

teacher empowerment, continuous professional development, and fostering a conducive work environment that encourages creativity and innovation in the teaching profession. Furthermore, the policy's focus on higher education transformation is a significant aspect of this edited book. We analyze how it seeks to create vibrant, interdisciplinary, and research-focused institutions, with a global outlook. The chapters also explore the policy's emphasis on promoting research, innovation, and entrepreneurship, cultivating a culture of academic excellence. Throughout this edited book, we stress the importance of stakeholder collaboration, with the active participation of policymakers, educators, parents, and communities. The insights shared here will be instrumental in fostering dialogue and informed decision-making, guiding the implementation of the National Education Policy 2020 to its fullest potential.

As we set forth on this academic journey, we hope that this collection of diverse perspectives and expert insights will inspire further research, discussions, and actions aimed at embracing the transformative spirit of the National Education Policy 2020. Our collective efforts to build an inclusive, progressive, and dynamic educational ecosystem will shape the future of India's young minds, empowering them to create a more equitable and prosperous nation. May this edited book serve as a guiding light for all stakeholders as we embark on this transformative educational odyssey together.

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Transforming Education Embracing the Vision of National Education Policy 2020

Editor
Prof. (Dr.) Reena Pathak

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Edition : August 2023

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Price : Rs. 850/-

ISBN No. : 978-93-84660-37-6

Publisher

CHANDRA BROTHERS

Publisher and Distributor

760/646, Old Katra

Prayagraj-211002

Email :

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Preface

Education forms the very foundation of a progressive society, and the National Education Policy 2020 stands as a landmark moment in India's educational landscape. This edited book "Transforming Education : Analysing the impact of National Education Policy 2020" delves into the comprehensive and visionary framework of the National Education Policy 2020, examining its profound implications, potential challenges, and transformative possibilities for shaping India's future generations. As we embark on this journey of exploration, we seek to unravel the policy's intricacies, engaging with diverse voices of experts, scholars, educators, and policymakers who have dedicated themselves to understanding and shaping this transformative endeavor. The National Education Policy 2020 reflects a resolute commitment to crafting an inclusive, forward-looking, and equitable education system. It envisions nurturing young minds as learners, thinkers, and contributors to society, armed with the tools necessary to navigate the complexities of the modern world. Through this edited book, we endeavor to critically examine the policy's foundational principles and delve into the nuanced strategies proposed to transform India's educational landscape. By doing so, we hope to contribute to a comprehensive understanding of how this policy aims to redefine education for the 21st century. Each chapter in this edited book illuminates different aspects of the National Education Policy 2020, beginning with a critical analysis of its core pillars - Early Childhood Care and Education (ECCE), Foundational Literacy, and Numeracy. We explore the transformative potential of these pillars in building a solid educational foundation for every child, ensuring that no child is left behind. Additionally, the book delves into the policy's emphasis on multilingualism, its integration of technology in education, and its vision for vocational education and skills development. Each facet is examined through an evidence-based lens to comprehend how they contribute to the policy's overarching goals.

The National Education Policy 2020 also advocates for a holistic approach to learning, encouraging students to embrace creativity, critical thinking, and problem-solving. This edited book delves into the policy's recommendations for curriculum and pedagogy reforms, examining how they aim to create an engaging and learner-centric educational experience. Moreover, we explore the importance of

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MESSAGE

I am delighted to know that a book entitled 'New Education Policy 2020' is going to publish under your editorship. The 21st century world is undergoing rapid changes in the knowledge landscape NEP 2020 is first education policy of the 21st century and aims to address the many growing developmental imperatives of our Bharat NEP 2020 proposes the revision and revamping of all aspects of the education structure, including its regulations and governance, to create a new system that is aligned with the aspirational goals of 21st century education including Sustainable Development Goal (SDG)4 while building upon Bharat's tradition and value systems.

The purpose of NEP 2020 is to develop good human beings capable of rational thought and action possessing compassion and empathy, courage and resilience, scientific temper and creative imagination with sound ethical moorings and values. It aims at producing engaged productive and contributing citizens for building an equitable, inclusive and plural society as envisaged Bhartiya Samvidhan.

The fundamental principles that will guide both the education system at large, as well as the individual institutions within NEP 2020 are recognizing identifying and fostering the unique capabilities of each student, flexibility, multidisciplinary and holistic education, emphasis on conceptual understanding, creativity and critical thinking, ethics and human & constitutional values, life skills focus on regular formative assessment for learning, extensive use of technology, teachers and faculty as the heart of the learning process, encouraging innovations and out of the box ideas through autonomy, good governance and empowerment etc.

No doubt, present book incorporating various Chapters by different learned and experienced authors will throw a new light and dimension of NEP 2020 and certainly not only enrich the readers, but also help academic administrators.

I Congratulate from bottom of my heart and wish editor for her sincere endeavour.

(Prof. Vinod Kumar Singh)

प्रो. हरि बहादुर श्रीवास्तव

कुलपति

Prof. Hari Bahadur Srivastava
Vice-Chancellor



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Ref: 852/VC/2023
Dated: 09 /08/2023



Message

It is with great delight and immense pride that I extend my warmest wishes and heartfelt congratulations on the successful publication of your edited book "Transforming Education: Embracing the Vision of National Education Policy 2020". The book, demonstrates a profound understanding of the transformative potential of the National Education Policy 2020 and its vision for our education system. I Compliment the contributing authors for their tireless efforts. The book's in-depth analysis, critical perspectives, and innovative ideas make it an invaluable resource for educators, policymakers, and all stakeholders in the education community.

I am confident that the book will bring a positive changes in the education landscape and contribute significantly to the realization of the National Education Policy 2020's vision.

With best wishes and warm regards,

(H. B. Srivastava)



डॉ० राममनोहर लोहिया अवध विश्वविद्यालय, अयोध्या (उ०प्र०)-२२४००१
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Date: 19.08.2023

MESSAGE

I am delighted to extend my warmest greetings as we anticipate the forthcoming publication of the book "**Transforming Education: Embracing the Vision of National Education Policy 2020.**" This book stands as a testament to the power of ideas, innovation, and collective commitment to shaping the future of education.

The National Education Policy 2020 has ignited a spark of innovation and inclusivity in the field of education. It envisions a landscape where learning is not confined to the walls of a classroom, but rather, it becomes a lifelong pursuit, an exploration that knows no bounds.

This book, a reflection of collective wisdom and insights, delves deep into this visionary policy, unraveling its essence, and exploring its potential impact on educators, students, policymakers, and society at large.

Warm regards,

(Prof. Pratibha Goyal)

To,

Prof. Reena Pathak,
Principal,
Shivharsh Kisan PG College,
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MESSAGE

It is a matter of immense pleasure that Prof. Reena Pathak, Shivharsh Kisan P.G. College, Basti (U.P.) is bringing out a book "**Transforming Education: Analysis the Impact of New Education Policy 2020.**"

I hope that this book delves into the profound impact of the New Education Policy on our educational system.

