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Indian Institute of Education

ATHLETIC PERFORMANCE BENEFITS OF YOGA**Harkare Gulnar Md Hanif**

Director of Physical Education and Sports

ABSTRACT

an athlete's performance can be improved through the many mental and physical benefits of yoga. Additionally, it has the potential to support healthy sleep patterns, promote relaxation, and alleviate stress. Athletes who are prone to overtraining will benefit from these advantages. Yoga has many advantages for athletes, including improving flexibility and developing the mental toughness necessary for competition. Continue reading to learn about some of the studies that support yoga's advantages for athletes, how to develop a routine, and the benefits of working with a yoga professional. Around 5,000 years ago, yoga was practiced. Over the course of time, a number of yoga schools and organizations have emerged. Finding a style of yoga that resonates with you can be overwhelming at first. Because a particular sport can develop certain muscle groups while ignoring others, it is best to tailor your yoga practice to your training schedule if you are a competitive athlete. Over time, this process results in muscle and joint imbalances, which can cause injuries from overuse. Yoga helps the muscles, tendons, and ligaments move through their full range of motion. This helps athletes in their chosen sports improve their balance and core strength, which is a huge benefit. Heidi Resiert, a San Diego native who competes in triathlons, stated, "I'm glad I found yoga and added it to my weekly workout routine." Not only do I feel stronger, but I also have more faith that I won't get hurt again. Pranayama, or breathing exercises, is another important part of yoga.

PURPOSE OF THE RESEARCH PAPER

Athletes can gain strength, flexibility, and balance through yoga, which has numerous advantages. Practice Ashtanga Vinyasa yoga for a harder workout that can help you perform better and avoid injury. It may help you improve your mobility, coordination, and range of motion. It is a subset of Hatha yoga, but the poses are done in a faster order and each movement is linked to proper breathing. This type is now and again alluded to as "power yoga" or "yoga stream," and it is known for its cardiovascular and molding benefits. While holding a pose can build strength, slow movements and deep breathing increase blood flow and warm muscles. While holding the other foot at a right angle to your calf or above your knee (but never on your knee), balance on one foot. Training has a positive physical impact on muscle tone, circulation, strength, agility, and flexibility, as well as the rate at which waste products are disposed of. Training has a positive physical impact on muscle tone, circulation, strength, agility, and flexibility, as well as the rate at which waste products are disposed of. As a result, yoga is used by numerous professional athletes and teams to improve balance, flexibility, endurance, and core strength. In addition, it offers numerous advantages, such as relaxation, mental and spiritual clarity, and focus-enhancing breathing techniques.

The overworked areas are stretched out in yoga, and the supporting muscles that support the other muscles are activated. This improves agility, power, and strength. Use the six poses below to take your performance to the next level. Yoga helps the mind and body heal and prevent illness. According to an actual point of view, rehearsing yoga routinely can assist with working on most actual capabilities, including solid strength and perseverance, versatility and adaptability, and chemical guideline. It only makes sense that many Olympic athletes include yoga in their training routines due to the amount of mental and physical strain they face: when it's time to get better Benefits of Asana and Pranayama for the body: increases flexibility, improves breathing, improves heart function, improves digestive system,

improves overall health, and improves coordination of function between neurology and muscles are all benefits of exercise. It also improves posture, rehabilitation of injuries, and concentration power. It's doing asanas in sporting competitions. India has hosted yoga competitions, also known as competitive yoga, for several decades. In addition to performing asanas, participants in the concept of competitive yoga also engage in kriyas, pranayama, mudras, and meditation.

MATERIALS AND METHODS

Yoga's slow-motion movements and gentle pressures penetrate deeply into troubled joints, making them gentle exercises meant to alleviate pain in essential joints. Additionally, the tension that binds the muscles and further tightens the joints is released through the easy stretches and deep breathing exercises. Yoga is the ideal anti-arthritis combination of exercise and relaxation: Yoga practice on a regular basis can help people lose weight. First, some of the asanas make sluggish glands work harder to produce more hormones. Because it influences metabolism, the thyroid gland in particular has a significant impact on our weight. The fish posture and the shoulder stand are two examples of asanas that target the thyroid gland specifically. Additionally, fat metabolism is increased, resulting in fat conversion to muscle and energy. This means that in addition to losing fat, you will also have more energy and better muscle tone. Asthma has improved significantly in studies conducted at yoga schools in India. Additionally, it has been demonstrated that yoga techniques can typically prevent asthma attacks without the use of medication. Tests in the lab have shown that yogis are better at controlling their autonomic, or involuntary, bodily functions like temperature, heart rate, and blood pressure. The effects of yoga on HIV are currently being studied, and the results look promising. The postures known as asanas will aid in maintaining the muscles, nerves, and joints so they can function optimally and tone all internal organs so they can do so without becoming exhausted. The systematic and rhythmic breathing known as pranayama helps to relax the body's mental and physical organs and keeps every cell oxygenated, which aids metabolism.

DISCUSSION

To overcome physical, mental, and physiological issues, yoga and its associated practices must be taught and practiced. Since this is the current need, the majority of my paper focuses on the mental aspects. I encourage upon the August body to see that yoga to be simplified as opposed to complex through research for the accompanying reasons Advancement of science and innovation in the new year's has made man's life quick, occupied and brimming with strains. The machines have largely relieved the pressure on the muscles, but the pressure on the nerves has significantly increased. Psychosomatic and stress-related disorders are the byproducts of this. Our minds and bodies are capable of withstanding stress to a certain extent. The mind expresses tension in the form of impulses that flow from the brain to various body muscles. If tension persists beyond that limit, the balance of the psychophysiological processes is disrupted, resulting in various symptoms of mal-adjustment. The organ or glands in question will begin to malfunction if these muscles continue to exert their influence on them. The disorder of the involved organs cannot be resolved until the mind is freed of the tension that is residing there. The most significant advantage of yoga is mental and physical therapy. the process of aging; yoga can slow down a condition that is mostly artificial and mostly caused by auto-intoxication or self-poisoning. Diabetes, high blood pressure, digestive disorders, arthritis, arteriosclerosis, chronic fatigue, asthma, varicose veins, and heart conditions can all benefit from regular asana, pranayama, and meditation practice.

CONCLUSION

As was mentioned earlier, researchers discovered that yoga is just as important for sportsmen as for non-sportsmen because it helps us in different ways and at different levels. Yoga can assist a person in maintaining evenness of mind and control over their thoughts even during stress and/or anxiety. In order to perform a sporting action efficiently and effectively, a person needs to have a high level of concentration and focus, as well as a mind that is calm and controlled. Yoga can help us achieve this by developing mind control and concentration, both of which are essential for athletes to perform at their best. Yoga is a valuable addition to any educational program because it opens up new learning opportunities to a wider range of students than traditional fitness or sports programs do. Yoga in sports is just as important as other people think it helps us in different ways and at different levels in a sports person's life, so adding yoga to a school's curriculum will help provide a high-quality physical education program. Yoga can assume a key part in developing brain control and focus which helps a sportsperson perform at their game. It gives adults and children the chance to exercise successfully, which can help build a solid foundation for life. However, curriculum specialists, teachers, trainers, and students ought to be aware of the actual difficulties of yoga education and conduct thorough research into them.

COMMENDATIONS

The physical benefits include increased core and body strength, improved balance and coordination, and increased flexibility. Mental advantages incorporate more grounded mind-body connection, expanded confidence, better concentration and focus, and expanded capacity to unwind and cope with distressing circumstances. Yoga is a popular form of exercise that many people do in order to improve their physical and mental health, reduce stress, and improve their quality of life. What's more, yoga might be tending to explicit medical issue, for example, back torment, neck agony, joint inflammation, and tension. Yoga, according to research, may: Assist with working on broad wellbeing by easing pressure, supporting great wellbeing propensities, and working on mental/close to home wellbeing, rest, and equilibrium. Reduce pain in the neck, back, and sometimes even the knee from osteoarthritis and tension-type headaches. Yoga isn't a religion, an approach to everyday life points towards a sound brain in a solid body. Man is a spiritual, mental, and physical entity. According to Indian Ayurveda, yoga helps achieve a healthy balance between the three. Aerobics and other forms of exercise only guarantee physical health.

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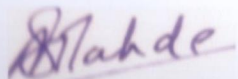
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राष्ट्रीय शिक्षा नीति 2020

Globalization Of EducationMrs. Nikhat Parvez¹ Akhtar Shaikh²^{1,2}Head and Associate Prof., English Dept. Union Education Society's Mahila Mahavidyalaya, Solapur.

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Abstract:

Influence of globalization on culture and educational system is a serious issue. Some people see it as a delight for traditional institutions such as the family and the school, another dispute the benefits in upsetting traditional and developing up-to-date attitudes. This paper will study the positive and negative effects of globalization on education for evolving countries. Effective education systems are the groundwork of prospects to lead a fair life. Confirming that all children have suitable access to education is essential public sector function for countries at all income levels. The paper claims that education is a fundamental element of society, and the basis of independent choice. The large modification in occasions in education between countries is one of the basic causes of global inequality. People can only benefit and advantage from globalization if they are gifted with knowledge, skills, and values and with the abilities and rights needed to realize their undeveloped possibilities. This superiority study is an effort to describe the ideas of an education, teacher education, in the setting of globalization. Globalization comprises both opportunities and fears for national development. This paper trials the factors of educational policy. It claims that any country will need to develop its own national method to updating education in the context of the global setting. This paper considers the global revolutions require that people develop new skills, new understandings, new knowledge and schools have an important role in this logic. A part of the teachers and the way they should teach in this new advanced global economy, they are learning in new ways for new determinations and schools and teachers should reorganize themselves for this new realism and rearrange their skills, accomplishments and their experiences to familiarize themselves to new opportunities.

Keywords: Globalization, Influence, Teachers Education, Development, Determinations, Opportunities.

Introduction:

In recent dissertation, globalization is often used interchangeably with internationalization, denoting a growing interrelation and mutuality of people and organizations throughout the world. Although these relations have different meanings in communal, they have taken on different local meanings that differentiate them from each other and from common practice. Internationalization is the less imagined concept. Globalization, by contrast, has come to denote the difficulties of interrelation, and scholars have formed a large body of literature to explain what seem to be identifiable worldwide effects on resident communities and retorts to those effects. Studies of an international scale touch features of ordinary life. For example, physical

modification strategies and international trading grants, such as the North American Free Trade Association (NAFTA) and the Asia-Pacific Economic Cooperation (APEC), decrease barricades to market, apparently endorse jobs, and decrease the price of goods to customers across countries. Yet they also change provision from "old" industries to newer ones, making displacements and compelling some workers out of jobs, and have motivated large and even fierce protests in several nations. The spread of republicanism, too, is part of globalization, providing more people access to the radical procedures that influence their lives, but also, in several places, hiding deeply engrained socioeconomic injustices as well as areas of policy over which very few individuals have a

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ability to speak. Even ordered worldwide violence raised by Islamic extremism may be viewed as an oppositional response—an effort at deglobalization—to the universality of Western capitalism and secularism related with globalization. Effects of globalization are multi-dimensional, having huge communal, financial, and radical consequences.

A enormous spread of education and of Western oriented standards of learning at all levels in the twentieth century and the significances of extensively available education are a large part of the globalization process. With respect to the part of schools, globalization has become a chief topic of study, particularly in the arena of proportional education, which put on historiographic and social scientific philosophies and approaches to worldwide problems of teaching.

Status Of Education in Globalized World

Elementary purposes of education are to specified the knowledge & influence to the children to advance their abilities, express and follow a certain purpose; it has put great compression on the education organization to create 'champions' who are market qualified to combat in the competition for the existence of the rightest. The influence of globalization on the education system of a country is inherent. It brings education to the lead lines and in the usual dissertation, is likely to be the main tool for amalgamation into the 'knowledge society. Acquaintance entree with quality, globalization dissertation where quality is distinct as a knowledgeable content that empowers students to find the education they need for the structure of an unbiased communal and financial world.

Impact of Globalization on Indian Schooling :

Globalization performs a significant part to push the boundaries of the latent qualities of information and transmission for more successful learning. It also allows the aptitude of learners to entree, evaluate, modify and use information to think self-sufficiently and exercise suitable decision,

and also to cooperate with others to make logic of new circumstances. It uses progressive communications transmission and data with new systems of information education and knowledge that support both the teacher as well as the student. The rule and regulations by the Indian government imitate its concentration to meet the goals. The year 2009 was the breakthrough effort by the government as they passed The Right of Children to Free and Compulsory Education (RTE) Act. Children among the age of six and fourteen years now have the vital right to education. The Twelfth Five Year Plan by the Government clearly links the superiority of education to the accessibility of written materials, physical infrastructure, classroom progression academic provision to the teacher assessment measures, and communal engrossment

Impression of Globalization Education on Employment :

In current era, peripheral India's trade has shown fast development. It is said that many employees in India involved in more than one type of employment in any specified period is clearly devote to the amalgamation of labour markets & finishing the salary gap among workers in several types of nations like progressive and emerging economies particularly through the spread of technology. For the nations that are emerging, globalization would effect in the deterioration of incompetent capital-intensive industries that are severely secured by tariffs and an surge in labour-intensive exportation industries speculate the count equivalent gain.

Influence on Economy Through Globalized Education:

After the application of Globalization, India remarkably flourished. In the field of commercial, retail, and the technical sector the country has seen the development of foreign investments. It also had a great influence on the economic, communal, cultural, and political areas. Globalization

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has massively increased due to enhancements in transportation and information technology. The enhanced global collaborations increase the progress of global trade, policies, and culture. Indian society is shifting after growth and Globalization. Economic strategies established and managed by the government also completed an important role in development of levels of savings, employment, profits, and investments in society.

Conclusion:

Indians & Indian organizations should choose about the nature and extent of globalization that can be beneficially introduced in their socio-economic and educational systems. Though it is tough to hold on to our fundamental ethics and not become a complete copy of the international community, it is necessary that while doing so, the supreme national commitment should be kept in the first significance. Areas like education and progress go hand in hand. Eventually, any engrossment in the global educational market can end up damaging the vibrant interests of students, and particularly of the poor and demoralized for generations to come. Proper monitoring mechanisms must be recognized to safeguard that the universities do not end up manipulating students. The education system should guarantee that students achievement not just depth of information in these subjects but a entire awareness and skills that will prepare them to face the real world. An understanding into the practical world is quite important to shine in the given fields. There must be chances to expand their boundaries, platforms for collaboration and learning, and acknowledgement for those who struggle to shine. It is about always trying to force the bar a little more, by transforming and never standing still. The educational organizations must have to trust in a value-based education system, then their students will shine in all stages of life. Schools and colleges are important influencers of change and assessment. They

create a lively, student community that continually revolutionizes and shines in all spheres from academics to arts and sports. It is an endless process and a country like India should apply it properly to improve their national standard through their educational system. Globalization is crucial to change the future & shape it constructively towards application of improved education standards throughout.

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अनुक्रमणिका

१. **Influence of Existentialists in *The Lady Labyrinth, The City and the River, The Foreigner and The Apprentice* by Arun Joshi**
- Dr Anshika Makhijani ----- ९
२. ***Siolim Zagor: A Postcolonial Assessment of Syncretic Folk Theatre of Goa***
- Dr Tanvi Bambolkar ----- १४
३. **Gender and Narrative**
- Dr. Amrita Singh ----- १९
४. ***Impact of Colonialism on Thoughts and Characters in Literature***
- Dr. Asma S. Khan ----- २१
५. **Hegemony of Language in Postcolonial Discourse**
- Dr. Panchappa Ramchandra Waghmare ----- २४
६. **Delineation of Human Social System under Threat in the World of AI Technology in Jayant Narlikar's *The Return of Vaman or Vaman Parat Na Aala***
- Dr Vijaykumar Ramchandra Punekar ----- २९
७. **Socio - Cultural aspects reflected in Girish Karnad's *Nagamandala***
- Dr. Rani R. Mote ----- ३४
८. **Reflections of Colonialism and Post-Colonialism in Indian English Literature**
- Dr. Shilpa Chowdhary ----- ३८
९. **Depiction of The Life of Women in Ice Candy Man During Pre-Partition India**
- Dr. Shinde Devidas Kisan ----- ४३
१०. **Understanding the Impacts of Colonialism**
- Dr. Suryawanshi Parmeshwar Lakshmanrao ----- ४७
११. **An Exploration of Antonio's Gramsci's Theory of Hegemony**
- Dr. Vijay Nagnath Mhamane ----- ५१



३३. **The Treatment of Man-Woman Relationship In The Select Novel of Shashi Deshpande : Overview**
- Mrs. Shaikh Nikhat Mhemood Sab, Dr.Mirza M.B. -----१४१
३४. **Studying the Spectrum Through *Monsoon*:A Critical Study of Feudal System in Goa**
- Sharwari Prabhudesai -----१४६
३५. **Eco's *The Name of the Rose* as a Discourse of History**
- Dr. Ramraja Vasudeo Mote, Sohel I. Shaikh -----१५१
३६. **Gender Discrimination in R. K. Narayan's *The Guide***
- Dr. Vaibhav H. Waghmare, Swapnali M. Bansode ----- १५६
३७. **Dehumanization of Slaves in Toni Morrison's *Beloved***
- Mr. Halloli Revansidh Mahadev -----१५९
३८. **Space Colonization in Science Fiction with reference to Arthur C. Clarke's novel *The Sands of Mars (1951)***
- Mr. Prashant Sampatrao Shinde ----- १६३
३९. **An Effort of Transforming The Society : A Study of U. R. Ananthmurthy's Novel *Bharathipura***
- Mr. VithobaThorat, Dr. Ashok B. Kadam ----- १७०
४०. **Major Issues as reflected in Chetan Bhagat's Novel *Three Mistakes of My Life***
- Dr. I .M. Khairdi, Mr. Onkar Siddharudh Bedagnur ----- १७४
४१. **Institutional Repositories: An Indian Perspective**
- Jyoti Ramesh Yadav -----१७८
४२. **Types and Importance of Research**
- Dr. H. L. Jadhav -----१८३
४३. **A Study of Efficacy of Various Learning Methods on Critical Thinking for Competitive Examination Aspirants**
- Dr. Mahadeo Sadashiv Disale -----१८७



'THE TREATMENT OF MAN-WOMAN RELATIONSHIP IN THE SELECT NOVEL OF SHASHI DESHPANDE: OVERVIEW'

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I) Abstract

Indian English Literature is now a reality which cannot be ignored. During the recent decades it has attracted a widespread interest both in India and abroad. Fiction being the most characteristic and powerful form of literary expression today, has acquired a prestigious position in the Indo-English literature. As a distinct literary form, the novel is undoubtedly of recent birth. In the growth and development of the Indian novel in English the 1980's occupy the most significant position.

Indian fiction in English has been enriched by several highly talented women novelists. Shashi Deshpande occupies a unique position among contemporary Indian novelists in English, as she portrays the plights and problems of working middle-class women. Shashi Deshpande has many avatars and award winning Indian Novelist. Daughter of the renowned Kannada dramatist and Sanskrit scholar, Sriranga, she was born in Dharwad, in Karnataka in 1938.

The present study of the paper has critically examined the treatment of the theme of man-woman relationship in the novel of Shashi Deshpande, "The Dark Holds No Terrors." The novel analyses the complex relationship between a successful doctor, Sarita and her professionally frustrated and irritated husband. Because the wife has better job, there is a very obvious tension between them for the wife earns not only the bread but also the butter for the family. Once

personal goals enter into a woman's consciousness and become a reality, they can pose a challenge to male ego and be a potential cause of marital conflict. This happens with Sarita and Manohar. So she wants to escape from all the relations of father, mother, husband, children and everybody else. But at the end of the novel she realized that she had done injustice with all these relations. She takes this opportunity to examine and realizes that she has to accept all these selves- daughter, sister and wife as they were.

II) Key words: inner conflict, relationships, quest for identity, isolation, family institution, trauma.

III) Introduction :

It is impossible to separate the family, marriage, and the individual. Marriage is an universal, delicate and complex phenomenon. Excluding family and the individual, marital relationship cannot be understood. D.H. Lawrence points out.

The greatest relationship for humanity will always be the relation between man and woman. The relation between man and man, woman and woman, parent and child, will always be *subsidiary*.¹

"It is on the axis of the mutual relationship between man and woman that world revolves. This cannot be *changed*."² As a writer Shashi Deshpande possessing deep insight into the



female psyche, her novels reveal the man-made patriarchal traditions and uneasiness of the modern Indian woman in being a part of them. She fights for the recognition of women as individuals.

"The Dark Holds No Terrors" her first novel published in 1980. The novel centres on gender inequality as Saru, the protagonist, is repeatedly made conscious of her gender even as a child. Her thoughtless relationships with her parents and strained relations with her husband lead to her agonizing search for herself. The tradition – Oriented Indian society has experienced various changes in the last six or seven decades. The widely affected area of this change has been the vital relationship between man and woman. Promila Kapur, a sociologist analyses the change:

with a change in women's personal status and social status has come a change in her way of thinking and feelings and the past half century has witnessed great changes in attitudes towards sex, love and **marriage**.³

IV) Psychoanalysis of the Theme of Man-Woman Relationship :

The Dark Holds No Terrors tells the painful story of Sarita, the protagonist. It is said that marriage is the most problematic of all relations. Saru grows up in a traditional Brahmin family where parental care and favors go to the boy children, only as familial heir where as girls are meant only to get married off. Since childhood Saru endures her mother's discrimination with her brother Dhruva. As she grew up, hatred drive her to leave home and obsessively seek success in medical college. There she falls in love with a college mate Manu and marries him against her parent's wishes. As she always feel insecure in her parents home, her marriage to Manu is a means of that love and security which she had always lacked in life. And she is hungry for love: "I was hungry for love, each act of sex was a triumphant assertion of our love of my being love. Of my being **wanted**".⁽³⁵⁾

Saru succeeds as a successful and reputed doctor. In the beginning of their married life, Saru's happiness cannot be disturbed by the meagre income of a teacher (Manu). She is happy until she begins to establish herself as a doctor. Now the situation undergoes a change. Till now, "he had been the young man and I his bride. Now I was the lady doctor and he was **my husband**".⁽³⁷⁾ The equilibrium of their marital happiness marriage loses its a balance when Saru climbs up the ladder of success as a lady doctor. Manu, her husband, can not tolerate people greeting her and ignoring him. He cannot express it openly but says out of irritation: "I am sick of this place. Let's get out of here **soon**".⁽³⁷⁾ He does not love her the way he used to earlier. The main cause of failure in their marriage are Saru's career, the hectic schedule in hospital, which makes her neglect her home and children and the Inferiority Complex of Manu. Now Saru realizes where the shoe pinched. Shashi Deshpande sharply focuses the problem.

