

THE VISION OF NEP 2020:
Integrating Bharatiya Knowledge
System in Sanskrit Textbooks

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Vidya Bharati Uchcha Shiksha Sansthan



VIDYA BHARATI
UCHCHA SHIKSHA SANSTHAN

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**The Vision of NEP 2020: Integrating Bharatiya Knowledge System in
Sanskrit Textbooks**

Editor: Prof. Shrinivasa Varakhedi

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FOREWORD

This book, *Vision of NEP 2020: Integrating Bharatiya Knowledge System in Sanskrit Text books*, is an outcome of sustained efforts of Vidya Bharti Uchcha Shiksha Sansthan and Central Sanskrit University Delhi -intellectual partner and SLBSSNU, Delhi - host partner towards implementation of various recommendations of NEP 2020 in School Curriculum. With the announcement of National Education Policy 2020, government agencies and pioneer organizations working in the field of education have come into action to work on National Curriculum Framework and State Curriculum Frameworks. These endeavours are seeing huge participation from intellectuals and stakeholders in the academic fields to prepare content and design school textbooks based on the mandate of NEP 2020. This research volume is a germane contribution in this direction and provides a strategic plan towards development of syllabi and new textbooks in Sanskrit subject to be developed for all stages and classes.

In developing this volume, Vidya Bharti Uchcha Shiksha Sansthan has taken a pioneer initiative towards accomplishing the intent of NEP in re-connecting and re-establishing the foundations of age-old Indian Education System and connects it with global pedagogical developments. The book provides lucid insights into the history of Sanskrit language in India and the impact of introducing it in school syllabi as 3rd, 2nd and even 1st language, in some states, after independence. This work further sheds powerful light on ways to assimilate the valued tenets of Bhartiya knowledge system in the language syllabi of schools. This text offers its readership the rare

gift of highlighting, the specific aspects of Indian literary heritage that must become part of the Sanskrit curriculum along with focus on imparting 21st century skills in the learners. This judiciously written volume is an integral contribution to the countrywide efforts towards implementation of National Education Policy 2020. I am particularly pleased to provide an entry point to this volume and welcoming all policy makers, academics, scholars, authors and readers. Last but not the least; I would like to express our gratitude to all our partner institutions, collaborators and particularly IKS Division of MoE, AICTE, Gol for supporting us in this project.

Prof. Kailash Chandra Sharma

President, Vidya Bharati Uchcha Shiksha Sansthan

ACKNOWLEDGEMENT

The idea of writing this approach paper was conceived during the "Preparatory Workshops on Textbooks" organized in January-February 2022 by Vidya Bharti Uchcha Shikhsha Sansthan (VBUSS) to develop a roadmap and strategies of restructuring the concept of 3C's i.e., curriculum, content and comprehension of the subject matter in tune with the recommendation of National Education Policy, 2020. These initial deliberations helped finalize the further course of action involving the organization of national and international workshops and conferences on different subjects so as to bring together subject experts and resource persons for subsequent discussions and recommendations. With this in mind, the two-day National Workshop on "Fulfilling the Vision of NEP in Sanskrit Language Textbooks" was organized on 04-05 June 2022 in Delhi and before this workshop several online meetings and discussions were organized with renowned Sanskrit scholars specially various faculties members of Central Sanskrit University campuses as well as resource persons. The workshop was a collaborative event for which, on behalf of Vidya Bharti Uchcha Shikhsha Sansthan, we would like to express our heartfelt gratefulness to Central Sanskrit University, Delhi, Sri Lal Bahadur National Sanskrit University, Delhi and Sanskrit Bharati for collaborating with us in undertaking this mammoth task.

We appreciate the support and encouragement of Prof.Srinivasa Varakhedi, Hon'ble Vice Chancclor of Central Sanskrit University, Delhi, Prof Murali Manohar Pathak, SLSSNU, Delhi and Sri Dinesh Kamat, All India Organization Secretary, Sanskrit Bharati,

Delhi who has been very encouraging and accessible throughout this endeavor. We would like to thank the entire faculty, staff and students these universities/ institutions for their co - ordination, organization and participation in the two-day workshop that laid the foundation stone for this book.

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We are also thankful to all the experts and resource persons who have been associated with this initiative from the very beginning and have given valuable inputs in the completion of the *task*. Most importantly, we are indebted to of renowned educationists of the country such as Padmashri Chamukrishna Shastri, Chairman, Indian Languages Promotion Committee, Ministry of Education, Government of India, New Delhi, Padmashri Dr. Chandkiran Saluja, Sanskrit Samvardhan Pratishthan, New Delhi, Shri Dinesh Kamat, All India Organization Secretary, Sanskrit Bharati, New Delhi, Dr. Janardan Hegde, Bangalore, Prof. Srinivasa Varkhedi, Vice-Chancellor, Central Sanskrit University, New Delhi, Prof. Murli Manohar Pathak, Vice-Chancellor, Sri Lal Bahadur Shastri National Sanskrit University, New Delhi, Dr. H. R. Vishwas, Karnataka, Prof. P. N. Shastri, Ex Hon'ble Vice Chancellor, Central Sanskrit University, Delhi, Prof. Y. S. Ramesh, Central Sanskrit University, Jaipur Campus, Rajasthan.

Prof. Ramsalahi Dwivedi, Sri Lal Bahadur Shastri National Sanskrit University, New Delhi and Prof. Prahalad Joshi, Rashtriya Sanskrit Vishvidhyalaya, Tirupati. These experts have given continuous intellectual support towards the Visualization of this entire initiative. Apart from this facts, I wish to mention the names

of coordinators of this highly ambitious mission for VBUSS Prof Bihari Lal Sharma (Host partner), Sri Lal Bahadur Shastri National Sanskrit University (Host Partner), Delhi and Dr. Ajay Kumar Mishra, Central Sanskrit University (Intellectual Partner), Delhi and Prof. Rabi Narayan Kar, Principal, SLC, University of Delhi who contributed a lot, of course.

Lastly, we would like to express our heartfelt thanks to all the participants, contributors and organizers who have been actively involved in the preliminary workshops, conferences, meetings that have culminated in the finalization of this report and book.



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PREFACE

The National Education Policy 2020 (NEP 2020) outlines the vision of India's new education system which is equitable, inclusive, ethical and progressive. NEP promises a giant leap in creating universal high-quality education for developing and maximizing our country's abundant human resources, talents, rich traditions and knowledge networks. Indian Education system, before the British colonial rule, focussed on holistic development of the individual and on imparting knowledge about traditions, practices, values, culture, family, society, politics, economics, astronomy, astrology and more. The intent of NEP is to re-connect and re-establish these foundations of centuries old Indian education system and connect it with modern informational and pedagogical developments for synergistic benefits. This endeavour aims to work towards fulfilling the objectives of NEP by bringing the knowledge of the rich historical, cultural and philosophical heritage of India to the classroom and communicate the relevance of introducing this vast knowledge oeuvre through language syllabi in the present academic and institutional system.

The intellectual efforts have been to formulate roadmaps towards re-designing the Sanskrit language syllabi and textbooks for Indian schools with the primary impetus being introducing *Bharat* centric core reading material. The holistic approach has been to deliberate upon creating learning resources and database with focus on the idea of *Bharat* and its knowledge systems to understand the trajectory of the spiritual and social progress of the nation in the global context. Indian Knowledge Systems are a repository starting

from the evolved value systems, beliefs, customs and rituals based on an understanding of nature and the universe to scientific knowledge and sustainable solutions. This has further led to development of knowledge repository including advancements in science and technology. The significance of the IKS for society is understood from the works of scholars of the Vedas who have identified various texts and rituals that extol the earth (bhū), the atmosphere (Bhuvah), and sky (sva), as well as the goddess associated with the earth (Prthvi), and the gods associated with water (Ap), fire and heat (Agni) and wind (Vayu). There is a need to integrate the IKS into the **way** of life for the advancement and prosperity of Indian Society. Re-establishing IKS by integrating in the different domains of knowledge will pave the way forward for internationalization of IKS and rediscover our past glory by finding solutions to many problems of the present times. The foundational steps, in achieving this integration of knowledge *at* different levels of academic structures, are to be taken with bringing about changes in the school curriculum and textbooks. As schools and family structures are the building blocks of the intellectual capital of any country, aligning the aims and objectives of school education with the national vision and progress is paramount. In this context, this initiative will aid in understanding the role and place of Sanskrit language in fulfilling the aims and objectives of NEP 2020 in school education system.



SECTION I

**MANDATE OF NEP 2020 & DEVELOPING NEW
TEXTBOOKS**

CHAPTER – 1

HIGHLIGHTS OF NATIONAL EDUCATION POLICY 2020

Vision of NEP

This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

Multilingualism and the power of language

4.11. It is well understood that young children learn and grasp nontrivial concepts more quickly in their home language/mother

tongue. Home language is usually the same language as the mother tongue or that which is spoken by local communities. However, at times in multi-lingual families, there can be a home language spoken by other family members which may sometimes be different from mother tongue or local language. Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language. Thereafter, the home/local language shall continue to be taught as a language wherever possible. This will be followed by both public and private schools. High-quality textbooks, including in science, will be made available in home languages/mother tongue. All efforts will be made early on to ensure that any gaps that exist between the language spoken by the child and the medium of teaching are bridged. In cases where home language/mother tongue textbook material is not available, the language of transaction between teachers and students will still remain the home language/mother tongue wherever possible. Teachers will be encouraged to use a bilingual approach, including bilingual teaching-learning materials, with those students whose home language may be different from the medium of instruction. All languages will be taught with high quality to all students; a language does not need to be the medium of instruction for it to be taught and learned well.

4.12. As research clearly shows that children pick up languages extremely quickly between the ages of 2 and 8 and that multilingualism has great cognitive benefits to young students, children will be exposed to different languages early on (but with a particular emphasis on the mother tongue), starting from the Foundational Stage onwards. All languages will be taught in an enjoyable and interactive style, with plenty of interactive conversation, and with early reading and subsequently writing in the mother tongue in the early years, and with skills developed for reading and writing in other languages in Grade 3 and beyond. There will be a major effort from both

the Central and State governments to invest in large numbers of language teachers in all regional languages around the country, and, in particular, for all languages mentioned in the Eighth Schedule of the Constitution of India. States, especially States from different regions of India, may enter into bilateral agreements to hire teachers in large numbers from each other, to satisfy the three-language formula in their respective States, and also to encourage the study of Indian languages across the country. Extensive use of technology will be made for teaching and learning of different languages and to popularize language learning.

4.13. The three-language formula will continue to be implemented while keeping in mind the Constitutional provisions, aspirations of the people, regions, and the Union, and the need to promote multilingualism as well as promote national unity. However, there will be a greater flexibility in the three-language formula, and no language will be imposed on any State. The three languages learned by children will be the choices of States, regions, and of course the students themselves, so long as at least two of the three languages are native to India. In particular, students who wish to change one or more of the three languages they are studying may do so in Grade 6 or 7, as long as they are able to demonstrate basic proficiency in three languages (including one language of India at the literature level) by the end of secondary school.

4.14. All efforts will be made in preparing high-quality bilingual textbooks and teaching-learning materials for science and mathematics, so that students are enabled to think and speak about the two subjects both in their home language/mother tongue and in English.

4.15. As so many developed countries around the world have amply demonstrated, being well educated in one's language, culture, and traditions is not a detriment but indeed a huge benefit to educational, social, and technological advancement. India's

languages are among the richest, most scientific, most beautiful, and most expressive in the world, with a huge body of ancient as well as modern literature (both prose and poetry), film, and music written in these languages that help form India's national identity and wealth. For purposes of cultural enrichment as well as national integration, all young Indians should be aware of the rich and vast array of languages of their country, and the treasures that they and their literatures contain.

4.16. Thus, every student in the country will participate in a fun project/activity on 'The Languages of India', sometime in Grades 6-8, such as, under the '*Ek Bharat Shrestha Bharat*' initiative. In this project/activity, students will learn about the remarkable unity of most of the major Indian languages, starting with their common phonetic and scientifically-arranged alphabets and scripts, their common grammatical structures, their origins and sources of vocabularies from Sanskrit and other classical languages, as well as their rich inter-influences and differences. They will also learn what geographical areas speak which languages, get a sense of the nature and structure of tribal languages, and learn to say commonly spoken phrases and sentences in every major language of India and also learn a bit about the rich and uplifting literature of each (through suitable translations as necessary). Such an activity would give them both a sense of the unity and the beautiful cultural heritage and diversity of India and would be a wonderful icebreaker their whole lives as they meet people from other parts of India. This project/activity would be a joyful activity and would not involve any form of assessment.

4.17. The importance, relevance, and beauty of the classical languages and literature of India also cannot be overlooked. Sanskrit, while also an important modern language mentioned in the Eighth Schedule of the Constitution of India, possesses a classical literature that is greater in volume than that of Latin and Greek put together,

containing vast treasures of mathematics, philosophy, grammar, music, politics, medicine, architecture, metallurgy, drama, poetry, storytelling, and more (known as ‘Sanskrit Knowledge Systems’), written by people of various religions as well as non-religious people, and by people from all walks of life and a wide range of socio-economic backgrounds over thousands of years. Sanskrit will thus be offered at all levels of school and higher education as an important, enriching option for students, including as an option in the three-language formula. It will be taught in ways that are interesting and experiential as well as contemporarily relevant, including through the use of Sanskrit Knowledge Systems, and in particular through phonetics and pronunciation. Sanskrit textbooks at the foundational and middle school level may be written in Simple Standard Sanskrit (SSS) to teach Sanskrit through Sanskrit (STS) and make its study truly enjoyable.

4.18. India also has an extremely rich literature in other classical languages, including classical Tamil, Telugu, Kannada, Malayalam, Odia. In addition to these classical languages Pali, Persian, and Prakrit; and their works of literature too must be preserved for their richness and for the pleasure and enrichment of posterity. As India becomes a fully developed country, the next generation will want to partake in and be enriched by India’s extensive and beautiful classical literature. In addition to Sanskrit, other classical languages and literatures of India, including Tamil, Telugu, Kannada, Malayalam, Odia, Pali, Persian, and Prakrit, will also be widely available in schools as options for students, possibly as online modules, through experiential and innovative approaches, to ensure that these languages and literature stay alive and vibrant. Similar efforts will be made for all Indian languages having rich oral and written literatures, cultural traditions, and knowledge.

4.19. For the enrichment of the children, and for the preservation of these rich languages and their artistic treasures, all students in all

schools, public or private, will have the option of learning at least two years of a classical language of India and its associated literature, through experiential and innovative approaches, including the integration of technology, in Grades 6-12, with the option to continue from the middle stage through the secondary stage and beyond.

4.20. In addition to high quality offerings in Indian languages and English, foreign languages, such as Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian, will also be offered at the secondary level, for students to learn about the cultures of the world and to enrich their global knowledge and mobility according to their own interests and aspirations.

4.21. The teaching of all languages will be enhanced through innovative and experiential methods, including through gamification and apps, by weaving in the cultural aspects of the languages - such as films, theatre, storytelling, poetry, and music - and by drawing connections with various relevant subjects and with real-life experiences. Thus, the teaching of languages will also be based on experiential-learning pedagogy.

4.22. Indian Sign Language (ISL) will be standardized across the country, and National and State curriculum materials developed, for use by students with hearing impairment. Local sign languages will be respected and taught as well, where possible and relevant.



CHAPTER – 2

EXTRACTS OF 331st REPORT: REFORMS IN CONTENT AND DESIGN OF SCHOOL TEXT BOOKS*

Department-Related Parliamentary Standing Committee on Education, Women, Children, Youth and Sports has presented the “Three Hundred and Thirty First Report of the Committee on “Reforms in Content and Design of School Text books”. The report focuses on:

- Removing references to un-historical facts and distortions about our national heroes from the text books;
- Ensuring equal or proportionate references to all periods of Indian History;
- Highlighting the role of great historic women achievers.

The relevant highlights of the report are given below

- The report elaborates upon National Curriculum Framework that will provide roadmap for the development of new generation of textbooks providing more space to experiential learning for bringing in students the conceptual clarity and motivate students

* This report was presented by Dr. Vinay P. Sahasrabudde, Chairman Department-related Parliamentary Standing Committee on Education, Women, Children, Youth and Sports on 26th November, 2021

for self-learning and self-assessment to improve not only cognitive skills but also the social -personal qualities.

- New NCF for School Education will guide the development of new generation textbooks across the subject areas. The new generation textbooks across subject areas will take care of the thematic, inter-disciplinary and multi-disciplinary approaches to highlight Indian culture and traditions, national heroes including women achievers and great regional personalities besides providing coverage to different phases of Indian history.
- NCF must focus on restructuring of stages of curriculum and pedagogy as 5+3+3+4, more focus is on Early Childhood Care and Education and Foundational Literacy and Numeracy, Integration of Pre-vocational Education from classes 6 to 8, Integration of Knowledge of India across the stages, focus on the holistic development through experiential learning, flexibility in choice of subjects etc.
- The report further informs about new ways for promotion of experiential learning, art integrated learning, sports integrated learning and competency-based learning, including internships, 10 bag less days, peer tutoring, interdisciplinary and multidisciplinary projects and development of fun-based student appropriate learning tools to promote and popularize Indian arts and culture etc.
- It also highlights different pedagogies such as group discussions, mock drills, excursion trips, visits to various places, such as zoo, museum, local store or restaurant; field study, classroom interactions, etc. were also being used to support experiential learning. Also, opportunities were provided to break subject boundaries by integration of art forms (visual or performing arts, such as dance, design, painting, photography, theatre, writing, etc.), stories, pictures, fun activities or games, sports,

etc. for holistic learning of concepts of science and mathematics without burden.

- It further states that the future syllabi and textbooks will be based on goals and competencies which will lead towards mapping of core essentials with competencies hence lessening the curriculum burden and focusing on holistic learning and development. The curriculum and syllabi should provide lots of space for experiential learning and textbooks will be based on competencies rather than content.
- NEP, 2020 recommends integration of knowledge of India across the stages and subject areas in the curriculum. Under this concern, as per the directions of new National Curriculum Framework for school education, various activities including development of digital and audio-video materials will be taken up.
- Thematic, interdisciplinary and multidisciplinary approaches to highlight Indian Culture and Traditions, our National Heroes including women achievers and great personalities from different regions of the country and perspective of equity, integrity, gender parity, constitutional values and concern for environment and other sustainable development goals.
- Experiential Learning through projects and age-appropriate activities, simple language, glossary, more in-text and end-text assessment questions and reduction of curriculum load to core essentials.
- All textbooks will be visually rich with illustrations, photographs, maps, etc., the illustrations and activities will be age/class appropriate. Local flavor will be added to the core essentials in textbooks of the States, to showcase the diversity of the country.
- Local flavor will be added to the core essentials in textbooks of the States, to showcase the diversity of the country. NCERT

has been working towards bringing dictionary on Indian sign language, which will help in developing material in sign language. The upcoming books and other materials based on the new NCFSC will follow the same pursuit in future.