I wish that this book succeeds in its objective and continues to be a valuable practice for many years to come.

With Best Wishes,

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दिनांक



शुभकामना संदेश

मनुष्य के सर्वांगीण विकास एवं न्यायसंगत समाज की स्थापना के लिए शिक्षा एक मूलभूत आवश्यकता है। मुझे यह जानकर अत्यधिक प्रसन्नता हुई कि राष्ट्रीय शिक्षा नीति 2020 विषय पर एक पुस्तक का संपादन किया गया है। राष्ट्रीय शिक्षा नीति वर्तमान सरकार द्वारा 2015 से ही अनवरत प्रयास का सर्वोच्च प्रतिफल है। राष्ट्रीय शिक्षा नीति 2020 वर्तमान सरकार की बहुआयामी दृष्टि का परिणाम है। समग्र राष्ट्रीय विकास के लिए शिक्षा व्यवस्था में सुधार को महत्वपूर्ण स्थान दिया गया है। वर्तमान सरकार द्वारा "आत्मनिर्भर भारत" तथा भारत के विश्व गुरु बनने के लक्ष्य को प्राप्त करने के लिए नई राष्ट्रीय शिक्षा नीति 2020 को लागू किया गया है।

"Transforming Education Embracing the Vision of National Education Policy – 2020" राष्ट्रीय शिक्षा नीति 2020 का उत्कृष्ट प्रकटीकरण है। इस पुस्तक के सम्पादन के लिये प्रोफेसर रीना पाठक, प्राचार्य, शिवहरष किसान पी० जी० कॉलेज, बस्ती को अपनी हार्दिक शुभकामनाएँ देती हूँ और उनके उज्ज्वल भविष्य की कामना करती हूँ।

(Handwritten signature)

(प्रियंका निरंजन)
आई०ए०एस०

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Unlearning to relearn the aspects of NEP: Transforming from British to American System of Education

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Introduction

Educational systems around the world are constantly evolving, driven by a variety of factors, including social change, technological advances, and economic requirements. The National Educational Policy (NEP) is an important framework for shaping the educational environment of the country.¹ The introduction of the National Education Policy (NEP 2020) marks a major change in the Indian education scenario. This strategy aims to meet the needs of the 21st-century education system. NEP 2020 presents a road map for modernizing the education system in India. By embracing old unlearned practices and new ideas, teachers, students, and policymakers can create an environment that fosters critical thinking, holistic development, technological advancement, and professionalism. Education is undoubtedly the cornerstone of societal development, the crucible in which future generations are molded.² In a global context, different countries have developed different approaches to education, each reflecting its own unique historical, cultural, and philosophical perspectives. It has been an intense educational journey through India with its polished traditions and influences. The recent launch of the New Education Policy (NEP) for 2020 marks an important moment in this direction, reflecting a major effort to reform the national education system. An important part of this reform is a shift from a British system inspired to a more intimate one in keeping with the American model. This shift from the shadow of colonialism to contemporary models of learning reflects a profound change in India's educational landscape, which calls for a policy of unlearning and relearning.³

The colonial legacy of the British Raj in India's educational system remains immense. For nearly two centuries, the British Empire left an indelible mark on Indian education and developed it to serve the interests of its empire.

The British system was designed to produce obedient clerks and civil servants to run the empire. Consequently, memorization, standardized testing, and an emphasis on history, literature, and mathematics dominated the curriculum. While the British system certainly had its merits, it often failed to foster critical

thinking, creativity, and innovation. In contrast, the American educational system is characterized by an emphasis on individual character, practical skills, and a holistic approach to personal development. Based on the philosophy of continuing education, it seeks to produce well-rounded individuals who can think independently, solve problems, and adapt to an ever-changing world.⁴

The decision to shift from the British-inspired system to the American system represented a fundamental shift in India's educational philosophy. However, these changes are not just about installing one system in another. This requires an in-depth program of learning behaviors, values, and beliefs that are deeply ingrained across generations. One of the first aspects that cannot be learned is the memorization process. The British system emphasized the memorization of facts and figures, often to the detriment of understanding. Students were trained to read texts without really understanding the importance.⁵ This approach stifled creativity and critical thinking, as students rarely went beyond the prescribed curriculum. The U.S. program, on the other hand, encourages students to engage with issues, question assumptions, and apply knowledge in practical contexts. It values knowing 'how to think rather than what to think'.

In addition, the NEP seeks to reduce the burden of standardized testing which has become a hallmark of the British system. Over-focused exams created more pressure with a preference for rote learning and memorization over deeper understanding. Assessment in the American system varies widely and often includes

project-based assessments, presentations, and courses that emphasize the effective application of knowledge. Another aspect of the British system not to be studied is the sharp separation of disciplines. During the colonial period, disciplines were fragmented, leaving little room for diverse exploration. The American program encourages a more flexible approach, allowing students to explore a wide range of topics and discover their passions. This interdisciplinary approach not only enhances creativity but also better prepares students for the complex and interconnected challenges of today's world.

Furthermore, the colonial legacy promoted a hierarchical view of knowledge, prioritizing subjects such as science and mathematics over the arts and humanities. The American system values knowledge for all and assumes the importance of getting a well-rounded education. This mindset shift is essential to foster creativity and innovation, as many cutting-edge discoveries and innovations take place between industries. In addition to unlearning certain behaviors, the transition to the American system requires relearning teaching methods. Teachers who have long been guardians of the British-inspired system must adapt to new teaching methods that prioritize student engagement, critical thinking, and experiential learning. This shift will require extensive teacher training and professional development to provide teachers with the skills and mindset needed for the new educational paradigm.

NEP places a strong emphasis on early childhood education and holistic development, which is consistent with the American system's focus on raising the whole child. This includes reteaching how to create a learning environment that fosters not only academic performance but also emotional intelligence, life skills, and physical well-being. Moreover, NEP envisions a more student-centered approach, where students are actively involved in their education. This move away from traditional models of student engagement requires relearning how to empower students to take ownership of their learning journey, set goals, and pursue their interests. It also includes embracing technology as a tool to facilitate personalized learning experiences, a move away from colonial-era reliance on traditional teaching methods.⁶

Central to the transition to the American system is reimagining the role of research. While standardized testing will still have its place, NEP envisions a holistic assessment process that will not only assess academic achievement but also skills, values, and attitudes. This shift from a narrow focus on grades to a more comprehensive assessment requires re-teaching students how to evaluate both their progress and achievement. These changes will pave way for a brighter future, bringing the education system in line with the requirements of the 21st century. However effective implementation requires a willingness to abandon old practices and embrace new ideas and approaches.⁷ In this chapter we explore the transformation of the educational system from the British model to the American model focusing on unlearning old practices and relearning new strategies. We cite relevant research and expert opinion to provide a comprehensive understanding of these changes we examined the historical context, underlying assumptions, and methods of implementation. By embracing these changes, countries can meet the needs of students and provide them with appropriate skills in a rapidly evolving global environment.

