher training, the policy calls for a comprehensive overhaul, advocating for integrated and multidisciplinary programmes that can meet the demands of 21st-century classrooms (Ministry of Education, 2020). In alignment with this vision, the National Council for Teacher Education (NCTE) officially notified the launch of ITEP on 26 October 2021, introducing a four-year dual-major degree that seamlessly blends subject-specific undergraduate education (in disciplines such as Science, Arts, or Commerce) with rigorous professional preparation in pedagogy, assessment, and inclusive education. This integrated format replaces the traditional two-step model where teacher education was pursued only after completing an undergraduate degree with a more cohesive, time-efficient, and pedagogically sound approach.

To ensure quality implementation, ITEP is being introduced in a phased manner, beginning with select multidisciplinary universities and teacher education institutions. These institutions serve

as pilot centers for refining curriculum delivery, developing institutional capacity, and setting benchmarks for best practices. Moreover, NEP 2020 mandates that by 2030, all standalone teacher education institutions will be integrated into multidisciplinary higher education institutions (HEIs). This structural transformation aims to foster academic diversity, research-driven pedagogy, and holistic learning environments that are better aligned with contemporary educational needs (Ministry of Education, 2020).

Overall, ITEP is poised to play a critical role in shaping a new generation of educators who are not only content experts but also empathetic, innovative, and socially responsible professionals.

### **What will be integrated and what will be produced in ITEP?**

The Integrated Teacher Education Programme (ITEP) is a flagship initiative under the National Education Policy (NEP) 2020, designed to revolutionize the teacher education system in India. It aims to integrate general undergraduate education with professional teacher training in a seamless and coherent four-year degree programme offered immediately after senior secondary education. ITEP combines subject-specific academic study—in disciplines such as Science, Arts, or Commerce—with comprehensive training in pedagogical theories, teaching methodologies, classroom management, assessment, and inclusive education. This multidisciplinary integration ensures that prospective teachers not only develop deep subject knowledge but also acquire the practical and theoretical skills necessary for effective teaching. Upon successful completion of the programme, candidates are awarded a dual-degree qualification: a Bachelor's degree in Education (B.Ed.) and a Bachelor's degree in a relevant discipline B.A., B.Sc. and B.Com. This structure eliminates the need for a separate postgraduate teacher training programme, thus streamlining the pathway into the teaching profession. ITEP is designed to produce professionally competent, reflective, and socially responsive educators who align with the demands of 21st-century classrooms. It emphasizes multidisciplinary learning, critical thinking, inclusivity, and ethical values, preparing graduates to be both subject experts and pedagogical leaders. By aligning with NEP 2020's vision, the ITEP aims to attract motivated and talented individuals to teaching, raise the status and quality of the profession, and ultimately improve learning outcomes across India's education system.

### **What is Assessment?**

Assessment in teaching and learning is a systematic process of collecting, analyzing, and utilizing information to understand and support student learning and development. It encompasses a wide range of tools and strategies designed to evaluate learners' knowledge, skills, attitudes, and progress across cognitive, affective, and psychomotor domains. As defined by Black and Wiliam (1998), assessment serves multiple functions: diagnosing learning needs, informing instructional decisions, and providing actionable feedback that guides both teaching and learning. Assessment is typically categorized into two major types: formative and summative. Formative assessment is conducted during the instructional process and is primarily intended to monitor learning in real-time, allowing teachers to adapt their strategies and students to reflect on their understanding. It promotes a feedback loop that enhances learning outcomes and engagement (Sadler, 1989). In contrast, summative assessment occurs at the conclusion of a learning unit or course and is used to evaluate student achievement against predetermined standards or benchmarks.

For assessment to be effective, it must align closely with instructional goals, demonstrate validity and reliability, and be responsive to the diverse backgrounds, needs, and abilities of students (Popham, 2009). Moreover, assessment practices should not only measure learning but also motivate learners, foster self-regulation, and support equitable educational outcomes. As Brookhart (2013) emphasizes, well-designed assessment contributes directly to improving instruction and increasing

student motivation, confidence, and achievement.

### **Outcome Based Learning**

The Integrated Teacher Education Program (ITEP) adopts an outcomes-based approach, emphasizing the Graduate Attributes that student-teachers must demonstrate. These attributes encompass the knowledge, skills, values, and dispositions expected of ITEP graduates. They facilitate the broadening of knowledge, the acquisition of new competencies, and effective teaching practices, while also promoting responsible citizenship. Graduate attributes reflect specific learning outcomes for each curricular component and generic outcomes applicable to all ITEP stages. These attributes are developed incrementally through diverse learning experiences, fostering critical and reflective thinking throughout the educational journey.

### **Heutagogy a new Approach to Learning**

Heutagogy, or self-determined learning, is an educational approach where the learner takes full control of their own learning process. Unlike traditional pedagogy (teacher-directed learning) or andragogy (adult learning, which is more learner-centered), heutagogy focuses on the learner deciding what, how, and why to learn, emphasizing autonomy and self-directed learning.

### **Key features of heutagogy include**

Heutagogy, often referred to as self-determined learning, places the learner at the center of the educational process by promoting independence, critical thinking, and adaptability. One of its core features is learner autonomy, where individuals are empowered to take charge of their own learning journey. Instead of relying solely on structured instruction, learners are encouraged to identify what they need to learn, set their personal goals, and select the methods and resources that best suit their style and pace (Blaschke, 2012). This autonomy not only fosters motivation but also builds a deeper connection between the learner and the subject matter.

Another essential aspect of heutagogy is self-reflection. Learners are guided to consistently reflect on their progress, evaluate the effectiveness of their strategies, and make necessary adjustments. This reflective process strengthens their metacognitive skills-thinking about their thinking-and enables them to become more aware of how they learn best (Canning, 2010). Through this ongoing reflection, students develop the capacity to independently overcome challenges and continuously improve their learning practices.

Flexibility is also a defining characteristic of heutagogy learning. The learning environment and pathways are designed to be adaptive, allowing learners to explore topics in ways that are personally meaningful. A central concept here is "double-loop learning," where students not only solve problems but also question the assumptions and frameworks behind their problem-solving approaches (Argyris & Schön, 1978). This level of flexibility prepares learners to apply their knowledge across different contexts, fostering creativity, resilience, and lifelong learning skills.

**Non-linear learning:** Unlike structured or linear forms of education, heutagogy allows learners to explore topics in ways that suit their individual learning paths, without strictly following a prescribed curriculum. It's particularly suited to complex, real-world problem-solving and lifelong learning contexts, encouraging learners to be active participants in their own knowledge development.

“The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged,

productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution” (NEP 2020).

### **Approach to Assessment and Evaluation in ITEP**

The transformation of assessment practices under NEP 2020 is essential to achieving a more holistic, inclusive, and learner-centered education system in India. The ITEP plays a pivotal role in actualizing this vision by preparing educators who are proficient in modern, reflective, and inclusive assessment methodologies. Through its focus on competency-based learning, technological integration, reflective practice, and equity in assessment, ITEP empowers future teachers to create dynamic learning environments that are engaging, fair, and future-ready. In doing so, it not only fulfills the objectives of NEP 2020 but also empowers future teachers to be agents of educational transformation in a rapidly evolving 21st-century learning landscape.

The NEP 2020 represents a landmark shift in India's educational landscape. As the first comprehensive education reform in over three decades, it envisions a systemic overhaul grounded in the principles of quality, equity, inclusivity, and holistic development. A cornerstone of this transformation is the reform of assessment practices, moving away from high-stakes, summative examinations and rote memorization, toward competency-based, formative, and multidimensional assessments that better reflect real learning and learner progress (Ministry of Education, 2020). Aligned with this vision, the ITEP a four-year dual-major undergraduate degree designed by the NCTE aims to prepare a new generation of teachers capable of implementing innovative and learner-centered assessment practices.

### **Paradigm Shift: From Rote Learning to Competency-Based Assessment**

NEP 2020 advocates for a fundamental shift in how student learning is evaluated, moving from rote memorization to competency-based assessment focused on conceptual clarity, critical thinking, creativity, and the application of knowledge (MoE, 2020). Traditional examinations often fail to capture these deeper dimensions of learning.

ITEP operationalizes this vision by equipping pre-service teachers to:

- Formulate learning outcomes aligned with national and global competency frameworks.
- Design authentic assessments that emphasize higher-order thinking skills such as application, analysis, and synthesis.
- Employ assessment tools like rubrics, case studies, and performance tasks, which promote objectivity and relevance (NCTE, 2021).

This approach helps future educators use assessment not as a tool of judgment, but as a vehicle for promoting student growth and engagement.

### **Understanding of 360-degree Assessment and NEP 2020**

A 360-degree feedback system, highlighted in NEP 2020, integrates assessments from peers, teachers, supervisors, and self-evaluations to provide a comprehensive view of student development (NEP, 2020). This method emphasizes regular and formative assessments that are competency-based and promote higher-order skills like critical thinking and analysis (NEP, 2020, 4.34). The multidimensional report card reflects progress across cognitive, affective, socio-emotional, and psychomotor domains, thus minimizing bias by gathering diverse perspectives (Kirkpatrick & Kirkpatrick, 2006). This iterative approach fosters a holistic understanding of each learner's abilities and development, enhancing educational equity (Hattie & Timperley, 2007).

The NEP 2020 presents a refreshing approach to assessments, addressing systemic weaknesses and providing a comprehensive roadmap for improvement. By implementing a 360-degree holistic assessment framework, the policy allows not only teachers but also peers and parents to contribute to evaluating student performance (NEP, 2020). This multi-source feedback mechanism gathers insights from various stakeholders, fostering a richer understanding of each learner's strengths and areas for growth.

360-degree feedback emphasizes continuous learning by promoting self-awareness and encouraging openness to feedback. Effective implementation requires accurate data from multiple perspectives, helping students to unfreeze their self-view and embrace personal development (International Journal of Reflective Research, 2020). The redesigned report cards will capture progress across cognitive, affective, socio-emotional, and psychomotor domains, including diverse assessment methods like project-based learning and peer assessments (NEP, 2020). This holistic approach not only reflects a learner's current abilities but also tracks their growth over time, ultimately supporting a clear action plan for individual development.

### **In this regard, ITEP emphasizes Diverse Assessment Tools**

A variety of assessment methods will be used to evaluate students, going beyond just traditional written exams. These will include open-book tests, portfolios, assignments, projects, presentations, and self-assessments. Written tests will feature different types of questions, such as short answers and multiple-choice questions that may have more than one correct option. Teachers will also offer students regular chances to improve their performance through ongoing assessments, encouraging continuous learning and growth.

### **Emphasis on Formative Assessment**

Formative assessments are prioritized, focusing on meaningful feedback that enhances the teaching-learning process. These assessments encompass all learning domains, ensuring that student-teachers are evaluated not just on rote recall but also on their ability to analyze and synthesize information.

Some important multidimensional tools help teacher trainees foster classroom cultures that value individual learner journeys and developmental progress.

- Formative strategies such as diagnostic feedback, reflective journals, and observation checklists.
- Summative evaluations through project-based learning, lesson demonstrations, and internships.
- Peer and self-assessment methods to nurture meta-cognitive awareness and collaborative learning (NCTE, 2021).

### **Technology-Enabled Assessment Systems**

NEP 2020 recognizes the critical role of digital technologies in transforming assessment. The policy recommends using adaptive assessment tools, AI-based analytics, and e-portfolios to create personalized and scalable evaluation systems.

### **ITEP integrates digital proficiency by training teacher candidates to:**

- Use Learning Management Systems (LMS), mobile applications, and digital quizzes for real-time classroom assessment.
- Develop interactive feedback systems like dashboards and discussion forums.

- Apply data-driven insights to inform instructional planning and support differentiated learning (NCTE, 2021).

This digital integration helps future teachers leverage technology to provide continuous, meaningful, and individualized feedback.

### **Assessment as a Tool for Reflective Practice and Professional Growth**

NEP 2020 also emphasizes assessment as a reflective practice that supports continuous teacher development. Educators are expected to be lifelong learners who evaluate and refine their instructional strategies through ongoing self-assessment.