- More emphasis on role of women: Role of women as rulers, their role in knowledge sector, social reforms, Bhakti movement, art and culture, freedom struggle (**Jnana Prabodhini, Pune**). Coverage of great historic women heroes belonging to different periods of Indian History including Gargi, Maitreyi, rulers like Rani of Jhansi, Rani Channamma, Chand Bibi, Zalkari Bai etc. will be taken up in the new textbooks, supplementary materials and e-content.
- National initiatives such as Swachh Bharat, Digital India, 'Beti Bachao Beti Padhao', 'Demonetization', GST etc. were integrated in the new textbooks in the review of syllabi and textbooks in 2017-18. Contents were added in history textbooks regarding knowledge, traditions and practices of India. For example, addition of material on Vikram Samvat, Metallurgy, Shivaji Maharaj, Paika revolt, Subhash Chandra Bose, Swami Vivekanand, Ranjeet Singh, Rani Avantibai Lodhi and Sri Aurbindo Ghosh.
- The objective of teaching history was to instil high self-esteem in students, National Renaissance, National unity, Social Inclusion and establish links with cultural roots. Thus following points are to be kept in mind while writing text books:
 - Depicting cultural unity
 - Linguistic heritage- importance of Sanskrit, Prakrit and Pali for national unity and international spread.
 - Linking Indian languages.
 - Civilization development -Vedic to present.

- Comparison of scientific temper with other civilizations on scientific and objective ground.
- History of sacrifices of various segments of Indian society for saving cultural values.
- Social inclusion.
- India and its cultural boundaries.
- Civilization proofs of India in other countries of the world.
- Religio-cultural emissaries from India should have proper place.
- Local, national as well as international influence of any event or thought should be highlighted. (**Bharatiya Shikshan Mandal, New Delhi**)
- The representatives of **Vidya Bharti** also put forth their views on the subject and pointed out certain factual distortions about vedic tradition, incompatibility of certain facts with constitutional ideals and values in the school textbooks. They suggested a thorough review and removing of such distortions/ discrepancies from the school textbooks. They also mentioned about 'My NEP' programme launched to reach non-academic people and to make them learn about the things in the National Education Policy in a nutshell.
- Inclusion of History of North East India: Bhakti and social movements in Assam and Manipur, tribal heroes who fought against British, contribution of Arunachal and Manipur with reference to Azad Hind Fauj and 1962 war, dynasties in Assam, Manipur, Tripura, Meghalaya. (**Jnana Prabodhini, Pune**)
- Post-independence History of Indian pride also needs to be stressed: Story of ISRO, story of BARC, story of cooperative movement (Story of Amul), story of restorations (Somnath, Hampi, archaeological sites such as Lothal) etc. (**Jnana Prabodhini, Pune**)

- The Design of textbooks should be:
 - Curriculum of history can be organized in an ascending order. The scope of curriculum grows with the growth of experience sphere of students from local to global.
 - Digitization of textbooks to make them attractive and dynamic document to go beyond text/ printed form: need to add audio-visuals with QR codes.
 - Inclusion of intellectual games, simulations. VR Games modeled to let students experience the historical times (for example 'Real lives') (**Jnana Prabodhini, Pune**)
- As far as the Modern period is concerned, some leaders have received more weightage as compared to others. The role of Subhash Chandra Bose, Sardar Patel, Bhagat Singh, Ram Prasad Bismil, Lala Lajpat Rai, Khudiram Bose, Surya Sen, and even the women revolutionaries must be highlighted. The contribution of Veer Savarkar needs to be given enough weightage. (**Public Policy Research Centre, New Delhi**)
- The representatives pointed out that proportionate representation across Region, Time Period, and Events should be given in the Textbooks. South and East Indian dynasties have been highly under-represented. The history of great kingdoms like the Marāthas, Coḷas, and Vijayanagara as well as the early Kāśmīra dynasties, Kalingas, Gangas, Gajapatis, Kākatiyas, Ahoms, Ceras, Pallavas, Pāṇḍyas, Pālas, Senas, and Pratihāras either get a passing mention or not even that. The crucial role they played in our history must be elaborated. They further added that we must include these dynasties, which represent the very spirit of Bhāratīya Civilization that the Radhakrishnan Committee wanted every student to imbibe. (**Samvit Research Foundation, Bengaluru**). The following points were further added:

- Bhāratīya saṃskṛti has been widespread from Mesopotamia in the West to Japan in the East, from the Himalayas in the North to Indonesia in the South
- The Zend Avesta has significant relationship with the late R̥gvedic period
- Our Itihāsas and Purāṇas, particularly the Rāmāyaṇa, have been an integral part of the culture of many regions of Southeast Asia.
- The representatives also added that the history curriculum hardly emphasizes the role played by women in our history. It is important for students to learn –
 - the importance our civilization has given to women and how women participated in all aspects of life over the centuries
 - the freedom and opportunities available to women in public life
 - the great achievements of women from ancient times until the present day
 - the temporary changes in status of women in the wake of invasions
 - to progressively appreciate that our paramparā has a beautiful and holistic perspective of strīva that is far beyond modern formulations.
- They further suggested that this can best be accomplished by exposing the children to factual information from the past:-
 - Introduce the three great goddesses of the Vedas – Bhāratī, Ilā, Sarasvatī. Introduce a few Veda-suktas for which women are the mantra-draṣṭārīṇīs. In the Vedic period, mention woman scholars, brahmavādinīs, and mantra-draṣṭārīṇīs, including instances of where women learnt the Vedas.

- Present the dynamic role played by women in the Rāmāyaṇa and Mahābhārata. Give a complete picture of women-related references in the smṛtis.
- Portrayal of women in various classical literary accounts (e.g. Kālidāsa's Mālavikāgnimitra) that indirectly shows how the society was shaping up at that time.
- The critical contributions of queens in every century and every region across communities. Prominent rājamātas who played a role in shaping their children as rulers; important women warriors, scholars, poetesses, philanthropists, public personalities, sanyāsinīs, philosophers, saints, and freedom fighters
- The Committee is of the view that there should be an appropriate comparison of the portrayal of women heroes like Rani Laxmi Bai, Zalkari Bai, Chand Bibi etc vis-a-vis their male counterparts. The Committee observes that the women heroes from different regions and eras should be given equal weightage highlighting their contributions in the history textbooks.
- The Committee also observes that notable women in all fields, and their contributions, like that of Ahilyabai Holkar, Abala Bose, Anandi Gopal Joshi, Anasuya Sarabhai, Arati Saha, Aruna Asaf Ali, Kanaklata Deka, Rani Ma Guidinglu, Asima Chatterjee, Captain Prem Mathur, Chandraprabha Saikini, Cornelia Sorabji, Durgavati Devi, Janaki Ammal, Mahasweta Devi, Kalpana Chawla, Kamaladevi Chattopadhyay, Kittur Chennamma, M. S. Subbulakshmi, Madam Bhikaiji Cama, Rukmini Devi Arundale, Savitribai Phule and many others have not found adequate mention in NCERT textbooks.
- The Committee observes that generally Women are underrepresented in school textbooks, many a times shown through images in traditional and voluntary roles, leading to

formation of gender stereotypes in the impressionistic minds of students and feels that there is a need to undertake an analysis of the textbooks from the Gender perspective as well.

- The Committee observes that in the suggestions received regarding updation of NCERT books, emphasis was laid on providing equal representation to the North-East Indian States and the History. It was suggested that developmental models and economic policies should have sections dealing with and talking about the complex realities and demographics of the North-East along with the history of civilizations and tribal communities of the North-eastern region. Furthermore, the textbook content should also ensure adequate balance in representing Hill areas and Plains areas so as to recognise both communities adequately.

Subject Experts

Prof. J.S. Rajput, Former Director, NCERT in his submission before the Committee stated that Reforms in the content and design of Textbooks should focus on the following aspects:

- a. Distortion of historical facts where one ruler is remembered and other equally prominent one's finds no mention.
- b. Not only periods, history must be just and objective to considerations of regional imbalances, historical contributions of the communities, people and practices.
- c. Social and cultural distortions must not be presented by those bound by prejudices and biases.

He stated that the content and design of textbooks is a product of Policy on Education, Curriculum Framework to be developed after its sensitive comprehension, followed by the process of preparing detailed syllabus for each textbook; for each grade /class. The quality

and content of the textbook shall depend on the quality of the authors; that include depth, seriousness, professional competence and commitment of individuals and institutions assigned the task. A good textbook can be authored only by those who are lifelong learners.

It was emphasized that National level textbooks are essential for several reasons, but it must be remembered that local element of curriculum also cannot be ignored. A class three textbook on environmental education just cannot be same in Tripura and Thiruvananthapuram. Hence, it is necessary to strengthen expertise and institutions at the State level. We need high level experts in textbook writing, evaluation, assessment, growing up, guidance, and all that children could need. now education is not only about/through textbooks, but textual materials for online learning, self-learning, digital learning, open and distance learning, and a couple of other terms that are in vogue. It has to be hybrid teaching and learning in future. Things have changed drastically in 2020, and some of the impacts shall continue in future as well.

New discoveries are taking place, new facts are coming up, and textbooks just cannot remain the same. This is worsened if the history is written with certain pre-conceived biases resulting out of politically-constrained ideological bindings. History writing in India has suffered on these unacceptable considerations, and it must be extracted - and liberated -out of gross subjectivity and ideological bias to transparent objectivity, and openness of mind, willingness to enter into dialogue with those holding diametrically opposite views. New facts have emerged around us; say; Aryan Invasion theory, Saraswati River, Ram Setu, and so many more solely because of new scientific advancements and new tools that have led to new researches. These just cannot be ignored in preparing new textbooks. Indian history writing needs a thorough professional review. As it was determined to highlight certain individuals, regimes and eras, it suffers from

serious imbalances of every possible type. He further pointed out the British tried to downgrade the great contributions of ancient India in philosophy, science, mathematics, spirituality, medicine and other fields and it was continued to be neglected in our textbooks. While considerable initiatives were taken for removing gender bias and caste discriminations, history writing remained confined to the hegemony of a select group of few academics for over five decades. The post- independence history books are deficient on 'linking Indians to India'; and this includes history, heritage and culture. In fact, this aspect needs serious informed and scholarly deliberations before textbooks are prepared in response to the NEP-2020.

The second most important aspect that no textbook writer could ignore pertains to the need for strengthening social cohesion and religious amity. Racial discrimination and caste considerations - in varied connotations – have not vanished fully even in what are known as most advanced societies. We must accept that these challenges still exist even before us; and these require an attitudinal transformation. Our Children must know that different religions are a reality, that no religion could claim superiority over any other.

Shri Hukmdev Narayan Yadav, Ex-MP, Lok Sabha emphasized the importance of the subject and suggested for detailed discussion with more stakeholders and eminent educationists. The focus should not 'be only on facts and figures while writing Indian history but it should focus on the deep essence of the nature of Indian history in order to make it more understandable.

Shri Shankar Sharan, Eminent Educationist so deposed before the Committee on the above subject and highlighted various topics for inclusion/ exclusion in NCERT text-books. He drew the attention of the Committee Members as to why the text-books had references to unhistorical/ distorted facts and why a section of intellectuals insisted on keeping it. Focusing on this will only help in removing such discrepancies.

Recommendations

In view of the evidences gathered throughout the process, the Committee strongly recommends that:

- While creating the content for textbooks, inputs from experts from multiple disciplines should be sought. This will ensure balance and diversity of views. It should also be ensured that books are free of biases. The textbooks should instill commitment to values enshrined in the constitution and should further promote national integration and unity.
- There is a pressing need to develop high-quality textbooks and effective teaching methods. Thus mandatory standards related to text-book content, graphics and layout, supplementary materials, and pedagogical approaches should be developed. Such standards are needed for printed as well as digital textbooks.
- There is a need to have more child-friendly textbooks. This is possible through enhanced use of pictures, graphics, QR codes, and other audio-visual materials. Children should be taught through enhanced used of games, plays, dramas, workshops, visits to places of historical importance, museums etc. as such approaches will ignite their inquisitiveness and analytical abilities.
- The initiative of Maharashtra State Bureau of Textbook Production & Curriculum Research known as Ekatmik Pathya Pustak conceived in 2018-19 to lighten the school bag is appreciable. Towards this, the Bureau has created quarter-specific integrated material for Marathi, English, Mathematics and 'Play, Do, Learn' for Class I students into a single book. A similar approach may be adopted by others. Such initiative will be aligned to the School Bag Policy of New Education Policy (NEP), 2020 as laid out in Section 4.33.

- Education must be provided in the light of values enshrined in the constitution which cannot be taught by mere delivery of information. The pedagogy woven around textbooks has a lasting impact on the minds of the student and hence learning-by-experiment methodology should be compulsorily used by all teachers. Such an approach will enhance positive attitude towards learning amongst students.
- The prioritization of development of foundational skills amongst primary students is required by the NEP-2020, and therefore necessitates the use of information technology and digital devices. Therefore, digital content should be created and disseminated using satellite technology to enhance our students' capabilities and potentials. Such approaches will further curriculum reform and will also help develop more effective operational models for content delivery, and learning. Introduction of modern technologies/methodologies for the dissemination of information as part of teaching strategies should be undertaken preferably after enabling the possibility of the same uniformly in every part of the country. Schools in remote corners of the country should be suitably equipped for the same.
- The primary school textbooks should serve two purposes; provide strong foundation in core areas such as reading, writing and arithmetic, and provoke curiosity so that students can rapidly expand their knowledge in later years. This is also in alignment with NEP 2020's goal of promoting competency-based learning.
- The NCERT and SCERTs should primarily focus on providing core content through their textbooks. Detailed information and supplementary materials may be provided

through other texts, videos, reference books, A/V files, etc. Further, textbooks should be anchored in facticity. Any presentation of data or survey results should be appropriately referenced. Textbooks should be designed to provoke curiosity and analytical abilities, should be tuned to cognitive capability of the student, and should employ simple language. Further, efforts should be made to design textbooks in ways such that project-based, art-integrated, and experiential learning models can be deployed for effective education. In this way, our textbooks will promote scientific temper, innovation, and also the four Cs; Communication, Collaboration, Creativity, and Critical Thinking.

- The Ministry should explore the possibility of developing a core class-wise common syllabus for various subjects for implementation by CBSE, CICSE and various other State education Boards as this will go a long way in maintaining uniformity in educational standards of school students across the country.
- Our textbooks should highlight the lives of hitherto unknown men and women from different states and districts who have positively influenced our national history, honour, and one-ness. This may require content production teams to dig deeper into local sources of knowledge, including oral ones, and identify linkages between the local and the national. In this way, our textbooks should elicit “Unity in Diversity” of India emphasizing that diversity in India is in fact diverse manifestation of the innate one-ness or intrinsic unity.
- The textbooks should include content on world history and India’s place in the same. In this regard, special emphasis must be placed on the histories of other countries of the

world. This is aligned with international guidelines which argue for study of history through a multi-perspective approach. Further, sufficient emphasis must also be placed on the connects between histories of South-East Asia and India. This would be very useful in the context of India's Look East policy.

- Our history textbooks should be continually updated, and account for post-1947 history as well. In addition, an option of conducting review of National Curricular Framework at regular intervals should be kept.
- The Department of School Education & Literacy and NCERT should carefully study how other ancient civilizations/ countries teach their own histories to their respective citizens through textbook content, and areas of emphasis. The results of such a study should be used to improve our own history textbooks and teaching methods taking into consideration history at the grassroots level preferably at the district levels. Further, the State Boards may prepare district-wise history books that will impart knowledge about local historical figures to the students.
- The NCERT should consider the suggestions received by this Committee, while framing the NCF and syllabus of the textbooks. For avoiding content overload on students, NCERT in collaboration with SCERT should identify State-specific historical figures for inclusion in respective SCFs. Efforts may also be made to incorporate and highlight the contributions of the numerous local personalities in various fields in State curriculum.
- The NCERT and SCERT should incorporate the ancient wisdom, knowledge and teachings about life and society from Vedas and other great Indian Texts/ Books in the school

curriculum. Also, educational methodologies adopted in the ancient Universities like Nalanda, Vikramshila and Takshila should be studied and suitably modified to serve as a model reference for teachers so as to benefit them in improving their pedagogical skills for imparting education in the present day context.

- Contributions of ancient India in the fields of Philosophy, Science, Mathematics, Medicine, Ayurveda, Epistemology, Natural sciences, Politics, Economy, Ethics, Linguistics, Arts, etc may also be included in the textbooks. The traditional Indian knowledge systems should be linked with modern science and presented in the contemporary context in NCERT textbooks.
- New technologies should be adopted for better pedagogy for the education of History. Further a permanent mechanism to make suitable rectifications through additions or deletions in the textbooks in a structured manner needs to be established.
- All books especially history books other than published by Government agencies used for supplementary reading may be in consonance with the structure/ content of NCERT books to avoid discrepancies. Also, Ministry of Education should develop a monitoring mechanism for ensuring the same.
- There is a need for discussing and reviewing, with leading historians, the manner in which Indian freedom fighters, from various regions/parts of the country and their contributions get place in History textbooks. This will result in more balanced and judicious perception of the Indian freedom struggle. This will go a long way in giving due and proper space to the freedom fighters hitherto

unknown and oblivious in the freedom movement. Review of representation of community identity based history as of Sikh and Maratha history and others and their adequate incorporation in the textbooks will help in a more judicious perspective of their contribution.