Shedding the Past

The NEP acknowledges that a lot of the old educational system's components are now out-of-date and ineffectual.⁸ Dismantling these engrained practices is the first step in accepting the new policy. This comprises:

Revolutionizing Education. Fostering Critical Thinking, Problem-Solving, and Creativity: Moving away from rote learning and placing greater emphasis on promoting critical thinking, problem-solving, and creativity in education is a fundamental shift in the way we approach teaching and learning. This shift from traditional methods of memorization and repetition, often recognized and referred to as "rote learning," has limitations in preparing students for the complex challenges of the modern world. Moreover, moving away from rote learning and emphasizing critical thinking, problem-solving, and creativity in education empowers students to become more adaptable, creative, and independent thinkers. This

shift better prepares them to navigate the complexities of the modern world and contribute meaningfully to society.

Interdisciplinary Learning as well as Breaking Barriers for Holistic Education: Breaking down rigid subject boundaries and encouraging interdisciplinary learning is an educational approach that promotes holistic development by integrating knowledge and skills from different fields. In traditional education systems, subjects are often taught in isolation, with distinct boundaries separating them. For example, math, science, literature, and history are treated as separate entities.⁹ This approach can limit students' understanding of the interconnectedness of knowledge and real-world applications. It may also hinder their ability to solve complex problems that require a multidisciplinary approach.

Breaking down rigid subject boundaries and encouraging interdisciplinary learning is a progressive approach to education that promotes holistic development. It prepares students to think critically, solve complex problems, and address real-world challenges by integrating knowledge from various disciplines, ultimately better equipping them for the demands of an ever-evolving world.

Evolving Education and Embracing Continuous and Comprehensive Assessment: Moving beyond an exam-centric approach and adopting continuous and comprehensive assessment methods is a transformation in education that aims to evaluate students' learning progress in a more holistic and ongoing manner. In many traditional educational systems, the primary method of assessing students' understanding and knowledge is through examinations or standardized tests. This approach often places heavy emphasis on a single assessment event, which may not accurately reflect a student's true abilities or understanding. It can lead to a "teaching to the test" mentality, where students focus solely on exam preparation. Thus, moving beyond an exam-centric approach and adopting continuous and comprehensive assessment methods in education offers a more balanced and accurate evaluation of students' abilities and skills. It reduces stress, prepares students for real-world challenges, and encourages a deeper understanding of the subject

matter. Ultimately, it aligns education with the demands of a dynamic and complex world.

Tailoring Education for Individual Success and Embracing Diversity in Learning: Recognizing the diversity of learners and accommodating various learning styles and paces, instead of adhering to a one-size-fits-all model emphasizes the importance of tailoring education and teaching methods to suit the individual needs and preferences of students, rather than applying a standardized or uniform approach for everyone. Students come from various backgrounds and have different abilities, prior knowledge, cultural experiences, and learning needs. Recognizing this diversity is crucial as it acknowledges that there is no single, uniform way to teach or assess all students effectively. People have different learning styles, which refer to their preferred ways of acquiring and processing information. Some may learn best through a visual materials, while others prefer auditory or kinesthetic methods. Acknowledging these differences means being open to using a variety of teaching techniques to accommodate these preferences. Students also learn at different rates. Some grasp concepts quickly, while others may need more time to understand and internalize the same material. It's essential to provide flexibility in pacing to allow each student to progress at their own speed.¹⁰

Hence, recognizing the diversity of learners and accommodating various learning styles and paces in education is about promoting inclusivity, personalized learning experiences, and flexibility. It acknowledges that students are unique individuals, and effective education should adapt to meet their individual needs and preferences rather than trying to fit them into a standardized mold.

Empowering Teachers as Guides and Mentors in Student-Centric Learning: Empowering teachers to become facilitators and mentors, rather than just providers of knowledge, thereby shifting the focus from teacher-centric teaching to student-centric learning highlights a significant shift in the role of educators and the approach to education. This means giving teachers the authority, skills, and tools they need to take on a more active and dynamic role in the classroom. Instead of being confined to

traditional teaching methods, they are encouraged to explore innovative approaches and adapt their teaching to meet the diverse needs of their students. Teachers are also encouraged to serve as facilitators and mentors. Thus, empowering teachers to become facilitators and mentors in a student-centric learning environment is about creating a more dynamic, engaging, and effective educational experience that caters to the individual needs and aspirations of each student. It recognizes that teachers play a critical role in guiding and inspiring students on their learning journey.¹¹

Embracing Future Learning

Having initiated the process of unlearning, the NEP calls for stakeholders to relearn and embrace innovative approaches in education. This involves:

Nurturing Holistic Education for Lifelong Success: Emphasizing holistic education centers on the belief that education should go beyond the mere transmission of academic knowledge and should encompass a broader range of skills, experiences, and personal development. Holistic education takes a comprehensive approach to learning. It recognizes that education should nurture not only cognitive development but also emotional, social, and physical aspects of a student's life. It aims to develop individuals who are well-rounded, capable of critical thinking, and able to function effectively in various aspects of life. Holistic education places a significant emphasis on teaching practical life skills. These skills might include problem-solving, communication, decision-making, time management, financial literacy, and interpersonal skills. The goal is to prepare students for the challenges and responsibilities they will face in adulthood. In addition to academic and life skills, holistic education often includes vocational or career-oriented training. This means that students are exposed to various career paths, practical experiences, and skill development that can prepare them for specific professions or trades. Moreover, emphasizing holistic education means moving beyond traditional academic instruction to develop the whole person, including their academic abilities, practical skills, physical health, and moral character. It recognizes that education

should prepare individuals not only for careers but for fulfilling and meaningful lives in a complex world.¹²

Multilingual Education and Preserving Culture and Boosting Cognitive Skills: Promoting the use of multiple languages in education to preserve cultural heritage and enhance cognitive abilities is a multifaceted approach that recognizes the importance of linguistic diversity and its potential benefits. Many cultures around the world have their own unique languages. These languages are not just a means of communication; they also carry the history, traditions, and values of a community or culture. In a globalized world, dominant languages often overshadow smaller, indigenous, or minority languages. This can lead to the gradual erosion or extinction of these languages, along with the cultural knowledge they contain. Promoting the use of multiple languages in education helps to safeguard these endangered languages by passing them on to younger generations. When a language is used in education, it gains prestige and value, which can encourage its preservation.

In essence, promoting the use of multiple languages in education recognizes the intrinsic value of linguistic diversity and its vital role in preserving cultural heritage. Additionally, it acknowledges the cognitive benefits that multilingualism offers, contributing to a more enriched and globally competent society. This approach encourages educators, policymakers, and communities to embrace linguistic diversity and integrate it into the educational system to achieve these important goals.¹³

Revolutionizing Education througha Technology, Enhancing Learning, Expanding Access, and Empowering Educators: Leveraging technology to enhance learning experiences, improve access to education, and provide efficient teacher training" involves the strategic use of technological tools and innovations in the field of education. Technology allows educators to incorporate a wide range of digital resources, such as interactive simulations, multimedia presentations, and educational apps, into their teaching methods. These resources can make learning more engaging and effective. Technology enables personalized learning experiences. Adaptive learning platforms can tailor content and pacing to

individual students' needs, allowing them to progress at their own pace and focus on areas where they need more help. Especially relevant in recent times, technology has made it possible for students to learn from anywhere, whether at home or in remote areas. Virtual classrooms and online learning platforms provide flexibility and access to a variety of educational materials.