$a + b$ they told us in mathematics is equal to $b + a$.

But here $a + b$ was not, definitely not equal to $b + a$.

It became monstrously unbalanced equation,

Lopsided, unequal, **impossible**.⁽⁴²⁾

In reality, the working women are doubly burdened, with duties and conjugal relation at home and work place. The aspect of doctor in her, was more often seen than that of the wife and the mother in her. She detached from her children and husband through her profession.

Saru realizes it: "now I know that it was there it began – this terrible thing that has destroyed our **marriage**".⁽³⁷⁾ She starts hating the man-woman relationship which is based on attraction and need and not love. Marital relationship played a predominant role in this novel. Marriage is an honest recognition of the



native equality between man and woman. Man and woman have to share between themselves the joys and the responsibilities of the joint venture. For both partners marriage is an equal necessity. The key to marriage is the ability to endure and go on but in many marriages women were dominated by their husbands. They also didn't find freedom and space in their marital life. Saru, in this novel belonged to this category.

She feels a gradual disappearance of love and attachment which she had once developed. It is now replaced by a psychological conflict which is inevitable as the situation prevails between them. Saru is unable to attend her duties towards her children and husband, as she gets late in returning home. The husband sits waiting : " I came home late that night – when I came home I found him sitting with a brooding expression on his face that made my heart give painful, quivering little *jumps*."⁽⁷¹⁾ while there is a decline in her conjugal relationship, her status in society rises day by day.

Manu's inferiority complex burst out when a girl raised the question against Manu, "How does it feel when your wife earns not only the butter but most of the bread as *well*."⁽²⁰⁰⁾

All these things combined together his ego. Manu started to attack his wife every night with sexual brutality.

He attacked me like an animal that night. I was Sleeping and I woke up and

There was this — the man hurting me — — I could do nothing against him. I Couldn't fight back. I couldn't shout or cry I was so afraid that children in the next room would hear. I could do nothing I can never do anything. I just endure (201).

It became usual for all nights and he became a normal man, a loving husband in all the morning. He had done in an unconscious state. Like a caring husband, he would ask the maid to wake her up if she was in the bed and gave her a cup of tea. Manu was a complete failure due to

the idea of Indian Masculinity. In order to restore his manhood and to assert his power, he sexually assaulted his wife. Sara left her husband and children in order to escape from her husband's sexual brutality. She used to recall her past marriage life when she was in her parent's home.

Marital life is nothing but a queer combination of several forces acting upon two human beings in different capacities to fulfill the marital ambition and play a vital role in society. Sara is a "Two-in-one-woman" — a successful doctor in the day time. "Terrified trapped animal at night.

The novel clearly showed that family institution began to disintegrate when a woman achieved greater economic or social status than her husband. The problem faced by Sara was the problem of many learned and professional women of our society. Indian society was still bound by tradition and superstitions. No. one is ready to change the male-dominant society. Saru's marital was not a happy one even her marriage was a loved one. This was only because of Saru's professional status.

The burden of double duties is not only a feeling in itself but gradually takes on a force misbalancing the marital balance that normally sustains conjugal relations. With this growing feeling of disenchantment and imbalance, separation become inevitable. At this juncture, of life, Saru hears the news of her mother's death and goes back to her parent's home. Saru says that she has come here to escape "the professional role." But it is actually to escape the role of being a wife. Due to the sexual sadism of her husband so she returned to her parental home. But she couldn't express her feelings or pains to her father. The father was not interested supported enough. "Like an unwilling host entertaining an unwelcome guest." The Dark Holds No *Terrors*,⁽¹⁸⁾

In Indian society, married woman are not supposed to return to her parental house without



her husband. They are supposed to stay in the house of her husband till the last Day of Judgment. Baba frowned his eyebrows when he found his daughter standing alone with her suitcase. When she revealed her husband's sexual torture to her, then he showed eagerness to solve the problems of his daughter. Sarita was ready to leave her house when she came to know that her husband would arrive to her parental house. Baba asked her to face the problem instead of running away from it.

Saru had a chance to review her past, her own psychology, her own place in relation to others in the family and in the society. She decided to confront the problems when she realized her own self. She rejects the traditional role models of sister, daughter and wife. But now she accepts all these selves as they are, and not as models, without which she cannot become whole, and there is something more than all these. Education invokes in her a consciousness which was not presents in the older generation.

Deshpande thinks that a woman's life is her own and the time has come when a woman must think as an individual and not merely as a woman. Unless she forgets the old traditional role-models, she shall always find herself guilty. The modern woman is something more than her familial roles. Sara finds the connecting link in her life.

She is now her own refuge, and will not blame other. She must open the door to her husband and confront him fearlessly. She rebels against the traditions but ultimately tries to compromise with the existing reality. This manifests that traditionally, woman is expected to play a subservient role. A happy marriage is consolidated in traditional kind of man-woman relationship. (354)

V) Conclusion:

The theme of man-woman relationship has been the focus of many literary works in

contemporary Indian English fiction. The present study has critically examined the treatment of the theme of man-woman relationship in the novel of Shashi Deshpande. Her novels are mainly concerned with man-woman relationship and women's quest for herself. All her heroines are married, educated economically independent and belong to middle or lower middle class society. One of the most significant themes of modern Indian fiction is that of man-woman relationship.

The Dark Holds No. Terrors are totally a different novel in the sense that it explodes the myth of man's unquestionable superiority and the myth of woman being a martyr and a paragon of all virtues. It is based on the problem faced by a career woman.

The protagonist, Saru suffers not only the physical violence, but she is often emotionally hurt and crippled through his arrogance, cynicism and indifference. He never admires his wife's services and sacrifices for the family. She is belittled or silenced. She gathers strength not to surrender, not to run away from the problems, not to commit suicide, in a word, not to accept defeat. Rather she accepts the challenges so as to prove herself a good daughter, a good wife, a good mother, a good doctor and a good human being.

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Message

I congratulate the IQAC & Research Centre for organising One Day National Seminar on National Education Policy 2020: Promotion of Indigenous Languages, Art and Culture. Cultural awareness is among the major requirements considered important for developing the learners. It will bring a sense of identity, belonging, and an appreciation of other cultures and identities. Through the development of a strong sense and knowledge of one's own cultural history, arts, languages, and traditions the children will build a positive cultural identity and self-esteem. Different languages experience the world differently, and the structure of a language determines a native speaker's perception of experience. Art, in the form of literature, plays, music, film, cannot be fully understood without language. In order to preserve and promote culture, we must preserve and promote a culture's languages. Teaching and learning of Indian languages need to be integrated in higher education. A number of initiatives to foster languages, arts, and culture in students are the need of the hour. I am sure this seminar will discuss the various issues pertaining to the seminar theme and some fruitful outcomes we all will attend.

Dr. S. P. Gaikwad

Principal,

Dayanand College of Arts, Latur

Message

After the pandemic, this National Seminar on **National Education Policy 2020: Promotion of Indigenous Languages, Art and Culture** is the first academic event organised by the Research Centre and IQAC of Dayanand College of Arts, Latur

The NEP is the first Educational Policy of the 21st century and it aims at building a strong educational foundation. Though there are many different areas NEP talks about, the seminar focuses on promotion of indigenous languages, art and culture. Culture is an iceberg term which includes a lot many things. India as a nation has a long standing tradition and legacy of great cultural heritage. Different states have their own cultural flavour and different ways of celebrating culture. Languages and arts are part and parcel of culture. The manifestation of our real culture and heritage is the need of time and NEP focuses on the same. Higher Educational Institutes have a major role to play here and they must offer skill based and ability enhancement courses.

I am of the opinion that in such academic gatherings fruitful deliberations shall take place to institutionalise required changes in the field of education. I wish all the best to all the participants.

Ramesh Biyani

Secretary,

Dayanand Education Society,

Latur.

Message

I congratulate IQAC and Research Centre, Dayanand College of Arts, Latur for taking initiative in organising One Day National Seminar on **National Education Policy 2020: Promotion of Indigenous Languages, Art and Culture**. Higher education plays a very important role in promotion of human as well as society's well-being. Education contributes towards sustainable lives and economic prosperity of the nation. As our nation is marching towards becoming a knowledge economy and society, the young minds are to aspire for higher education.

India is a land of culture which has developed many years before. Our culture is manifested in the form of arts, works of literature, linguistic expressions, and heritage sites.

The promotion of Indian arts, culture and languages is important for the nation as well as the individual. Language is a product of culture. It is linked to art and culture.

The government emphasises the essentiality of indigenous languages by prescribing mother tongue as the medium of instruction.

I hope in this National Seminar Resource Persons, Professors, Research Scholars and participants will surely have deliberations on the ways of implementing NEP and come out with suggestions on the seminar theme.

Laxmiraman Lahoti
President,
Dayanand Education Society,
Latur.

Editor's Note

At the outset, I appreciate and congratulate the Research Center for taking initiative in organising and publishing scholarly Research Papers on the most important issue of National Educational Policy-2020. The national conference has been sponsored by Indian Council of Social Science Research and a scholarly journal has been published. The organisers have taken painstaking efforts to reach the nation-wide Research Scholars and collected papers on the various issues the NEP focuses. Indian languages are the treasure trove of knowledge and they need promotion for wider reach. Same is the case with the grand legacy we all are proud of i.e. our culture. Though we are multilingual, we have the sense of togetherness and belonging. We share our customs and traditions that have scientific base behind them. One just needs to understand and follow them to make our nation a powerful nation in the world.

Papers in this issue of the journal are on varied areas; from language, art, culture to literature, films, music etc. Language whether verbal or non-verbal is a grand means of perpetuating our ancient knowledge system. We all shall strive to make our society an Indic knowledge oriented society.

Prof. Prashant Mannikar

Director, IQAC & Vice-Principal,

Dayanand College of Arts, Latur

Sr. No.	Name of the Author	Title of Paper	Page No.
1.	Prof. Prashant M. Mannikar Ms. M. B. Ghogre	The Vision of National Education Policy-2020 on the Use of Educational Technology and the Road Ahead	1
2.	Akade Atish Chandrakant	The Role of Indian English Literature in the Promotion of Indigenous Literature, Arts and Culture	6
3.	Dr. Rajaram C. Jadhav , Abdul Amin	Preservation And Promotion of Indian Languages, Arts and Culture Through NEP 2020	10
4.	Dr. Nitin Shivaji Bhalke	Approaches in Teaching ESP	15
5.	Dr. Sachin D. Bhandare	Language of Education: Mother tongue or Other tongue	17
6.	Dr. Bhanji Ajit Raosaheb	Indigenous Cultures in Contemporary Indian English Fiction	21
7.	Dr. Shilpa Chowdhary	A View of Indigenous Languages, Art and Culture Through the Lens of Indian History	25
8.	Jodave Shrikant Ramdas Dr. M. H. Khandagale	Language as Power	29
9.	Dr. Rautrao Shivkumar Bhimrao	National Education Policy 2020: Promotion of Indigenous Languages, Art and Culture	35
10.	Mr. Vivek Zamble	Preservation and promotion of linguistic diversity in India from the perspective of NEP	38
11.	Dr. Dharashive Urmila Gurunath Ms. Kakade Varsha Bhairu	Three Language Formula and National Education Policy 2020	41
12.	Dr.Rahul P.Dhaware	Portrayal of Dalits' Life in The Branded by Laxman Gaikwad	45
13.	Dr.Chandrashekhar Ashok Dawane Jyotsna Dattarao Bhagat	Caste, Violence and Gender Discrimination in Babytal Kamble's The Prisons We Broke	48
14.	Dr. M. D. Pathan	Language as Power: Examining the influence of Language on Culture and Identity	51
15.	Dr. Shyam Tulshiram Jadhav	Language and Cultural Norms: A Comparative Study	54
16.	Dr. Prashant U. Gambhire	Cultural Relevance in Arundhati Roy's Novel The God of Small Things	58

Sr. No.	Name of the Author	Title of Paper	Page No.
17.	Dr. Kranti V. More Mrs. Vaishali W. Patil	Language as Power : Reflections in Select Disability Narratives	60
18.	Dr. Prasad A. Joshi	The Three Language Formula in National Education Policy 2020	65
19.	Dr.Sanjay Bhagwat Salunke	NEP-2020: Benefits of Mother Tongue as the Medium of Instruction	69
20.	Dr. Sandip Pandurangrao Chavan	Status of Higher Education in India and New Education Policy-2020	72
21.	Mr. Gaikwad Pratik Balaji	National Education Policy 2020 : Promotion of Indigenous Languages, Arts and Culture	75
22.	Dr. Mahadeo Babu Gaikwad	The Role of Dalit Literature in the Promotion of Indigenous Languages, Arts and Culture	79
23.	Gholave Sujata Chandrakant	'The White Tiger' - Arvind Adiga - A Culture Study	82
24.	Harsha Jain	Caste and culture in U R Aananth Murthy's Samskara (Critical writing)	87
25.	Ms. Hongal Pratibha Kallappa	Reflection of Indian Art and Culture in Selected Indian English Poetry	90
26.	Jadhav Sona Kishanrao	Mutual Accordance of Language and Culture in Human's Existence	94
27.	Dr. Jawalge Hanmant Rambhau	Language Policy in Indian School Education: The Three- Language Formula	98
28.	Dr. Balaji Gurunath Kamble	A Study on Role of IQAC in Implementation of NEP 2020 in HEIs in India	100
29.	Kamble Sanyogita Arvind	Humiliation of the Untouchables as reflected in B. R. Ambedkar's Waiting for a Visa.	107
30.	Lagashetti Mayuri Chandrakant	A Comparative Study of Spirituality in Sri Aurobindo's 'The Golden Light' and Rabindranath Tagore's 'Light, oh where is the light?'	110
31.	Prof. Suvarna Lavand Naik	Introduction To Famous Heritage Textile of India	113

Sr. No.	Name of the Author	Title of Paper	Page No.
32.	Sushamsbai Rajendra Lavand Dr.Meena S.Kadam	Pramotion of Language, Literature and Culture.	117
33.	Dr. Laxmikant Nandkishor Soni	Impact of National Education Policy 2020 on Higher Education	119
34.	Mahammad Rauf Ibrahim	Endangered Language	123
35.	Malve Sulochana Ganesh	The Plight of Dalits in Sharankumar Limbale's <i>The Outcaste</i>	128
36.	Prof. Dr. Rajabhau Sidaji Mane	Issues and Concerns of Bi / multilingualism	131
37.	Ms. Pooja Subhash Medhe	The Role of Translation in Cross-Cultural Communication	134
38.	Dr. Kranti More Mr. More J. G.	Endangered Languages in India	137
39.	Mrs Namrata Nilesh Patil	National Education Policy 2020: Promotion of Indigenous Languages, Art and Culture	140
40.	Shashikant Patil	Indigenous Literary representation to decolonise and challenge Cultural hegemony: A Study	143
41.	Mrs. Nikhat Parvez Akhtar Shaikh	Role of Indian English Literature In Culture and Language Teaching	146
42.	Kranti Todkar	National Education Policy 2020: Promotion of Indigenous Languages, Art & Cultural.	150
43.	Trivikram	Language And Culture: A Study	153
44.	Priyanka Sopanrao Ugile	Three Language Formula and NEP 2020	155
45.	Vaghmare Bhagyashri Tukaram	The Issues and Challenges in English Language Acquisition: In Rural Areas of India	160
46.	Shrawan Baban Bansode	A study of Importance of National Education Policy-2020 in Imparting Education	165
47.	Prof. Sanjekar Amol	Role of Social Media and E-Learning Platforms such as SWAYAM. E-Pathshala in the promotion of indigenous languages, Art and Culture	169
48.	Dr.Mantha Padmabandhavi Prakashrao	The Influence of Vernacular Language in Bama's <i>Karukku</i> : An Overview	175
49.	Dr. P. D. Shitole	Understanding Linguistic Diversity in Education: Challenges and Opportunities for Multilingual Learners	178

Role of Indian English Literature in Culture and Language Teaching

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Abstract:

Language and Culture have fish and water relationship, the presence of one in the absence of another is improbable. But in reality, English language teaching has given less consideration to the regional culture. It is commonly supposed that the addition of foreign cultural values is not the same with regional cultural values. The addition of regional culture plays vigorous role in promotion of nationalism, various regional cultures and regional cultural wisdom. In the same way, it provides cultural distinctiveness and expressive milieu for learning. Therefore, the key purpose of this article is to enlighten the importance of regional culture in the English language teaching space. It purposes at defining culture, language, shows bond between them and some educational strategies.

Key words: Culture, regional culture, foreign culture, language

Introduction:

English is an international language. The expansion of the English language started in the era of European colonization i.e., from the 16th century to the mid-20th century. In due course it honoured the economic and political supremacy of English-speaking countries, specifically Britain and America. English has been used for various fields all over the world such as education, science and tech, commerce and tourism. The English language expanded all over the world vastly because of the fast growth of globalization.

The dialectic connection among language and culture has created a challenge to the teachers and educators vastly, the problem of teaching culture with the English language can be listed as:

1. Target language culture with English
2. No target language culture with English
3. Regional culture with English, and
4. Culture free English

Literature is the replication of life. It reflects the society in which it is created. The word literature comes from the Latin word 'litaritura' meaning "writing organized with letters". We categorize literature according to language, origin, historical period, genre, and subject matter.

Originally, literature was a way of entertainment for the people. Over time, it achieved the purpose of improvement as well. The writers detailed importance of the social problems in their

writing. Therefore, it became a way of drawing the audience's consideration to certain matters and longed them to think about the reform. From early era to the modern civilization, indeed, all the works of literature have given us perception into the problems and tendencies predominant at that time. Literature also gives exit from the 'grim realities' of life. While many people read to avoid the dullness of their life. Moreover, the upper type of literature assists the reader to escape from unimportant reality into important reality.

- Culture is the method of life of people who express it. It can be anything like language, religion, clothing, food habits, social habits, music and arts. Culture refers to the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving.

Culture is the method of thinking and understanding the world and our own life. It can differ within a country, community, and society, sub-group and within a family. Culture is a critical tool for survival too. Also, culture is an evolution in itself since it is associated with the origin of people. People not only use language as a method of communication, but they also define morals, trust

and world views through it “When a language becomes extinct, a part of the cultural patrimony of humanity is lost”. In this manner, culture is a basic and a common identity of the people of the group who express the same world view. But it is a delicate fact too since it is continuously changing and easily gone as it occurs only in our mind. Since culture includes language as its part and it finds its existence in the way of language, it can be said that culture and language are involvedly connected. Language has two main roles: as a way of communication and a carrier of culture. Therefore, a specific language is a replica of a specific culture.

Importance of regional culture in English language teaching:

Usually, natural culture of the foreign language pupils can be stated as ‘native culture’ or ‘regional culture’ – though both terms have somewhat different meanings. The native culture normally refers to the culture of indigenous people of a land used for centuries for survival and everyday presence. Regional culture denotes to the culture of native people who have lived in a specific place for a phase of time. These both can be the source of regional culture while teaching foreign language because both can be foundations of knowledge and can affect the language pupils.

It is frankly visible that teaching a language means teaching its culture too. The interconnection of language learning and culture learning is so obvious that one can conclude that language learning is culture learning, and language teaching is cultural teaching. Learning and teaching foreign language stays unfinished until and unless the learners acquire culture fitting to the language. Highlighting the certainty of foreign language teaching, proclaims, “Foreign language teaching is foreign culture teaching and foreign language teachers are foreign culture teachers”. Though, here rises a question whether foreign culture is capable to teach foreign language or not. What happens when the regional culture of the learner is ignored while teaching a foreign language? For example, Sun (2007, as cited in Neff & Rucynsi 2013, p. 12) mentions that when a Chinese speaker asks “Have you eaten supper?”, it is a communication starter other than a question related to someone’s eating habits. Also, in Nepali speaking community also, asking “Have you taken

tea?” is not a question. Not knowing these types of cultural sayings may cause difficulty in communication. Thus, “in order to truly communicate effectively, the students of a foreign language need both linguistic and intercultural competence”. In this connection, a language teacher should be alert of both regional culture, target culture and their rules and principles. Along with target culture, s/ he urges to participate regional culture and its norms and values in the foreign language classroom. Emphasizing on the necessity for regional culture, Sudartini (2012) opines that the fundamental reason of introducing regional culture is for the good of national identity. In this regard, regional culture is local perception that endorses character education as well as promises national identity. The addition of the regional cultural values can be a method of making the learners’ cultural background and identity that finally forms nationalism in their mind. Hence, the only emphasis on target learning and target culture makes foreign language learning unfinished and handicapped. The importance of indigenous culture, Barfield and Uzarski say “integrating local indigenous culture into English language learning not only educates learners about indigenous people in their own countries and through the world; it also makes learning English more relevant for indigenous students in those classrooms”. Here regional culture is not limited to the culture of the foreign language learners; it means the culture of his or her neighbouring regions. These local or neighbouring cultures not only develop their foreign language learning procedure, but also enlarge their knowledge of native cultures. It clearly shows the urge for employing the regional culture along with foreign culture while learning a foreign language.