- In order to address the underrepresentation of Women and girls in school textbooks or them being depicted only in traditional roles, a thorough analysis from the view point of gender bias and stereotypes should be undertaken by NCERT and efforts be made to make content portrayal and visual depiction gender inclusive. The textbooks should have greater portrayal of women in new and emerging professions, as role models with a focus on their contributions and pathway of achieving the same. This will help in instilling self-esteem and self confidence among all, particularly girls. Also, while examining the textbooks, other issues like environment sensitivity, human values, issues of children with special needs etc can also be looked up for adequate inclusion in the School textbooks.
- The significant role played by women in the freedom movement and in various other fields needs adequate representation in the textbooks as it would go a long way in understanding the issues in a better way for the next generation of students.
- One of the major social ills afflicting our society in the present times is the malaise of drug addiction cutting across the class divide. It has far-reaching adverse effects on the socio-economic structure of the country, and that concerted efforts are required to be made by the government agencies as well as the civil society to combat this menace. As part of these efforts, the ill effects of such addiction must be

adequately and suitably highlighted in strong words, in the content of school text books to caution the impressionable young minds of students against falling prey to luring tactics of anti-social elements and resulting in waywardness. Similarly, the textbooks should have separate elements spreading awareness against internet addiction and other such aspects that are harmful to the society.

- Taking into account the voluminous number of suggestions received from teachers, students, Institutions for updating the syllabus of NCERT textbooks incorporating various subjects, an internal Committee be set up by Ministry of Education and NCERT to examine the suggestions so received and incorporate the same in curriculum as deem fit.
- All NCERT and SCERT textbooks must be published in all Eighth Schedule languages of the Constitution of India, besides Hindi and English. Further, efforts for developing textbooks in local languages (those not part of the Eighth Schedule) be also made. These will help the children in understanding the subjects better as the content will be in their mother tongue.
- To supplement the textbook content, field visits/ excursions should be introduced as a compulsory part of learning experience. As an initiative in this regard, textbooks can introduce a “Box Format” near the name of the place being mentioned stating the importance of that place whether religious, historical, etc. promoting the readers to visit it. This would further promote North-South and East-West integration.



CHAPTER – 3

NEP & DEVELOPING NEW TEXT BOOKS*

Prof. Chand Kiran Saluja

Director, Sanskrit Promotion Foundation, New Delhi

Prof. Chand Kiran Saluja emphasizes upon the various aspects of New Education Policy- 2020 such as building a culture of reading across the country. NEP-2020 has focused upon the development of curriculum, syllabus and textbook and it envisions a new way of learning which is not merely text book focused. Earlier, NCF 2005 had also mentioned that learning should be active rather than textbook centric only. Textbooks as a single source of education are not enough; they are important but are not only a teaching material. Therefore, a large number of packages should be developed at State and District levels with adequate provision for cluster and school level modifications and supplementary materials. To understand a textbook one needs to understand the curriculum and the aims of education. The present-day classroom practices are, in almost all schools of the country, totally dominated by

* Based on the Keynote Address delivered by Prof. Chand Kiran Saluja in the Preparatory Workshop on Textbooks: Indian Knowledge System and Languages organized by VBUSS on 3rd & 4th February, 2022 and Keynote Lecture in the Two-day National Workshop on Sanskrit in the light of NEP 2020 & Indian Knowledge Systems organized by Central Sanskrit University, Delhi and Shri Lal Bahadur Shastri National Sanskrit University, Delhi on 4th & 5th June 2022.

the textbook. As a result, it has acquired an aura and a standard format. What is needed is not a single textbook but package of teaching learning method and material that could be used to engage the child in active learning. The textbook thus becomes a part of this package and not just a teaching learning material e.g., it connects the past with the present and should lead to experiential learning which means taking classroom to the field and vice versa. Therefore, a large number of packages should be developed at state and district levels with adequate provision for cluster and school level modifications and supplementary materials. This essentially means establishing proper coordination between the textbook designing committees at national and regional levels. The establishment of NCERT and SCERT are the part of this purpose only. The cluster system envisaged in the NEP, 2020 is also a part of this exercise. The availability of a number of alternative TLM packages of approved quality to the increased choice of the teachers may go a long way in introduction of IKS. To understand the textbook, one must understand the relationship between the curriculum and aims of education. There is a difference between curriculum and syllabus. The syllabus is something that is taught to the student in the classroom but curriculum involves vast level of activities including the syllabus. In simple terms, the curriculum starts from the moment a student enters the school environment and continues to be involved into till the end of the school hours and thereafter too in the form of doing various activities given by the teachers.

Part I of the NEP, 2020 document outlays various objectives of education.

Textbooks are to be prepared based on certain pre-suppositions in relation to imparting of education and these presuppositions are guided by social, physical and psychological aspects of learners.

- The presentation of the textbook should be organized keeping certain things in mind such as what should be

the topic of a lesson, how should study be conducted, how should vocabulary related to the lesson be organized etc.

- The objective of the textbook should not aim at merely addressing the curiosity in the minds students alone but also to create more curiosity among them. Therefore, the preparation of the textbooks should aim at invoking curiosity in the minds of learners.
- Textbook is an instructional material. It is not only for teaching but for learning as well. Therefore, textbooks should be designed keeping teaching-learning textual material based on a teaching model in mind.
- We must collect material for the preparation of textbooks first. As envisaged in the NEP, 2020, such material useful for the preparation of textbooks should be able to establish proper explanation of the idea to be taught, should be able to invoke thinking process among children, the textbook should be able to develop critical faculty among students and they should highlight Indianness or Indian values embedded in them.
- A Teaching Model essentially means designing educational activities and situations (classroom situations to learn).
- Constructive Teaching Learning Situation: NEP 2020 in its part 4 maintains that textbooks should not be an exercise of merely providing answers to the questions but students should be enabled to find out answers to the questions in their minds. Constructive approach used in NEP document means students should be equipped to find out answers that are already in their minds through the means of textbooks. NEP document says education should move towards less content and more towards learning about how to think

critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt and absorb new material in novel and changing fields.

- Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry driven, discovery oriented, learner-centric, discussion based, flexible and of course, enjoyable.
- Education should evolve into a process that recognizes, accepts and develops the potential of the learner.
- This must also be born in mind that while teaching, a teacher is not merely teaching in the classroom but he/she is also learning from the experiences of his/her students which he/she can bring in use for teaching the next batch of students. Part 4 of the NEP 2020 also emphasizes on art oriented and play oriented ways of teaching-learning process. Art cannot be understood only in terms of narrow understanding like drawing but seeing and perceiving things with different aspects associated with a particular issue is also an art.
- Textbooks should be prepared by drawing connections between cause and effect related to a particular issue as well.
- Activities prescribed for students should not be merely individual student centric but they should also develop group behavior among them. The NEP too has said that such activities will help students to keep in tune with the developments of the 21st century and should imbibe constitutional values among students, e.g., fundamental duties, environmental concerns etc.
- Approach to preparing textbooks should not be followed in isolation but must have an inter-disciplinary

approach for example, textbook preparing committees on science, social sciences and languages should come together and device strategies in this regard.

- Textbooks for students should enable them not to learn what's being taught in the classroom for that moment or year alone but they should develop the sense of learning things continually.
- Thus, textbook should inculcate the thoughts and ideas on social justice, equality, scientific development, and national unity, cultural preservation of India, developing wholesome personality, developing resources to their fullest and using them in sustainable ways.
- Section 4.31 of the NEP provides for developing textbooks at national level keeping local issues and local aspects in the center stage. It lays emphasison the constructive approach based on the discussions, explanations and utility of the learnt knowledge in practical life. It also talks of including supplementary material in the textbooks. It also talks of including bunch of books derived from the national and local sources.
- The reduction in content and increased flexibility of school curriculum renewed emphasis on constructive rather than rote learning. This must be accompanied by parallel changes in school textbooks. All textbooks shall aim to contain the essential core material (together with discussion, analysis, examples and applications) deemed important on a national level, but at the same time contain any desired nuances and supplementary material as per local contexts and needs. Wherever possible schools and teachers will also have choices in the textbooks they employ from among a set of textbooks

that contain the requisite national and local material - so that they may teach in a manner that is best suited to their own pedagogical styles as well as to their students and communities' needs.

- Section 4.32 of the NEP provides for coordination between NCERT and SCERT to develop textbooks in various languages spoken in India. They must derive from the sources across regions in India. “The aim will be to provide such quality textbooks at the lowest possible cost -namely,at the cost of production/printing - in order to mitigate the burden of textbook prices on the students and on the educational system. This may be accomplished by using high-quality textbook materials developed by NCERT in conjunction with the SCERTs; additional textbook materials could be funded by public-philanthropic partnerships and crowd sourcing that incentivize experts to write such high-quality textbooks at cost price.
- States will prepare their own curricula (which may be based on the NCFSE prepared by NCERT to the extent possible) and prepare textbooks (which may be based on the NCERT textbook materials to the extent possible), incorporating State flavour and material as needed. While doing so, it must be borne in mind that NCERT curriculum would be taken as the nationally acceptable criterion. The availability of such textbooks in all regional languages will be a top priority so that all students have access to high-quality learning. All efforts will be made to ensure timely availability of textbooks in schools. Access to downloadable and printable versions of all textbooks will be provided by all States/UTs and NCERT to help

conserve the environment and reduce the logistical burden.”

- Section 4.33 provides for “Concerted efforts, through suitable changes in curriculum and pedagogy, will be made by NCERT, SCERTs, schools, and educators to significantly reduce the weight of school bags and textbooks.
- In this regard, it’s important to look at 1992 Committee Recommendations on how should the textbooks be also the 2005 NCF recommendation on the curriculum.
- Textbooks should include topic, role of the concerned topic, syllabus, self-study material, pictorial representations, structuralism, experiential learning, communication, students’ participation, empowering teachers, culture, constitutional values, skills required for the 21st century, research aptitude, supplementary books etc.
- Education should be the process of humane learning presupposing a specific social nature and a process by which children grow into the intellectual life for those around them.
- Education should enable the child to look at the environment around her/ his in a holistic manner and does not compartmentalize any topic into science and social science.
- Therefore, an attempt should be made in the textbook so that it will help a child to locate every theme in physical, social and cultural contexts critically so that the child can make informed choices in his/her life.
- The challenge in relation to writing a textbook at national level lies in the fact that it should reflect the

multicultural dimensions of the Indian society. Every effort should be made to include every community in the country giving due space to their culture and way of life so that all of them feel important.

- The position paper by the textbook preparation committees previously constituted had observed that-While writing textbooks.....“who is the child we are addressing was the big question. Does a child study in the big of school of the metro city or the school in the slums, a small-town child, one in village school or one in the remote mountainous areas? One also needed to tackle the difference of gender, class, culture, religion, language, geographical locations etc. These are some of the issues addressed in the book, which the teacher will also have to handle sensitively in her own ways.” While preparing textbooks these issues of concern must be deliberated over.
- There is need to inculcate the habit of reading among our students and for that to happen the books must be prepared in a way that they become attractive for them.
- We need to pay attention to the section 4.35 of the NEP in this regard. It says, “The progress card of all students for school-based assessment, which is communicated by schools to parents, will be completely redesigned by States/UTs under guidance from the proposed National Assessment Centre, NCERT, and SCERTs. The progress card will be a holistic, 360-degree, multidimensional report that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains. It will include self-assessment and peer assessment, and progress of the child in project-based

and inquiry- based learning, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. The holistic progress card will form an important link between home and school and will be accompanied by parent-teacher meetings in order to actively involve parents in their children's holistic education and development. The progress card would also provide teachers and parents with valuable information on how to support each student in and out of the classroom. AI-based software could be developed and used by students to help track their growth through their school years based on learning data and interactive questionnaires for parents, students, and teachers, in order to provide students with valuable information on their strengths, areas of interest, and needed areas of focus, and to thereby help them make optimal career choices.” These issues must be kept in mind while preparing textbooks.

- The interdisciplinary approach of seeking knowledge is not new to us in India. The Sushrutsamhita has quite elaborately spoken about it in the following words-

एकंशास्त्रमधियानो न विद्याछास्त्रनिश्चयं
 तस्माद् बहुश्रुताः शास्त्रविजनीयचिकित्स्काः
 शास्त्रंगुरुमुखोदीर्णमादायोपास्य चासकृत
 यः कर्मकुरुतेवैद्यः स वैद्योन्य तू तस्कराः
 (सुश्रुत संहिता सूत्रस्थानम् 4. 6-8)

- Our education should make students competent, experienced and capable enough to expand their knowledge on their own. While writing books, the interests of all students of society belonging to different gender, class, culture,

religion and geographic locations should be kept in mind.

- The textbooks should be structured primarily in the five parts, viz. 1. Curriculum or syllabus as per our educational needs and objectives. 2. Collection of the material and its sequencing or sorting for the intended purpose, for example, the collected material can be used for designing syllabus of various classes. 3. Evaluation of the utility of the syllabus or curriculum. 4. Presentation of the collected material in the textbooks and 5. background checking meaning whether there is any need for further improvement in the designed books and its syllabus (पतिपृष्ठि). It has been very beautifully said in the Indian knowledge traditions in the following shloka of Shukarhasyopanishad-

श्रवणं तु गुरोः पूर्वं मननं तदनन्तरम् ।
 निदिध्यासमित्येतत् पूर्णबोधस्य कारणम् ॥
 (शुकरहस्योपनिषद्)
 श्रवण > मनन > निदिध्यासन



SECTION II

**NEP - 2020 AND DEVELOPING
NEW SANSKRIT TEXT BOOKS**

FULFILLING THE VISION OF NEP IN SANSKRIT LANGUAGE TEXTBOOKS: A REPORT

In this context, Vidya Bharati Uchcha Shiksha Sansthan has been working to modernize the Indian education system, introducing rich cultural heritage and knowledge traditions of India in the curriculum. Vidya Bharati Uchcha Shiksha Sansthan has been instrumental in initiating positive discussions and discourses among all the stakeholders to help realize the vision and objectives of NEP 2020 with a series of conferences, seminars and various national workshops. In this direction, a two-day National Workshop on 'Fulfilling the Vision of NEP 2020 in Workshop Report.

Introduction

A two day workshop was held in the premises of SLBS National Sanskrit University at Katwaria Sarsi, New Delhi on 04-05 June 2022 under the joint auspices of Vidya Bharati Higher Education Institute, Central Sanskrit University, New Delhi and Sri Lal Bahadur Shastri National Sanskrit University, New Delhi with a view to preparing textbooks of Sanskrit subject for higher secondary classes 11th and 12th as per New Education Policy-2020. Representative experts and scholars of the Department of Higher Education and School Education from various parts of the country participated in this workshop. The workshop was conducted under the guidance of renowned educationists of the country:

1. Padmashri Chamukrishna Shastri, Chairman, Indian Languages Promotion Committee, Ministry of Education, Government of India, New Delhi.
2. Padmashri Dr. Chandkiran Saluja, Sanskrit Samvardhan Pratishthan, New Delhi.
3. Shri Dinesh Kamat, All India Organization Secretary, Sanskrit Bharati, New Delhi.
4. Shri Janardan Hegde, Bangalore.
5. Prof. Srinivasa Varkhedi, Vice-Chancellor, Central Sanskrit University, New Delhi.
6. Prof. Murli Manohar Pathak, Vice-Chancellor, Sri Lal Bahadur Shastri National Sanskrit University, New Delhi.
7. Dr. H. R. Vishwas, Karnataka.
8. Prof. P. N. Shastri, Ex Vice Chancellor, CSU, New Delhi.
9. Prof. Y.S. Ramesh, CSU, Jaipur Campus, Rajasthan
10. Prof. Prahlad Joshi
11. Prof. Ramsalahi Dwivedi, Sri Lal Bahadur Shastri National Sanskrit University, New Delhi.
12. Mananiya K.N. Raghunandan Ji, Akhil Bharatiya Uchcha Shiksha Sansthan, Delhi
13. Prof Rabi Narayan Kar, Principal, SLC, University of Delhi, Delhi.

This workshop was conducted on the topic of Sanskrit in the light of National Education Policy-2020 and Indian Knowledge Tradition. The workshop was organized under the joint auspices of three institutions. The names of the institutions are as follows –

1. Central Sanskrit University, New Delhi.
2. Vidya Bharati Institute of Higher Education, New Delhi.

3. Sri Lal Bahadur Shastri National Sanskrit University, New Delhi.

The two-day workshop consisted of six academic sessions, two discussion sessions, opening and closing sessions, totaling ten sessions. More than 70 scholars from across the country took part in the workshop.

Prof Bihari Lal Sharma was the coordinator of host partner of Sri Lal Bahadur Shastri National Sanskrit University, Delhi and Dr Ajay Kumar Mishra was the coordinator of intellectual partner of Central Sanskrit University, Delhi of this two day national workshop.

In inaugural session Hon'ble Vice Chancellor Prof Srinivasa Varakhedi said that without Sanskrit the syndrome of Indian Knowledge System can never be prescribed in a true spirit at all. The domain of Sanskrit should not be limited within its literary sphere but must be observed in terms of totality of all the languages of India and its culture as well as various knowledge economy, of course. Prof Varakhedi hoped that as per the National Education Policy-2020, the power of languages will play a pivotal role for our nation building.

The Hon'ble Vice Chancellor Prof Murali Manohar Pathak suggested that the aspects of Ayurved and other important traditional issues should also be implemented in new textbooks. Dr Janardhan Hedge emphasized on simple standard Sanskrit.

Details of each session of the workshop are given below:

Opening session

1. Chief Guest- Prof. Srinivasa Varakhedi, Vice Chancellor, Central Sanskrit University, New Delhi.
2. Saraswata Athithi- Dr Janardan Hegde, Bangalore.
3. Chairman - Prof. Murali Manohar Pathak, Vice Chancellor, Sri Lal Bahadur Shastri National Sanskrit University, New Delhi.

4. Session Moderator- Prof. Y. S. Ramesh, Central Sanskrit University, Jaipur Campus, Jaipur.
5. Vote of Thanks – Dr. Ajay Kumar Mishra ,Central Sanskrit University ,New Delhi

First academic session

The first academic session was held on 04-06-2022 from 11.45 am to 1.15 am. The topic of discussion was- Textbook intent and objectives of Sanskrit for classes XI and XII

In this session, the correspondent, Mr. Janardan Hegde, a renowned scholar of Sanskrit, presented the following discussion on the subject:

- Textbooks of Sanskrit language and subject should be prepared according to New Education Policy 2020 keeping academic benefits of students at the center of thought.
- Discussion of level and background of students was essential before the preparation of curriculum and textbooks.
- Textbooks should provide equal opportunities for language and subject matter understanding.
- Textbooks should be prepared with a view to teaching Sanskrit through Sanskrit medium.
- Teachers teaching in those classes should be involved in the curriculum and textbook development committee. Universal brotherhood and moral values should be incorporated into the textbooks.
- Students should have opportunities for expression (oral/ written) in the lessons. Learning objectives must be determined in advance.
- Textbooks should be structured keeping in view the essence of Indian knowledge tradition.

