

18.

Learning to Teach: Communication Skills with Reference to Practice Teaching

Dr. Jitender Kumar

Assistant Professor

Department of Education

SRISRS VIDYAPEETH, NEW DELHI-16

Introduction

Globalization, knowledge and competition have intensified the need for highly skilled workforce in both the developing and developed nations as it enables them to accelerate the growth rate of their economy towards higher trajectory. Today all economies need skilled workforce so as to meet global standards of quality, to increase their foreign trade, to bring advanced technologies to their domestic industries and to boost their industrial and economic development. Thus, skills and knowledge becomes the major driving force of socio-economic growth and development for any country. As it has been observed that countries with highly skilled human capital tend to have higher GDP and per capita income levels and they adjust more effectively to the challenges and opportunities of the world of work. For India, skill development is also critical from both socio-economic and demographic point of view. For the economy to grow at 8% to 9%, with the targeted growth rate of 10% for secondary, 11% for tertiary and 4% for agriculture sectors, a multi-faceted and highly efficient skill development system is imperative.

Further, India is destined to be a contributor to the global workforce pool on account of demographic bonus, with the growth rate of higher working age population as compared to its total population and home to the second largest population (with a headcount of around 1.4 billion by 2025) in the world with distinct advantage as against the average age of 37 years in China and the US and 45 years in Western Europe (FICCI, 2014). The increasing globalization and digital presence provide India a unique position to increase its share further in global market from current share of around 37% in the global outsourcing market. Hence such a scenario necessitates skill development for the workforce. But before going in for any sort of skill development program, it is important to determine the current skill capacity, the major obstacles in the way of the skill development programs along with their possible solutions.

Thus, the broad objectives of the present paper are to study the present skill capacity, the various challenges in the development of effective skill system along with their ways forward for the success of skill development initiative. To ensure that teaching and learning represent the two sides of a single coin or the two sides of any given class is, and always has been, education's main objective. The possibility of organizing teaching in such a way as to foster better learning has been one of the main premises of education since Comenius (1592-1604). However, when dealing with the organization and execution of such teaching in classrooms we find teachers who may or may not have the skills necessary to communicate with their students, skills that can facilitate or preclude fulfilment of the teaching profession.



ISSN 2454-1230

चतुर्दशोऽङ्कः, XIVth Issue

जुलाई-दिसम्बर, 2021

July-December 2021

शिक्षाप्रियदर्शिनी

अन्ताराष्ट्रिया समकक्षव्यक्ति-समीक्षिता

बहुभाषी-षाण्मासिक-शोधपत्रिका

SHIKSHA PRIYADARSHINI

(An International Peer-Reviewed Multi-Lingual)

Half-Yearly Research Journal)

मुख्यसंरक्षकः

प्रो. श्रीनिवासः वरखेडी

प्रधानसम्पादकः

प्रो. चांदकिरणसन्तुजा

प्रबन्धसम्पादकः

प्रो. पवनकुमारः

शिक्षाप्रियदर्शिनी (अङ्क: 14)
अनुक्रमणिका

प्रधान सम्पादकीय	viii
प्रबन्ध सम्पादकीय	ix
1. राष्ट्रियशिक्षानीति: 2020	1
प्रो. चान्दकिरण सलूजा	
2. 'राष्ट्रियशिक्षानीति: 2020' सन्दर्भे संस्कृतविश्वविद्यालयेषु बहुविषयकतायाः क्रियान्वयनोपायाः	6
प्रो. सन्तोषमित्तलः	
3. National Education Policy 2020: Inclusive Classroom Environment and Constructivist Learning Approach	12
Prof. Rachna Verma Mohan	
4. राष्ट्रिय शिक्षानीति 2020 के सन्दर्भ में अध्यापक शिक्षा	21
डा. प्रकाश चन्द्र पन्त 'दीप'	
5. नई शिक्षा के परिप्रेक्ष्य में भारतीय शिक्षा एवं डॉ. एस. राधाकृष्णन	32
डा. सुरेंद्र महतो	
6. राष्ट्रिय शिक्षा नीति 2020 में शिक्षक की संकल्पना	36
डा. दयानिधि शर्मा	
7. शैक्षिक तकनीकी के प्रोन्नयन के लिए राष्ट्रिय शिक्षा नीति-2020, के दिशानिर्देश	43
डा. सुनील कुमार शर्मा	
8. NEP 2020 : Core Spirit and its Objectives	55
Dr. Jitender Kumar	
9. राष्ट्रिय शिक्षा नीति, 2020 की दार्शनिक पृष्ठभूमि	67
डा. नितिन कुमार जैन	
10. नवराष्ट्रियशिक्षानीति: परिप्रेक्ष्ये संस्कृतशिक्षा	74
डा. मनीषजुगरानः	
11. राष्ट्रिय शिक्षा नीति- 2020 के परिप्रेक्ष्य में पाठ्यचर्यागत परिवर्तन	81
डा. अजय कुमार	