#### **ITEP fosters reflective capacity by including**

- Reflective journals and lesson critiques during field experiences.
- Mentor observations, peer feedback, and self-evaluation exercises.
- Action research projects that engage student-teachers in solving real classroom challenges through empirical inquiry (NCTE, 2021).

Through these methods, ITEP encourages teacher candidates to view assessment as a tool for both student and professional growth.

#### **Equity and Inclusion in Assessment**

Equity and inclusion are foundational to NEP 2020's vision. The policy mandates that assessments should be fair, culturally responsive, and accessible to all learners, regardless of language, background, or ability.

#### **ITEP promotes inclusive assessment by preparing teachers to**

- Apply Universal Design for Learning (UDL) principles in assessment design.
- Use multilingual and multimodal evaluation strategies.
- Implement context-sensitive assessment practices that accommodate varied learning needs (NCTE, 2021).

Such inclusive approaches ensure that all learners are given equitable opportunities to demonstrate their capabilities without bias or disadvantage.

#### **Semester System and Credit Hours in ITEP**

The Stage-Specific Integrated Teacher Education Programme (ITEP) follows a semester-based academic structure, comprising two semesters per academic year. Each semester typically spans 15 to 16 weeks, including a minimum of 96 working days exclusively dedicated to teaching and learning activities, not including final examinations (NCTE, 2021). To ensure meaningful engagement and in-depth learning, students are required to participate in at least 40 instructional/contact hours per week. Under this system, one credit for classroom-based courses is equivalent to a minimum of 15 hours of direct instruction per semester. In contrast, practical components—such as seminars, laboratory sessions, internships, workshops, field projects, and community engagement activities—require at least 30 hours of active student participation per credit (NCTE, 2021).

This structured approach promotes a holistic balance between theoretical learning and practical experience, thereby equipping future educators with essential academic grounding, pedagogical

skills, and hands-on teaching competencies aligned with the demands of 21st-century classrooms. The design of this system is in keeping with the broader goals of the National Education Policy 2020, which emphasizes multidisciplinary learning, experiential education, and teacher preparedness (NEP, 2020).

### **Grading for Credit and Non-Credit Courses in ITEP**

The Integrated Teacher Education Programme (ITEP) adopts a structured and differentiated assessment approach to ensure comprehensive evaluation of teacher trainees. Non-credit courses are assessed on a qualitative scale, with outcomes designated as either “Satisfactory” or “Unsatisfactory,” focusing primarily on participation, engagement, and skill development rather than academic grading (NCTE, 2021). In contrast, credit-bearing courses are evaluated using a quantitative system, with student performance measured through the Semester Grade Point Average (SGPA) and the Cumulative Grade Point Average (CGPA). These grading metrics capture both term-wise and overall academic performance. The minimum passing criteria and grading thresholds are determined by individual universities, but must adhere to guidelines issued by standard-setting bodies such as the National Council for Teacher Education (NCTE) and the University Grants Commission (UGC) to ensure consistency, fairness, and academic rigor across institutions. This dual evaluation framework promotes a transparent and equitable assessment system, balancing academic excellence with the practical and holistic goals of teacher preparation under NEP 2020.

### **Conclusion**

The Integrated Teacher Education Programme (ITEP), as envisioned under the National Education Policy (NEP) 2020, signifies a groundbreaking shift in how we prepare future educators. By embedding a 360-degree assessment approach, the programme redefines the evaluation process focusing not only on what student-teachers know but also on how they apply their knowledge, reflect on their experiences, and grow both personally and professionally. This system promotes a more holistic perspective by assessing cognitive abilities, emotional intelligence, and practical teaching skills. It draws insights from a wide range of sources—peer feedback, mentor evaluations, community interactions, and self-assessments—thus offering a well-rounded understanding of a teacher's development. Moving beyond the limitations of traditional exams, ITEP embraces continuous and formative assessments through real-life classroom engagements, reflective journals, digital tools, and collaborative learning experiences.

Finally, this approach supports the growth of teachers who are not just content experts, but empathetic, adaptive, and socially responsible individuals capable of nurturing well-rounded learners.

In summary, assessment in teaching and learning involves continuous evaluation to support and enhance student progress and achievement, ensuring that educational goals are met effectively. The 360-degree assessment system in ITEP, aligned with the NEP 2020, marks a transformative approach in teacher education by fostering continuous and holistic evaluation of prospective teachers. By assessing multiple dimensions of their development—cognitive, affective, and psychomotor—this system goes beyond academic performance to emphasize practical teaching skills, personal growth, and professional effectiveness. Through peer, mentor, and community feedback, continuous assessment, and the integration of digital tools, this method promotes reflective practice and constant improvement. Ultimately, it ensures that future teachers are well-equipped with the knowledge, skills, and emotional intelligence needed to drive the holistic development of their students. By aligning teacher education with 21st-century expectations, the ITEP prepares educators to meet the complex challenges of today's diverse classrooms while fostering critical thinking,

creativity, and lifelong learning in their students. Ultimately, the transformation of assessment under ITEP is not just a change in methodology-it is a step toward creating empowered, reflective, and future-ready educators who can truly shape the next generation

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## ज्ञान की पंचपदी: भारतीय ज्ञान प्रणाली में पांच-चरणीय शिक्षण दृष्टिकोण और इसकी समकालीन प्रासंगिकता

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### Abstract

*This research paper delves into the Panchapadi teaching methodology embedded in the Indian Knowledge System, an ancient five-step pedagogical approach. This method comprising Adhiti (Learning), Bodh (Understanding), Abhyas (Practice), Prayog (Application), and Prasar (Dissemination) reflects the foundational principles of ancient Indian education. The study analyses the origin, principles, and contemporary relevance of this methodology, especially in the context of the National Curriculum Framework 2022. It also explores the practical application of the Panchapadi approach in various disciplines such as language teaching and compares it with Western pedagogical models like Herbartian steps. The paper concludes that the Panchapadi method not only enhances cognitive development in learners but also cultivates life-enriching qualities such as critical thinking, creativity, and self-reliance. It highlights the potential of this methodology in revitalizing Indian education and contributing meaningfully to global education, thereby reaffirming the contemporary significance of the Indian knowledge tradition in modern pedagogy.*

**Keywords-** Panchapadi Teaching Methodology, Indian Knowledge System, Adhiti, Bodh, Abhyas, Prayog, Prasar

भारतीय ज्ञान परंपरा में शिक्षण और अधिगम की अनेक प्रभावी विधियाँ अपनाई गई हैं, जिनका प्रभाव आधुनिक शिक्षा प्रणाली में भी स्पष्ट रूप से देखा जा सकता है। पंचपदी शिक्षण पद्धति ऐसी ही एक पाँच-चरणीय शिक्षण प्रक्रिया है, जो विद्यार्थियों के संज्ञानात्मक, व्यवहारिक एवं समग्र विकास में महत्वपूर्ण भूमिका निभाती है। यह पद्धति विशेष रूप से प्राथमिक स्तर की शिक्षा के लिए राष्ट्रीय पाठ्यचर्या रूपरेखा (2022) द्वारा अनुशंसित की गई है।

बालकों के समग्र विकास में शिक्षण पद्धतियाँ एक महत्वपूर्ण भूमिका निभाती हैं। उनकी वैयक्तिक भिन्नताओं को ध्यान में रखते हुए, शिक्षण में नवीन दृष्टिकोण अपनाना आवश्यक होता है। पंचपदी शिक्षण पद्धति बाल केंद्रित होने के साथ-साथ नवाचार युक्त भी है। यह केवल अकादमिक उत्कृष्टता तक सीमित न रहते हुए आलोचनात्मक सोच, रचनात्मकता और प्रभावी संचार कौशल जैसे जीवनोपयोगी गुणों के विकास पर बल देती है।

राष्ट्रीय पाठ्यचर्या रूपरेखा 2022 के अनुसार, पंचपदी दृष्टिकोण विशेष रूप से ग्रेड K-2 के लिए उपयुक्त माना गया है। यह शिक्षकों को प्रभावी पाठ योजना बनाने, शिक्षण रणनीतियाँ विकसित करने और मूल्यांकन की उपयुक्त विधियाँ अपनाने में सहायता करता है। इस पद्धति का मूल आधार यह है कि अधिगम प्रक्रिया को खेल और गतिविधियों के माध्यम से रोचक और प्रभावी बनाया जाए, जिससे बच्चों में तार्किक सोच, समस्या-समाधान कौशल और आत्मनिर्भरता विकसित हो सके।

राष्ट्रीय पाठ्यचर्या रूपरेखा दृष्टिकोण विशेष रूप से ग्रेड K-2 के लिए उपयुक्त माना गया है और शिक्षकों को पाठ योजना, शिक्षण रणनीतियाँ एवं मूल्यांकन विधियाँ विकसित करने में सहायता करता है। पंचपदी पद्धति का मूल आधार यह है कि सीखने की प्रक्रिया को खेल एवं गतिविधियों के माध्यम से रोचक बनाया जाए, जिससे बच्चों में तार्किक एवं समस्या-समाधान संबंधी कौशल विकसित हो सकें।

आज के दौर में “समग्र विकास” की अवधारणा व्यापक रूप से चर्चित हो चुकी है, लेकिन भारतीय

वैदिक शिक्षा प्रणाली सदियों पहले से ही इस विचार को अपनाती आई है। यह प्रणाली आजीवन सीखने पर बल देती थी और मानसिक, संज्ञानात्मक, शारीरिक एवं आध्यात्मिक स्तरों पर संतुलित विकास को प्रोत्साहित करती थी। वर्तमान शिक्षा प्रणाली में पंचपदी शिक्षण पद्धति की पुनः प्रासंगिकता इसी बात को दर्शाती है कि भारतीय ज्ञान परंपरा में निहित शिक्षण विधियाँ आज भी प्रभावी एवं सार्थक बनी हुई हैं।

पंचपदी शिक्षण पद्धति का अर्थ एवं परिभाषा 'पंचपदी' शब्द दो भागों से मिलकर बना है कृ'पंच' जिसका अर्थ पाँच होता है, और 'पदी' जिसका अर्थ चरण होता है। अतः पंचपदी शिक्षण पद्धति एक पाँच-चरणीय शिक्षण प्रक्रिया है, जिसमें एक विषय को समझाने और सीखने के लिए पाँचक्रमबद्ध चरण अपनाए जाते हैं। ये चरण शिक्षार्थियों को एक व्यवस्थित एवं प्रभावी अधिगम अनुभव प्रदान करते हैं।

### पंचपदी का स्रोत एवं ऐतिहासिक परिप्रेक्ष्य

पंचपदी शिक्षण पद्धति का प्रतिपादन मुख्यतः भारतीय न्याय दर्शन और जैन तर्कशास्त्र में मिलता है। इस पद्धति के पाँच चरणों की अवधारणा प्राचीन भारतीय दार्शनिक ग्रंथों में विस्तृत रूप से वर्णित है।

### प्रमुख स्रोत एवं योगदान कर्ता

वैदिक शिक्षा प्रणाली में भारतीय गुरुकुल प्रणाली में शिक्षा मौखिक रूप से और चरणबद्ध तरीके से दी जाती थी। इसमें विषय की भूमिका, स्पष्टीकरण, अभ्यास, प्रयोग, और विस्तार पर ध्यान दिया जाता था (Itekar, 1934.)।

न्यायसूत्र में महर्षि गौतम द्वारा रचित न्याय सूत्र में तर्क की पाँच-चरणीय प्रक्रिया का उल्लेख मिलता है, जिसे पंचावयव कहा जाता है। इस में प्रतिज्ञा (कथन), हेतु (कारण), उदाहरण (दृष्टांत), उपनय (अनुप्रयोग), और निगमन (निष्कर्ष) शामिल हैं। यह संरचना तार्किक विश्लेषण और ज्ञान की प्रणालीबद्ध प्रस्तुति का आधार है।