Strategies for teaching regional culture:

It is tough to identify a cultural problem in language classroom. It is inspiring for teachers to have ability in target culture, TL, regional culture and methods of teaching them. Byrnes (2008, as cited in Frank 2013) says many EFL teachers have had no proper training in integrating cultural elements, and there is no commonly acknowledged set of criteria that teachers can use as a guide. It stresses research and reformation in the field of teaching cultural elements in foreign language

classroom. Since the necessity of teaching regional culture along with foreign culture popped up in the surface of English Language Teaching, various methods have been seen on the surface. Choudhury (2014) claims that beginners' own culture is not allocated with as a nonconcrete concept; they need to be a part in it. He added by saying beginners are focused to imitate their cultural involvement in TL. It offers easy matters to exhibit in the TL. It also asks the questions about which culture we need to teach first – whether the target culture or regional culture. But it looks easy to start with regional one since the beginners have its vast ideas. Byram (1997) wishes teachers to start by reflecting on beginners' own culture and only later announce the target culture. The resemblance among these two cultures can also help the beginners to construct a intellectual framework and learn TL tidbits.

When the style of teaching (pedagogy) comes, there comes the content of teaching. In this way, Bodley (1994) says that culture is "what people think, make, and do". For Bodley culture is a communally spread set of mutual belief that includes mental behaviour, physical connection of mental behaviour and an outline for society to lead the method of doing. Hence, the teacher can also make their students think what people 'think, make and do'. Teachers can make their students think about standards and manner, food and cuisine, religion, music, customs and traditions, etc. Also, teachers can ask their students to connect these practices of society with real life of the native people. Debate of distinctiveness of cultures, set values and beliefs, and their important features can make class energetic and motivating. Regarding the 'what' feature of culture teaching, Frank (2013) states, "Teachers need to go beyond introducing traditional holidays, food, and folk songs of the target culture and incorporate a framework that enables students to understand the social aspects of the culture as well". So, to give complete knowledge of culture, the teachers need to include social norms, values, belief and other such practices in the classroom stimulates.

Renaud and Tannenbaum (2013) have recommended four levels of cultural consciousness. They trust that "cultural awareness is advanced through mutual reflection and interaction at four levels: (1) self, (2) family, (3) community, and (4) the region and world at large".

Level 1 and 2: Self and family,

Everyone is associated with at least one culture. Their culture influence how they think, interrelate, communicate and share knowledge from one generation to another. Thus, in classroom, teachers must give chances for students to talk about themselves and their families in TL. In a diverse cultural country like Nepal, allocating information about themselves with the peers brings variety in the substance of the classroom along with cultural and language acceptance. It also inspires the students to express in the class in TL. At this level, teachers can inspire their beginners to talk about their own and their family's likes and dislikes about food habit, music, sports, dress, work and duties, etc. using their TL.

Level 3: Community

At this stage, the students start to narrate themselves to the community in the classroom and the bigger community around. Classroom in Nepal is like a community in itself since it holds mixed groups of students. Here, it is very problematic to find all students from mono-cultural and mono-linguistic background. Therefore, the teachers can initiate the students to talk about their native forms of behaviour, values, belief, costumes, etiquette and manners, music etc. What varies in this stage is it gives students with the occasions to talk about their community in TL? Also, they express their ideas; may be the same ideas they practice at level 1 and 2 in pair and group also. Discussion with the peer, telling stories that originate from the beginners' shared personal experience (Language Experience Approach, Renaud & Tannenbaum 2013, p. 28) in the class are some of the methods that teachers can use in the classroom.

Level 4: Region/world

Finally, students spread their cultural alertness as the members of a greater region and the world. It assists them to explore their identity and a wisdom of shared responsibility as citizens of the greater region. It allows them to spread their cultural knowledge and the knowledge of the world. It makes their language use flexible and adaptable. This stage can be taken as the verge level among local and foreign cultures. At this stage, the students not only discuss about their own culture but also about foreign culture using TL. This stage also shows the

need of the local culture in foreign language learning.

The important purpose of teaching culture in language classroom is to make students' intercultural communication possible. Byram (1997) states that interculturally capable people have an excellent understanding of their own culture and how it has moulded them, and make bridges between how cultural elements patent in behaviour across cultures. For Byram, interculturally capable people are open and inquisitive to other culture. They have the capability to critically assess the cultural practices and products of one's own culture and that of other countries. At this stage, the students should have crystal clear understanding of their own culture and the target culture. If so, they can make their culture understandable to the foreign language community. Likewise, they can make foreign culture understandable to their own community too.

Conclusion:

Due to the attached relation between language and culture, teaching language is difficult without teaching its culture. It is largely known that the usual practice of English language teaching has been engrossed for preparing the students to be able to communicate efficiently. The students are also learning English culture. Although mixing English culture while teaching English is the necessary tool, teachers are hardly mixing local culture in it. Though additional research should be carried out to know that fact, it can be indirect that the nonappearance of regional culture in foreign language classroom has raised two problems. The first one is that the beginners' foreign language capability remains partial. As various cultures may have something in common, the process of evaluation and distinction can be a diagnostic tool to get control over the target culture/TL. Similarly, since TL beginners already have an amount of world knowledge, sometimes the beginners have to unlearn their earlier knowledge and relearn new things. Their earlier world view may have no roles or restricted roles to play in learning TL. It can affect their learning process time consuming and complex. Another thing is that it can make the students overlook their own culture and grasp foreign culture as their own that can finally cause vanishing of culture and language. Thus, keeping these facts in mind, all the teachers

connected to foreign language teaching need to participate the local culture while teaching foreign culture. However, carefulness is a must while designing syllabus and teaching FL as this may unintentionally encourage nationalism or ethnocentric view of the foreign language and culture. A subtle balance in the syllabus design and teaching learning process is mandatory to safeguard neither culture erodes the values of the other.

English is educated as an international language and/or lingua franca. Because of its larger use and popularity, it is inevitable in our daily life. There are other ways round of using the English language. First of all, it can be considered that indigenous and regional culture triggers the learning methods of foreign language by easing learning process. Proper use of cultural substance makes intercultural acceptance in the class, eventually in the society too. It can also be a means to safeguard and encourage indigenous and regional language and culture. Likewise, addition of indigenous and regional culture conserves and promotes beginners' cultural values and typical individualities. It eventually preserves their nationalistic feeling which is also one of the main characters of educational goals.

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शोध की अनिवार्यता में भावदृष्टि का पथचिह्न

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मकान. नंबर-३०८/२, शनिवार पेठ, सोलापुर-४१३००२

प्रास्ताविक :

साहित्य, समाज का अभिन्न अंग है। समाज के हर स्थिति का अंकन साहित्य की लकीर बन जाती है। साहित्य की वाणी ऐनक को गोयाई अता करने के समान है। साहित्य में वक्त की हर ताकतवाली आवाज को स्पष्ट करने का प्रयत्न किया जाता है। साहित्य को हर किसी ने सामाजिक हित के नजर से देखा है। साहित्य समाज की ध्वनि गूंजनता है; जो वक्त को बयानकर भविष्य के रेखांकन को उल्लेखित करती है। साहित्य की स्मृति से व्यक्त लेखन को किसी भी प्रभावित शब्दोजन्तः में बांधना ऐसे है जैसे प्रकृति के मुक्त पवनमण्डल को शुद्धता के नाम पर बोटल में बंदकर बेचना। आज के शोध विमर्श में इस बात का प्रमाण नजर आता है। क्योंकि, एक शोधक अपने शोध का रास्ता उन्हीं दिशा-निर्देशनों में चलता नजर आता है; जो उसे उसके फिसलाहट के समय में सख्त जमीं का प्रमाण दे सके।

आज साहित्य दिक्षार्थ में यह बात आवश्यकता है कि, 'देखी गई दुनिया से जादा आने वाले समय की अभिव्यक्ति आवश्यक है' अगर इन बातों से गोयाई वाला नाबीना की शकल ले-ले तो फिर इन्सान को सीधे रास्ते चलने के-लिए कदमों के निशानों से ज्यादा परिदों की उड़ान पर ही उम्मीद करेगा। वर्तमान के साहित्यिक खोज में इन प्रश्नों का उत्तर देना अत्यंत जरूरी है; इस शोधलेख का रास्ता उसी शब्दांग की लहरता है।

विषय दृष्टि :

मनुष्य, अन्य जीवों से पृथक है; इसका एक मात्र कारण है कि, मनुष्य अपने बुद्धि का निष्कर्ष विवेक तथा सदाचार पर ढालकर वास्तववादी कार्य व्यवहार से भविष्य के नीति निर्देशन तय करता है। मनुष्य के विवेक और सदाचार का अस्तित्व उसे अपने और अपनों के होने का प्रमाण देता बनता है। और यही बात आवश्यक है उसके 'अशरफ' होने के लिए।

मनुष्य को अन्य प्राणियों से अलग-प्रकृति से मिली हुई शक्ति है 'दृष्टिसमालोन।' वह अपने हर नजर में बगैर सहारे के परख देखता है- यही कारण है कि, वह दृष्टि का असर सृष्टि से और सृष्टि का अर्थ व्यवहार से समझता-समझाता है।

मनुष्य की असीमित कल्प दृष्टि ही सृष्टि के निर्माण का भाव स्पष्ट कराती है। साहित्य उसी की एक शाख है। साहित्य को मनुकल्पना का उच्च शिखर माना जाता है। इसी कारण, मनुष्य की कल्पना दृष्टि कुदरत



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द्वारा श्रीगंगानगर, राजस्थान से प्रसारित

साहित्य, शिक्षा, संस्कृति एवं शोध का अंतर्राष्ट्रीय मासिक

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प्रधान सम्पादक :
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इस वाक्य में सामान्य अर्थ है, किसी के व्यक्तित्व को स्पष्ट करने के लिए; लेकिन, जब शब्दों के अलगाव स्वरूप को देखा जाता है तब 'शब्द' अनेकार्थी बन जाता है। 'अच्छा' एक मात्र शब्द— 'सरल, व्यंग्य, तिरस्कार, क्रोध, कुतूहल, विस्मय, ठहराव, गति, विच्छेद तथा मीत वादी बन जाता है।'

हर शब्दों के 'भावराज' को वही पाठक समझ सकता है, जो शब्दों के घाव से घातक हो उठा हो। शोधक प्रत्येक शब्द के हर खूबी से परिचित होता है; तथा इसी कारण शब्दों के घाव से भाव को उभारने का प्रयत्न अगर कोई करता है—तो वह शोधक ही होता है। तथा साथ ही संदर्भों के ज्यादाती से शोध की महत्ता नहीं बल्कि उसकी उपयोगिता परखना ज्यादा समीचीन होता है।

विषय स्पष्टीकरण :

शोध एक श्रृंखला से बंधी-बंधाई कहानी कभी हो-ही नहीं सकती- क्योंकि, 'शोध चलते राह पर उपजने वाले सवालों का नाम है।' साहित्य इससे अनजान नहीं है। साहित्य को हम समाज का आईना मानते हैं। समाज में हर घड़ी, हर पल कोई-न-कोई परिवर्तन होते हुए हमें नजर आता है; यह परिवर्तन समाज के व्यवहार में हो या फिर व्यक्ति समूह के नायक में, जो आगे चलकर समाज का रूप लेने वाला है। इन सभी बातों पर कलमकार अपने दृश्यात्मक समय को भविष्यकल्प से रंगता है जिसका आशय कल के उगने वाला समय बखान करेगा।

आज शोध में आवश्यक है साधक की साधना का अर्थ समझे। हर साधक अपनी साधना में दृश्यात्मकता के सहारे भविष्य के रास्ते पर प्रेजेंट अर्थात् वर्तमान के हाल के अन्न की व्याख्या करता पाया जाता है। अब यहाँ आवश्यक होता है कि, शोधक; साधक के साधना कार्य को किसी एक व्याख्या में केंद्रित कर एक ही सुर में गुनगुनाने से अच्छा है कि, साधक की वैचारिक दृष्टि को समग्रता से विप्लेषित करें। हर शोधक के लिए अत्यंत जरूरी बात है कि, किसी भी साहित्यकार की कृति को एक ही दृष्टि से परखने से अच्छा है कि, वह कृतिका समग्रता से पूर्ण विश्लेषण कर अपनी पैनी नजर से एक भाव अधोलिखित करें। क्योंकि, यहाँ यह अत्यंत आवश्यक बात होती बात है कि, देखकर, सुनकर और समझकर किसी कृति का मूल्यांकन होता है तो व्यक्ति की सृष्टि हमें नजर आती है; जिसे हम 'व्यक्ति की सृष्टि-दृष्टि सम समाज का निर्माणिक रास्ता कह सकते हैं।

आजकल के शोध में एक ही दृष्टि से किसी साहित्यकार के भाव-शैली को व्यक्त किया जाता है। यह भाव के विस्तारित रूप को सीमित करना है। यह बात शोध राह दृष्टि में आवश्यक है.. लेकिन, जब एक शोधक अपने पथ से चलते अन्यो के लिए जब पथ निर्देशक बनता है तब इशारों पर चलने वाला व्यक्ति मात्र दूरी तय करता है, वह खुद पथ में लगे कदमों की गिनती नहीं करता बल्कि,छूटे कदमों के निशानों को नापने लगता है। यहाँ यह बात आवश्यक होती है कि, एक अनुसंधानकर्ता अपने अनुसंधान में क्या नया कहता है? अगर वह शब्दों को हेर-फेरकर मात्र नये होने का रूप बताता है; तो-भाव के स्थिर होने का प्रमाण कौन देगा? हमने आद्य से ही साहित्य को समाज के हित का दर्पण माना है; अगर 'साहित्य दर्पण है-तो वह नुमाया गया कैसे होगा! अगर मनुष्य अपने हकीकी शकल को भूलता हो-तो खुद की समीक्षा कैसे करेगा? यही बात आज के बंदिस्त भाव के एक पथ संशोधन में दृष्टिगोचर हो रही है। क्या खूब कहा है-

'शकलो में बिखेरे थे

मेरे जज्बात

मैं कहाँ ढूँढ़ पाता

सूरत एक-सी थी।

बस; सूरत परखने का वक्त बदला था।' (स्वयं के वक्त से निकले पद)

संशोधन में यह बात आवश्यक होती है कि, संशोधक सूरज की गति को नापकर अपने गति को समझे क्योंकि 'ब्रह्मांड में हर किसी-की अपनी गति है; कोई एक ही है जो स्थिर है।'

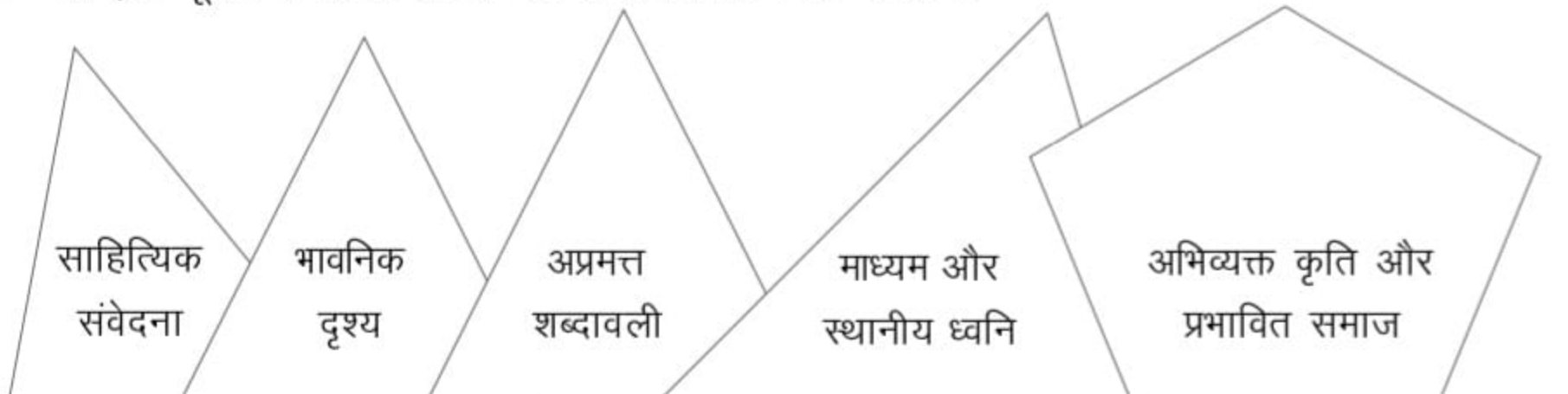
शोध भाषा :

मनुष्य के भाव प्रकटीकरण करने का माध्यम भाषा है। भाषा का सीधा संबंध मनुष्य की प्रवृत्ति और प्रकृति से है। जीवन में अनुभूत स्थितियों, मूल्यों और विचारों के संवेदन को उजागर करने वाले तथ्य जैसे साहित्य का आधार होते हैं उन्हीं संवेदनाओं को सुस्पष्ट करने वाला माध्यम भाषा है। भाषा भाव संवेदना का एक अत्यंत आवश्यक रास्ता है। साहित्य, व्यक्ति भाव-विशेष का आधार होता है। जो साहित्यकार जिस परिवेश से हैं, जिस क्षेत्र से है, जिस स्थान से, स्तर से, वर्ग से, पथ से, पंथ से तथा आदि से है उन्हीं भाव-शब्दों को आधार बनाकर अपनी साधना को साध्य तक उपदेशित करता है। इस संबंध में रेनेवेलेक तथा आस्टिन वारेन का संदर्भ समीचीन लगता है—

'साहित्य सृजन का अनुभव, साहित्य के अध्ययनकर्ता के लिए उपयोगी तो है किंतु फिर भी उसका काम सर्वथा भिन्न है। उसे साहित्य विषयक अपने अनुभव को बौद्धिक स्तर पर लाना होता है। उसे एक सुसंबद्ध योजना का रूप देना होता है, जो तर्कनापरक होने पर ही ज्ञान का रूप लग सकती है। संभव है, उसके अध्ययन की विषय-वस्तु तर्क शून्य हो, या कम-से-कम कुछ ऐसी बातें पाई जाए जो बिल्कुल तर्कहीन हो; परंतु इसीलिए उसकी स्थिति चित्रकला के इतिहासकार या संगीत शास्त्री से या इस विषय में समाज शास्त्री या शरीर विज्ञानी से भिन्न नहीं हो सकती।'

इस मत से स्पष्ट है कि, 'साहित्य सृजन' व्यक्ति निर्माण की कला है—तो साहित्य का अध्ययन एवं परीक्षण परिवेशातिरीक तथ्यों से स्वप्न समाज के निर्माण मंजिल का रास्ता है।'

हम किसी व्यक्ति विशेष का साहित्य क्यों पढ़ते हैं? हम जिस साहित्यकार की विशेषताओं की समझ लेकर साहित्य का मूल्यांकन करते हैं! क्या वही खूबियाँ किसी अन्य साहित्यकारों में नहीं मिल सकती? वह, ध्यानाकर्षित साहित्यकार अन्य साहित्यकारों से अलग होने का जब हमें कारण पता चलता है तब उसका मुख्याधार 'भाषा' ही होती है। 'भाषा दिलोन्नति का रास्ता है।' हर रचना की प्रक्रिया भूमिका-प्रस्थान बिंदु-प्रक्रिया तथा परिणति का पूरा आकार होती है। यहाँ प्राण से रूप तक रचना का पूरा प्रसार है, जिसका आधार परिवेशोभाष्यता है। साहित्यकार के दृष्टि से भाषा के पूर्ण अध्ययन को निचे प्रस्तुत पर्वतीय श्रृंखला चित्र से स्पष्ट रूप में समझ सकते हैं— जो एक-दूसरे के सहारे अपना-अपना स्थिराधार स्पष्ट कराते हैं—



का वह अर्थ समझाती है, जिससे उसके आदि-अंत का प्रमाण प्राप्त हो सके। साहित्य में अभिव्यक्तिकार अपने कल्प दृष्टि से जिस विश्व सृष्टि का निर्माण करता है उसे, विचार-मंथन-चितन के बाद एक शोधव्यष्टि ही स्पष्ट कर सकता है। कभी-कभी अभिव्यक्तिकार जिस आकार से अपने भावशब्दांग को चित्रित करता है, उससे कई अधिक शब्दोंकार देने का प्रयत्न एक शोधक करता है। और यही कारण है कि, हम व्यक्ति के बारे में भिन्न-भिन्न फैसले करते हैं। यह अंतर नजर का है क्योंकि, हर नजर नये भाव शब्द बनाने मजबूर करती है। और यही नजर साहित्य भावांकन के अमर होने का प्रतीक बन जाती है।

आज साहित्य के अनवरतता का सवाल उठाया जाता है— जो वक्त की रहबरी में सही है। लेकिन, सवाल यह आवश्यक है कि, शोधक की दृष्टि का पूरा विवेचन हो क्योंकि शोधक अपनी दृष्टि से बताता है और उसका विश्लेषक अपने प्रभावित वाणी से स्पष्ट करता है; जो कई अर्थों की गुंजनता बन जाती है। शोधक अपने भाव के प्रमाण में सहारा नहीं चाहता बल्कि रास्ता चाहता है—जो उसे अपनी दृष्टि से मंजिल तक पहुँचा दे; जिससे उसके भाव संदर्भ को अर्थ मिलता हो।

शोध संदर्भ :