शुक्ला, पी.डी. (1994). भारत में नई शिक्षा नीति, 1986।

हरियाणा विद्यालय शिक्षा बोर्ड भिवानी (2012). पठ-मासिक सत्र योजना।

शर्मा, आ.ए. (2010). तुलनात्मक शिक्षा, मेरठ विश्वविद्यालय, मेरठ।

वास्तव, डी.एन. (2008). शैक्षिक अनुसंधान की कार्य, प्रणाली, मेरठ विश्वविद्यालय, मेरठ।

वेबलिक:

<https://www.vidyawarta.com/02/wp-content/uploads/2020/08/Education-Policy-2020-Hindi.pdf>

<https://www.hindi.rajras.in/nayi-rashtriya-shiksha-neeti-2020/>

<https://www.livehindustan.com/career/story-new-education-policy-2020-pm-modi-told-why-10-plus-2-sytem-removed-from-school-education-in-new-nep-3403068.html>

<https://www.yojanaschemehindi.com/shiksha-niti-badlav-new-rules-education-system/>

<https://www.edustoke.com/hi/blog/new-education-policy-2020/>

<https://thesimplehelp.com/essay-on-new-education-policy-in-hindi/>

<https://www.scotbuzz.org/2019/08/shaikshik-takaneeki.html>

https://ncert.nic.in/pdf/h_focus_group/Shekshik%20Takniki.pdf

<https://www.bsarkari.com/%E0%A4%AA%E0%A5%8D%E0%A4%B0%E0%A5%8B%E0%A4%A8%E0%A5%8D%E0%A4%A8%E0%A4%A4%E0%A4%BF-meaning-eng-257920>

<https://www.bsarkari.com/%E0%A4%AA%E0%A5%8D%E0%A4%B0%E0%A5%8B%E0%A4%A8%E0%A5%8D%E0%A4%A8%E0%A4%A4%E0%A4%BF-meaning-eng-257920>

[https://wikisearch.in/wiki/Educational technology](https://wikisearch.in/wiki/Educational%20technology)

8.

NEP 2020: Core Spirit and its Objectives

Dr. Jitender Kumar

Assistant Professor,

School of Education,

Shri Lal Bahadur Shastri National Sanskrit University, New Delhi-110016

Abstract

Our Indian education system is running on the traditional approaches and methodologies for more than three decades. Technological advancement with the advent of Internet has changed the whole world but the ladder to reach that advancement was not modified. On July 29, 2020 a new era has been opened as National Education Policy 2020 (NEP) was passed by the Union Cabinet. Earlier Educational system was working on the guidelines issued by NEP 1986 and RTE act 2009 but a lot of lacunae were found in the system which were receding it from the Universal education goal. A dire need for modified Educational system was felt. A system which takes India to the goal of self-reliance and success in global competitiveness. Working age population and its potential defines the growth of any country. In India about 60% of population lies in the age group of 10 to 60 years and for success, they should be fully equipped with relevant skills which should be taught to them as foundation in schools.