जैन तर्कशास्त्र: जैन दर्शन में भी तर्क की पाँच-चरणीय प्रक्रिया का वर्णन मिलता है, जिसे पंचावयव वाक्य कहा जाता है। यह न्याय दर्शन की पंचावयव संरचना से मेल खाती है और तार्किक विश्लेषण में महत्वपूर्ण है।

इन स्रोतों से स्पष्ट होता है कि पंचपदी शिक्षण पद्धति की जड़ें प्राचीन भारतीय दार्शनिक परंपराओं में गहराई से स्थापित हैं, और आधुनिक शिक्षा में इसे एक प्रभावी शिक्षण पद्धति के रूप में अपनाया गया है।

इन स्रोतों से स्पष्ट होता है कि पंचपदी शिक्षण पद्धति की जड़ें प्राचीन भारतीय दार्शनिक परंपराओं में गहराई से स्थापित हैं, और आधुनिक शिक्षा में इसे एक प्रभावी शिक्षण पद्धति के रूप में अपनाया गया है। आधुनिक शिक्षा में इसे बालकेंद्रित शिक्षण और अनुभवात्मक अधिगम के रूप में पुनः व्याख्यायित किया गया है।

### पंचपदी शिक्षण पद्धति के पाँच चरण : एक संज्ञानात्मक शिक्षण दृष्टिकोण

शिक्षण एक सतत और बहुआयामी प्रक्रिया है, जिसमें शिक्षार्थियों की संज्ञानात्मक, व्यावहारिक और सृजनात्मक क्षमताओं का विकास किया जाता है। पंचपदी शिक्षण पद्धति, जो कि प्राचीन भारतीय न्याय दर्शन और जैन तर्क शास्त्र से प्रेरित है, आधुनिक शिक्षाशास्त्र में एक प्रभावी शिक्षण रणनीति के रूप में उभरकर आई है। इस पद्धति में शिक्षण को पाँच क्रमबद्ध चरणों में विभाजित किया गया है, जिससे अधिगम प्रक्रिया को सुगम, रोचक एवं व्यावहारिक बनाया जाता है।

### 1. परिचय (अधीति)

शिक्षण प्रक्रिया का यह चरण विद्यार्थियों में जिज्ञासा उत्पन्न करने और विषय के प्रति रुचि विकसित करने पर केंद्रित होता है। इस चरण में:

विषयवस्तु से संबंधित प्रश्न पूछकर या कोई रोचक उदाहरण देकर चर्चा आरंभ की जाती है।

शिक्षार्थियों की पूर्वजानकारी का आकलन किया जाता है, जिससे उनकी पूर्वज्ञान अवस्था का पता लगाया जा सके।

शिक्षण सामग्री को संवादात्मक एवं आकर्षक बनाया जाता है, जैसे कि कहानी सुनाना, दृश्य-श्रव्य माध्यमों

का उपयोग, या प्रश्नोत्तरी आयोजित करना।

## 2. संकल्पना समझ (बोध)

इस चरण में विषय की मूल अवधारणाओं को स्पष्ट रूप से प्रस्तुत किया जाता है, ताकि विद्यार्थी उसे गहराई से समझ सकें। इस चरण में:

शिक्षण को बहु-संवेदी (multi & sensory) बनाया जाता है, जिससे विद्यार्थी केवल सुनने तक सीमित न रहें, बल्कि देखने, करने और अनुभव करने से भी सीखें।

शिक्षकों को दृश्य-श्रव्य साधनों, प्रयोगों, चार्ट, आरेखों, एवं प्रायोगिक विधियों का उपयोग करना चाहिए।

शिक्षार्थियों को अवधारणाओं को अपने शब्दों में व्यक्त करने के लिए प्रेरित किया जाता है।

## 3. अभ्यास (अभ्यास)

यह चरण अधिगम को सुदृढ़ करने के लिए अभ्यास एवं पुनरावृत्ति पर केंद्रित होता है।

विद्यार्थियों का विभिन्न गतिविधियों के माध्यम से अवधारणाओं को दोहराने एवं उन्हें आत्मसात करने का अवसर दिया जाता है।

समूहचर्चा, वर्कशीट्स, मॉकटेस्ट, और समस्या समाधान गतिविधियाँ अपनाई जाती हैं।

शिक्षक विद्यार्थियों को खुली चर्चाओं के माध्यम से अपने विचार रखने के लिए प्रेरित करते हैं।

## 4. अनुप्रयोग (प्रयोग)

इस चरण में विद्यार्थियों को सीखे गए ज्ञान को व्यावहारिक जीवन में लागू करने के अवसर दिए जाते हैं।

शिक्षार्थियों को विभिन्न परियोजनाओं, सामाजिक अनुसंधान, या समस्या-आधारित गतिविधियों में भाग लेने के लिए प्रोत्साहित किया जाता है।

वास्तविक जीवन से जुड़े उदाहरणों और प्रायोगिक कार्यों के माध्यम से अधिगमको और अधिक प्रभावी बनाया जाता है।

यह चरण विद्यार्थियों में आत्मनिर्भरता और रचनात्मकता को बढ़ावा देता है।

## 5. विस्तार (प्रसार)

इस अंतिम चरण में शिक्षार्थियों को अतिरिक्त संदर्भों और उन्नत अवधारणाओं से परिचित कराया जाता है।

विद्यार्थियों को स्व-अन्वेषण एवं नवाचार के लिए प्रेरित किया जाता है।

वे सीखी गई अवधारणाओं को अन्य विषयों एवं व्यावहारिक जीवन से जोड़कर सीखते हैं।

इस चरण में शिक्षकों को विद्यार्थियों के सीखने की प्रक्रिया का मूल्यांकन भी करना चाहिए।

पंचपदी शिक्षण पद्धति एक संपूर्ण, बाल-केंद्रित, एवं अनुभवात्मक शिक्षण दृष्टिकोण प्रदान करती है, जो कि केवल अधिगम को सशक्त बनाने तक सीमित नहीं है, बल्कि विद्यार्थियों में रचनात्मकता, आलोचनात्मक सोच, और आत्मनिर्भरता विकसित करने में भी सहायक है। यह पद्धति शिक्षा को मात्र सूचना प्राप्ति से परे ले जाकर, उसे जीवन से जोड़ने का कार्य करती है। राष्ट्रीय पाठ्यचर्या रूपरेखा 2022 में भी इसे प्राथमिक शिक्षा में एक प्रभावी शिक्षण रणनीति के रूप में स्वीकार किया गया है।

### पंचपदी शिक्षण पद्धति: भाषा शिक्षण में एक व्यावहारिक दृष्टिकोण

भाषा शिक्षण में पंचपदी शिक्षण पद्धति का अनुप्रयोग एक महत्वपूर्ण और प्रभावी दृष्टिकोण है। यह पद्धति न केवल विद्यार्थियों को भाषा के विभिन्न पहलुओं को समझने में मदद करती है, बल्कि उन्हें भाषा कौशल (सुनना, बोलना, पढ़ना, लिखना) को विकसित करने के लिए एक संरचित और अनुभवात्मक ढांचा भी प्रदान

करती है।

**परिचय (अधीति):** भाषा शिक्षण की प्रभावी शुरुआत के लिए विद्यार्थियों की रुचि और जिज्ञासा को जागृत करना आवश्यक है। कहानियाँ सुनाना, चित्र वर्णन, और शब्द खेल जैसी गतिविधियाँ न केवल कक्षा के माहौल को रोचक बनाती हैं, बल्कि भाषा सीखने की प्रेरणा भी बढ़ाती हैं। उदाहरण स्वरूप, यदि विद्यार्थियों को एक चित्र दिखाया जाए और उन्हें अपने शब्दों में उसका वर्णन करने के लिए प्रोत्साहित किया जाए, तो इससे उनकी अवलोकन क्षमता और मौखिक अभिव्यक्ति कौशल में उल्लेखनीय सुधार होता है।

**संकल्पना समझ (बोध):** इस चरण में व्याकरणिक नियमों को सरल, रोचक और व्यावहारिक उदाहरणों के माध्यम से समझाया जाता है। नई शब्दावली का परिचय देकर पठन एवं लेखन कौशल विकसित करने पर विशेष ध्यान दिया जाता है। उदाहरण के लिए, व्याकरण सिखाने के लिए शिक्षक रोजमर्रा के जीवन से जुड़े संवादों का उपयोग कर सकते हैं, जिससे विद्यार्थियों को भाषा के नियमों को स्वाभाविक रूप से आत्मसात करने में सहायता मिलती है।

**अभ्यास (अभ्यास) :** भाषाशिक्षण में अभ्यास एक महत्वपूर्ण चरण है, जिसमें विद्यार्थियों को सुनने, बोलने, पढ़ने और लिखने जैसी गतिविधियों में संलग्न किया जाता है। समूह चर्चा, नाट्यप्रस्तुतियाँ, कहानी लेखन, और संवाद अभ्यास जैसी गतिविधियाँ भाषा के व्यावहारिक उपयोग को सुदृढ़ करती हैं। उदाहरण के लिए, एक लेखन गतिविधि में विद्यार्थियों को अपनी कल्पना शीलता का प्रयोग करते हुए छोटे निबंध या कहानियाँ लिखने के लिए प्रेरित किया जा सकता है, जिससे उनकी भाषा पर पकड़ मजबूत होती है।

**अनुप्रयोग (प्रयोग) :** सीखी गई भाषा को वास्तविक जीवन में प्रयोग करने से विद्यार्थियों का आत्मविश्वास बढ़ता है। यह चरण विद्यार्थियों को अपने भाषा कौशल को विभिन्न संदर्भों में लागू करने के लिए प्रेरित करता है। उदाहरण स्वरूप, विद्यार्थियों को एक पत्रिका तैयार करने, संवादलेखन, या नाटकमंचन जैसी गतिविधियों में भाग लेने के लिए प्रेरित किया जा सकता है। इससे वे भाषा को केवल एक विषय के रूप में नहीं, बल्कि जीवन का अभिन्न अंग मानने लगते हैं।

**विस्तार (प्रसार) :** इस अंतिमचरण में भाषा को अधिकव्यापक दृष्टिकोण से देखने पर बल दिया जाता है। साहित्यिक अध्ययन, अन्य भाषाओं से तुलना, और विभिन्न सामाजिक-सांस्कृतिक संदर्भों में भाषा का प्रयोग विद्यार्थियों के भाषा ज्ञानको समृद्ध करता है। उदाहरण के लिए, विद्यार्थियों को विभिन्न प्रकार के साहित्य (कविताएँ, लघुकथाएँ, उपन्यास) पढ़ने और उनकी व्याख्या करने के लिए प्रेरित किया जा सकता है, जिससे वे भाषा की गहराई और सुंदरता को समझ सकें।

### व्यावहारिक अनुप्रयोग

इस पद्धति को आधुनिक कक्षा शिक्षण और शिक्षक प्रशिक्षण कार्यक्रमों में सफलतापूर्वक लागू किया जा सकता है। शिक्षक प्रशिक्षण के दौरान, प्रशिक्षुओं को पंचपदी पद्धति के प्रत्येक चरण पर कार्यशालाओं और मॉकक्लास के माध्यम से प्रशिक्षित किया जा सकता है। कक्षा शिक्षण में, इसे पाठ योजनाओं में शामिल करके गतिविधि-आधारित शिक्षण को बढ़ावा दिया जा सकता है। इस प्रकार, पंचपदी शिक्षण पद्धति भाषा शिक्षण को अधिक प्रभावी, रोचक और व्यावहारिक बनाने में सहायक सिद्ध होती है।

### हर्बर्ट योजना बनाम पंचपदी शिक्षण पद्धति

जब हम पंचपदी शिक्षण पद्धति की तुलना इससे करते हैं, तो स्पष्ट होता है कि भारतीय शिक्षा पद्धति में पहले से ही इन संज्ञानात्मक स्तरों को व्यवस्थित रूप से शामिल किया गया था।

