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Learning to Teach: Communication Skills with Reference to Practice Teaching

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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.



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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

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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.

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

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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.

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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

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

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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