NEP 2020 takes forward our education system towards International standards and it will have impact on the future of the Indian Education. Availability of teaching resources and textbooks in mother tongue teaching, availability of skilled teachers who understand thought behind NEP 2020 and removal of red-tappism in the regulation and monitoring system, proper coordination between state run and private schools are some of the Challenges that Government may face in the long run. The New Education Policy aims to increase public investment in education from 4.4% of India's GDP to 6%, and more than 290 million students life will change for better if this policy is implemented with the thought behind it. Although implementation of NEP 2020 in true spirits will take time but we hope that it will change the face of Indian Education system and will make it par with International standards. In this paper we will try to track the core spirit and objectives of NEP2020

Key Words- Education Policy, Quality, Core Spirit and Objectives

Rs. 30.00
ISSN-0566-2257



UNIVERSITY NEWS

A Weekly Journal of Higher Education

Association of Indian Universities

Vol. 61 • No. 39 • September 25-October 01, 2023

Sony Kuriakose

Targets of National Education Policy–2020 Set for Gross Enrolment Ratio in Indian Higher Education: A Strategic Analysis

J John Sekar

One State–One Curriculum: Danger to Academic Freedom

Jitender Kumar

National Education Policy–2020 and Revitalization of Sanskrit Language Education

Rajnath Singh

Youth Education in Nation-building
– Convocation Address

#Let's Create Atmanirbhar Bharat Together

National Education Policy–2020 and Revitalization of Sanskrit Language Education

Jitender Kumar*

The National Education Policy (NEP)- 2020, a landmark document that envisions the transformation of India's education system, recognizes the critical importance of preserving and promoting the Sanskrit language. With its rich historical and cultural significance, Sanskrit has long been regarded as the ancient language of India, bearing profound literary treasures and philosophical insights. However, over the years, the declining popularity and limited educational opportunities for Sanskrit have raised concerns about its preservation and future relevance. The NEP 2020, crafted with the objective of providing holistic and inclusive education, places a renewed emphasis on the revitalization of Sanskrit language education. It acknowledges Sanskrit as one of the classical languages of India and seeks to provide various avenues for its development and integration within the education system. This research paper aims to delve into the provisions and implications of the NEP 2020 on Sanskrit language education, analyzing its potential to revive and re-establish Sanskrit as a vibrant and essential component of India's educational landscape.

In this paper, we will explore the key features of the NEP 2020 that directly impact Sanskrit language education. We will examine the policy's recommendations at different stages of education, including early childhood education, school education, and higher education. Furthermore, we will investigate the envisioned role of Sanskrit in fostering multilingualism and cultural understanding within the context of the NEP 2020. The research article will entail a comprehensive analysis of the policy's provisions, examining its potential implications and challenges in the implementation of Sanskrit language education. We will explore the proposed strategies, such as the introduction of Sanskrit at an early age, the development of quality textbooks and resources, and the integration of Sanskrit with modern subjects. Additionally, we will discuss the role of technology-enabled learning

* Assistant Professor, School of Education, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi-110016. E-mail: jitender@slbsrsv.ac.in

in making Sanskrit education more accessible and engaging. Furthermore, this paper will shed light on the significance of Sanskrit research and innovation within the framework of the NEP 2020. We will explore the establishment of research centres, scholarships, and funding opportunities to promote advanced studies and interdisciplinary research in Sanskrit language and literature. By critically analyzing the NEP 2020's provisions for Sanskrit language education, this research paper aims to contribute to the ongoing dialogue and understanding of the policy's impact on the preservation, promotion, and revitalization of Sanskrit. It seeks to evaluate the potential of the NEP 2020 to transform Sanskrit education, foster cultural heritage, and ensure the continued relevance of this ancient language in the modern educational landscape of India.

Sanskrit as a Vibrant and Essential Component

Sanskrit holds a unique and vibrant position in India's educational landscape for several reasons:

Cultural Heritage: Sanskrit is an ancient language with a rich cultural heritage. It has played a significant role in shaping India's history, literature, philosophy, art, and sciences. As a result, Sanskrit is an essential aspect of India's cultural identity.

Language Interconnections: Sanskrit is the mother of many Indian languages. Studying Sanskrit can deepen the understanding of linguistic interconnections among various Indian languages, fostering multilingualism and cultural integration.