- Textbooks should have a variety and abundance of exercises.
- Indian family tradition, social harmony,

Second Academic Session

The second academic session was held on 4th June from 2.00 pm to 3.30 pm. The topic of discussion was review of current Sanskrit textbooks. In this session, the expert is Dr. H.R. Vishwas who is also a famous writer of Sanskrit. He was a member of the N.C.E.R.T. and reviewed the current textbooks of the State of Karnataka. Some other thinkers also participated in the discussion and highlighted the textbooks of their respective provinces. According to Dr. H. R. Vishwas the points are as follows:

- Dr. H R Vishwas reviewed the books Shashwati and Piyushi and said that both the books show similarities in terms of theme. In both the books, the text is presented in the order of Vedas, Upanishads, Puranas, Kavya and Nataka.
- In the preparation of textbooks, the text points should be determined according to the level of the students.
- Literary introduction at appropriate level of students should be taught.
- Both language and literature should be included in the curriculum.

Third Academic Session

The third session started on 4th June from 3.45 pm onwards. This session was attended by Prof. Chand Kiran Saluja as the expert. The topic of this session was - Format of Sanskrit Textbook in the Light of National Education Policy (2020). He presented valuable ideas as under:

- Textbook pedagogy and education should not be considered separately.

- The important ideas expressed in the New Education Policy 2020 in the context of the curriculum of higher secondary education should be properly incorporated into the curriculum.
- When writing a textbook, the author should have a clear understanding of the level of the reader of the book.
- The textbook should provide an opportunity to develop the four skills of listening, speaking, reading and writing.
- The language of the textbook should be appropriate to the text.
- Proverbs and sayings should be used more in the text and teaching.
- The textbook should be structured keeping in mind the fact that the objective is to develop learning skills (How to learn?).
- The classroom is the gateway to higher education (college education) and therefore students should develop the aspect of critical and comparative thinking in the classroom.
- The curriculum should include scientific subjects like physics, chemistry, mathematics, biology, Ayurveda, astronomy etc. along with the art subjects like literature, music, drama etc. existing in Sanskrit language.
- Important aspects of Indian knowledge tradition should be included in textbooks.

Session 4 - Group Discussion

On the first day of the workshop, a group discussion session was held in four groups from 5.30 pm. Each group had different experts and topics.

First group

Topic: Noteworthy passages during text writing

Expert - Prof. Laxminivas Pandey, Moderator – Dr. Pawan Vyas, Dr. Ranjit Behra, Dr. Amrita Kaur, Dr. Gopal Upadhyay.

- All lessons should have mutual thematic consistency.
- Ideal order of text writing - Introduction, Objectives, Topic Introduction, Presentation of points of the topic, description with exercises and comprehension questions, Summary, Vocabulary, Development of Qualifications, References and Supporting Bibliography, Questions and Answers, Practice questions and text-related project work.
- Text writing should be use in dialogue style.
- Written texts should be previewed.
- Popular examples should be included.
- The subjects of Indian knowledge tradition should be coordinated.

The second group

Topic: Excerpts to note when composing the exercises

Expert - Dr. Viswas, Moderator – Dr. Manish Jugran, Dr. Shrigovind Pandey, Dr. Dinesh Yadav, Dr. R.L. Narayan Singh.

- Exercises should be relevant to the topic, creative and appropriate to the topic and to the students' level. They should also be interesting.
- Composition of exercises should be varied, innovative and interesting.
- Practice should be structured with a view to developing speaking, reading and writing skills.
- There should be exercises to develop students' creativity.

- There should be purpose-based and skill-based practice structures.
- The language of the exercises should be simple and interesting.

The third group

Subject- Development of Skills

Expert - Chandkiran Saluja, Moderator- Prof. Neelabh Tiwari, Prof. Devdatta Sarode, Dr. Prahlad Joshi, Dr. Rekha Sharma.

- To enhance the competence gained from the textbook. Each lesson must indicate the competence level relating to that topic.
- Links to the website may also be provided for qualification extension.
- E-school can also be used for qualification expansion.
- Teacher should motivate students to expand their teaching skills.
- Qualification expansion should be multidisciplinary.

The fourth group

Subject- Language used in textbook

Expert - Dr Janardan Hegde.

- The text book should be used grammatically correct language.
- The language of the textbook should be simple.
- Language should be used within the confines of Panini grammar.
- Sanskrit words should be used in accordance with the provincial/regional languages.

- Syntax should be appropriate to the text.
- Unnecessary long sentences should be avoided.
- Proverbs should be used in text writing.
- The language of the book should be pleasant and in accordance with social dignity.
- The language of the textbook should arouse curiosity in the mind of the student towards the subject.
- Simple Standard Sanskrit Language should be used.
- The language should include popular words.

Fifth Session

The fifth session was held on 5-6-2022 from 9.00 am to 10.30 am. The theme of this session was: Textual Analysis. Its president, Prof. P. N. Shastri (former Vice-Chancellor, CSU, New Delhi). Expert was Prof. Ramsalahi Dwivedi. The representative participants Dr. Pawan Vyas, Jaipur and Dr. Shivram Bhatt, Tirupati expressed their views with the text at the centre. The session's summary is as follows -

- The text should not contain unhealthy material.
- The curriculum should be in line with the new education policy.
- The curriculum should be a combination of interesting, creative, collaborative and exploratory topics.
- The text should focus on the main topic.
- The curriculum should be a proper combination of critical, thought-provoking and topics capable of contemporary social problems.
- Textbooks should be student-centered and not text-centered.
- The textbook should include proverbs, sayings, invocations, riddles, jokes, games, secular laws, simple acting, drama and science related subjects.

Sixth Session

This session was conducted on 05th June, 2022 from 10.45 am to 12.15 am. Its topic was: Textbooks in terms of language. Ramesh Prasad Pathak and Expert - Prof. Lakshminiwas Pandey coordinated. The session's summary is as follows.

- Textbooks should use Simple Standard Sanskrit.
- Language should be used in appropriation to the subject matter.
- Popular terms should be used more often.
- Fluency in the descriptive language of the text.

Seventh Session

A mass seminar session was held from 12.20 to 1.20 pm on the same day. The following four topics were discussed in this session

1. Evaluation – Chairman - Prof. Prahlad Joshi, Observer – Dr Janardan Hegde. The discussion in this group can be outlined in the following points -
 - The continuous assessment process should be one that enhances the intellectual level of the student.
 - The basis of assessment should not be memorization alone.
 - Evaluation should be both oral and written.
 - Assessment should be in three parts - before, with and after teaching.
 - Evaluation should be diagnostic and remedial.
2. The role of teachers is student-centered teaching. Chairperson – Dr. H. R. Viswas. The discussion of this group is as follows
 - Teacher's teaching style should be interesting and inspirational.
 - Teacher should know the interest of students by means of conversation and competition etc., and teach accordingly.

- Communication should be made effective through active storytelling, questions and answers, dialogue etc.
 - The teacher's aim is not only to fulfill the text but also to arouse curiosity.
 - The teacher should be present in a decent and ideal manner so that the students can emulate to grow as better human beings.
3. Apprenticeship (internship practice). Chairperson - Prof. P. N. Shastri. According to the discussion of this group, the following areas of apprenticeship may be for Sanskrit students
- Fields of Yoga , Vastu and Astrology.
 - Areas of song-singing, storytelling, drama and competition.
 - Schools, temples, galleries and areas of Gita study.
 - In the Application (APP) constructive way.
 - In the field of priesthood and tourism.
 - Journalism in the field of television and film.
 - In the field of translation and linguistics
4. Project. President - Prof. Laxminivas Pandey. According to the discussion of this group, the project may have the following forms -
- Project work should be creative, collaborative, exploratory, interesting and experimental.
 - Language & India Project work on the relationship with Sanskrit and other languages can be done in this subject.
 - Project work of teaching modern subjects like History, Science, Mathematics, Geography etc. in simple Sanskrit language.
 - Visual Audio Project Work.

- Project work to develop skills like listening, speaking, reading, writing etc.
- Show of exhibitions, street plays, etc. Collective project work.
- Project work based on translation.
- Project work based on text/parts of text.
- Project work based on Indian Knowledge Tradition.
- Project work based on environment.
- Project work on current topics.

Valedictory Session

The Chairman - Prof. Murli Manohar Pathak, Vice-Chancellor, Sri Lal Bahadur Shastri National Sanskrit University, New Delhi.

Chief Guest - Shri Dinesh Kamat, Secretary, All India Organization Committee, Sanskrit Bharati, New Delhi.

Guest of Honor - Shri K. N. Raghunandan Sharma, Akil Bharatiya Sangathan Mantri, Vidya Bharati Uchcha Shiksha Sansthan, New Delhi.

- Dr. Pawan Vyas - Coordinator of session
- Dr. Ajay Kumar Mishra – Vote of Thanks (Coordinator of CSU, Delhi, Intellectual Partner Workshop)

Workshop Report – After welcoming the guests, Resource Person- Prof. Y. S. Ramesh, CSU, Jaipur Campus remarked the report of workshop critically.

Addressing the erudite gathering, Shri Dinesh Kamat said that -

- The new education policy has opened endless doors of possibilities in Sanskrit education.
- Sanskrit is the best medium to establish the useful aspects of traditional subjects in the society.

- The curriculum of Sanskrit subject should be such that the students feel national pride and respect for the Indian tradition of knowledge system
- The glorious history of India should be integrated into the curriculum so that students can look at their great ancestors with respect and take inspiration from them.
- Sanskrit textbooks should be imbued with Indianness.
- XI and XII are like a bridge between schooling and higher education through which the graduates engage in higher education and research. During this transitional period, the good knowledge and discipline imparted to adolescent students can bring about positive changes in life. Therefore, the textbooks of these classes should be the best.

Shri K. N.Raghunandan Sharma, Chief Guest of the program and Institute of Higher Education, Vidya Bharati Uchcha Shiksha Sansthan, Delhi, thanked Central Sanskrit University, Shri Lal Bahadur Shastri National Sanskrit University and Sanskrit Bharati for their valuable cooperation.

Finally, the workshop ended with the Shanti Mantra and a group photo was also taken of all the participants.

**राष्ट्रीयशिक्षानीते: (2020) भारतीयज्ञानपरम्परायाश्च आलोके
संस्कृतम् द्विदिवसीयकार्यशाला
(4.6.2022- 5.6.2022)**

प्रथमं शैक्षिकसत्रम् 11.15 - 1.15

**विषय :- एकादश-द्वादशकक्षयोः संस्कृतपाठ्यपुस्तकानि अभिप्रायः उद्देश्याश्च
संवादकर्ता - डा. जनार्दन हेगडे**

द्वितीयं शैक्षिकसत्रम् 2.00-3.00

विषय :- वर्तमानसंस्कृतपाठ्यपुस्तकानां समीक्षणम्

संवादकर्ता - डा. एच्.आर्. विश्वासः

(एन.सी.ई.आर.टी. उत्तरप्रदेश, कर्नाटक, मध्यप्रदेशस्थानां पाठ्यपुस्तकानाम्)

समीक्षकः - उपद्रष्ट वेङ्करमणमूर्तिः

प्रो. देवदत्तसरोडे, श्रीमाधवकेलकर

तृतीयं शैक्षिकसत्रम् 3.45 - 4.15

विषय :- राष्ट्रियशिक्षानीते: (2020) आलोके संस्कृतपाठ्यपुस्तकस्वरूपम्

संवादकर्ता - श्रीमान् चाँदकिरणसलूजा

प्रथमसत्रस्य - प्रतिवेदकः - डा. दिनेशः

द्वितीयसत्रस्य प्रतिवेदकः - डा. मनीषजुगरानः

तृतीयसत्रस्य प्रतिवेदकः - प्रो. नीलाभतिवारी

4.6.2022

परिसंवादसत्रम् (गणशः)

चतुर्षु गणेषु निर्धारितबिन्दूनवलम्ब्य प्रतिभागिभ्यः चत्वारः प्रतिगणं स्वविचारानुपस्थापयन्ति।

प्रतिगणं कश्चन गणनायकः उपसंहारभाषणं विधास्यति।

कश्चित् प्रतिभागी प्रतिवेदकः भवति।

प्रथमः गणः - गणनायकः - श्रीमान् प्रो. लक्ष्मीनिवासपाण्डेयः

विषयः - पाठलेखनावसरे अवधातव्याः अंशाः

(प्रतिभागिनः) विचारोपस्थापकाः

1. डॉ. पवनव्यासः
2. प्रो. रणजितबेहरा
3. डा. श्रीमती अमृताकौर
4. डॉ. गोपाल उपाध्यायः

प्रतिवेदकः - डा. गणेश्वरनाथझा

द्वितीयः गणः - नायकः श्रीमान् डा. विश्वासः

विषयः - अभ्यासानां रचनावसरे अवधातव्याः अंशाः

1. डा. मनीषजुगरानः
2. प्रो श्रीगोविन्दपाण्डेयः
3. डा. दिनेशः यादव
4. डा. आर.एल. नारायणसिंहः

प्रतिवेदकः - नारायणवैद्यः

तृतीयः गणः - नायकः - श्रीमान् चाँदकिरणसलूजा

विषयः - योग्यताविस्तारः किमर्थम्? कथम्?

1. प्रो. प्रह्लादजोशी
2. प्रो. देवदत्तसरोडे
3. प्रो. नीलाभतिवारी
4. डा. रेखाशर्मा

प्रतिवेदकः - मनीषकुमारचाण्डकः

चतुर्थः गणः - नायकः - श्रीमान् जनार्दनहेगडे

विषयः - पाठ्यपुस्तके उपयुज्यमाना भाषा

1. श्रीमहाबलभट्टः
2. रागिनी शर्मा
3. माधवकेलकरः
4. डा. परमेशकुमारशर्मा

प्रतिवेदकः - प्रतिभाआर्य

प्रथमशैक्षिकसत्रम्

4-6-2022

एकादश-द्वादशकक्षयोः पाठ्यपुस्तकानि

संचालकः- प्रो. वाई. एस. रमेशः संवादकर्ता - डा. जनार्दनहेगडे

प्रतिवेदकः - डॉ. दिनेशकुमारयादवः

उपस्थापिताः मुख्यांशाः

- ❖ कार्यशालायां दिनद्वये पाठ्यपुस्तकानि रचयितुम् इदानीम् अवसरः न भविष्यति।
- ❖ अस्याः कार्यशालायाः मुख्योद्देश्यम् अस्ति अस्माकं चित्तशुद्धिः, वयं सर्वे सम्भूय चर्चा कृत्वा चित्तशुद्धिं कर्तुं प्रभवामः।
- ❖ अस्माकं उत्तरदायित्वं सुबृहदस्ति।
- ❖ अग्रे पाठ्यपुस्तकरचनासमये चिन्तनपूर्वकम् अस्माभिः कार्यं करणीयम्।
- ❖ लक्ष्यभूतानां छात्राणां आनुकूल्यानुगुणं संस्कृतभाषासम्बद्धानां विषयसम्बद्धानां च पाठ्यपुस्तकानां रचना नूतनशिक्षानीतिसन्दर्भे करणीया।
- ❖ स्तरानुगुणं क्रमानुगुणं च विषयाः चिन्तनीयाः।
- ❖ स्तरानुगुणं पाठ्यपुस्तकानां परस्परसम्बन्धः भवेत्।
- ❖ पाठ्यपुस्तकेषु भाषाभ्यासाय विषयावगमनाय च समानावसराः स्युः।
- ❖ संस्कृतभाषामाध्यमेन पाठनदृष्ट्या कीदृशपुस्तकानि आवश्यकानि इति विषये अस्माभिः चिन्तनीयम्।
- ❖ पुस्तकनिर्माणसमितौ तत्स्तरस्य पाठयितारः अवश्यं भवेयुः।
- ❖ छात्राणां कृते अभिव्यक्तेः (मौखिकाभिव्यक्तिः लिखिताभिव्यक्तिः) अवसराः चिन्तनीयाः।
- ❖ संस्कृतवाङ्मयस्य सामान्यपरिचयः पुस्तकेषु भवेत्।
- ❖ अभ्यासविधिः पुस्तकेषु अवश्यं भवेत्।
- ❖ अधिगमोद्देश्यानां पूर्वं निर्धारणं भवेत्।
- ❖ संस्कृते यद् यद् गौरभूतमस्ति तस्य समावेशः पुस्तकेषु स्यात्।

- ❖ भारतीयतादृष्ट्या प्रमुखाः विषयाः सम्मेलनीयाः – कृटुम्बपद्धतिः सामाजिकसमरसता वैश्विकसमस्याश्च।
- ❖ संस्कृतदृष्ट्या निरन्तरसमग्रमूल्यांकनं (CCE) भवेत्।
- ❖ लौकिकानि उदाहरणानि पुस्तकेषु प्रयोक्तव्यानि।

द्वितीयं सत्रम्

विषयः – वर्तमानसंस्कृतपाठ्यपुस्तकानां समीक्षणम्

मञ्चासीना

- प्रो. चांदकिरणसलूजा
- प्रो. परमेश्वरनारायणशास्त्री
- प्रो. वाई. एस. रमेशः (समन्वयकः)
- डॉ. एच्. आर. विश्वासः (विषयप्रवर्तकः)

पुस्तकसमीक्षा

डॉ. एच्. आर. विश्वासः – “शाश्वती” “पीयूषी”

इति पुस्तकद्वयस्य समीक्षामकरोत्।

- पुस्तकद्वयेऽपि साम्यं वर्तते।
- सर्वस्तरेषु समानलक्ष्यम्।
- उभयत्र वेदोपनिषत्पुराणकाव्यनाटकक्रमः स्वीकृतः।
- गद्य-पद्य-चम्पूक्रमेण पाठस्थापनं वर्तते।

समीक्षायाम् अवधेयांशाः – (पाठ्यक्रमनिर्माणे)