अक्सर शोध में संदर्भ आखरी अध्याय माना जाता है। इसका एक अर्थ यह माना जाएगा कि, 'शोधक के भाव संवेदना का आधार अन्य संदर्भित अध्याय का अर्थ है।' 'लेकिन, क्या! ज्यादा संदर्भ शोध के गुणवत्ता को प्रमाणित करते हैं?' या फिर शोधक के संघटित भाव के विखण्डन रूप को! हम अक्सर इस बात को मान्य करते हैं कि, 'व्यक्ति तितक्या प्रकृति' अतः तो —क्या शोधक अपने भाव स्पष्टता में जो संदर्भ स्पष्ट करता होगा; क्या वे सब-के-सब को एक समान भाव को अलग-अलग शब्दों से अर्थ देते होंगे या फिर अभिव्यक्त शब्द नये भाव गुंजनता का प्रमाण देता होगा?' शोध में यह आवश्यक है कि, शोधक अपने लक्ष्य को साध्य करे यह आम बात है। शोधक के राह चलते-चलते अनेक छोटे रास्तें अनेक पगडंडियों से बड़े अर्थात् नैशनल हाईवे को मिल जाते हैं; जो लक्ष्य साध्य का आखरी रास्ता होता है। नैशनल हाईवे का अर्थ यह कदापि नहीं होता कि, वह छोटे-छोटे रास्तों के सहारे बढ़ा बना है; बल्कि उसका अर्थ यह होता है कि, उस बड़े रास्तें का सौंदर्य इन छोटे रास्तों के मिलान का कारण बना है। यह अर्थ जैसे व्यावहारिक दृष्टि से आवश्यक है वैसे तथ्यों ध्यान की दृष्टि से भी आवश्यक है। हर शोध में शोधभाव को तथा शोधक की दृष्टि को ज्यादा प्रमाणों से नहीं बल्कि ज्यादा उपयोगिता से जाँचा जाए क्योंकि, 'प्रमाण स्थिर होते हैं और निष्कर्ष फल दायीं।

प्रत्येक मनुष्य अपने व्यवहार को संचारी भावों के सहारे अभिव्यक्त करता दिखाई देता है। संचारी भावों का शब्दांकन रूप साहित्य होता है। हर साहित्यकार अपने भावाभिव्यक्ति में अपनी देखी-सूनी और एहसास की हुई जिंदगी को—ही शब्द गुंफण में दर्ज कर अपनी भाव को आकार देता हुआ दिखाई देता है। साहित्यकार के भावनाओं की सही पकड़ संदर्भित भाव प्रकटीकरण से नहीं होती बल्कि 'दृष्टि ही व्यक्ति की समझ' इस घोष वाक्य के सहारे शोधक को अपना नजरिया पठनीत शब्द समूह से समझकर व्यक्तित्व का अर्थ समझना और समझाना चाहती है।

साहित्य में संदर्भित भाव हर व्यक्ति की अपनी समझ होती है, एक वाक्य में व्यक्त शब्द जैसे समान अर्थ देता है उसी तरह हर वाक्य में हर शब्द का अपना अस्तित्व होता है। जैसे—

'मुझे, पता है— वह; बहुत 'अच्छा' लड़का है।'

इन दोनों भाव प्रवाह में भाषा की बोधगम्यता से वही साधक परिचित हो सकता है जो अभिव्यक्त प्रत्येक वर्ण की गति-स्थिति से वाकिफ हो और अपने आँखों के सामने दृश्यों का आभासी चित्र उपस्थित करने में सफल होता है। भाषा हर शोध के जीवन में घटित गति-अगति के तत्वों का प्रमाण सिद्ध करने का कारण होता है।

शोध-जीवन का आभास :

हर शोध जीवन का आभास है। एक ही दृष्टि पर अनेक कदमों की आहट का नाम शोध है। हर शोध से अपेक्षा यही होती है कि, अपने राह में चलते हुए प्रश्नों के साथ वह उन प्रश्नों की-भी उत्तरतालिका बने जो भविष्य में उपजने वाले है। अब यहाँ सवाल उपस्थित होता है कि, 'शोध-भविष्य की व्याख्या कैसे करेगा?' या फिर 'भविष्य होता क्या है?' इन प्रश्नों का जबाब अगर शोध की नजर से देते बने-तो कहा जा सकता है कि, 'इतिहास के रास्ते वर्तमान की रहबरी में अपने-अपने स्मृति के बल-पर प्राप्त मंजिल का नाम भविष्य है।' हर शोध में कुछ ऐसे शब्दों का अर्थ समय से भापना आवश्यक बनता है जो शोधक के कल्पदृष्टि का प्रमाण बन सके। हर शोध में एक विषय सिद्धि के लिए साधना होती है जो वरदान के बगैर संभव नहीं है और शोध का वरदान हर साहित्यकार के स्थान विशेष शब्दों की समझ; जो आगे चलकर भविष्य की बात करती हो। इस संदर्भ में अनुवादक अशोक चक्रधर अपने भाव में लिखते हैं कि-

'आरंभ में इतिहासकार तथ्यों का सामयिक चुनाव करता है और उसकी एक सामयिक व्याख्या प्रस्तुत करता है, जिसकी रोशनी में उसने तथा अन्य लोगों ने तथ्यों का चुनाव किया है। जैसे-जैसे उसका काम आगे बढ़ता है वैसे-वैसे ही तथ्यों की व्याख्या चुनाव तथा वर्गीकरण में एक बहुत ही सूक्ष्म तथा संभवतः आंशिक अचेतन परिवर्तन होता रहता है। इस पारस्परिक क्रिया में वर्तमान और अतीत की पारस्परिकता भी मिली होती है, क्योंकि इतिहासकार वर्तमान का अंग होता है जबकि तथ्य अतीत के।'

यह बात सही है कि, 'हर कार्य का कुछ-न-कुछ कारण अवश्य होता है; लेकिन, कारण की स्थिति को परखने के लिए वर्तमान के भावव्यवहार की गति से भविष्य के स्थान निर्धारणीकरण की सादृश्यता प्राप्त करने की कला को साध्य करना ही पड़ता है। मनुष्य की हर एक स्थिति, गति, दृष्टि, कल्प एवं भवोसृष्टि को समझना है-तो उसके हर एक सतह से वाकिफ होना ही पड़ेगा। इस संदर्भ में 'काडवेल' कहते हैं कि-

'कला का तत्व तब तक रहेगा, जब तक कि मनुष्य रहेगा। यह कला का स्रोत बिखर जाता है, जब मनुष्य व्यर्थ के संघर्षों में टूटता और बरबाद होता है और समाज का गतिमय में स्पन्दन रुक जाता है। सदा रहने वाली सादगी, अपने वक्ष से ही कला की समृद्धि को जन्म देती है; इसलिए नहीं कि वह शाश्वत है, वरन् इसलिए भी कि वह परिवर्तन के बीच भी जीवित रहती है। कला, मनुष्य को स्वयं को समझने का माध्यम है। मनुष्य की वास्तविकता में-से कला भी एक है।' और शोध समझने और समझाने का एक रास्ता है। हर शोध में हमें उन प्रश्नों का उत्तर नजर आता है जो हमारे जीवन में हमारी रहबरी से हमारी कोशिशों से अनसुलझे हो। शोध ने हर स्तर को उत्तरांकित करने का प्रयत्न किया है। शोध में व्यक्ति विशेष का दृष्टिपथ क्यों-न-हो लेकिन, उसका निष्कर्ष सामाजिक प्रभाव के तस्वीर के लिए होती है।

निष्कर्ष स्वरूप हम यह कह सकते हैं कि, 'शोध स्वयं के भीतर का वह अलिप्त रास्ता है जिससे हर शोधक अपनी विद्वत्ता और सेवा की आकलनियता से अपने कर्म तथा सुवर्ण पुष्पित योग से एक अन्वेषक अपनी

कर्मशीलता को आत्मसात कर आत्मकुशलता, विचारों की दृढ़ता, मन की भद्रता, क्षमाशीलता, कष्ट सहिष्णुता से स्वप्नोंत्तसाह को सुशोभित कर साकार रूप दे सकता है। इसमें उसके भाव विश्व को सौंदर्यात्मक बनाने में सबसे बड़ा सहयोग स्थानीय शब्दावली से मिलता है क्योंकि, भाव विश्व का सम्बन्ध दिल से होता है—तो दिल की जुँबा स्थानाश्रित प्रभाव का रूप होता है। इसी कारण हर शोध में स्थान विशेष की खुबियों से अवगत कराना यह शोध का प्रथमोद्देश है।

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स्वतंत्रता संग्राम में भारतीय कवियों का योगदान

प्रो. जमादार रुक्साना एल.

हिंदी विभागाध्यक्षा एवं सहयोगी प्राध्यापक, यु.ई.एस. महिला महाविद्यालय, सोलापुर।

सार :-

भारत के महान साहित्यकारों ने आजादी की लड़ाई में अहम भूमिका निभाई है। उन्होंने अपनी रचनाओं के माध्यम से युवकों में आजादी के लिए लड़ने का जज्बा पैदा किया था। भारत को आजाद हुए 75 सालों में अपने प्राणों की आहुति देने वाले लाखों क्रांतिकारियों को याद किया जा रहा है। आजादी की इस लड़ाई में तत्कालीन राजनेताओं का ही नहीं, बल्कि साहित्यकारों, कवियों और विविध क्षेत्रों में कार्य करने वाले व्यक्तियों का भी अहम योगदान रहा।

स्वतंत्रता आंदोलन का वह युग जो पीड़ा, कड़वाहट, दंभ, आत्मसम्मान, गर्व गौरव तथा शहीदों को समेटे हुए था। प्रत्येक वर्ग अपने-अपने तरीके से बलिदान दिया हुआ था। ऐसे समय क्रांतिकारियों ने देश के आम जनता के अंतर में अपने शब्दों से कवियों ने जोश भरा। जैसे रविंद्रनाथ टैगोर, बंकिमचंद्र चतुर्वेदी, हरिश्चंद्र, सुभद्राकुमारी चौहान, रामप्रसाद बिस्मिल, रामधारीसिंह दिनकर, जयशंकर प्रसाद, माखनचंद्र प्रसाद, बदरीनारायण चौधरी। भारत की राष्ट्रीयता का आधार राजनीतिक एकता न होकर सांस्कृतिक एकता है।

प्रस्तावना -

भारतेंदु हरिश्चंद्र ने जिस आधुनिक युग का प्रारंभ किया, उसकी जड़े स्वाधीनता आंदोलन में भारतेन्दु और भारतेन्दु मंडल के साहित्यकारों ने युगचेतना को पद्य और गद्य दोनों से अभिव्यक्ति दी। इस ही इन साहित्यकारों ने स्वाधीनता संग्राम और सेनानियों की प्रशंसा करते हुए भारत के स्वर्णिम अतीत की आस्था जगाने का प्रयास किया। वहीं दूसरी ओर उन्होंने अंग्रेजों की शोषणकारी 'नीतियों' का खुलकर विरोध किया। भारतेन्दु हरिश्चंद्र ने स्वतंत्रता आंदोलन में महत्वपूर्ण भूमिका निभाई। अंग्रेजों द्वारा निरीह भारतीयों पर जुल्मो सितम और लूट खसोट का उन्होंने कड़ा विरोध किया। उन्हें इस बात का क्षोभ था कि अंग्रेजों ने सारी संपत्ति लूटकर विदेश ले जा रहे थे। इस लूटपाट और भारत की बदहाली पर उन्होंने काफी कुछ लिखा। 'अंधेर नगरी चौपट राजा' नामक व्यंग्य के माध्यम से भारतेन्दु ने तत्कालीन राजाओं की निरंकुशता, अंधेरेन उनकी मूर्खता का सटीक वर्णन किया है, अपनी भावनाओं को व्यक्त करते हुए उन्होंने लिखा है।

'भीतर-भीतर सब रस चुसै, हंसी-हंसी के तन-मन-धन जाहिर बातिन में अति तेज, क्यों सारि

नुसै। न सखि अंगरेज।”

द्विवेदी युग के साहित्यकारों ने भी स्वाधीनता संग्राम में अपनी लेखनी द्वारा महत्त्वपूर्ण भूमिका निभाई। महावीर प्रसाद द्विवेदी, मैथिलीशरण गुप्त, माखनलाल चतुर्वेदी आदि ने भारतीय स्वाधीनता हेतु अपनी तलवाररूपी कलम को पैना किया। इन कवियों ने आम जनता में राष्ट्रप्रेम की भावना जगाने तथा उन्हें स्वाधीनता आंदोलन का हिस्सा बनाने हेतु प्रेरित किया।

भारत-भारती के रचयिता मैथिलीशरण गुप्त 'राष्ट्रकवि' कहलाए, तो वहीं माखनलाल चतुर्वेदी ने 'पुष्प की जमिलाषा' लिखकर जनमानस में सेनानियों के प्रति सम्मान का भाव जागृत किया। जैसे -

“मुझे तोड़ लेना वनमाली,
उस पथ पर देना तुम फेंक।
मातृ-भूमि पर शीश चढ़ाने,
जिस पथ जावें वीर अनेक।”

सुभद्रा कुमारी चौहान ने 'झाँसी की रानी' कविता के माध्यम से भी स्वाधीनता आंदोलन को और गति देने में अद्वितीय भूमिका निभायी है। जैसे -

“सिंहासन हिल उठे राजवंशों ने भृकुटी तानी थी,
बूढ़े भारत में भी आयी फिर से नयी जवानी थी,
गुमी हुई आजादी की कीमत सबने, पहचानी थी,
दूर फिरंगी को करने की सबने मन में ठानी थी।
बुंदेले हरबोलों के मुँह हमने सुनी कहानी थी,
खूब लड़ी मर्दानी वह तो झाँसी वाली रानी थी।”³

इन पंक्तियों द्वारा कवयित्री ने अंग्रेजों को ललकारने का काम किया। इस कविता को कौन भूल सकता है जिसने अंग्रेजों की जड़े हिलाकर रख दी। वीर सैनिकों में देशप्रेम का अगाध संचार कर, जोश भरने वाली यह झूठी पंक्तियाँ हैं।

जयशंकर प्रसाद ने भी 'अरुण, यह मधुमय देश हमारा' इस कविता में भी यवनों के आक्रमण के विरुद्ध सभी भारतीयों को एकत्र करने लिए यह गीत गाया था। भारतीयों को देश की रक्षा के लिए प्रेरित किया इस कविता में प्रसादजी ने भारत वर्ष के अतीत की गौरव गाथा प्रस्तुत करते हुए अपने कर्तव्य पथ पर आगे बढ़ने की प्रेरणा दी। भारत के निद्रिस्त वीरों को जगाने का अपनी मृतभूमि के पैरों में पड़ी हुई दासता की जंजीरे तोड़ने का आवाहन उन्होंने किया :-

“अरुण यह मधुमय देश हमारा। जहाँ पहुँच जनजान क्षितीज को मिलता एक सहारा।”

साथ ही 'भारत वर्ष' इस कविता द्वारा भी उन्होंने वीरों को संदेश दिया कि :-

“हिमालय के आँगन में
उसे प्रथम किरणों का दे उपहार,
उषा ने हँस अभिनन्दन किया और
पहनाया हीरक-हार।

जगे हम लगे जगाने विश्व,
लोक में फैला फिर आलोक्य
व्योम-तम पुंज हुआ तब नष्ट,

अखिल संसृति उठी अशोक ।।”⁴ (आधुनिक कविताएँ— ‘भारत वर्ष’— जयशंकर प्रसाद— पृ. 4

इन पंक्तियों द्वारा आधुनिक हिंदी काव्य के प्रगतिकार राष्ट्रीयता के प्रेमी स्व. जयशंकर प्रसाद ने भारत व प्रशंसा करते हुए, यवनों के विरुद्ध इकट्ठा आने के लिए प्रेरित किया है।

इकबाल ने ‘सारे जहाँ से अच्छा हिंदुस्ता हमारा तो बालकृष्ण शर्मा ‘नवीन’ ने ‘विप्लव गान’ लिखा। इ सबके अलावा बंकिमचंद्र चटर्जी का देश प्रेम से ओत-प्रोत गीत ‘वंदे मातरम्’ ने लोगों की रगों में उबाल त दिया। अब किसी भी कीमत पर देश के लोगों को पराधीनता स्वीकार नहीं थी।

“वंदे मातरम् !

सुजलां सुफलां मलयज शीतलां

शस्यशायतां मातरम् ! वंदे मातरम् !”

देशभक्ति से ओत-प्रोत उनकी यह एक ऐसी रचना है जिसके जरिए कवि माखनलाल चतुर्वेदी ने आजादी की बलिबेदी पर शहीद हुए वीर सपूतों के प्रति अगाध श्रद्धा दिखाई है और बलिदानों को सर्वोपरि बताया है एक फूल के माध्यम से उन्होंने अपनी बातों को जिस सशक्तता और उत्कृष्टता के साथ कहा है, वह बेह सराहनीय है। कविवर जयशंकर प्रसाद की कलम भी बोल उठी :-

“हिमाद्रि तुंग श्रृंग से प्रबुद्ध शुद्ध भारती, स्वयं प्रभा।

समुज्ज्वला स्वतंत्रता पुकारती।”

भारत माता जो स्वयं अपनी आलोक से स्वतंत्र है, प्रबुद्ध है हिमालय की ऊँची चोटियों से जनता व आह्वान कर रहीं है कि, परतंत्रता जो जनता में छापी हैं नाराजगी जो निर्माण हुई है उसे दूर कर, इस आदर्श पथ पर बढ़ते जाना है। भारत माता की उस पुकार का अवलोकन कर हमें स्वतंत्रता प्राप्त करनी है।

रामधारी सिंह दिनकर की कविता ने आजादी के आंदोलन में नवजागरण का कार्य किया। उन्होंने सांस्कृतिक गरिमा को वाणी दी। उन्होंने एक ओर अतीत का गौरव गान किया तो दूसरी ओर युगीन यथार्थ सामाजिक-राष्ट्रीय जागरण का आवाहन किया। ‘जनतंत्र का जन्म’ इस कविता में सैंकड़ों वर्षों के संघर्ष के बाद भारत औपनिवेशिक सत्ता से आजाद हुआ। उस आजादी के स्वागत का यह कविता जयघोष करती है। कवि भारतीय जनता के संघर्ष और उसकी जिजीविषा का वर्णन करते हैं। दूसरी ओर यह कविता आजादी के चरित्र को रेखांकित करती है और बताती है कि यह आजादी मूल्यवान है वह निम्न पंक्तियों से स्पष्ट होता है -

“सदियों की ठंडी - बुझी राख सुगबुगा उठी,

मिट्टी सोने का ताज पहन इठलाती है,

दो राह, समय के रथ का घर्घर-नाद सुनो,

सिंहासन खाली करो कि जनता आती है।”⁵

(साहित्यालोक : संपादक - सणू कदम, डॉ. गिरिश काशिद, रामधारी सिंह दिनकर - जनतंत्र का जन्म

निष्कर्ष :-

आज श्यामलाल गुप्त पार्षद का यह गीत 'विजयी विश्व तिरंगा प्यारा, झंडा ऊँचा रहे हमारा।' भले ही हम गुनगुना रहे हो और इक्बाल की यह नज्म भी कि सारे जहाँ से अच्छा हिंदुस्ता हमारा लेकिन देश की वास्तविक परिस्थिति इससे भिन्न है। आज, वर्तमान समय में भी वैसी ही, ओजस्वी रचनाओं की जरूरत है, जो जन-जन को आंदोलित कर सके, उनमें जागृति ला सके। भ्रष्टाचार व अराजकता को दूर कर हर हृदय में भारतीय गौरव बोध एवं मानवीय मूल्यों का संचार कर सके।

आज के हमारे कवियों और साहित्यकारों का यह उत्तरदायित्व बनता है कि वे इस देश के बारे में सोचे, और उसी परंपरा को जीवित रखें। जो मैथिलीशरण गुप्त की परंपरा है, प्रेमचंद की परंपरा है, नीरज की परंपरा है।

अर्थात् यहाँ पर चाटुकारिता को अपना उद्देश्य नहीं माना जाता और दरबारी कवि होना यहाँ पर अभिशाप है। यहाँ दरबार कवि ढूँढता है, कवि दरबारों को नहीं ढूँढते यहाँ पर कवि किसी मोह में आकर लेखनी नहीं चलाते, यहाँ तो राष्ट्र जागरण के लिए लिखा जाता है राष्ट्रोत्थान के लिए लिखा जाता है, राष्ट्रोद्धार के लिए लिखा जाता है। क्योंकि सभी कवि अपना यहा दायित्व समझते हैं कि राष्ट्र जागरण, राष्ट्रोद्धार और राष्ट्रोत्थान ही उनकी लेखनी का एक मात्र व्रत है, एकमात्र ध्येय है।

संदर्भ ग्रंथ :-

1. साहित्य रत्न – डॉ. सुरैय्या शेख, पुष्प की अभिलाषा, माखनलाल चतुर्वेदी – पृ. 62
2. साहित्यरत्न – डॉ. सुरैय्या शेख, झॉंसी की रानी – सुभद्राकुमारी चौहान, पृ. 65
3. आधुनिक कविताएँ – भारत वर्ष – जयशंकर प्रसाद, पृ. 40
4. चंद्रगुप्त नाटक – जयशंकर प्रसाद, चतुर्थ अंक – दृश्य.
5. साहित्यालोक – संपादक – राणू कदम – जनतंत्र का जन्म – रामधारीसिंह 'दिनकर', पृ. 125
6. आधुनिक कविताएँ – जयशंकर प्रसाद – पृ. 35