Hence, leveraging technology in education can significantly enhance the learning process, increase access to education, and improve teacher training. It empowers educators to create more engaging and personalized learning experiences, allows students to access education regardless of their location or abilities, and provides teachers with efficient tools for their professional development. This integration of technology has the potential to transform education and make it more effective and accessible for everyone.

Empowering the Workforce and Recognizing and Nurturing Vocational Skills: Recognizing the value of vocational skills and creating opportunities for practical, hands-on learning experiences" is a concept that emphasizes the importance of acknowledging and promoting practical, job-specific skills, often referred to as vocational or technical skills. Vocational skills are practical, job-oriented skills that are directly applicable to specific trades or professions. These skills are often acquired through training, apprenticeships, or hands-on experience. Vocational skills are valuable in a wide range of industries, including automotive, construction, healthcare, culinary arts, information technology, and more. They are essential for various careers that require specialized expertise.

Vocational education emphasizes hands-on learning experiences. Instead of just theoretical knowledge, students actively engage in tasks and projects relevant to their chosen field. Many vocational programs include apprenticeships, where students work under the guidance of experienced professionals, gaining real-world experience while learning their trade. As industries evolve, they require a skilled workforce with up-to-date knowledge. Recognizing vocational skills ensures that the workforce remains relevant and can meet industry demands. Encouraging vocational skills development

supports the idea of lifelong learning, where individuals continue to upgrade their skills throughout their careers. In essence, this concept underscores the importance of recognizing vocational skills as valuable and relevant in today's job market. It advocates for educational systems that offer practical, hands-on learning experiences alongside traditional academic education. By doing so, it aims to prepare individuals for a wide range of career opportunities and empower them to make meaningful contributions to society and the economy through their specialized skills.¹⁴

Elevating Education Through Ongoing Teacher Professional Development: Prioritizing teacher professional development to ensure educators are equipped with the latest pedagogical methods and subject knowledge through a continuous learning" highlights the significance of ongoing training and education for teachers. Professional development for teachers is vital because it enhances their teaching skills and keeps them up-to-date with evolving educational trends and technologies. Prioritizing teacher professional development is essential to ensure that educators are well-prepared and equipped with the latest teaching methods and subject knowledge.¹⁵ This commitment to continuous learning not only benefits teachers but also has a direct and positive impact on the quality of education provided to students, ultimately contributing to improved educational outcomes and student success.

Challenges to Implement the Vision of the NEP

Implementing the vision of the NEP to let go of previous knowledge and acquire new knowledge will undeniably encounter obstacles. Some of the main challenges include:

Infrastructure and Assets: Ensuring sufficient funding and availability of resources to support the process of transformation" pertains to the critical role that financial resources and physical infrastructure play in enabling a significant change or transformation in any organization or system. This includes buildings, facilities, equipment, and other tangible assets that are necessary for the operation of an organization or system. In the context of education, this might refer to school buildings and infrastructure, classrooms, laboratories, libraries, and technology Transformation initiatives

typically require financial support to cover various costs, such as hiring experts or consultants, purchasing new equipment or technology, and providing training to staff

In essence, the statement emphasizes that for any significant change or transformation to be successful, there must be a focus on securing the financial resources and physical assets required to support the process effectively. In the context of education, this is particularly crucial, as it ensures that students, teachers, and staff have the necessary tools, facilities, and funding to adapt to new teaching methods, technologies, or educational approaches, ultimately enhancing the overall quality and efficiency of the educational system.¹⁶

Shift in Mindset: The concept of a "Shift in Mindset" in the context of overcoming resistance to change involves changing the way people think, perceive, and approach new ideas or changes, especially in the context of education. This shift is necessary when individuals, including educators, guardians (parents or caregivers), and policy formulators (those responsible for making decisions about educational policies), are resistant to adopting or accepting changes in the educational system. It's common for individuals to resist change because it disrupts established routines, introduces uncertainty, and can create feelings of discomfort or fear. People may prefer the status quo because it feels safe and familiar, even if it may not be the most effective or efficient way of doing things.

A shift in mindset involves encouraging individuals to view change as an opportunity for growth, improvement, and innovation rather than as a threat. It entails fostering a culture of openness to new ideas, approaches, and methodologies in education. Thus, a shift in mindset involves transforming how individuals perceive and respond to change in education. It's about encouraging a more positive and adaptive attitude toward change and providing the necessary support, resources, and communication to help educators, parents, and policymakers embrace and implement changes effectively. Ultimately, this shift can lead to a more dynamic and responsive educational system that better serves the needs of students and society as a whole.

Equality and Inclusion: The concept of "Equality and Inclusion" in the context of education refers to the commitment to ensuring that all individuals, regardless of their socio-economic background, physical abilities, race, ethnicity, or other characteristics, have equal access to high-quality education. This concept also extends to the use of digital technology in education. Many communities and individuals face disparities in access to digital technology. This includes disparities in access to computers, the internet, and other digital resources. These disparities are often linked to socio-economic factors, where individuals in lower-income households or underserved areas may not have the same access as those in more affluent areas. Equal Opportunity dictates that everyone should have an equal chance to succeed in education, irrespective of their background. It promotes fairness and justice. Addressing the digital divide is a key step in closing the educational achievement gap that often exists between marginalized communities and more privileged ones.

Thus, the concept of "Equality and Inclusion" in education emphasizes the importance of bridging the digital divide and ensuring that all individuals, regardless of their background, have equal access to high-quality education. It's a commitment to fairness, justice, and the empowerment of all students, ultimately leading to a more equitable and prosperous society.

Teacher Readiness: Teacher Readiness is a concept that highlights the importance of adequately preparing and supporting teachers to effectively implement innovative teaching approaches in the classroom. This concept recognizes that as education evolves, teachers must be equipped with the knowledge, skills, and resources to adapt to new methods and technologies. Teachers need ongoing professional development opportunities to stay current with the latest educational practices and technologies. In the context of innovative teaching approaches, teachers must be proficient in using educational technology and digital tools.