विषयवस्तुसमीक्षणम्। उद्देश्यसमीक्षणम्।

अधिकारिस्पष्टता। पूर्वतरस्य पाठ्यक्रमावलोकनम्।

आदौ पाठ्यबिन्दवः ततः पाठनिश्चयः।

वेङ्कटरमणमूर्तिः आन्ध्रप्रदेशसंस्कृतपुस्तकानां समीक्षणं कृतवान्।

तदनु श्रीमान् माधवकेलकरः श्रीमान् गोपालः, श्रीमान् जी. एस. वासन्, प्रो. देवदत्तसरोडे, प्रो. श्रीगोविन्दपाण्डेयश्च स्व-स्व-प्रान्तानां संस्कृतपाठ्यपुस्तकानां समीक्षणमकुर्वन्।

सत्रान्ते डा. एच्. आर. विश्वासमहोदयः उपसंहारे अधोलिखितबिन्दून् अकथयत्-

- स्तरानुसारं पाठबिन्दूनां निर्धारणं कर्तव्यम्।
- स्तरानुसारं क्रमशः वाङ्मयपरिचयः कारणीयः।
- भाषा वाङ्मयञ्चेति उभयविधांशाः योजनीयाः।

सत्रस्यास्य संयोजनं प्रो. वाई. एस. रमेशवर्येण विहितम्।

तृतीयम् सत्रम्

प्रो. चाँदकिरण सलूजा - (राष्ट्रीय शिक्षा नीति: 2020)

‘संस्कृतपाठ्यपुस्तकस्य स्वरूपम्’

- पाठ्यपुस्तकं शिक्षणशास्त्रं शिक्षा च भिन्नाः न।
- किमर्थं 5+3+3+4। विचारं विना एकः वर्णः अपि नास्ति नीतौ।
- पाठ्यपुस्तकस्य निर्माणं करणीयं चेत् करणीयम्। कः पाठसिष्यति आदयः प्रश्नाः अनन्तरम्।
- आयुर्वेदग्रन्थेषु विधिलिङ्प्रयोगः यतो हि चिकित्सकः परामृशति न तु आज्ञापयति।
- केवलं श्रवणं भाषणं न अपि तु पठनादि कौशलानि अपि महत्त्वपूर्णानि पाठ्यपुस्तक निर्माणे।
- ‘अ’ ‘आ’ ‘क’ आदीनां स्वरव्यञ्जनानाम् उच्चारणाय पठनकौशलम्।
- गणितस्य/विज्ञानस्य भाषा सूचनात्मिकी। साहित्यस्य भाषा भावात्मिकी।
- लिप्याधारित-शिक्षणाधिगमप्रक्रियायाः आधारभूतं साधनं पाठ्यपुस्तकम्।
- बहुविषयकाध्ययने संस्कृतपाठ्यपुस्तकम् आधारः स्यात्।
- संस्कृतपाठ्यपुस्तके मुख्यसम्प्रत्ययाः (आधारभूतसम्प्रत्ययाः) स्युः
- संस्कृत पाठ्यपुस्तकम् आलोचनात्मकचिन्तनस्य विकासे सहायकं स्यात्।
- एकम् एकम् शब्दं स्वीकृत्य श्लोकं स्वीकृत्य आलोचनात्मक चिन्तनस्य विकासः।
- सूक्तिः हृदये प्रविशति। हृदयं प्रविश्य मूल्ये परिवर्तते।
- स्वाध्यायान्मा प्रमदः इति सिद्धान्तः। How to learn
- ‘अपदं न प्रयुञ्जीत’ इति सूत्रं ज्ञायते चेत् रूप-अन्वयादयः अंशाः अध्येतव्याः।
- भौतिकं संस्कृतं पृथक्पृथक् न स्तः।

- पाठ्यपुस्तकनिर्माणे रचनावादी उपागमः। रचनावादः भर्तृहरेः वर्तते।
- भारतीयदृष्टौ छात्रः 'टेबुलासक्षा' नास्ति।
- No Hard Separation
- भाषया कथं बालानां सशक्तिकरणं शक्यते। अतः भाषाशक्तिः रत्नाधिगमः न्यूनः स्यात् तथा पाठ्यपुस्तकानि स्युः।
- छात्रस्य समग्रविकासः 21 शताब्देः कौशलेन साकम्। पाठ्यपुस्तकेन सर्जनात्मिकतायाः छात्रेषु विकासः स्यात्।
- पाठ्यपुस्तकेन छात्रेषु वैज्ञानिक (टेम्परटै) विकासः।
- समग्रता/समता/समावेशनम्/एकीकरणम् इत्येतेषां विकासः।
- प्रामाणिकतापूर्णं चिन्तनम्, रचनात्मकता नवाचारश्च, सौन्दर्यात्मकः कलात्मकश्च भावः, मौखिकं लिखितं च सम्प्रेषणम्, स्वास्थ्यं पौष्टिकता च, शारीरिकशिक्षा/पुष्टता/स्वस्थता क्रीडा च। इत्येतदर्थं संस्कृतपाठ्यपुस्तकं स्यात्।
- प्रश्नैः छात्राणाम् आलोचनात्मकचिन्तनस्य विकासः शक्यते।
- 14 वर्षीयः छात्रः विश्वविद्यालयविषये विचिन्त्य अध्ययनस्य आरम्भं करोति। अतः माध्यमिकशिक्षेऽच्चशिक्षायै रज्जता भवेत्।
- संस्कृतस्य स्वरूपमपि वैदिक-पौराणिक - काव्ये - नाटके - आधुनिक साहित्ये च भिन्नं भिन्नं वर्तते। अतः पाठनपद्धतिरपि भिन्ना स्यात्।
- अष्टमी-पर्यन्तं पाठ्यपुस्तकस्य आरम्भे श्लोकः न दातव्यः।
- आरम्भे सरलवाक्यानि स्युः तदनु रचनात्मकवाक्यानि तदनु गद्यं तदनु पद्यं पाठनीयम्।
- 22.15 (NEP 2020) अनुच्छेदानुसारं संस्कृतं केवलं संस्कृतविश्वविद्यालयः संस्कृतपाठशालापर्यन्तम् न स्यात्। संस्कृतं मुख्यधारायाम् आनेतव्यम्।
- पञ्चकोषात्मकः विकासः - अन्नमय-प्राणमय-मनोमय- विज्ञानमय-आनन्दमयकोषाणां विकासः एव समग्रविकासः।
- संस्कृतस्य प्रयोगाधारिताधिगमः।
- 4.16 अनुच्छेदे भारतीयभाषाणां शब्दानां संस्कृतस्रोताधारितपरियोजना।
- साहित्य-संगीत-कलादयः योग्यताविस्तारे।

- संवादात्मकांशानाम् आधिक्यं पाठेषु स्यात्।
- सम्यक् कार्यस्य महत्त्वबोधनं नैतिक-सामाजिकमूल्यानां संवर्धनाय संस्कृतपाठ्यपुस्तकम्।
- पञ्चतन्त्रकथा - जातककथा-हितोपदेशादीनाम् अंशानां पाठनमपि स्यात्।
- 4.31 अनुच्छेदः पाठ्यपुस्तकसन्दर्भे विद्यते।
- 'प्रवेशव्यवहारः व्यावहारिकोद्देश्यानि - शिक्षणाधिगमप्रक्रिया - मूल्याङ्कनम् आकलन- प्रतिपुष्टिः' एते पञ्चांशाः ध्यातव्याः पाठ्यपुस्तकनिर्माणे।
- रचनात्मकाकलनाय अभ्यासाः स्युः। 4.32 अनुच्छेदे अभ्यासनिर्माण् आकलन/ मूल्याङ्कनं वर्णितम्।

पद्मश्री चमूकृष्णशास्त्री

- बालः आरम्भे तत् पुस्तकं पठति यत् दर्शने समीचीनम्। यत्र चित्र-वर्णः रोचकता स्यात्।
- अग्रिमकाले स्वजीवनेन सम्बद्धपाठाः यत्र सन्ति तत् पुस्तकं पठति।
- भारतीयभाषायाः शिक्षणोपेक्षया भारतीयभाषया शिक्षणं महत्त्वपूर्णम्।
- AICTE द्वारा भारतीयभाषया अभियान्त्रिकीपाठ्यक्रमस्य अनुमतिः प्रदत्ता। परञ्च आजीविकाविषये विचि छात्राः न आगताः अतः आजीविकया सह योजनं स्यात्।
- भारतीयभाषाणां दृश्यता। प्रयोगक्षेत्रं वर्धेत।
- भविष्यस्य भाषाः भारतीयभाषाः इति वातावरणं निर्मातव्यम्।
- भाषायाः पाठनं न भवति प्रायः साहित्यं पाठयन्ति।
- भाषया कथं विविधव्यवहारः करणीयः इति अस्माभिः पाठनीयः।

प्रतिवेदनम्

प्रथमो गणः

विषयः - पाठलेखनावसरे अवधातव्या अंशाः

गणनायकः - प्रो. लक्ष्मीनिवासपाण्डेयः

(प्रतिभागिनः) विचारोपस्थापकाः

1. डॉ. पवनव्यासः
2. प्रो. रणजित बहेरा
3. डॉ. श्रीमती अमृताकौर
4. डॉ. गोपाल उपाध्यायः

सर्वेऽपि प्रतिभागिनः क्रमशः स्वस्वविचारान् उपस्थापितवन्तः। अन्ते गणनायकानां सारगर्भितं व्याख्यानमभवत्। सर्वेषां विचाराणामिह बिन्दुशः सारांशः प्रस्तूयते।

1. छात्रस्तरं विचार्य पाठो लेख्यः।
2. एकपाठस्सयान्तरमपरपाठलेखने सङ्गतिः (सम्बन्धः) स्थापनीया। अर्थात् असंगतः पाठो न लेख्यः।
3. पाठस्योद्देश्यं भवेत्। तस्योल्लेखः पाठारम्भे भवेत्। पाठश्च रुचिकरो भवेत्।
4. केचन पाठाः संवादशैल्या लेख्याः।
5. भाषा सरला शुद्धा च स्यात्।
6. जातिबोधकशब्दानां राष्ट्रविरोध्यर्थप्रतिपादकशब्दानाञ्च प्रयोगो न कार्यः।
7. लिखितस्य पाठस्य पूर्वनिरीक्षणमपि भवेत्।
8. आधुनिकविषयसम्बद्धाः पाठाः भवेयुः यथा संगणकसम्बद्धाः, अन्तरिक्षविज्ञासम्बद्धाः, वैदिकगणितसम्बद्धाः इत्यादयः।
9. पाठस्य सारांशरूपेणोपसंहारः कर्तव्यः।
10. अभ्यासार्थं महानवकाशो देयः। 10-15 प्रश्नाः, तेषु 4-5 अवबोधसम्बद्धाः।
11. अन्ते सन्दर्भग्रन्थसूचिः स्यात् अन्ये प्रयोगाधारिताः।
12. किशोरावस्थानुगुणाः प्रेरका उत्साहवर्धकाः पाठाः स्थापनीयाः। भारतीयज्ञानपरम्परासम्बद्धाः पाठाः लेख्याः (ज्योतिष, वास्तुः दर्शनम्, वैदिकगणितम्, शास्त्रकाराणां परिचयः) प्रयोगकौशलवर्धनाय व्याकरणतत्त्वाधारिताः पाठाः स्थापनीयाः। अथ च मूल्यवर्धकाः (सामाजिक-समरसता, लिंगभेदरहिताः, ब्रह्मचर्यनियमाः अर्थशुद्धिः चारित्रिकशुद्धिः इन्द्रियनिग्रहः) पाठाः स्थापनीयाः इति गणनायकैः प्रोक्तम्।
13. पाठस्य अधिकास्ताराः प्रस्तोतव्याः।
14. शैली सम्प्रेषणात्मिका स्यात्।

15. पाठानां मध्ये-मध्ये कोष्ठके “विशेषज्ञानम्” गतिविधयः, बोधप्रश्नाः वा स्थापनीयाः।
16. योग्यताविस्तारस्य उल्लेखः स्यात्।

परिसंवादस्य प्रतिवेदनम्

द्वितीयः गणः

विषयः - अभ्यासानां रचनावसरे अवधातव्याः अंशाः

उपर्युक्तविषये 04.06.2022 दिनाङ्के परिसंवादः अभवत्। चत्वारः प्राध्यापकाः अभ्यासानां रचनावसरे अवधातव्यविचारान् सुष्ठु निरूपितवन्तः।

विवरणं यथा - डॉ. मनीषजुगरानः, सीएसयू वेदव्यासपरिसरः, गरली

1. अभ्यासस्य विषयसम्बद्धता स्यात्।
2. रचनात्मकाभ्यासाः स्युः।
3. अभ्यासे नावीन्यमावश्यकम्।
4. अभ्यासे क्रमबद्धता स्यात्।
5. मूर्तामूर्तविषयाधारिताः अभ्यासाः भवेयुः।
6. लिङ्ग-विभक्ति-वचनसम्बद्धानाम् अभ्यासः आवश्यकः।
7. सन्दर्भाधारिताभ्यासः अपेक्षते।
8. पठनाधारिताभ्यासः भवेत्।
9. लेखनाभ्यासः आवश्यकः।
10. छात्राणां स्तरानुसारेण अभ्यासः भवेत्।
11. अभ्यासः पाठ्यक्रमाधारितः भवेत्।

प्रो श्रीगोविन्दपाण्डेयः, के. सं. विश्वविद्यालयः, भोपालपरिसरः, भोपाल

1. विषयावगमनस्य परीक्षणार्थम् अभ्यासः भवेत्।
2. मूल्याङ्कनाधारितः अभ्यासः स्यात्।
3. कौशलानां विकासार्थम् अभ्यासः भवेत्।
4. उच्चारणकौशलस्य विशेषावधानम् आवश्यकम्।
5. योग्यताविस्तारदृष्ट्या अपि अभ्यासः स्यात्।

6. अभ्यासे पाठ्यांशसम्बद्धानि अन्यानि उदाहरणानि स्युः।
7. अभ्यासस्य प्रकारेषु वैविध्यता स्यात्।
8. उद्देश्यस्य प्रामुख्यं भवेत्।
9. सर्जनात्मकशक्तेः विकासाय अभ्यासः स्यात्।
10. पद्यस्य सामूहिक-उच्चारणस्य अभ्यासः स्यात्।

डॉ. दिनेशयादवः, श्री ला.ब.शा.रा. संस्कृत विश्वविद्यालय, नव देहली

1. कक्षाभेदेन अभ्यासभेदः करणीयः।
2. अभ्यासकार्ये मौखिकाभिव्यक्तेः अवसरः स्यात्।
3. लेखनदोषपरिष्कारदृष्ट्या अभ्यासः भवेत्।
4. अभ्यासे सुपरिचितानां पदानां प्रयोगः स्यात्।
5. अभ्यासकार्ये मनोरञ्जनमावश्यकम्।
6. अभ्यासे विचाराभिव्यक्तेः अवसरः भवेत्।

डॉ. आर. एल. नारायणसिंहः, के.सं.विश्वविद्यालयः, भोपालपरिसरः, भोपाल

1. अभ्यासः कौशलाधारितः स्यात्।
2. उद्देशाधारिताः अभ्यासाः स्युः।

संवादेऽस्मिन् अष्टौ प्राध्यापकाः श्रोतारः आसन्। ते परिचर्चा कृतवन्तः। डा. विश्वासवर्याः अस्य द्वितीयगणस्य प्रमुखाः आसन्। ते समासेन उपर्युक्तबिन्दूनां विश्लेषणं कृत्वा सम्यक् निर्देशनम् अकुर्वन्।

प्रतिवेदक

डॉ. नारायण वैद्यः

सीएसयू राजीवगान्धी परिसरः, शृङ्गेरी

राष्ट्रीयशिक्षानीते: (2020) भारतीयज्ञानपरम्परायाश्च आलोके संस्कृतम्

परिसंवाद-सत्रम् (गणशः) 4-6-2022 (5.30 से 6.30)

तृतीयः गणः, नायकः प्रो चाँदकिरण सलूजा

विषयः - योग्यताविस्तारः किमर्थम् कथम्

1. प्रो. प्रह्लाद जोशी

2. प्रो. देवदत्त सरोदे
3. प्रो. नीलाभतिवारी
4. डा. रेखा शर्मा

प्रतिवेदकः - मनीषकुमारचाण्डक

प्रो. प्रह्लाद जोशी - संस्कृतकक्षायां विविधस्तरीयाः छात्राः संस्कृतं पठन्ति, छात्राणां विविधता बौद्धिकरूपेण सामाजिकरूपेण भवति, अतः शिक्षकाः पाठनमपि तथैव कुर्यात्। शिक्षणस्य त्रयः स्तराः भवन्ति - शिक्षणस्तरः, अवबोधस्तरः, चिन्तनस्तरः एतेषामाधारेण कक्षायां योग्यताविस्तारसहितं शिक्षणं भवेत्।

यथा - रघुवंशस्य कोऽपि श्लोकः (वागर्थाविव.....पार्वतीपरमेश्वरौ) पाठनीयः तदा एकस्य छात्रस्य तु अन्वयः अर्थज्ञानमपि पर्याप्तं स्यात्। परम् अपरः कश्चित् अधिकमिच्छति तस्मै छन्दसः, कोशपरिचयः, समासादि बोधनीयः, पुनः कश्चित् इतोऽपि जिज्ञासामुत्पादयति तदा समास-व्याकरणांशान् व्युत्पत्ति इत्यादयः विस्तरेण वक्तव्याः। वस्तुतः छात्राणां जिज्ञासा-उपशमनाय मार्गदर्शनं करणीयम्। यथा - मेघदूत श्लोकः आषाढस्य प्रथमदिवसे.....अनुसृत्य यथा कालिदासः मेघमार्गवर्णनं कृतवात् तथैव नागप्रस्थ एक वैद्यः हेलिकॉप्टर यानेन तस्य मार्गस्य अवलोकनमकारि, तदा तथैव परिणामः प्राप्तः, यथा कालिदासः अवर्णयत्। योग्यताया विस्ताराय websites link देयं, येन शोधलेखनमपि सुष्ठु भवेत्।