WOMEN EMPOWERMENT AND GENDER EQUALITY TOWARD SUSTAINABLE DEVELOPMENT

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CONTENTS

Sr. No.	Paper Title	Page No.
1	Gender Equality Today For Sustainable Tomorrow Prof. Aaisha Jabeen Soudagar,	1-4
2	Intervention - a tool for Women empowerment, Sustainable Development Goal 5. Dr Archana Patki	5-9
3	The key to Sustained Development: Empowerment of Women. Dr.Anand Walankikar	10-13
4	Feminization in Agriculture: An Overview Pallavi Kolekar, Dr. R.V. Chavan	14-19
5	Role of Women in Media, Stereotyping To Non-Stereotype. Ms. Shreya Dwivedi	20-22
6	Gender Equality Issues in India- A Study Dr.V.Veeramuthu,	23-26
7	Strengthening the Frail : Towards economic & political sustainability Dr. Bhavna Wal	27-30
8	Women Empowerment in Banks Dr. Manoj Bhatia, Dr. Anamika Rawat, Dr. Khushboo Chhabra Sandhu	31-35
9	Yog and Women Empowerment Amol V. Tisge	36-38
10	Constitutional Provisions for Women Empowerment in India Mr.Tapan Kr Mahata	39-42
11	Media – A Tool for Women’s Emancipation with Special Reference To Jaya Jaya Jaya Jaya Hey Dr. RS. Swarnalakshmi, Dr.G.Jeya Jeevakani	43-45
12	Importance of Education in the Empowerment of Women in India Dr. Pratima Khare, Dr. Jyoti Uikey, Miss Ameya	46-48
13	Schemes for Empowerment of Women in India Dr. Nitinkumar M. Patil, Mrs. Renu Vijay Verma	49-52
14	Women Empowerment & Sustainable Development of World Dr Dilip Pipara	53-58
15	The POSH Act, 2013: The Law against Sexual Harassment at Workplace in India Ms. Smita Parmar, Prof. (Dr.) S. D. Mishra	59-64
16	Impact of pandemic on frontline worriers: A situational Analysis of ASHAs of Mangalore city. Dr Gayathri N	65-67
17	‘Role of Women in Environment Movement’ Jige Sandipan Babasaheb	68-74
18	A Role of Empowerment of Women in the Sustainable Development of Society Dr. Umaji Ananda Patil	75-77
19	Women Entrepreneurship in India: Policies and Challenges Ahead Dr. Sandeep Kumar, Sh. Balak Ram	78-86
20	Women's Empowerment Is Critical For Gender Equality And Long-Term Development Dr.M. Pushpalatha	87-92
21	Women Empowerment: People's Perspective towards Sex Education Ms. Shruti Prakash Ujgaonkar, Ms. Saloni Mahendra Bordia	93-96
22	Role of Human Rights in Women’s Empowerment Assistant Prof. Saloni Bordia, Ms. Shruti Prakash Ujgaonkar	97-99

23	स्त्री सक्षमीकरणसंदर्भातील डॉ. बाबासाहेब आंबेडकरांचे विचार आणि कार्य डॉ. जनार्दन श्रीकांत जाधव	100-103
24	भारतीय संविधान एवं महिला सशक्तिकरण डॉ. सुनंदा गोखल	104-108
25	लैंगिक समानता और महिला सशक्तिकरण २०३० तक संयुक्त राष्ट्र शिखर सम्मेलन ने रखा विचार डा. शैलेश मिश्र	109-111
26	Girls' Participation in Physical Education for Women's Empowerment and Gender Equality in Sustainable Development Dr. Chhaganlal Babulal Katre	112-114

Gender Equality Today For Sustainable Tomorrow

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Abstract

According to United Nation Women, the theme for International Women’s Day,2022 is ‘Gender Equality Today for a Sustainable Tomorrow’. It attempts to recognize the contribution of women and girls around the world, who are leading the charge on climate adaption, mitigation, and response, to build a more sustainable future for all. The present paper has tried to present the meaning of Gender Equality and Sustainable Development as per UNICEF. The paper highlights the 2030 Agenda for Sustainable Development by the United Nations as the 17(SGDs) sustainable development goals. The paper analyses the Statistical Data for the status of women in India and presented the causes for Gender inequalities and provided the solutions for gender inequalities for achieving sustainable development in future

Key Terms: Gender equality, Sustainable Development, Gender Discriminations, Women Empowerment

Gender Equality Today For Sustainable Tomorrow

Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world. There has been progress over the last decades, but the world is not on track to achieve gender equality by 2030.

As per UNICEF, Gender equality means that “women and men, girls and boys, should enjoy the same rights and liberties, resources, opportunities, and protections. It is, however, not important that girls and boys, or women and men, be the same, or that they be treated exactly alike.”

Sustainable development has been defined in many ways, but the most frequently quoted definition is from **Our Common Future**, also known as the **Brundtland Report**:

"Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

The 2030 Agenda for Sustainable Development adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests. In January 2015, the General Assembly began the negotiation process on the post 2015 development agenda. The process culminated in the subsequent adoption of the 2030 agenda for sustainable development, with 17 SDGs at its core, at the UN Sustainable development in September 2015.



The 17 sustainable development goals (SDGs) to transform our world:

Goal 1: Poverty

Goal 2: Zero hunger

Goal 3: Good health and well being

Goal 4: Quality Education

Goal 5: Gender Equality

Goal 6: Clean water and sanitation

Goal 7: Affordable and clean energy
Goal 8: Decent work and Economic Growth
Goal 9: Industry Innovation and Infrastructure
Goal 10: Reduced Inequality
Goal 11: Sustainable cities and communities
Goal 12: Responsible production and consumption

Goal 13: Climate Action
Goal 14: Life below Water
Goal 15: Life on Land
Goal 16: Peace and Justice strong Institution
Goal 17: Partnership to achieve the goal

Goal 5: Gender Equality



Achieve gender equality and empower all women and girls The UN explains: "Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world. Providing women and girls with equal access to education, health care, decent work, and representation in political and economic decision-making processes will fuel sustainable economies and benefit societies and humanity at large." Ending all discrimination against women and girls is not only a basic human right, it's crucial for sustainable future; it's proven that empowering women and girls helps economic growth and development. UNDP has made gender equality central to its work and seen remarkable progress in the past 20 years. There are more girls in school now compared to 15 years ago, and most regions have reached gender parity in primary education. But although there are more women than ever in the labour market, there are still large inequalities in some regions, with women systematically denied the same work rights as men. Sexual violence and exploitation, the unequal division of unpaid care and domestic work, and discrimination in public office all remain huge barriers. Climate change and disasters continue to have a disproportionate effect on women and children, as do conflict and migration. It is vital to give women equal rights land and property, sexual and reproductive health, and to technology and the internet. Today there are more women in public office than ever before, but encouraging more women leaders will help achieve greater gender equality.

Status In India

In India, discriminatory attitudes towards males or females have existed for generations and affect both lives. Although the Indian constitution has granted both men and women equal rights, gender disparities continue to live and rule. Indian society has always

been the hub of this discrimination, making women its victim. In the land where women are Goddess's, the same Nation leaves a blot of atrocities and inequality. It is a sad truth of society. Recent research reveals gender discrimination mostly in favour of men in many realms, including the workplace. Discrimination between men and women affects many aspects of women's lives, from career development and progress to mental health disorders. While Indian laws on rape, dowry, and adultery have women's safety at heart, many highly discriminatory practices are still occurring at an alarming rate. The following are the statistical data for gender disparities in India as per the Newspaper "The Times of India"

35,493 Dowry Deaths Reported Between 2017-21; 20 Deaths Daily: Govt Data

Averaging six dowry deaths per day in Uttar Pradesh between 2017 and 2021, there were about 20 dowry deaths every day in the country between 2017 and 2021. About 20 dowry deaths were reported every day in the country between 2017 and 2021, with Uttar Pradesh recording the highest at six deaths daily. According to data shared by Union Minister of State for Home Ajay Kumar Mishra in Rajya Sabha, 35,493 dowry deaths were reported in the country between 2017 and 2021. In 2017, 7,466 dowry deaths were reported, 7,167 in 2018, 7,141 in 2019, 6,966 in 2020, and 6,753 in 2021, he said replying to a written question. The highest number of 11,874 dowry deaths was reported in Uttar Pradesh in those five years, which accounted for about six deaths every day.

Between 2017 and 2021, there were 5,354 dowry deaths in Bihar, 2,859 in Madhya Pradesh, 2,389 in West Bengal, and 2,244 in Rajasthan, Mishra said. According to the Times of India report of 10th November 2020,

According to an official data, between January 1 and September 30, 2019, a total of 208 cases under section 304(dowry death) of the Indian

Penal Code were registered, but this year number has increased to 217.

Comparison Of Cases

Nature of Crime	2019*	2020*
Dowry death	208	217
Rape	1,271	1,126
Attempt to rape	171	209
Molestation	2,080	1,856
Harassment of women at public places	173	183
Kidnapping of women/girls	2,490	1,914
Dowry harassment	3,536	2,725
Acid attack on women	5	2
Trafficking/exploitation of women	9	8
Under immoral trafficking(protection)Act	35	28
Pre-natal sex detection	14	23
Dowry prohibition act	12	16
Total	10,004	8,307

The government provided this information while responding to the queries over Nikita Tomar murder case, wherein a girl in Faridabad district was shot dead by a boy outside her college

India lodged average 86 rapes daily, 49 offences against women per hour in 2021: NCRB data Among states, Rajasthan (6,337) was on top of the list followed by Madhya Pradesh (2,947), Maharashtra (2,496) and Uttar Pradesh (2,845), while Delhi recorded 1,250 rape cases in 2021. 7 out of 10 women cheat on spouses in India: Survey Seven out of 10 women in India cheat on their husbands because they do not take part in domestic chores and the similar number of women turned unfaithful because their marriage had become monotonous, a survey by extra-marital dating app India has the highest levels of sex discrimination at birth. According to the 2017 analysis of demographic data, India shall continue to have the worst sex ratio in South Asia, even in 2050. The heart wrenching 918 girls for 1,000 boys ratio as per 2011 has urged the Indian government to take action in the movement of the 'Beti Bachao, Beti

Padhao' program to ensure survival, safety, & education to the girl child. The Beti Bachao program fights bias and offers benefits to fight female foeticide Women face gender inequality in almost every stage of life. In India, sex discrimination begins with the womb. Women in India are getting better prenatal care when expecting male babies. Women pregnant with boys attend prenatal care appointments, take prescribed medicines, and opt for institutional delivery. But the case is not the same if she is giving birth to a girl child.

Causes for Gender Inequalities in India are Poverty, Unemployment and False Social & Traditional beliefs.

If we change the perspectives towards girls and women, Gender Inequalities can be eradicated from the Indian societies. They should be given quality education, enjoy the equal opportunities for higher education and jobs, Good Health and Secure environment for overall development of girls and women.

If we work hard today to promote Gender Equality at all levels, then only we can achieve Sustainable Development tomorrow.

Need of Gender equality for Sustainable Development

Gender equality in India is linked to sustainable development and essential for realizing human rights. The primary objective of gender equality is a society in which women and men enjoy the same opportunities, fairness, and obligations in all phases of life. Equality between men & women exists when they can share equally in the distribution of power and influence. They are equal if they possess equal opportunities, financial independence, equal access to education, job, and the opportunity to develop personal ambitions, interests, talents. Within Nation and development strategies, gender equality is critical because it enables women to make decisions that impact their overall health and their spouses and families. Gender equality in India is the need of the hour to develop from all perspectives. However, it is essential to acknowledge that where gender inequality exists, women are generally excluded or disadvantaged in decision-making and access to economic and social resources. The Nation that has witnessed gender equality has also seen a developed Nation. To have a prosperous Nation, Gender equality in India is a much-required component. Therefore, promoting gender equality in India is a critical aspect of women's empowerment. Accelerating Gender Equality and investing in empowerment generates large economic gains. No society can develop sustainably without transforming and amplifying the distribution of opportunities, resources, and choices for men and women so that they have equal power to shape their own lives and contribute to their families, communities, and countries. Gender equality can accelerate progress towards other development goals, including addressing food insecurity, climate change, and conflict and fragility. For achieving gender equality investments, reforms, and interventions are especially needed to: a) boost earnings and productivity of women farmers, entrepreneurs, and businesses; b) expand female labour force participation and employment; and c) promote women's engagement and participation in decision making in communities, businesses, and the public sector.

Conclusion:

According to United Nation Women, the theme for International Women's Day, 2022 is 'Gender Equality Today for a Sustainable Tomorrow'. The present paper has tried to present the meaning of

Gender Equality and Sustainable Development as per UNICEF. The paper highlighted the 2030 Agenda for Sustainable Development by the United Nations. The paper analyses the Statistical Data for the status of women in India and presented the causes for Gender inequalities and provided the solutions for gender equalities for achieving sustainable development in future.

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Overview

IEM-UEM Group, India takes this opportunity to invite you to the International Conference on English Learning and Teaching Skills 2023 to be held from **9th-11th February** in Virtual mode. We encourage you to participate in the conference and submit your paper for possible inclusion and presentation at our conference. **Selected papers will be published in the Journal of English Language Teaching (JELT): UGC Care Listed [ISSN 0973-5208] as per the guidelines of the journal and rest of the papers will be published in the International Journal of English Learning & Teaching Skills – IJELTS [ISSN No. 2638 – 5546 (online) ISSN No. 2639 – 7412 (Print)].** IJELTS provides Digital Object Identifier (DOI) for individual paper in our Journal and the US Government Copyright Office approves that we hold the Copyright for this Journal.

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- Language Laboratory and English skills
- Distance Language Education
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- Implementation of AI and ICT in Language Learning

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- First Generation English learners
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- Role of Educational Psychology in Language Learning

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WORKPLACE ENGLISH TRAINING

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Solapur)**

ABSTRACT :

In today's global society, business is increasingly conducted across borders and English is often used as the language of international communication. The ability to use English in the workplace has many benefits, such as business success, building trust with colleagues and clients, building and improving international relationships, improving skills, earning a good salary, and improving international relationships through cultural understanding. Workplace cultures and organizations are changing as they adapt to globalization and rapid technological development. Similarly, the nature and role of language at work and the requirements of workplace literacy are changing in the face of multicultural work environments and global communication networks. Amidst these changes, recent research highlights the role of informal interpersonal communication in the modern workplace. Successful participation in such interactions should be seen not only as a socially engaged matter, but also as verbal activity.

This article reviews current research on the nature of language in the workplace, with particular attention to ethnographic research contributions and language socialization. Next, we describe research on four aspects of language content in employment programs. Employability skills, interpersonal communication, intercultural openness and the importance of language, pedagogy focuses on job interviews. These soft skills are just as important as language skills in building lasting business relationships and help you recognize cultural differences that can define how you communicate and interpret language.

Keywords:

Global, English, International Communication, Cultural Differences, Pedagogy, interpersonal Communication, interpret.

Introduction

English as an international business language is gaining importance in both native and non-native English speaking countries. This article aims to find out the importance of English in the workplace by conducting a survey among employees of various companies in India. The results show that the need to know English in the workplace has not changed and the participants re-emphasized the role of English as an influencing factor in interviews and in the workplace. In addition, it has been found that poor communication skills in English can hinder attempts to find a good job. In addition, participants highlighted the need for in-house English training to improve the skills needed to perform their duties. Among all skills, speaking was considered to be the most important skill in the workplace and most recognized the need to improve their speaking skills, with most participants preferring online training as the preferred method.

In this age of globalization, the role of English in career development is undeniable. English language proficiency is not the only criterion for career advancement, but its importance in the corporate world is widely recognized. In a country like India, it is clear how the lack of English language proficiency affects the career prospects of many young graduates. While low-wage jobs may not require advanced English proficiency, many organizations expect graduates to have a moderate level of language proficiency. Today, many research reports around the world increase the relationship between English language and employability. Market globalization requires employees to conduct daily business transactions and communicate with executives in different regions around the world. Activities such as emails, online chats, and business presentations require "above average" language skills to communicate information clearly and concisely to all participants. Numerous studies conducted in various Asian countries have shown that English improves job performance and increases chances of promotion. Ojanperä Miina (2014) points out that poor English language proficiency slows down the flow of effective communication, leads to misunderstandings, creates frustration and creates barriers among employees. In the corporate world, English is the most widely used language and knowledge of English has become one of the most important job skills. Proper English means not only the ability to produce grammatically correct sentences, but also other skills related to effective communication such as presentation skills, persuasive and negotiation skills, and interpersonal skills using the English language. Due to the global market, English language requirements may increase year by year, and employees who do not have sufficient English language skills may find it very difficult to develop their careers.

Analysis

Since most corporate communication in India is in English, speaking English fluently and fluently is considered important for many jobs. This ability to express ideas clearly and understand them is essential for a successful interview exchange. 97.4% of participants agree that poor English communication skills make them less likely to be hired in a job interview. Getting caught up in the lack of educated vocabulary can confuse candidates looking for better job opportunities in job interviews. Using the wrong tense can confuse the interviewer and affect the communication process. No matter what field a professional belongs to, the ability to use the right words at the right time enhances effective and helpful communication. Furthermore, all survey participants acknowledged that their English skills had influenced their careers in many ways. About half of all employers offer better starting salaries to candidates with good English skills. This can also lead to better job performance and faster salary increases.

A survey by QS and Cambridge English found that most Ukrainian employers (83%), along with 80% in China and 79% in Iraq, offer more benefits to language-proficient employees. David Malone (2012) states that effective communication occurs when the maximum amount of messages is delivered and successfully understood at minimum cost. Effective business communication can be as simple as writing effective emails that ensure business tasks are properly assigned and completed, or it can be as simple as how to negotiate a billion dollar deal. Dealing with people from different cultural backgrounds.

94.7% of respondents agreed that companies should implement English training programs and 86.8% of respondents said that companies should invest in improving the language skills of their employees. Airbus, DaimlerChrysler, Fast Retailing, Nokia, Renault, Samsung, SAP, Technicolor and Microsoft Beijing, according to the Harvard Review article. Many companies offer English training programs to improve the performance of their employees. Therefore, employees with good business language skills are more likely to be given higher responsibilities and advance more quickly to higher paying positions. In Saudi Arabia, the government has made it clear that it wants international companies to hire Saudis, help them improve their English skills, and even pay for such training courses.

Research shows that when employees feel valued for their personal and professional development, they are often more loyal to their company and more likely to be more productive at work. The survey results show that speaking is the most important skill of all, with almost 44% of respondents admitting that speaking English is their weak point. The results prove that verbal communication remains a top skill in the workplace. Oral communication is the ability to interact with others, present and exchange information and ideas. That is, meetings, presentations, discussions, etc. Verbal communication skills should be effective in solving problems, negotiating solutions and making decisions.

Main objectives

There are many reasons that motivate people to study English. If you can identify your reasons, private lessons can help you find a course that fits your needs. If you are unsure of your motivation for learning English, here are some goals to help you identify your goals.

For Work Reasons:

With the globalization of business in today's world, all professionals who want to meet the demands of the market must have an adequate level of English. Both to apply for a new job and to grow in my current company.

Knowing English will not only help you stand out from other applicants who do not speak the language, but it is an essential requirement for management and leadership positions.

Learning English for better opportunities:

Speaking a second language is important in business, but most importantly, learning English will open many doors for you professionally. This is the key to unlocking unique and valuable career opportunities. Which one do you know?

From being promoted to being selected by the managers themselves to successfully do business with the company internationally. Just by mastering the universal language and understanding it 100%, you have one of the best tools at your disposal.

To grow your business:

If you are a business owner and want to expand your business across borders, you need an adequate level of English. As a bridge between you and the outside world.

To improve our relationships with customers and suppliers:

With the ability to speak fluent English, you will have no problem communicating with your partners, customers and suppliers from anywhere in the world.

For academic progress:

If you are planning to travel abroad to specialize in a field, knowing English is an essential requirement because the best universities in the world use English as their official language.

empower your team to get started with confidence.

How to overcome your fear of speaking English

English is a way of life, not a 6 month, 1 or 2 year course. Achieving a goal if you consider it impossible or very difficult to achieve, but in addition, you do not have enough motivation to study, you are afraid of making a fool of yourself in public or are completely blocked from speaking, despair of incompetence, feeling unable to speak a language can be overcome with the right tools. Whenever you think you need a long-term course to speak English, you might think it's a good idea to spend some time studying and visualizing a part of your life.

It should also seem like a comfortable career that offers benefits such as finding a better job, doing good business and enjoying a different culture abroad without having to deal with language barriers. This is achieved by gradually achieving short-term goals, so you should forget about goals such as speaking English for a certain period of time. Yes, English is well spoken, but only when you need it. You should set short, specific and achievable goals, such as suggesting that if someone speaks to you in English, you will understand 5-10% within 3 or 6 months. This can be done by: Find an English audio file and listen to it a few times. Write down your understanding, save it and listen again in three months. Write your comprehension percentage to see how much you have improved in these three months.

Learn 3 irregular verbs a week to improve your speaking skills, learn how to conjugate them, and recommend using them in presentations to teachers to improve your accent. All this is done with professional help, so as the best form of professional care, you should enroll in an English course at home. Depending on your needs, home courses can be held at home or office, provided you have a quiet place and all the materials available.

To access new cultures:

Language and culture go hand in hand and if you want to learn a new culture, you must master the language. And actually speaking a language means knowing informal expressions and special terms used by native speakers of that language. In an increasingly globalized world, cultural exchange is a very rich aspect that changes our understanding of the world.

To improve working relationships

Learning English is the factor that allows us to train our employees and bring them to a higher level of language that will have a positive impact on everyone's life. This allows us to build a better relationship not only with our team, but with management who care about decisions for the company's well-being.

To improve personal performance

On a personal level, nothing is more satisfying than learning something new. Especially if it is a new language. Learning English is a very difficult task, but once you achieve it, you have achieved such an important goal. In addition, this personal satisfaction greatly increases self-confidence and self-confidence.

The importance of learning English for companies

The key to success emerges when the team of an organization is united, focused on success, committed and driven. This is what English does in the company. It is precisely because we have cultivated people that it is not only an opportunity for further evolution of the company. Learning English provides a level of personal growth for every employee as it can be developed beyond the workplace.