Thus, teacher readiness is about ensuring that educators have the training, assistance, and resources they need to successfully implement innovative teaching approaches in the classroom. By

investing in teacher readiness, educational institutions can improve the quality of instruction, enhance student learning outcomes, and empower teachers to adapt to the changing landscape of education effectively.¹⁷

Monitoring and Evaluation: Establishing strong systems to monitor progress, recognize areas that need improvement, and assess the impact of the NEP. In the context of education, this process is crucial for ensuring that educational goals are met, resources are used efficiently, and improvements can be made where necessary. Monitoring and evaluation begin with the collection of relevant data, which can include academic performance metrics, attendance records, teacher qualifications, and more. Systems should be in place to efficiently manage and store data, ensuring its accuracy and accessibility for analysis. In essence, a well-established monitoring and evaluation system is essential for assessing the effectiveness and impact of the National Education Policy or any educational initiatives. It provides evidence-based insights that can lead to improvements in education, resource allocation, and policy development, ultimately benefiting students and the education system as a whole.

Conclusion: In the end, it can be said that to conquer these challenges, collaboration and partnership among the government, educational institutions, and civil society are of utmost importance. Policy formulators must actively engage teachers, students, and parents in the decision-making process to ensure the successful execution of the NEP.

Embracing the idea of unlearning and relearning within the framework of the NEP presents an opportunity for India's education system to undertake a transformative journey. The transformation of India's education system from the British-inspired model to the American one, as outlined in the New Education Policy, represents a significant paradigm shift. It requires a profound process of unlearning deeply ingrained practices and beliefs while simultaneously relearning new pedagogical approaches and philosophies.

By letting go of outdated practices and embracing innovative ideas, we can create an inclusive, comprehensive, and future-oriented educational ecosystem that fosters the potential of every learner. The success of this endeavor lies in collective effort, a shared vision, and a dedication to creating a brighter future for future generations. It is a journey that seeks to liberate education from the shadows of colonialism and illuminate the path toward a brighter, more inclusive, and learner-centric future.

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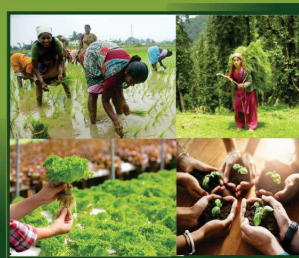
In the enchanting landscapes of Uttarakhand, this edited volume, "Sustainable Livelihoods: Harnessing Agriculture, Tourism, Women and Cultural Economy of Uttarakhand," presents a compilation of research papers contributed by scholars and practitioners. It explores the intersection of agriculture, tourism, cultural economy, and the role of women in achieving sustainable livelihoods. The region, known for its natural beauty, faces challenges related to its fragile ecosystem and the need for economic development.

The book explores the delicate balance between sustaining livelihoods and preserving the environment. It uncovers the relationship between traditional and modern farming practices, the significance of responsible tourism, the economic potential of indigenous knowledge and local arts, and the pivotal role of women in the region's development.

This book serves as a valuable resource for academics, policymakers, and development practitioners, offering insights to foster sustainable development in Uttarakhand. It is our hope that the principles discussed here will contribute to the enduring prosperity and environmental preservation of this beautiful state, inspiring a harmonious balance between progress and preservation.

SUSTAINABLE LIVELIHOODS

Harnessing Agriculture, Tourism, Women and Cultural Economy of Uttarakhand



Editors

*Dr. Richa Gimal
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Prof. Padam S. Bisht
Prof. Rajnish Pande*

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Delhi (India), China, Kyrgyzstan

₹ 895
ISBN 978-81-19708-71-0
\$ 35
www.absbooks.com

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ISBN : 978-81-19708-71-0

Copyright : Editors

Edition : 2023



Published by

ABS Books

Publisher and Exporter

B-21, Ved and Shiv Colony, Budh Vihar
Phase-2, Delhi - 110086

☎ : + 919999868875, +919999862475

✉ : absbooksindia@gmail.com

Website : www.absbooksindia.com

PRINTED AT

Trident Enterprises, Noida (UP)

Overseas Branches

ABS Books

Publisher and Exporter

Yucai Garden, Yuhua Yuxiu
Community, Chenggong District,
Kunming City, Yunnan Province
-650500
China

ABS Books

Publisher and Exporter

Microregion Alamedin-1
59-10 Bishek, Kyrgyz
Republic- 720083
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Sustainable Livelihoods: Harnessing Agriculture, Tourism, Women and Cultural Economy of Uttarakhand

By : Dr. Richa Ginwal, Dr. Daleep Kumar,
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17.	आजीविका में महिलाओं का योगदान सीमान्त जनपद पिथौरागढ़ के सन्दर्भ में	170
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18.

उत्तराखण्ड में महिलाओं की विभिन्न क्षेत्रों में स्थिति का एक अवलोकन

पंकज सिंह¹

प्रस्तावना

महात्मा मनु ने मनुस्मृति में कहा था कि “यत्र नार्यस्तु पूज्यते, रमयन्ते तत्र देवता”

अर्थात् जहां नारी की पूजा होती है, वहां देवता वास करते हैं। इतिहास के पन्ने पलटने से पता चलता है कि प्राचीन काल में नारी सामाजिक, राजनीतिक व आर्थिक व्यवस्था की धुरी रही है। व प्राचीन भारत की सम्पन्नता की मुख्य वजह जीवन के विभिन्न क्षेत्रों में महिलाओं की सक्रिय भूमिका रही है। यदि हम किसी भी समाज या राष्ट्र में महिलाओं के योगदान की तुलना करें तो महिलाओं की भूमिका पुरुषों से कहीं भी कम प्रतीत नहीं होती है। महिलाएँ राष्ट्रीय विकास एवं सामाजिक संरचना की रीढ़ होती हैं मनुष्य समाज जिन

¹राजनीति विज्ञान विभाग, डी. एस. बी. परिसर, कु.वि.वि. नैनीताल उत्तराखंड।

दो पहियों के बल पर अपनी जीवनयात्रा करता है वे पहिए है - पुरुष और दोनो न केवल एक-दूसरे के पूरक है बल्कि एक के बिना दूसरे का अस्तित्व ही सम्भव नहीं है। इनमें एक क्षम है, दूसरी उस क्षम की प्रेरणा शक्ति। एक बाहरी परिवेश का नियंता है तो दूसरी आंतरिक और घरेलू मोर्चे की अधिष्ठायी। लेकिन दोनों के आपसी सम्बन्धों के बीच समानता के संतुलन का अभाव साफ -साफ दिखायी देता है पुरुष सदैव महिलाओं को अपने अधीन रखता है।¹