पंचपदी शिक्षण पद्धति अधीति, बोध, अभ्यास, प्रयोग और प्रसार के माध्यम से अधिगम को तार्किक क्रम में विभाजित करती है, जो संज्ञानात्मक विकास के सभी स्तरों को समाहित करती है। यदि इसकी तुलना पश्चिमी शिक्षण पद्धतियों, जैसे कि हर्बर्ट योजना और ब्लूमस टैक्सोनोंमी से की जाए, तो यह स्पष्ट होता है कि भारतीय शिक्षाशास्त्र में इन आधुनिक अवधारणाओं से कहीं पहले ही शिक्षण की वैज्ञानिक रूपरेखा विकसित हो चुकी थी। हर्बर्ट योजना और ब्लूमस टैक्सोनोंमी भी शिक्षण को चरणबद्ध रूप में प्रस्तुत करती हैं, किंतु यह केवल

संज्ञानात्मक विकास तक सीमित रहती हैं, जब कि पंचपदी शिक्षण पद्धति ज्ञान के साथ-साथ नैतिकता, तर्कशीलता और सामाजिक उत्तरदायित्व को भी महत्व देती है (Sharma, 2004)। इसके अतिरिक्त, भारतीय शिक्षा प्रणाली में अनुभवजन्य अधिगम और तार्किक विमर्श की परंपरा प्राचीन काल से ही विद्यमान रही है, जिससे शिक्षार्थियों को न केवल ज्ञान प्राप्त करने बल्कि उसके व्यावहारिक उपयोग और नवाचार करने का अवसर मिलता था। हर्बर्ट योजना तथा ब्लूमस टैक्सोनोंमी, जो मुख्य रूप से यूरोपीय शिक्षाशास्त्र पर आधारित हैं, आधुनिक शिक्षा प्रणाली में प्रभावी हैं, किंतु इनकी सीमाएँ भी स्पष्ट हैं ये भावनात्मक, नैतिक और व्यावहारिक शिक्षा की समग्रता को संबोधित नहीं कर पातीं। इसके विपरीत, पंचपदी शिक्षण पद्धति एक समावेशी दृष्टिकोण अपनाती है, जहाँ शिक्षण केवल सूचना का हस्तांतरण न होकर अनुभव, चिंतन और आत्मबोध की प्रक्रिया बन जाता है। इससे स्पष्ट होता है कि भारतीय ज्ञान प्रणाली केवल प्राचीन नहीं, बल्कि वैज्ञानिक, व्यवस्थित और आधुनिक शिक्षा की मूल आधारशिला है, जिसे आज पुनः पहचानने और अपनाने की आवश्यकता है। हर्बर्ट की शिक्षण योजना और पंचपदी शिक्षण पद्धति के बीच मुख्य अंतर यह है कि हर्बर्ट की योजना अधिक संरचित और चरणबद्ध शिक्षण पर जोर देती है, जब कि पंच पदी शिक्षण पद्धति शिक्षार्थी के आत्मनिर्भरता और संज्ञानात्मक विकास को अधिक महत्व देती है।

राष्ट्रीय पाठ्यचर्या रूपरेखा और पंचपदी शिक्षण पद्धति के बीच संबंध भारतीय शिक्षा पद्धति की समग्रता और वैज्ञानिकता को दर्शाता है। NCF विशेष रूप से प्राथमिक शिक्षा में पंचपदी शिक्षण पद्धति को अपनाने की अनुशंसा करती है क्योंकि यह शिक्षण को केवल सूचना प्रदान करने तक सीमित नहीं रखती, बल्कि इसे एक समग्र और अनुभव जन्य प्रक्रिया में परिवर्तित कर देती है। पंचपदी शिक्षण पद्धति अधीति, बोध, अभ्यास, प्रयोग और प्रसार के माध्यम से न केवल ज्ञान के अर्जन पर बल देती है, बल्कि यह सुनिश्चित करती है कि छात्र उसमें तार्किकता, नैतिकता और नवाचार को भी जोड़ सकें।

NCF 2005 और नवीनतम NCF 2023 दोनों ही छात्र-केंद्रित अधिगम पर बल देते हैं, जो पंचपदी पद्धति के सिद्धांतों से मेल खाता है। यह विधि बच्चों में जिज्ञासा उत्पन्न करने, आत्म-अभिव्यक्ति को बढ़ावा देने और उनका तार्किक व रचनात्मक सोच विकसित करने में सहायक होती है। उदाहरण के लिए, NCF 2005 में जोर दिया गया कि शिक्षण अनुभव-आधारित हो, जिससे छात्रों को अपने आसपास की दुनिया को समझने और उससे जुड़ने का अवसर मिले। पंचपदी पद्धति इस दृष्टिकोण का समर्थन करती है, क्योंकि यह शिक्षक को केवल ज्ञान-स्रोत न मानकर, एक मार्गदर्शक की भूमिका में रखती है। NCF 2022 में पंचपदी शिक्षण पद्धति को प्राथमिकता दी गई है क्योंकि यह भारतीय शिक्षण परंपरा और आधुनिक शिक्षण आवश्यकताओं के अनुकूल है।

## निष्कर्ष

पंचपदी शिक्षण पद्धति भारतीय शिक्षा प्रणाली में एक सशक्त एवं प्रभावी दृष्टिकोण प्रदान करती है। यह न केवल पारंपरिक भारतीय ज्ञान प्रणाली की समृद्धि को दर्शाती है, बल्कि आधुनिक शिक्षा की आवश्यकताओं के अनुरूप भी है। इस पद्धति को विद्यालयों में लागू करके बच्चों के बौद्धिक, सामाजिक, और व्यावहारिक कौशलों का सर्वांगीण विकास किया जा सकता है।

## संदर्भ सूची

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राष्ट्रीय पाठ्यचर्या रूपरेखा (NCF) 2023

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## महिला शिक्षा का उद्भव एवं विकास: भारतीय परिप्रेक्ष्य

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### Abstract

*Education plays an important role in the development of any nation. Be it political, cultural or social, economic etc. A country can be truly educated only when men and women are equally educated. Visht (2016) has written in his article – “If a man is educated then only one man is educated but when a woman is educated then a generation is educated.” Many provisions, rules and committees have been formed at different times to educate women in India since pre-independence. In our Constitution, efforts have been made to educate and promote women by giving them the right to equality. The Government of India has declared the 21st century as the year of women empowerment. In the presented research paper, an attempt has been made to shed light on the emergence and development of women's education and to explain how much change has taken place in the level of education and status of women from the Vedic era till now and what has been the contribution of various committees.*

**Keywords** – Women's education, Committee, Commission, History of education

‘मैं किसी समाज की उन्नति को इस आधार पर मापता हूँ कि उस समाज में स्त्रियों की प्रगति कितनी हुई है’।

–डॉ.वी.आर.अम्बेडकर

किसी भी राष्ट्र के विकास में शिक्षा महत्वपूर्ण भूमिका निभाती है चाहे वह राजनितिक, सांस्कृतिक या सामाजिक, आर्थिक आदि हो। एक देश को वस्तविक रूप में तभी शिक्षित किया जा सकता है जब महिला एवं पुरुष को समान रूप में शिक्षा प्राप्त होती है। शिक्षा के द्वारा विश्व में महिलाओं को सशक्त बनाने तथा उनके मानवाधिकारों के उल्लंघन से बचाने का सबसे शक्तिशाली अस्त्र माना जाता है। भारत में शिक्षा को मौलिक अधिकार की श्रेणी में रखा गया है। स्वतंत्रता के पश्चात् देश में महिलाओं की शिक्षा पर ज्यादा जोर दिया गया। वर्ष 2011 की जनगणना के अनुसार देश में महिला साक्षरता दर 64.46 फीसदी है, जबकि पुरुष साक्षरता दर 82.14 फीसदी है। उल्लेखनीय है कि भारत की महिला साक्षरता दर विश्व के औसत 79.7 प्रतिशत से काफी कम है (जनगणना, 2011)। राष्ट्रीय बाल संरक्षण आयोग द्वारा 2018 में जारी एक रिपोर्ट में कहा गया था कि 39.4 प्रतिशत लड़कियां जिनकी आयु लगभग 15-18 वर्ष है स्कूली शिक्षा हेतु किसी भी संस्थान में पंजीकृत नहीं हैं और इनमें से अधिकतर या तो गृह कार्यों में संलग्न होती हैं या भिक्षा वृत्ति जैसे कार्यों में (दृष्टि, 2019)। जिस सामाजिक परिवेश में महिलाओं की स्थिति जितनी महत्वपूर्ण होगी, वह समाज अधिक मात्रा में दुसरे समाज से जहाँ महिलाओं की स्थिति दयनीय है प्रभावपूर्ण और विकसित होगा।

भारतीय संविधान में लैंगिक भेदभाव को निषिद्ध किया गया है। हमारे संविधान में पुरुष और महिलाओं को सामान अधिकार दिए गए हैं। महिलाओं को कुछ कुप्रथाओं ने अपने शिकंजे में कस रखा है जिनको दूर करने के लिए पिछले कुछ वर्षों में कई ऐसे कानून पारित हुए हैं जो महिलाओं को इन कुप्रथाओं और कुरीतियों से मुक्त करने के लिए है। यद्यपि भारतीय समाज में ऐसे बहुत सी समस्याएं हैं जिनका सामना महिला एवं पुरुष को सामान रूप से करना होता है। अशिक्षा, बेरोजगारी, निर्धनता, स्वास्थ्य, स्वस्थ पर्यावरण, पौष्टिक आहारों की अनुपलब्धता महिला एवं पुरुष को सामान रूप से सहन करना पड़ता है। दहेज़, यौन प्रताड़ना, भ्रूण हत्या, घरेलू हिंसा, शिशु हत्या, वैधव्य आदि कुछ ऐसी समस्याएं हैं जो केवल महिलाओं को सामना करना पड़ता है। इस प्रकार वह जीवन भर लैंगिक भेदभाव का शिकार होती हैं। भारत की जनसंख्या कुल 1210854977 में पुरुष 623724568 एवं महिला 586469294 है

अर्थात् लगभग आधा भाग महिलाओं का है (जनगणना, 2011)। जब तक महिलायें अपने अधिकारों का प्रयोग स्वयं नहीं करती तब तक उनको विभिन्न तरह के प्रतिबंधों से स्वतंत्रता नहीं मिल सकती एवं भारतीय समाज उन्नति नहीं कर सकता। भारतीय समाज में मौजूद सामाजिक एवं सांस्कृतिक प्रतिबन्ध उन्हें अपने विकास के लिए मिलने वाले अवसरों से वंचित रखते हैं।

21वीं सदी का आरम्भ सन् 2001 को भारत सरकार द्वारा महिला सशक्तिकरण वर्ष घोषित करने के साथ हुआ। महिला सशक्तिकरण का वास्तविक अर्थ महिलाओं को इस योग्य बनाना है कि वे अपनी क्षमता, बुद्धिमत्ता एवं अपनी सुविधाओं को प्रत्यारोपित कर सकें और अपने अन्दर निहित उर्जा को पहचानने एवं विचार, कथन और कार्य करने की आजादी के साथ-साथ अपनी जिन्दगी के प्रत्येक क्षेत्र में स्व-शक्ति द्वारा संचालित कर सकें। महिलाओं को अपने अधिकार के प्रति जागरूक करना मात्र नहीं है बल्कि उन्हें वह सुविधाएँ, अवसर, स्वच्छ आन्तरिक एवं बाह्य वातावरण उपलब्ध कराने से है जिससे की वे अपने अन्दर आत्मबल, आत्मविश्वास, मनोसामाजिक, आर्थिक आत्मनिर्भरता का विकास कर सकें और साथ ही प्रताड़ना, अन्याय और अपने ऊपर हो रहे शोषण के विरुद्ध आवाज उठाने की योग्यता को विकसित कर सकें।