Ancient Knowledge Repository: Sanskrit texts contain a vast repository of knowledge in various fields such as mathematics, astronomy, medicine, ethics, and philosophy. These texts are a valuable source of traditional wisdom that continues to be relevant even in modern times.

Interdisciplinary Studies: Sanskrit serves as a bridge between different academic disciplines. By studying Sanskrit, scholars can explore the interconnectedness of various subjects, fostering interdisciplinary research and learning.

ISSN : 2347-3290



GYANKOSH

Journal of Educational Research

A Peer reviewed Bi-Annual National Journal

Published by

School of Education
Central University of Himachal Pradesh
Dharamshala (H.P.)
and
Dronacharya College of Education
Rait, Kangra (H.P.)

Volume-3

Issue-2

July-December 2023

GYANKOSH JOURNAL OF EDUCATIONAL RESEARCH*A Peer Reviewed Bi-Annual National Journal***Volume 3 | Issue 2 | July-December, 2023****CONTENTS**

Sr. No.	Title	Author(s)	Page No.
1.	Reliability Study of The EFAC-CDD : Executive Functioning Assessment Checklist For Children With Developmental Disabilities	Vikas Ray Yash Pal Singh	1-12
2.	Experiences of Early Career Educators on Pedagogical Strategies and Interventions in Mathematics	Amlesh Kumar B. N. Panda	13-21
3.	Collaborative Learning : An Essential Element of Modern Classroom	Ram Mehar	22-28
4.	A Case Study of a Student Having Locomotor Disability (Right Hand Missing From Birth)	Poonam Aggarwal	29-32
5.	Exploring the Branches of Yoga: Integrating Ancient Wisdom into Modern Education for Holistic Development	Paramjit Singh	33-39
6.	Gandhian Peace and Nonviolent Road to a Peaceful World	Debabrata Mandal ¹ Dr. Vijay Kumar Yadav ²	40-46
7.	The Effects of Domestic Violence on the Health of Women: A Case Study of Surkhet, Nepal	Bikram Bahadur Khadka	47-52
8.	Digitalisation of Higher Education : Technology Integration in Teaching-Learning	Seema Yadav	53-60
9.	The Effectiveness of Heutogogy in Self-Directed Learning Environments for Adult Learners	Jitender Kumar	61-69
10.	Studying the Drop in Academic Research and Research Publication Standards in India	Sahin Sahari	70-86
11.	Impact of National Education Policy (NEP) in Transforming Higher Education in India - An Empirical Study	Chandra Sekhar Sharma	87-94
12.	Perceptions of Students Regarding NIOS Physics Exam in Connection to Their Personal Variable	Trisha Bhattacharya	95-103
13.	A Study of Social Intelligence of Day-scholar And Hosteller Undergraduate Students	Pragati Pandey	104-109
14.	Social Network and Cognitive Well-Being Among Students of Jammu and Kashmir	Mohd. Mushtaq Alyas Ahmed	110-119
15.	Book Review	Kalpesh H. Pathak	120-121

The Effectiveness of Heutagogy in Self-Directed Learning Environments for Adult Learners

Jitender Kumar*

*Assistant Professor,
School of Education,
Shri Lal Bahadur Shastri
National Sanskrit University,
New Delhi

Corresponding Author
Dr. Jitender Kumar
jitender@slbsrsv.ac.in

Abstract

This research article investigates the effectiveness of heutagogy, a learner-centred approach, in self-directed learning environments for adult learners. This topic could delve into the benefits, challenges, and outcomes of heutagogy as a learner-centred approach in various educational settings. Heutagogy emphasizes the learner's active role in the learning process, encouraging them to take ownership of their education. The study examines how heutagogy empowers adult learners to assume control over their learning journey, fostering motivation and engagement. Through a comprehensive literature review and empirical research, the impact of heutagogy on promoting lifelong learning and skill development is analysed. Furthermore, potential barriers and limitations to its implementation are explored. The findings contribute to a deeper understanding of the benefits and challenges of heutagogy, aiding educators in designing effective self-directed learning experiences for the adult learners.

Keywords: Heutagogy, Self-directed Learning, Adult Learners, Education Effectiveness, Andragogy, Lifelong Learning, Learner Autonomy, Personalized Learning, Pedagogy and Metacognition.