प्रो. नीलाभतिवारी - योग्यतायाः विस्तारः इत्युक्ते पाठ्यपुस्तकेन कथं छात्रस्य योग्यता इतोऽपि वर्धयितुं शक्यते। वस्तुतः अत्र छात्रस्य योग्यतायाः विस्तारात् पूर्वं शिक्षकस्यापि योग्यतायाः विस्तारः भवेत्, नो चेत् परिणामः नागच्छति। वर्तमानसमये योग्यतायाः विस्ताराय e-पाठशाला e-पाठशाला AR इत्यादीनां तन्त्रांश Apps उपयोक्तुं शक्यते।

निम्नाङ्कितरीत्या योग्यतायाः विस्तारः कर्तुं शक्यते -

1. संस्कृतपुस्तकज्ञानस्य रटनं न भवेत्।
2. रटनापेक्षया अवबोधनयोग्यतायाः विस्तारः भवेत्।
3. तन्त्रांश Apps द्वारा। यथा - e-पाठशाला, e-पाठशाला AR
4. मूल्यानां यथा विकासः स्यात् तथा पाठाः चेतव्याः।
5. मूल्यानां विकासाय तादृशाः गतिविधयः स्युः।

6. बहुविषयकता माध्यमेन योग्यतायाः विस्तारः।
 यथा - आयुर्वेद + संस्कृतभाषा।
 यथा - विज्ञानस्य छात्रस्य कृते संस्कृतपाठ्यपुस्तके विज्ञानसम्बद्धाः पाठाः स्युः, तथैव विविधविषयछात्रेभ्यः विविधाः संस्कृतपाठाः पाठ्यपुस्तके भवेयुः।
7. पञ्चकोशानां सिद्धान्तमाध्यमेन।
 यथा - अन्नमयकोषपाठने आयुर्वेदस्य उदाहरणम्
 मनोमयकोषपाठने संगीतस्य
 प्राणमयकोषपाठने योगस्य
 विज्ञानमयकोषपाठने न्यायव्याकरणादिशास्त्राणां सन्दर्भः।
 आनन्दमयकोष अथ्याक्तग्धिविषये वक्तुं अर्थात् संस्कृते ये सिद्धान्ता सामान्यरूपेण गुम्फितः तेषां व्यावहारिकज्ञानसम्पादनेन योग्यतायाः विस्तारः भविष्यति।

प्रो. देवदत्त सरोदे

1. प्रथमस्तु अस्मिन् शब्दे एव सन्देहः, योग्यतायाः विस्तारः अथवा योग्यतायाः विस्तरः।
2. पाठनस्य लक्ष्यं भिन्नं भवति, उद्देश्यं भिन्नं भवति तदनुगुणं पाठनीयम्।
3. संस्कृतपाठने ज्ञानात्मकपक्षे बलं दीयते, अतः भावात्मक- क्रियात्मकपक्षस्योऽपि विकासः भवेत्, एतदर्थं योग्यताविस्तारः अपेक्षते।
4. संस्कृतजगति प्रायः सर्जनात्मकता न दृश्यते, तदर्थमपि योग्यताया विस्तारः भवेत्।
5. वस्तुतः योग्यताविस्तारे क्रियात्मक-भावात्मकं भागः योजनीयः, क्रियात्मक-भावात्मकभागस्य योजने छात्राः संस्कृतभाषायां मुखराः भवन्ति, तेषां विकासो भवति।
6. महोदयः कादम्बरीकारस्य लक्ष्म्यावर्जन प्रसङ्गस्य श्लोकानाम् उदाहरणं दत्त्वा अपि योग्यताविस्ताराय सन्दर्भे रोचकं वर्णनं प्रस्तुतवान्।

डॉ. रेखाशर्मा - योग्यतायाविस्तारः बहुभिः उपायैः कर्तुं शक्यते। यथा पाठे चैत्रमासस्य नाम प्रसंगवशात् आगतः तदा अन्यभारतीयमासानां नामानि छात्रेभ्यः

बोधयितुं शक्यते। यथा - चौत्र-वैशाख-ज्येष्ठ-आषाढ-श्रावणादयः। एवमेव संख्याज्ञानेऽपि छात्राणां योग्यतायाविस्तारः कर्तुं शक्यते। योग्यताविस्तारः पाठे आगतानां शब्दानामाधारेण करणीयः।

प्रो. चांदकिरण सलूजा

1. योग्यताविस्तारः नाम छात्रेभ्यः अतिरिक्तसामग्री देया।
2. योग्यताविस्तारे (आई.के.एस.) भारतीयज्ञानपरम्परायाः परिचयो देयः।
3. छात्राणां वैविध्य दृष्ट्या योग्यताविस्तारः भवेत्।
4. अनेन अध्यापकानामपि योग्यतायाः विस्तारः भवति।
5. पाठ्यपुस्तकं तु पठनकौशलाय भवति, अतः अतिरिक्तं Extinction & Knowledge कृते योग्यताविस्तारः स्यादेव।
6. योग्यताविस्ताराय शिक्षकेणापि परिश्रमः करणीयः। यथा - एकेन पदेन उत्तरत इति कौलम दीयते, एतद् छात्राणां प्रश्नकरण - उत्तरदानयोग्यताविस्ताराय दत्तं वर्तते। यथा -

कः गच्छति - रामः गच्छति।

का गच्छति - बालिका गच्छति।

कस्मै दातव्यम् - रामाय दातव्यम्।

कस्यै दातव्यम् - मनोरमायै/बालिकायै दातव्यम्

इतिवत् एकेन पदेन एव छात्राणां सृजनात्मकता वर्धते।

7. योग्यताविस्तारे अन्यविषयैः सह सम्बन्धः स्थापनीयः।
8. महोदयविक्रमनामधेयस्य छात्रस्य अनुभवमपि श्रावितवन्तः यः हिन्दीविषये कथं चित्रकलामाध्यमेन प्रवीणः सञ्जातः।

प्रतिवेदकः

डॉ. मनीष कुमार चाण्डकः

चतुर्थः गणः

गणनायकः - श्रीमान् जनार्दन हेगडे

पाठ्यपुस्तके उपयुज्यमाना भाषा

श्रीमहाबलभट्टः

1. संस्कृतभाषा (प्रस्तावनादिषु)
भास्वती- 1 - प्रस्तावना हिन्दीभाषायाम्
2. व्याकरणशुद्धता स्यात्।
3. सरलभाषा (सरला भाषा स्यात् सरलीकृता न स्यात्)
4. पाणिनीयपरिधौ भाषाप्रयोगः।
5. प्रान्तीयभाषासम्बद्ध संस्कृतस्य प्रयोगः
कोङ्कणी - जलम् उदकम्
6. भावं स्वीकृत्य वाक्यरचना स्यात् न तु भाषानुवादः।
7. स्तरानुगुणं प्रौढता वर्धनीया।
8. वाक्यरचनायाः स्पष्टता स्यात्। (प्रादेशिकभाषाप्रयोगानुगुणं संस्कृतं न प्रयोक्तव्यम्, साक्षादनुवादेन)
9. स्तरानुगुणं वाक्यदैर्घ्यं स्यात्।
10. मधुरा भाषा स्यात्।

रागिनी शर्मा

1. प्रान्तीयभाषासु देशज-तत्समशब्दाः ये ते प्रयोक्तयाः भाषासम्बन्धज्ञानाय।
2. लकाराणां स्वीकारेण तिङन्तवाक्यप्रयोगः स्यात्, प्राचुर्येण कृत् प्रयोगेणसामर्थ्यं लुप्यमानम्।
3. लोकोक्तीनां प्रयोगः स्यात्, भाषासम्

माधवकेलकरः

1. मूलग्रन्थात् पाठः स्वीकरणीयः किन्तु यत्र योजयामः तदनुगुणं पुनर्लेखनं स्यात्। भाषया पुनारचना।
2. पञ्चतन्त्रपाठस्वीकारावसरे श्लोकस्य भावानुवादः वाक्ये स्यात्। स्तरानुगुणम्।
3. समाजानुगुणं विषयपरिवर्तनम्। बोधः समानः स्यात्। साहित्यं स्यात्। पत्नीं ताडयति - परिवर्तितम्।
4. अथवा विद्यमानानां सरलश्लोकानां स्वीकारः स्यात् तस्य विस्तारः व्यक्तुं शक्यः।
5. लोकोक्तिज्ञापनाय सुभाषितः देयः। तत्र दर्शयितुं शक्नुमः।

डॉ. परमेश शर्मा

1. पदविन्यासमात्रेण मनोरञ्जिका भाषा स्यात्। मनसः प्रवर्तनाया।
2. प्रत्येकं बिन्दुविषये चिन्तनम्।
3. शब्दरूपाणां निश्चयात्मिका भाषा।
4. सुनिश्चितक्रियात्मिका भाषा स्तरानुगुणं क्रियापदवर्धनम्।
5. सुनिश्चितकृतप्रत्ययान्विता भाषा स्तरानुगुणं (विषयभाषा च ज्ञाता स्यात्)
6. सुनिश्चितसमासान्विता भाषा (विषयकाविन्यम् अनुभूयते)
7. प्रश्नोत्पादिका भाषा कृतूहलजनिका स्यात्।
8. उत्तरानन्वेष्टुं भाषा प्रेरयेत्।
9. अनुसन्धानार्थं प्रेरयितुम् आदौ एव भाषाचिन्तनम्।
10. कौशलोत्पादिका।
11. कौशलान्वितप्रश्नाः देयाः - शब्दम् आधारीकृत्य दशवाक्यानि लिखेत्।
12. शब्दप्रयोगकौशलोत्पादिका।
13. अनुभवात्मिका - पूर्वानुभवसम्बद्धा।
14. सहयोगात्मिका - भाषा
15. अलंकारान्विता सुनिश्चिता भाषा (स्तरानुगुणम्)
16. अध्यापनसन्दर्भे प्रबोधनम्।
17. निश्चितसन्ध्यात्मिका भाषा (स्तरानुगुणम् अस्य वर्णनम्)।
18. प्रेरणात्मिका भाषा (मम मनसि आतङ्कः - हेगडेवर्यस्य पुस्तकम्)
19. आन्दोलयेत् भाषा

डा टी. महेन्द्रमहोदय

- समानमानकं स्यात् भाषायाः।
- निन्दकप्रयोगाः न स्युः।

नरसिंहाचार्यः

- उद्देश्यानुगुणम् अभ्यासरचना।
- छात्राणां पदज्ञानानुगुणं पदकोशः देयः। तेन निघण्टुपठनाय प्रेरणा लभते।

- पाठ्यांशानुगुणं भाषाप्रयोगः।
व्याकरणशिक्षणाय रचना स्यात् - भूतकालपाठनाय दिनचर्यापाठनम्।
- अनुभवात्मिकायाः भाषायाः प्रयोगः। लौकिकोदाहरणदानम् - रमेशः, नरेशः,
(गुणसन्धिः, मनोरञ्जनम् (विसर्गसन्धिः))
- व्यावहारिकप्रयोगविषये ज्ञानवर्धिका व्युत्पत्तिवर्धिका भाषा।

कौशल-किशोर-महोदय

- तत्समशब्दप्रयोगः
- सीबीएसई पाठ्यपुस्तकसन्दर्भे चिन्तनं विधेयम्।
- सरलशब्दः सापेक्षः - सम्बन्धकल्पनं स्यात्।
- नवम्याः स्तरः एकादश्यपेक्षया कठिनः। तथा न स्यात्।
- कक्षाध्यापकाः चर्चायां स्युः।

विक्रममहोदय

- श्लोकपाठनाय अथवा सुभाषितपाठनाय तस्य उपस्थापने नावीन्यं चिन्तनीयम्।
विषयसम्बद्धं देयम्।
- सन्दर्भः योग्यताविस्तारे स्यात्।
- आधुनिकविषयाणां क्रमशः समावेशः।

डा माधवगोपाल

- शब्दानां स्तरानुगुणं प्रयोगः।
- विषयचिन्तनम् आदौ स्यात्।
- ज्ञातात् अज्ञातं प्रति भाषा नयेत्।
- औपचारिकानौपचारिकभेदज्ञापिका भाषा स्यात्। उदाहरणद्वारा शिक्षणं स्यात्।
- परिस्थित्यनुगुणं भाषाशिक्षणं स्यात्।

डा जनार्दनहेगडे महोदय

1. अनुवादोपयोगः न स्यात्। संस्कृतेनैव स्यात्।
2. अध्यापकस्य निर्णयः तस्य हस्तगतम्।
3. सरलमानकसंस्कृतेन सर्वान् भावान् प्रकाशयितुं शक्नुमः। शास्त्रीयान् अपि
विषयान् सरलमानकभाषया।

4. प्रयोगयोग्या भाषा। अवगमनयोग्या केवलं न।
5. शुद्धा भाषा। व्याकरणाशानाम् अवधानम्।

द्विदिवसीया कार्यशाला 5.6.22

प्रथमं शैक्षिकसत्रम् 9.00-10.30

विषयः - पाठ्यवस्तुविवेचनम्

अध्यक्षः - प्रो. पी.एन. शास्त्री

संवादकर्ता - प्रो. रामसलाहीद्विवेदी

प्रतिभागिनां प्रतिनिधी - डा. पवनव्यासः, डॉ. शिवरामभट्टः

प्रतिवेदकः - महाबलभट्टः

द्वितीयं शैक्षिकसत्रम् 10.45 - 12.15

विषयः - भाषादृष्ट्या पाठ्यपुस्तकम्

अध्यक्षः - प्रो. रमेशप्रसादपाठकः

संवादकर्ता - प्रो. लक्ष्मीनारायणपाण्डेयः

प्रतिभागिनां प्रतिनिधी - डा. परमेश शर्मा, डा. मीनाक्षी

प्रतिवेदकः - तकसिंह राजपुरोहित

तृतीयं शैक्षिकसत्रम् 12.20-1.20

विषयः - द्वादकक्षयायाः परं भाव्याध्ययनव्याप्तिः

संवादकर्त्री - प्रो. अमितापाण्डेय

प्रतिभागिनां प्रतिनिधयः - प्रोः प्रह्लादजोशी, उपद्रष्ट वेङ्कटरमणमूर्तिः, प्रो. श्रीगोविन्दपाण्डेय

परिसंवादसत्रम् (गणशः) 2.15.4.15

गणाः चत्वारः

चतुर्षु गणेषु प्रतिगणं कश्चित् गणनायकः चत्वारः विचारोपस्थापकाः कश्चित् प्रतिवेदकः ये प्रथमदिवसे स्वमतमुपस्थापयितुमसरं नालभन्त ते प्राथमिकदृष्ट्या कार्याशालायां सत्रेषु विचारितेषु बिन्दुमाश्रित्य स्वविचारान् गणे उपस्थापयेयुः।

प्रथमः गणः - गणनायकः - प्रो. प्रह्लादजोशी

विषयः - मूल्याङ्कनम्

(प्रतिनिधयः) विचारोपस्थापकाः

1. आर. शिवराम कृष्णसिंहः
2. नारायणवैद्यः
3. ओमनारायणमिश्रः
4. विश्वबन्धु सांची
प्रतिवेदकः - नारायणसिंहः

द्वितीयः गणः - गणनायकः प्रो. देवदत्तसरोडे

विषयः - छात्रकेन्द्रितशिक्षणे अध्यापकस्य भूमिका

प्रतिनिधयः

1. डा. गणेश्वरनाथझा
2. माधवकेलकर
3. मनोरमा आर्या (कानपुर)
4. तकसिंह राजपुरोहित

प्रतिवेदकः - रागिनी शर्मा

तृतीयः गणः - गणनायकः- प्रो. निलाभतिवारी

विषयः - प्रशिक्षुता (अन्तर्वृत्त्यभ्यासः)

प्रतिनिधयः -

1. मनीषकुमारचाण्डकः
2. वासन्
3. विक्रमशर्मा
4. सुदेष्णा महाचार्य
5. सुमनचन्द पन्तः

प्रतिवेदकः -

चतुर्थः गणः - गणनायकः - महाबलभट्टः

विषयः - परियोजनाः

प्रतिनिधयः -

1. प्रज्ञा
2. दिवाकरशर्मा (ग्वालियर)

प्रथमं सत्रम् - पाठ्यवस्तुविवेचनम्।

राष्ट्रीयकार्यशालायाः द्वितीयदिनस्य प्रथमसत्रम् आदरणीयानां प्राध्यापकानां परमेश्वरशास्त्रिणाम् आध्यक्ष्ये प्रवृत्तम्।

तत्र संवादकर्ता आचार्य रामसलाहीद्विवेदिमहोदयः पाठ्यपुस्तके संस्कारप्रदः विषयः - भवेदिति प्रत्यपादयत्। धर्मशास्त्र-ज्योतिष-दर्शन-वेदान्तादिविषयाः सरलतया निरूपणीयः। आचारविषये समाजे विद्यमानानां दुर्भावानां निरसनसमर्थाः विषयाः भवेयुः। नेट परीक्षायां विद्यमानाः विषयाः अपि बीजरूपेण दातव्याः तस्य प्रतिपादनमासीत्।

प्रतिभागिनां प्रतिनिधिः डा. पवनव्यासमहोदयः छात्राणां विवेकबुद्धिविस्तारकं विषयवस्तु पाठ्यपुस्तकेषु भवेदिति अवदत्। तत्र अपथ्यविषयः न भवेत्। छात्र-अग्रे कस्मिन्नपि क्षेत्रे भवतु, भारतीय, संस्कृतनिष्ठः यथा भवेत् तथा विषयवस्तुनिरूपणं भवेत्। यथा राष्ट्रियशिक्षानीतौ निर्दिष्टं तथा रुचिकराः, रचनात्मकाः, सहयोगात्मकाः, अन्वेषणात्मकाः विषयाः भवेयुः। विषयाः न्यूनाः परन्तु मुख्यविषयकेन्द्रिताः भवेयुः। विमर्शात्मकाः, आलोचनात्मकाः समस्यानिवारणसमर्थाः विषयाः भवेयुः। विषयाः सर्ववर्गस्पर्शिनः, सन्मार्गप्रवर्तने समर्थाः भवेयुः इति सः प्रत्यपादयत्।