भारत मे महिलाओं का योगदान हमेशा से ही उत्कृष्ट रहा है। लेकिन उनके योगदान को भुलाकर वर्तमान समय में उनका शोषण होना जारी है शायद ही कोई ऐसा दिन होगा जब महिलाओं को छेड़-छाड़, यौन हिंसा या हिंसा का शिकार ना होना पड़ा भारत में शायद ही ऐसी कोई जगह हो जहाँ महिलाएं स्वयं को सुरक्षित महसूस करती हो। महिलाओं के सशक्तिकरण के तमाम दावों के बावजूद वर्तमान समय में उनके खिलाफ हमले तेज हुए है। और उनके साथ अत्याचार और अमानवीय ब्यवहार घटनाएं आए दिन सुखियों में है। उत्तराखण्ड राज्य 9 नवम्बर 2000 को लम्बे संघर्ष के बाद अस्तित्व मे आया उत्तराखण्ड राज्य की माँग करने वाले आंदोलनकारियों का यह मानना था कि उत्तराखण्ड राज्य के बन जाने पर पहाड़ों में कुटीर उद्योग लगेंगे, पहाड़ो मे कई उद्योग-धन्धे स्थापित होंगे और उत्तराखण्ड का समग्र विकास होगा जिससे उत्तराखण्ड मे पलायन रुकेगा। फलस्वरूप उत्तराखण्ड के स्त्रियों व पुरुषों के सामाजिक व आर्थिक समस्याएं समाप्त होगी लेकिन राज्य आंदोलनकारियों यह सपना आज भी साकार नहीं हो पाया। उत्तराखण्ड मे महिला अर्थव्यवस्था की रीढ़ है जिनके ऊपर पूरे उत्तराखण्ड का बोझ है। उत्तराखण्ड की औरतें 16-18 घण्टे कार्य करती है कई बार तो इन्हें आधी रात-तक कार्य करना पड़ता है। हिमालय अध्ययन केन्द्र पिथौरागढ की रिपोर्ट के अनुसार- ईंधन एकत्रित करने, चारा पानी लाने या खेतों की सफाई मे पुरुषों की भागीदारी महज 8 प्रतिशत है इस पर्वतीय क्षेत्र मे हल चलाने को छोड़कर 90 प्रतिशत से अधिक कार्य महिलाओं के द्वारा ही सम्पादित किये जाते है। उत्तराखण्ड में रोजगार के उचित संसाधन नहीं होने के कारण पुरुष का पलायन यहाँ की प्रमुख समस्या है जिस कारण यहाँ के बच्चों की शिक्षा व समग्र विकास बाधित होता है क्योंकि महिलाएं कृषि के कार्य मे ही लगी

रहती है। जिस कारण वे अपने बच्चों की देखभाल के लिए समय नहीं निकाल पाती। उत्तराखण्ड में गरीबी एक अन्य प्रमुख समस्या है। पहाड में खेती लायक जमीन बड़ी कम मात्रा में उपलब्ध है। खेती के अलावा पशुपालन भी यहाँ एक रोजगार का साधन है ज्यादातर आरक्षित वन क्षेत्र होने के कारण यहाँ चारे की समस्या भी कठिन होती जा रही है! इसके अलावा उत्तराखण्ड में कुटीर उद्योग भी संगठित रूप से विकसित नहीं हो पाए निजी स्तर पर कुटीर उद्योग जरूर विकसित हो रहा है।²

अध्ययन के उद्देश्य

- ❖ उत्तराखण्ड राज्य में पर्यावरण संरक्षण में महिलाओं के योगदान का अध्ययन करना।
- ❖ उत्तराखण्ड की लोककला में महिलाओं की भूमिका का अध्ययन करना।
- ❖ उत्तराखण्ड के लोक साहित्य में महिलाओं के योगदान का अध्ययन करना।
- ❖ सेना व समाजसेवा के क्षेत्र में उत्तराखण्ड राज्य की महिलाओं की स्थिति का अध्ययन करना।

शोध प्रविधि

प्रस्तुत शोध के लिए मुख्यतः द्वितीयक स्रोतों का प्रयोग किया गया है। द्वितीयक स्रोतों के संकलन हेतु पुस्तको, रिपोर्ट, शोधपत्र व पत्रिकाओं का प्रयोग किया गया है। व इस शोध पत्र के लिए वर्णनात्मक व विश्लेषणात्मक शोध पद्धति का प्रयोग किया गया है।

उत्तराखण्ड में पर्यावरण संरक्षण में महिलाओं का योगदान

पर्यावरण के अन्तर्गत मानव, पादपों की वृद्धि व जन्तुओं के विकास को प्रभावित करने वाली बाहरी दशाएं, कार्यप्रणाली, व जीवन दशाये शामिल हैं। उत्तराखण्ड में महिलाओं ने पर्यावरण संरक्षण में महत्वपूर्ण भूमिका निभाई है। इनमें चिपको आंदोलन की प्रणेता गौरा देवी प्रमुख हैं। उत्तराखण्ड राज्य को वनों का प्रदेश भी कहते हैं। 1913 में ब्रिटिश शासन ने सुरक्षित वन क्षेत्र घोषित कर दिये थे। 1931 में कुमाऊँ वन पंचायतो की स्थापना की गई

तथा उत्तराखण्ड में लगभग 12500 वन पंचायतें हैं। जिनका संचालन स्थानीय जनता द्वारा किया जाता है ! उत्तराखण्ड में पर्यावरण संरक्षण में जनचेतना की शुरुआत चिपको आन्दोलन के माध्यम से गौरा देवी ने की। उन्होंने पर्यावरण की रक्षा के लिए अपने से ज्यादा महत्व इस आन्दोलन को दिशा देने में किया। उन्होंने पेड़ को कटने से बचाने के लिए पेड़ पर चिपक कर कुल्हाड़ी की मार को अपने शरीर पर झेलने का साहसिक कार्य किया। उत्तराखण्ड की विशिष्ट भौगोलिक सामाजिक आर्थिक पहचान, एव परिवेश में लगातार संघर्षशील होने के कारण उत्तराखण्ड की महिला का सम्पूर्ण व्यक्तित्व जागरूक कर्मठ व साहसी व्यक्तित्व के रूप में जाना जाता है। इसलिए उत्तराखण्ड में पर्यावरण संरक्षण में महिलाएं पुरुषों की अपेक्षा अधिक प्रभावी भागीदारी निभाती आती रहती हैं!

उत्तराखण्ड में जब भी पर्यावरण जागरूकता की बात जाती है तो एक नाम सहज ही हमारे मानस पटल पर उभर कर आता है। वह नाम है गौरा देवी का। गौरा देवी का जन्म नन्दा देवी अभ्यारण के अन्तिम गाँव लाता जिला चमोली जनपद में 4 जुलाई 1925 में हुआ। इन्होंने अपने परिवार से ज्यादा महत्व पर्यावरण संरक्षण को दिया इन्होंने पर्यावरण संरक्षण में अपनी सारी शक्तियाँ लगा दी इस आन्दोलन की शुरुआत तब हुई जब आजादी के बाद उत्तराखण्ड जो पर्यावरण व वन क्षेत्र में सुदृढ़ था पर सरकार ने ध्यान नहीं दिया! यह तब हुआ जब पर्वतीय क्षेत्र में आंग्ल प्रशासन की स्थापना के उपरान्त बनो के व्यापारिक दोहन की प्रक्रिया सन् 1865 से शुरू हुई। सन् 1863-1878 के दशक में यमुना घाटी वन क्षेत्र (टिहरी रियासत) से 13 लाख देवदार साल के वृक्षों का कटान कर उन्हें रेलवे स्लीपर्स को बनाने के लिए यूरोप भेजा गया। 1969 में अलकनन्दा नदी में बाढ़ आई जिस कारण हजारों लोगों का जन-जीवन प्रभावित हुआ! वन जागरूकता के इस आन्दोलन ने तब अपना विकराल रूप धारण कर लिया जब इलाहाबाद की साइमन कम्पनी को अंगू के पेड़ को जिससे बल्ला व हल बनता था व जंगल काटने का ठेका दिया। ग्रामीणों ने इनके काटने का विरोध किया। चमोली में हुआ यह आन्दोलन धीरे- धीरे जोशीमठ के रैणी गाँव तक फैल गया वहाँ भी जंगल काट रहे थे यहाँ इस आंदोलन का नेतृत्व गौरा देवी ने किया। 1970 में हुए इस आन्दोलन के परिणामस्वरूप जंगलों के व्यापारिक कटानों पर प्रतिबंध की मांग की गई। चिपको आन्दोलन के परिणामस्वरूप ही आज उत्तराखण्ड