### वैदिक कालीन समाज में महिला शिक्षा

भारत में 3000 ई.पू. सिंधु सभ्यता अत्यंत समृद्ध अवस्था में थी यह वैदिक संस्कृति से प्राचीनतम एवं भिन्न मानी जाती है (पाण्डेय, 2018)। यहाँ से प्राप्त होने वाली आकृतियों में मातृदेवी की आकृति शक्ति देवी की कल्पना से सम्बन्धित थी। हड़प्पा से प्राप्त एक मूर्ति में स्त्री के गर्भ से एक पौधे को निकलता हुआ दिखाया गया है जिसे पृथ्वी देवी की मूर्ति माना गया है (श्रीवास्तव, 2022)। सिंधु समाज को इतिहासकारों ने मातृसत्तात्मक समाज माना है (शर्मा, 2018)। वर्तमान के केरल राज्य में मातृसत्तात्मक पारिवारिक व्यवस्था अस्तित्व में है जिससे यह स्पष्ट होता है की समाज में महिलाओं की स्थिति पुरुषों से श्रेष्ठ थी।

भारतीय समाज में स्त्रियों को शक्ति की प्रतिमा के रूप में स्वीकार किया गया है। हम दुर्गा, काली, सरस्वती, लक्ष्मी आदि के रूप में आराधना (पूजा) करते हैं। ऋग्वेद में नारी की महिमा में वर्णित श्लोक जहाँ नारी की पूजा होती है वहाँ देवता का निवास होता है (तिवारी, 2011)। ऋग्वेद से ज्ञात होता है कि वैदिक कालीन कन्याओं को अपना पति चुनने का पूर्ण अधिकार प्राप्त था। इस युग में स्वयंवर विवाह का प्रचलन था। विधवा स्त्रियों को वैदिक कालीन समाज में पुनर्विवाह की अनुमति थी। विश्वारा, रोमेशा, शाश्वती, इन्द्राणी, लोपामुद्रा, रति, उर्वशी, अपाला आदि ने संस्कृत ग्रंथों के लिए अनेक मंत्रों की रचना की थी (बोहरा, व. 2009)। अपाला ने अपने पुरे जीवन में वेदों का अध्ययन किया एवं ऋग्वेद के ग्यारहवें सूक्त में सात मंत्रों की रचना की तथा घोषा ने 28 सूक्तों की रचना की थी। उपनिषदों में स्त्री शिक्षिकाओं का वर्णन है जिन्हें 'उपाध्याया' कहा जाता था। भारत में नालन्दा, वल्लभी, विक्रमशिला, काशी, तक्षशिला, प्रयाग आदि अध्ययन के केंद्र थे (उठवाल, 2018)। बौद्ध ग्रंथों से ज्ञात होता है कि बौद्धकालीन समाज में स्त्रियाँ प्रायः शिक्षित थी (मुकर्जी, 2016)। उनकी रूचि विद्या, धर्म, एवं दर्शन के प्रति थी। बौद्ध आगमों में महिलाओं को शिक्षिकाओं के रूप में ख्याति प्राप्त थी। जातक ग्रंथों से ज्ञात होता है कि एक जैन पिता की चार पुत्रियों ने दर्शनशास्त्र पर वाद-विवाद करने के लिए लोगो को चुनौती दी थी।

### ब्रिटिश कालीन भारत में महिला शिक्षा

भारत में स्वतंत्रता से पूर्व महिला शिक्षा की तरफ ध्यान सबसे पहले पंडिता रमाबाई ने दिलाया इन्होंने महिलाओं को शिक्षित करने के लिए सर्वप्रथम विद्यालय की स्थापना की तथा रुढ़िवादियों के विरोध को सहन करते हुए शिक्षण का कार्य जारी रखा। डी. के. कर्वे ने भारत में महिलाओं को शिक्षित करने के लिए सर्वप्रथम भारत में महिला विश्वविद्यालय की स्थापना 1916 में बम्बई में किया वर्तमान में 15000 से अधिक छात्राएं अध्ययनरत हैं (कुमारी, 2014)। डॉ. एनी बेसेंट ने अपने थियोसोफिकल सोसाइटी के माध्यम से भारतीय महिलाओं को शिक्षित एवं जागरूक बनाया। राष्ट्रपिता महात्मा गाँधी ने अपने पत्र हरिजनके एक अंक में देश की शिक्षा के साथ-साथ महिला शिक्षा पर दृष्टिकोण व्यक्त करते हुए स्पष्ट कहा था कि स्त्री इतनी सशक्त हो जाये कि अपने पति को भी न कहने में संकोच न करे

(पटेल, 2023)। वर्धा योजना में महिला शिक्षा पर विस्तार से अपना विचार व्यक्त किया था। डॉ. भीमराव अम्बेडकर ने संसद में हिन्दू कोड बिल प्रस्तुत किया जिसमें महिला एवं पुरुष के भेद को समाप्त किया गया तथा सामान अधिकार देने के लिए कानून का निर्माण किया गया (सिंह, 2018)। संविधान के अनुच्छेद 14,15,16,23,39,42,51 और 243 के अनेक प्रावधानों में महिला समानता, सुरक्षा आदि अधिकारों की व्यवस्था की (बसु, 2018)।

इस समय में पहला गर्ल्स बोर्डिंग स्कूल वर्ष 1821 में दक्षिण भारत के तिरुनेलवेली में स्थापित किया गया था। स्कॉटिश चर्च सोसाइटी ने वर्ष 1840 तक दक्षिण भारत में निर्मित 6 स्कूल मौजूद थे जिनमें 200 से अधिक लड़कियों का नामांकन कराया गया था (दृष्टि, 2019)। पुणे में 1848 में तात्या साहेब भिड़े के निवास, भिड़ेवाला में गर्ल्स स्कूल की शुरुआत करने वाले ज्योतिबा फुले और उनकी पत्नी सावित्रीबाई फुले पश्चिमी भारत में महिला शिक्षा के क्षेत्र में अग्रणी थे (ट्रिंग, 2023)। कहा जाता है सावित्रीबाई फुले जब पढ़ने के लिए अपने घर से निकलती थी तो बैग में एक साड़ी लेकर जाती थी, उस समय रूढ़िवादी लोग उनके ऊपर कीचड़ फेंकते थे जिससे की उनका मनोबल टूट जाये और वह शिक्षण कार्य न करें। परन्तु वह हार नहीं मानी और महिलाओं को शिक्षित करने का कार्य जारी रखा। उल्लेखनीय है कि 1850 तक मद्रास में मिशनरियों ने स्कूलों में 8000 से अधिक छात्राओं का नामांकन कराया था। ईस्ट इंडिया कंपनी ने 1854 में बुड्स डिस्पैच की घोषणा की जिसे शिक्षा का मैग्नाकार्टा कहा जाता है (ग्रोवर, और मेहता, 2014)। बुड्स डिस्पैच में महिलाओं की शिक्षा और उनके जीवन यापन के लिए रोजगार की आवश्यकता को स्वीकार किया गया। वर्ष 1879 ई. में स्थापित किया गया बेथून कॉलेज वर्तमान समय में एशिया का सबसे प्राचीन महिला कॉलेज है। भारत में प्रथम नियमित जनगणना 1882 के समय महिला साक्षरता दर 0.2 से बढ़कर वर्ष 1947 में 6 प्रतिशत हो गई थी। महिलाओं से जुड़ी प्रमुख समस्याओं के लिए निम्नलिखित अधिनियम भारतीय समाज सुधारकों ने अंग्रेजी सरकार से पारित कराये, सती प्रथा निषेध अधिनियम (1829), हिन्दू विधवा पुनर्विवाह अधिनियम (1856), बाल विवाह निरोधक अधिनियम (शारदा एक्ट, 1929), हिन्दू स्त्रियों का संपत्ति पर अधिकार अधिनियम (1937), विशेष विवाह अधिनियम (1837, 1926, 1934), आर्य विवाह वैधानिकरण अधिनियम (1937), मुस्लिम विवाह विच्छेद अधिनियम (1939), हिन्दू विवाह वैधानिकरण अधिनियम (1949), आदि (ग्रोवर, बी. एल. और मेहता, ए. 2014)।

## स्वतंत्रता के पश्चात् भारत में महिला शिक्षा

स्वतंत्रता (1947) प्राप्ति के पश्चात् महिलाओं की शैक्षिक, सामाजिक, तथा राजनैतिक स्थिति में क्रान्तिकारी परिवर्तन हुए। पुरुषों में स्त्रियों के प्रति जो दृष्टिकोण है उसमें परिवर्तन आया है। परतंत्रता, रूढ़िवादिता, तथा अज्ञानता के बेड़ियों/बन्धनों से मुक्त होकर भारतीय स्त्रियाँ वर्तमान में एक सम्मानजनक जीवन जी रही हैं। पुरुषों तथा स्त्रियों के भारतीय संविधान में समानता का दर्जा देते हुए शिक्षा के प्रसार पर बल दिया गया है। महिला शिक्षा के मार्ग में आने वाली बाधाओं को पहचानने तथा उनका समाधान करने के लिए स्वतंत्रता के उपरान्त अनेक आयोगों तथा समितियों का गठन किया गया। दुर्गाबाई देशमुख समिति, हंसा मेहता समिति, कोठारी आयोग, नवीन राष्ट्रीय शिक्षा नीति (1986), नई शिक्षा नीति (2020) में महिला शिक्षा को प्रोत्साहित करने की दिशा में क्रान्तिकारी परिवर्तन किये जाने का दृढ़ निश्चय किया गया है।

## दुर्गाबाई देशमुख समिति ( 1958 )

भारत सरकार ने 1958 में महिला शिक्षा की समस्याओं तथा उनका समाधान करने के उपायों पर चिंतन मनन करने के लिए दुर्गाबाई देशमुख की अध्यक्षता में राष्ट्रीय महिला समिति का गठन किया इस समिति को दुर्गाबाई देशमुख समिति के नाम से भी पुकारा जाता है। दुर्गाबाई देशमुख समिति का मुख्य कार्य महिला शिक्षा से सम्बन्धित विभिन्न समस्याओं का अध्ययन करके उनका समाधान सुझाना था। समिति ने अपना प्रतिवेदन भारत सरकार के सम्मुख जनवरी 1959 में प्रस्तुत किया (गुप्ता, और गुप्ता, 2023)। समिति के द्वारा कुछ प्रमुख निम्नलिखित सुझाव दिए गए थे –

1. भारत सरकार को कुछ निश्चित समय के लिए महिला शिक्षा को एक विशिष्ट समस्या के रूप में स्वीकार करना चाहिए।
2. भारत सरकार को निश्चित योजना के अनुरूप एक निश्चित अवधि के अंतर्गत महिला शिक्षा का विकास करने का भार अपने ऊपर लेना चाहिए।
3. ग्रामीण क्षेत्रों में महिला शिक्षा के विस्तार के लिए विशेष प्रयास किये जाने चाहिए।
4. पुरुषों तथा स्त्रियों की शिक्षा में विद्यमान अन्तर को यथाशीघ्र समाप्त करने के प्रयास किये जाने चाहिए।
5. महिला शिक्षा के प्रसार हेतु राज्यों में लड़कियों तथा महिलाओं की शिक्षा की राज्य परिषदें गठित करनी चाहिए।

केन्द्रीय शिक्षा मंत्रालय ने दुर्गाबाई देशमुख समिति के सुझाओं को स्वीकार करते हुए 1965 में राष्ट्रीय महिला शिक्षा परिषद का गठन किया गया। महिलाओं की शिक्षा में सुधार एवं प्रसार हेतु कार्यक्रमों व नीतियों से सम्बंधित सुझाव देना इस परिषद का प्रमुख कार्य था।

### हंसा मेहता समिति ( 1962 )

श्रीमती हंसा मेहता की अध्यक्षता में 1962 में राष्ट्रीय महिला शिक्षा परिषद ने विद्यालयी स्तर पर बालक तथा बालिकाओं के पाठ्यक्रम में अन्तर होने की प्रमुख समस्या पर विचार करने के लिए इस समिति का गठन किया था। विद्यालय स्तर पर बालक तथा बालिकाओं के पाठ्यक्रम में अन्तर नहीं होना चाहिए इस समिति ने प्रमुख सुझाव दिया है (गुप्ता, और गुप्ता, 2023)। शिक्षा का सम्बन्धव्यक्ति के क्षमताओं, रुझानों, तथा व्यक्तिगत रुचियों से होना चाहिए न कि यौन अन्तर से। लड़के तथा लड़कियों के बीच विद्यमान अन्तर को बढ़ाए, ऐसे कार्यों पर समिति ने प्रतिबन्ध लगाया।