अन्यतमः प्रतिनिधिः डा. शिवरामभट्टः चत्वारि कौशलानि वर्धयितुं समर्थाः विषयाः पाठ्यपुस्तके भवेयुः। एकादशकक्ष्यायां भाषाकौशलकेन्द्रितं वस्तु, द्वादशकक्ष्यायां भारतीयज्ञानपरम्पराधारितविषयकेन्द्रितं वस्तु च भवेतामिति सः न्यगदत्। पाठ्यवस्तु छात्रकेन्द्रितं भवेत्, ग्रन्थकेन्द्रितं न। उद्देश्यानि परिणामाः च स्पष्टतया निर्दिष्टाः स्युः। पाठनसमये एव मूल्याङ्कनं कर्तुं योग्यविषयः भवेत्। तत्र सुभाषितानि, चाटुश्लोकाः, प्रहेलिकाः, हास्यकणिकाः, क्रीडाः, लौकिकन्यायाः अभिनयप्रधानानि नाटकानि, विज्ञानसम्बद्धाः पाठाः च भवेयुः इति तस्य अभिप्रायः आसीत्।

गोष्ठ्याः अध्यक्षः आचार्य परमेश्वर नारायण शास्त्रिमहोदयः समारोपभाषणमकरोत्। सः संस्कृतस्य प्राणाः पाठ्यपुस्तके भवेयुः इति अवदत्। प्रमाणग्रन्थानां समावेशः अनौपचारिकतया वा भवेत्, आवश्यकं चेत् कोशनिर्माणं करणीयमिति तस्य अभिमतमासीत्।

श्रीमाधवकेलकरः, नीलाभतिवारी, नरसिंहाचार्यः, शिवरामकृष्णः, विक्रमशर्मा, कौशलशर्मा, वासन, देवदत्त सरोदे इत्यादयः स्वाभिप्रायम् ऊचुः।

महाबलभट्टः

प्रतिवेदकः

द्वितीयसत्रम्

भाषादृष्ट्या पाठ्यपुस्तकम्,

प्रो. लक्ष्मीनिवास पाण्डेयः

1. संस्कृतभाषायाः पाठ्यपुस्तकम् सर्वाङ्गीणं स्यात्। तत्र भाषिकपक्षाः, विषयात्मकपक्षाः, संस्कारात्मक ----- इति सर्वेषां समावेशः स्यात्।
2. भाषात्वयुक्ताः पाठाः भवेयुः। प्रायः दशमी कक्षां यावत् सामान्यव्याकरणतत्त्वानाम् अवबोधः जात एव। इतः परं सन्धि, समास, कारकादीनाम् सिद्धान्तानां सामान्यपरिचयेन सह सम्यक् अभ्यासावसराः भवेयुः।
3. पाठ्यपुस्तकस्य कश्चन भागः सम्भाषणप्रयोगस्य सांदर्भिकप्रयोगस्य कृते भवेत्। यथा संस्कृतदिवसकार्यक्रमः, वार्षिकोत्सवकार्यक्रमाः -----
4. भारतीयज्ञानपरम्परायाः विषयाणां सामान्यपरिचयः स्यात्। ज्योतिष-वास्तु-योग-दर्शन- धर्मशास्त्र-----।
5. प्राचीनपाठाः अत्र स्थाप्यन्ते तत्र आरम्भे प्रस्तावनात्मकः, परिचयः भवेत्। मध्ये मध्ये च विशिष्टसंदर्भाणां, गतिविधीनाम् उल्लेखः स्यात्। अन्ते च शब्दभण्डारस्य योजनं स्यात्।
6. संस्कारात्मकपक्षस्य प्रेरणाय-सामाजिकमूल्यानां विषये ब्रह्मचर्यस्य विषये, इन्द्रियविग्रहस्य विषये स्त्रीसमादरस्य विषये, अर्थशुद्धिः चारित्रिकगुणाः इत्यादीनां विषये पाठाः भवेयुः।
7. आधुनिकानुभवानां संदर्भानुसारं च पाठाः भवितव्याः।
8. संस्कृतमाध्यमेन पाठयितुं सम्प्रेषणात्मकशैल्या सरलया शुद्धया स्पष्टया च भाषया पाठाः ----- अभ्यासेषु च संस्कृतसम्भाषणस्य अवसराः कल्पनीयः।
9. संस्कृतक्षेत्रे वृत्तिपरकक्षेत्राणां संसूचनात्मकपाठः योजनीयः।

10. यस्यां कस्यामपि वृत्तौ प्रविशेयुः तेषां कृते संस्कृते तत्सम्बद्ध-विषयाणां बोधनाय संकेतात्मकपाठाः स्युः।
11. पाठ्यपुस्तके यस्य कस्यापि वर्गस्य अथवा स्त्रीणां कृते आक्षेपात्मकभाषा न प्रयोक्तव्या।
12. प्रयुक्ता भाषा सरला शुद्धा स्पष्टा च स्यात्।
13. पाठानां स्वरूपम् पाठ्यपुस्तकस्य स्वरूपं च आकर्षकं प्रेरणास्पदं च स्यात्।

तृतीयं सत्रम्

विषयः - द्वादकक्षयायाः परं भाव्यध्ययनव्याप्तिः

प्रो. अमिता पाण्डेयः

- ❖ भारतवर्षस्य अभिज्ञानाय संस्कृतं प्रकृष्टं साधनं विद्यते।
- ❖ सामाजिकसंस्थासु एन.जी.ओ. प्रभृतिषु वृत्तिः।
- ❖ आयुर्वेदं विज्ञाय-चिकित्सावृत्तिः।
- ❖ आहारचर्या विज्ञाय डायटेशियन आहार विशेषज्ञरूपेण कार्यम्।
- ❖ ज्योतिष-वास्तुशास्त्रं विज्ञाय परामर्शकेन्द्रम्।
- ❖ दर्शनशास्त्रं मनोविज्ञानं च विज्ञाय व्यवहार-परामर्शकेन्द्रम्।
- ❖ विषयवस्तुलेखकत्वेन कार्यं कर्तुं शक्यते।
- ❖ एन.आर.एफ. प्रभृतिसंस्थानां माध्यमेन अनुसन्धानकार्यं कर्तुं शक्यते।
- ❖ कथा-उपन्यासादीनां लेखनं कृत्वा लेखकत्वेन कार्यम्।

प्रो. प्रह्लादः जोशी

- ❖ सीयूईटी परीक्षाद्वारा छात्राणां कृते महान् अवकाशः प्राप्तः। संस्कृतछात्राः एतस्य सम्यग् उपयोगं कुर्युः।
- ❖ यू.जी.सी. द्वारा बहुषु विषयेषु नियमानां काठिन्यं निवारितम्।
- ❖ वैदेशिकविश्वविद्यालयैः सह सहकारः।
- ❖ (इण्टीग्रेटेड) एकीकृतं शिक्षाशास्त्रम् अध्येतुमवसरः।
- ❖ स्नातकं/विशिष्टस्नातकं कर्तुम् अवसरः (B.A., B.A. प्रतिष्ठा)
- ❖ योगस्याध्ययनं कृत्वा योग-परामर्शकेन्द्रं चालयितुं शक्यते।

- ❖ गूगल-ट्रांसलेशन इत्यत्रापि संस्कृतम्।

उपद्रष्ट वेङ्कटरमणमूर्ति

- ❖ भृगुशिल्पशास्त्रे चतुः षष्टिः कलाः उक्ताः, एतासु सर्वासु कलासु संस्कृताध्ययनस्य व्याप्तिः अस्ति।
- ❖ सेवाक्षेत्रेषु अपि संस्कृताध्ययनस्य व्याप्तिः भवति।
- ❖ आकाशवाणी-उद्घोषकत्वेन कार्यं कर्तुं शक्यते।
- ❖ व्यक्तित्व-विकास- परामर्शकेन्द्राणि सञ्चालयितुं शक्यन्ते।

प्रो. श्रीगोविन्दपाण्डेयः

- ❖ सर्वाः वृत्तयः सम्मान्याः
- ❖ षष्ठी-कक्ष्यातः व्यावसायिक-शिक्षायाः आरम्भः।
- ❖ संस्कृतेतरच्छात्राणां कृते अपि अधुना अवसरः अस्ति B.A. इत्यादीन् उपाधीन् प्राप्तुं M.A. शक्नुवन्ति।

सत्रान्ते अध्यक्षमहोदयया प्रो. अमितापाण्डेयमहोदयया सर्वेषां वक्तृणां तात्पर्यं समासेन वर्णितम्। समाजस्तरे, राष्ट्रस्तरे, विश्वस्तरे च संस्कृतस्य प्रचारः क्रियते कर्तव्यश्च?

प्रतिवेदनसमर्पणम्

प्रथमो गणः

मूल्याङ्कनविषयकगणचर्चायां 10 प्रतिभागिनः आसन्। अध्यक्षरूपेण प्रो. प्रह्लादः जोशिमहोदयाः, डॉ. जनार्दनहेगडेमहोदयाः निरीक्षकरूपेण आसन्। गणचर्चायाः बिन्दवः अधोलिखितरूपेण सन्ति।

- ❖ छात्रेषु शिक्षणोद्देश्यानां परीक्षणार्थं मूल्याङ्कनं क्रियते।
- ❖ मूल्याङ्कनं मौखिकं लिखितञ्च भवेत्।
- ❖ उपयुज्य मूल्याङ्कनं रुचिपूर्णं कर्तुं शक्नुमः।
- ❖ माध्यमेनापि मूल्याङ्कनं कर्तुं शक्नुमः।
- ❖ शास्त्रानुसारं उद्देश्य-लक्षण-परीक्षणम् स्यात्।
- ❖ भागत्रयं स्यात्

(1) शिक्षणात्पूर्वं मूल्याङ्कनम्

- (2) शिक्षणस्य मूल्याङ्कनम्
- (3) शिक्षणत्वेन मूल्याङ्कनम् (छात्रान् क्रियाशीलान् कर्तुम्)
- ❖ उपचारात्मक-निदानात्मकमूल्याङ्कनम् स्यात्।
 - ❖ मूल्याङ्कनस्यापि लक्ष्याणि भवितव्यानि।
 - ❖ सीसीई स्यात्।
 - ❖ निर्मितं स्यात्।
 - ❖ प्रश्नकौशलवर्णनं छात्रेषु अपि वर्धनीयम्।
 - ❖ छात्रस्य आत्मविश्वासस्यापि मूल्याङ्कनं स्यात्।
 - ❖ छात्रस्य अनुशासनस्यापि मूल्याङ्कनं स्यात्।
 - ❖ क्षणशः कणशः इतिरीत्या वद प्रतिपदे मूल्याङ्कनं स्यात्।
 - ❖ Minimum Level Learning अनुसृत्य मूल्याङ्कनं भवेत्।
 - ❖ दैनन्दिनकार्याणि वदतु, एकां कथा वदतु इति रीत्या वाचकमूल्याङ्कनं भवेत्।
 - ❖ अभिव्यक्तीकरणकलायाः मूल्याङ्कनं भवेत्।
 - ❖ अध्यापकानामपि मूल्याङ्कनं भवेत्।
 - ❖ आईसीटी

उपयोगः यथाशक्ति करणीयः।

गणचर्चा

द्वितीयः गणः

विषयः - 'छात्रकेन्द्रित शिक्षणे अध्यापकस्य भूमिका'

गणनायकः - डॉ. एच .आर. विश्वासः

प्रतिनिधयः - मनोरमा आर्या

माधवकेलकरः तगसिंहः राजपुरोहित डा. गणेश्वर झाः, प्रो.देवदत्त सरोडे

विचारितांशः -

1. आचार्याः छात्रैः सम्यक् संयोजनं स्थापयन्तु, तान् कथामाध्यमेन पाठयन्तु।
2. छात्राणामभिरुचिः कुत्र वर्तते इति ज्ञानाय आचार्यैः वार्तालापमतिरिच्य उपायाः कल्पनीयाः।

3. आचार्याणां पाठनशैली रुचिकरी भवेत्।
4. पाठशैली प्रश्नोत्तरशैली स्यात् येन छात्राणामभिरुचिः जिज्ञासा च वर्धेत।
5. आचार्याः छात्रान् न केवलं पठनाय अपि च पाठनाय अपि प्रेरयन्तु।
6. आचार्याः छात्राणां संस्कृताध्ययने रुचिं वर्धनाय संस्कृतपठनेन का का वृत्तिः स्यादिति जानीयुः।

मनोरमा आर्या

1. पाठस्य पठनात् प्राक् छात्राणां कथं तत्राभिमुख्यं भवेदिति आचार्यैः प्रयासो विधेयः।
2. पाठानन्तरं तस्य पाठस्य कथा वक्तव्या आचार्यैः।
3. शिक्षकाः उत्तमाः नटाः भवेयुः येन अध्ययने अभिनयं दृष्ट्वा छात्राः अभिमुखाः भवेयुः।
4. शिक्षकाः गायकाः अपि स्युः येन स्वरेण सुभाषितानां गायनमाध्यमेन कण्ठस्थीकरणं स्यात्।
5. चित्राणामुपयोगः पाठ्यपुस्तकेष्वपि भवेत् किञ्च अध्यापकाः अपि चित्रमाध्यमेन पाठयन्तु।
6. आपाततः सर्वं न पाठनीयम् अध्यापकैः। पाठस्य निमित्तमात्रं छात्रेभ्यः बोधनीयं येन छात्राः जिज्ञासवः अभिमुखाः अन्वेषकाः च भवेयुः।
7. पाठे छात्राणां प्रीतिः उत्पादनीया।

माधवकेलकरमहोदय

1. शिक्षकाः छात्राणां स्तरानुगुणम् आचरणं कुर्युः येन छात्राणामभिरुचिः स्यात्।
2. यतो हि छात्राः शिक्षकसममाचरणं कुर्वन्ति अत एव अध्यापकैः सम्यगाचरणीयम्। अध्यापकः छात्राणामादर्शः भवेत्।
3. आचार्यैः छात्राणां प्रश्नानामुपेक्षा न करणीया।
4. संस्कृतमाध्यमेन सरलवाक्यानि गृहीत्वा अध्यापकाः पाठयेयुः।
5. प्रश्नानामुत्तरदाने छात्राणां प्रोत्साहनं कुर्वन्तु अध्यापकाः।
6. अध्यापकैः मित्रवत् वात्सल्यभावेन च पाठनीयम्। छात्राः दण्डप्रहारेण भयेन च न पाठनीयाः न शिक्षणीयाः।

तगसिंहराजपुरोहित महोदय

1. शास्त्रीयं दृष्टान्तमादाय छात्राः बोधव्याः।
2. शिक्षणरूपे व्यापारे क्रमवत्ता काचिदपेक्ष्यते। सा क्रमवत्ता कीदृशी स्यादिति अध्यापकैः चिन्तनीयं येन अभीष्टफलोत्पादनं स्यात्। फलोत्पादनाय तया अध्यापकैः छात्रेषु सन्नद्धता उत्पादनीया।
3. छात्रेषु पात्रत्वमध्यापकैः सम्पादनीयम्। यथा शास्त्रे अनुबन्धचतुष्टये अधिकारिणः कल्पना आदौ क्रियते।
4. व्यवहारकाले छात्रस्य कीदृशः शब्दानां प्रयोगः अस्ति, ते केषां शब्दानां चयनं कुर्वन्ति इति अध्यापकैः चिन्तनीयम्।
5. कारकविभक्तीनां साधुत्वमात्रं छात्रेभ्यः न बोधनीयम् अपि तु योग्यतादीनामपि बोधः शिक्षकैः कार्यः। येन श्वह्नि सिञ्चतिश् इत्यादिवाक्यानां प्रयोगापत्तिः न स्यात्।
6. शिक्षकाः ज्ञापिताः सन्तः एव बोधयितुं शक्याः अत एव पूर्वं शिक्षकैः पाठः सम्यगवगन्तव्यः।

डा. गणेश्वरझा

1. छात्रस्य ज्ञानात्मकाधिगमे या स्थितिः तस्य मूल्याङ्कनमाचार्यैः कार्यम्। तद्वदेव भावात्मकाधिगमस्यापि मूल्याङ्कनं कार्यम्।
2. आचार्यशब्दार्थमवगम्य तस्य लक्षणञ्चावबुध्य आचार्यैः आचरणीयम्। (आचार्यशब्दस्य लक्षणानि शास्त्रोक्तान्येव)
3. आचार्याः स्वाचरणेन छात्रेभ्यः सज्जीवनशिक्षं बोधयन्तु।
4. आचार्यः शब्दार्थसम्बन्धं सम्यक् ज्ञात्वा छात्रेभ्यः सर्वाः विद्याः Coding & decoding बोधयितुं शक्नोति।
5. आचार्यैः छात्रस्य प्रतिभां क्षमताञ्च ज्ञात्वा अध्यापनीयम्।
6. आचार्याः सर्वासां विद्यानां परिचयं सम्यक् जानीयुः येन छात्राणां संस्कृतस्य विविधेषु विषयेषु किञ्चित् किञ्चित् ज्ञानं स्यात्। किञ्च संस्कृतभाषायां किं किं निहितमिति ज्ञानं तेषां वर्धते। सः सर्वाः विद्याः जानीयात्।

देवदत्तसरोडे महोदय

तृतीयगणः – गणनायकः प्रो. पी.एन. शास्त्री

प्रशिक्षुता (अन्तर्वृत्त्यासः)

प्रशिक्षुताविषयमाश्रित्य सत्रमिदम् प्राचलत्। अस्मिन् सत्रे अनेके विचाराः प्रकटीकृता प्रतिनिधिभिः। तेषां विवरणमत्र सङ्केतरूपेण दीयते।

डॉ. मनीषकुमारचाण्डक

- ❖ योगक्षेत्रे
- ❖ वास्तुक्षेत्रे
- ❖ ज्योतिषक्षेत्रे
- ❖ पुराणेतिहासादिक्षेत्रे
- ❖ भाषाविकासक्षेत्रे
- ❖ स्फोटकनिर्माणक्षेत्रे
- ❖ वादविवादसम्भाषणान्त्याक्षरीसमस्यापूर्त्यादिषु
- ❖ गीतगानक्षेत्रे
- ❖ कथाकथनी
- ❖ स्फूर्तस्पर्धाक्षेत्रे च प्रशिक्षुता स्यात् इति।