मे जंगलो की सुरक्षा के लिए आवश्यक प्रयत्न के साथ-साथ पर्यावरण संरक्षण की दिशा में कई कार्यक्रम चल रहे हैं!³

उत्तराखण्ड की लोककला में महिलाओं का योगदान

प्राचीन काल से ही उत्तराखण्ड की लोक कला में महिलाओं की सक्रिय भागीदारी रही है उत्तराखण्ड में मनाये जाने वाले विभिन्न प्रकार के त्योहारों व पर्वों में महिलाओं के द्वारा कलात्मक कार्य किया जाता है यह कलात्मक कार्य ग्रह सज्जा के साथ-साथ धार्मिक कार्य व रीति-रिवाजों को ध्यान में रखकर किया जाता है। उत्तराखण्ड में लोकचित्रों की सबसे प्रमुख विधा ऐपण कहलाती है जिसका अर्थ होता है हाथ से लीपना अथवा उँगलियों से चित्रांकन करना। ऐपण मुख्यतः लाल मिट्टी तथा विस्वार के प्रयोग से बनाये जाते हैं। विस्वार भिगोये हुए चावलों को पीसकर बनाया जाता है तथा गेरू या लाल मिट्टी को धरातल पर लगाया जाता है तथा इसके सूखने के पश्चात उस स्थान पर चित्रण का कार्य महिलाएँ विभिन्न त्योहारों एवं पर्वों के मौके पर करते हैं! उत्तराखण्ड में लोक कला के अन्तर्गत ऐपण, भित्ति-चित्रपट्ट, काष्ठचौकी, काष्ठ-फलक, देहली के रोपण, सूपे के ऐपण, पूजास्थल के ऐपण व शिल्प के अन्तर्गत काष्ठ फलक के चित्र, शष्ठीपूजन, जन्म कुण्डलिया इत्यादि बनाये जाते हैं। इस प्रकार दीपावली, दशहरा, शादी, नामकरण, जनेऊ इत्यादि अवसरों पर ऐपण बनाये जाते हैं। अल्पना शब्द की उत्पत्ति संस्कृत के अर्पण शब्द से हुई हैं जिसका अर्थ है लेप करना जिसे कुमाँऊ में ऐपण कहा जाता है ऐपण को विभिन्न राज्यों में अलग-अलग नामों से जाना जाता है जिसे महाराष्ट्र में रंगोली, गुजरात में सतिया, बंगाल में अल्पना, आंध्रप्रदेश में भग्गुल दक्षिण भारत में कालम, राजस्थान में मांडना, मध्यप्रदेश में चौक पूजन, उत्तरप्रदेश में सांझी, व विहार में अरिचन, मधुबनी नाम से जाना जाता है। उत्तराखण्ड की महिलाएं घर, शर, प्रांगण, पूजास्थल में सुन्दर आलेखनों से लोककला को जीवन-प्रदान करती हैं इस प्रकार ये इस परम्परा को धरोहर के रूप में संरक्षित कर अगली पीढ़ी को सौपती चली जाती हैं!⁴

उत्तराखण्ड में प्रयुक्त होने वाले ऐपण के विविध रूप

वसुधारा- ऐपणों में वसुधारा का विशेष महत्व है इसके बिना ऐपणों को अधूरा व अशुभ माना जाता है गेरू से सीढीयों को लीपकर किसी फल के पेड़

के पत्ते से वसुधारा को ऊपर से नीचे की तरफ दिया जाता है अब वर्तमान में पत्ते के स्थान पर चम्मच का प्रयोग किया जाता है इनकी संख्या विषम होनी चाहिए जैसे- पाँच, सात, नौ। इन विषम संख्याओं के बाद कुछ स्थान छोड़कर फिर वसुधारा बनायी जाती है इन खंडी रेखाओं को वसुधारे के नाम से जाना जाता है!

- ❖ स्वास्तिक- सभी प्रकार के शुभ कार्यों स्वास्तिक का चित्रांकन शुभ माना जाता है इसकी चारों भुजाएं चारों दिशाओं को संकेत करती है!
- ❖ पूजास्थल के ऐपण- जिस स्थान पर पूजा स्थल बनाया जाता है। यहाँ पर देवताओं को स्थापित कर पूजा की जाती है!
- ❖ चौकी- विभिन्न पर्वों पर अलग-अलग प्रकार की चौकिया बनायी जाती है जैसे - सरस्वती चौकी, जनेऊ चौकी, धुलिअर्ध्य चौकी, लक्ष्मी चौकी आदि!
- ❖ लक्ष्मी पाँव- उत्तराखण्ड में दीपावली के अवसर पर लक्ष्मी पाँव बनाये जाते हैं। महिलाएं अपने सम्पूर्ण ग्रह में लक्ष्मी के पद चिन्हों को बनाती हैं जिन्हें कुमाऊँ में “लक्ष्मी पौ” भी कहा जाता है!⁵

उत्तराखण्ड के लोक साहित्य में महिलाओं का योगदान

उत्तराखण्ड की महिलाओं का व्यक्तित्व एक कर्मठ, जागरूक, एवं साहसी प्रवृत्ति का है यहां की महिलाएं विभिन्न ग्रह कार्य करने के बावजूद भी लोक साहित्य के क्षेत्र में सक्रिय रही हैं! अंतराखण्ड में लोक साहित्य की परम्परा मौखिक रूप से पीढ़ी दर पीढ़ी चलती आ रही है लोक साहित्य का उत्तराखण्ड के समाज में महत्वपूर्ण स्थान रहा है। ये इस समाज की विभिन्न परम्पराओं के निर्वहन का कार्य भी करते हैं उत्तराखण्ड में लोकसाहित्य के विभिन्न रूप प्रचलित हैं।⁶

झोडा मूलतः जोड़ा से शब्द से बना है यह एक समूह में गाया जाता है इस गीत में गायकों के दो दल होते हैं गायन हेतु हाथों को परस्पर पकड़कर दो दलों द्वारा गाए जाने वाले गीत को झोडा कहते हैं जिसमें पुरुष व महिलाएं सामान्य रूप से भाग लेते हैं।