To Cite : Kumar, Jitender (2023). The Effectiveness of Heutagogy in Self-Directed Learning Environments for Adult Learners, *Gyankosh Journal of Educational Research*, 3(2), 61-69.

INTRODUCTION

In the ever-evolving environment of education, the focus on self-directed learning has garnered increasing attention, particularly among adult learners seeking to acquire new skills and knowledge in a rapidly changing world. One prominent approach that champions self-directed learning is heutagogy – a concept centred around learner autonomy, agency, and self-determination. Heutagogy differs from traditional pedagogical methods by placing the onus on learners to take an active role in shaping their educational journey, tailoring it to their unique needs, interests, and aspirations.

This research article aims to explore the effectiveness of heutagogy in self-directed learning environments specifically designed for adult learners. The transition from traditional teaching methodologies to more learner-centric models aligns with the

contemporary demands for personalized and lifelong learning. As the dynamics of the job market shift towards valuing adaptability and continuous learning, understanding the implications of heutagogy becomes paramount.

The exploration of heutagogy's impact on adult learners holds immense significance due to its potential to foster intrinsic motivation and a sense of ownership over the learning process. By encouraging individuals to become self-directed learners, heutagogy seeks to empower them with the skills and abilities necessary for independent and continuous learning beyond the extremities of a structured educational institution.

HEUTAGOGY

The concept of heutagogy revolves around learner-centered, self-determined, and self-directed learning. Unlike traditional teaching approaches that often rely on an instructor's

Translation Issues in the Rapid Transmission of Esoteric Buddhism from India to China to Japan

Vikas Ray & Yash Pal Singh

Experiences of Early Career Educators on Pedagogical Strategies and Interventions in Mathematics

Amlesh Kumar & B. N. Panda

Career Anchors of Faculty Members in Higher Education in relation to their Organizational Commitment

Ram Mehar

A Case Study of a Student Having Locomotor Disability (Right Hand Missing From Birth)

Poonam Aggarwal

Exploring the Branches of Yoga: Integrating Ancient Wisdom into Modern Education for Holistic Development

Paramjit Singh

Gandhian Peace and Nonviolent Road to a Peaceful World

Debabrata Mandal & Dr. Vijay Kumar Yadav

The Effects of Domestic Violence on the Health of Women: A Case Study of Surkhet, Nepal

Bikram Bahadur Khadka

Digitalisation of Higher Education : Technology Integration in Teaching-Learning

Seema Yadav

The Effectiveness of Heutogogy in Self-Directed Learning Environments for Adult Learners

Jitender Kumar

Studying the Drop in Academic Research and Research Publication Standards in India

Sahin Sahari

Impact of National Education Policy (NEP) in Transforming Higher Education in India - An Empirical Study

Chandra Sekhar Sharma

Perceptions of Students Regarding NIOS Physics Exam in Connection to Their Personal Variable

Trisha Bhattacharya

A Study of Social Intelligence of Day-scholar And Hosteller Undergraduate Students

Pragati Pandey

Social Network and Cognitive Well-Being Among Students of Jammu and Kashmir

Mohd. Mushitaq & Alyas Ahmed

Book Review

Kalpesh H. Pathak

Published By

School of Education

Central University of Himachal Pradesh, Dharamshala (H.P.)

and

Dronacharya College of Education, Rait, Kangra (H.P.)

AN INTERNATIONAL PEER REVIEWED RESEARCH JOURNAL

JYOTIRMAY

RESEARCH JOURNAL OF EDUCATION

Impact Factor : 7.289

(A Biannual, Indexed, Refereed, Peer-Reviewed International Research Journal of
Humanities, Science, Social Sciences, Technology,
Management & Developmental Education)

Volume- Seventeen, Issue-02, January-June 2024



Published by :

Madhumay Educational And Research Foundation, Anand Vihar Colony, H. No.-
40, In front of Dr. R.M.L.A. University, Faizabad, Uttar Pradesh (INDIA)-224001