डॉ. अमृताकौर

विद्यालयेषु

गीताप्रवचने

आत्मयोजने

सम्भाषणगोष्ठ्यादिक्षेत्रे

प्राचीनमन्दिरादिषु

चित्रनिर्माणक्षेत्रे

अनुप्रयोगनिर्माक्षेत्रे

रील्सनिर्माणक्षेत्रे

डॉ. राघवझा

टङ्कणकार्ये

विज्ञापनक्षेत्रे

गोकृषिभवनादिनिर्माणक्षेत्रे

विक्रमशर्मा

लघुग्रहोद्योगक्षेत्रे

संगणकलेखाशास्त्रक्षेत्रे

बल्विन्दकौर

विज्ञापनक्षेत्रे

कम्पनीक्षेत्रे

पौरोहित्यक्षेत्रे

होटलक्षेत्रे

मन्दिरादिषु

वनवृक्षवाटिकोपवननिर्माणकार्येषु

वैदिकगणितविषये

डॉ. सुदेष्णाभट्टाचार्या

गृहस्थविषये

योगप्रशिक्षकविषये

आहारविहारविषये

संचयविषये

अनुवादकक्षेत्रे

आयुर्वेदक्षेत्रे

डॉ. रेखाशर्मा

अनुवादकक्षेत्रे

पत्रकारिताक्षेत्रे

दूरदर्शनादिविषये

चलचित्रनिर्माणक्षेत्रे

डॉ. सुमन्तपन्त

- ❖ वृत्याधारित-पाठ्यक्रमापेक्षया पाठ्यविषयाधारितवृत्तेः अवसराः स्युः
- ❖ पूर्वज्ञानमुत्तरोत्तरं प्रति उपादेयं स्यादिति धिया पाठ्यक्रमः रचनीयः।

विचारोपस्थापकः प्रो. नीलाभतिवारी

- ❖ अन्तर्दृष्टेविकासः करणीयः।
- ❖ आजीविकायाः अवसराः चेतव्याः।

कार्यानुभवस्य प्रशिक्षणक्षेत्रे

द्वात्रिंशद्विद्यानां क्षेत्रे

षष्टिकला क्षेत्रे

प्रतिवेदनम्

डॉ. सुमन्तपन्त

चतुर्थः गणः - गणनायकः - प्रो. लक्ष्मीनिवास पाण्डेयः

विषयः - परियोजनाः (Projects)

प्रतिनिधय

1. प्रज्ञा भगिनी
2. दिवाकरः महोदयः
3. उपेन्द्रः महोदयः
4. शिवरामकृष्णः महोदयः

प्रतिवेदिका - विनया बोधनकरः, नागपुरम्, महाराष्ट्रः

विशिष्टलक्ष्य-प्राप्तये कार्ययोजना भवतु नाम परियोजना।

विचारितांशाः-

प्रज्ञा भगिनीः -

भाषाविकासान्विता परियोजना स्यात्।

रचनात्मिकापरियोजना स्यात्।

सहयोगात्मिका परियोजना स्यात्।

रुचिकरापि परियोजना स्यात्।

प्रारंभिकस्तरे वस्तूनां, धातूनां निर्देशनं भवतु।

भाषाक्रीडायाः निर्माणम् भवतु।

व्याकरणोपयोगी क्रीडा भवतु।

- ❖ संवादिनिर्माणं भवतु - यथा - वित्तकोषसंवादः, चिकित्सकसंवादः, रेलस्थानकसंवादः, गृहजनसंवादः - तेन चिन्तनं वर्धते, दृष्टीवर्धनं भवति। भाषाविकासः भवति एव।
- ❖ परियोजनादानसमये महाभारते युद्धवर्णनम् अस्ति तस्मिन् युद्धनीतेः आधुनिकजगत् किम्, कथम् उपयोगः भवतु इत्यस्य चिन्तनं भवतु।
- ❖ पर्यावरणरक्षणस्य उपयोगः संस्कृतसाहित्ये कथं कुत्र दृश्यते इत्यस्य चर्चा भवतु।

दिवाकरमहोदय

1. रचनात्मिका, सहयोगात्मिका, अनुसन्धानात्मिका: रुचिकराः, प्रयोगात्मिका: च परियोजना भवतु।
2. Language of India इत्यस्योपरि चतवरमबजे भवन्तु। अन्यभाषाभिः सह सम्बन्धः भवतु। भारतीयभाषासु ऐक्यं स्थापनीयम् इति लक्ष्यम्।
3. संस्कृतमाध्यमेन संस्कृतं पाठनीयम्। इतिहासम्, विज्ञानम्, गणितम्, भूगोलम् इत्यादीनाम् अन्यविषयाणाम् अध्यापनमाध्यमं सरलसंस्कृतं भवतु। कुत्रचित् Video, audio निर्माणमपि भवतु।
4. श्रवणम्, भाषणम्, पठनम्, लेखनम् इत्यादीनां कौशलानां वर्धनं भवतु। तादृशी परियोजना भवतु।
5. समूहकार्यं वा गणकार्यं भवतु। यथा - प्रदर्शनीनिर्माणम्, वस्तुप्रदर्शनम्, वीथिनाटकम् अनुवादकरणं भवतु, संस्कृतवृत्तपत्राणां सामूहिकवाचनं भवतु।

उपेन्द्रमहोदय

1. छात्राणां अन्तस्थानां विचाराणां प्रकटीकरणं सम्यक् भवतु।
2. पुस्तकाधारितमपि परियोजना भवतु। यथा - क्रियापदानाम्, सन्धीनाम्, समासानाम् तथा समानार्थकपदानाम्, विलोमपदानाम् च पृथक् सङ्ग्रहं भवतु।
3. सामूहिकपरिच्छेदपठनं भवतु। तस्योपरि चित्रनिर्माणं भवतु।
4. गणशः उपविश्य स्थानिकमहापुरुषाणाम्, पुष्प-फलादीनां नामानि लिखन्तु, सङ्ग्रहं कुर्वन्तु।

शिवरामकृष्णमहोदय

1. परियोजनाकाले शिक्षकस्य भूमिका अधिका मास्तु छात्राणाम् अधिका भवतु। शिक्षकः कर्ता न, अपितु कारयिता भवतु। मार्गदर्शकाः भवन्तु।

2. वैयक्तिककार्यं तथा च गणकार्यं भवतु। यथा -

मनीषजुगरानमहोदय

परियोजना सोपानानि -

1. परिस्थितिनिर्माणम् - भूमिकाम् उपस्थापयतु। परियोजनायाः आवश्यकताः प्रतिपादयतु।
2. परियोजनाचयनम्
3. उद्देश्यनिर्धारणम्
4. कार्यक्रमनिर्माणम्
5. क्रियान्वयनम्
6. मूल्याङ्कनम्

पङ्कजमहोदय

1. परियोजनानिर्वहनस्य कृते - मार्गदर्शनस्य, प्रशिक्षणस्य व्यवस्थां भवतु।
2. परियोजनामाध्यमेन धनार्जनम् अल्पं वा भवतु। यथा - छात्रः क्रीडनकं निर्मानि, तस्य विक्रयेण धनार्जनं भवतु।

You tube video निर्माणम्।

Reel निर्माणम्

नृत्यं, गीत video निर्माणम् करणीयम्।

शिवरामभट्टः महोदयः।

1. वैयक्तिकः वा गणशः परियोजना भवतु। पाठ्यपुस्तकं विहाय भिन्नकाव्येषु, नाटकेषु सुलभाः शब्दाः श्लोकाः परियोजनारूपेण दातव्याः। श्लोकस्योपरि चित्रनिर्माणं भवतु।
2. राष्ट्रैक्ये विषये - सैनिकानां विषये, तेषां चरित्रविषये किञ्चित् परिचयात्मकं लेखनीयम्। तेन राष्ट्रभावः अपि जागरितः भवति।
3. वंशावलीनां नामानि, ध्येयवाक्यानि लेखनीयानि। उत्सवानां विषये, प्रसिद्धव्यक्तिविशेषाणां चरित्रविषये परियोजनाः भवन्तु।

रणजितमहोदयः

1. Animated लघुनाटिकाः भवन्तु।
2. 'एक भारत श्रेष्ठ भारत' एतद् पुस्कतम् आधृत्य परियोजना भवेत्।
3. Website निर्माणम् भवतु।

महाबलभट्टमहोदय

1. छात्राणां चयनं क्रियान्वयनं करणीयम्। तेषां रुच्यनुसारं परियोजना भवतु।
2. नवनवोन्मेषशालिनः - innovative ideas तादृशा-आयामानां कल्पनां कर्तुं शक्नुमः।
3. संस्कृतोपयोगी परियोजना भवतु।

विनया बोधनकरः

DEVELOPING NEW TEXT MATERIAL IN SANSKRIT : AN APPROACH PAPER

First Part - About the Vidya Bharati Uchcha Shiksha Sansthan

The premier institution of India - Vidya Bharati Uchcha Shiksha Sansthan is playing a very pivotal role since 1952 to cultivate the morality, ethics and it's ethos, cultural values about India, environmental justice as well as it's insight psychological identification from the angle of dynamic and perpetual composite India thought process. For that it runs Saraswati Shishu Vatika, Saraswati Shishu Vidya Mandir as well as Senior Secondary School. Apart from this foundation of value based schools, it has 25 teacher training colleges also. Time to time it reviews the syllabus for substantial development of Indian knowledge system as per erudite consultation with stakeholders and other think tanks which adheres to the cultural values and its stupendous fueling notion.

Second Part - Introduction to Need, Relevance and Significance

- 1. Need** - As a matter of fact, literature is the internal reference of a society and its culture. But there has been a lopsided approach towards evaluating the treasure of Indian knowledge system syndrome due to colonial prescription of India's past. Unfortunately, the phobia of British academic as well as legacy of some borrowed notion of alien school of thoughts has attempted to marginalized the true spirit of Indian mind and thought process. It seems that there is an

urgent need to reconstruct and rejanuvate the real output of Indian literary panaroma.

2. **Relevance** - It's an open fact that globalization has brought the world on a platform of a single click. But on the other hand, it is trying to invade on the language and its culture in the name of global village. It seems the IKS Sanskrit write - up will enhance the relevance of reinvestigation in an innovative pedagogy. It's the demand of the current scenario of the world where literature has been made as a sweet poison - an instrument to damage the backbone of India's past because if we forget the glory of our nation that will sound the delinking theory of historiocity. Therefore, the reinvestigation of our past and present academic curriculum from the angle of India's contribution in the world civilization and it's current use for global culture as science, technology in special reference to life value and it's management will be uplifted for world mankind. The true and pertinent curriculum framework for the revival of India seems the current demand for our nation. It will stamp out the macallivan nightmare. So, there is plethora of relevances and opportunities in term of session wise discussion/discourse in following thematic area.

Third Part - Thematic Area

The curriculum of pedagogical arena should be totality of Indianhoodness, to introduce its several branches of knowledge system in nutshell having with its relevant references in audio, visual and textual mode like science, technology and philosophical as well as spiritual Indian legacy towards world. (1)The revival of Sanskrit children literature should be in priority list. (2)How the Persian translation of some upanishadas by Dara Shikoh revived whole of the Europe intellectually and philosophical point of view in early 18th century? (3) How the Ayurvedic biology may be panaea for

world health wellness? (4)How the dramaturgy of Acharya Bharat is akin to hollywood. And how the Natyashastra presents the folk or tribal culture at present time and connects the toughness of as 'एक भारत श्रेष्ठ भारत '? (5) How a modern dietecian can implement traditional wisdom in his or her present practice etc?

The Proposed date of Workshop 04 - 05 June 2022 at Shree Lal Bahadur Shastri National Sanskrit University, Kataria Sarai, Delhi

Background: (1) Need, Relevance and Significance.

- **Need:** Education is the backbone of its society and nation that must be promoted from its own way of thought process .The following points may be discussed in terms of its needs -
 - Self Identity
 - Self Esteem
 - Self Respect
 - Intune with Nature
 - Self Satisfaction
 - Identification of Vidya and Avidya
 - Scientific Approach to Language
 - Legacy of Language
 - Knowledge of Language
 - Vision of understanding of Vocational Education which is enthried in language and its literature
- **Relevance:** Literature plays a vital role to investigate the way of life, and various facets of its cultural internal links as well as other aspects of socio- cultural religious facts. But it's also necessary to look into its classical pertinence which gives the access of its contemporary sound knowledge having with the original vision of culture, heritage and its ethics as well as ethos, of course. Therefore, Sanskrit pertinence may be prescribed as following-

- The real and sustainable development of mankind is hinged upon its own language
- Sanskrit is the mother of all Indian languages
- The 32 Vidyas may be co - ordinated during textual presentation and its expoundation.
- The 64 arts which are preserved in Indian knowledge system that must also be highlighted.
- Indeed, due to globalization and professional courses most of the Indian languages also seem to be at stake like other alien languages. But after all, Sanskrit has its own inside story which has not only cultivated the Indian languages but has borrowed many vocabularies from other Indian languages in current era also. It approves the freshness and richness of its own language. But inspite of these facts, Sanskrit also needs sustainable promotion and immense propagation because Sanskrit is like a super fast Rajadhani train as well as local train also, which connects the thought process of Indian mind and culture as super fast train and all local stations in terms of several Indian languages also like a local train.
- **Significance:** The current Indian era is knocking the door for an innovative pedagogy for our Indian education system because it has been framed with the colonial prescription and perception. Therefore, it seems the current urgent demand to evaluate the monotonous and imposed thought process that is utmost frail and fails to expound the real inside story of Indian historiography as well as its cultural, moral, ethical and human values.

Thus, it seems the urgent demand the implementation of new and innovative pedagogy in text writing because the real promotion and propagation of Sanskrit is not only cultivation of the Indian culture and it's identity but also the literary legacy of Indian language and literature. It's an open fact Sanskrit has always been the power house

for the Indian literature and culture indeed. We should try to explain the perpetual legacy towards the various branches of disciplines of Indian knowledge and wisdom as well as its linguistic and scientific approach in a very true spirit.

Introduction: - What are the objectives of this innitiative highlight

There will be a holistic attempt to promote and establish the fact of Indian mind of perpetual mega narration in a very true sense which has not been expounded from the angle of Indian way of mind and wisdom as yet. It needs a lofty exploration to eradicate the myth, which has been fabricated against our cultural history of India by western and even by some Indian scholars also. So, we have to introduce our India in a very true spirit, it's real historiocity and abudance of cultural and scientific past to fetch the Shastriya and scientific nastolgia of Indian intellectual tradition in special reference to Vyakaran, Nayaya Philosophy, Nirukt, Shiksha ,Chanda and literary criticism, Ayurveda and Natyashastra along with the glorious history of Indian Guru - Shishya tradition .

(3) Detailed analysis of NCERT, SCERT and Private Publisher books for Content Analysis

Although concerned text books of NCERT and SCERTs seem akin to readable, but as a matter fact there is an urgent need to restructure it with more innovative idea along with simple and lucid language in short and pin pointed mode. Some text seems more extensive but less effective especially from language point of view. It's surprising enough to mention here that there are some chapters which do not deal with directly with their exerises. It's also a big question for many students as well as some teachers also that generally they attempt to prepare its teaching pedagogy and tips of notes at the basis of its private book publishers' study matterial rather than

original NCERT or SCERTs texts. We must try to cultivate such texts which should not be lagging behind from private publication from any point of view .Of course; there are some more good chapters in connection to Subhasitas (Good Sayings) in existing concerned texts. But apart from these valuable proverbs, we should try to add such chapters also which deal with contemporary issues from modern Sanskrit literature.

As per the philosophy of innovative reconstruction of syllabus specially for class 10th and 12th, there should be an attempt to cultivate the language skill introducing to them about the Indian knowledge system and inculcate moral ethos and ethics.

The language skill can be developed through drama, mono acting, poetry reciting and other ways in which simple standard Sanskrit(spoken) should be given more space in a very smooth ,lucid and attractive way. Therefore, the content of the syllabus should be restructured as dialogue based.

Emphasis on 'What should be there and How should these be incorporated" in the New Textbooks

- Content should be improved at the basis of language skill of the students.
- Content should be expounded in terms of lofty and stupendous knowledge system in special reference to traditional Acharya - Parampara.
- Contents and it's structure should be incorporated in a simple and spontaneous way as well as very interesting mode and tone for the new textbooks.

IKS based content

- The knowledge and wisdom preserved in Indian languages in special reference to Sanskrit intellectual tradition.

- Continuity and present knowledge economy in Sanskrit language and literature.
- Narratives interwoven with Indian value and cultural World brotherhoodness.
- Global Integrity and uniformity .
- Global Humanism (Maharshi Aurbindo has coined the term for this as ' Mahamanava').
- Self Disciplined.
- Innovative Pedagogy.
- Activities based classes.
- Experienced based learning.
- Dialogue based learning.
- Community (collective) based learning.
- Class based learning.
- Holistic, intergrated and scientific pedagogy of class room.

Life-Long Impact

We should try to stop the production of students like bookworms. The knowledge and wisdom based education must be promoted. It means learning by doing and preparation of class room with subtle observation.

- Development of emotional insightness and as well as its critical observation.
- Skill based text preparation and observation of its utility for individual and group as well as society and nation based wellness and multifaceted substantial development.

Intresting presentation and Visual Content

- Vedio /Film

- Podcast
- Poster
- Field Visit
- Models
- Pictures
- Maps
- Charts
- Flash Cards

It also seems important to mention here that content should be focused on region based that may appeal to students naturally.

Guidelines for teachers with learning specific outcome -

Syllabus oriented focus in teaching pedagogy in terms of NEP-2020

The point numbers for Sanskrit language in National Education Policy-2020 are related to 22.15 and 22.16

- The point numbers for Indian languages in NEP- 2020 are 2.8, 4.12, 4.15, 4.16, 4.18, 4.19 and 22
- The point numbers for multilingualism and the power of language is 4. 11
- IKS is about 4.25, 4.27
- The National Curriculum Framework for School Education is in 4.30.

Focus on continuity and sequence of contents through different courses -

- There are 3 standards from 10th to 12th .
- IKS is related to multi dimensional composite concept and so, it may be an elephantine task to add all the domains of IKS into it.

Thus, 3 or 4 branches of IKS can be integrated with the curriculum to inspire the future citizens and to give firsthand knowledge about the chosen and concerned branches of IKS.

- The continuity of the topics may be as per other suggestion also.



LIST OF PARTICIPANTS

This is the list of delegates who came from different institutions from all over India to participate in the two-days National Workshop on two-day National Workshop on "Fulfilling the Vision of NEP in Sanskrit Language Textbooks" organized by Vidya Bharti Uchcha Shiksha Sansthan, in collaboration with Central Sanskrit University, Delhi, Sri Lal Bahadur National Sanskrit University, Delhi and Sanskrit Bharati on 4-5 June, 2022.

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