चाँचरी संस्कृत भाषा के चर्चरी शब्द से सम्बन्धित है अर्थात् नृत्य ताल समन्वित गीत। चाचरी नृत्य गीत है इसे भौनी चाँचरी भी कहा जाता है इसमें स्त्री व पुरुष दोनों भाग लेते हैं।

छपेली मूल रूप से छप् से बना है जो संस्कृत के क्षिप से बना है। छपेली का अर्थ क्षिप्र गति में गाये जाने वाले गीत से है जिसमें अनुनय, विनय, सौंदर्य वर्णन, परिहास आदि का अद्भुत चित्रण होता है।

जागर गायन की प्रथा भी उत्तराखण्ड में प्रचलित है पूजा व देवता नाचने की क्रियाओं से सम्बन्ध रखने वाली क्रियाओं को जागर कहा जाता है। जागर में गायन जगरिये के द्वारा किया जाता है डंगरिया स्त्री व पुरुष में से कोई भी हो सकता है जागर में मुख्यतः देवी-देवताओं का आह्वान किया जाता है!⁷

सेना के क्षेत्र में उत्तराखण्ड की महिलाओं का योगदान

उत्तराखण्ड की महिलाओं का सेना के क्षेत्र में सक्रिय भूमिका रही है। उत्तराखण्ड की पहली महिला सैन्याधिकारी होने का गौरव कैप्टन भावना गुरुरानी को जाता है। इन्होंने एऊएमऊसीऊ के अतिरिक्त सेना की दूसरी शाखा (एऊईऊसी) में भी नियुक्ति पाने का गौरव प्राप्त हुआ। इनके अतिरिक्त मेजर जनरल माया टम्टा को भारत ही नहीं बल्कि विश्व की भी पहली महिला मेजर जनरल का गौरव प्राप्त हुआ है। इनके अलावा उत्तराखण्ड की ही मेजर जनरल राम कुमारी भी मिलिट्री नर्सिंग सर्विस में कार्यरत रही व वर्तमान में उत्तराखण्ड की सैकड़ों महिलाएं सेना में विभिन्न पदों पर कार्यरत हैं।⁸

5-समाज सेवा के क्षेत्र में उत्तराखण्ड की महिलाओं का योगदान

समाज सेवा के क्षेत्र में भी उत्तराखण्ड की महिलाओं की अग्रणी भूमिका रही है इनमें तीलू रौतेली से लेकर गौरा देवी तक पहाड़ की कई महिलाएं शामिल हैं। श्रीमती कलावती रावत को विश्व महिला शीर्ष सम्मेलन निधि, जिनेवा के वर्ष 2000 के ग्राम्य जीवन में रचनात्मकता पुरस्कार से सम्मानित किया गया। श्रीमती कलावती रावत ने महिलाओं को संगठित कर वनों की रक्षा व वन कानूनों को लागू करने की दिशा में महत्वपूर्ण भूमिका निभाई है इसी क्रम में श्रीमती कौशल्या डबराल उत्तराखण्ड की प्रमुख समाजसेवी रही हैं इन्होंने देहरादून में दून महिला संगठन की स्थापना में महत्वपूर्ण भूमिका

निभाई है इसके अतिरिक्त इन्होंने उत्तराखण्ड में शराबबन्दी आन्दोलन का सफल नेतृत्व भी किया। इसके अतिरिक्त गंगोत्री गर्ब्याल ने भी अपना सम्पूर्ण जीवन समाज सेवा को समर्पित किया था इन्होंने समाज सेवा के साथ-साथ महिला शिक्षा के लिए प्रचार-प्रसार में समर्पित भाव से कार्य किया। इसी क्रम में उत्तराखण्ड में श्रीमती जसुली दलाल जैसी दानी महिलाएँ भी हुई हैं इन्होंने धन का संचय करके उसका सदुपयोग जनहित के कार्यों में किया इन्होंने अपने रूपये से सैकड़ों धर्मशालाएँ बनाई। इसी क्रम में भोटिया जनजाति समाज में जन्मी तुलसी देवी ने भी समाजसेवा के क्षेत्र में अग्रणी कार्य किया इन्होंने महिलाओं के उत्थान के लिए उन्हें ऊनी कारोबार चलाने में मदद की।⁹

सामाजिक, चेतना जागृत करने में सुश्री मंगला देवी उपाध्याय का भी नाम प्रमुखता से लिया जाता है इन्होंने टिहरी रियासत के भारत में विलय होने के बाद महिलाओं की उन्नति के लिए महिला मंडल दलों की स्थापना की इन सबके अतिरिक्त उत्तराखण्ड में समाज सेवा के क्षेत्र में श्रीमती शकुन्तला देवी, कुमारी कमला, श्रीमती बसंती देवी कुंती देवी वर्मा, तुलसी रावत, भागीरथी वर्मा, भागुली देवी जीवती ठकुरानी, जानकी देवी, सरस्वती देवी, पद्मावती, विजयलक्ष्मी सुमन आदि महिलाओं ने समाज सेवा के क्षेत्र में अपना बढ़-चढ़कर योगदान दिया है।

निष्कर्ष

उत्तराखण्ड की स्त्रियों का जीवन अन्य राज्यों की महिलाओं की तुलना में अधिक संघर्षमय प्रतीत होता है। एक तरफ वे परिवार के केन्द्र बिन्दु के रूप में बचपन से ही माँ की भूमिका निभाती आयी हैं तो वहीं दूसरी तरफ वे सामाजिक, राजनीतिक, समाजसेवा, पर्यावरण संरक्षण, लोक साहित्य, लोक कला के क्षेत्र में भी अपनी भूमिका का निर्वहन करती हैं। उत्तराखण्ड की महिलाओं ने स्वाधीनता से पूर्व व स्वाधीनता के बाद अपने सीमित दायरे अर्थात् घर की चहारदिवारी से निकलकर सामाजिक रूढ़िवादिता से लड़कर समय की चुनौतियों से सफलतापूर्वक मुकाबला किया और हर समस्या के खिलाफ उन्होंने अपनी लड़ाई स्वयं लड़ी। उत्तराखण्ड की महिलाओं ने कई सामाजिक कुरीतियों को झेलते हुए भी, कई सामाजिक आन्दोलनों का नेतृत्व

किया और उत्तराखण्ड की सांस्कृतिक धरोहर को भी संरक्षित करने में अपनी महत्वपूर्ण भूमिका निभाई है अतः हम कह सकते हैं कि उत्तराखण्ड की महिलाओं ने सामाजिक राजनीतिक क्षेत्र के अतिरिक्त, समाजसेवा, पर्यावरण संरक्षण, सेना, लोकसाहित्य, लोककला, शिक्षा, साहित्य सहित जीवन के विविध क्षेत्रों में अपने को किरदारों निभाते हुए समाज में अपनी गतिशीलता का उदाहरण प्रस्तुत किया है।

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