It's a tool that motivates your team and makes them feel good about participating in a quality training program. To evaluate him and plan firmly to improve his intellectual level. All these efforts are reflected in the productivity, talent retention and achievement of the company's proposed goals.

How can I train my employees in English?

Now there are simple, advanced and easy-to-implement alternatives for language teaching teams. Learning English can seem complicated, but only if there are no effective strategies to facilitate learning. We tell you considering the profitability of a company is essential to develop an effective strategy to achieve results. One of the ways to comply with this management is to offer flexible online courses. This is a smart option for the development of human resources.

To strengthen each employee, some companies offer courses tailored to each level of English. We also have prices that can be adjusted to fit your budget without compromising on quality and

commitment. Remember, only the intellectual growth of people can lead to the positive change your company needs.

Everything starts with you. If you learn English fluently, you will be interested in learning English in your team. You are a role model for the company, trustworthy and in a strong position to convey a sense of security. Employees feel it and want to quit. Therefore, your support is the key to creating the necessary motivation to learn English optimally and profitably. You can host meetings and empower your team to get started with confidence.

How to overcome your fear of speaking English

English is a way of life, not a 6 month, 1 or 2 year course. Achieving a goal if you consider it impossible or very difficult to achieve, but in addition, you do not have enough motivation to study, you are afraid of making a fool of yourself in public or are completely blocked from speaking, despair of incompetence, feeling unable to Speaking a language can be overcome with the right tools. Whenever you think you need a long-term course to speak English, you might think it's a good idea to spend some time studying and visualizing a part of your life.

It should also seem like a comfortable career that offers benefits such as finding a better job, doing good business and enjoying a different culture abroad without having to deal with language barriers. This is achieved by gradually achieving short-term goals, so you should forget about goals such as speaking English for a certain period of time. Yes, English is well spoken, but only when you need it. You should set short, specific and achievable goals, such as suggesting that if someone speaks to you in English, you will understand 5-10% within 3 or 6 months. This can be done by: Find an English audio file and listen to it a few times. Write down your understanding, save it and listen again in three months. Write your comprehension percentage to see how much you have improved in these three months.

Learn 3 irregular verbs a week to improve your speaking skills, learn how to conjugate them, and recommend using them in presentations to teachers to improve your accent. All this is done with professional help, so as the best form of professional care, you should enroll in an English course at home. Depending on your needs, home courses can be held at home or office, provided you have a quiet place and all the materials available.

Tips to learn English faster

If you decide to take an English course, you should know that it is a multi-step process that requires dedication, discipline and patience. However, with these tips you can optimize your learning process and reach your goals faster.

- Practice what you learn in class every day
- If you have any questions, ask your teacher
- Complement the content seen in class, listen to songs, watch videos and movies in English to have a better approach to the language.
- Share your experiences in the same process with other people
- Cultivate learning habits during class time and individual practice time.

Conclusion

In the business world, communicating with strangers is something you will likely encounter on a daily basis. Fluency in English will give you confidence in intercultural communication. You can also strengthen your leadership qualities and ability to build relationships with other employees. The level of proficiency in business and personal English may differ between native English speakers and non-native English speakers.

The main problem of reading is lack of comprehension due to poor grammar. Unable to understand words, phrases, slang, or idioms. And the lack of comprehension vocabulary when writing is the problem of not using correct grammar and structure. Spelling, punctuation and other terminology errors. Difficulty in writing messages in the desired way. Perceived effects of an employee's limited language skills in the workplace include: It limits an employee's growth potential in the workplace. Communication between employees becomes difficult, and has a negative impact on worker safety. Most employees do not receive English courses or training from the company. The main areas of English courses/training required by employees are: grammar and structure, basic verbal communication skills and report writing. Fill out the form at work.

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INTERNATIONAL CONFERENCE ON ENGLISH LEARNING & TEACHING SKILLS-2023



CERTIFICATE OF PRESENTATION



PROUDLY AWARDED TO

MRS. NIKHAT PARVEZ AKHTAR SHAIKH

Head and associate Prof. English Dept. Union Education Society's Mahila Mahavidyalaya, Solapur

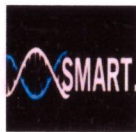
FOR EXHIBITING THE PAPER "WORKPLACE ENGLISH TRAINING" AT THE INTERNATIONAL CONFERENCE ON ENGLISH LEARNING & TEACHING SKILLS (ICELTS, 2023) ORGANISED BY THE DEPARTMENT OF BASIC SCIENCE AND HUMANITIES, INSTITUTE & MANAGEMENT, KOLKATA ON FEBRUARY 9TH - 11TH, 2023.

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Education and Society

Content.....

-
- | | |
|--|-----|
| 1. महात्मा गांधीजींच्या 'शाश्वत विचारांची' वर्तमानकालीन समर्पकता
श्री कुबेर दिनकर दिंडे | 011 |
| 2. जागतीकीकरणाचा भारतीय शेती क्षेत्रावरील परिणाम
कर्डक संतोष एकनाथ, डॉ. पी. एस. जाधव | 016 |
| 3. विदर्भातील शेतकऱ्यांच्या आत्महत्या: कारणे व उपाययोजना
डॉ. एन. एस. गेडाम | 021 |
| 4. थेट परकीय गुंतवणूक
प्रा. एस. बी. कर्डक | 027 |
| 5. महिला नेतृत्व सक्षमतेसाठी शासकीय योजनांचा सहभाग
डॉ. उज्ज्वला यशवंत सामंत | 033 |
| 6. उपहारगृह व्यवस्थापनातील बदलांचा चिकित्सक अभ्यास
डॉ. गावडे अनुजा विक्रम, प्रा. खोपडे मंजुळा दिनकर | 041 |
| 7. आंबेडकरवादी काव्याचे स्वरूप
डॉ. पुरुषोत्तम गुणवंतराव पखाले | 044 |
| 8. आर्थिक विकास के 75 वर्ष
डॉ. संदीप कुर्मी | 049 |
| 9. A Study on "Effectiveness of Virtual Classroom in Improving the Knowledge and Skills in Rural India"
Dr. Shradha Vernekar, Dr. Shyam Shukla and Mr. Deepak Navalgund | 053 |
| 10. Mistress: A Study of Mythical Equivalents
Dr. Anup V. Gumble | 078 |
-

11. Virtual Library: An Overview Dr. S. S. Lokhande	083
12. Cross Border Trade Settlement Methods: A Critical Study Neha Swanand Karve and Dr. Ranpreet Kaur	087
13. Secrets of the Millionaire Mind: A Book Review Augmenting Wealth through the Insight of Affluent Swarali Sarang Bhola	095
14. A Case Study of Sustainable Agricultural Practices in Selected Districts of Western Maharashtra Dr. Dipak Gopinath Chavan	098
15. A Conceptual Framework on Behavioural Finance Prof. Vinayak R Gramopadhye and Dr. V. A. Patil	104
16. A Study of Inclusive Policy in Service and Agricultural Entrepreneurship Development in India Mr. Ajay Dagadu Kate	111
17. Rural Tourism: An Approach to Sustainable Tourism Development Prof. Dr. Anant Nana Lokhande	118
18. Plagiarism: Checking Tools & Techniques to Avoid Mr. Sangramsinh S. Pawar	125
19. New Education Policy 2020 and Libraries Dr. Nitin S. Satpute	130
20. Effectiveness and Impact of SHGs in MSRLM on Rural Minority Community Women's Social Empowerment Dr. Priyanka S. Patil and Mr. Sidharth R. Patil	135
21. Study of Entrepreneurial Activity Performance and Mind-set of Rural Minority Community Women from MSRLM's SHGs Dr. Priyanka S. Patil and Mr. Sidharth R. Patil	142
22. Critical Analysis of Financial Security Measures for Educators in Professional Institutes Dr. Ranpreet Kaur and Dr. Sonali Khurjekar	152

23. A Study of Behavioral Factors Affecting Mutual Funds' Investments Among Government Employees in Sangli District	163
Prof. Vinayak R Gramopadhye and Dr. V. A. Patil	
24. Financial Literacy and Financial Planning: A Review	170
Mrs. Tejasvi Amit Bhosale and Prin. Dr. Vilas A. Patil	
25. Augmentation of Quality of Life of Generations	176
Arya Vinayak Chitrao and Dr. Sarang Shankar Bhola	
26. Role of Sustainable Rural Development of PACCS in Satara District	190
Dr. Bharat Shankar Kharat and Dr. M.A. Dixit	
27. Role of Emotional Intelligence in Higher Education	197
Mr. Deepak V. Ulape, Mrs. Kalyani R. Patil, Mr. Rahul S. Shinde, and Mrs. Sharayu S. Shevade	
28. Equal Employment Opportunity in Organizations	204
Dr. Manjula A. Soudatti	
29. A Study on Opportunities and Challenges of Globalization in Indian Economy	209
Dr. Mukund N. Haladkar	
30. Role of Libraries in New Education Policy 2020	217
Dr. Pranali Pete	
31. Online Teaching Learning Effectiveness: Students' Perception	222
Dr. Sonali Prasad Dharmadhikari and Dr. Ranpreet Kaur	
32. Advantages and Limitations of Research in Marketing Strategies	227
Dr. Wasudeo D. Golait	
33. Correlations between E-Crimes and Youth	232
Harshitha R. and Dr. G. S. Venumadhava	
34. ICT-Based Library Ecosystems: A Key to Achieving Sustainable Development Goals	238
Meghanandha C, Dr. M. Purushothama Gowda and Basalingappa	

35. Jurisprudential Contour of Differently Aabled in India	248
Mr. Pranand Prakash Chougule	
36. Awareness and Growth Impact of GST on Business	255
Prof. Dr. Ravikumar Sadashiv Naik and Mr. Shivkumar Harishehandra Shinde	
37. A Study of Green Economy in India: Possibilities and Challenges	266
Prof. Dr. Vrushali Vishwasrao Patil	
38. Globalization and Human Rights in India	271
Mr. Raju Dilip Shinge	
39. Women's Entrepreneurship in India: A Look at the Obstacles, Opportunities, and Future	276
Dr. Ashok P. Jadhav and Dr. Tejpal J. Moharekar	
40. Research Productivity of faculties at Shivaji University, Kolhapur, During 2012 to 2022: A Bibliometric Analysis of SCOPUS database	287
Mr. Dixit Amar Rangnath and Dr. Gavali Vandana Santosh	
41. Open Government Data: Development and Directions for Research	295
Dr. B. S. Padval and Yogesh Thakare	
42. An Overview of Goat Farming in India	302
Mr. Adinath. S. Kamble and Dr. M. A. Koli	
43. A Study of Perceived Impact of Goods and Services Tax (GST) On Common People in Kolhapur and Sangli	312
Dr. M. R. Khot and Dr. Vishal Madhukar Kurane	
44. Covid-19 Epidemic and Impact on Women's Right Perspective	321
Dr. Priyanka Sambhaji Jadhavar	
45. Management of Computerization and Modernization in Academic College Libraries: A Study	326
Dr. Ravindra P. Adav and Navanath Vitthal Burungal	
46. Penetration of Staples in Rural India	330
Dr. Sarang Shankar Bhola and Varsha Yashwant Ingale	

47. Problems of Agricultural Laborers in Hatkanangale Tahsil of Kolhapur District	345
Dr. Shivaji F. Bothikar and Mr. Rahul Rajaram Kamble	
48. Importance of the Women Agriculture in India	349
Dr. Shrikant L. Patil	
49. Role of Teachers in Imparting Value Education	355
Dr. Surekha S Awate	
50. A Study on Impact of Social-Media on Youth's Criminal Tendency	361
Dr. Vishalakshi Honnakatti	
51. Growth of Small-Scale Industries in Karnataka	367
Dr. Avinash Mahadev	
52. Role of Primary Agriculture Co-Operative Credit Societies in Agricultural Finance: Special Reference to Hanuman Vividh Karyakari Sahakari Society Ltd, Shiye	371
Mr. Santosh H. Kamble	
53. A Study of Students' Perception and Preferences towards Various Energy Drink Brands with Special Reference to Islampur City	377
Mr. Sudarshan D. Jadhav, Dr. Archana E. Mankar, Dr. Anup M. Mule and Miss. Aishwarya Rakate	
54. A Study of Digital Payment Methods in India	384
Netaji Dnyanu Dabade and Dr. A. S. Banne	

Research Productivity of faculties at Shivaji University, Kolhapur, During 2012 to 2022: A Bibliometric Analysis of SCOPUS database

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Abstract:

This research paper examines the research productivity of faculties at Shivaji University, Kolhapur, from 2012 to 2022 using bibliometric analysis. It aims to analyse the relationships between different publications, authors, and research areas to gain insights into research trends, impact, and productivity. The analysis involves the use of statistical and mathematical techniques to analyse and measure various aspects of academic literature, such as the number of publications, citations, and co-authorships.

Introduction:

Bibliometric analysis has become increasingly popular in recent years, as the volume of scientific literature has grown exponentially. It examines the relationships between different publications, authors, and research areas. The analysis involves the use of statistical and mathematical techniques to analyse and measure various aspects of academic literature, such as the number of publications, citations, and co-authorships. Bibliometric analysis is used by academics for several purposes, including, to discover developing trends in article and journal performance, cooperation patterns, and research constituents; to investigate the intellectual structure of a particular topic by examining how it is represented in the existing literature; and to reveal research constituents. (Donthu et al., 2021)

Through bibliometric analysis, researchers can gain insights into the research trends, impact, and productivity of different fields, authors, and institutions. Bibliometric analysis can be used to identify the most influential publications, authors, and institutions in a particular field and to track the evolution of research over time. It can also be used to evaluate the impact of individual researchers or institutions and to identify potential collaborations and research partnerships. Bibliometric analysis can be applied in various fields, including science, technology, engineering, medicine, social sciences, and humanities. However, it is important to note that bibliometric analysis has limitations and should be used in conjunction with other research methods to gain a

more comprehensive understanding of a particular research field or topic.

Shivaji University Kolhapur:

Shivaji University is one of the premier universities in India located in Kolhapur, Maharashtra, established in 1962, it was named after the great Maratha warrior and founder of the Maratha Empire, Chhatrapati Shivaji Maharaj. The university has since grown to become a leading center of higher education and research in the state of Maharashtra. The university offers a wide range of undergraduate, postgraduate, and research programs in various disciplines. The university has more than 280 affiliated colleges across four districts of Maharashtra. It is also home to several renowned research centers and institutes, including the Centre for Advanced Studies in Electronics Science and Technology, the Centre for Basalt Research, and the Department of Biotechnology. The university has a strong focus on research and innovation, and its faculty and students have made significant contributions to various fields of study. The university has collaborations with several leading institutions across the world, which has resulted in joint research projects and exchange programs for students and faculty.

This report provides a comprehensive analysis of the scholarly work produced at the national and worldwide levels by faculty and other researchers at Shivaji University Kolhapur between 2012 and 2022.

Methodology:

Around the globe, there are several well-known databases accessible, including Scimago, Web of Science, Google Scholar, and Scopus. There are many different types of articles in these databases. Scopus, one of the most well-known and substantial databases, served as the source database for the study. Scopus publication data for 2012-2022 considered as the basis for this analysis.

The search string used to retrieve information on Shivaji university's research output was APPII ("Shivaji University Kolhapur") And (Limit-To (Pubyear , 2022) Or Limit-To (Pubyear , 2021) Or Limit-To (Pubyear , 2020) Or Limit-To (Pubyear , 2019) Or Limit-To (Pubyear , 2018) Or Limit-To (Pubyear , 2017) Or Limit-To (Pubyear , 2016) Or Limit-To (Pubyear , 2015) Or Limit-To (Pubyear , 2014) Or Limit-To (Pubyear , 2013) Or Limit-To (Pubyear , 2012)) And (Limit-To (Doctype , "Ar") Or Limit-To (Doctype , "Cp") Or Limit-To (Doctype , "Ch")).The Research Only included scholarly papers, reviews, and book chapters published in print.

Objectives of the study:

1. To assess the year wise growth and development of research productivity of the faculties of Shivaji University.
2. To identify top ten most prolific researchers of Shivaji University during the study period.
3. To identify the published documents by faculties by its type.
4. To identify the most popular research area.
5. To identify the top funding agencies for the research.
6. To identify the patterns of Co-authorship in the published papers.

Literature Review:

Merigo & Yang, (2017)

Conducted bibliometric analysis of the field of Operations Research and Management Science It identifies the most productive and influential research in the field and highlights some of the newest trends.

Rey-Marti et al., (2016)

Used bibliometric analysis as the method to study social entrepreneurship The study uses the Web of Science (WOS) online database to collect data on scientific documents across all disciplines.

Garg et al., (1992)

Analyzed the growth and impact of papers published in DESIDOC Journal of Library and Information Technology (DJLIT) from 1992-2019 using bibliometric techniques It examines the pattern of growth, geographical distribution, prolific authors and institutions, and pattern of citations.

Wang & Tian, (2021):

They conducted study of the global trends in COVID-19 research by studying the published literature in the Web of Science database and four preprint platforms. The study shows that many COVID-19-related reports have been produced, with the United States and China contributing the most published literature.

Forliano et al., (2021) presented a bibliometric analysis of scientific publications investigating entrepreneurial universities in the business and management fields. It aims to provide an overview of the evolution of research about this topic and identify the main areas addressed so far, highlighting gaps in the literature and offering avenues for possible future research.

Result and Discussion:

The analysis is separated into the two categories listed below.

1. Performance Analysis
2. Science Mapping

Performance analysis often involves examining at publication breakdown by year, publication type, top institutions, most prolific authors, institutions and countries, top journals, etc. MS-Excel is used for performance analysis whereas in science mapping analysis is conducted by co-authorship, by country, and by organization. VOSViewer software is used for science mapping analysis.

Performance Analysis:

Year wise Publication by faculty members of Shivaji University:

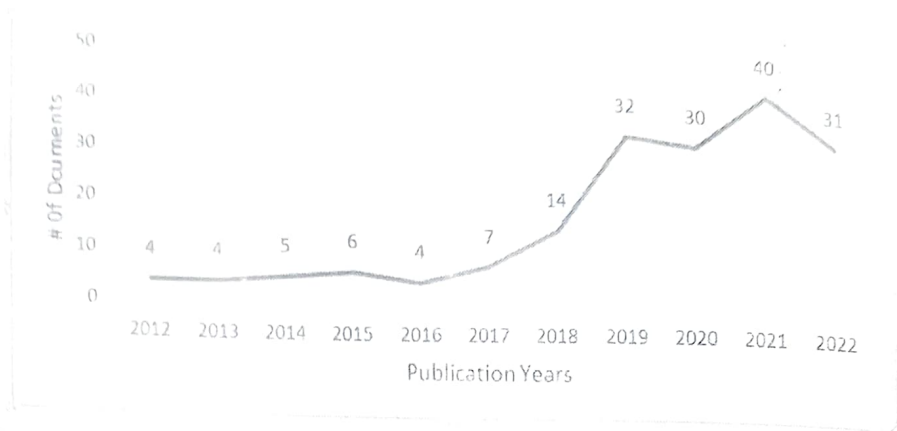


Fig.1 Year wise publication by the faculty of Shivaji University, Kolhapur.

The search string used in this investigation yielded 177 research publications written by Shivaji University professors and published in the Scopus database within the time frame under consideration (figure 1). A total of just four publications were identified in 2012. The increase in the number of publications first seen in 2017 is expected to persist until 2022. Only around 40 scholarly publications were published that year, but that number is expected to grow.

Most Prolific Authors of Shivaji University, Kolhapur:

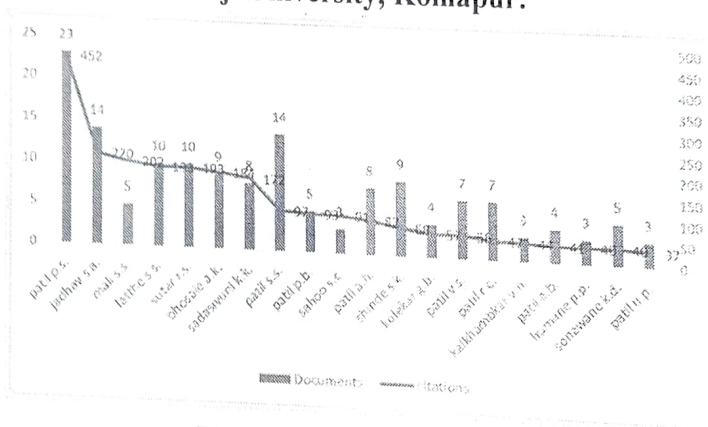
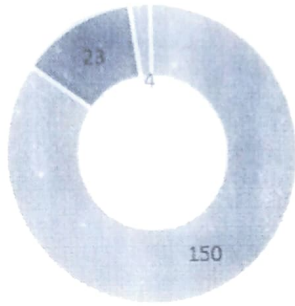


Fig. 2 Most prolific Authors

It has been observed that 161 writers contributed in total throughout the study period. The top 20 prominent authors, who have produced more research publications and received highest citations, are listed in fig. 2. The most prolific researchers are P.S. Patil and S.A. Jadhav S.S. Patil, who have published more research publications than anybody else. P.S. Patil has emerged most cited author with highest 452 citations.

Documents by Type



■ Article ■ Conference Paper ■ Book Chapter

Fig. 3 Documents by Type

The examination of the above pie-chart shows that journal articles and conference papers make up the majority of publications between 2012-22. Only 4 publications are in the category of books or book chapters.