### कोठारी आयोग ( 1964-66 )

भारत सरकार ने डॉ. दौलत सिंह कोठारी की अध्यक्षता में शिक्षा आयोग का गठन 1964 में किया, इस आयोग ने महिला शिक्षा की समस्या पर विचार किया तथा अपने सुझाव प्रस्तुत करते हुए अपना प्रतिवेदन 1966 में सरकार के सम्मुख प्रस्तुत किया। कोठारी आयोग ने बालकों के चरित्र निर्माण में महिलाओं की शिक्षा को अधिक महत्वपूर्ण स्वीकार किया तथा शिक्षा के लगभग सभी पक्षों पर अपना विचार दिया। लड़कियों की अनिवार्य शिक्षा के लिये भारतीय संविधान में संकल्पित लक्ष्य की प्राप्ति के अधिकाधिक प्रयास किये जायें। लड़कियों के लिए निःशुल्क छात्रावासों तथा छात्रवृत्तियों की व्यवस्था की जाये। लड़कियों के लिए व्यावसायिक शिक्षा तथा अल्पकालीन शिक्षा की व्यवस्था की जाये। गृहविज्ञान, शिक्षाशास्त्र आदि कार्यक्रमों के पाठ्यक्रमों को समुन्नत करके लड़कियों हेतु अधिक उपयोगी बनाना। अनुसंधान इकाईयों, अंशकालिक शिक्षा, पूर्णकालिक शिक्षा तथा पृथक कालेज की स्थापना की व्यवस्था की जाये (गुप्ता, और गुप्ता, 2023)।

### राष्ट्रीय शिक्षा नीति ( 1986 )

1986 में घोषित नई राष्ट्रीय शिक्षा नीति तथा 1992 में कार्यान्वयन कार्यक्रम में महिला शिक्षा के लिए व्यापक परिवर्तन लाने की संकल्पना की गई। महिलाओं के स्तर में मूलभूत परिवर्तन लाने के साधन के रूप में शिक्षा का उपयोग करने को कहा गया (पैरा 4.2 NPE, 1986)। राष्ट्रीय शिक्षा नीति 1986 तथा कार्यान्वयन कार्यक्रम 1992 में महिलाओं की शिक्षा से सम्बंधित प्रमुख बातें सम्मिलित की गई। पुनर्रचित पाठ्यक्रमों व पाठ्यपुस्तकों नीति निर्धारकों व प्रशासकों के प्रशिक्षण कार्यक्रमों तथा शिक्षा संस्थाओं की सक्रिय सहभागिता के द्वारा नये मूल्यों के विकास को बढ़ावा दिया जाना चाहिए। शिक्षा संस्थाओं को स्त्री विकास तथा स्त्री अध्ययन के कार्यक्रमों को संचालित करना चाहिए। महिलाओं की शिक्षा में आ रही बाधाओं के निराकरण से सम्बंधित प्रयासों को प्राथमिकता देना। राष्ट्रीय शिक्षा नीति 1986 के लक्ष्यों के अनुसार महिला समाख्या कार्यक्रम की शुरुआत वर्ष 1989 में महिलाओं की शिक्षा में सुधार व

उनको सशक्त करने के उद्देश्य से की गयी थी (गुप्ता, और गुप्ता, 2023)। वर्तमान में विकसित हो रही तकनीकी में महिलाओं को बढ़ावा तथा गैर परम्परागत रोजगारों में अवसर प्रदान करना। यौन विभेद रोकने के लिए लोगो को जागरूक किया जायेगा (पैरा 4.3 NPE, 1986)।

## नई शिक्षा नीति ( 2020 )

34 वर्षों के लम्बे अन्तराल के बाद हमारी केन्द्रीय सरकार के प्रो. के. कस्तूरिंजन की अध्यक्षता वाली समिति की रिपोर्ट पर आधारित नई शिक्षा नीति स्वतन्त्र भारत की तृतीय शिक्षा नीति है। 21वीं सदी की इस शिक्षा नीति ने महिला शिक्षा एवं सशक्तिकरण के लिए व्यापक परिवर्तन की संकल्पना की। बालिका छात्रावासों तक व्यवहारिक पहुँच प्रदान की जायेगी। ग्रामीण क्षेत्रों तथा दूर-दराज के इलाकों के लिए निःशुल्क छात्रावासों का निर्माण करना। सामाजिक-आर्थिक से वंचित तथा जिनका प्रतिनिधित्व कम है उनके लिए गुणवत्तापूर्ण शिक्षा की व्यवस्था करना (पैरा 6.7 NEP, 2020)। व्यावसायिक विषयों का समायोजन करना, परिसर में भेदभाव का निषेध तथा उत्पीड़न के नियमों को सख्ती से लागू करना। स्नातक पाठ्यक्रम में मल्टीपल एंट्री एंड एग्जिट व्यवस्था को अपनाया गया है। एकेडमिक क्रेडिट बैंक की स्थापना (अध्याय 14 NEP, 2020) का प्रावधान इससे महिलाओं को विशेष लाभ होगा क्योंकि विवाह, पारिवारिक कारण एवं नौकरी आदि-आदि से महिलाओं को अपनी शिक्षा बीच में छोड़नी पड़ती है।

## निष्कर्ष

महिलाओं को वर्तमान स्थिति को प्राप्त करने का श्रेय महिला शिक्षा के प्रसार को जाता है। वैदिक कालीन समाज में महिला शिक्षा केवल समाज के उच्च एवं धनी वर्ग की महिलाओं को प्राप्त थी। अंग्रेजी शासन के सुरुआत में महिला शिक्षा उपेक्षित ही रही परन्तु बाद के वर्षों में ईशाई मिशनरियों तथा विभिन्न सामाजिक संस्थाओं के प्रयासों से शिक्षा का विकास हुआ जिसमें आंग्ल सरकार तथा समाज सुधारक संस्थाओं ने भी महत्वपूर्ण योगदान दिया। दुर्गाबाई देशमुख समिति (1958), हंसा मेहता समिति (1961), कोठारी आयोग (1964-66), नवीन राष्ट्रीय शिक्षा नीति (1986), कार्यान्वयन योजना (1992) तथा नई शिक्षा नीति (2020) आदि योजनाओं ने महिला शिक्षा में सुधार के लिए विभिन्न उपाय सुझाए। आधुनिक वैश्विक समाज में पुरुष एवं महिलाओं को प्रत्येक दृष्टि से समान प्रस्थिति प्रदान की जाती है। इस दृष्ट्या महिलाओं को समान प्रस्थिति व्यवहारिक रूप में प्रदान करने के लिए उनकी शिक्षा की आवश्यकता है जिससे वे अपने अधिकारों व कर्तव्यों के बारे में जान सकें एवं उन्हें प्राप्त करने अथवा उनका निर्वहन करने योग्य बन सकें। सदियों से महिलाओं व पुरुषों में विभेद करने की मानसिकता को बदले बिना इस लक्ष्य की प्राप्ति सम्भव नहीं है। स्वतंत्रता प्राप्ति के बाद महिला शिक्षा पर विशेष ध्यान दिया गया परन्तु अभी भी महिला शिक्षा की वर्तमान स्थिति को संतोषप्रद नहीं माना जा सकता है। शैक्षिक अवसरों में असमानता, पाठ्यक्रम का दोषपूर्ण होना, महिला शिक्षकों का अभाव, धन की कमी, महिलाओं के लिए उपयुक्त कार्यस्थल का अभाव आदि महिला शिक्षा की प्रमुख समस्याएं हैं आवश्यकता है महिला साक्षरता में वृद्धि, लड़कियों की प्रारम्भिक शिक्षा का सार्वजनीकरण, लड़कियों के शाला त्याग पर रोक, महिला शिक्षा को विशेष प्रोत्साहन तथा रोजगार हेतु प्रशिक्षण आदि उपायों से महिला शिक्षा के कार्य को एक नई गति व दिशा मिल सकती है।

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## भारतीय भाषाओं का ऐतिहासिक सिंहावलोकन : स्वतंत्रता आन्दोलन के सन्दर्भ में

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### Abstract

*Language is such a powerful medium through which significant transformation can be brought about. However, in social revolutions, literature's role has often been minimized or overlooked. Yet history provides numerous written and oral examples, where without weapons, literature has worked to uprooting a tyrannical and anti-social regime. The Indian freedom movement is also a remarkable example of this type. Indian languages increased nationalist enthusiasm and sentiments among Indians and brought unity among different communities. This conscious and vibrant work not only connected people with the freedom movement but also encouraged them to discover and connect their cultural roots. The creations of native languages- stories, novels, dramas, poems, folk songs, idioms, folklore, etc. formed such a powerful hole in the British ship that the entire empire of 3 centuries sank until independence in 1947. Indian native languages means the 22 languages listed in the 8th Schedule of the present Indian Constitution. This research paper focused on such those pure regional literature and their litterateurs of these native languages, who have directly or indirectly played an important role in the Indian Freedom Movement.*

**Keywords:** Indian languages, historical overview, freedom movement.

भाषाओं के इतिहास के ओर दृष्टि डालने पर हम पाते हैं कि मानव के उत्पत्ति के साथ-साथ भाषा का भी आगमन हो गया था, यह बात अलग है कि सन्देश देने का तरीका शाब्दिक, अशाब्दिक व चित्रित आदि थे। उन भाषाओं में से कुछ लिपियों को पढ़ा जा सका है और कुछ आज भी अपठनीय हैं। 'भाषा' शब्द संस्कृत के 'भाष्' धातु से बना है, जिसका अर्थ— बोलना या कहना है। भाषा मानव संसर्ग का एक अत्यंत महत्वपूर्ण साधन है।

भारतीय संविधान के मूल प्रति के 8वीं अनुसूची में 14 भाषाओं को जगह दी गई थी। कालान्तर में सिन्धी, कोंकणी, नेपाली, मणिपुरी, मैथिली, डोंगरी, बोडो और सन्थाली को जोड़ा गया, जिससे इनकी संख्या 22 हो गई है। भारत में स्थानीय व मातृभाषाओं की संख्या 234 है (सांख्यिकी व कार्यान्वयन मंत्रालय, 2011)।

ये भाषाएं चार प्रमुख परिवारों से सम्बन्ध रखते हैं— आर्य, द्रविड़, चीनी-तिब्बतीय (मंगोलिया) और आस्ट्रिक। इनमें से 11 भाषाएं भारोपीय परिवार, 4 भाषाएं द्रविड़ परिवार, अंग्रेजी और 6 अन्य भारतीय भाषाओं (कोंकणी, नेपाली, मणिपुरी, मैथिली, डोंगरी और राजस्थानी) को साहित्य अकादमी ने अपनी स्वीकृति प्रदान की है। भाषाएं व्यक्ति को व्यक्ति, समुदाय व समाज से जोड़ता है। परिणामतः स्वतंत्रता संग्राम में भी भाषा ने लोगों को जोड़ने का कार्य किया। सभी भाषाओं के साहित्य से घबराकर अंग्रेजों ने उन रचनाओं पर प्रतिबन्ध लगाना आरम्भ कर दिया जिनमें थोड़ी सी भी राष्ट्रवादी भावना थी। वर्नाक्यूलर प्रेस एक्ट, 1878 लाकर देशी भाषा के प्रकाशन की सामग्री को जांच के उपरान्त प्रकाशित करने का कानून बनाया गया। जिससे देशभक्ति का संदेश आम जनता तक न पहुंच पाए।