Regd No.- 240/2014-15

CONTENTS

1	GENDER EQUALITY AND GENDER EMPOWERMENT: AN EXPLORATION OF WOMEN'S STATUS IN TOP 10 ECONOMIES IN THE WORLD	01
	Dr. Keshab Chandra Mandal	
2	ASSESSMENT IN SCHOOL EDUCATION: A CHANGE IN NEW EDUCATIONAL ERA OF INDIA	08
	Prerana Chauhan	
3	ENHANCING LANGUAGE LEARNING IN SCHOOL EDUCATION THROUGH TECHNOLOGY INTEGRATION IN ALIGNMENT WITH NCF 2023	13
	Dr. Surendra Mahto & Dr. Jitender Kumar	
4	DEVELOPMENT AND STANDARDIZATION OF SOCIAL PROBLEM SCALE	22
	Shanti Nayal and Kiran Joshi	
5	IMPACT OF INDIAN PHILOSOPHY ON INDIAN KNOWLEDGE SYSTEM	28
	Dr. Navneet Kumar Singh	
6	A CASE STUDY ON GROWTH OF INDIAN BANKING INDUSTRY	32
	Mrs. Priyanka & Dr. S.K. Bhogal, Dean	
7	ROLE OF ICT IN EDUCATION	37
	Swati Chaudhary	
8	INNOVATION AND TRENDS IN TEACHER EDUCATION	43
	Dr. Shakti Singh & Dr. Rimpi	
9	COGNITIVE BEHAVIOR IN ARTIFICIAL INTELLIGENCE	48
	Dr. Aparna Goyal	
10	METACOGNITION IN PRACTICE: TEACHING STUDENTS TO THINK ABOUT THEIR THINKING	51
	Dr. Shambhavi Kumari	
11	OPEN EDUCATIONAL RESOURCES AND SUSTAINABLE DEVELOPMENT THROUGH NEP 2020	59
	Dr. Kuldeep Singh Tomar & Dr. Amrita Chaudhary	

ENHANCING LANGUAGE LEARNING IN SCHOOL EDUCATION THROUGH TECHNOLOGY INTEGRATION IN ALIGNMENT WITH NCF 2023

Dr. Surendra Mahto

Dr. Jitender Kumar

Assistant Professor,

School of Education,

Shri Lal Bahadur Shastri National Sanskrit University, New Delhi-110016

Abstract

This research article investigates the transformative potential of integrating technology into language learning within the National Curriculum Framework (NCF) 2023. As educational paradigms evolve, technology's role in language education gains prominence, offering innovative avenues to enhance teaching and learning. The research article explores the alignment of technology-based language learning with NCF 2023's educational goals, focusing on improving linguistic proficiency, fostering critical thinking, and promoting digital literacy. Using a mixed-methods approach, this research article assesses the impact of technology interventions on language learning outcomes. It also investigates the challenges and opportunities encountered during the implementation of technology-assisted language learning programs. Preliminary findings suggest that technology integration, when harmonized with the principles of NCF 2023, can lead to substantial improvements in language proficiency, student engagement, and digital competence. The research article highlights the importance of pedagogical alignment and teacher professional development in realizing the full potential of technology in language education. Ultimately, this article contributes valuable insights into the effective integration of technology in language learning within the context of India's evolving educational landscape. It underscores the importance of harnessing technology as a catalyst for achieving the goals set forth in NCF 2023, thereby fostering a more dynamic and inclusive language education environment for students across the nation. This research article could delve into how the new curriculum framework, NCF 2023, can be effectively implemented to improve language education in schools by integrating modern technology tools and methods. We may try to explore the impact of various technological interventions, such as language learning apps, online resources, or AI-driven language tutors, on students' language proficiency and engagement in the context of the updated curriculum. This article would be valuable in understanding how technology can align with educational reforms like NCF 2023 to enhance language education outcomes.

Introduction

In the ever-evolving landscape of education, language proficiency remains a linchpin for students' academic success and future endeavours. Acknowledging the transformative potential of technology, our research endeavours to usher in a new era of language learning effectiveness in schools. By strategically integrating cutting-edge technologies, our approach aims to not only align with the progressive National Curriculum Framework 2023 but also to surpass conventional