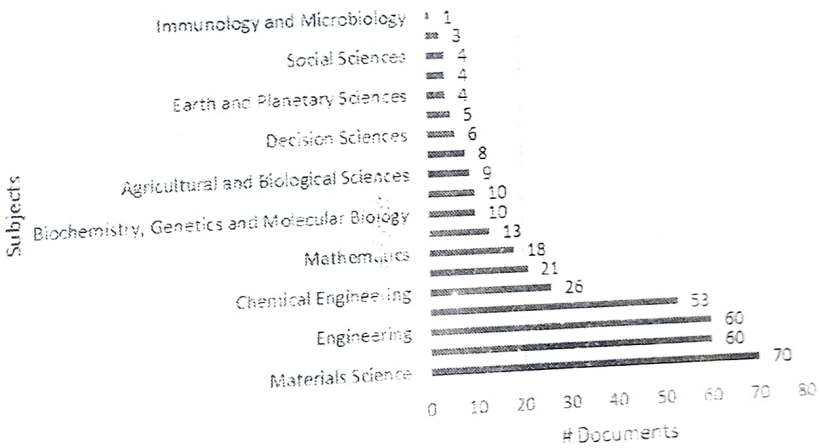


Fig. 4 Documents by Subjects.

The biggest concentration of publications was discovered in the areas of materials science, engineering, chemical engineering, and mathematics, according to an analysis of the compiled data.

Documents by Funding Agencies:

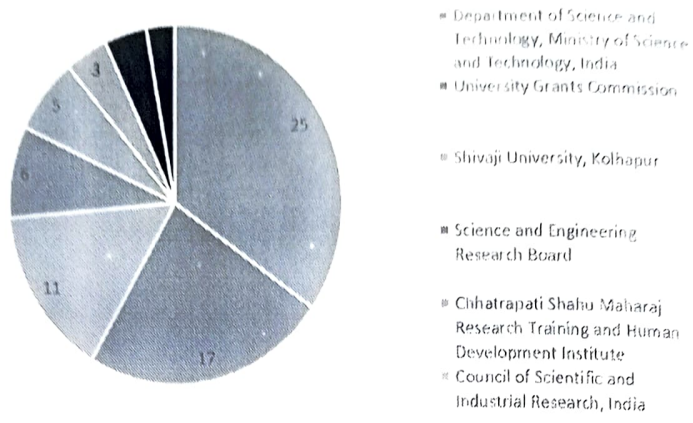


Fig.5 Top funding Agencies.

Department of Science of Ministry of Science and Technology, University Grants Commission (UGC), Shivaji University, Kolhapur, Science and Engineering Research Board and Chhatrapati Shahu Maharaj Research Training and Human Development Institute have emerged as a top funding agency for research during 2012-2022.

Science Mapping:

Co-Authorship of authors

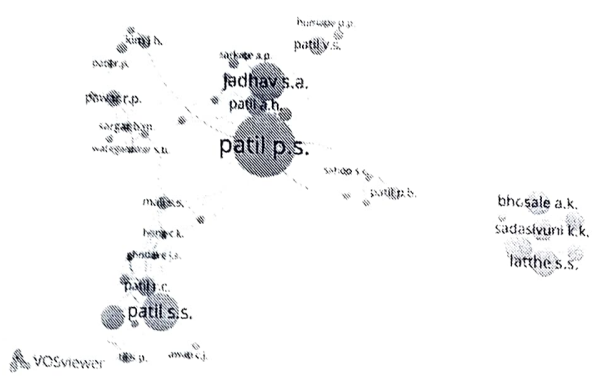


Fig. 6 Co-authorship of Author

Authors having a minimum of three documents and three citations for their documents are taken into consideration for the analysis. 55 authors out of 569 meet the requirements. The overall strength of the 55 writers' co-authorship ties was computed for each one of them. Latthe S.S. and Sutar R.S. emerged as a author with highest 44 link strength.

Co-Authorship of Departments:

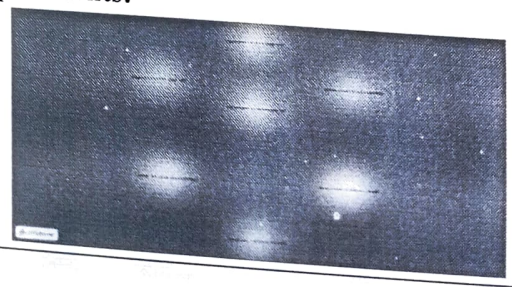


Fig.7.Co-Authorship of Departments

Out of 482 departments affiliated with Shivaji University, 35 fulfil the requirements for co-authorship by having produced at least three organizational papers with at least three citations. At Shivaji University, the School of Nanoscience and Technology, the Department of Physics has the most excellent link strength of 5, with 57 citations. The third-placed organization was the Centre for Advanced Materials; their four publications had a total of 70 citations and link strength of 3.

Co-Occurrence of key words:



Fig. 8. Keyword Occurrence Analysis

A minimum of five occurrences of a keyword is required for inclusion in a co-occurrence analysis. There were just 54 keywords out of a total of 2214 that made the cut. Maximum link strengths of 105 and 98 were attained by X-ray diffraction and Scanning electron microscopy, respectively.

Conclusion:

Bibliometric analysis is a useful tool for evaluating research productivity and impact. The study showed that the research productivity of faculties at Shivaji University, Kolhapur, has increased over the years, with a significant increase in the number of publications and citations. The study also identified the most productive authors, research areas, and institutions, as well as the most influential publications. The analysis revealed that the most productive research areas were in the fields of science and technology, followed by social sciences and humanities. The study also identified potential areas for future research and collaboration.

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SKILL DEVELOPMENT IN NEP 2020

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Abstract

At the school level, skill development aids in the establishment of a solid foundation for students. It boosts self-worth, self-assurance, and leadership abilities. Collaboration and problem-solving abilities are developed. It encourages students to make plans for the future and helps them become independent thinkers. Soft skills like communication, teamwork, problem-solving, decision-making, analytical thinking, and resilience are also emphasized in the National Education Policy 2020. as fundamental life skills. The initiative employs a strategy in which secondary schools collaborate with ITIs, polytechnics, the local industry, and other institutions to impart academic knowledge. A hub-and-spoke model of skill labs will also be established in the schools, allowing other schools to use the facility.

Recognizing Foundational Literacy and Numeracy as an urgent and essential prerequisite to learning is one of the important and distinctive aspects of NEP 2020. The National Education Policy (NEP) 2020 has placed a special emphasis on vocational education by integrating and mainstreaming vocational education with general education. This will assist students in acquiring a variety of skills to meet the needs of industries and improve the quality of education. Soft skills like communication, teamwork, problem-solving, decision-making, analytical thinking, and resilience are also emphasized in the National Education Policy 2020. as fundamental life skills. The initiative uses a method that teaches academic knowledge.

Keywords – Skilled labor, occupation, industry, and economic expansion are all components of the NEP.

Introduction:

In order to create a new system that is in line with the aspirational objectives of students in the 21st century, the National Education Policy 2020 proposes the revision and overhaul of all aspects of education, including the educational structure, regulations, and governance. By 2025, the policy mandates that at least fifty percent of students enrolled in the school and higher education systems receive exposure to vocational education. It can be described as education based on skills. Economic expansion is helped by vocational education. By engaging industry at various levels, including co-developed courses and the establishment of incubation centers at HEIs, the NEP intends to concentrate on developing industry links and demand-driven vocational courses. In addition, the policy intends to conform to international standards. Education is more than just passing on knowledge from a teacher to a student; the point is that this person needs practical training for some of its responsibilities. Taking this theory into consideration, India's National Education

Policy (NEP) 2020 has finally been implemented, providing the country with an education policy after 34 years. A vocational development program teaches practical skills that enable individuals to engage in a specific occupational activity and focuses on particular trades. Not only is vocational development essential for providing individuals with employment opportunities, but it also contributes to increasing firms' productivity. A vocational development program includes all formal and informal skill transfers that are necessary for enhancing a society's productive activities. Over the next ten years, vocational education will gradually be incorporated into all schools and higher education institutions. The focus areas for vocational education will be determined by mapping out local opportunities and analyzing skills gaps. In order to oversee this endeavor, the Ministry of Human Resources and Development (MHRD) will establish a National Committee for the Integration of Vocational Education (NCIVE) comprised of vocational education specialists and representatives from all Ministries. To help expand the reach of vocational education, early adopters must innovate in order to discover successful models and practices and then share them with other institutions through NCIVE-established mechanisms. Higher education institutions will also try out a variety of apprenticeship and vocational education models. In collaboration with businesses, incubators will be established in higher education institutions.

The implementation of NEP 2020 is a significant step that will alter the educational landscape in India. The market will undergo significant change as a result of this initiative, and employers' ever-changing requirements will be effectively met. The bold move to implement the National Educational Policy 2020 has revolutionized the Indian education sector. It is anticipated that it will raise educational standards for students in both schools and colleges. The policy has been blamed for the market's shift from a learning-based model to a skill-based model. It is believed that the proposal to establish a National Committee for the Integration of Vocational Education (NCIVE) and implement vocational education beginning in the sixth grade will undoubtedly propel the Indian educational market to new heights in the years to come.

Objectives

- a) To examine the current state of higher education in terms of entrepreneurship and the development of vocational skills.
- b) Describe the prospects for entrepreneurship and the development of vocational skills in the future.
- c) To investigate business and vocational training opportunities.

NEP encourages holistic learning rather than the conventional practice of content-heavy, rote learning. It instills a curriculum that is imaginative and multidisciplinary, with equal emphasis on other subjects like the humanities, sports, fitness, languages, culture, and the arts, among others. apart from subjects like mathematics and science Soft skills like communication, teamwork, problem-solving, decision-making, analytical thinking, and resilience are also emphasized in the National Education Policy 2020. as fundamental life skills. The initiative uses a method that teaches academic knowledge. However, in addition to it, students are taught how to be leaders in order to help them advance in their careers.

The world is undergoing rapid change. The role of education will need to be rethought and reorganized in light of such a shifting situation. Teachers need to be powerful change agents if they want to keep up with society's expectations and maintain the quality of their students' work that is desired. Change is unquestionably a part of being. Everything in existence is undergoing change. To resist life is to resist change. Every aspect of life is subject to transformation. Education is no different. Over the course of time, our educational system has undergone a radical transformation. Education reform has always been regarded as necessary. When it meets the needs of a changing society, education becomes relevant. In light of NEP 2020, the nation anticipates a significant shift in the educational system at this point.

NEP: A GAME-CHANGER FOR THE INDIAN EDUCATION SYSTEM

It is anticipated that the National Education Policy will not only provide students with a plethora of promising career options but will also lessen the social stigma associated with considering vocation as a career option. In addition to placing an emphasis on the development of both technical and soft skills among graduate and postgraduate students, the policy will play a crucial role in equipping the nation's workforce to effect change, particularly in educational practices. NEP 2020 recognizes the importance of education in equipping students with the necessary skills and places an emphasis on employability. Through this initiative, the government intends to implement the 2030 Agenda for Sustainable Development, which aims to promote opportunities for lifelong learning and inclusive and equitable education for all.

Skill deficit

The growing gap between education and employment is one of the nation's major issues today. There is a significant skill gap between the needs of the workplace and college graduates. When it comes to higher education, young people who take technical or professional courses get jobs sooner or later, but those who take humanities classes have to wait a long time. In order to give our youth the tools they need for a bright future, this skill gap needs to be filled. Despite their highly regarded degrees and diplomas, young people are virtually unemployed or underemployed. The corporate campus and the college campus are separating into two distinct worlds. The World of Work and the World of Worth are shifting completely. Therefore, in order to improve the youth's skill efficiency, it is necessary to encourage creative thinking and the application of novel methods in the teaching and learning process.

National Education Policy- A Revolutionary Change

In 1986, the National Education Policy was created, and it was updated in 1992. Since then, a number of changes have occurred, necessitating the policy's revision. Following the 34-year-old National Policy on Education (NPE), the NEP 2020 was the first education policy of the 21st century. The implementation of the policy resulted in a paradigm shift in the education sector, shifting the focus from learning to skill-based education. The NEP's bold proposal to establish a National Committee for the Integration of Vocational Education (NCIVE) and to introduce vocational education beginning in sixth

grade is regarded as a significant advancement. Consequently, it is critical that we embrace these shifts as the era progresses by addressing the issue and implementing the solution holistically to close the skill gap.

Fostering Skill Development

We are all aware that technological advancement has accelerated their paths and compelled educational institutions to launch a plethora of innovations for a stable career, professional growth, and overall contribution to society's development. The major transformational reforms in the Indian academic sector discussed in this recently approved plan NEP are highly regarded by many because they effectively foster skill development in the following ways. We must assess the crucial role that NEP 2020 can play in reversing the trend in light of this background. The following are some of the most important initiatives that can assist in expanding and enhancing the career path:

Addressing skill deficiencies

Redefining the educational system becomes crucial when we take into account the skill gap that is affecting employability across all industries. Experts believe that by 2030, there will be a skill shortage of 29 million people, as predicted by data from the International Labor Organization (ILO) and the National Council for Skill Development and Entrepreneurship (NCSDE). With 53% of Indian businesses stating that they are unable to hire suitable candidates due to a lack of future skills, this skill gap is already having an effect. This skill gap is significant across numerous sectors, including manufacturing, IT, and others. Surprisingly, it also says that businesses don't give training on the job. As a result, the mentoring platform fulfills this void by assisting individuals in exceeding their personal and professional goals. In addition, it encourages solutions to close the skill gap for growth in the future.

Holistic education

The NEP emphasizes a more holistic approach as opposed to the conventional content-heavy and rote learning approach. It promotes a creative and multidisciplinary curriculum that incorporates the humanities, sports and fitness, languages, culture, arts and crafts, and so on in addition to science and mathematics. It acknowledges life skills like cooperation, communication, working in a team, and resilience. Students will benefit from this reworked approach by learning important leadership skills and academic expertise that will help them in their future careers.

Importance of vocational education

In terms of encouraging employment, the inclusion of vocational education and training is possibly the most significant component of NEP 2020. As a result, vocational education will now be a part of every school, college, and university's curriculum. To make skill development a part of education, educational institutions can offer two types of VET certifications: a VET diploma and certificate. Additionally, a regulated approach and dual cooperation between organizations and vocational schools are necessary for the success of these programs.

The dual training model must be utilized by educational institutions across the nation to support the scenario. In addition, participants can endorse professional courses with global certification in some emerging technological domains that can be linked to credit systems to increase profitability. Faculty and VET trainer positions, which were created to facilitate mobility across higher, professional, and vocational education, will also be more appealing thanks to these pathways.

Way Forward

Numerous trends are emerging as a result of Industry 4.0, and NEP 2020 is no exception. A crucial first step in dealing with the rapid shifts in response to demands and needs is reorganizing the educational ecosystem. In a nutshell, the strong skill-based education model has the potential to alter not only how the nation views career opportunities but also how it approaches global leadership in a creative and innovative way. In order to create a new system that is in line with the aspirational objectives of students in the 21st century, the National Education Policy 2020 proposes the revision and overhaul of all aspects of education, including the educational structure, regulations, and governance. A clear action plan with targets and timelines will be developed in order to ensure that at least 50% of students in the school and higher education system have access to vocational education by 2025. The policy aims to gradually integrate vocational education into mainstream education across all educational establishments and overcome the social status hierarchy associated with vocational education. Quality vocational education will seamlessly integrate into school and higher education, beginning with early exposure to the workforce in middle and secondary school. Every child is exposed to multiple occupations and will learn at least one. As a result, the dignity of labor and the significance of various occupations involving Indian arts and craftsmanship would be emphasized. A clear action plan will ensure that at least half of students in the school and higher education systems will have access to vocational education by 2025.

RECOMMENDATIONS IN NATIONAL EDUCATION POLICY 2020

- There are no clear distinctions between the arts and sciences, curricular and extracurricular activities, academic and vocational tracks, etc. to get rid of harmful hierarchies and silos between different learning areas.
- A coordinated national effort will be made to provide all children in the country with access to high-quality holistic education, including vocational education, from pre-school through 12th grade.
- The secondary stage will consist of four years of study in multiple disciplines. It will build on the middle stage's subject-oriented pedagogical and curriculum style, but it will be more in-depth, pay more attention to students' life aspirations, be more flexible, and allow students to choose their own subjects. In particular, students would continue to have the option of leaving school after 10th grade and returning in the following phase to pursue vocational or any other courses offered in 11th-12th grade, including at a school with a higher level of specialized instruction, if they so desired.

- Especially in secondary school, students will have more options for subjects to study, including vocational skills, arts and crafts, and physical education, allowing them to create their own study and life plans.
- Gradually integrating vocational education programs into mainstream education, starting with early exposure to the workforce in middle and high school. NEP Paragraph 16.4) • "LokVidya," important Indian vocational knowledge, will be integrated into vocational education courses to make it accessible to students.
- Over the next ten years, vocational education will gradually be incorporated into all schools and higher education institutions. The focus areas for vocational education will be determined by mapping out local opportunities and analyzing skills gaps. A National Committee for the Integration of Vocational Education (NCIVE) will be established by the Ministry of Human Resource Development, which has been renamed the Ministry of Education, to oversee this endeavor. It will be made up of specialists in vocational education as well as representatives from all Ministries. Industry will also work with them.
- Early adopters must innovate in order to discover successful models and practices and then share them with other institutions through NCIVE-established channels to help broaden the scope of vocational education. Higher education institutions will also try out a variety of apprenticeship and vocational education models. In collaboration with businesses, incubators will be established in higher education institutions.
- Each discipline, vocation, and profession's version of the National Skills Qualifications Framework will be described in greater detail. In addition, Indian standards will be aligned with the International Labor Organization's International Standard Classification of Occupations. The foundation for prior learning recognition will come from this framework. By aligning their practical experience with the relevant level of the Framework, dropouts from the formal system will be reintegrated through this. Additionally, the credit-based Framework will make it easier to move between "general" and vocational education.

Life Skill Education in Schools

Children who do not acquire these life skills may have difficulty taking on responsibilities in the real world. As a result, it is imperative that these skills be taught as a requirement in school. As a result, it is imperative that schools equip their students with these fundamental mental, social, and physical abilities so that they can lead better lives after school. In general, these life skills ought to be incorporated into high school education as well. In conclusion, children will need a wide range of skills in the future. Some examples include:

- Network collaboration;
- Innovative problem-solving skills using critical thinking
- Imagination and curiosity;
- Agility and adaptability;
- Initiative and entrepreneurialism;
- Effective oral and written communication;
- Accessing and evaluating information
- The capacity to exert influence;
- The capacity to collaborate effectively;

The Importance of Life Skills

Life skills are a fundamental part of being able to deal with the challenges of everyday life in a constantly shifting environment. Over the past five years, the evolution of innovation technology has coincided with the significant shifts in global economies. All of these are having a greater impact on our daily lives at home, in the workplace, and in education. Students need to learn life skills like how to deal with pressure and disappointment in order to keep up with the ever-increasing pace and change of modern life.

Benefits for the Individual

Students are encouraged to develop life skills so they can use them in everyday life:

- Inspires them to accept responsibility for their actions rather than shifting blame.
- Develop confidence in speaking skills for group collaboration and cooperation through participation and joint effort.
- Evaluate a variety of options, make decisions, and comprehend the rationale behind those decisions outside of the classroom.
- Acquire a deeper awareness of oneself, cultivate a state of mindfulness, and cultivate an appreciation for other people.
- The capacity to manage oneself, deal with problems, and comprehend one's own responsibilities
- Ability to adapt to a variety of jobs in workplaces that are flexible.
- Help them boost their self-esteem and confidence.
- Give them a chance to express themselves in their group, community, society, and schools.
- Give them the opportunity to make a positive contribution by giving them experience and expertise.
- Get them ready for challenges, difficult circumstances, and opportunities in the future.

CONCLUSION

The National Education Policy 2020 places a high value on vocational education and teacher capacity development to improve students' employability and vocational skills at all levels. By identifying, designing, and developing vocational courses that meet the national norms and skill standards, the quality of VET will be improved. The selection and recruitment of teachers, the selection of students, the course delivery, assessment, and awarding of qualifications to students should all be included in the process of vocational course accreditation and provider registration, which would also improve the quality and sustainability of VET programs. A robust system for the capacity development of stakeholders at all levels, including the national, state, district, and institutional levels, is required for the administration and management of the VET system as a whole and the provision of student support services. In order to increase the effectiveness of pedagogical and other aspects of VET implementation, best practices in vocational education and training with a focus on specific criteria that can be replicated in various institutions in the relevant areas must be identified and shared at various levels.

The National Education Policy (NEP) 2020 envisions a quality education system centered on India that directly contributes to our nation's sustainable transformation into a

just and vibrant knowledge society. NEP 2020, in which the government has included occupational and employment-based vocational training courses in the curriculum, is the urgent need for every nation to have a strong vocational education system. Because it requires all educational establishments to integrate vocational education into mainstream education, the National Education Policy (NEP) 2020 indicates the country's potentially volatile growth of vocational education. This will result in the production of a number of trained individuals, which will enhance the country's social and economic conditions. However, Nagaland has encountered a number of obstacles to the implementation of vocational education, including inadequate funding, inadequate infrastructure, a lack of qualified teachers, a lack of industries, a lack of practicals, and so on. which must be taken into consideration before the New Education Policy can be implemented. This paper aims to investigate the difficulties of vocational education and offer a number of strategies for implementing it in private colleges.

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National Education Policy 2020

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ABSTRACT :

Achieving one's full potential, building a just and equitable society, and fostering national development all depend on education. The key to India's continued ascent and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation is providing universal access to high-quality education. The best strategy for developing and maximizing our nation's abundant talents and resources for the benefit of the individual, society, country, and world is to provide high-quality education to all students. Over the next ten years, India will have the highest number of young people in the world. Our ability to provide them with high-quality educational opportunities will determine our nation's future. In 2015, India agreed to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" as part of the 2030 Agenda for Sustainable Development. This is a reflection of the global education development agenda. In order to achieve all of the essential targets and goals (SDGs) of the 2030 Agenda for Sustainable Development, such a lofty objective will necessitate a reorganization of the entire educational system in order to support and encourage learning.