1857 के प्रथम संग्राम में भले ही भारत को पराजय का मुख देखना पड़ा परन्तु उसके फलस्वरूप मिली व्यापक राष्ट्रीयता की भावना ने सम्पूर्ण भारतीयों के दिलों में जो देशभक्ति जागृत की वह एक महान उपलब्धि साबित हुई। समाजिक आन्दोलनों में साहित्य की भूमिका को अधिकांशतः कम करके आंका जाता है। परन्तु इतिहास के पन्नों को खंगालते हैं तो ऐसे अनगिनत उदाहरण प्राप्त हो जाते हैं, जब साहित्य ने मौखिक या लिखित रूप से आन्दोलन में उत्प्रेरक का कार्य किया है। भारत में न केवल कई संस्कृतियां थीं, अपितु विविध अभिव्यक्ति की भी संस्कृतियां थीं। यह अनोखी विशेषता अंग्रेजों के लिए चुनौतियां लेकर आई, इन अभिव्यक्तियों ने अपने-अपने भाषा के माध्यम से ऐसे-ऐसे साहित्यों की रचना की, जिनका एकमात्र लक्ष्य ब्रिटिश शासन को मातृभूमि से उखाड़ फेंकना

था। स्वतंत्रता आन्दोलन के समय भारत कई राज्यों और समुदायों में विभाजित था। भारतीय भाषाओं ने लोगों में राष्ट्रवादी उत्साह को बढ़ाया और भारत के विभिन्न समुदायों में एकता लाया।

## असमिया

प्राच्य मगधी अपभ्रंश से उत्पन्न आर्य भाषा परिवार की भाषा है। इस पर स्थानीय भाषा रवासिया, बड़ो, अहोम, संथाली के साथ-साथ तिब्बती और बर्मन भाषाओं का प्रभाव है। 7वीं शताब्दी से इसकी शुरुआत एक बोली के रूप में हुई। इसका साहित्यिक विकास चार चरणों में है— 8वीं से 12वीं शताब्दी, 1201 ई. से 1650 ई., 1650 ई. से 1850 ई. तथा 1851 ई. से आज तक।

बारहवीं शताब्दी तक असम में प्राचीन हिन्दू राज्य का अंत हो गया। कामता राजवंश का आगमन हुआ। इस काल के दरबारी कवि हेम सरस्वती, हरिहर विप्र और दुर्लभ नारायण थे। पंद्रहवीं शताब्दी में भागवती धर्म के प्रचारक शंकरदेव जी थे, जिन्होंने 'रुकमणी हरण', 'कालिया दमन' जैसे नाटक की रचना की। 'घोषा' के रचनाकार वैष्णव कवि माधवदेव जी का नाम सम्मान से याद किया जाता है। तीसरा चरण ऐतिहासिक साहित्य रचना का काल था, जिसे असमिया भाषा में 'बुरंजी' कहा जाता है। चक्रवर्ती, शेखर भट्टाचार्य आदि इस चरण के प्रमुख रचनाकार थे।

1826 की यांडाबू संधि के पश्चात अंग्रेजों ने राज्य पर कब्जा करना आरम्भ कर दिया था, 1854 तक अंग्रेजों का पूर्णाधिकार असम पर हो गया। 1857 के प्रथम संग्राम के पश्चात हेमचन्द्र बरुआ ने असमिया भाषा का व्याकरण 1859 में लिखा। राजा राम मोहन राय के समकक्ष आनंदराम फुल्कन की काव्य रचनाओं से नये युग का सूत्रपात हुआ, किन्तु लक्ष्मीनाथ बेजबरुआ ने 'जोनाकी'(1889) पत्रिका के माध्यम से नये युग को असमिया साहित्य में सुदृढ़ता प्रदान की। बंगाल प्रेसीडेन्सी के अन्तर्गत आने के कारण असमिया भाषा पर बांग्ला साहित्य का प्रभाव दिखाई देता है। संलग्न बंगाल के समाज सुधारकों व क्रान्तिकारियों को असम के लोगों ने अपना आदर्श भी बनाया। राष्ट्रीय व क्रान्तिकारी कवियों में सबसे पहला नाम कमलाकांत भट्टाचार्य का है। इस सूची के अन्य साहित्यकार अम्बिकागिरि चौधरी पत्रकार ('तुमि',1915), रघुनाथ चौधरी, नलिनी बाला, यतीन्द्रनाथ दुबरा, हितेश्वर बरबरुआ, देवकान्त बरुआ, अब्दुल मलिक, अमूल्य बरुआ, दवेचन्द्र तालुकादार आदि हैं।

## उड़िया

प्राचीन उत्कल राज्य पर जैन व बौद्ध प्रभाव के कारण पालि व प्राकृत, मराठी के आधिपत्य के कारण मराठी और संस्कृत के अधिकांश शब्द पाए जाते हैं। मूलतः यह भाषा पूर्वी मागधी की अपभ्रंश से निकली है। उड़िया भाषा का विकास तीन चरणों यथा, 10वीं से 14वीं सदी आदिकाल, 15वीं से 18वीं सदी मध्यकाल व 19वीं सदी से आधुनिककाल में हुआ। 'कलसा चउतिशा', 'रुद्र सुधानिधि' (नारायणानंद अवधूत), उड़िया में पहली रामायण लिखने वाले बलराम दास आदिकाल के प्रमुख साहित्यकारों में से एक हैं।

मध्यकाल में जयदेव के 'गीत गोविन्द' का प्रभाव उड़िया साहित्य पर दिखाई देता है। वृन्दावनदास ने गीत गोविन्द का अनुवाद उड़िया भाषा में किया। रानी निशंक राय इस काल की एकमात्र कवियत्री हैं। हिन्दू-मुस्लिम एकता पर 16 'पाला' ग्रंथों की रचना की गई। अंग्रेजों ने मराठों के आधिपत्य से ओडिसा को 1803 में अपने अधिकार में ले लिया। परन्तु रुढ़िवादिता व राज्यप्रेम के कारण उन्हें सम्पूर्ण राज्य पर अधिकार करने में कठिनाई हुई। लार्ड डलहौजी के हड़प नीति का शिकार संबलपुर भी हुआ था। 1857 की क्रान्ति के पश्चात ओडिसा में ईसाई धर्मप्रचारकों ने अंग्रेजी शिक्षा की शुरुआत की। 'बुद्धावतार' काव्यग्रंथ के रचनाकार एवं समाज सुधारक फकीर मोहन सेनापति ने पाश्चात्य शिक्षा का विरोध किया। प्राच्य व पाश्चात्य साहित्य के सूक्ष्म अध्ययन के पश्चात इन्होंने एक नवीन शैली को जन्म दिया, इसी कारण इन्हें आधुनिक उड़िया साहित्य का जनक भी माना जाता है। 'डाक मुंशी', 'उत्कल भ्रमण', 'पुष्पमाला उपहार', 'आत्मजीवन चरित्र' आदि इनकी कालजयी रचनाएं हैं। इनके इस प्रयास को मधुसूदन राव एवं राधानाथ राय ने आगे बढ़ाया।

1930 के पश्चात साहित्यकारों में नवीन चेतना के रूप में सत्यवादी युग का आगमन हुआ। 'उत्कल मणि' नाम से प्रसिद्ध गोपबंधु दास, नीलकण्ठ दास, गोदावरीश मिश्र ('तोलकन्या', 'पुअणिघर', 'परदानसीन', 'अन्दी', 'अन्नछत्र',

‘निर्वासित’), कुंतला कुमारी देवी (‘भ्रांति’, ‘कालीबोहु’, ‘परशमणि’), गोदावरीश महापात्र (‘नील माष्टराणी’, ‘एंबे मध्य वंचिछि’, ‘राजद्रोही’, ‘रक्तपात’), अनन्त पटनायक, राधामोहन आदि इस नवीन चेतना के सम्वाहक हैं। गोपबंधु दास तो असहयोग आन्दोलन में बन्दी भी बनाए गए। कारावास में ही इन्होंने ‘बन्दी—ए—आत्मकथा’ व ‘भारत—माता’ कविता की रचना की। रूस की क्रान्ति से प्रभावित होकर ‘सुबुज युग’ के पांच युवा कवियों ने 1919 में रचनाओं के माध्यम से साम्यवाद को उड़िसा में प्रचारित किया। लक्ष्मीकान्त की ‘अधिकार’; कालिन्दीचरण पाणिग्रही की ‘मो कथाटि सरि नाहि’, ‘सागरिका’, ‘मांसर बिलाप’, ‘पंगु’, ‘अमर चिन्ता’; भगवती प्रसाद पाणिग्रही की ‘शिकार’; सच्चिदानन्द राउतराय की ‘अन्धारुआ’, ‘माटिर ताज’; नित्यानन्द महापात्र की ‘मांकड़’, ‘दिमासी’, ‘सौदागर’, ‘माडर्ण सावित्री’; रामचन्द्र आचार्य की ‘पद्मिनी’, ‘वराँगना’; डॉ० हरेकृष्ण मेहताब की ‘नूतन धर्म’, ‘अत्याचार’ का मुख्य बिन्दु सामाजिक कुरतियों को दर्शाना व अंग्रेजी शासन के विरुद्ध जन मानस को जागरूक करना था।

## उर्दू

शौरसेनी अपभ्रंश से जन्मी इस भाषा का आरम्भिक नाम ‘जबाने सेना’ था, शाहजहां ने इसे वर्तमान नाम दिया। इस साहित्य का विकास चार चरणों में होता है— मुगल पूर्व, मुगल कालीन, मुगल साम्राज्य उत्तरार्द्ध और बीसवीं शताब्दी से आज तक। प्रथम चरण में इस भाषा में अरबी व फारसी शब्द समाहित हुए। सूफी संतो एवं भक्ति कालीन संतों ने इसका प्रयोग अपने रचनाओं में किया। राजा टोडरमल को इसके व्यापक विकास का श्रेय जाता है। 1857 के पश्चात उर्दू अपने सामाजिक सोदेश्य की ओर रुझान किया।

मौलवी मोहम्मद बाकर का ‘दिल्ली अखबार’, ‘पयामें आजादी’ (बहादुर शाहजफर का ऐतिहासिक घोषणा व अजीमुल्लाह का झण्डा गीत इसी में छपा), ‘हमवतन’, ‘सादिकुल अखबार’, ‘अवध अखबार’ (नवल किशोर, 1859, लखनऊ), ‘अवध पंच’ (सज्जाद हुसैन), ‘आबेहयात—ए—हिन्द’ (वंशीधर, 1865, आगरा), ‘हिन्दुस्तानी’ (1883, लखनऊ), ‘सितारे—ए—हिन्द’ (सूफी अम्बा प्रसाद, 1890, मुरादाबाद), ‘रहबर’ (1896, मुरादाबाद), ‘स्वराज’ (शान्ति नारायण भटनागर, 1907, इलाहाबाद), ‘अल हिलाल’ (अबुल कलाम आजाद, 1912, कलकत्ता), ‘चांद’ (मुंशी कन्हैयालाल, 1930, इलाहाबाद), वंदे मातरम (लाला लाजपत राय), ‘रोहिलखण्ड अखबार’ (तेगबहादुर सिन्हा, 1940, बरेली), ‘कौमी आवाज’ (जवाहरलाल नेहरू, 1945, लखनऊ) आदि ने आजादी की महासमर में आम जन को जोड़ा।

गालिब (1869), इकबाल (1873—1938), चकबस्त (1882—1926), प्रेमचन्द्र (1880—1936), मौलाना आजाद जैसे साहित्यकारों ने अपने कलम से क्रान्ति में लिखित योगदान दिया।

## कन्नड़

अधिकांश काली मिट्टी के क्षेत्र में बोली जाने वाली द्रविड़ परिवार की एवं तेलुगु लिपि से मिलती हुई कन्नड़ भाषा प्राचीनतम भाषा है। इस भाषा के प्राचीन व सबसे प्रसिद्ध कवि पम्प जी हैं। 1857 की गदर का असर कर्नाटक तक फैला था परन्तु कर्नाटक कई भागों में विभक्त था, कुछ भाग मद्रास, मुम्बई व हैदराबाद के निजाम के अन्तर्गत था। ‘गेय’ काव्य राष्ट्रीयता की भावना जागृति का सशक्त माध्यम था। बिदरूर मादे गौड़ एवं गुत्तल के नाडिगेर गायक के साथ—साथ क्रान्तिकारी भी थे।