In 1986, the National Policy on Education was made, and it was changed in 1992. Since then, a number of changes have occurred that necessitate a revision of the Policy. The first education policy of the 21st century is the NEP 2020, which replaces the National Policy on Education (NPE), which was in effect for 34 years. This policy is aligned with the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs, and aimed at bringing out the unique capabilities of each student. It is built on the foundational pillars of Access, Equity, Quality, Affordability, and Accountability. In NEP 2020, universal access to education at all levels—preschool through secondary—is emphasized. Open learning for grades 3, 5, and 8 through NIOS and State Open Schools, secondary education programs equivalent to Grades 10 and 12, vocational courses, adult literacy, and life-enrichment programs, as well as innovative education centers to bring back dropouts into the mainstream, tracking of students and their learning levels, facilitating multiple pathways to learning involving both formal and non-formal education modes, association of counselors or well-trained social workers with schools, and infrastructure support are some of the proposed methods for achieving this. Under NEP 2020, approximately 2 crore out-of-school children will be reintegrated into mainstream education.

KEYWORDS : economic growth, social justice and equality, Sustainable Development.

INTRODUCTION :

The world's knowledge landscape is undergoing rapid change. Many unskilled jobs may be taken over by machines as a result of dramatic scientific and technological advancements like the rise of big data, machine learning, and artificial intelligence. At the same time, there will be an increasing demand for skilled workers with multidisciplinary skills across the sciences, social sciences, and humanities as well as skills in mathematics, computer science, and data science. With environmental change, expanding contamination, and exhausting normal assets, there will be a sizeable change by the way we meet the world's energy, water, food, and sterilization needs, again bringing about the requirement for new talented work, especially in science, science, physical science, horticulture, environment science, and sociology. Collaboration in infectious disease management and vaccine development will be required as epidemics and pandemics worsen, and the ensuing social issues highlight the importance of multidisciplinary education. As India progresses toward becoming a developed nation with one of the world's three largest economies, there will be an increasing demand for art and the humanities.

Indeed, in light of the rapidly shifting employment landscape and global ecosystem, it is becoming increasingly important for children to not only learn, but also learn how to learn. As a result, education needs to focus less on content and more on learning how to think critically, solve problems, be creative and multidisciplinary, innovate, adapt, and absorb new information in new and evolving fields. To make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, flexible, and, of course, enjoyable, pedagogy needs to change. In order to develop all aspects and capabilities of learners, the curriculum must include fundamental arts, crafts, humanities, games, sports, and fitness, languages, literature, culture, and values; and make education more comprehensive, useful, and satisfying for students. Students must be able to be ethical, rational, compassionate, and caring through education, which must also prepare them for rewarding employment.

Through major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education to higher education, the gap between the current state of learning outcomes and what is required must be bridged. By 2040, India must have an unparalleled education system with equal access to the highest quality education for all students, regardless of social or economic status.

By 2040, India must have an unparalleled education system with equal access to the highest quality education for all students, regardless of social or economic status. The first education policy of the 21st century, this National Education Policy 2020 aims to address our nation's numerous growing developmental imperatives. In order to create a new system that is in line with the aspirational goals of education in the 21st century, including SDG4, while also building upon India's traditions and value systems, this Policy proposes the revision and overhaul of all aspects of the education structure, including its regulation and governance. The National Education Policy places a special emphasis on helping each person realize their creative potential. It is based on the idea that education should help students develop not only their cognitive abilities (such as literacy and numeracy's "foundational capacities" and "higher-order" cognitive abilities like problem-solving and critical thinking) but also their social, ethical, and emotional dispositions as well.

This Policy has been guided by the rich heritage of ancient Indian knowledge and thought. In Indian thought and philosophy, knowledge (Jnan), wisdom (Pragyaa), and truth (Satya) were always regarded as the highest human objective. In ancient India, education was not just about getting knowledge to prepare for life in this world or life after school, but also about fully realizing and freeing oneself. In ancient India, world-class institutions like Takshashila, Nalanda, Vikramshila, and Vallabhi hosted scholars and students from all over the world and set the highest standards for multidisciplinary teaching and research. Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi, and Thiruvalluvar, among others, were great scholars who made significant contributions to world knowledge in a variety of Indian culture and theory

have had a solid effect on the world. In addition to nurturing and preserving these extensive world heritage legacies for future generations, our educational system should also be used for research, enhancement, and new application.

The education system's fundamental reforms must center on the teacher. The new training strategy should help restore instructors, at all levels, as the most regarded and fundamental individuals from our general public, since they genuinely shape our up and coming age of residents. It must do everything in its power to empower teachers and assist them in performing their duties as efficiently as possible. By instilling in the system fundamental methods of quality control and accountability, the new education policy must assist in recruiting the very best and brightest to enter the teaching profession at all levels. This will be accomplished by ensuring autonomy, respect, dignity, and a means of subsistence.

A quality education system must be provided to all students, regardless of where they live, by the new education policy, with an emphasis on historically underrepresented, disadvantaged, and marginalized groups. The best method for achieving equality, inclusion, and economic and social mobility is education, which acts as a leveling agent. There must be plans in place to make sure that all students from these groups have a chance to enter and succeed in the educational system, despite the challenges they face.

These aspects must be incorporated with respect for and consideration for the country's rich cultural diversity and local and global requirements. For the purposes of national pride, self-confidence, self-knowledge, cooperation, and integration, it is considered essential to instill in India's young people knowledge of its diverse social, cultural, and technological requirements, as well as its distinctive artistic, language, and knowledge traditions and strong ethics.

Fundamentals of this Policy

The education system's goal is to make good people who can think and act rationally, have compassion and empathy, are brave and resilient, have a scientific temper and a creative imagination with solid ethical moorings. For the purpose of constructing a society that is equitable, inclusive, and pluralistic in accordance with our Constitution, it aims to produce citizens who are engaged, productive, and contribute positively.

A good educational establishment is one where every student is welcomed and cared for, where there is a secure and stimulating learning environment, where there is a wide range of learning experiences, and where all students have access to good physical infrastructure and the right resources for learning. Achieving these characteristics should be the objective of each and every instructive foundation.

However, there must also be seamless integration and coordination across all educational stages and institutions.

The following are the fundamental tenets that will serve as the foundation for both the educational system as a whole and the institutions that make up it:

- recognizing, identifying, and fostering each student's unique capabilities by educating parents and teachers to promote each student's holistic academic and non-academic development;
- giving the achievement of Foundational Literacy and Numeracy by all students by the end of third grade the highest priority;
- adaptability, allowing students to choose their learning paths and programs and, consequently, their own life paths based on their talents and interests;
- There are no clear distinctions between the arts and sciences, curricular and extracurricular activities, academic and vocational tracks, etc. to get rid of harmful hierarchies and silos between different learning areas;
- multidisciplinary and a comprehensive education that encompasses the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world to guarantee the unity and integrity of all knowledge;

- accentuation on applied seeing instead of repetition endlessly learning for-tests;
- critical thinking and creativity to encourage logical decision-making and creativity;
- ethics and human and Constitutional values such as empathy, respect for others, cleanliness, courtesy, a democratic spirit, a spirit of service, respect for public property, a scientific temper, liberty, responsibility, pluralism, equality, and justice;
- encouraging multilingualism and the value of language in education;
- life skills like cooperation, communication, working in teams, and being resilient;
- Instead of using summative assessments to promote today's "coaching culture," focus on regular formative assessments for learning;
- extensive use of technology in education, removal of language barriers, improved accessibility for Divyang students, and educational planning and management;
- in all curriculum, pedagogy, and policy, respect for diversity and the local context, always keeping in mind that education is a subject at the same time;
- ensuring that all students are able to succeed in the educational system by making full equity and inclusion the foundation of all educational decisions;
- curriculum synergy at all educational levels, from early childhood care and education to schooling and higher education;
- the importance of teachers and faculty to the learning process, including their recruitment, ongoing professional development, and positive working and service conditions;

This Policy's Long-Term Goals

This Public Training Strategy imagines a school system established in Indian ethos that contributes straightforwardly to changing India, that is Bharat, economically into an evenhanded and dynamic information society, by giving top notch schooling to all, and consequently making India a worldwide information superpower. According to the Policy, our educational institutions' curricula and methods must instill in students a deep respect for the Fundamental Duties and Constitutional values, a sense of national pride, and an awareness of one's roles and responsibilities in a changing world. The Policy's goal is to help students develop knowledge, skills, values, and dispositions that support a responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen, and to instill a deep-rooted pride in being Indian in thought, spirit, intellect, and deed.

Education and care for young children: The Basis of Education

1. The fact that more than 85% of a child's total brain development occurs before the age of six demonstrates how crucial it is to provide the brain with the appropriate care and stimulation in the early years to ensure healthy brain development and growth. Currently, millions of young children, particularly those from economically disadvantaged backgrounds, do not have access to high-quality ECCE. Solid interest in ECCE can possibly give all small kids such access, empowering them to take part and thrive in the schooling system all through their lives. General provisioning of quality youth improvement, care, and training must in this manner be accomplished straightaway,
2. furthermore, no later than 2030, to guarantee that all understudies entering Grade 1 are school prepared.
3. Ideally, ECCE consists of play-based, activity-based, inquiry-based, and multi-faceted learning that includes alphabets, languages, numbers, counting, colors, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting, and other visual art, craft, drama, puppetry, music, and movement. It also places an emphasis on improving social skills, sensitivity, politeness, ethics, personal and public hygiene, teamwork, and cooperation. The best possible outcomes in the following areas will be the overarching objective of ECCE: physical and

motor development, cognitive development, socio-emotional-ethical development, cultural and artistic development, communication development, and early language, literacy, and numeracy development are all important aspects of development.

4. NCERT will develop a National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of eight in two parts: a sub-framework for children aged 0 to 3 years old and a sub-framework for children aged 3 to 8 years old. These sub-frameworks will be based on the aforementioned guidelines, the most recent research on ECCE, and national and international best practices. In particular, the numerous rich local traditions of India that have developed over millennia in ECCE will be appropriately incorporated. These traditions include art, stories, poetry, games, songs, and more. The framework will be a guide for both parents and early childhood education and care providers.
5. The overarching objective will be to gradually provide everyone in the country with access to high-quality ECCE. Districts and locations that are particularly socioeconomically disadvantaged will receive special attention and priority. A significantly expanded and strengthened system of early childhood education institutions, including standalone Anganwadis, will provide ECCE. b) Anganwadis in close proximity to primary schools; c) Pre-primary schools or sections for children between the ages of 5 and 6 located in close proximity to existing primary schools; and (d) independent preschools, each of which would hire workers and teachers with specialized training in ECCE's curriculum and pedagogy.
6. For widespread admittance to ECCE, Anganwadi Focuses will be reinforced with superior grade
7. foundation, play hardware, and thoroughly prepared Anganwadi laborers/educators. An enriched learning environment will be provided by a well-ventilated, child-friendly, and well-constructed building at each Anganwadi. In order to facilitate a smooth transition from Anganwadi Centres to primary schools, children attending Anganwadi Centres are required to participate in activity-filled tours and meet the teachers and students of their respective primary schools. Anganwadi children, parents, and teachers will be invited to school/school complex programs and vice versa, and Anganwadis will be fully integrated into school clusters and complexes.

Numeracy and literacy as a foundation: A Vital and Essential Prerequisite for Learning

1. For all future education and lifelong learning, the ability to read, write, and perform fundamental operations with numbers is a necessary and essential foundation. However, a number of surveys, both governmental and non-governmental, indicate that we are currently experiencing a learning crisis: The ability to read and comprehend basic text as well as the ability to perform basic addition and subtraction with Indian numerals make up a significant portion of the over 5 crore elementary school students who are currently enrolled.
2. Achieving primary education and numeracy for all youngsters will along these lines become a critical public mission, with prompt measures to be taken on many fronts and with clear objectives that will be achieved temporarily (counting that each understudy will accomplish primary education also, numeracy by Grade 3). By 2025, universal foundational literacy and numeracy in primary education will be the system's top priority. The achievement of this most fundamental learning requirement—that is, foundational reading, writing, and arithmetic—will be the only condition under which the remainder of this Policy will become applicable to our students. Priority will be given to the establishment of a National Mission on Foundational Literacy and Numeracy by the Ministry of Human Resource Development (MHRD). As a result, the governments of each State and UT will immediately develop an implementation plan for achieving universal foundational literacy and numeracy in all primary schools. This plan will set stage-by-stage targets and goals that must be met by 2025 and closely track and monitor progress toward achieving them.

3. First, teacher vacancies will be filled in a time-bound manner, particularly in economically disadvantaged areas and locations with high illiteracy rates or high pupil-to-teacher ratios. Employing teachers who are native to the area or who are conversant in the language will receive particular consideration. At the school level, a pupil-to-teacher ratio (PTR) of less than 30:1 will be guaranteed; A PTR of less than 25:1 is the goal for areas with a lot of economically disadvantaged students. In order to teach foundational literacy and numeracy, teachers will receive ongoing professional development that includes training, encouragement, and support.

Ensuring that everyone has access to education at all levels and lowering the rate of school dropouts

1. Keeping children enrolled in and attending school must be one of the primary objectives of the educational system. India has made significant progress in recent years toward the goal of achieving near-universal enrollment in elementary education through programs like the Right to Education Act and the Sarva Shiksha Abhiyan, which is now known as the Samagra Shiksha. However, the data for the following grades reveal significant challenges in retaining students in the educational system. The GER for grades 6 through 8 was 90.9%, while it was only 79.3% for grades 9 through 10 and 56.5 percent for grades 11 through 12, respectively. This suggests that a significant number of enrolled students drop out of school after grades 5 and especially after grades 8 and 9.
2. The 75th round of NSSO's household survey from 2017-18 found that 3.22 crore children between the ages of 6 and 17 were not enrolled in school. In order to achieve a Gross Enrollment Ratio of 100 percent from preschool to secondary level by 2030, it will be a top priority to reintegrate these children into the educational system as soon as possible and to prevent additional students from dropping out. From pre-school through 12th grade, a coordinated national effort will be made to provide all children in the country with access to high-quality holistic education, including vocational education.
3. To reintegrate children who have dropped out of school and to avert further dropouts, two broader initiatives will be implemented. The first is to provide sufficient and effective infrastructure so that every student has access to a secure and engaging education at all levels, from pre-primary through 12th grade. In addition to providing regularly trained teachers at each stage, special attention must be paid to ensuring that no school continues to lack infrastructure support. In order to ensure that all children have the opportunity to attend a high-quality school and learn at the appropriate level, it is necessary to restore the credibility of government schools by improving and expanding those that already exist, creating additional high-quality schools in areas where they do not currently exist, and providing safe and practical transportation options—particularly for girls—so that all children can do so. In collaboration with civil society, alternative and innovative education centers will be established to ensure that children of migrant laborers and other children who are dropping out of school for a variety of reasons are brought back into mainstream education.
4. The second goal is to ensure that all students are enrolled in and attending school, ensuring that they have adequate opportunities to catch up and re-enter the classroom in the event that they fall behind or drop out. This is done by meticulously tracking students' learning levels. Suitable facilitating systems must be in place to ensure that all children up to the age of 18 receive an equitable and high-quality education from the Foundational Stage through the 12th grade. In order to ensure that all children of school age are attending and learning in school, counselors or well-trained social workers connected to schools or school complexes and teachers will work continuously with students and their parents. They will also travel through communities and engage with them. Through various innovative mechanisms adopted by State/UT Governments, trained and qualified social workers from civil society organizations/departments of Social Justice and Empowerment and government officials dealing with the empowerment of Persons

with Disabilities at the State and district level could be connected to schools to assist in carrying out this crucial work.

National Curriculum Framework for School Education (NCFSE)

Based on the principles of this National Education Policy 2020, frontline curriculum needs, and discussions with all stakeholders, including State Governments, Ministries, relevant Departments of the Central Government, and other expert bodies, the NCERT will create a new and comprehensive National Curricular Framework for School Education (NCFSE 2020-21). It will be available in all regional languages. The NCFSE record will consequently be returned to and refreshed once every 5-10 years, taking into account cutting edge educational program.

National textbooks with regional flavor and content

1. Parallel modifications to school textbooks are required to go along with the curriculum's decreased content and increased adaptability, as well as the renewed emphasis on constructive learning rather than rote learning. All course books will mean to contain the fundamental center material (along with conversation, investigation, models, and applications) considered significant on a public level, however at the same time contain any ideal subtleties and beneficial material according to neighborhood settings and necessities.
2. Where potential, schools and educators will likewise have options in the course books they utilize – from among a bunch of course readings that contain the imperative public and neighborhood material - so they might educate in a way that is the most ideal to their own educational styles as well with regards to their understudies and networks' necessities.
3. The point will be to give such quality course books at the most minimal conceivable expense - in particular, at the cost of creation/printing - to relieve the weight of course book costs on the understudies and on the schooling system. This might be achieved by utilizing top notch course book materials created by NCERT related to the SCERTs; Public-philanthropic partnerships and crowdsourcing, which encourage experts to write such high-quality textbooks at a low cost, could provide funding for additional textbook materials. States will develop their own curricula (which may, to the extent possible, be based on the NCFSE developed by NCERT) and textbooks (which may, to the extent possible, be based on the materials used in NCERT textbooks), incorporating State flavor and material as required. While doing so, it is important to keep in mind that the NCERT curriculum will be used as the standard that is accepted across the country. To ensure that every student has access to high-quality instruction, it will be a top priority to make such textbooks available in all regional languages. The timely availability of textbooks in schools will be a priority. Admittance to downloadable and printable adaptations of all course readings will be given by all States/UTs and NCERT to assist with monitoring the climate and diminish the strategic weight.
4. NCERT, SCERTs, schools, and educators will work together to significantly reduce the weight of school bags and textbooks through appropriate curriculum and pedagogy modifications.

Transforming Assessment for Student Development

In the culture of our educational system, the goal of assessment will change from being summative and primarily testing rote memorization skills to being more regular and formative, competency-based, promoting student learning and development, and testing higher-order skills like analysis, critical thinking, and conceptual clarity. Indeed, learning will be the primary objective of assessment; It will assist both the teacher and the student, as well as the entire educational system, in continuously revising teaching-learning procedures so that every student's learning and development can be maximized. This will serve as the foundation for evaluation at all educational levels.

Under the direction of the proposed National Assessment Centre, NCERT, and SCERTs, States/UTs will completely redesign the progress card for all students taking school-based assessments, which is sent to parents by schools. The progress card will be a comprehensive, 360-degree, multidimensional report that reflects each learner's progress and individuality in the cognitive, affective, and psychomotor domains in great detail. Self- and peer-assessment, the child's progress in project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc. will all be part of it. In addition to teacher evaluation. In order to actively involve parents in their children's holistic education and development, the holistic progress card will serve as an essential link between home and school. Parent-teacher meetings will also be held in conjunction with the holistic progress card. The advancement card would likewise furnish instructors and guardians with important data on the most proficient method to help each understudy all through the study hall. Based on learning data and interactive questionnaires for parents, students, and teachers, AI-based software could be developed and used by students to track their growth throughout their school years. This would provide students with valuable information regarding their strengths, areas of interest, and required areas of focus, allowing them to make the best career choices.

Special Talented and Gifted Students' Assistance

Every student possesses innate talents that must be discovered, nurtured, cultivated, and developed. These abilities may manifest themselves in a variety of interests, attitudes, and capacities. Students who demonstrate particularly strong interests and abilities in a particular field should be encouraged to pursue that field beyond the scope of the standard curriculum. The recognition and development of these student talents and interests will be covered in teacher education. Guidelines for gifted education will be developed by the NCERT and NCTE. B.Ed. Specialization in the education of gifted children may also be possible through programs.

Educators will expect to support understudies with particular interests as well as gifts in the study hall by giving them advantageous enhancement material and direction and consolation. Clubs and Circles with a focus on a topic or a project will be supported and encouraged at all levels—schools, school complexes, districts, and beyond. Science and math circles, music and dance performance circles, chess circles, poetry circles, language circles, drama circles, debate circles, sports circles, eco-clubs, health and wellness clubs, and so on are all examples. In line with this, high-quality national residential summer programs for secondary school students in a variety of subjects will also be encouraged. To attract the best teachers and students from all over the country, including those from economically disadvantaged groups, the admissions process will be rigorous and fair based on merit.

To ensure that all students can participate at all levels for which they qualify, Olympiads and competitions in various subjects will be held across the nation with clear coordination and progression from school to local, state, and national levels. To ensure widespread participation, these will be made available in regional languages and in rural areas. The use of merit-based results from national and international Olympiads, as well as other relevant national programs, as part of the criteria for undergraduate admission would be encouraged at both public and private universities, including premier institutions like the IITs and NITs.

Online apps with quizzes, competitions, assessments, enrichment materials, and online communities for shared interests will be developed once all homes and schools have internet-connected smart phones or tablets. These apps will work to enhance all of the aforementioned initiatives as group activities for students under parental and teacher supervision. Using digital pedagogy and online resources and collaborations, schools will gradually develop smart classrooms to enrich the teaching-learning process.

CONCLUSION

In 2015, India agreed to "ensure inclusive and equitable quality education" as part of the 2030 Agenda for Sustainable Development. Over the next ten years, India will have the highest number of young people in the world. Our ability to provide them with high-quality educational opportunities will determine our future. By 2040, India must have an unparalleled education system with equal access to the highest quality education for all students, regardless of social or economic status. Curriculum must include arts, crafts, humanities, games, languages, literature, culture, and values, and make education more comprehensive, useful, and satisfying for students.

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