साली रामचंद्रराव की ‘हम्बलु’ (1916), मास्ति वेंकटैया की ‘भारत वर्षद अण्णर कुरितु’, गोविन्द वै की ‘होलेयनु यारू’ (अछूत कौन) एवं ‘भारत छोड़ो’; दत्तात्रेय रामचन्द्र बेद्रे की ‘नरबलि’ एवं ‘आहाहा स्वातंत्रदेवी’ (1918), ‘बिडुगंडे’, ‘नाडगुडि’ (1923), ‘तरुण तपस्वी’ (1923), ‘नरबलि’ के लिए इन्हें जेल भी जाना पड़ा था; वी. सीतारामैया की ‘भारत जगदम्बे’, ‘दुंदुभि’ (1931), ‘नाडतायये’ (देशमाता), ‘नेल्कलु—वेलकु’ (अंधकार—प्रकाश); आनंदकंद बेटगरी कृष्णशर्मा की ‘भारत माता की गरिमा’ व ‘निम्य पूजा’; कुवेंपु की ‘पांचजन्य’ (1933), ‘भारत तपास्विनी’; नाटककार गरुड़ सदाशिवराव की ‘रच्चमन्नायक’, ‘नरगुंद बाबा साहेब’, ‘बध विमोचने’; नाटककार बालचन्द्र घाणेकर की ‘गांधी टोपी’, ‘रैतर भाग्योदय’ (किसानों का भाग्योदय), ‘अस्पृश्य देव’, ‘भारतोदय’; अनुवादक बी. वेंकटाचार्य की ‘आनंदमठ’ व ‘ईश्वरी सूत्र’; गोरूर रामस्वामी अय्यंगार (‘नव जीवन’ व ‘यंग इण्डिया’ का सम्पादन भी किया) की उपन्यास ‘मेरवाणिगे’ (जूलूस) आदि राष्ट्रीयतावादी रचनाएं हैं।

## कश्मीरी

‘दइह’ परिवार के इस भाषा का जन्म ‘पैशाची अपभ्रंश’ से हुआ है। इस पर फारसी व संस्कृत भाषा का प्रभाव दिखाई देता है। इतिहास के पन्नों को पलटने पर पाते हैं कि प्राचीन भाषा संस्कृत ही थी, क्योंकि चरक से लेकर कल्हण तक सभी ने संस्कृत में रचना की है। तेरहवीं शताब्दी से पूर्व कोई कश्मीरी साहित्य उपलब्ध नहीं है। शितिकण्ठ रचित ‘महानय प्रकाश’ पहली उपलब्ध ग्रंथ है। 1857 से 11 वर्ष पूर्व 16 मार्च, 1846 को डोगरा के महाराजा गुलाब सिंह ने 75 लाख रुपये में कश्मीर को अंग्रेजों से खरीदा था, जिसे ‘बयनामा अमृतसर’ कहा जाता है। परिणामतः कश्मीर का जागीर भारत से अलग हो गया। पं० नेहरू ने इसे ‘आवाम के गुलामी का दस्तावेज’ कहा तो गांधी जी ने ‘बिक्री पत्र’ का नाम दिया। साहित्यकार मौलाना गुलाम रसूल ने लिखा – “1846 में अंग्रेजों ने कश्मीर को इस तरह फरोख्त किया कि अमरीकी आबादकारी के प्रारम्भिक दौर में हब्शी गुलाम भी शायद इस तरह बिके हों।”

1851 के पश्चात कश्मीरी साहित्य का आधुनिक काल आरम्भ होता है। लोगों को लोक साहित्य से जोड़ने का कार्य अजीजुल्लाहा हक्कानी, कलंदरशाह, अब्दुल अहमद नजीम, मोहियुद्दीन, ख्वाजा अकरम, रहमान दर, कृष्ण राजदान और नाजिम ने किया। मकबूल करजावारी, परिजादा गुलाम अहमद महजूर(‘ग्रीस्तिकूर’ व ‘काशिर जनान’), अब्दुल अहद आजाद, दीनानाथ नादिम, पं० दयाराम, जिन्हा कौल, मिर्जा गुलाम हसन बेग आदि ऐसे कश्मीरी रचनाकार हैं, जिनकी कृति राष्ट्रीय भावना से ओत-प्रोत थीं।

## गुजराती

अपभ्रंश से उदित इस भाषा का प्रथम ग्रंथ शालिभद्र सूरी द्वारा रचित ‘भारतेश्वर बाहुबली रासा’ है। ‘प्रबन्ध चिन्तामणि’ आदिकाल(1185–1400) की प्रसिद्ध रचना है। मध्यकाल(1400–1600) में गुजराती भक्तिकालीन साहित्यकारों का वर्चस्व रहा, यथा— नरसिंह(नरसी) मेहता, मीरा, मालण, नाकर, विष्णुदास। गुजराती का आधुनिक काल 1851 से आरम्भ होता है। इसका प्रथम चरण 1914 तक चला, 1915 से ‘गांधी युग’ का चरण आरम्भ हुआ। लाजमी भी था, जिनके नाम से स्वतंत्रता आन्दोलन का एक युग चला हो और वो व्यक्ति स्वयं गुजरात का निवासी भी हो। दामोदरदास खुशालदास केशव सेठ, चंद्रवदन चिमनलाल, मनसुखलाल झवेरी, उमाशंकर जोशी(गंगात्री,1934) आदि इस युग के साहित्यकार थे।

गांधी जी ने लगभग 40 साहित्यिक कार्य किए जिनमें ‘हिन्दस्वराज’, ‘दक्षिण अफ्रिकाना सत्याग्रहनो इतिहास’, ‘अनासक्ति योग’(गीता माता), ‘सत्यना प्रयोगो’, ‘नवजीवन’ (पत्र), ‘हरिजन बन्धु’(पत्र) और ‘अन्दू दिस लास्ट’(अनुवाद) गुजराती भाषा की विशुद्ध रचनाएं हैं। काका कालेलकर, किशोरलाल मशरूवाला, नानाभाई भट्ट, गिजुभाई बधेका(दिवास्वप्न) व जुगताराम दवे द्वारा लिखा गया शिक्षा सम्बन्धी साहित्य। धूमकेतु, मेघाणी, पन्नालाल पटे, ईश्वर पेटलीकर, चूनीलाल मड़िया (‘पावक ज्वाला’ और ‘ईधन ओछां पडयां’) द्वारा ग्रामीण यथार्थ साहित्य, अमृतलाल शेठ की ‘सौराष्ट्र’ (पत्रिका), रमणलाल वसंतलाल देसाई का ‘द्विव्यचक्षु’, जंयती दलाल का ‘पादरना तीरथ’ और ‘धीमु अने विभाग’, गजानन माडखेलकर का ‘प्रमद्वरा’, मोहनलाल मेहता का ‘9 अगस्त’ (ब्रिटिश सरकार ने जब्त करके जला दिया), कन्हैयालाल मुंशी का ‘ब्रह्मचर्याश्रम’ आदि गुजराती भाषा की वे रचनाएं हैं जिन्होंने कात्कालिक सामाजिक-राजनीतिक परिदृश्य को उजागर किया।

## हिन्दी

भारतीयों के भीतर भाषा की वो प्राणधारा जो प्रत्येक अवस्थाओं में बहती रही है, वो है हिन्दी। चार काल खण्डों में विभाजित इस भाषा का इतिहास गौरवशाली रहा है। आदिकाल से लेकर वर्तमान काल तक साहित्य के फूलों की एक लम्बी पंक्ति है जो आज तक सुगन्ध बिखेर रही है। वीरगाथा काल में रासो काव्य, भक्तिकाल का उत्सवधर्मी काव्य, आधुनिक काल साहित्य भारतीयों में गुलामी के विरुद्ध राष्ट्रवादी चेतना जगाने का कार्य किया। आधुनिक काल में भारतेन्दु हरिश्चन्द्र ने ‘कवि वचन सुधा’(1868), ‘हरिश्चन्द्र मैंगजीन’(1873), ‘बाला बोधनी’(1874), ‘अधेर नगरी’, ‘भारत दुर्दशा’ लिखकर अंग्रेजी हुकूमत के विरोध की शुरुआत कर दी। बालकृष्ण भट्ट, प्रताप नारायण मिश्र, ठाकुर जगमोहन, अम्बिकादत्त व्यास इत्यादि ने अपनी रचनाओं को देश को समर्पित किया।

द्विवेदी युग (1900–1920) में भारतेन्दु युग के बौए गए बीज, फसल बन गए थे। चिन्तामणि घोष (सरस्वती,1900), नाथुराम शर्मा, श्रीधर पाठक, हरिऔध, रायदेवी प्रसाद, स्नेही(“जो भरा नहीं.....स्वदेश का प्यार नहीं”), मैथिलीशरण गुप्त (भारत भारती,1912), रामनरेश त्रिपाठी, रूपनारायण पाण्डेय, बालमुकुन्द गुप्त(“शिवशम्भू के चिट्ठे”) आदि ने इस फसल को सिंचित किया। छायावाद, हालावाद व राष्ट्रीय काव्यधारा एक साथ अग्रसर हो रहा था। देश में गांधीवाद की आंधी चल रही थी। माखनलाल चतुर्वेदी (‘कैदी और कोकिला’, ‘पुष्प की अभिलाषा’), रामनरेश त्रिपाठी, बालकृष्ण शर्मा नवीन, सुभद्रा कुमारी चौहान (झांसी की रानी) ऐसे नाम हैं, जिन्होंने न केवल राष्ट्रभक्ति की रचनाएं कि अपितु स्वयं आजादी के समर में प्रतिभाग भी किया। छायावाद के प्रवर्तक जयशंकर प्रसाद जी ने कई नाटकों की रचना की। जिनमें भारतीय इतिहास का गौरवशाली झांकी देखने को मिलता है। ‘स्कन्दगुप्त’ व ‘चन्द्रगुप्त’ सबसे विशेष हैं। ‘चन्द्रगुप्त’ की पंक्ति –

“हिमाद्री तुंग श्रृंग से प्रबुद्ध शुद्ध भारती।

स्वयं प्रभा समुज्वला स्वतंत्रता पुकारती।।”

मुंशी प्रेमचन्द्र (‘प्रेमाश्रम’, ‘रंगभूमि’, ‘गबन’, ‘कर्मभूमि’) ने अपने उपन्यासों में सत्याग्रह व आन्दोलनों का चित्रण करते हैं। राष्ट्रवादी साहित्यकारों में रामधारी सिंह दिनकर जी का नाम भी सम्मान के साथ लिया जाता है।

भारतीय स्वतंत्रता संग्राम में देश की हर भाषा में लिखी गई कहानियों, कविताओं, गीतों और नाटकों ने, जिनमें से कई आज भी मौखिक व अलिखित हैं, समृद्ध और जीवंत विषय-वस्तु के रूप में योगदान दिया, जिसने न केवल लाखों लोगों को देश की स्वतंत्रता के लिए प्रेरित किया, अपितु उन्हें अपनी सांस्कृतिक जड़ों को फिर से खोजने में सक्षम बनाया। संलग्न आधिपत्य का मुकाबला करने के लिए सशक्त भी बनाया। जिसके परिणामस्वरूप सामाजिक क्रान्ति हुई। शब्दों की निर्धारण के सम्मान में कुछ चुनिन्दा भाषाओं को ही इस आलेख में शामिल कर पाया हूँ।

अन्ततः, भारतीय भाषाओं ने स्वतंत्रता आन्दोलन में अप्रतिम योगदान देकर सर्वदा विजय का झण्डा बुलन्द किया, सहसा ही नहीं श्री श्यामलाल गुप्त ‘पार्षद’ जी ने ‘झण्डा गीत’ में लिखा—

“विजयी विश्व तिरंगा प्यारा, झण्डा ऊंचा रहे हमारा।।”

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